

**DEVELOPING INTERACTIVE GAME
USING CANVA IN VOCABULARY LEARNING
FOR GRADE VIII SMPN 1 PADANGSIDIMPUAN**



A Thesis

*Submitted to the English Education Department of
State University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English Department*

Written by:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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To:
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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Study Program of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, Thank you.

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ABSTRACT

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This study aims to develop an interactive game using Canva as a learning media in vocabulary learning, especially verbs, for eighth grade students of SMP Negeri 1 Padangsidimpuan and to determine the validity, practicality, and effectiveness of the developed media. This study uses the Research and Development (R&D) method with the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The subjects of this study are 25 eighth grade students of SMP Negeri 1 Padangsidimpuan. The research instruments include validation sheets, teacher and student needs analysis questionnaires, teacher and student practicality questionnaires, media usage instructions, and learning achievement tests in the form of pre-test and post-test. The data are analyzed using percentage formulas and N-Gain analysis. The results show that the developed learning media meets the criteria of validity, practicality, and effectiveness. The validation result from three validators reaches 83.5%, which is categorized as highly valid. The practicality result based on students' responses reaches 89.6%, while the teacher's response reaches 93.75%. The overall practicality percentage reaches 91.68%, which is categorized as highly practical. Furthermore, the effectiveness result based on the N-Gain score shows an average score of 52.40%, which is categorized as fairly effective. Based on the results of the study, it can be concluded that the interactive game using Canva is highly valid, highly practical, and fairly effective to be used as an alternative media in vocabulary learning, especially verbs, for eighth grade students of SMP Negeri 1 Padangsidimpuan.

Keywords: *Interactive Game, Canva, Verbs, Vocabulary Learning.*

ABSTRAK

Nama : Dea Melisa
NIM : 2220300032
Judul Skripsi : Pengembangan Game Interaktif Menggunakan Canva dalam Pembelajaran Kosakata untuk Kelas VIII SMP Negeri 1 Padangsidempuan

Penelitian ini bertujuan untuk mengembangkan permainan interaktif menggunakan Canva sebagai media pembelajaran kosakata, khususnya kata kerja (verbs), bagi siswa kelas VIII SMP Negeri 1 Padangsidempuan serta untuk mengetahui tingkat validitas, kepraktisan, dan efektivitas media yang dikembangkan. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang terdiri atas lima tahap, yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian ini adalah 25 siswa kelas VIII SMP Negeri 1 Padangsidempuan. Instrumen penelitian meliputi lembar validasi, angket analisis kebutuhan guru dan siswa, angket kepraktisan guru dan siswa, petunjuk penggunaan media, serta tes hasil belajar berupa pre-test dan post-test. Data dianalisis menggunakan rumus persentase dan analisis N-Gain. Hasil penelitian menunjukkan bahwa media pembelajaran yang dikembangkan telah memenuhi kriteria valid, praktis, dan efektif. Hasil validasi dari tiga validator memperoleh persentase sebesar 83,5% yang termasuk dalam kategori sangat valid. Hasil kepraktisan berdasarkan respons siswa memperoleh persentase sebesar 89,6%, sedangkan respons guru memperoleh persentase sebesar 93,75%. Persentase kepraktisan secara keseluruhan mencapai 91,68% dan termasuk dalam kategori sangat praktis. Selain itu, hasil efektivitas berdasarkan skor N-Gain menunjukkan rata-rata sebesar 52,40% yang termasuk dalam kategori cukup efektif. Berdasarkan hasil penelitian, dapat disimpulkan bahwa permainan interaktif menggunakan Canva tergolong sangat valid, sangat praktis, dan cukup efektif untuk digunakan sebagai alternatif media pembelajaran kosakata, khususnya kata kerja (verbs), bagi siswa kelas VIII SMP Negeri 1 Padangsidempuan.

Kata Kunci: Permainan Interaktif, Canva, Kata Kerja, Pembelajaran Kosakata.

الملخص

الاسم : ديا ميليسا

رقم القيد : ٢٢٢٠٣٠٠٣٢

عنوان الرسالة : تطوير لعبة تفاعلية باستخدام كانفا في تعليم المفردات لطلاب الصف الثامن بمدرسة الثانوية الأولى الحكومية بادانج سيديمبون

هدفت هذه الدراسة إلى تطوير لعبة تفاعلية باستخدام منصة كانفا بوصفها وسيلة تعليمية لتعليم المفردات، وخاصة الأفعال، لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية الأولى بادانج سيديمبون، والتعرف على درجة صلاحية الوسيلة التعليمية وعمليتها وفعاليتها. واعتمدت الدراسة منهج البحث والتطوير وفق نموذج أدي الذي يتكون من خمس مراحل هي: التحليل، والتصميم، والتطوير، والتنفيذ، والتقييم. وتكونت عينة الدراسة من خمسة وعشرين طالبًا من طلاب الصف الثامن. وشملت أدوات الدراسة استمارات التحقق من الصلاحية، واستبيانات تحليل احتياجات المعلمين والطلاب، واستبيانات العملية للمعلمين والطلاب، ودليل استخدام الوسيلة التعليمية، واختبارات التحصيل المتمثلة في الاختبار القبلي والاختبار البعدي. وتم تحليل البيانات باستخدام النسبة المئوية وتحليل الكسب المعياري. وأظهرت نتائج الدراسة أن الوسيلة التعليمية المطورة استوفت معايير الصلاحية والعملية والفعالية؛ إذ بلغت نسبة الصلاحية المستمدة من تقييم ثلاثة محكمين ٨٣,٥٪، وهي ضمن فئة الصلاحية العالية جدًا. كما بلغت نسبة العملية وفق استجابات الطلاب ٨٩,٦٪، في حين بلغت نسبة العملية وفق استجابة المعلم ٩٣,٧٥٪، وبلغت النسبة الكلية للعملية ٩١,٦٨٪، وهي ضمن فئة العملية العالية جدًا. كذلك أظهرت نتائج الفعالية وفق متوسط الكسب المعياري نسبة ٥٢,٤٠٪، وهي ضمن فئة الفعالية المقبولة. وبناءً على ذلك، خلصت الدراسة إلى أن اللعبة التفاعلية باستخدام كانفا تتمتع بدرجة عالية جدًا من الصلاحية والعملية، وتعد فعالة بدرجة مقبولة، ويمكن استخدامها بوصفها وسيلة بديلة في تعليم المفردات، وخاصة الأفعال، لطلاب الصف الثامن.

الكلمات المفتاحية: اللعبة التفاعلية، كانفا، الأفعال، تعليم المفردات

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Finally, I realize that this thesis still has many limitations and is far from being perfect. Therefore, I sincerely welcome any suggestions, feedback, and constructive criticism that may help improve this study in the future. I hope that this thesis can provide useful insights and make a meaningful contribution to readers, especially for those who are interested in educational research and media development. Hopefully, the knowledge, experiences, and valuable lessons gained throughout this journey will become meaningful provisions and bring benefits in the future.

Padangsidempuan, 2026
Researcher

Dea Melisa

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Education plays an important role in shaping high-quality human resources, especially in the 21st century. In today's era of globalization and rapid technological advancement, the education system is expected to adapt in order to prepare students who are not only knowledgeable but also creative and adaptive. In language learning, Thornbury states that success is closely related to students' ability to understand and use language effectively, since language functions as the main tool for communication and learning.¹ Therefore, it is important to support the learning process with appropriate instructional media that can help students develop their language skills.

The development of digital technology has brought significant changes to the way teaching and learning take place. Technology is no longer just an additional tool, but has become an essential part of modern education. According to Alimuddin et al. the demands of the Industrial Revolution 4.0 require the integration of technology in education to support students in developing creativity, innovation, and digital literacy.²

In this context, the availability of interactive and engaging learning media

¹Scoot Thornbury, *How to Teach Vocabulary* (Edinburgh Gate: England and Associated Companies throughout the world, 2002), www.longman.com.

² Hilda Yunita Wono Asriani Alimuddin, Justin Niaga Siman Juntak, R. Ayu Erni Jusnita, Indri Murniawaty, "Teknologi Dalam Pendidikan: Membantu Siswa Beradaptasi Dengan Revolusi Industri 4.0," *Journal on Education* 05, no. 04 (2023), website: <http://jonedu.org/index.php/joe>.

becomes increasingly important, especially to meet the needs of 21st-century learners.

In English learning, vocabulary mastery is one of the key elements that supports the development of other language skills, such as reading, writing, listening, and speaking. Thornbury emphasizes that without sufficient vocabulary, students will find it difficult to express meaning effectively.³ However, in practice, vocabulary learning in Indonesia is often still dominated by conventional methods, such as memorizing word lists or translating texts without meaningful context. These approaches tend to make students less engaged and may not support long-term retention of vocabulary.

This issue is also evident at the local level, reflecting the existing condition of vocabulary learning in the classroom. Preliminary observations conducted by the researcher on 30 Grade VIII students at SMPN 1 Padangsidempuan in September 2025 revealed that 70% of the students indicated that the English teaching methods employed by teachers were still highly traditional and lacked the integration of digital media, making vocabulary mastery difficult to achieve. Furthermore, students expressed difficulties in applying new vocabulary to real-life contexts, with their average vocabulary proficiency score reaching only 55% based on a simple test. This finding was further supported by an interview with Mrs. Masdariana, an English teacher at SMPN 1 Padangsidempuan,

³ Scoot Thornbury, *How to Teach Vocabulary*.

conducted on October 2, 2025. She stated that students' low vocabulary mastery was influenced by their lack of interest in English, which they often perceive as difficult, as well as monotonous teaching methods that reduce their engagement in the learning process.⁴ These conditions indicate an urgent need for more innovative and interactive instructional media to enhance students' motivation and improve their vocabulary mastery.

In addition, today's students belong to the digital generation who are familiar with technology and visual-based content. This influences their learning preferences, as they tend to be more interested in interactive and engaging learning experiences. Learning processes that rely mainly on one-way explanation and memorization are considered less suitable for these characteristics. Therefore, it is necessary to develop learning media that are not only informative but also interactive and visually appealing.

One form of learning media that has the potential to support this need is an interactive game. Games can provide learning experiences that involve students actively through various activities such as quizzes, matching tasks, and contextual exercises. Through well-designed interactive elements, learning can be presented in a more engaging and meaningful way. However, rather than relying solely on existing ready-made platforms, it is important to develop a learning game that is

⁴ Masdariana, "English Teacher at SMPN 1 Padangsidempuan, Private Interview by Dea Melisa, 2 Oktober, 2025."

specifically designed based on students' needs, learning objectives, and classroom conditions.

Among various digital platforms, Canva has the potential to be used in developing interactive learning media. Canva is widely known as a graphic design tool, but it also provides features that allow teachers to create interactive content such as presentations, quizzes, and simple games. Teng states that audiovisual media combining text and visuals can help students improve their vocabulary learning.⁵ Similarly, Purnamawanti et al. found that Canva-based learning materials can increase students' motivation,⁶ while Nugroho et al. highlight that the use of Canva can improve students' engagement and understanding through visually supported learning materials.⁷ However, the development of structured interactive game-based media using Canva in vocabulary learning, especially for junior high school students, still needs further exploration.

Based on the explanation above, it can be seen that there is a need to develop interactive learning media that are appropriate to students' characteristics and learning needs. Therefore, this study is conducted using a Research and Development (R&D) approach entitled "Developing Interactive Games Using Canva in Vocabulary Learning for Grade VIII

⁵ Mark Feng Teng, "The Effectiveness of Multimedia Input on Vocabulary Learning and Retention," *Innovation in Language Learning and Teaching* 17, no. 3 (2023): 738–54, <https://doi.org/10.1080/17501229.2022.2131791>.

⁶ Ucu Purnamawanti, Herawati, Widyasari, *Peningkatan Hasil Belajar Berbasis Canva, Widina Media Utama*, vol. 11 (Desa bojong emas kec.solokan jeruk kabupaten bandung, Provinsi jawa barat: Widina Bhakti Media Utama, 2023), website: www.penerbitwidina.com.

⁷ Ari Prasetyo Nugroho, Windy Ayu Lestari, Wachid Eko Purwanto, "Pemanfaatan Media Canva Dalam Pembelajaran Bahasa Indonesia Di SMK Muhammadiyah 2 Moyudan," *Seminar Nasional Pengenalan Lapangan Persekolahan UAD*, 2022, 116–21, <http://seminar.uad.ac.id/index.php/semhasmengajar/article/view/10543>.

SMPN 1 Padangsidempuan.” This research focuses on designing and developing an interactive game using Canva as a learning media for vocabulary learning. The emphasis of this study is on the development process in order to produce a product that is valid and practical for use in the classroom.

B. The Identification of the Problems

According to the background of the problem above, the researcher finds and summarizes several problems, they are:

1. The need to develop learning media that can improve students' vocabulary mastery through interactive and technology-based activities.
2. The need to design English vocabulary learning that is more engaging and motivating for students through the integration of digital platforms.
3. The need for creative and innovative English language learning media to support the achievement of learning objectives in the classroom, particularly for vocabulary material.
4. The need to utilize digital tools such as Canva to create interactive games that make vocabulary learning more enjoyable and effective for junior high school students.

C. The Formulations of the Problem

To clarify the problem of the study, the researcher formulates the problem is as follows:

1. How is the validity of interactive game using Canva in vocabulary learning for grade VIII junior high school students?
2. How is the practicality of interactive game using Canva in vocabulary learning for grade VIII junior high school students?
3. How is the effectiveness of interactive game using Canva in vocabulary learning for grade VIII junior high school students?

D. The Objectives of the Research

From the formulation of the problems above, the objectives of this research are:

1. To determine the validity of interactive game using Canva in vocabulary learning for grade VIII students.
2. To determine the practicality of interactive game using Canva in vocabulary learning for grade VIII junior high school students.
3. To determine the effectiveness of the interactive game using Canva in vocabulary learning for grade VIII students.

E. The Significances of the Research

This research is expected to provide contributions both theoretically and practically:

- 1) Theoretical Significances
 - a. Enriches knowledge in English language teaching, especially in using Canva to develop interactive game for vocabulary learning.

- b. Provides insight into the effectiveness of Canva-based interactive game learning in improving students' learning motivation and students' vocabulary mastery.
- c. Serves as a reference for future research on integrating digital technology into language learning.

2) Practical Significances

- a. Providing learning media in the form of interactive game using Canva that can be used by teacher s as a vocabulary learning tool for Grade VIII students' at SMPN 1 Padangsidimpuan.
- b. Facilitates more interactive, enjoyable, and accessible vocabulary learning, enhancing motivation and learning outcomes for students.
- c. Assisting schools and educators in effectively implementing technology in the learning process and encouraging digital learning innovation.
- d. Serving as a practical reference for learning media developers and teachers in developing and using Canva-based educational games in school environments.

F. The Product Specifications

The specifications of the interactive game development product using Canva are as follows:

1. The product developed in this study is an interactive digital game created using Canva for eighth-grade students to learn verbs in the

the “Celebrating Independence day” based on Kurikulum Merdeka (Independent curriculum).

2. Canva is used as the development platform because it offers accessible tools for designing interactive media featuring images, buttons, and hyperlinks that function smoothly across laptops and smartphones.
3. The game consists of several interactive treasure chests that serve as access points to vocabulary questions. By exploring and opening the treasure chests, students actively participate in the learning process while developing their vocabulary knowledge in an engaging and enjoyable way.
4. The main competency targeted is vocabulary mastery, specifically students’ ability to identify verb forms, interpret meanings through visuals, and apply verbs correctly in sentences.
5. The primary users of this product are eighth-grade students at SMPN 1 Padangsidempuan, while English teachers serve as facilitators during classroom implementation.
6. The product is designed to be interactive, user-friendly, and adaptable, allowing teachers to revise or update content according to instructional needs.
7. The final product consists of a complete interactive verb-learning game created in Canva, accompanied by clear usage guidelines for both teachers and students.

G. The Definition of the Research Terminologies

1. Development

Development refers to a systematic process of designing, creating, and improving learning media. In this study, it refers to the process of developing Canva-based interactive games for vocabulary learning.

2. Interactive Game

An interactive game is a digital learning media that encourages active student participation throughout the learning process. In this study, it is used as a tool to support vocabulary learning through engaging and structured activities.

3. Canva

Canva is an online graphic design platform used to create visual and interactive learning materials. In this study, it serves as the main tool for developing interactive games.

4. Vocabulary Learning

Vocabulary learning is the process of acquiring, understanding, and applying new words in a language. In this study, it focuses on helping students expand their English vocabulary through interactive game activities.

5. Vocabulary Mastery

Vocabulary mastery refers to students' ability to understand, remember, and use vocabulary appropriately and effectively in various

language contexts. It is the primary learning outcome expected from the interactive game developed using canva.

CHAPTER II

LITERATURE RIVIEW

A. The Theoretical Description

1. Vocabulary Learning

a. Definition of Vocabulary Learning

Vocabulary learning is the process of learning and mastering vocabulary in a language, whether it is one's mother tongue or a second language. It involves understanding the meaning, form, usage, and associations of words to achieve effective communication. This process includes receptive aspects such as comprehension in listening and reading and productive aspects such as usage in speaking and writing. According to Siregar and Harida, vocabulary is central to language learning because learners cannot communicate effectively or express their ideas in either spoken or written forms without sufficient vocabulary knowledge.¹ Vocabulary learning therefore serves as an essential foundation for developing language proficiency and supporting effective communication. In line with this view, Waluyo et al. state that vocabulary knowledge includes understanding many different words as well as knowing them in detail, both in recognition and in use². It plays a vital role in developing overall language ability and communication.

¹ Fitri Rayani Siregar, Eka Sustris Harida, *Building a Better Vocabulary by Word Formation Process*, 1st ed. (Kencana, Bekerja sama dengan IAIN Padangsidimpuan Press, 2021).

² Budi Waluyo, Annisa Laura Maretha, Nafis Mahmud Khan, "Self-Regulated English Vocabulary Learning in Active Digital Classrooms : A Case Study at a Thai University," *Journal*

The concept of vocabulary learning has also been discussed by several scholars who emphasize its central role in language acquisition. According to Simonnet et al., the process of acquiring, understanding, and using vocabulary in various communication contexts is known as vocabulary learning.³ Similarly, Ilxomovich states that vocabulary learning is a continuous process in which learners acquire, retain, and use new words meaningfully to support communication and language development in EFL contexts.⁴ This process requires learners to master word forms, meanings, and functions as vocabulary acquisition involves comprehension, application, and assimilation of words in meaningful contexts.

Vocabulary learning also provides learners with the linguistic resources needed to comprehend information and express ideas in various communication settings. Furthermore, a strong vocabulary foundation supports learners in developing other language skills, including listening, speaking, reading, and writing. In summary, vocabulary learning is a crucial component of language proficiency because it encompasses both understanding and accurate word use. It requires the development of receptive and productive skills to enable

of *Teaching English Language (TEL)* 19, no. 2 (2025): 45–87, <https://doi.org/10.22132/tel.2025.479614.1694>.

³ Enzo Simonnet, Mathieu Loiseau, Elise Lavoue, “A Systematic Literature Review of Technology-Assisted Vocabulary Learning,” *Journal of Computer Assisted Learning* 41, no. 1 (2025), <https://doi.org/10.1111/jcal.13096>.

⁴ Axmedov Iqboljon Ilxomovich, “An Analytical Approach To Vocabulary Enhancement Stragies in EFL Contexts,” *University Research Base*, no. 2003 (2024): 61–66, <https://scholar.kokanduni.uz/index.php/rb/article/view/290>.

effective communication. Therefore, strengthening vocabulary learning serves as a strategic approach to enhancing overall linguistic competence in educational contexts.

b. Importance of Vocabulary Learning

Vocabulary is essential in second language learning because it enables students to understand and communicate meaning effectively. Learners with limited vocabulary often face difficulties in comprehending spoken or written texts and in expressing ideas accurately. The significance of vocabulary becomes clearer when considering the distinction between receptive and productive knowledge, which as Zheng explains, involves both the ability to recognize words in listening and reading and the capacity to use them correctly in speaking and writing.⁵ This Perspective highlights that vocabulary learning should support both comprehension and active language production.

The importance of vocabulary is also emphasized by scholars who note its close connection to all four language skills. In this regard, Lubis et al, describe vocabulary as the core element linking listening, speaking, reading, and writing, indicating that strong vocabulary knowledge contributes directly to balanced language development.⁶

Students with a broader vocabulary range are better equipped to

⁵ Hanwen Zheng, "Vocabulary Knowledge and Acquisition," *Advances in Humanities Research* 5, no. 1 (2024): 32–36, <https://doi.org/10.54254/2753-7080/5/2024046>.

⁶ Rahmi Pu'adi Siregar Fitriadi Lubis, Sojuangon Rambe, "The Effect of Concept Circle Strategy on Students' Vocabulary Mastery at Grade VII MTs N 2 Padangsidempuan," *English Journal for Teaching and Learning*, 2017, <https://doi.org/10.24952/EE.V5I1.1174>.

interpret information, participate in communication, and produce meaningful written work.

Given this central role, building a solid vocabulary foundation is crucial for achieving communicative competence in academic and everyday contexts. Effective vocabulary assessment also helps teachers adjust their instructional approaches and provide appropriate support based on students' needs. This relevance becomes even more apparent when focusing on key lexical categories such as verbs, which carry essential grammatical and semantic functions in English. Among these, regular and irregular verbs are particularly important, as their correct use enables students to construct accurate sentences across different tenses and situations.

In summary, vocabulary serves as the foundation for communicative ability in a second language, shaping both comprehension and expression across all language skills. A strong command of vocabulary, particularly core lexical items such as regular and irregular verbs, supports accurate language use and meaningful interaction in diverse contexts. Therefore, strengthening vocabulary instruction and assessment is essential for promoting learners' overall linguistic development and communicative competence.

c. Kinds of Vocabulary

Vocabulary In English can be understood through several categories of word classes that help learners identify how words function within sentences. These categories are traditionally known as part of speech and are widely used in instructional settings because they guide learners in recognizing the grammatical behavior of words. As explained by Azar, Parts of speech provide a structural framework that supports students in understanding how vocabulary operates within sentence patterns, which in turn makes language learning more systematic.⁷ This suggests that organizing vocabulary through word classes can help learners build clearer connections between linguistic form and meaning.

The traditional pedagogical convention divides English vocabulary into major word classes such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections. Although contemporary linguists acknowledge that classifications may vary depending on linguistic approaches, the eight-category model remains the most commonly adopted structure in school level English teaching. Murphy notes that part of speech serve as an organizing principle that helps students interpret how each word contributes to sentence meaning and coherence.⁸ This implies that the

⁷ Betty Schramper Azar, *Understanding and Using English Grammar: Third Edition.*, 03 ed. (Pearson Education, 2016).

⁸ Raymond Murphy, *English Grammar In Use, Notes and Queries*, 5th ed., vol. s9-I (cambridge university press, 2019).

traditional categories continue to be relevant, especially in educational context that emphasize foundational grammatical understanding.

Recognizing different parts of speech is essential because each category carries its own linguistic function and influences how words combine to form meaningful expressions. Among these categories, verbs hold a particularly important place because they allow learners to identify actions, events, and states that structure the meaning of a sentence. Since verbs serve as a key element in constructing messages and understanding communicative intent, the next subsection provides a focused discussion on verbs to support deeper vocabulary comprehension in the context of this study.

d. Verbs as Vocabulary Materials

English verbs play an important role in vocabulary learning because they express actions and activities that help students understand and communicate events in meaningful contexts. Verbs enable learners to describe what people do, what activities happen, and how events take place in everyday situations. Students who have limited mastery of verbs often experience difficulties in constructing sentences and expressing ideas clearly in both spoken and written communication. As stated by Scott Thornbury, vocabulary serves as a fundamental element in language learning because learners need words to express meanings and communicate ideas effectively.⁹ Since

⁹ Scott Thornbury, *How to Teach Vocabulary*.

verbs represent actions and events in communication, mastering them becomes essential in helping students develop vocabulary competence and improve language use. This explanation reinforces the idea that verb mastery plays a significant role in supporting students' language development.

In junior high school, vocabulary learning should be connected to meaningful themes that are relevant to students' experiences and social environments. One of the themes introduced in Grade VIII is Celebrating Independence Day, which presents various activities commonly associated with Independence Day celebrations. Through this topic, students are exposed to action verbs that describe events and activities such as participating, joining, running, competing, celebrating, waving, watching, and organizing. Learning verbs through contextual themes helps students understand vocabulary more easily because they can associate words with familiar experiences and situations.

To support students' understanding, this study adopts verb materials from the English for Nusantara Grade VIII textbook, particularly in the theme Celebrating Independence Day. The textbook introduces vocabulary through contexts and activities related to Independence Day celebrations, allowing students to recognize and use verbs in meaningful situations. This contextual presentation helps

learners understand the use of verbs while also enriching their vocabulary knowledge through real-life examples.

The following visual presents examples of verbs related to Celebrating Independence Day along with contextual illustrations to support vocabulary learning.

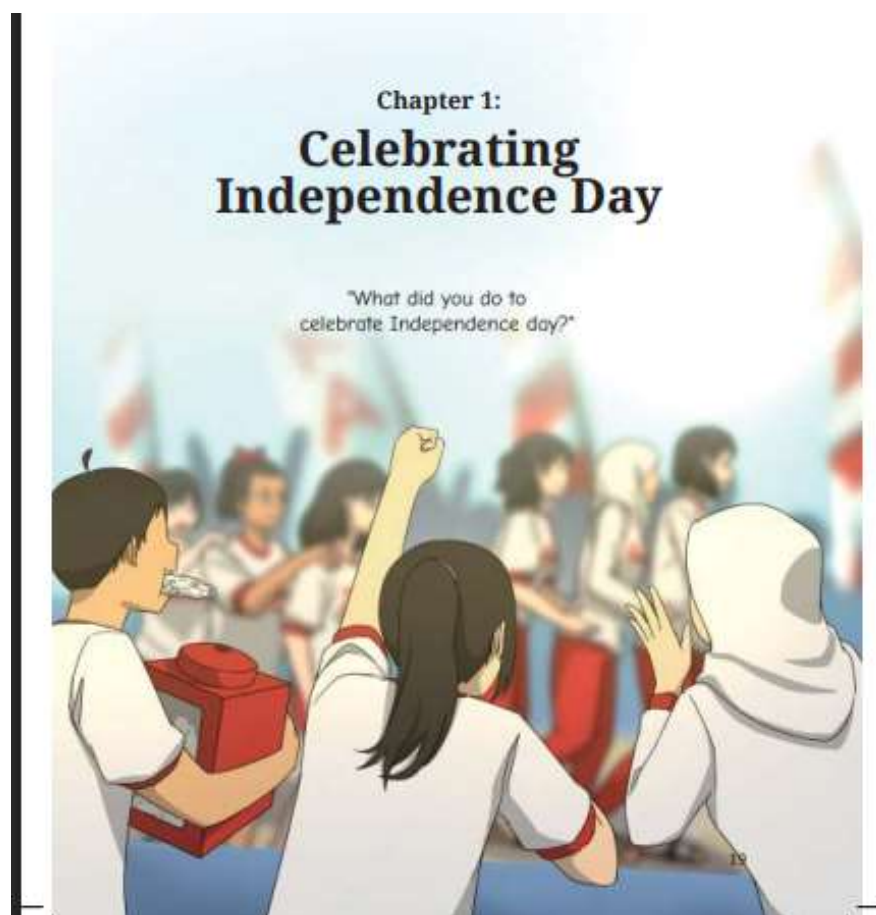


Figure II.1
Verbs Material in “Celebrating Independence Day” Theme¹⁰

Through this topic, students are exposed to action verbs used in describing Independence Day activities and experiences. These verbs

¹⁰ Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Raymon Rahmadhani, Mahmud Layan Hutasuhut, Gilang Asri Devianty, *English For Nusantara* (Jakarta Selatan: Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

help students understand and express actions related to competitions, celebrations, and social events that commonly occur during Independence Day commemorations. These materials strengthen the theoretical foundation of this research because they align with the curriculum and ensure that the interactive Canva-based game reflects the actual learning content required for eighth-grade students. By integrating curriculum-based materials and contextual learning, this study emphasizes that mastering verbs through meaningful themes can improve students' vocabulary competence and support more effective language learning.

e. Vocabulary Assessment

Vocabulary assessment is essential for evaluating students' lexical knowledge because it reflects their ability to understand and use words appropriately. Vocabulary knowledge is commonly described through several dimensions. Teng states that, based on Nation's framework, vocabulary knowledge consists of three dimensions: form, meaning, and use.¹¹ This framework has been widely applied in vocabulary research and assessment. Similarly, Zambano and Sanchez adopted the dimensions of meaning, use, and form to measure learners' lexical development.¹² Although vocabulary knowledge includes the

¹¹ Mark Feng Teng, "The Effectiveness of Multimedia Input on Vocabulary Learning and Retention."

¹² Raul Ecuador Perez Zambano, Miriam Eucevia Troya Sanchez, "Students-Created Flashcards on Enhancing English Vocabulary Learning Among Tenth- Graders in the 2024-2025 Academic Year," *Ciencia y Reflexion* 4, no. 1 (2025): 929–41, <https://doi.org/10.70747/cr.v4i1.131>.

dimensions of form, meaning, and use, the present study focuses only on the dimensions of meaning and use. These dimensions are considered the most relevant to the objective of this study, which is to assess eighth-grade students' vocabulary verbs. Specifically, the assessment examines students' understanding of verb meanings and their ability to use the verbs appropriately in context.

1) Meaning

Meaning concerns learners' understanding of lexical concepts and semantic relationships. Xia et al emphasize that vocabulary knowledge “involves understanding lexical meaning, morphological relations, and the ways words are used across contexts”¹³ highlighting the importance of contextual interpretation.

2) Use

Use involves applying words accurately and appropriately in communication. Zambano and Sanchez show that evaluating how learners use vocabulary in meaningful tasks is central to understanding their lexical competence.¹⁴ This includes knowledge of collocations, contextual appropriateness, and natural word.

¹³ Yuwei Xia, Ying Luo, Xiaofei Lu, “Dynamic Assessment of Vocabulary: A Systematic Literature Review,” *Language Teaching Research Quarterly* 46 (2024): 297–324, <https://doi.org/10.32038/ltrq.2024.46.19>.

¹⁴ Raul Ecuador Perez Zambano, Miriam Eucevia Troya Sanchez, “Students-Created Flashcards on Enhancing English Vocabulary Learning Among Tenth- Graders in the 2024-2025 Academic Year.”

In summary, assessing vocabulary through the dimensions of form, meaning, and use offers a comprehensive view of students' lexical mastery. By focusing on these two dimensions, this study aims to obtain a clearer picture of eighth-grade students' understanding and use of vocabulary verbs in meaningful contexts. For junior high school learners, however, these components must be simplified into clear and measurable indicators that align with their developmental level, particularly when learning vocabulary verbs. Therefore, this study adopts the three dimensions in an adjusted form to ensure that the vocabulary assessment remains valid, practical, and effective for eighth-grade students.

2. Learning Media Interactive Game

a. Description of Learning Media

Learning media refers to any tool, material, or resource used to support the transfer of knowledge in the teaching and learning process. Learning media helps create effective and meaningful learning by making lessons clearer and more engaging. It also serves as a communication bridge between teachers and students to achieve learning goals. According to Muhaimin and Juandi, learning media serve as instruments that facilitate the transfer of knowledge from teachers to students, thereby improving the effectiveness of the

learning process.¹⁵ Saleh et al, also said that the main functions of teaching media is to provide an environment that facilitates students in absorbing knowledge appropriately and comprehensively, while also improving cognitive abilities and shaping student character.¹⁶ In general, teaching aids have shown substantial contributions in all stages of learning, especially in stimulating students' motivation and interest in learning.

Furthermore, the use of appropriate learning media is an important strategy for teachers to create an interactive and inspiring classroom atmosphere that supports optimal learning outcomes. In the context of digital learning, this includes the use of application-based learning media that facilitate interactive and student-centered learning experiences. Husna and Supriyadi emphasize that understanding the characteristics and appropriate use of learning media is essential to maximize its effectiveness and ensure alignment with students' abilities and learning objectives.¹⁷ In line with this view, Fauziah and Rohmawati state that educational applications such as Kahoot, Quizizz, Wordwall, and Canva play an important role in supporting teachers' ability to integrate technology into classroom instruction and

¹⁵ Dadang Juandi Lukman Hakim Muhaimin, "The Role of Learning Media in Learning Mathematics: A Systematic Literature Riview," *Journal of Mathematics and Mathematics Education* 13, no. 01 (2023): 85–107, <https://doi.org/10.20961/jmme.v13i1.74425>.

¹⁶ M. Sahib Saleh, Syahrudin, Muh. Syahrul Saleh, Ilham Azis Sahabuddin, *Media Pembelajaran*, ed. Eri Setiawan (Jawa Tengah: Eureka Media Aksara, 2023), <https://repository.penerbiteurka.com/publications/563021/media-pembelajaran>.

¹⁷ Khamila Husna, Supriyadi, "Peranan Manajemen Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa," *Al-Mikraj Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)* 4, no. 1 (2023): 981–90, <https://doi.org/10.37680/almikraj.v4i1.4273>.

create more engaging learning environments.¹⁸ Therefore, teachers are required to carefully learning media applications that are pedagogically relevant, appropriate to students' needs, and supportive of effective learning outcomes.

In conclusion, learning media can be defined as instructional tools or resources, including digital applications, that function as a bridge between teachers and students in delivering learning content effectively and meaningfully. Learning media are designed to facilitate knowledge transfer, enhance student engagement, and support the achievement of learning objectives by presenting materials in a clearer, more interactive, and student-centered manner. The effective use of learning media requires teachers' understanding of media characteristics and their alignment with students' abilities and instructional goals. Therefore, learning media play a strategic role not only as supporting tools in instruction but also as essential components in creating an engaging, motivating, and effective learning environment.

b. Kinds of Learning Media

When designing effective instruction, it is essential to understand the different types of learning media. Each media has distinct characteristics and advantages that align with instructional goals, the complexity of the material, and learners' needs. This variety

¹⁸ Giska Enny Fauziah, Aulia Rohmawati, "Peningkatan Kompetensi Digital Guru MI Melalui Pelatihan Pemanfaatan Teknologi Dalam Pembelajaran," *Jurnal Pengabdian Masyarakat* 1, no. 1 (2025): 1–12.

enables educators to select resources that make learning more engaging and accessible. Hikmah explains that learning media are categorized into three main types visual, audio, and audio-visual which provide a basis for determining the most appropriate media for specific learning context.¹⁹ Through this categorization, educators develop more targeted instructional strategies and create meaningful learning experiences: they are visual media, audio media, audio-visual media, traditional media, and digital media. which can be seen below:

1) Visual Media

Visual media are learning aids designed to stimulate students' senses of sight so that they can understand the material more clearly. According to Pagarra et al, visual media refers to instructional media that primarily relies on visual perception, including printed materials such as books, journals, maps, images, and other visual resources used in the learning process.²⁰ By presenting information in the form of images, graphics, posters, or videos, these media can simplify difficult concepts so that they are easier to understand. This is in line with Gunawan and Ritonga's explanation that visual media includes all forms of teaching materials that can be seen, such as writing, illustrations, and real

¹⁹ Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era," *Ijoeel* 01, no. 02 (2019): 84–89.

²⁰ Sayidiman Hamzah Pagarra, Ahmad Syawaluddin, Wawan Krismanto, *Media Pembelajaran* (Gunung sari, Jl. Raya Pendidikan 90222: Badan Penerbit UNM, 2022), badanpenerbit.unm.ac.id.

objects, which serve to support the delivery of learning messages.²¹ Thus, visual media plays a crucial role in presenting information effectively and supporting students' understanding.

The existence of this media allows students to see a real picture of the material being studied. This makes the learning process more interesting, concrete, and memorable. Through this visual presentation, students are better able to grasp and retain the concepts being taught.

2) Audio Media

Audio media is a type of learning media that relies on the sense of hearing as the main channel for conveying information. According to Saleh et al , audio media refers to instructional media that primarily engages learners' auditory sense to deliver learning content through sound-based elements.²² This type of media includes various forms of audio input, such as narrative recordings, music, or conversations. These forms of audio input are very useful in language learning and listening skill development. According to Gunawan and Ritonga, audio media can stimulate students' minds, feelings, attention, and willingness.²³ This stimulation helps create a more lively and interactive learning situation.

²¹ Gunawan, Asnil Aidah Ritonga, *Media Pembelajaran Berbasis Industri 4.0* (Medan: RajaGrafindo Persada, 2019).

²² M. Sahib Saleh, Syahrudin, Muh. Syahrul Saleh, Ilham Azis Sahabuddin, *Media Pembelajaran*.

²³ Gunawan, Asnil Aidah Ritonga, *Media Pembelajaran Berbasis Industri 4.0*.

Therefore, the use of audio media in teaching not only strengthens verbal understanding of the material. It also encourages students' emotional involvement in the learning process. Through this involvement, students can engage more deeply with the learning material.

3) Audio-Visual Media

In the world of education, media that involves more than one sense is one of the most effective approaches to delivering material. One such media is audiovisual media, which combines visual and audio elements so that information is not only conveyed through symbols or words alone. According to Gunawan and Ritonga, audiovisual learning utilizes both sight and hearing simultaneously.²⁴ Hasan et al, also states that audiovisual media provides more concrete and vivid learning experiences, enabling students to process information more effectively compared to text-based explanations alone.²⁵ In line with this view, Setiyawan explains that audiovisual media can essentially be understood as instructional tools that combine visual components and sound into a single unified format, allowing information to be delivered more clearly and comprehensively.²⁶ This combination helps to clarify

²⁴ Gunawan, Asnil Aidah Ritonga.

²⁵ Darodjat Muhammad Hasan, Milawati and I Made Indra Tuti Khairani Harahap, Tasdin Tahrim, Ahmad Mufit Anwari, Azwar Rahmat, Masdiana, *Media Pembelajaran, Tahta Media Group* (Tahta Media Grup, 2021), <http://eprints.unm.ac.id/id/eprint/20720>.

²⁶ Hery Setiyawan, "Pemanfaatan Media Audio Visual Dan Media Gambar Pada Siswa Kelas V," *Jurnal Prakarsa Paedagogia* 3, no. 2 (2020), heri.setiyawan_fbs@uwks.ac.id.

the delivery of material. It also makes it easier for students to understand the language being learned.

This approach is very useful for improving student absorption, especially in the context of language learning. Thus, audiovisual media not only enriches the learning experience but also plays an important role in improving students' overall understanding. It achieves this through the presentation of material that is more contextual, interesting, and easy to digest.

4) Traditional Media

Traditional learning media are tools that have long been used in education to convey information directly and conventionally. According to Ogidi and Utulu, traditional media refer to conventional forms of media that existed prior to the development of new media, such as print-based and non-digital instructional tools used to deliver information in face-to-face learning contexts.²⁷ In line with this view, Saleh et al, state that traditional media include tools such as blackboards, static images, graphics, and simple teaching aids.²⁸ These tools serve to convey material visually and concretely, especially in environments with limited access to technology. The use of these media emphasizes manual and face-to-face learning experiences.

²⁷ Odin Ogidi, Anthony U. Utulu, "ADVERTISING Keywords: Contribution / Originality," *Asian Journal of Economic Modelling* 4, no. 1 (2016): 57–69, <https://doi.org/10.18488/journal.8/2016.4.1/8.1.57.69>.

²⁸ M. Sahib Saleh, Syahrudin, Muh. Syahrul Saleh, Ilham Azis Sahabuddin, *Media Pembelajaran*.

These traditional approaches, although simple, remain effective in building basic conceptual understanding and direct interaction between teachers and students. Thus, traditional media remain relevant as a strategic alternative in supporting the learning process. Their relevance is particularly evident in the context of basic education or in areas with limited digital infrastructure.

5) Digital Media

Digital learning media are technology-based tools designed to support the learning process through the presentation of interactive, flexible, and easily accessible information. According to Jadidah et al, digital media refers to electronic media that can be stored, accessed, and modified through computer-based systems, as well as communication media that operate using various readable data formats.²⁹ In line with this definition, Purnamawanti et al, state that digital media in education includes online learning systems, educational applications, and technology-based educational games that facilitate active interaction and flexibility in the learning process.³⁰ These forms of digital media enable students to engage more actively with learning materials and access educational content in diverse formats.

²⁹ Tiara Widya Anggraini Ines Tasya Jadidah, Ani Rahayu, Hanum Salsa Bella, Julinda, "Pengaruh Media Digital Terhadap Sosial Budaya Pada Anak Usia Sekolah," *Jurnal Multidisipliner Kapalamada* 2, no. 4 (2023): 253–68, <https://doi.org/https://doi.org/10.62668/kapalamada.v2i04.830>.

³⁰ Ucu Purnamawanti, Herawati, Widyasari, *Peningkatan Hasil Belajar Berbasis Canva*.

Based on these explanations, digital learning media play an important role not only as tools for delivering information but also as facilitators that support interactive and student-centered learning. The flexibility and adaptability of digital media allow learning activities to be adjusted to students' needs and to ongoing technological developments, making digital media highly relevant for contemporary educational contexts.

c. Interactive Game as Learning Media

The use of interactive games in learning is an innovative strategy that combines entertainment and education to create a fun and meaningful learning experience. In the midst of the rapid development of digital technology and the characteristics of modern learners who prefer visual and interactive learning, the conventional rote-based approach has become less effective in improving vocabulary mastery. This condition is especially evident in English language learning, where students require engaging and contextual learning activities. Therefore, interactive games provide an alternative that is more relevant to today's learning needs.

In practice, interactive games allow students to actively explore learning material through activities such as crossword puzzles, word matching, or challenge-based quizzes. These activities not only increase participation but also strengthen conceptual understanding in a natural and enjoyable way. Research shows that this approach

encourages students to think critically and learn independently. Suryowati and Aini state that the integration of game elements and learning creates a more enjoyable learning atmosphere.³¹ Ling and Aziz also found that digital-based games significantly improve students' ability to remember and use vocabulary because they involve emotional and sensory aspects in the learning process.³² Therefore, integrating interactive digital games into vocabulary learning effectively enhances students' engagement, understanding, and retention by combining enjoyable activities with meaningful cognitive and emotional experiences.

The game-based learning approach has also been shown to create an active and contextual learning environment that positively influences student motivation and learning outcomes. Hou explains that the learning experiences offered through interactive games enable students to engage more intensively in meaning-oriented activities.³³ These findings are aligned with observations at SMPN 1 Padangsidempuan, where most students demonstrated a higher interest in interactive game-based media compared to monotonous traditional

³¹ Eny Suryowati and Nurul Aini, "Pelatihan Pembuatan Media Pembelajaran Dengan Wordwall Di SDN Jombatan Kesamben," *Jurnal Abdimas Indonesia* 4, no. 2 (2024): 590–96, <https://doi.org/10.53769/jai.v4i2.767>.

³² Ngu Sze Ling and Azlina Abdul Aziz, "The Effectiveness of Game-Based Learning Strategies on Primary ESL Learners' Vocabulary Learning," *International Journal of Academic Research in Progressive Education and Development* 11, no. 2 (2022), <https://doi.org/10.6007/ijarped/v11-i2/13266>.

³³ Hue-Tse Hou, *Game-Based Learning and Gamification for Education*, National Taiwan University of Science and Technology (Taiwan, 2023), <https://doi.org/10.3390/books978-3-0365-7515-5>.

approaches. This indicates that interactive games can meet the learning preferences of students in the current digital era.

Thus, the use of interactive games as a learning medium not only contributes to the improvement of students' vocabulary mastery but also provides a pedagogical solution that is responsive to the challenges of digital-age learning. It creates a learning atmosphere that is active, collaborative, and enjoyable. Moreover, this approach aligns well with students' needs for engaging and technology-supported learning experiences. Consequently, game-based learning becomes a strategic choice for enhancing both student engagement and learning effectiveness.

d. Advantages and Disadvantages of Learning Media

Learning media is very important to help the learning process. They not only help teachers deliver lessons, but also make the classroom more engaging, effective, and interactive. With media, students are more motivated to learn, find it easier to understand abstract concepts, and are more actively involved in learning activities. However, to use learning media correctly to achieve learning objectives, it is important to note that there are advantages and disadvantages. The advantages and disadvantages of learning media are as follows:

Learning media plays an important role in enhancing the effectiveness of the teaching and learning process. It assists teachers

in delivering information clearly while helping students understand learning materials more easily. The use of learning media also makes learning more interesting, interactive, and meaningful by providing concrete and engaging learning experiences. According to Pagarra et al., the practical benefits of using learning media in the teaching and learning process include the following:

- a) Learning media can clarify the presentation of messages and information, thereby facilitating and improving the learning process and outcomes of students.
- b) Learning media can increase and direct students' attention, thereby motivating them to learn and enabling more direct interaction between students and their environment.
- c) Learning media can overcome the limitations of the senses, space, and time, which are often obstacles in the learning process.
- d) Learning media can provide students with similar experiences of events in their environment and enable direct interaction with teachers, the community, and the surrounding environment.³⁴

Another opinion was explained by Hasan et al. that there are still various advantages of learning media are as follows:

- a) Learning media makes the presentation of messages clearer. The idea is easily conveyed by the teacher so that is more easily accepted by students, which has implications for improving student learning outcomes.
- b) Learning media can attract students' motivation to learn
- c) Learning media can overcome problems in the limitations of human senses, as well as space and time.
- d) Learning media can further minimize the diversity of students in receiving lessons because the stimulus contained in the learning media will activate the senses in the body to be more optimal in receiving material.
- e) Learning media can foster Independent learning habits in students.

³⁴ Hamzah Pagarra, Ahmad Syawaluddin, Wawan Krismanto, *Media Pembelajaran*.

However, in practice, learning media also have several advantages that need to be considered to ensure their effective and efficient use. According to Hasan et al. Some of the disadvantages of learning media are as follows:

- a) Learning media serve as supporting tools, not substitutes for teachers. Media are intended to assist the learning process but cannot replace the teacher's role as the main facilitator in classroom activities.
- b) Media that require electrical power are highly dependent on electricity availability. When power interruptions occur, the learning process that relies on these media may be disrupted.
- c) Certain types of media require specific classroom arrangements. Some media need special room setups or layouts to function effectively and support optimal learning conditions.
- d) The use of various learning media can be challenging. Implementing multiple types of media at the same time often demands additional planning, effort, and resources from educators.
- e) Preparing several types of learning media can be time-consuming. The process of designing, assembling, and testing learning media before implementation often requires considerable preparation time.
- f) Sudden technical failures can disrupt the learning process. Unexpected damage or malfunction of media during teaching may interfere with the flow of learning and reduce instructional effectiveness.
- g) Learning media require careful maintenance, especially electronic ones. Regular maintenance and proper handling are essential to ensure that the media can be used for a longer period and remain in good working condition.³⁵

Although learning media provide many benefits in improving the effectiveness and quality of the teaching and learning process, their use must be adjusted to the context, needs, and available resources to ensure optimal functionality.

³⁵ Muhammad Hasan, Milawati and Tuti Khairani Harahap, Tasdin Tahrir, Ahmad Mufit Anwari, Azwar Rahmat, Masdiana, *Media Pembelajaran*.

Based on the discussion above, learning media plays a vital role in supporting effective and meaningful learning by assisting teachers in delivering material clearly and encouraging students' active engagement and motivation. While learning media offer various advantages in improving learning quality and outcomes, their use also presents certain limitations related to technical, logistical, and practical considerations. Therefore, the selection and implementation of learning media must be carefully adjusted to instructional objectives, classroom conditions, and available resources to ensure that the learning process remains effective, efficient, and well-supported.

e. Kinds of Applications to make interactive games

In developing interactive games for learning, educators can make use of a variety of digital platforms that offer different features and levels of interactivity. Each application provides distinctive tools and templates that enable teachers to design learning activities that are visually engaging, pedagogically meaningful, and aligned with instructional goals. Fauziah and Rohmawati highlight that the use of educational applications such as Canva, Kahoot, Quizizz, Wordwall, and other interactive media significantly enhances teachers' ability to access, manage, and implement technology within the learning

process.³⁶ By integrating these digital tools, instructional activities can become more dynamic, appealing, and enjoyable, ultimately enriching students' overall learning experience. A more detailed explanation of these applications is provided below:

1) Canva

Canva is an online graphic design platform that allows users to create various forms of visual content, such as posters, infographics, presentations, and videos. This application is used in education as a technology-based learning medium, especially in language learning and online learning activities. Sari et al. stated that Canva also provides opportunities for teachers and students to become design thinkers, individuals who are able to develop new designs or edit existing designs to make them more attractive and effective for use in learning activities.³⁷ Thus, Canva can be concluded as an easy-to-use and effective graphic design platform to support the creation of creative and interactive learning media.

2) Kahoot

Kahoot is an online game-based learning platform that allows teachers to create interactive quizzes in which students can participate directly using their digital devices. This

³⁶ Giska Enny Fauziah, Aulia Rohmawati, "Peningkatan Kompetensi Digital Guru MI Melalui Pelatihan Pemanfaatan Teknologi Dalam Pembelajaran."

³⁷ Mariska Intan Sari, Septiya Dwi Utari, Puput Arfiandhani, "Creating English Learning Media Using Canva: EFL Students' Perspective," *Teaching English as a Foreign Language Journal* 2, no. 2 (2023): 85–96, <https://doi.org/DOI:10.12928/tefl.v2i2.467>.

application encourages active learning through competition, motivation, and instant feedback during the learning process, making the learning atmosphere more interesting and interactive. Additionally, according to Sulistiawati et al, This application builds visualization in the learning process so that learning activities become more effective.³⁸ Thus, Kahoot can be concluded as an interactive learning medium that not only increases student engagement and motivation to learn, but also helps create a more enjoyable and meaningful learning process.

2) Quizizz

Quizizz serves as an interactive quiz platform that empowers educators to deliver assessments or practice exercises in an engaging manner, tailored to the individual learning paces of students. The application incorporates an automated grading system alongside gamification elements, rendering the educational process more enjoyable, adaptable, and conducive to fostering self-directed learning among pupils. Moreover, Rahmawati et al. highlights that Quizizz offers readily accessible benefits, functioning effectively not merely as a teaching resource but also as a tool for evaluative purposes.³⁹

³⁸ Wiwik Sulistiyawati, Rijalush Sholikhin, Dian Septi Nur Afifah, Tomi Listiawan, "Peranan Game Edukasi Kahoot ! Dalam Menunjang Pembelajaran Matematika" 15, no. 1 (2021): 47, <https://doi.org/https://doi.org/10.23887/wms.v15i1.29851>.

³⁹ Dhian Nuri Rahmawati, Ana fitroatun Nisa, Dwi Astuti, Fajariyani, Suliyan, "Pemanfaatan Aplikasi Quizizz Sebagai Media Penilaian Pembelajaran Ilmu Pengetahuan Alam,"

Consequently, Quizizz emerges as a potent digital instrument for bolstering interactive pedagogy, adeptly merging entertainment with assessment to elevate student involvement and academic achievements.

3) Wordwall

Wordwall functions as an online platform offering a diverse array of interactive templates, including matching games, word searches, and quizzes, which educators can leverage to develop captivating and participatory learning exercises. By harnessing these tools, instructors are equipped to craft straightforward yet impactful activities that bolster students' comprehension and foster their active participation throughout the educational journey. Additionally, Tiarawati et al. underscores that integrating Wordwall media elevates students' engagement and enthusiasm toward academic pursuits.⁴⁰ In light of this, Wordwall stands out as a prominent digital educational resource, adept at cultivating an enjoyable, interactive atmosphere that prioritizes students' proactive involvement in achieving profound insights into the subject matter.

Dawuh Guru: Jurnal Pendidikan MI/SD, 2, no. 1 (2022): 55–66, <https://doi.org/https://doi.org/https://doi.org/10.35878/guru.v2i1.335>.

⁴⁰ Putu Tiarawati, I Made Citra Wibawa, Kade Sathya Gita Rismawan, “HOTS-Based Wordwall Interactive Quiz Media in Science Learning Content to Improve Learning Outcomes of Fifth- Grade Elementary School Students,” *Jurnal Pedagogi Dan Pembelajaran* 8, no. 2 (2025): 302–13, <https://doi.org/https://doi.org/10.23887/jp2.v8i2.92857>.

When considering the various applications available for creating interactive games, each platform offers its own strengths in supporting the learning process. However, among these alternatives, Canva stands out as the most relevant choice for development in this study, owing to its ease of use, design flexibility, and capacity to deliver creative and engaging educational media for students.

3. Canva As Learning Media

a. Description of Canva

Canva is a application based design tool created to help users produce visual content quickly without requiring professional design skills. Canva is an online graphic design platform that empowers users from diverse backgrounds to effortlessly produce a wide range of visual content, including posters, presentations, documents, and social media graphics, without needing advanced design expertise. According to Purnamawanti et al, The use of canva as a learning media can enhance students' motivation because of its visually appealing design and effective integration of visual elements.⁴¹ Moreover, utilizing this platform inspires students to think creatively and participate more actively in the learning process. This point is reinforced by the research of Rahma et al. which demonstrates that incorporating Canva can boost students' visual skills, interaction levels, and learning motivation, leading to greater involvement in

⁴¹ Ucu Purnamawanti, Herawati, Widyasari, *Peningkatan Hasil Belajar Berbasis Canva*.

educational activities.⁴² Thus, the integration of Canva as a digital learning media effectively enhances students' creativity, engagement, and motivation by providing visually appealing, interactive, and pedagogically meaningful learning experiences.

Beyond its advantages for students, Canva also plays a crucial role in nurturing teachers' creativity in lesson planning. The platform's versatility enables educators to blend visual, audio, and interactive components, resulting in more dynamic and learner-centered activities. Aligning with this perspective, Pratama et al. argues that Canva offers teachers avenues to innovate in their teaching methods, fostering student-focused and groundbreaking learning experiences.⁴³ In this way, Canva emerges as an effective and inclusive educational tool, not only revolutionizing conventional teaching approaches but also cultivating creativity, motivation, and enthusiastic participation within digital learning spaces. The Canva image can be seen below:

⁴² Desinta Nur Rahma, Kayla Attya Ramadhani, Marcella Corazon, Amata Fami, Irma Rasita Gloria Bagus, "The Influence of Canva Application Features on The Graphic Design Confidence: A Case Study of College Students," *Journal of Applied Multimedia and Networking* 8, no. 1 (2024): 60–67, <https://doi.org/10.30871/jamn.v8i1.7684>.

⁴³ Muh. Putra Pratama, Rigel Sampelolo, Topanus Tulak, "Mengembangkan Materi Pembelajaran Interaktif Dengan Canva Untuk Pendidikan Di SMP," *Resona: Jurnal Ilmiah Pengabdian Masyarakat* 7, no. 2 (2023): 290–97, <https://jurnal.stiem.ac.id/index.php/resona>.

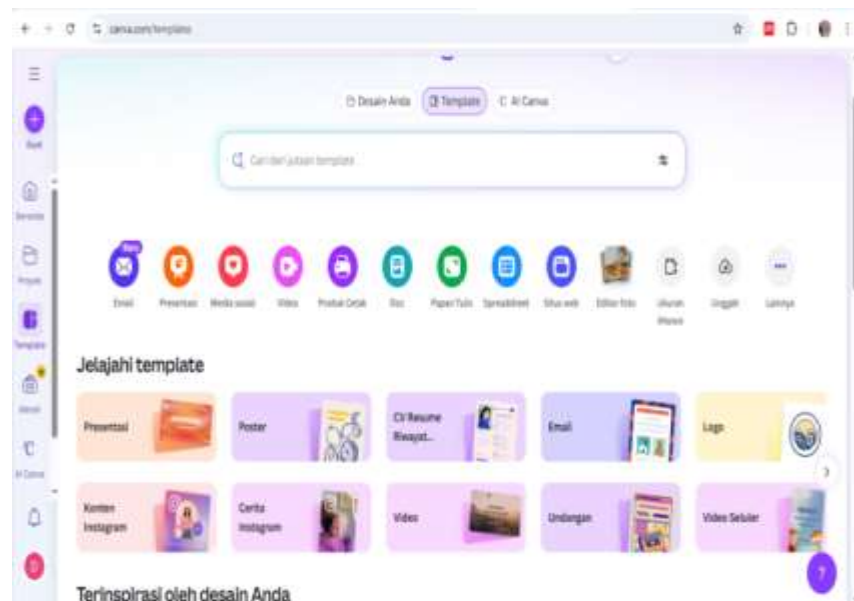


Figure II.2
Canva Homepage View

To further clarify the function of Canva, Gehred emphasizes that Canva operates as a design tool that streamlines the creation process by offering a wide range of templates and customizable design features, allowing users to generate visual content more efficiently.⁴⁴ This explanation aligns with the idea that Canva enables even non-designers to develop polished and visually appealing materials with minimal effort.

Overall, Canva proves to be an effective and inclusive digital learning tool that supports both students and teachers. Its visually rich and easy-to-use features enhance creativity, motivation, and engagement in the learning process. Ultimately, Canva enables the

⁴⁴ Alison Paige Gehred, "Canva," *Journal of Medical Library Association* 108, no. April (2020): 338–40, <https://doi.org/10.5195/jmla.2020.940>.

development of interactive, appealing, and pedagogically meaningful learning experiences.

b. Use of Canva in Interactive Game Development

In the context of game-based learning, Canva functions as a creative and flexible platform that supports teachers in integrating visual design with interactive learning strategies. Fitria et al stated that by utilizing Canva, educators can create game-based learning media that enhance student participation through engaging visuals and structured gameplay elements.⁴⁵ This integration allows teachers to design meaningful learning experiences that stimulate motivation and cognitive engagement, which are essential principles of game-based learning.

Canva provides various tools and features such as templates, animations, hyperlinks, and interactive elements that enable teachers to design engaging learning activities. These tools can be adapted to create digital games like quizzes, puzzles, and story-based tasks. Educators can also integrate text, visuals, and navigation buttons that allow learners to explore materials interactively and independently. As Pratama et al explains, Canva offers opportunities for teachers to develop dynamic and student-centered lessons through its versatile

⁴⁵ Tira Nur Fitria, Afdaleni, Nurmala Elmin Simbolon, "Utilizing Canva for Designing Effective Flashcards in Vocabulary Instruction for Young Learners : A Descriptive Qualitative Study" 15, no. August (2024), <https://doi.org/10.33373/as.v15i1.6823>.

design features.⁴⁶ Additionally, Jannah et al notes that Canva allows teachers to produce learning videos or interactive content according to their specific needs, with options for free or premium access depending on available resources.⁴⁷ These capabilities make Canva a practical platform for teachers to develop creative and flexible interactive games that align with pedagogical goals.

In vocabulary learning, interactive games based on Canva help students visualize and remember new vocabulary more effectively. The integration of text, images, and animations supports multisensory learning, allowing students to associate vocabulary with visual cues and context. In line with this, Utami and Widagdo stated that the use of Canva is worth implementing in teaching and learning activities because the media produced is able to attract students' attention and enthusiasm during the learning process.⁴⁸ This approach not only strengthens students' memory but also increases their motivation and engagement, making it very suitable for junior high school students who tend to prefer visual, interactive, and fun learning.

In summary, the use of Canva in interactive game development demonstrates how technology can transform traditional learning into a

⁴⁶ Muh. Putra Pratama, Rigel Sampelolo, Topanus Tulak, "Mengembangkan Materi Pembelajaran Interaktif Dengan Canva Untuk Pendidikan Di SMP."

⁴⁷ Feryana N Miftahul Jannah, H Nuroso, Mudzanatun Mudzanatun, E Isnuryantono, "Penggunaan Aplikasi Canva Dalam Media Pembelajaran Matematika Di Sekolah Dasar," *Jurnal Pendidikan Dasar*, 2023, 138–136, <https://doi.org/https://doi.org/10.20961/jpd.v11i1.72716>.

⁴⁸ Vitalia Utami, Arif Widagdo, "Video Pembelajaran Berbasis Aplikasi Canva : Meningkatkan Penguasaan Kosakata Pada Pembelajaran Bahasa Inggris 'Number,'" *Jurnal PETISI* 06, no. 02 (2025): 238–46, <https://doi.org/https://doi.org/10.36232/jurnalpetisi.v6i2.1932>.

more engaging, participatory, and student-centered experience. Canva's user-friendly interface, creative flexibility, and accessibility empower educators to design interactive games that foster motivation, autonomy, and creativity. Therefore, Canva not only serves as a design tool but also as an innovative educational medium that supports meaningful digital learning and enhances students' vocabulary mastery through interactive and enjoyable activities.

c. Advantages and Disadvantages of Using Canva in Education

As one of the most widely used digital design platforms in education, Canva has a number of advantages and limitations in its application as a learning medium. According to Rajendran et al Canva makes it easy for teachers and students to design engaging and interactive teaching materials without the need for professional design skills.⁴⁹ However, like other digital media, Canva also has several technical limitations that need to be considered in order to optimize its use in learning activities. According to Pelangi some advantages of using canva in education as follows:

- a) Easy to use. Canva makes it easy for users to create various designs such as posters, certificates, and presentations without requiring professional design skills.
- b) Many attractive templates available. This app provides a variety of ready-to-use templates that can be customized to suit user needs.

⁴⁹ Rapture Rajendran, Rosseni Din, Nabilah Othman, "A Critical Review on Using Canva as a Visual Media Platform for English Language Learning," *International Journal of Academic Research in Business and Social Sciences* 13, no. 6 (2023): 631–41, <https://doi.org/10.6007/ijarbss/v13-i6/14513>.

- c) High accessibility. Canva can be accessed through various devices, both mobile phones and laptops, making it easy to use anytime and anywhere.⁵⁰

Pelangi also states that there are some disadvantages of using canva in education are as follow:

- a) Dependence on the internet. Canva requires a stable internet connection to function optimally.
- b) Some features are paid. Certain elements such as templates, fonts, and illustrations are only available in the premium version.
- c) Potential for design similarities. Since many users use the same templates, the resulting designs may resemble those of other users.

Overall, the strengths and weaknesses of Canva show that this application has great potential as a medium for supporting creative and innovative learning. By utilizing the various features available, teachers can develop teaching materials that are interesting and relevant to students' needs. However, its effectiveness still depends on the availability of an internet connection and the user's ability to optimize the available features to achieve maximum learning objectives.

d. Procedures for Teaching Using Interactive Game

Teaching verbs through an interactive game provides an engaging learning experience that encourages students to actively participate while improving their understanding of verb forms, meanings, and usage. Teng emphasizes that interactive and

⁵⁰ Garris Pelangi, "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Jenjang SMA/MA," *Jurnal Sasindo Unpam* 8, no. 2 (2020): 79–96, <https://doi.org/https://doi.org/10.32493/Sasindo.V8I2.79-96>.

multimedia-supported activities enhance learners' comprehension and retention, making digital games a valuable tool in vocabulary instruction.⁵¹ The following are the procedures for teaching verbs by using the Interactive Game:

- 1) The teacher begins the lesson by introducing the learning objectives related to vocabulary learning and explaining the importance of verbs in the context of Celebrating Independence Day.
- 2) The teacher explains the rules of the game, navigation buttons, and how students can access the questions through the Treasure Chests available in the game.
- 3) Before playing, students observe a short demonstration from the teacher on how to start the game, select answers, and navigate through the slides.
- 4) Students are divided into groups consisting of three to five members to encourage collaboration during the learning process.
- 5) Students begin the game by clicking the Start button and selecting one of the available Treasure Chests.
- 6) Each group discusses the question displayed from the selected Treasure Chest and chooses the answer they consider correct.
- 7) Students receive immediate feedback after answering, allowing them to recognize correct and incorrect responses.

⁵¹ Mark Feng Teng, "The Effectiveness of Multimedia Input on Vocabulary Learning and Retention."

- 8) For certain questions, students complete an additional challenge by creating sentences using the target verbs in appropriate contexts.
- 9) Throughout the activity, the teacher monitors students' participation, provides assistance when needed, and facilitates discussion among groups.
- 10) The lesson concludes with a review session in which the teacher discusses the correct answers, reinforces the target vocabulary, and evaluates students' understanding of the material.

Teaching verbs through Canva requires a structured and systematic sequence to ensure that students fully understand the material. Each stage, from introducing the learning objectives to completing vocabulary challenges and group discussions, works together to support students in mastering word meanings and contextual usage. By integrating visual appeal, interactive treasure chests, and continuous reinforcement, the overall procedure creates an effective learning experience that helps learners develop their vocabulary knowledge with confidence and accuracy.

B. The Review of the Related Findings

Several previous studies have investigated the use of Canva as a learning medium in English language instruction, particularly in vocabulary learning. The findings from these studies provide valuable insights and serve as the foundation for the present research. These studies have employed various approaches, including qualitative, experimental, and

research and development (R&D) methods, to examine Canva's role in improving students' motivation, engagement, and learning outcomes.

The first study was conducted by Sari et al, using a qualitative descriptive method to explore EFL students' perceptions of six types of learning media that can be created with Canva.⁵² The findings reveal that Canva is easy to use, offers various templates, and enables students to design presentations, flashcards, videos, textbooks, infographics, and social media content. The study concludes that Canva is a creative and flexible platform suitable for helping students to improve their vocabulary through interactive learning activities.

The second study was carried out by Rajendran et al, who conducted a critical review of using Canva as a visual media in English language learning.⁵³ Their findings indicate that Canva provides a meaningful learning experience by fostering collaboration among students and supporting connectivism theory. Canva's visual features such as animations, graphics, templates, and GIFs, make it an effective tool to enhance student motivation and engagement. This aligns with the current study, which focuses on the development of Canva-based interactive games that rely heavily on visual elements to capture students' attention and participation.

In another study, Wardana et al. employed the Research and Development (R&D) method to create Canva-based learning media using a

⁵² Mariska Intan Sari, Septiya Dwi Utari, Puput Arfiandhani, "Creating English Learning Media Using Canva: EFL Students' Perspective."

⁵³ Rapture Rajendran, Rosseni Din, Nabilah Othman, "A Critical Review on Using Canva as a Visual Media Platform for English Language Learning."

microblogging model. The findings show that the Canva microblogging model can be effectively applied in teaching procedural texts at the junior high school level. The media made students more active and interactive while increasing their interest in the material.⁵⁴ This suggests that Canva can be used to create engaging media that meet the needs of junior high school learners, particularly in vocabulary learning, which is relevant to the focus of the present research.

Furthermore, Febriyanti and Haryanto conducted an experimental study with vocational high school students using a pretest-posttest design. The results revealed that students who learned vocabulary using Canva demonstrated significantly greater improvement than those who used PowerPoint.⁵⁵ The study emphasizes that Canva's flexibility, interactivity, and ease of operation contribute to its effectiveness in enhancing students' vocabulary mastery. This supports the assumption that Canva-based interactive games may be more effective than conventional media in improving vocabulary learning outcomes.

Finally, Fitria et al, conducted a qualitative descriptive study on the development of Canva based vocabulary flashcards. The research found that Canva flashcards, due to their attractive design, readability, and

⁵⁴ Muhammad Aditya Wisnu Wardana, Adina Anisnaeni Rizqina, Adzkiyah Nur Salsabilah, Desyntia Amanda Putri Handayani, Safira Meisa Dewi, Chafit Ulya, "Development OF Canva Application Based Learning Media for E-Book Interactive," *Jurnal Nalar Pendidikan* 10 (2023): 71–79, <https://doi.org/10.26858/jnp.v10i1>.

⁵⁵ Elsa Febriyanti and Haryanto Haryanto, "The Effectiveness Of Canva Application In Fun English Learning To Improve The Students' English Vocabulary (An Experimental Study For Grade XI Of SMK Balekambang Jepara)," *Journal on Education* 6, no. 4 (2024): 19501–13, <https://doi.org/10.31004/joe.v6i4.5870>.

customizable features, are effective in helping beginner students remember vocabulary.⁵⁶ The interactive nature of these flashcards also supports vocabulary retention and makes learning more enjoyable. These findings demonstrate Canva's potential as a platform for developing interactive games to improve students' vocabulary skills.

While previous studies have proven Canva's effectiveness in teaching English particularly vocabulary most of them focused on static or presentation-based media. Few studies have explored the development of interactive game-based learning media using Canva, especially for junior high school students. Therefore, the present study titled "Developing Interactive Game Using Canva in Vocabulary Learning for Grade VIII SMPN 1 Padangsidempuan" aims to fill this gap by developing a Canva-based interactive game designed to improve students' vocabulary mastery and engagement in English learning.

C. The Theoretical Framework

The theoretical framework of this study is based on the integration of vocabulary learning, interactive game-based learning, and Canva as a learning platform. Vocabulary learning serves as the foundation of this study, particularly in learning verbs related to the theme *Celebrating Independence Day* for Grade VIII students. Interactive games are utilized as learning media because they can increase students' motivation, participation, and engagement in vocabulary learning. Canva is used as the platform for

⁵⁶ Tira Nur Fitria, Afdaleni, Nurmala Elmin Simbolon, "Utilizing Canva for Designing Effective Flashcards in Vocabulary Instruction for Young Learners : A Descriptive Qualitative Study."

developing the interactive game due to its interactive features, accessibility, and flexibility in creating educational media. The integration of these theories supports the development of the *Vocabulary Treasure Game*, which is expected to facilitate vocabulary learning and improve students' vocabulary mastery.

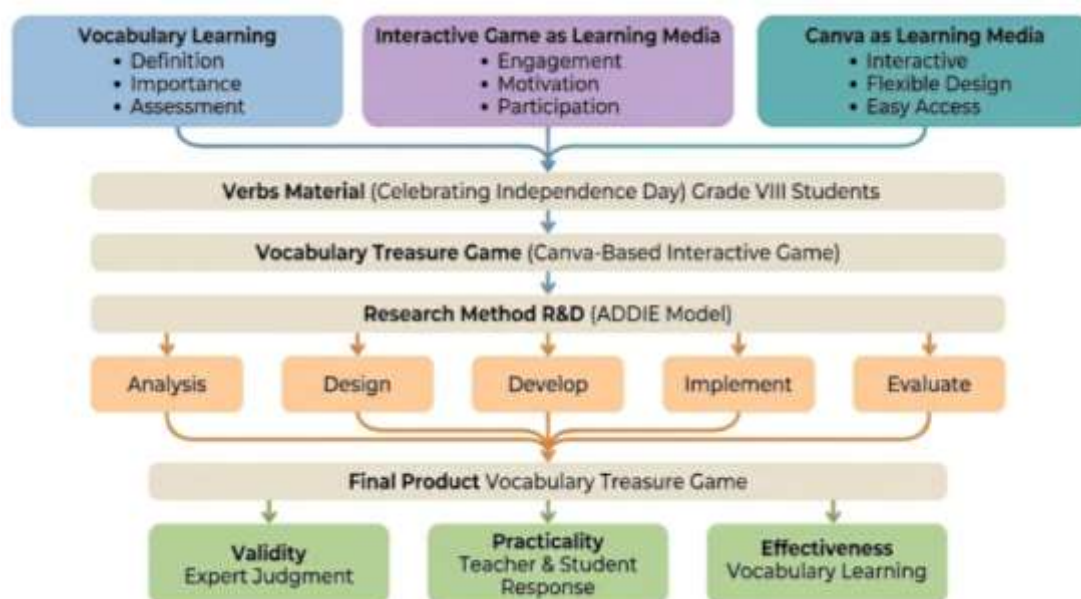


Figure II.3
Theoretical Framework

The theoretical framework of this study is based on the integration of vocabulary learning, interactive game-based learning, and Canva as a learning platform. The vocabulary material focuses on verbs related to the theme *Celebrating Independence Day* for Grade VIII students. These theories support the development of the *Vocabulary Treasure Game* through the ADDIE model. The final product is evaluated in terms of validity, practicality, and effectiveness to support students' vocabulary learning.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

The research is conducted at SMPN 1 Padangsidimpuan in street Masjid Raya Baru No.3, Padangsidimpuan city, North Sumatera Province. This Research starts on September 02, 2025 and continues until completion.

B. The Type of Research

This study adopts a Research and Development (R&D) approach, which focuses on developing and evaluating an educational product through a systematic process. R&D is used because the purpose of this study is not only to create a learning media but also to test its validity, practicality, and effectiveness in real classroom settings. As explained by Widodo, R&D bridges basic research and applied research by transforming theoretical concepts into practical and usable learning products.¹ In this study, the R&D process is guided by the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation.

To support the R&D framework, this study employs a mixed-methods approach by combining quantitative and qualitative data. Quantitative data are obtained from validation sheets, practicality

¹ Bambang Sigit Widodo, *Metode Penelitian Pendidikan Pendekatan Sistematis & Komprehensif* (Jalan Pandean II, No. 66, Gandok Condong Catur, Depok, Sleman D.I Yogyakarta: Eiga Media, 2021), https://repository.unesa.ac.id/sysop/files/2022-03-10_Buku22_bambang_sigit.pdf.

questionnaires, and pre-test and post-test results. Meanwhile, qualitative data are obtained from validators' comments and preliminary interviews with the English teacher. The combination of both data types is used to strengthen the findings of the study, ensuring that the developed media is evaluated not only based on measurable outcomes but also based on feedback and suggestions for improvement.

C. The Research and Development

This study uses the Research and Development (R&D) method. Development research is a systematic process for creating a product and assessing its quality and feasibility before it is used. Research and Development (R&D) is a research method used to create specific products and test their effectiveness.

Development research is used to develop and validate educational products, and this type of study needs to be conducted cyclically to ensure that the resulting product is both effective and sustainable. The ADDIE model is commonly employed in this process because it provides a structured and systematic framework for instructional design. As Branch explains, ADDIE consists of five interconnected stages Analyze, Design, Develop, Implement, and Evaluate and functions as a flexible development paradigm whose fundamental components remain consistent across different learning contexts. By using this model, researchers and educators can ensure that the developed learning product

is aligned with learners' needs, instructionally sound, and grounded in systematic design principles.

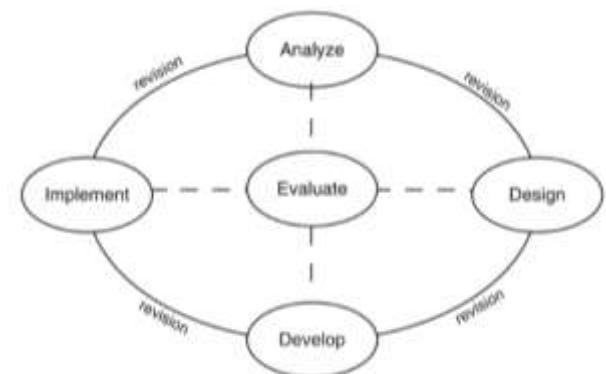


Figure III.1
ADDIE Models²

D. The Developmental Procedures

1. Analyze

The analysis stage aims to identify students' needs as the basis for developing the learning product. At this stage, a students' need analysis was conducted to gather information about students' difficulties, preferences, and expectations in learning vocabulary. The data obtained from the need analysis were used to determine the characteristics and features of the product to be developed. Therefore, the researcher conducted a students' need analysis to ensure that the interactive game developed using Canva was appropriate for students' needs and supported vocabulary learning effectively.

2. Design

The product is an interactive verb game designed using the Canva application to support students' understanding of regular and

² Robert Maribe Branch, *Instructional Design: The ADDIE Approach, Humanities, Social Sciences and Law Education (R0)* (Springer Science & Business Media, 2009).

irregular verbs. The game is arranged systematically to ensure clarity, engagement, and alignment with learning objectives. The stages of designing the game are as follows:

1) Selection of Learning Materials

The researcher selects verb items based on the Grade VIII English curriculum, focusing on Verbs based on theme “Celebrating Independence day”. These verbs provide the foundation for the game’s content and activities.

2) Game Content Development

The researcher develops the two core checkpoints, Meaning, and Use each representing a different aspect of verb mastery. Questions, images, and sentence tasks were prepared to guide students from recognition to application.

3) Visual and Layout Design

Using Canva, the researcher designs an attractive and user-friendly interface. Visual elements such as icons, illustrations, colors, and navigation buttons were arranged to enhance clarity and support smooth interaction throughout the game.

4) Integration with Learning Activities

The interactive game was structures to be use during the main learning activity, allowing students to practice verbs through individual or group exploration. Its design supports active

engagement, immediate feedback, and reinforcement of learning objectives.

5) Prototype of the Product

In addition to the design stages above, the researcher developed an initial prototype of the interactive game using Canva. This prototype represents the preliminary form of the product before validation and revision. The game consists of an opening slide, instructions, menu navigation, and two checkpoints (Meaning, and Use), integrated through interactive hyperlinks. The prototype is designed to be simple, clear, and engaging, as shown in the sample slides below.





Figure III.2 Prototype of The Product

These figures present the revised prototype of the product. The revisions were carried out based on the suggestions and feedback obtained during the seminar proposal from the examiners and supervisors before the product was implemented in the classroom.

3. Development

The development stage focuses on producing and refining the interactive game prototype based on the previously designed blueprint, ensuring that the learning media is valid, practical, and ready for classroom implementation.

- 1) Producing the initial prototype of the Interactive Verb Master Game based on the design blueprint developed in the previous stage.
- 2) Developing the game slides using Canva, including the introduction page, instructions, navigation menu, and three checkpoints focusing on verb meaning, and use.

- 3) Organizing visual elements, action images, text, and interactive features to ensure clarity, attractiveness, and suitability for eighth-grade students.
- 4) Conducting expert validation involving material experts, media experts, and language experts using validation instruments.
- 5) Revising the game based on validators' feedback by refining learning items, adjusting layouts, and improving instructions for better usability.
- 6) Finalizing the revised prototype to prepare the interactive game for classroom implementation as a learning media for verb based on theme "Celebrating Independence day"

4. Implementation

The implementation stage aims to examine the practicality and initial effectiveness of the Verb Master Interactive Game in a real classroom setting. The activities conducted at this stage are as follows:

- 1) Administering a pre-test to measure students' initial understanding of vocabulary Verb (Celebrating Independence day) before the treatment.
- 2) Implementing the treatment by introducing the interactive game, explaining its navigation, and allowing the students to use the game during the learning process.
- 3) Observing students' engagement and responses during the implementation of the game.

- 4) Administering a post-test after the treatment to measure students' learning improvement.
- 5) Distributing a student response questionnaire to evaluate the practicality of the game.
- 6) Analyzing the results of the pre-test and post-test, as well as questionnaire responses, to determine the effectiveness and practicality of the developed product as the basis for the evaluation stage.

5. Evaluation

The evaluation stage aims to determine the feasibility of the revised interactive game by examining its validity, practicality, and effectiveness after implementation. The evaluation process includes the following steps:

- 1) Assessing validity through expert judgments to ensure that the content, design, and language of the interactive game meet academic and pedagogical standards.
- 2) Evaluating practicality based on student questionnaires and teacher observations to measure ease of use, student engagement, and classroom suitability.
- 3) Measuring effectiveness by comparing students' learning outcomes before and after using the interactive game to identify improvements in vocabulary learning.

- 4) Analyzing the evaluation results to determine the strengths and weaknesses of the game and decide whether further revision is required.

E. The Research Subject

The data sources in this research consist of English teachers, students, and expert validators. The teacher serves as a key informant through interviews and validation activities, providing information about students' learning needs and their difficulties in mastering regular and irregular verbs. The teacher also acts as a validator for the material and language aspects of the developed interactive game. In addition, 30 students from Class VIII–9 at SMPN 1 Padangsidempuan participate as informants to identify their learning needs and to take part in the try-out of the developed media. Furthermore, the research involves three expert validators specialists in media, material, and language whose roles are to assess the validity and appropriateness of the product. The detailed identities of these validators are presented in the table below:

Table III.1
Research Validators

No	Name	Institution
1	Dr. Eka Sustri Harida, M.Pd.	UIN SYAHADA Padangsidempuan
2	Sokhira Linda Vinde Rambe, M.Pd.	UIN SYAHADA Padangsidempuan
3	Riandry Fadilah Nasution, M.A. TESOL.	UIN SYAHADA Padangsidempuan / UPT Pengembangan Bahasa

F. The Research Instruments

Research instruments are tools used to collect data according to the objectives of the study. In this research, several instruments are developed to assess the validity, practicality, and effectiveness of the Canva-based interactive game designed to improve Grade VIII students' vocabulary Learning. The instruments used in this study are Product Validation Sheets, Need Analysis Questionnaire for Teacher and Students, Practicality Questionnaires (teacher and students), and Vocabulary Test (pre-test and post-test), Instructions of using the media for teacher and students and instrument of Data Validations. Each instrument is described as follows:

a. Teacher Need Analysis

The teacher need analysis questionnaire is used to collect information about vocabulary teaching, classroom learning conditions, and the teacher's perceptions of interactive game media. The data obtained from the questionnaire serve as the basis for developing an interactive game using Canva for vocabulary learning.

Table III.2
Indicators of Teacher Need Analysis Questionnaire

No	Aspect	Indicator	Number of Items	Item Numbers
1	Teaching Experience in Vocabulary Learning	Students' interest in learning vocabulary, students' difficulties, and the use of learning media in vocabulary teaching	4	1–4

No	Aspect	Indicator	Number of Items	Item Numbers
2	Learning Conditions	Classroom learning conditions, students' participation, and the need for more engaging learning media	3	5–7
3	Media Preference (Interactive Game)	Teacher's perceptions of the use of interactive games in vocabulary learning	3	8–10
Total			10	1–10

(The Instrument can be seen in appendix 1)

b. Students' Need Analysis

The students need analysis questionnaire is used to identify students' experiences in learning vocabulary, their motivation in learning English vocabulary, and their preferences toward the use of interactive game media. The information obtained from the questionnaire serves as the basis for developing an interactive game using Canva for vocabulary learning.

Table III.3
Indicators of Students Need Analysis Questionnaire

No	Aspect	Indicator	Number of Items	Item Numbers
1	Vocabulary Learning Experience	Students' experiences, difficulties, and interest in learning vocabulary	4	1–4
2	Learning Motivation	Students' motivation and interest in vocabulary learning	3	5–7
3	Media Preference (Interactive Game)	Students' perceptions and preferences toward interactive game media	3	8–10
Total			10	1–10

(The Instrument can be seen in Appendix 2)

c. Product Validation

Product validation is conducted to determine the feasibility of the Canva-based interactive game before it is implemented in the classroom. The validation process is carried out through expert judgment. In this study, the product is evaluated by validators based on three main aspects, Content feasibility, Language feasibility, Presentation feasibility. The indicators of product validation are presented in the following table:

Table III.4
The Indicators of Product Validation

No	Aspect	Indicator	Number of Items	Item Numbers
1	Content Feasibility	Suitability with vocabulary learning objectives	3	1–3
2	Appearance Feasibility	Layout, readability, and instruction clarity	4	4–7
3	Language Feasibility	Clarity and appropriateness of language	3	8–10

(The instrument can be seen in Appendix 3)

d. Instruction of Using Media for Teacher

The instruction of using media for teacher is used to provide instructions for teachers in implementing the media during vocabulary learning activities. It contains the procedures and steps for using the interactive game, including pre-teaching, while-teaching, post-teaching, and evaluation activities.

Table III.5
Indicators of Teacher's Guide for Using the Interactive Game

No	Aspect	Indicator	Number of Items	Item Numbers
1	Pre-Teaching Activities	Instructions for preparing students and introducing the interactive game	6	1–6
2	While-Teaching Activities	Instructions for implementing and managing the interactive game during learning activities	10	7–16
3	Post-Teaching Activities	Instructions for closing the lesson and reviewing learning outcomes	6	17–22
4	Evaluation Activities	Instructions for assessing students' understanding and providing feedback	2	23–24
Total			24	1–24

(The instrument can be seen in appendix 4)

e. Instruction of Using Media for Students

The instruction of using media for students' is used to provide instructions for students in operating and participating in the game during vocabulary learning activities. It contains the procedures and steps for using the interactive game to support students' understanding of vocabulary.

Table III.6
Indicators of Student's Guide for Using the Interactive Game

No	Aspect	Indicator	Number of Items	Item Numbers
1	Pre-Teaching Activities	Instructions for preparing students before using the interactive game	5	1–5
2	While-Teaching Activities	Instructions for accessing, playing, and participating in the interactive game activities	13	6–18

No	Aspect	Indicator	Number of Items	Item Numbers
3	Post-Teaching Activities	Instructions for reviewing and concluding the learning activities	4	19–22
4	Evaluation Activities	Instructions for completing evaluation and receiving feedback	2	23–24
Total			24	1–24

(The instrument can be seen in appendix 5)

f. Teacher Practicality Questionnaire

The teacher practicality questionnaire is used to measure the practicality of the Canva-based interactive game from the teacher's perspective after the implementation of the media.

Table III.7
The Indicators of Teacher Practicality Questionnaire

No	Aspect	Indicator	Number of Items	Item Numbers
1	Ease of Use	Media is easy to use in teaching	3	1–3
2	Attractiveness	Media increases students' engagement	2	4–5
3	Sustainability	Media can be reused in learning	3	6–8

(The instrument can be seen in Appendix 6)

g. Students' Practicality Questionnaire

The student practicality questionnaire is used to measure students' responses toward the use of the interactive game after implementation.

Table III.8
The Indicators of Student Practicality Questionnaire

No	Aspect	Indicator	Number of Items	Item Numbers
1	Ease of Use	Students can easily use the game	3	1–3
2	Time Efficiency	Media helps students learn vocabulary faster	2	4–5
3	Attractiveness	Media is interesting and motivating	3	6–8
4	Cognitive Engagement	Media encourages students to think and understand vocabulary	2	9-10

(The instrument can be seen in Appendix 7)

h. Vocabulary Test (Pre-Test and Post-Test)

The pre-test and post-test instruments in this study consist of multiple-choice questions designed to measure students' vocabulary mastery. In the initial stage of development, the researcher prepares 35 items before the validation process. These items are constructed based on Nation's³ two dimensions of vocabulary knowledge meaning, and use and are aligned with the needs and characteristics of eighth grade learners. The set of 35 questions serves as the preliminary instrument that is then submitted to material, media,

³ Ian Stephen Paul nation, "Learning Vocabulary in Another Language," vol. 23 (Edinburgh: The press syndicate of the university of cambridge, 2001), 87–90, [https://doi.org/10.1016/S0889-4906\(02\)00014-5](https://doi.org/10.1016/S0889-4906(02)00014-5).

and language experts for validation to determine the appropriateness and quality of each item before is used for data collection.

Table III.9
The Indicators of Pre-Test & Post-test Before Validity

No	Aspect	Indicator	items	Numbers of Item	score	Total score
1	Meaning	Identify meanings of verbs based on the provided vocabulary list and Picture	20	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20	2,86	42,86
2	Use	Use verbs correctly in the context Celebrating Independence day	15	21,22,23,24,25,26,27,28,29,30,31,32,34,35.	2,86	57,14
Total			35			100

(The instrument can be seen in appendix 8)

The improvement in students' scores between the pre-test and post-test analyze to determine the effectiveness of the Canva-based interactive game in enhancing vocabulary mastery.

After the validity testing process, 21 items were declared valid. However, based on the supervisor's recommendation, only 20 items were selected for use in the pre-test and post-test. The

selection was made by retaining the items with the highest validity coefficients while maintaining the proportional distribution of the test aspects. The final blueprint of the vocabulary test is presented in the following table.

Table III.10
The Indicators of Pre-Test & Post-test After Validity

No	Aspect	Indicator	items	Numbers of Item	score	Total score
1	Meaning	Identify meanings of verbs based on the provided vocabulary list and Picture	12	1,2,3,4,5,6,7,8,9,10,11,12	5	60
2	Use	Use verbs correctly in the context Celebrating Independence day	8	13,14,15,16,17,18,19,20	5	40
Total			20			100

(Instrument can be seen in Appendix 9)

i. Instrument Validation

Instrument validation is conducted to ensure that each research instrument is appropriate and suitable before being used in

data collection. The validation process is carried out through expert judgment.

The instruments validated in this study include:

- 1) Teacher Need Analysis
- 2) Students' Need Analysis
- 3) Product Validation Sheet
- 4) Instructions of Using The Media for Teacher
- 5) Instructions of Using The Media for Students
- 6) Teacher practicality questionnaire
- 7) Students practicality questionnaire
- 8) Vocabulary test (pre-test and post-test)
- 9) Instrument of Data Validation

The instruments developed in this study need to be validated, therefore, validation sheets are required so that the instruments can be evaluated by experts. The indicators used for instrument validation are presented as follows:

Table III.11
The Indicators of Instrument Validation

No	Indicator
1	Presentation feasibility
2	Content feasibility
3	Language feasibility
4	Graphic feasibility

The validation focused on presentation feasibility, content feasibility, language feasibility, and graphic feasibility. The results of the expert validation are use as the basis for revising and

improving the research instruments and the learning product before the implementation stage. This ensures that all instruments are declared appropriate and suitable by the experts before being used for data collection. To determine the validity level, the data from the experts is analyzed using the following formula:

$$p = \frac{R}{SM} \times 100\%$$

Where:

P = Practicality percentage

R = Total score obtained

SM = Maximum score

G. The Techniques of Data Collection

To obtain the data required for this study, the researcher employs several data collection techniques aligned with the research instruments. The procedures are described as follows:

a. Teacher Need Analysis

The Teacher Need Analysis Questionnaire is used to obtain information about the teacher's needs, difficulties, and expectations regarding the use of learning media in vocabulary learning.

Techniques:

- 1) The researcher provides the teacher with the need analysis questionnaire.

- 2) The researcher explains the purpose and instructions for completing the questionnaire.
- 3) The teacher completes the questionnaire based on their teaching experience and classroom needs.
- 4) The completed questionnaire is collected and checked for completeness.

b. Students Need Analysis

The Students' Need Analysis Questionnaire is used to obtain information about the students' needs, difficulties, and interests in learning vocabulary through learning media.

Techniques:

- 1) The researcher provides the students with the need analysis questionnaire.
- 2) The researcher explains the purpose and instructions for completing the questionnaire.
- 3) The students complete the questionnaire based on their learning experiences and needs in vocabulary learning.
- 4) The completed questionnaires are collected and checked for completeness.

c. Product Validation

Techniques:

- 1) The researcher contacts the validators to request their willingness to evaluate the developed product.

- 2) The validation sheets along with the prototype of the Canva-based interactive game are provided to the validators.
- 3) The validators are asked to assess the product based on the given indicators.
- 4) The researcher collects and checks the completed validation sheets.
- 5) The product is revised based on the suggestions and feedback provided by the validators.

d. Instructions of Using the Media for Teacher

Instructions of using the media for teacher are used to help the teacher understand the steps and procedures for operating the interactive game media in the teaching and learning process.

Techniques:

- 1) The researcher provides the teacher with the instructions for using the media.
- 2) The researcher explains the purpose and procedures for operating the media in the classroom.
- 3) The teacher reads and follows the instructions while using the media during the learning process.
- 4) The implementation process is observed to ensure that the media can be used properly and effectively.

e. Instructions of Using the Media for Students

Instructions of Using the Media for Students are used to help the students understand the steps and procedures for using the interactive game media during the learning process.

Techniques:

- 1) The researcher provides the students with the instructions for using the media.
- 2) The researcher explains the purpose and procedures for operating the media in the classroom.
- 3) The students read and follow the instructions while using the media during the learning activities.
- 4) The implementation process is observed to ensure that the students can use the media properly and effectively.

f. Teacher Practicality Questionnaire

The teacher practicality questionnaire is used to obtain the teacher's evaluation after using the media.

Techniques:

- 1) The researcher provides the teacher with the practicality questionnaire.
- 2) The researcher explains the purpose and instructions for completing the questionnaire.
- 3) The teacher completes the questionnaire based on their experience in using the media.

- 4) The completed questionnaire is collected and checked for completeness

g. Students Practicality Questionnaire

The student practicality questionnaire is used to measure students' responses after using the interactive game.

Techniques:

- 1) The researcher distributes the questionnaire to students after the implementation of the media.
- 2) The researcher explains the instructions and rating scale clearly.
- 3) Students complete the questionnaire individually within the allocated time.
- 4) The completed questionnaires are collected and checked.
- 5) The responses are analyzed to evaluate students' perceptions toward the media.

h. Administration of Vocabulary Pre-test and Post-test

The vocabulary test is used to measure students' vocabulary mastery before and after using the interactive game.

Techniques:

- 1) The researcher prepares a 35-item vocabulary test based on meaning and use.
- 2) The researcher explains the test instructions clearly to the students.

- 3) The pre-test is administered before the implementation of the interactive game.
- 4) The interactive game is implemented in the learning process.
- 5) The post-test is administered after the implementation.
- 6) Students complete the test individually within the allocated time.
- 7) The completed test papers are collected and analyzed to measure students' improvement.

i. Technique of Data Validation

The technique of data validation is conducted to ensure that all research instruments used in this study are appropriate and suitable before being applied in data collection.

Techniques:

- 1) The researcher prepares all research instruments, including product validation sheets, teacher and students need analysis, teacher and students practicality questionnaires, vocabulary test, Instructions of using the media for teacher and students and interview guideline.
- 2) The researcher submits all instruments to the validators to be evaluated based on the given indicators.
- 3) The validators assess the instruments in terms of content feasibility, language feasibility, presentation feasibility, and graphic feasibility.

- 4) The researcher collects and reviews the completed validation sheets from the validators.
- 5) The researcher calculates the validation results using a percentage formula to determine the validity level of each instrument.
- 6) The researcher revises the instruments based on the suggestions and feedback provided by the validators.
- 7) The validated instruments are finalized and used for data collection in the implementation stage.

H. The Techniques of Data Analysis

In this study, the data analysis procedures are carried out to determine the validity, practicality, and effectiveness of the Canva-based interactive game developed for vocabulary learning among eighth-grade students. The data obtained from each instrument are analyzed using both quantitative and qualitative descriptive techniques.

1. Quantitative Data Analysis

a. Validity Analysis

Responses from the validation forms completed by media and content experts are processed using quantitative descriptive methods. Ratings for each item on these forms followed a Likert scale ranging from 1 to 4⁴, interpreted as:

⁴ Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*, 1st ed. (Remaja Rosdakarya, 2013).

Table III.12
Likert Scale

Score	Interpretation
4	Excellent
3	Good
2	Adequate
1	Poor

The validity of each aspect is calculated using the following formula⁵:

$$P = \frac{R}{SM} \times 100\%$$

Where:

P = Validity percentage

R = Total score obtained

SM = Maximum score

The percentage is interpreted using Akbar's⁶ criteria which can be seen below:

Table III.13
Validity Level

Percentage Range	Validity Level
81%–100%	Highly Valid
61%–80%	Valid
41%–60%	Moderately Valid
21%–40%	Less Valid
0%–20%	Not Valid

b. Practicality Analysis

The data obtained from the teacher and student practicality questionnaires are analyzed using a percentage formula.

The validity of each aspect obtained using the formula⁷:

⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, 27th ed. (RajaGrafindo Persada, 2018).

⁶ Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*.

⁷ Anas Sudijono, *Pengantar Statistik Pendidikan*.

$$P = \frac{R}{SM} \times 100\%$$

Where:

P = Practicality percentage

R = Total score obtained

SM = Maximum score

The percentage is interpreted using Akbar's⁸ criteria which can be seen below:

Table III.14
Validity Level

Percentage Range	Practicality Level
81%–100%	Highly Practical
61%–80%	Practical
41%–60%	Moderately Practical
≤ 40%	Not Practical

c. Effectiveness Analysis

The effectiveness of the Canva-based interactive game is measured using the results of the pre-test and post-test. The improvement of students' scores is calculated using the N-Gain formula:

Hake's⁹ formula is used to measure the level of improvement:

$$N - Gain = \frac{S_{post} - S_{pre}}{S_{maksimum} - S_{pre}}$$

N-Gain Interpretation

⁸ Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*.

⁹ Richard Hake, "Interactive Engagement Versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses," *American Journal of Physics* 66, no. 1 (1998): 64–78, <https://doi.org/10.1119/1.18809>.

Table III.15
The Effectiveness Categories

Percentage Range (100%)	Criteria
0-20	Very Ineffective
21-40	Ineffective
41-60	Fairly Effective
61-80	Effective
81-100	Very Effective

A higher N-Gain score indicates greater improvement in students' vocabulary learning.

2. Qualitative Data Analysis

Qualitative data in this study are obtained from validators' comments and suggestions provided in the validation sheets. These data are analyzed descriptively based on the qualitative data analysis interactive model proposed by Miles et al. The analysis consists of three concurrent steps:

1. Data Condensation: The researcher selects, focuses, and simplifies the raw comments, critiques, and feedback from the validators to identify the core suggestions.
2. Data Display: The organized feedback is presented in a structured form, such as a revision matrix table, to clearly map out the specific aspects of the Canva-based interactive game that need to be improved.
3. Conclusion Drawing and Verification: The researcher summarizes the findings to draw a final conclusion

regarding the validity and the final necessary revisions for the developed product before it is tested on the students.¹⁰

¹⁰ Johnny Saldana Matthew B. Miles, A. Michael Huberman, “Qualitative Data Analysis,” *SAGE*, no. 1452257876, 9781452257877 (2014): 381.

CHAPTER IV

RESULT OF THE RESEARCH

A. The Research Findings

The product developed in this research is an interactive game using Canva designed to improve students' vocabulary mastery for Grade VIII students at SMPN 1 Padangsidempuan. This product was developed as an alternative learning media to support students in vocabulary learning, particularly in understanding word meanings, and the use of vocabulary in context through interactive and enjoyable activities. This research employed the Research and Development (R&D) method using the ADDIE development model, and the stages conducted in this research are presented as follows:

1. Analysis Stage

The analysis stage was conducted to identify the needs of both teachers and students in vocabulary learning. This stage aimed to gather information regarding students' learning difficulties, learning motivation, and preferences for instructional media, as well as teachers' perceptions of the learning process and the need for innovative learning media. The results of the need analysis served as the basis for developing a Canva-based interactive game that was relevant to classroom conditions and students' needs. The results of the need analysis are presented as follows.

1. Teacher Need Analysis

The teacher need analysis was conducted by distributing a questionnaire to the English teacher of Grade VIII at SMP Negeri 1

Padangsidempuan. The questionnaire aimed to identify the teacher's perceptions regarding students' vocabulary learning, classroom conditions, and the need for interactive learning media. The results of the teacher need analysis are presented in the following table.

Table IV.1
Results of Teacher Need Analysis

No	Statement	Response
1	Students show good interest in learning English vocabulary.	Yes
2	Students experience difficulties in understanding English vocabulary.	Yes
3	The teacher often uses media in vocabulary learning.	Yes
4	The learning media currently used is interesting and effective.	Yes
5	Vocabulary learning still tends to use conventional methods.	No
6	Students are less active during vocabulary learning.	No
7	Students need more interesting learning media.	Yes
8	Interactive games can increase students' learning interest.	Yes
9	Vocabulary learning should use game-based media such as Canva.	Yes
10	Interactive media can help students understand vocabulary more easily.	Yes

Based on the results of the teacher need analysis, students still experienced difficulties in vocabulary learning and required more engaging learning media. The teacher also agreed that interactive game-based media could increase students' interest and support vocabulary learning. Therefore, the development of a Canva-based interactive game was considered appropriate to address students' learning needs.

2. Students Need Analysis

The students' need analysis was conducted by distributing a questionnaire to 10 Grade VIII students of SMP Negeri 1

Padangsidempuan. The questionnaire aimed to identify students' experiences in learning vocabulary, their learning motivation, and their preferences for learning media. The results of the students' need analysis are presented in the following table.

Table IV.2
Results of Students' Need Analysis

No	Statement	Yes	No	Percentage (%)
1	I like learning English vocabulary.	10	0	100
2	I have difficulty understanding vocabulary meanings.	8	2	80
3	I often forget the vocabulary I have learned.	8	2	80
4	The teacher uses interesting media in vocabulary learning.	2	8	20
5	I am interested in learning vocabulary.	7	3	70
6	Vocabulary learning in class is enjoyable.	9	1	90
7	I want to learn vocabulary in a more interesting way.	10	0	100
8	I am interested in learning through game-based media.	10	0	100
9	Games can help me understand vocabulary more easily.	10	0	100
10	I agree to use interactive game media in vocabulary learning.	10	0	100

Based on the results of the students' need analysis, most of the students showed positive attitudes toward learning vocabulary. However, 80% of the students stated that they had difficulties understanding vocabulary meanings and often forgot the vocabulary they had learned. In addition, only 20% of the students agreed that the teacher used interesting media in vocabulary learning. The findings also revealed that all students wanted to learn vocabulary in a more interesting way and showed strong interest in game-based learning media. Furthermore, all students agreed

that games could help them understand vocabulary more easily and supported the use of interactive game media in vocabulary learning. Therefore, the researcher developed a Canva-based interactive game entitled *Vocabulary Treasure Game* to provide a more engaging and effective vocabulary learning experience.

2. Design Stage

After conducting the analysis stage, the researcher continued to the product design stage. In this stage, the researcher designed an interactive game using Canva as a learning media for vocabulary learning with the theme “Celebrating Independence Day.” The product was designed based on the students’ needs analysis and learning objectives. The game focused on helping students understand vocabulary meanings, identify vocabulary through pictures, and use vocabulary correctly in simple sentences. To ensure clarity, engagement, and systematic development, the design of the interactive game, entitled “Vocabulary Treasure Game,” was carried out through the following structural stages:

1) Selection of Learning Materials

The researcher selected specific verb items based on the Grade VIII English curriculum, focusing heavily on vocabulary and actions associated with the theme “Celebrating Independence Day.” The core vocabulary selected includes essential verbs used in traditional Independence Day games and school events, such as *play, join, run, jump, pull, win, celebrate, support, eat, take, push, climb, walk, write, sleep,*

cheer, shout, help, watch, and bring. These verbs provided the foundation for the game's core content, ensuring that the vocabulary remained contextual and relevant to the students' current syllabus.

2) Game Content Development

In this step, the researcher developed the gameplay system and divided the questions into structural formats to guide students from basic recognition to contextual application:

The "How to Play" System: The game is structured as a group activity (3–5 students per group) where teams pick a numbered treasure chest from 1 to 20. Each group is given a 30-second time limit per question. If a group answers correctly, they get 10 points. If they fail or run out of time, the question is passed to another group, or they have to try again.

Meaning Checkpoint: This section comprises multiple-choice questions designed to support students' understanding of verb meanings. It includes identifying literal translations (e.g., matching "*Join*" with "*Ikut*" or "*Celebrate*" with "*Merayakan*") and recognizing actions based on contextual images from typical Independence Day events, such as the *Kerupuk Race* (eating/taking), *Teamwork Challenge* (pushing/pulling), and *Island Mission* (climbing a tall pole).

Use Checkpoint: Integrated into specific intervals as a "Challenge!" slide, this section requires students to apply their knowledge directly by producing simple sentences using the target verbs, such as *play, run, pull*,

and *celebrate*. It also includes sentence-completion tasks (e.g., "*The boy ... very fast*" or "*We ... Independence Day together*").

3) Visual and Layout Design

Using the Canva application, the researcher created an attractive, colorful, and user-friendly interface. The visual themes incorporated bright, cheerful outdoor landscapes with rainbows, hills, and a path leading to the treasure hunt. For the main navigation layout, the researcher designed a selection board containing 20 interactive treasure chests. Visual elements such as thematic illustrations of local games, custom countdown timers (30 seconds), clear answer buttons (options a, b, c, d), and patriotic markers like the word "*Merdeka!*" were carefully arranged to sustain motivation and support smooth digital interaction.

4) Integration with Learning Activities

The interactive game was structured systematically to be integrated during the main learning activities (*while-teaching* phase). The flow of the game was designed to facilitate collaborative group work and active participation. Its interactive design provides immediate feedback through responsive screens: a "You get 10 points" slide rewards correct answers, while an "Oops! Try again!" slide prompts students to rethink their choices, ensuring instant reinforcement of learning objectives.

5) Prototype of the Product

As the final step of this stage, the researcher successfully developed the initial prototype of the "Vocabulary Treasure Game" on

Canva. The prototype represents the preliminary form of the learning product before undergoing expert validation. Structurally, the game prototype consists of:

- a) An Opening Slide showing the title *"Vocabulary Treasure Game: Click Start to Begin."*
- b) A How to Play Page explaining the group rules and point system.
- c) A Main Menu Board containing the 20 selectable treasure chests linked via interactive hyperlinks.
- d) 20 Question Slides consisting of vocabulary meaning queries, image-based tasks, and sentence challenges.
- e) Feedback Assessment Slides (*"You get 10 points"* / *"Oops! Try again!"*).
- f) A Congratulations/Closing Page that prompts students to count their group scores.

The structural blueprint and sample flow of these prototype slides are presented below.



Figure IV.1

The Opening Page of Vocabulary Treasure Game

The opening page displayed the title of the game and the start button used to begin the game activity. This page was designed using attractive colors and simple layouts to increase students' interest before starting the learning activity.

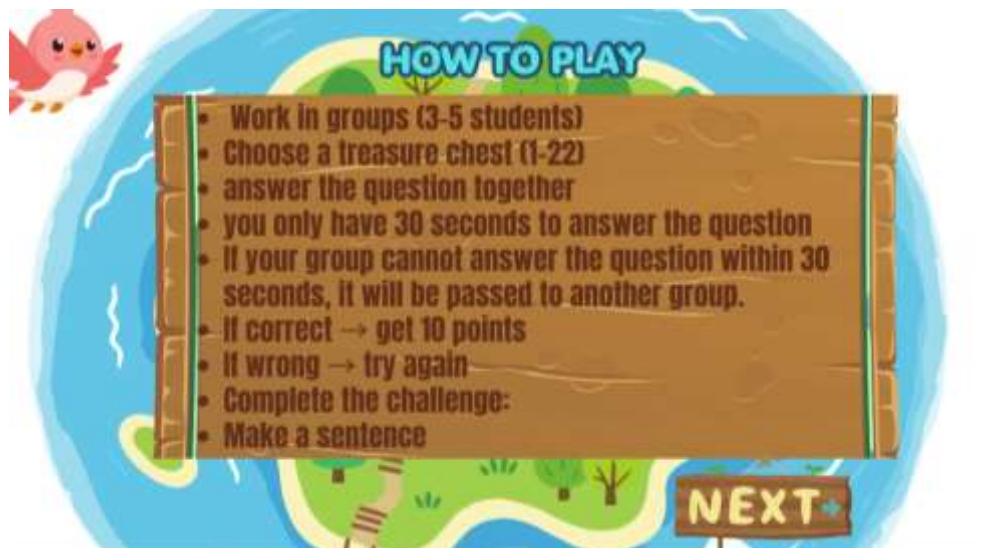


Figure IV.2
The Instruction Page

The instruction page contained information about the game rules and the procedures for playing the game. Students were instructed to work in groups, choose treasure chests, answer questions, and complete vocabulary challenges during the game.



Figure IV.3
The Treasure Chest Selection

The Figure IV.3 presents the main menu interface designed with an interactive island layout. It consists of numbered treasure chests that are fully integrated with hyperlinks to navigate the gameplay. Students can interactively choose a chest to automatically open the corresponding vocabulary question slide, allowing groups to select their challenges dynamically during the game.



Figure IV.4
The Question Page

The question page contained vocabulary questions related to the theme “Celebrating Independence Day.” Students answered multiple-choice questions, identified vocabulary meanings based on pictures, and completed simple vocabulary tasks interactively.



Figure IV.5
The Feedback Page

The feedback page was designed to provide direct responses to students' answers. If students answered correctly, they received positive feedback and points. However, if the answer was incorrect, students were directed to try again.



Figure IV.6
The Closing Page

The closing page displayed congratulations and score information after students completed the game. This page was designed to increase students' motivation and create an enjoyable learning experience.

Overall, the product design stage focused on creating an interactive, attractive, and student-centered learning media to support vocabulary learning activities through game-based digital learning.

3. Development Stage

a. Product Development

After the product was completed, the interactive game was validated by several expert validators to determine the validity of the product before implementation in the classroom. The validators assessed the overall product, including the content, language, appearance, design, interactivity, and usability of the interactive game. Based on the validation results, the researcher received suggestions and

comments from the validators to improve the product quality. Therefore, several revisions were made to the interactive game before it was implemented in the learning process. The final version of the Canva-based interactive game entitled *Vocabulary Treasure Game* can be accessed through the product link and QR code provided below.

<https://canva.link/rko5j5mf9rb7t8p>



Figure IV.7
QR Code Access to the Canva Interactive game

The following figures present the final development result and prototype of the developed product.



Figure IV.8
The Opening Page of Vocabulary Treasure Game

The picture shows the opening page of the interactive game. This page displayed the title of the game and the start button used to begin the learning activity. The opening page was designed using colorful backgrounds and attractive visual elements to increase students' interest before starting the game.



Figure IV.9
The Treasure Selection Page

Figure IV.9 presents the treasure selection page of the interactive game. On this page, students selected one of the treasure chests containing vocabulary questions related to the theme “Celebrating Independence

Day.” This feature was designed to create a more interactive and enjoyable learning atmosphere during the game activity.



Figure IV.10
The Vocabulary Question Page

Figure IV.10 shows one of the vocabulary question pages in the interactive game. Students answered the questions by choosing the correct answer from several options provided. The questions were designed to help students understand vocabulary meanings and use vocabulary appropriately in learning activities.

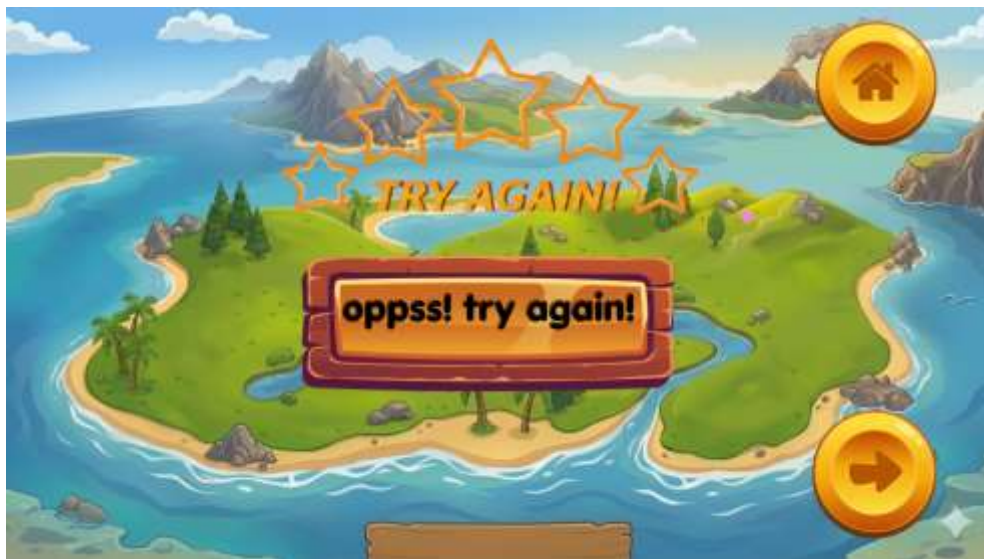


Figure IV.11
The Feedback Page

Figure IV.11 presents the feedback page displayed after students answered the question correctly. This page provided direct feedback and points to students as appreciation for their correct answers. The feedback feature was designed to increase students' motivation and participation during the learning process.

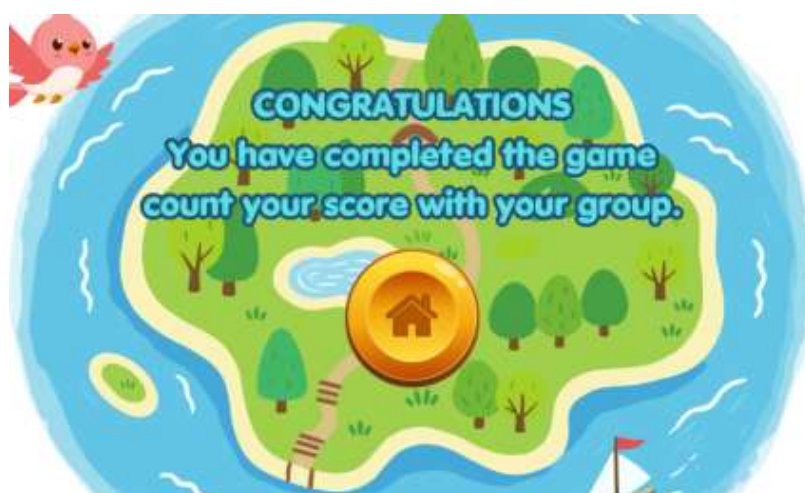


Figure IV.12
The Closing Page of Vocabulary Treasure Game

Figure IV.12 shows the closing page of the interactive game. This page displayed congratulatory messages after students completed all vocabulary activities in the game. The closing page was designed to create a fun and satisfying learning experience for students after finishing the game activities.

b. Expert Validation Result on the Product

In the development stage, the interactive game was developed and validated to determine its feasibility before implementation. The validation process was conducted by three validators who assessed all aspects of the product to ensure its overall quality and feasibility. The validators evaluated the product comprehensively, including content feasibility, material relevance, language appropriateness, and media appearance. The validators are: Dr. Eka Sustris Harida, M.Pd., Sokhira Linda Vinde Rambe, M.Pd., Riandry Fadilah Nasution, M.A. TESOL. The validation aimed to determine the feasibility of the interactive game in terms of content suitability with the learning objectives, the relevance and appropriateness of the material, the clarity and accuracy of the language, and the attractiveness and usability of the media.

All validators assessed the product as a whole without being divided into specific validation categories. Each validator evaluated all aspects of the product to determine its feasibility before implementation. The validation results are presented in the following table.

Table IV.3
Validation Result by Expert

No	Assessm ent Aspect	Validator 1		Validator 2		Validator 3	
		Score per Aspect	Total Score	Score per Aspect	Total Score	Score per Aspec t	Total Score
1	Content Feasibilit y	11	12	9	12	11	12
2	Display / Media Appeara nce	15	16	12	16	15	16
3	Languag e	12	12	9	12	11	12
Total Score		38	40	30	40	37	40
Percentage		95%		75%		92.5%	
Mean Percentage		87.5%					
Categorize		Highly Valid					

Based on the validation results presented in Table IV.1, the total score obtained from all assessment aspects was 105 out of the maximum score of 120. The overall percentage reached 87.5%, which falls into the "Highly Valid" category. This result indicates that the developed interactive game is feasible to be implemented in the learning process with minor revisions based on the validators' suggestions.

In addition to providing scores for each assessed aspect, the validators also provided suggestions and feedback to improve the developed card game. These suggestions and feedback were intended to enhance the quality, clarity, and suitability of the product for the

learning process. The suggestions and feedback from the validators are presented in the following table.

Table IV.4
Validator Suggestion and Feedback

Validator	Suggestion and Feedback
Validator 1	Revision of inappropriate use of word
Validator 2	If the material used is regular irregular verbs, it will end up being grammar rather than vocabulary, so create verbs with themes, for example animals or daily activities, so that they are more vocabulary rather than grammar.
Validator 3	Adjusting the background image to the displayed vocabulary will make the game more engaging and make it easier for students to understand and retain information longer.

Based on the suggestions and feedback provided by the validators, several revisions were made to improve the quality of the developed card game. The revisions focused on the appearance, language use, content, and overall design of the product. One of the main suggestions was to adjust the verb materials to the selected theme rather than emphasizing verb forms. Therefore, the content was revised from regular and irregular verbs to verbs related to the theme “Celebrating Independence Day” to ensure consistency between the learning materials and the game theme. The comparison between the product before and after the revisions is presented in the following table.



Figure IV.13
Product Before Revision

The product can be Access below:

<https://canva.link/rko5j5mf9rb7t8p>



Figure IV.14
Product After Revision

4. Implementation Stage

After the product development stage was completed, the researcher continued to the implementation stage. In this stage, the Canva-based interactive game entitled *Vocabulary Treasure Game* was implemented in

Grade VIII at SMPN 1 Padangsidempuan. The implementation involved 25 students as the research participants. The interactive game was used during vocabulary learning activities with the theme “Celebrating Independence Day.”

During the implementation process, the researcher explained the rules and procedures for using the interactive game before the learning activity started. Students were divided into several groups and asked to play the game collaboratively. The students selected treasure chests, answered vocabulary questions, identified vocabulary meanings based on pictures, and completed simple sentence activities related to the learning material. Throughout the learning process, students showed enthusiasm and active participation while using the interactive game.

After the implementation process, the researcher distributed practicality questionnaires to students and the English teacher to determine the practicality of the product. In addition, the researcher also conducted pre-test and post-test activities to determine the effectiveness of the interactive game in improving students’ vocabulary mastery. The results obtained from the implementation stage were then analyzed to determine whether the Canva-based interactive game was practical and effective for vocabulary learning activities.

1. Students’ Media Practicality Questionnaire

The students were asked to provide responses and assessments through a questionnaire after using the interactive game developed

through Canva in vocabulary learning activities. The purpose of this questionnaire was to determine the practicality and attractiveness of the developed learning media.

Based on the students' responses, the data were analyzed to identify the practicality and effectiveness of the interactive game when implemented in the classroom. The questionnaire results were used to evaluate students' perceptions regarding the ease of use, appearance, content presentation, and learning experience provided by the interactive game.

The results of the students' response questionnaire on the use of the interactive game are presented as follows:

Table IV.5
Students Media Practicality Questionnaire

No	Students Name	Score
1	PVS	40
2	DAN	34
3	FQ	31
4	GF	34
5	JR	34
6	FRB	34
7	ADH	31
8	HF	34
9	GAN	37
10	NO	34
11	ID	40
12	RB	40
13	FD	34
14	WR	40
15	TB	34
16	NP	37
17	AR	34
18	MA	40
19	MY	34
20	RK	37

21	RW	40
22	CM	34
23	AD	37
24	AW	40
25	CA	31
	Total Score	896
	Mean Score	35.84
	Percentage	89.6%
	Categorize	Highly Practical

Based on the results of the students' response questionnaire after using the interactive game developed through Canva in vocabulary learning, the total score obtained was 896 out of a maximum score of 1000. The mean score was 35.84 with a percentage of 89.6%. These findings indicate that the developed media was categorized as Highly Practical. Therefore, the interactive game using Canva is considered suitable and effective to support vocabulary learning for Grade VIII students at SMPN 1 Padangsidempuan.

2. Teacher's Media Practicality Questionnaire

The teacher was asked to provide an evaluation of the developed learning media through a media practicality questionnaire prepared by the researcher after implementing the interactive game using Canva in vocabulary learning for Grade VIII students at SMP Negeri 1 Padangsidempuan. The purpose of this questionnaire was to determine the practicality of the developed learning media from the teacher's perspective. The questionnaire consisted of three aspects, namely ease of use, attractiveness, and sustainability. The results of the

teacher's assessment of the interactive game using Canva are presented in Table as follows:

Table IV.6
Teacher's Media Practicality Questionnaire

No	Aspect	Score Obtained	Maximum Score	Percentage	Categorize
1	Ease of Use	11	12	91.7%	Highly Practical
2	Attractiveness	8	8	100%	Highly Practical
3	Sustainability	11	12	91.7%	Highly Practical
	Total	30	32	93.75%	Highly Practical

Based on the teacher's media practicality questionnaire results, the total score obtained was 30 out of a maximum score of 32 with a percentage of 93.75%. The findings indicate that the interactive game using Canva in vocabulary learning was categorized as Very Practical. Therefore, the developed media is considered suitable and effective to support vocabulary learning for Grade VIII students at SMP Negeri 1 Padangsidimpuan.

3. Practicality of Interactive Game Using Canva

Based on the results of the teacher's and students' responses toward the interactive game using Canva in vocabulary learning, the average percentage of students' responses was 89.6%, which was categorized as Very Practical. Meanwhile, the average percentage of the teacher's response was 93.75%, which was also categorized as Very Practical. Therefore, the overall average percentage of both students' and teacher's responses was 91.68%, indicating that the interactive

game using Canva in vocabulary learning was categorized as Very Practical and feasible to be used in vocabulary learning for Grade VIII students at SMP Negeri 1 Padangsidempuan.

5. Evaluation Stage

a. Product Effectiveness Result

This stage aimed to determine the effectiveness of the developed product, namely the interactive game using Canva in vocabulary learning. After the students used the interactive game during the learning process, they were asked to complete a test prepared by the researcher. This test was used to measure students' vocabulary mastery, particularly in identifying word meanings, understanding vocabulary usage, matching words with their meanings, and applying vocabulary in appropriate contexts.

The results of the test were used as data to determine the effectiveness of the developed learning media. The students' learning outcomes were analyzed to determine the improvement in students' vocabulary mastery after using the interactive game using Canva. The effectiveness of the media was determined based on students' learning achievement. The learning process was considered effective if at least 75% of the students who participated in the learning process achieved scores above the Minimum Mastery Criterion (KKM). The following table presents the results of the students' learning test in Grade VIII at SMP Negeri 1 Padangsidempuan:

Table IV.7
Students' Test Result

No	Respondent	Pre test	Post test	Posttest-Pre test	Score Max-Pretest	N-Gain Score %
1	PVS	70	85	15	30	50.0%
2	DAN	70	95	25	30	83.3%
3	FQ	60	85	25	40	62.5%
4	GF	30	75	45	70	64.3%
5	JR	40	75	35	60	58.3%
6	FRB	45	80	35	55	63.6%
7	ADH	60	90	30	40	75.0%
8	HF	65	75	10	35	28.6%
9	GAN	35	60	25	65	38.5%
10	NO	45	55	10	55	18.2%
11	ID	50	80	30	50	60.0%
12	RB	75	90	15	25	60.0%
13	FD	60	85	25	40	62.5%
14	WR	65	80	15	35	42.9%
15	TB	55	70	15	45	33.3%
16	NP	60	70	10	40	25.0%
17	AR	55	75	20	45	44.4%
18	MA	80	85	5	20	25.0%
19	MY	45	85	40	55	72.7%
20	RK	60	85	25	40	62.5%
21	RW	80	95	15	20	75.0%
22	CM	45	65	20	55	36.4%
23	AD	60	85	25	40	62.5%
24	AW	65	80	15	35	42.9%
25	CA	60	85	25	40	62.5%
	Mean	57.40	79.60	22.20	42.60	52.40%
Description						Fairly Effective

Based on the students' test results, the mean pretest score was 57.40 and increased to 79.60 in the posttest. The N-Gain percentage obtained was 52.40%. Based on the effectiveness criteria presented in Table III.10, the result falls within the range of 41–60%, which is categorized as Fairly Effective. This finding indicates that the

interactive game using Canva fairly improved students' vocabulary learning for Grade VIII students at SMP Negeri 1 Padangsidimpuan.

In addition to being presented in table form, the effectiveness of the developed interactive game using Canva can also be illustrated through a bar chart. The following figure presents the comparison of the mean pretest score, posttest score, and N-Gain percentage score obtained from students' learning outcomes.

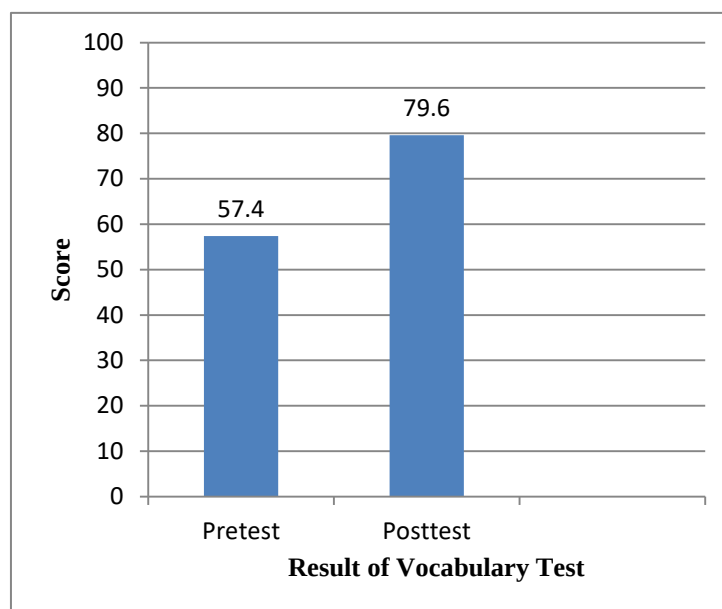


Figure IV.14
Comparison of Pretest and Posttest Vocabulary Test Scores

The chart shows the comparison between students' pretest and posttest scores. The mean score increased from 57.4 in the pretest to 79.6 in the posttest after the implementation of the interactive game using Canva. This result indicates that the interactive game helped improve students' vocabulary learning.

b. The Discussion of the Research Result

This research is in line with previous studies regarding the use of Canva in English language learning, especially in vocabulary learning. The findings support the study conducted by Rajendran et al., which stated that Canva's visual features such as templates, graphics, animations, and interactive designs can increase students' motivation and engagement in learning English.⁷⁴ Similarly, the interactive game developed in this research attracted students' attention and created a more enjoyable classroom atmosphere during vocabulary learning activities. Students became more active and enthusiastic during the learning process because the media provided attractive visual elements and interactive activities.

Furthermore, this research is also consistent with the study conducted by Wardana et al., who developed Canva-based learning media using the Research and Development (R&D) method. Their study revealed that Canva-based learning media could increase students' participation and interest in learning.⁷⁵ In addition, the developed interactive game obtained a validity percentage of 83.5%, which was categorized as highly valid, this findings indicates that the content, design, and language of the media were appropriate and suitable for vocabulary learning. There, the developed media was

⁷⁴ Rapture Rajendran, Rosseni Din, Nabilah Othman, "A Critical Review on Using Canva as a Visual Media Platform for English Language Learning."

⁷⁵ Muhammad Aditya Wisnu Wardana, Adina Anisnaeni Rizqina, Adzkiyah Nur Salsabilah, Desyntia Amanda Putri Handayani, Safira Meisa Dewi, Chafit Ulya, "Development OF Canva Application Based Learning Media for E-Book Interactive."

feasible to be implemented in classroom learning activities. Moreover, the developed interactive game in this research was categorized as very practical, with the overall practicality percentage reaching 91.68%. This result indicates that media was easy to use, attractive, and well accepted by both students and the teacher during classroom implementation. Both students and the teacher gave positive responses toward the developed media and considered it easy and interesting to use in classroom learning activities. During the implementation stage, students showed enthusiasm and actively participated in vocabulary learning activities. The use of games also made vocabulary learning more interactive and enjoyable.

In addition, this research supports the findings of Febriyanti and Haryanto, who found that Canva-based learning media significantly improved students' vocabulary learning.⁷⁶ Similarly, the effectiveness result in this research showed an N-Gain score of 52.40%, which was categorized as fairly effective. This indicates that the developed media contributed to improving students' vocabulary mastery after the implementation process. The effectiveness of the developed media was influenced by the interactive and visual features provided by Canva, which helped students understand and remember vocabulary more easily.

⁷⁶ Febriyanti and Haryanto, "The Effectiveness Of Canva Application In Fun English Learning To Improve The Students' English Vocabulary (An Experimental Study For Grade XI Of SMK Balekambang Jepara)."

However, this research has a different focus from previous studies. Most previous studies only focused on presentation media, flashcards, or other visual learning designs using Canva, while this research specifically developed an interactive game using Canva for Grade VIII students at SMP Negeri 1 Padangsidempuan. Therefore, this research contributes to the development of more interactive and game-based vocabulary learning media using Canva.

Finally, the interactive game developed using Canva was proven to be highly valid, highly practical, and fairly effective for vocabulary learning. The validity result indicates that the content, design, and language of the developed media were appropriate and suitable for the learning objectives and students' needs. The practicality result demonstrates that the media was easy to use, attractive, and well accepted by both the teacher and students during classroom implementation. Meanwhile, the effectiveness result shows that the developed media contributed to improving students' vocabulary mastery, as reflected by the increase in students' learning outcomes after using the interactive game. Therefore, this interactive game can be considered a feasible and appropriate learning medium to support interactive, engaging, and student-centered vocabulary learning for Grade VIII students.

C. The Research Limitation

This research was conducted carefully in accordance with the development procedures in order to obtain the expected results. However, the research process was not without limitations. The limitations of this research are as follows:

1. The developed product, namely the interactive game using Canva, is still at a basic level since it only focuses on one English material, namely vocabulary learning for Grade VIII students.
2. The implementation of the product was conducted only in one class at SMP Negeri 1 Padangsidempuan due to time and cost limitations.
3. This research focused only on students' cognitive aspects, particularly students' vocabulary learning, and did not examine other aspects such as students' attitudes, motivation, or long-term learning outcomes.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This research is a Research and Development (R&D) study that produced a learning media in the form of an interactive game using Canva for vocabulary learning for Grade VIII students at SMP Negeri 1 Padangsidempuan. The development of this learning media used the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. A learning media can be considered of good quality if it fulfills three criteria, namely validity, practicality, and effectiveness.

The validity of the interactive game using Canva was obtained from the assessment of expert validators covering material, media, and language aspects. The result of the validation showed an average percentage of 83.5%, which was categorized as highly valid. This indicates that the content, design, and language used in the interactive game were appropriate and suitable for use in the teaching and learning process. Therefore, the developed interactive game using Canva was feasible to be implemented in vocabulary learning.

The practicality of the interactive game was obtained from the results of students' and teacher's response questionnaires. The average percentage of students' responses was 89.6%, while the teacher's response reached 93.75%. The overall practicality percentage was

91.68%. These results were categorized as highly Practical, indicating that the interactive game was easy to use, attractive, and suitable for classroom implementation.

The effectiveness of the interactive game was determined based on students' learning outcomes using the N-Gain score. The average N-Gain percentage of 52.40%, which falls into fairly effective result. This finding shows that the use of the interactive game using Canva can improve students' vocabulary learning.

In addition, the use of interactive features in Canva made the learning process more interesting and engaging for students. The developed media encouraged students to participate actively during vocabulary learning activities and created a more enjoyable classroom atmosphere. Based on these findings, it can be concluded that the interactive game using Canva is highly valid, highly practical, and fair effective. Therefore, it is feasible to be used as an alternative learning media in vocabulary learning, particularly for Grade VIII students at SMP Negeri 1 Padangsidempuan.

B. Suggestions

Considering the results of the study and the limitations encountered during the research process, the researcher would like to provide several suggestions for future development and implementation:

1. Future researchers are expected to expand the development of the interactive game using Canva by integrating various English learning

materials and topics. The media can be adapted for other learning areas such as grammar, reading, speaking, or writing activities to broaden its educational use.

2. The interactive game should be enhanced with more engaging and innovative features, such as attractive visual designs, additional interactive components, and more varied game activities. These improvements may increase students' interest and participation during the learning process.
3. Since this research was implemented only in one class, future studies are suggested to apply the developed media in several classes or different schools. Conducting broader implementation may provide more diverse findings regarding students' responses and learning outcomes.
4. English teachers are encouraged to utilize interactive games using Canva as a supporting medium in classroom instruction. The use of interactive learning media may help create a more active, enjoyable, and student-centered learning environment, especially in vocabulary learning activities.
5. Further studies are recommended to continue improving the developed product by refining its content, design, and interactive elements. Such improvements are expected to increase the quality and effectiveness of the learning media.

6. Future research may also investigate other variables beyond students' vocabulary mastery, such as learning motivation, attitudes, classroom engagement, and students' interest in learning English, in order to obtain a broader understanding of the impact of the developed media.

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CURRICULUM VITAE



A. Identity

1. Name: Dea Melisa
2. Reg. No.: 2220300032
3. Place/Birth: Sugi Jae, 16th August 2004
4. Gender: Female
5. Religion: Islam
6. Address: Sugi Jae, Kec. Marancar, Kab. Tapanuli Selatan, West Sumatera.

B. Parents

1. Father's Name: Ali Mukmin
2. Mother's Name: Emrina

C. Educational Backgrounds

1. Elementary School: SD Negeri 100811 Sugi Tonga (2010-2016)
2. Junior High School: SMP Negeri 1 Marancar (2016-2019)
3. Senior High School: SMK Negeri 1 Padangsidempuan (2019-2022)
4. University: UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Appendix 1

Indicators of Teacher Need Analysis

Indicator	Statements	Yes	No
Vocabulary Teaching Experience	1. Students show good interest when learning English vocabulary.		
	2. Students experience difficulties in understanding English vocabulary.		
	3. I often use instructional media in teaching vocabulary in the classroom.		
	4. The instructional media I currently use are sufficiently interesting and effective.		
Learning Conditions	5. Vocabulary learning in the classroom still tends to use conventional teaching methods.		
	6. Students appear less active during vocabulary learning activities.		
	7. Students need more engaging learning media.		
Media Preferences (Interactive Games)	8. I believe that the use of interactive games can increase students' learning interest.		
	9. I agree that vocabulary learning should use game-based media such as Canva.		
	10. Interactive media can help students understand vocabulary more easily.		

Angket Need Analysis Guru

Mata pelajaran : Bahasa Inggris
 Judul Program : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Pencipta : Dea Melisa
 Nama Guru : Masdori, D. Dalimunthe S.Pd.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Indikator Penilaian: Pengalaman belajar vocabulary, Motivasi belajar, Preferensi media

Indikator	Pernyataan	Jawaban	
		Ya	Tidak
Pengalaman Mengajar Vocabulary	1. Siswa menunjukkan minat yang baik saat belajar vocabulary Bahasa Inggris	✓	✓
	2. Siswa mengalami kesulitan dalam memahami vocabulary Bahasa Inggris	✓	
	3. Saya sering menggunakan media dalam pembelajaran vocabulary di kelas	✓	
	4. Media pembelajaran yang saya gunakan saat ini sudah cukup menarik dan efektif	✓	
Kondisi Pembelajaran	5. Pembelajaran vocabulary dikelas masih cenderung menggunakan metode konvensional		✓
	6. Siswa terlihat kurang aktif dalam pembelajaran vocabulary		✓
	7. Siswa membutuhkan media pembelajaran yang lebih menarik	✓	
Preferensi Media (Game Interactive)	8. Saya Berpendapat bahwa penggunaan game interaktif dapat meningkatkan minat belajar siswa	✓	
	9. Saya setuju jika pembelajaran vocabulary menggunakan media berbasis game seperti Canva	✓	
	10. Media Interactive dapat membantu siswa memahami vocabulary dengan lebih mudah	✓	

Padangsidempuan, 03 Mei 2026

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Appendix 2

Indicator of Students' Need Analysis

Indicator	Statements	Yes	No
Vocabulary Learning Experience	1. I like learning English, especially vocabulary.		
	2. I find it difficult to understand the meaning of vocabulary words.		
	3. I often forget the vocabulary that I have learned.		
	4. My teacher uses interesting media when teaching vocabulary.		
Learning Motivation	5. I am interested in learning vocabulary.		
	6. I find vocabulary learning in the classroom enjoyable.		
	7. I would like to learn vocabulary through more engaging activities.		
Media Preferences (Interactive Games)	8. I am interested in learning through game-based media.		
	9. In my opinion, games can help me understand vocabulary more easily.		
	10. I agree that vocabulary learning should use interactive media such as games.		

Angket Need Analysis Siswa

Mata pelajaran: Bahasa Inggris
 Judul Program: *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidimpuan*
 Sasaran: Kelas VIII SMPN 1 Padangsidimpuan
 Penulis: Dra Melia
 Nama Siswa: puan namita daniaty

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Indikator Penelitian: Pengalaman belajar vocabulary, Motivasi belajar, Preferensi media

Indikator	Pernyataan	Jawaban	
		Ya	Tidak
Pengalaman Belajar Vocabulary	1. Saya menyukai pelajaran Bahasa Inggris khususnya Vocabulary	✓	
	2. Saya merasa kesulitan memahami arti vocabulary		✓
	3. Saya sering lupa vocabulary yang telah di pelajari	✓	
	4. Guru menggunakan media yang menarik saat pembelajaran vocabulary	✓	
Motivasi Belajar	5. Saya tertarik belajar vocabulary	✓	
	6. Saya merasa pembelajaran vocabulary di kelas cukup menyenangkan	✓	
	7. Saya ingin belajar vocabulary dengan cara yang lebih menarik	✓	
Preferensi Media (Game Interactive)	8. Saya tertarik belajar menggunakan media berbasis game	✓	
	9. Menurut saya, game dapat membantu saya memahami vocabulary dengan lebih mudah	✓	
	10. Saya setuju jika pembelajaran vocabulary menggunakan media interactive seperti game	✓	

Padangsidimpuan, 06 - Mei - 2026

Angket Need Analysis Siswa

Mata pelajaran : Bahasa Inggris
 Judul Program : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Pencipta : Dea Melisa
 Nama Siswa : *Iga Gora Dwi Purno SSB*

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Indikator Penilaian: Pengalaman belajar vocabulary, Motivasi belajar, Preferensi media

Indikator	Pernyataan	Jawaban	
		Ya	Tidak
Pengalaman Belajar Vocabulary	1. Saya menyukai pelajaran Bahasa Inggris khususnya Vocabulary	✓	
	2. Saya merasa kesulitan memahami arti vocabulary		✓
	3. Saya sering lupa vocabulary yang telah di pelajari		✓
	4. Guru menggunakan media yang menarik saat pembelajaran vocabulary	✓	
Motivasi Belajar	5. Saya tertarik belajar vocabulary	✓	
	6. Saya merasa pembelajaran vocabulary di kelas cukup menyenangkan	✓	
	7. Saya ingin belajar vocabulary dengan cara yang lebih menarik	✓	
Preferensi Media (Game Interactive)	8. Saya tertarik belajar menggunakan media berbasis game	✓	
	9. Menurut saya, game dapat membantu saya memahami vocabulary dengan lebih mudah	✓	
	10. Saya setuju jika pembelajaran vocabulary menggunakan media interactive seperti game	✓	

Padangsidempuan,

2026

Angket Need Analysis Siswa

Mata pelajaran: Bahasa Inggris
 Judul Program: *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran: Kelas VIII SMPN 1 Padangsidempuan
 Peneliti: Dea Melisa
 Nama Siswa: **Putri Vania Satri**

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang terdistribusi dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan situasi/pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Indikator: Pengetahuan: Pengaturan belajar: vocabulary, Motivasi belajar: Penggunaan media

Indikator	Pernyataan	Jawaban	
		Ya	Tidak
Pengalaman Belajar Vocabulary	1. Saya menyukai pelajaran Bahasa Inggris khususnya vocabulary	✓	
	2. Saya merasa kesulitan memahami arti vocabulary		✓
	3. Saya sering lupa vocabulary yang telah di pelajari		✓
	4. Guru menggunakan media yang menarik saat pembelajaran vocabulary	✓	
Motivasi Belajar	5. Saya tertarik belajar vocabulary	✓	
	6. Saya merasa pembelajaran vocabulary di kelas cukup menyenangkan	✓	
	7. Saya ingin belajar vocabulary dengan cara yang lebih menarik	✓	
Preferensi Media (Game Interactive)	8. Saya tertarik belajar menggunakan media berbasis game	✓	
	9. Menurut saya, game dapat membantu saya memahami vocabulary dengan lebih mudah	✓	
	10. Saya setuju jika pembelajaran vocabulary menggunakan media interaktif seperti game	✓	

Padangsidempuan,

2026

Appendix 3

Indicators of Product Validation Sheet

NO	Indicators / Sub Indicators	Assessment Items	1	2	3	4
1	Content Feasibility	1. The material in the media is appropriate to the vocabulary learning objectives.				
		2. The material presented is appropriate to the level of Grade VIII students.				
		3. The material presented helps students understand vocabulary.				
2	Appearance Feasibility	4. The appearance of the media is attractive and not boring.				
		5. The media navigation is easy to use.				
		6. The layout of the media is neat and well-structured.				
		7. The media supports the learning process well.				
3	Language Feasibility	8. The language used in the media is easy to understand.				
		9. The language used is appropriate to the students' level of ability.				
		10. The instructions in the media are clear and easy to follow.				

Angket Validasi Produk

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidimpuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidimpuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Materi dalam media sesuai dengan tujuan pembelajaran vocabulary				✓
	2. Materi yang disajikan sesuai dengan tingkat siswa kelas VIII				✓
	3. Materi yang disajikan membantu pemahaman vocabulary siswa			✓	
Kelayakan Tampilan	4. Tampilan media menarik dan tidak membosankan				✓
	5. Navigasi media mudah digunakan			✓	
	6. Tata letak media rapi dan terstruktur				✓
	7. Media mendukung proses pembelajaran dengan baik				✓
Kelayakan Bahasa	8. Bahasa yang digunakan dalam media mudah dipahami.			✓	
	9. Bahasa yang digunakan sesuai dengan tingkat kemampuan siswa				✓
	10. Instruksi dalam media jelas dan mudah diikuti				✓

Saran dan Masukan

- Rarsi pengisian ktb² yg kurang tepat!
- Produk dpt digunakan!

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator.

2026



(Dr. Eka Sustri Harida, M.Pd.)

Angket Validasi Produk

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Materi dalam media sesuai dengan tujuan pembelajaran vocabulary			✓	
	2. Materi yang disajikan sesuai dengan tingkat siswa kelas VIII			✓	
	3. Materi yang disajikan membantu pemahaman vocabulary siswa			✓	
Kelayakan Tampilan	4. Tampilan media menarik dan tidak membosankan			✓	
	5. Navigasi media mudah digunakan			✓	
	6. Tata letak media rapi dan terstruktur			✓	
	7. Media mendukung proses pembelajaran dengan baik			✓	
Kelayakan Bahasa	8. Bahasa yang digunakan dalam media mudah dipahami			✓	
	9. Bahasa yang digunakan sesuai dengan tingkat kemampuan siswa			✓	
	10. Instruksi dalam media jelas dan mudah diikuti			✓	

Saran dan Masukan

Meter dapat digunakan

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Angket Validasi Produk

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidimpuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidimpuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Materi dalam media sesuai dengan tujuan pembelajaran vocabulary				✓
	2. Materi yang disajikan sesuai dengan tingkat siswa kelas VIII			✓	
	3. Materi yang disajikan membantu pemahaman vocabulary siswa				✓
Kelayakan Tampilan	4. Tampilan media menarik dan tidak membosankan				✓
	5. Navigasi media mudah digunakan				✓
	6. Tata letak media rapi dan terstruktur			✓	
	7. Media mendukung proses pembelajaran dengan baik				✓
Kelayakan Bahasa	8. Bahasa yang digunakan dalam media mudah dipahami				✓
	9. Bahasa yang digunakan sesuai dengan tingkat kemampuan siswa				✓
	10. Instruksi dalam media jelas dan mudah diikuti				✓

Saran dan Masukan

Menyusutkan background gambar dengan vocabulary yang di display
dan membuat game lebih engaging dan menambahkan fitur pada
setiap informasi longer

Rumus Untuk Kevalidan

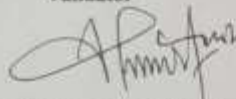
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

- 1 Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
- 2 Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
- 3 Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
- 4 Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
- 5 Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Riandry Fadilah Nasution, M.A TESOL.)

Appendix 4

Instruction of Using the Media for Teacher

Media Name : Vocabulary Treasure Game

Material : Vocabulary (Verbs Related to Celebrating Independence Day)

Objective : To help students understand the meaning and use of verbs related to Independence Day celebrations through an interactive game developed using Canva.

Stage	Teacher Activities	Purpose
Pre-Teaching	1. Open the lesson and explain the learning objectives.	To prepare students for the learning process.
	2. Relate the material to Independence Day celebration activities familiar to students.	To activate students' prior knowledge.
	3. Introduce several verbs commonly used in Independence Day celebrations.	To provide an overview of the material to be learned.
	4. Explain how to use the Vocabulary Treasure Game.	To ensure students understand how to use the learning media.
	5. Explain the game rules based on the <i>How to Play</i> slide.	To ensure students understand the game procedures.
	6. Divide students into groups of 3–5 members.	To organize group learning activities.
While-Teaching	7. Display the game and ask students to click the Start button.	To begin the interactive learning activity.
	8. Ask each group to choose one Treasure Chest (1–20).	To manage the flow of the game.
	9. Display the question selected by the group.	To facilitate learning activities.
	10. Give students a maximum of 30 seconds to answer each question.	To develop students' quick-thinking skills.
	11. Ask group members to discuss and choose the correct answer.	To promote teamwork and collaboration.
	12. Award 10 points for each correct answer.	To increase students' learning motivation.
	13. Allow other groups to answer if the first group cannot answer within the allotted time.	To encourage participation from all students.
	14. Ask students to complete the sentence-making challenge in specific questions.	To practice using verbs in sentence contexts.
	15. Monitor and assist students who experience difficulties during the game.	To support students' understanding.
	16. Ensure that all Treasure Chests have been completed.	To complete the learning activity.
Post-Teaching	17. End the game after all questions have been completed.	To conclude the main activity.
	18. Calculate and announce each group's score.	To appreciate students' learning achievements.
	19. Discuss the correct answers with the students.	To clarify students' understanding.
	20. Review the verbs learned during the	To reinforce students'

	game.	understanding.
	21. Provide students with opportunities to ask questions.	To promote classroom interaction.
	22. Conclude the lesson together with the students.	To strengthen learning outcomes.
Evaluation	23. Give oral or written questions related to verbs in the theme <i>Celebrating Independence Day</i> .	To assess students' level of understanding.
	24. Provide feedback and conduct a learning reflection.	To reinforce learning outcomes.

Appendix 5

Instructions for Using the Media (Interactive Game) for Students

Media Name : Vocabulary Treasure Game

Material : Vocabulary (Verbs Related to Celebrating Independence Day)

Objective : To help students understand the meaning and use of verbs related to Independence Day celebrations through an interactive game developed using Canva.

Stage	Student Activities
Pre-Teaching	1. Listen to the teacher's explanation of the learning objectives.
	2. Pay attention to the teacher's explanation of how to play the <i>Vocabulary Treasure Game</i> .
	3. Understand the game rules explained by the teacher.
	4. Join the assigned group.
	5. Prepare to participate in the learning activities using the interactive game.
While-Teaching	6. Access or pay attention to the game displayed by the teacher.
	7. Start the game by clicking the Start button.
	8. Choose one of the available Treasure Chests.
	9. Read and understand the question displayed on the screen.
	10. Discuss with group members to determine the correct answer.
	11. Answer the question within the allotted time.
	12. Select an answer by clicking the available option.
	13. Continue the game if the answer is correct and earn points.
	14. Try again if the selected answer is incorrect.
	15. Complete the sentence-making challenge in certain questions.
Post-Teaching	16. Use the verbs learned to answer questions and complete the challenges.
	17. Participate actively throughout the game.
	18. Complete all available Treasure Chests together with the group.
	19. Listen to the teacher's explanation of the correct answers.
Evaluation	20. Take notes on the verbs learned during the game.
	21. Ask questions if there is any material that is not yet understood.
	22. Conclude the lesson together with the teacher and classmates.
	23. Answer the questions or complete the tasks given by the teacher after the game ends.
	24. Listen to the teacher's feedback and learning reflection.

Appendix 6

Indicator of Teacher Practicality Questionnaire

Indicator / Sub-Indicator	Assessment Items	1	2	3	4
Ease of Use	1. The media is easy to use in the learning process.				
	2. This media does not require complicated preparation before use.				
	3. This media can help teachers deliver vocabulary material effectively.				
Attractiveness	4. The media can increase students' engagement in the learning process.				
	5. The media makes vocabulary learning more interesting.				
Sustainability	6. This media can be reused in future learning activities.				
	7. The media can be used as an independent learning resource for students.				
	8. This media can help students learn vocabulary anytime and anywhere.				

Angket Praktikalitas Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan.*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Nama :

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam Instrumen dengan seksama!
2. Berikan jawaban sesuai dengan alternative pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian:

1. Kemudahan Penggunaan
2. Daya Tarik
3. Keberlanjutan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kemudahan penggunaan	1. Media mudah digunakan dalam proses pembelajaran.				✓
	2. Media ini tidak memerlukan persiapan yang rumit sebelum digunakan.			✓	✓
	3. Media ini dapat membantu guru dalam menyampaikan materi vocabulary				✓
Daya Tarik	4. Media mampu meningkatkan keterlibatan siswa dalam pembelajaran.				✓
	5. Media membuat pembelajaran vocabulary menjadi lebih menarik.				✓
keberlanjutan	6. Media ini dapat digunakan kembali pada pembelajaran berikutnya			✓	
	7. Media dapat digunakan sebagai bahan mandiri siswa				✓
	8. Media ini dapat membantu siswa belajar vocabulary kapan saja dan di mana saja.				✓

Saran dan Masukan

Rumus Tingkat Praktikalitas:

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$\begin{aligned} & \frac{32}{40} \times 100\% \\ &= 0,8 \times 100\% \\ &= 80\% \end{aligned}$$

Kesimpulan:

- ① Media Sangat Praktis Digunakan (Skor 25 – 32 atau 76% - 100%)
2. Media Praktis Digunakan Praktis (Skor 17 – 24 atau 51% - 75%)
3. Media Cukup Praktis Digunakan (Skor 9 – 16 atau 26% - 50%)
4. Media Tidak Praktis digunakan (Skor 1 – 8 atau 0% - 25%)

Padangsidempuan,

2026

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Appendix 7

Teacher Practicality Result

No	Aspect	Score Obtained	Maximum Score	Percentage	Categorize
1	Ease of Use	11	12	91.7%	Highly Practical
2	Attractiveness	8	8	100%	Highly Practical
3	Sustainability	11	12	91.7%	Highly Practical
	Total	30	32	93.75%	Highly Practical

Overall Practicality Score

$$P = \frac{30}{32} \times 100\% = 93,75\%$$

Category = Highly Practical

Appendix 8

Indicators of Students' Practicality Questionnaire

Indicator / Sub-Indicator	Assessment Items	1	2	3	4
Ease of Use	1. I can use the game easily.				
	2. I can understand how to play the game easily.				
	3. The game is easy to use during the learning process.				
Time Efficiency	4. This game helps me learn vocabulary more quickly.				
	5. This game helps me understand vocabulary more efficiently.				
Attractiveness	6. The game is interesting and enjoyable to use.				
	7. The animations in the game motivate me to learn vocabulary.				
	8. I am interested in using this game again.				
Cognitive Engagement	9. This game helps me understand the meaning of vocabulary well.				
	10. This game helps me think about the use of vocabulary more effectively.				

Angket Praktikalitas Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Nama : Puji Vania Sari

Petunjuk Pengisian

1. Bacalah buku petunjuk yang terdapat dalam suratmon dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda centang pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

4. Sangat Setuju
3. Setuju
2. Kurang Setuju
1. Tidak Setuju

Indikator Penilaian

1. Kemudahan Penggunaan
2. Efisiensi
3. Waktu
4. Daya Tarik

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kemudahan Penggunaan	1. Saya dapat menggunakan game dengan mudah.				✓
	2. Saya dapat memahami cara bermain game dengan mudah.				✓
	3. Game mudah digunakan selama pembelajaran.				✓
Efisiensi Waktu	4. Game ini membantu saya belajar kosakata lebih cepat.				✓
	5. Game ini membantu saya memahami vocabulary dengan lebih efisien.				✓
Daya Tarik	6. Game menarik dan menyenangkan untuk digunakan.				✓
	7. Animasi dalam game membuat saya termotivasi belajar vocabulary.				✓
	8. Saya tertarik menggunakan game ini kembali.				✓
Keterlibatan kognitif	9. Game ini membantu saya memahami arti vocabulary dengan baik.				✓

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Game ini membantu saya berfikir tentang penggunaan vocabulary lebih baik				✓

Rumus Tingkat Praktikalitas

$$percentage = \frac{Score\ Obtained}{Maximum\ Score} \times 100\%$$

Kesimpulan:

- ① Media Sangat Praktis Digunakan (Skor 31 – 40 atau 76% – 100%)
2. Media Praktis Digunakan (Skor 21 – 30 atau 51% – 75%)
3. Media Cukup Praktis Digunakan (Skor 11 – 20 atau 26% – 50%)
4. Media Tidak Praktis digunakan (Skor 1 – 10 atau 0% – 25%)

Padang, diimpun,

2026

(_____)

Angket Praktikalitas Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Nama : *Nadia Putri*

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian:

1. Kemudahan Penggunaan
2. Efisiensi
3. Waktu
4. Daya Tarik

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kemudahan Penggunaan	1. Saya dapat menggunakan game dengan mudah.				✓
	2. Saya dapat memahami cara bermain game dengan mudah.				✓
	3. Game mudah digunakan selama pembelajaran.				✓
Efisiensi Waktu	4. Game ini membantu saya belajar kosakata lebih cepat.				✓
	5. Game ini membantu saya memahami vocabulary dengan lebih efisien.			✓	
Daya Tarik	6. Game menarik dan menyenangkan untuk digunakan.				✓
	7. Animasi dalam game membuat saya termotivasi belajar vocabulary.				✓
	8. Saya tertarik menggunakan game ini kembali.				✓
Keterlibatan kognitif	9. Game ini membantu saya memahami arti vocabulary dengan baik				✓

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Game ini membantu saya berfikir tentang penggunaan vocabulary lebih baik				✓

Rumus Tingkat Praktikalitas:

$$presentase = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Media Sangat Praktis Digunakan (Skor 31 – 40 atau 76% - 100%)
2. Media Praktis Digunakan Praktis (Skor 21 – 30 atau 51% - 75%)
3. Media Cukup Praktis Digunakan (Skor 11 – 20 atau 26% - 50%)
4. Media Tidak Praktis digunakan (Skor 1 – 10 atau 0% - 25%)

Padangsidempuan,

2026

(_____)

Appendix 9

Students Practicality Results

No	Students Name	Score
1	PVS	40
2	DAN	34
3	FQ	31
4	GF	34
5	JR	34
6	FRB	34
7	ADH	31
8	HF	34
9	GAN	37
10	NO	34
11	ID	40
12	RB	40
13	FD	34
14	WR	40
15	TB	34
16	NP	37
17	AR	34
18	MA	40
19	MY	34
20	RK	37
21	RW	40
22	CM	34
23	AD	37
24	AW	40
25	CA	31
	Total Score	896
	Mean Score	35.84
	Percentage	89.6%
	Categorize	Highly Practical

Total Score = 896

Maximum Score = 25 x 40 = 1000

Percentage

$$P = \frac{896}{1000} \times 100\% = 89,6\%$$

Category = Highly Practical

Appendix 10

Vocabulary test (Pre-test and Post-test) Before Validity

Petunjuk

- Bacalah setiap soal dengan teliti.
- Pilih jawaban yang paling tepat dengan memberi tanda (x) pada salah satu pilihan a,b,c atau d.

A. Choose the correct meaning! (1–19)

Pilih arti kata yang paling tepat dengan memberi tanda (x) pada jawaban a, b, c, atau d.

1. What does **play** mean?
 - a. Bermain
 - b. Menulis
 - c. Membaca
 - d. Tidur
2. Choose the correct meaning of **“join”**
 - a. Duduk
 - b. Pergi
 - c. Ikut
 - d. Diam
3. **“Run”** means...
 - a. Berjalan
 - b. Tidur
 - c. Duduk
 - d. Berlari
4. What is the meaning of **jump**?
 - a. Duduk
 - b. Lompat
 - c. Berdiri
 - d. Jalan
5. The word **“pull”** means...
 - a. Dorong
 - b. Tarik
 - c. Angkat
 - d. Lempar
6. Choose the correct meaning of **“throw”**
 - a. Menangkap
 - b. Membawa
 - c. Menarik
 - d. Melempar
7. What is the meaning of **win**?
 - a. Kalah
 - b. Menang
 - c. Bermain
 - d. Lari
8. **“lose”** means...
 - a. Menang
 - b. ikut
 - c. Kalah
 - d. Lihat
9. Choose the meaning of **“celebrate”**
 - a. Merayakan
 - b. bermain
 - c. Belajar
 - d. Duduk
10. What is the meaning of **cheer**?
 - a. Diam
 - b. Bersorak
 - c. Duduk
 - d. Menangis
11. The word **“shout”** means ...
 - a. Berbisik
 - b. Menulis
 - c. Berteriak
 - d. Membaca
12. What does **“help”** mean?
 - a. Membantu
 - b. Mengganggu
 - c. Menolak
 - d. Menghindar

13. Choose the correct meaning of “support”

- a. Menjatuhkan
- b. Mendukung
- c. Melawan
- d. Menghindar

Perhatikan gambar dengan teliti, kemudian pilih kata yang sesuai dengan gambar.



14. The correct verb for the activity is?

- a. run
- b. cry
- c. sleep
- d. laugh



15. what activity is shown in the picture?
- A. watch
 - B. read
 - C. sleep
 - D. write



16. To win the ‘kerupuk’ race you need to... the cracker as fast as possible.
- a. bring
 - b. take
 - c. eat
 - d. sit



17. what action is shown in the picture?

- a. sleep
- b. push
- c. pull
- d. sit



18. “Panjat pinang is a traditional game where people try to... a tall nut tree trunk”
- a. walk
 - b. eat
 - c. climb
 - d. read



19. “On August 17th, many students join the competition. They... together to see who is the fastest.”
- a. jump
 - b. run
 - c. sit
 - d. sleep

B. Choose the correct answer! (Use) (20–35)

Lengkapi kalimat berikut dengan memilih kata yang paling tepat berdasarkan konteks kalimat!

20. We ____ games on Independence Day.
a. write
b. play
c. sleep
d. read
21. I ____ the competition with my friends.
a. join
b. eat
c. sit
d. sleep
22. The boy ____ very fast.
a. drinks
b. reads
c. runs
d. writes
23. They ____ the pole in the game.
a. climb
b. eat
c. sit
d. read
24. The girl ____ happily.
a. reads
b. sleeps
c. jumps
d. writes
25. We ____ the rope together.
a. pull
b. eat
c. drink
d. sit
26. He ____ the ball.
a. writes
b. sleeps
c. reads
d. throws
27. My team ____ the competition.
a. wins
b. sleeps
- c. reads
d. sits
28. They ____ the game.
a. lose
b. eat
c. drink
d. read
29. We ____ Independence Day together.
a. write
b. sleep
c. read
d. celebrate
30. Students ____ loudly during the event.
a. sleep
b. cheer
c. read
d. write
31. He ____ very loudly.
a. sleep
b. sit
c. read
d. shouts
32. I ____ my friend in the game.
a. help
b. sleep
c. read
d. write
33. We ____ our team during the match.
a. support
b. sleep
c. read
d. write
34. We ____ the parade together.
a. watch
b. sleep
c. read
d. write
35. They ____ food to share with friends.
a. read
b. sleep
c. bring
d. write

Appendix 11

Validity Test Results of Vocabulary Test Items

No	Item Number	Corrected Item-Total Correlation	Criteria	Result
1	Q1	0.860	≥ 0.30	Valid
2	Q2	0.860	≥ 0.30	Valid
3	Q3	0.830	≥ 0.30	Valid
4	Q4	0.860	≥ 0.30	Valid
5	Q5	0.600	≥ 0.30	Valid
6	Q6	0.000	< 0.30	Invalid
7	Q7	0.830	≥ 0.30	Valid
8	Q8	0.860	≥ 0.30	Valid
9	Q9	0.000	< 0.30	Invalid
10	Q10	0.000	< 0.30	Invalid
11	Q11	0.116	< 0.30	Invalid
12	Q12	0.860	≥ 0.30	Valid
13	Q13	0.860	≥ 0.30	Valid
14	Q14	0.830	≥ 0.30	Valid
15	Q15	-0.140	< 0.30	Invalid
16	Q16	0.830	≥ 0.30	Valid
17	Q17	0.830	≥ 0.30	Valid
18	Q18	-0.140	< 0.30	Invalid
19	Q19	0.116	< 0.30	Invalid
20	Q20	0.000	< 0.30	Invalid
21	Q21	0.000	< 0.30	Invalid
22	Q22	0.600	≥ 0.30	Valid
23	Q23	0.830	≥ 0.30	Valid
24	Q24	0.860	≥ 0.30	Valid
25	Q25	0.000	< 0.30	Invalid
26	Q26	-0.140	< 0.30	Invalid
27	Q27	0.830	≥ 0.30	Valid
28	Q28	0.116	< 0.30	Invalid
29	Q29	0.860	≥ 0.30	Valid
30	Q30	0.860	≥ 0.30	Valid
31	Q31	0.860	≥ 0.30	Valid
32	Q32	0.860	≥ 0.30	Valid
33	Q33	-0.140	< 0.30	Invalid
34	Q34	0.000	< 0.30	Invalid
35	Q35	0.860	≥ 0.30	Valid

Appendix 12

Vocabulary test (Pre-test and Post-test) After Validity

Petunjuk

- Bacalah setiap soal dengan teliti.
- Pilih jawaban yang paling tepat dengan memberi tanda (x) pada salah satu pilihan a,b,c atau d.

A. Choose the correct meaning! (1–12)

Pilih arti kata yang paling tepat dengan memberi tanda (x) pada jawaban a, b, c, atau d.

1. What does **play** mean?
 - a. Bermain
 - b. Menulis
 - c. Membaca
 - d. Tidur
2. Choose the correct meaning of **“join”**
 - a. Duduk
 - b. Pergi
 - c. Ikut
 - d. Diam
3. **“Run”** means...
 - a. Berjalan
 - b. Tidur
 - c. Duduk
 - d. Berlari
4. What is the meaning of **jump**?
 - a. Duduk
 - b. Lompat
 - c. Berdiri
 - d. Jalan
5. The word **“pull”** means...
 - a. Dorong
 - b. Tarik
 - c. Angkat
 - d. Lempar
6. What is the meaning of **win**?
 - a. Kalah
 - b. Menang
 - c. Bermain
 - d. Lari
7. Choose the meaning of **“celebrate”**
 - a. Merayakan
 - b. bermain
 - c. Belajar
 - d. Duduk
8. Choose the correct meaning of **“support”**
 - a. Menjatuhkan
 - b. Mendukung
 - c. Melawan
 - d. Menghindari

Perhatikan gambar dengan teliti, kemudian pilih kata yang sesuai dengan gambar.



9.

The correct verb for the activity is?

a. run

b. cry

c. sleep

d. laugh



10.

To win the 'kerupuk' race you need to... the cracker as fast as possible.

a. bring

b. take

c. eat

d. sit



11.

what action is shown in the picture?

a. sleep

b. push

c. pull

d. sit



12.

"Panjat pinang is a traditional game where people try to... a tall nut tree trunk"

a. walk

b. eat

c. climb

d. read

B. Choose the correct answer! (Use) (20–35)

Lengkapi kalimat berikut dengan memilih kata yang paling tepat berdasarkan konteks kalimat!

- | | |
|---|---|
| 13. The boy ____ very fast.
a. drinks
b. reads
c. runs
d. writes | 17. Students ____ loudly during the event.
a. sleep
b. cheer
c. read
d. write |
| 14. They ____ the pole in the game.
a. climb
b. eat
c. sit
d. read | 18. He ____ very loudly.
a. sleep
b. sit
c. read
d. shouts |
| 15. My team ____ the competition.
a. wins
b. sleeps
c. reads
d. sits | 19. We ____ the parade together.
a. watch
b. sleep
c. read
d. write |
| 16. We ____ Independence Day together.
a. write
b. sleep
c. read
d. celebrate | 20. They ____ food to share with friends.
a. read
b. sleep
c. bring
d. write |

Appendix 13

Students Pre-test Score

No	Respondent	Pre-Test Score
1	PVS	70
2	DAN	70
3	FQ	60
4	GF	30
5	JR	40
6	FRB	45
7	ADH	60
8	HF	65
9	GAN	35
10	NO	45
11	ID	50
12	RB	75
13	FD	60
14	WR	65
15	TB	55
16	NP	60
17	AR	55
18	MA	80
19	MY	45
20	RK	60
21	RW	80
22	CM	45
23	AD	60
24	AW	65
25	CA	60
Mean		57.40

Appendix 14

Students Post-test Score

No	Respondent	Post-Test Score
1	PVS	85
2	DAN	95
3	FQ	85
4	GF	75
5	JR	75
6	FRB	80
7	ADH	90
8	HF	75
9	GAN	60
10	NO	55
11	ID	80
12	RB	90
13	FD	85
14	WR	80
15	TB	70
16	NP	70
17	AR	75
18	MA	85
19	MY	85
20	RK	85
21	RW	95
22	CM	65
23	AD	85
24	AW	80
25	CA	85
Mean		79.60

Appendix 15

Students' Test Result

No	Student	Pre test	Post test	Posttest-Pre test	Score Max-Pretest	N-Gain Score %
1	PVS	70	85	15	30	50.0%
2	DAN	70	95	25	30	83.3%
3	FQ	60	85	25	40	62.5%
4	GF	30	75	45	70	64.3%
5	JR	40	75	35	60	58.3%
6	FRB	45	80	35	55	63.6%
7	ADH	60	90	30	40	75.0%
8	HF	65	75	10	35	28.6%
9	GAN	35	60	25	65	38.5%
10	NO	45	55	10	55	18.2%
11	ID	50	80	30	50	60.0%
12	RB	75	90	15	25	60.0%
13	FD	60	85	25	40	62.5%
14	WR	65	80	15	35	42.9%
15	TB	55	70	15	45	33.3%
16	NP	60	70	10	40	25.0%
17	AR	55	75	20	45	44.4%
18	MA	80	85	5	20	25.0%
19	MY	45	85	40	55	72.7%
20	RK	60	85	25	40	62.5%
21	RW	80	95	15	20	75.0%
22	CM	45	65	20	55	36.4%
23	AD	60	85	25	40	62.5%
24	AW	65	80	15	35	42.9%
25	CA	60	85	25	40	62.5%
	Mean	57.40	79.60	22.20	42.60	52.40%
Description						Fairly Effective

Appendix 16

SPSS Output of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30.00	80.00	57.4000	13.07988
posttest	25	55.00	95.00	79.6000	9.99166
NGain	25	.18	.83	.5240	.17826
NGainPercent	25	18.18	83.33	52.3955	17.82585
Valid N (listwise)	25				

Appendix 17

Instrument Validation Sheet Result

Lembar Validasi Instrumen Penelitian
Analisa Kebutuhan Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :

1. Dr. Eka Sustri Harida, M.Pd.
2. Sokhira Linda Vinde Rambe, M.Pd.
3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama.
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan.
3. Berikan tanda (✓) pada kolom yang sudah disediakan.

Keterangan Pilihan Jawaban
 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Pernyataan dalam angket mencerminkan kondisi pembelajaran vocabulary di kelas				✓
	2. Pernyataan dalam angket sesuai dengan tujuan identifikasi kebutuhan siswa				✓
	3. Pernyataan dalam angket mencerminkan penggunaan media pembelajaran				✓
	4. Pernyataan mencakup kebutuhan guru dalam penggunaan media pembelajaran interaktif				✓
	5. Pernyataan sesuai dengan tingkat kemampuan siswa			✓	
Kelayakan Tampilan	6. Tampilan instrument disusun secara sistematis				✓
	7. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca.				✓
	8. Petunjuk pengisian dalam instrument mudah dipahami.	✓			
Kelayakan Bahasa	9. Bahasa yang digunakan dalam instrument mudah dipahami.			✓	

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10: Bahasa yang digunakan dalam instrument sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓

Saran dan Masukan

Tidak ada masukan karena sudah benar
dan bahasa Indonesia yang baik

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan, 27 April 2026
Validator



(Dr. Eka Sustri Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Analisa Kebutuhan Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidimpuan.*
 Sasaran : Kelas VIII SMPN 1 Padangsidimpuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

4: Sangat Setuju

3: Setuju

2: Kurang Setuju

1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Pernyataan dalam angket mencerminkan kondisi pembelajaran vocabulary di kelas			✓	
	2. Pernyataan dalam angket sesuai dengan tujuan identifikasi kebutuhan siswa			✓	
	3. Pernyataan dalam angket mencerminkan penggunaan media pembelajaran			✓	
	4. Pernyataan mencakup kebutuhan guru dalam penggunaan media pembelajaran interaktif				
	5. Pernyataan sesuai dengan tingkat kemampuan siswa			✓	
Kelayakan Tampilan	6. Tampilan instrument disusun secara sistematis.			✓	
	7. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca.				
	8. Petunjuk pengisian dalam instrument mudah dipahami.				
Kelayakan Bahasa	9. Bahasa yang digunakan dalam instrument mudah dipahami.				

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Bahasa yang digunakan dalam instrument sesuai dengan kaidah Bahasa Indonesia yang baik dan benar			✓	

Saran dan Masukan

Angketnya dapat digunakan

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026

(Signature)

(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Analisa Kebutuhan Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Pernyataan dalam angket mencerminkan kondisi pembelajaran vocabulary di kelas				✓
	2. Pernyataan dalam angket sesuai dengan tujuan identifikasi kebutuhan siswa				✓
	3. Pernyataan dalam angket mencerminkan penggunaan media pembelajaran				✓
	4. Pernyataan mencakup kebutuhan guru dalam penggunaan media pembelajaran interaktif				✓
	5. Pernyataan sesuai dengan tingkat kemampuan siswa				✓
Kelayakan Tampilan	6. Tampilan instrument disusun secara sistematis				✓
	7. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				✓
	8. Petunjuk pengisian dalam instrument mudah dipahami				✓
Kelayakan Bahasa	9. Bahasa yang digunakan dalam instrument mudah dipahami			✓	

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Bahasa yang digunakan dalam instrument sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓

Saran dan Masukan

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Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026


(Riandry Fadilah Nasution, M.A. TESOL.)

Lembar Validasi Instrumen Penelitian
Analisa Kebutuhan Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan.*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Pertanyaan dalam angket sudah mencakup indikator kebutuhan siswa dalam pembelajaran vocabulary			✓	
	2. Pertanyaan dalam angket sudah mencakup materi vocabulary			✓	
	3. Pernyataan dalam angket mencerminkan penggunaan media pembelajaran interaktif				✓
	4. Pernyataan mencakup kesulitan dan kebutuhan siswa dalam belajar vocabulary			✓	
	5. Pemilihan kosa kata di dalam angket sudah sesuai dengan tingkat siswa			✓	
Kelayakan Tampilan	6. Tampilan instrument disusun secara sistematis			✓	
	7. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				✓
	8. Petunjuk pengisian dalam instrument mudah dipahami		✓		
Kelayakan Bahasa	9. Bahasa yang digunakan dalam instrument mudah dipahami				✓

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Bahasa yang digunakan dalam instrument sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓

Saran dan Masukan

- bahasa yang digunakan dalam instrument
- bahasa yang digunakan dalam instrument

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan, 23-04-2026
Validator



(Dr. Eka Sustri Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Analisa Kebutuhan Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidimpuan.*
 Sasaran : Kelas VIII SMPN 1 Padangsidimpuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

4: Sangat Setuju

3: Setuju

2: Kurang Setuju

1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Pernyataan dalam angket mencerminkan kondisi pembelajaran vocabulary di kelas				
	2. Pernyataan dalam angket sesuai dengan tujuan identifikasi kebutuhan siswa				
	3. Pernyataan dalam angket mencerminkan penggunaan media pembelajaran			✓	
	4. Pernyataan mencakup kebutuhan guru dalam penggunaan media pembelajaran interaktif				
	5. Pernyataan sesuai dengan tingkat kemampuan siswa				
Kelayakan Tampilan	6. Tampilan instrument disusun secara sistematis.				
	7. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca.			✓	
	8. Petunjuk pengisian dalam instrument mudah dipahami.				
Kelayakan Bahasa	9. Bahasa yang digunakan dalam instrument mudah dipahami.				

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Bahasa yang digunakan dalam instrument sesuai dengan kaidah Bahasa Indonesia yang baik dan benar			✓	

Saran dan Masukan

Angketnya dapat digunakan

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Rumus Untuk Kevalidan

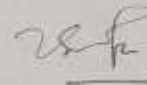
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Analisa Kebutuhan Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Susti Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4: Sangat Setuju
 3: Setuju
 2: Kurang Setuju
 1: Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Pernyataan dalam angket mencerminkan kondisi pembelajaran vocabulary di kelas				✓
	2. Pernyataan dalam angket sesuai dengan tujuan identifikasi kebutuhan siswa			✓	
	3. Pernyataan dalam angket mencerminkan penggunaan media pembelajaran				✓
	4. Pernyataan mencakup kebutuhan guru dalam penggunaan media pembelajaran interaktif			✓	
	5. Pernyataan sesuai dengan tingkat kemampuan siswa			✓	
Kelayakan Tampilan	6. Tampilan instrument disusun secara sistematis				✓
	7. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				✓
	8. Petunjuk pengisian dalam instrument mudah dipahami				
Kelayakan Bahasa	9. Bahasa yang digunakan dalam instrument mudah dipahami			✓	

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
	10. Bahasa yang digunakan dalam instrument sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓

Saran dan Masukan

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Rumus Untuk Kevalidan

$$presentase = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Riandry Fadilah Nasution, M.A. TESOL.)

Lembar Validasi Instrumen Penelitian
Angket Validasi Produk

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidimpuan.*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidimpuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam 3 alternatif dengan seksama!
2. Berikan jawaban sesuai dengan 3 alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian: Kelayakan Penyajian, Kelayakan Isi, Kelayakan Bahasa, dan Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis				✓
	2. Tata letak instrumen rapi dan terstruktur				✓
	3. Urutan butir pernyataan logis dan mudah digunakan oleh validator				✓
	4. Petunjuk pengisian jelas dan mudah dipahami			✓	
Kelayakan Isi	5. Butir pernyataan sesuai dengan aspek yang dinilai dalam produk				✓
	6. Instrumen mampu mengukur kelayakan produk pembelajaran			✓	
Kelayakan Bahasa	7. Bahasa yang digunakan dalam instrument mudah dipahami oleh validator				✓
	8. Bahasa sesuai dengan kaidah Bahasa Indonesia yang baik dan benar			✓	
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca				✓
	10. Tampilan instrumen menarik dan tidak membingungkan				✓

Saran dan Masukan

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Rumus Untuk Kevalidan

$$presentase = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Layak digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Riandry Fadilah Nasution, M.A. TESOL-)

Lembar Validasi Instrumen Penelitian
Angket Validasi Produk

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan.*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustris Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian: Kelayakan Penyajian, Kelayakan Isi, Kelayakan Bahasa, dan Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis 2. Tata letak instrumen rapi dan terstruktur 3. Urutan butir pernyataan logis dan mudah digunakan 4. Petunjuk pengisian jelas dan mudah dipahami				✓
Kelayakan Isi	5. Butir pernyataan sesuai dengan aspek yang dinilai dalam produk 6. Instrumen mampu mengukur kelayakan produk pembelajaran				✓
Kelayakan Bahasa	7. Bahasa yang digunakan dalam instrument mudah dipahami 8. Bahasa sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca 10. Tampilan instrumen menarik dan tidak membingungkan				✓

Saran dan Masukan

Angket validasi probele dapat digunakan dengan
baik

Rumus Untuk Kevalidan

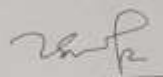
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Angket Validasi Produk

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melissa
 Validator :
 1. Dr. Eka Susti Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian: Kelayakan Penyajian, Kelayakan Isi, Kelayakan Bahasa, dan Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis			✓	
	2. Tata letak instrumen rapi dan terstruktur			✓	
	3. Urutan butir pernyataan logis dan mudah digunakan				✓
	4. Petunjuk pengisian jelas dan mudah dipahami				✓
Kelayakan Isi	5. Butir pernyataan sesuai dengan aspek yang dinilai dalam produk				✓
	6. Instrumen mampu mengukur kelayakan produk pembelajaran				✓
Kelayakan Bahasa	7. Bahasa yang digunakan dalam instrument mudah dipahami				✓
	8. Bahasa sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca				✓
	10. Tampilan instrumen menarik dan tidak membingungkan			✓	

Saran dan Masukan

Isi materi lebih banyak!

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan, 23-04-2026
Validator



(Dr. Eka Susri Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Angket Praktikalitas Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustris Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian: Kelayakan Penyajian, Kelayakan Isi, Kelayakan Bahasa, dan Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis				
	2. Tata letak instrumen rapi dan terstruktur				
	3. Urutan butir pernyataan logis dan mudah diikuti				✓
	4. Petunjuk pengisian jelas dan mudah dipahami				
Kelayakan Isi	5. Butir pernyataan sesuai dengan tujuan penelitian				
	6. Instrumen mampu mengukur aspek yang diteliti			✓	
Kelayakan Bahasa	7. Bahasa yang digunakan dalam instrumen mudah dipahami.				
	8. Bahasa sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca				
	10. Tampilan instrumen menarik dan tidak membingungkan				✓

Saran dan Masukan

Angket ini dapat digunakan

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Angket Praktikalitas Guru

Mata Pelajaran : Bahasa Inggris
Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan.*
Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
Peneliti : Dea Melisa
Validator :
1. Dr. Eka Susri Harida, M.Pd.
2. Sokhira Linda Vinde Rambe, M.Pd.
3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
3 : Setuju
2 : Kurang Setuju
1 : Tidak Setuju

Indikator Penilaian: Kelayakan Penyajian, Kelayakan Isi, Kelayakan Bahasa, dan Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis				✓
	2. Tata letak instrumen rapi dan terstruktur				✓
	3. Urutan butir pernyataan logis dan mudah diikuti				✓
	4. Petunjuk pengisian jelas dan mudah dipahami				✓
Kelayakan Isi	5. Butir pernyataan sesuai dengan tujuan penelitian				✓
	6. Instrumen mampu mengukur aspek yang diteliti				✓
Kelayakan Bahasa	7. Bahasa yang digunakan dalam instrument mudah dipahami				✓
	8. Bahasa sesuai dengan kaidah Bahasa Indonesia yang baik dan benar			✓	
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca				✓
	10. Tampilan instrumen menarik dan tidak membingungkan				✓

Saran dan Masukan

.....

.....

.....

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. ✓ Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Riandry Fadilah Nasution, M.A. TESOL.)

Lembar Validasi Instrumen Penelitian
Angket Praktikalitas Guru

Mata Pelajaran : Bahasa Inggris
Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
Peneliti : Dea Melisa
Validator :
1. Dr. Eka Sustri Harida, M.Pd.
2. Sokhira Linda Vinde Rambe, M.Pd.
3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
3 : Setuju
2 : Kurang Setuju
1 : Tidak Setuju

Indikator Penilaian: Kelayakan Penyajian, Kelayakan Isi, Kelayakan Bahasa, dan Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis			✓	
	2. Tata letak instrumen rapi dan terstruktur				✓
	3. Urutan butir pernyataan logis dan mudah diikuti				✓
	4. Petunjuk pengisian jelas dan mudah dipahami				✓
Kelayakan Isi	5. Butir pernyataan sesuai dengan tujuan penelitian			✓	
	6. Instrumen mampu mengukur aspek yang diteliti			✓	
Kelayakan Bahasa	7. Bahasa yang digunakan dalam instrument mudah dipahami.				✓
	8. Bahasa sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca				✓
	10. Tampilan instrumen menarik dan tidak membingungkan				✓

Saran dan Masukan

Isi instrumen dapat digunakan

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Valid Layak digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan, 29-04-2026
Validator



(Dr. Eka Sustri Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Angket Praktikalitas Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Susri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian:

1. Kelayakan Penyajian
2. Kelayakan Isi
3. Kelayakan Bahasa
4. Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis			✓	
	2. Tata letak instrumen rapi dan terstruktur				✓
	3. Urutan butir pernyataan logis dan mudah diikuti oleh siswa			✓	
	4. Petunjuk pengisian jelas dan mudah dipahami oleh siswa				✓
Kelayakan Isi	5. Butir pernyataan sesuai dengan tujuan pengukuran respon siswa			✓	
	6. Instrumen mencerminkan penggunaan media pembelajaran berbasis Canva				✓
Kelayakan Bahasa	7. Bahasa yang digunakan sederhana dan mudah dipahami oleh siswa				✓
	8. Bahasa sesuai dengan tingkat kemampuan siswa kelas VIII				✓

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca oleh siswa				✓
	10. Tampilan instrumen menarik dan tidak membingungkan			✓	

Saran dan Masukan

instrumen yang diaj!

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan, 27.04-2026
Validator



(Dr. Eka Sustri Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Angket Praktikalitas Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Susti Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam 3 alternatif dengan seksama!
2. Berikan jawaban sesuai dengan 3 alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian:

1. Kelayakan Penyajian
2. Kelayakan Isi
3. Kelayakan Bahasa
4. Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis				
	2. Tata letak instrumen rapi dan terstruktur				
	3. Urutan butir pernyataan logis dan mudah diikuti oleh siswa				✓
	4. Petunjuk pengisian jelas dan mudah dipahami oleh siswa				
Kelayakan Isi	5. Butir pernyataan sesuai dengan tujuan pengukuran respon siswa				
	6. Instrumen mencerminkan penggunaan media pembelajaran berbasis Canva			✓	
Kelayakan Bahasa	7. Bahasa yang digunakan sederhana dan mudah dipahami oleh siswa				
	8. Bahasa sesuai dengan tingkat kemampuan siswa kelas VIII				✓

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca oleh siswa				✓
	10. Tampilan instrumen menarik dan tidak membingungkan				

Saran dan Masukan

Angket ini dapat diberikan ke siswa

Rumus Untuk Kevalidan

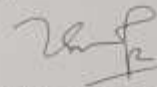
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Angket Praktikalitas Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP Negeri 1 Padangsidempuan.*
 Sasaran : Kelas VIII SMP Negeri 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam alternatif dengan seksama!
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan!
3. Berikan tanda (✓) pada kolom yang sudah disediakan!

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian:

1. Kelayakan Penyajian
2. Kelayakan Isi
3. Kelayakan Bahasa
4. Kelayakan Grafika

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Penyajian	1. Instrumen disusun secara sistematis				✓
	2. Tata letak instrumen rapi dan terstruktur				✓
	3. Urutan butir pernyataan logis dan mudah diikuti oleh siswa			✓	
	4. Petunjuk pengisian jelas dan mudah dipahami oleh siswa				✓
Kelayakan Isi	5. Butir pernyataan sesuai dengan tujuan pengukuran respon siswa			✓	
	6. Instrumen mencerminkan penggunaan media pembelajaran berbasis Canva				✓
Kelayakan Bahasa	7. Bahasa yang digunakan sederhana dan mudah dipahami oleh siswa				✓
	8. Bahasa sesuai dengan tingkat kemampuan siswa kelas VIII				✓

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Grafika	9. Jenis dan ukuran huruf mudah dibaca oleh siswa				✓
	10. Tampilan instrumen menarik dan tidak membingungkan				✓

Saran dan Masukan

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Rumus Untuk Kevalidan

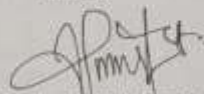
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. ✓ Valid dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Valid digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Valid digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Valid digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak Valid digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Riandry Fadilah Nasution, M.A. TESOL.)

Lembar Validasi Instrumen Penelitian
Petunjuk Penggunaan Media (Interactive Game) Untuk Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka-Sustri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Petunjuk penggunaan media membantu guru dalam mengelola pembelajaran				
	2. Petunjuk mencerminkan langkah-langkah penggunaan media secara sistematis				
	3. Petunjuk penggunaan media sudah sesuai alur permainan interactive game				
	4. Petunjuk mendukung pencapaian tujuan pembelajaran vocabulary				
Kelayakan Tampilan	5. Tampilan instrument disusun secara sistematis				
	6. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				
	7. Petunjuk penggunaan media disajikan dengan jelas dan tidak membingungkan				
Kelayakan Bahasa	8. Bahasa yang digunakan dalam instrument mudah dipahami				
	9. Bahasa yang digunakan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				

Saran dan Masukan

Dr. Eka Susri Harida, M.Pd.

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Layak dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Layak digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Layak digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Layak digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak layak digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026

(Dr. Eka Susri Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Petunjuk Penggunaan Media (Interactive Game) Untuk Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dca Melisa
 Validator :
 1. Dr. Eka Susti Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
 3 : Setuju
 2 : Kurang Setuju
 1 : Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Petunjuk penggunaan media membantu guru dalam mengelola pembelajaran				
	2. Petunjuk mencerminkan langkah-langkah penggunaan media secara sistematis			✓	
	3. Petunjuk penggunaan media sudah sesuai alur permainan interactive game				
	4. Petunjuk mendukung pencapaian tujuan pembelajaran vocabulary				
Kelayakan Tampilan	5. Tampilan instrument disusun secara sistematis				
	6. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca.			✓	
	7. Petunjuk penggunaan media disajikan dengan jelas dan tidak membingungkan				
Kelayakan Bahasa	8. Bahasa yang digunakan dalam instrument mudah dipahami.			✓	
	9. Bahasa yang digunakan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				

Saran dan Masukan

perlu penyesuaian soal jelas

Rumus Untuk Kevalidan

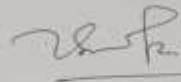
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Layak dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Layak digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Layak digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Layak digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak layak digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Petunjuk Penggunaan Media (Interactive Game) Untuk Guru

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Susri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

4 : Sangat Setuju

3 : Setuju

2 : Kurang Setuju

1 : Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Petunjuk penggunaan media membantu guru dalam mengelola pembelajaran				✓
	2. Petunjuk mencerminkan langkah-langkah penggunaan media secara sistematis				✓
	3. Petunjuk penggunaan media sudah sesuai alur permainan interactive game			✓	
	4. Petunjuk mendukung pencapaian tujuan pembelajaran vocabulary				✓
Kelayakan Tampilan	5. Tampilan instrument disusun secara sistematis				✓
	6. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				✓
	7. Petunjuk penggunaan media disajikan dengan jelas dan tidak membingungkan			✓	
Kelayakan Bahasa	8. Bahasa yang digunakan dalam instrument mudah dipahami				✓
	9. Bahasa yang digunakan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓

Saran dan Masukan

.....
.....
.....

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Layak dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Layak digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Layak digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Layak digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak layak digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Riandry Fadilah Nasution, M.A. TESOL.)

Lembar Validasi Instrumen Penelitian
Petunjuk Penggunaan Media (Interactive Game) Untuk Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidempuan
 Pencipta : Dea Melisa
 Validator :
 1. Dr. Eka Susri Harida, M.Pd.
 2. Sokhira Linda Vinde Rambe, M.Pd.
 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

4 : Sangat Setuju

3 : Setuju

2 : Kurang Setuju

1 : Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Petunjuk membantu siswa memahami cara menggunakan media				✓
	2. Petunjuk sesuai dengan langkah-langkah permainan interactive game				✓
	3. Petunjuk mendukung siswa dalam memahami vocabulary			✓	
	4. Petunjuk sesuai dengan tingkat pemahaman siswa				✓
Kelayakan Tampilan	5. Tampilan instrument disusun secara sistematis				✓
	6. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				✓
	7. Petunjuk penggunaan media disajikan dengan jelas dan tidak membingungkan				✓
Kelayakan Bahasa	8. Bahasa yang digunakan dalam instrument mudah dipahami				✓
	9. Bahasa yang digunakan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar			✓	
	10. Petunjuk penggunaan media membantu siswa menggunakan interactive game secara mandiri				✓

Saran dan Masukan

.....
.....
.....

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

- ① Layak dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Layak digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
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5. Sangat Tidak layak digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidimpung,
Validator

2026

(Dr. Eka Sustris Harida, M.Pd.)

Lembar Validasi Instrumen Penelitian
Petunjuk Penggunaan Media (Interactive Game) Untuk Siswa

Mata Pelajaran : Bahasa Inggris
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 3. Riandry Fadilah Nasution, M.A. TESOL.

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
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3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

4 : Sangat Setuju

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1 : Tidak Setuju

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Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
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	3. Petunjuk mendukung siswa dalam memahami vocabulary			✓	
	4. Petunjuk sesuai dengan tingkat pemahaman siswa			✓	
Kelayakan Tampilan	5. Tampilan instrument disusun secara sistematis.			✓	
	6. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca.			✓	
	7. Petunjuk penggunaan media disajikan dengan jelas dan tidak membingungkan			✓	
Kelayakan Bahasa	8. Bahasa yang digunakan dalam instrument mudah dipahami.			✓	
	9. Bahasa yang digunakan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar			✓	
	10. Petunjuk penggunaan media membantu siswa menggunakan interactive game secara mandiri.			✓	

Saran dan Masukan

Peringkat penggunaan tidak jelas

Rumus Untuk Kevalidan

$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

1. Layak dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Layak digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
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4. Tidak Layak digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak layak digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

2026



(Sokhira Linda Vinde Rambe, M.Pd.)

Lembar Validasi Instrumen Penelitian
Petunjuk Penggunaan Media (Interactive Game) Untuk Siswa

Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : *Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidimpuan*
 Sasaran : Kelas VIII SMPN 1 Padangsidimpuan
 Peneliti : Dea Melisa
 Validator :
 1. Dr. Eka Susti Harida, M.Pd.
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 3. Riandry Fadilah Nasution, M.A. TESOL

Petunjuk Pengisian

1. Bacalah butir pertanyaan yang dituliskan dalam instrumen dengan seksama
2. Berikan jawaban sesuai dengan alternatif pilihan jawaban yang disediakan
3. Berikan tanda (✓) pada kolom yang sudah disediakan

Keterangan Pilihan Jawaban

- 4 : Sangat Setuju
- 3 : Setuju
- 2 : Kurang Setuju
- 1 : Tidak Setuju

Indikator Penilaian: Isi, Bahasa, dan Tampilan

Indikator / Sub Indikator	Butir Penilaian	Alternatif Penilaian			
		1	2	3	4
Kelayakan Isi	1. Petunjuk membantu siswa memahami cara menggunakan media			✓	
	2. Petunjuk sesuai dengan langkah-langkah permainan interactive game			✓	
	3. Petunjuk mendukung siswa dalam memahami vocabulary				✓
	4. Petunjuk sesuai dengan tingkat pemahaman siswa				✓
Kelayakan Tampilan	5. Tampilan instrument disusun secara sistematis				✓
	6. Jenis dan ukuran huruf yang digunakan dalam instrument mudah dibaca				✓
	7. Petunjuk penggunaan media disajikan dengan jelas dan tidak membingungkan			✓	
Kelayakan Bahasa	8. Bahasa yang digunakan dalam instrument mudah dipahami				✓
	9. Bahasa yang digunakan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar				✓
	10. Petunjuk penggunaan media membantu siswa menggunakan interactive game secara mandiri				✓

Saran dan Masukan

Rumus Untuk Kevalidan

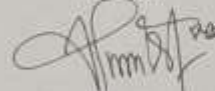
$$\text{presentase} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Kesimpulan:

- ① Layak dapat digunakan tanpa revisi (Skor 33 – 40 atau 81% - 100%)
2. Layak digunakan dengan revisi minor (Skor 25 – 32 atau 61% - 80%)
3. Layak digunakan dengan revisi sedang (Skor 17 – 24 atau 41% - 60%)
4. Tidak Layak digunakan (Skor 9 – 16 atau 21% - 40%)
5. Sangat Tidak layak digunakan (Skor 1 – 8 atau 0% - 20%)

Padangsidempuan,
Validator

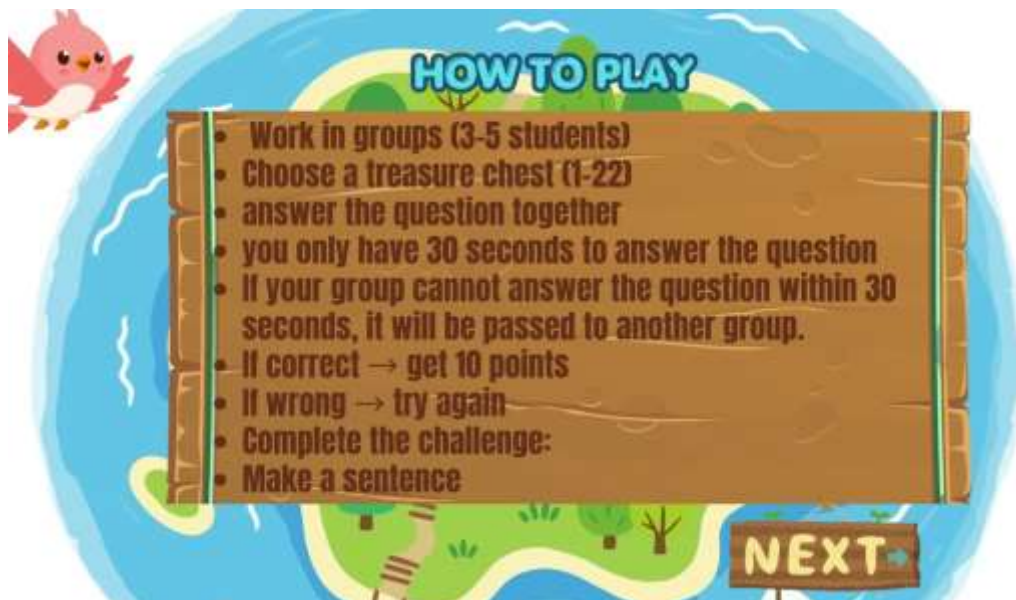
2026



(Riandry Fadilah Nasution, M.A. TESOL.)

Appendix 18

Product (Interactive Game)





Question 7

58 The word "CELEBRATE" means

Merdeka!

a. Belajar

b. Bermain

c. Merayakan

d. Duduk

Challenge! Make a sentence from word "CELEBRATE"

A cartoon illustration of a submarine with two crew members on the surface, floating in blue water. The background includes a sun, clouds, and a green hill.

58



Question 12

 Merdeka!

Island mission!
People try to...the tall pole

a. Eat

b. Climb

c. Walk

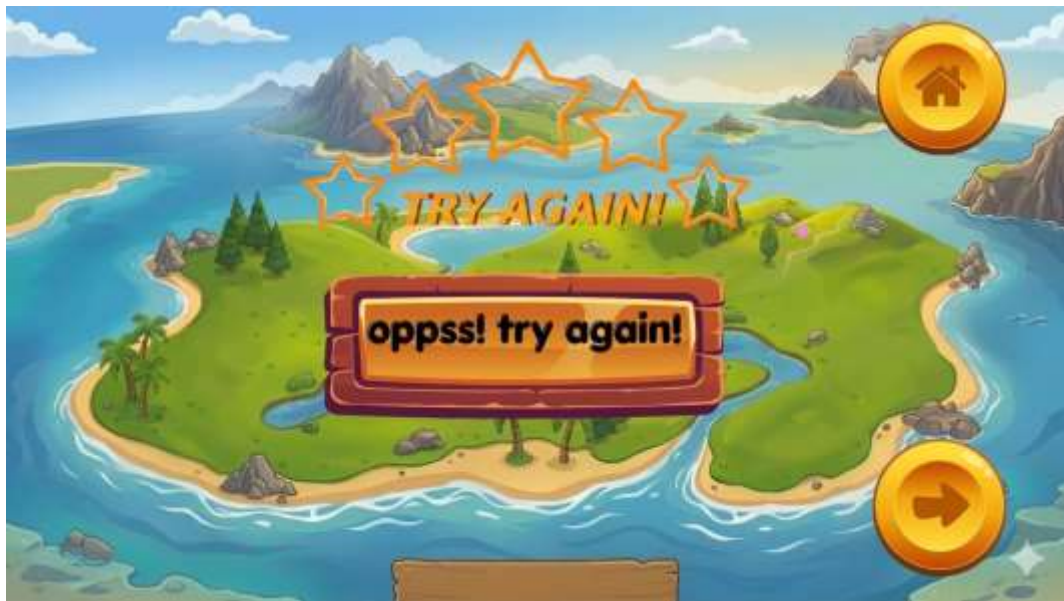
d. Read



excellent!

You get 10 points





Appendix 19

The Link of the Product

The full game can be seen at the link below

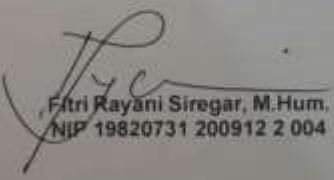
<https://canva.link/9i5ncqa69wqmzg8>

or you can Scan the QR code below:



Appendix 20

Research Title Approval Letter

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jalan T. Rizal Nurdin Km. 4.5 Sihitang 22733 Telephone (0634) 22080 Faxmile (0634) 24022
Nomor	B-105 /Un.28/E.1/PP.00.9/11/2025	25 November 2025
Lamp		
Perihal	Pengesahan Judul dan Penunjukan Pembimbing Skripsi	
Yth:		
1. Dr. Eka Sustri Harida, M.Pd.	(Pembimbing I)	
2. Sri Rahmadhani Siregar, M.Pd	(Pembimbing II)	
Assalamu'alaikum Wr. Wb		
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:		
Nama	: Dea Melisa	
NIM	: 2220300032	
Program Studi	: Tadris Bahasa Inggris	
Judul Skripsi	: Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMPN 1 Padangsidempuan	
Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.		
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.		
Mengetahui an Dekan Wakil Dekan Bidang Akademik dan Kelembagaan		Ketua Program Studi Tadris Bahasa Inggris
		
Dr. Lis Yumianti Syafrida Siregar, S.Psi., M.A NIP. 19801224 200604 2 001		Fitri Rayani Siregar, M.Hum. NIP. 19820731 200912 2 004

Appendix 21

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4.5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : 1596 /Un.28/E.1/TL.00.9/04/2026
Lampiran :
Hal : Izin Riset
Penyelesaian Skripsi

27 April 2026

Yth. Kepala SMP N 1 Padangsidempuan

Nama : Dea Melisa
NIM : 2120300047
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Dusun Sugi Jae, Desa Marancar Julu, Kec. Marancar, Kab. Tapsel

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP N 1 Padangsidempuan"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas, mulai dari tanggal 27 April 2026 s.d 09 Mei 2026

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan


Dr. Akhri Pane, S.Ag., M.Pd
NIP 19751020 200312 1 003

Appendix 22

Research Reply Letter



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 1 PADANGSIDIMPUAN
Jalan Mesjid Raya Baru No. 3 Telp. (0634) 21443
Email : smpnegeri1padangsidempuan@gmail.com
PADANGSIDIMPUAN UTARA 22719

SURAT KETERANGAN PENELITIAN
No. 422.7 / 083 / KP / 2026

Yang bertanda tangan di bawah ini :

Nama	: ASHARI HASIBUAN, S.Pd., M.A.
NIP	: 19730413 199903 1 007
Pangkat / Golongan	: Pembina Utama Muda / IVc
Jabatan	: WKS Bidang Kurikulum SMP Negeri 1 Padangsidempuan

dengan ini menerangkan bahwa :

Nama	: Dea Melisa
NIM	: 2120300047
Fakultas	: Tarbiyah Dan Ilmu Keguruan
Prodi	: Tadris Bahasa Inggris
Alamat	: Dusun Sugi Jae, Desa Marancar Julu, Kec. Marancar Kab. Tapanuli Selatan

Adalah benar telah melaksanakan penelitian pada sekolah yang kami pimpin mulai tanggal 27 April 2026 s.d 09 Mei 2026 dengan judul penelitian :

"Developing Interactive Game Using Canva In Vocabulary Learning For Grade VIII SMP N 1 Padangsidempuan"

Demikianlah surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidempuan, 26 Mei 2026
Kepala SMP Negeri 1 Padangsidempuan
WKS Bidang Kurikulum


ASHARI HASIBUAN, S.Pd., M.A.
NIP. 19730413 199903 1 007

Appendix 23

Documentation



Figure 1 Students Completed Need Analysis Questionnaire



Figure 2 Students Filled in the Students' Need Analysis Questionnaire Individually



Figure 3 Students filled the Pre-test Vocabulary



Figure 4 The Implementation of the Interactive Game in Vocabulary Learning



Figure 5 Students Participated in the Vocabulary Learning Activities Using the Interactive Game



Figure 6 Students Participated in learning activities



Figure 7 Students' come to the front to answer the question from their group



Figure 8 Students try to make a sentence from the challenge in the question



Figure 9 Students filled the Post-test Vocabulary



Figure 10 Students sit in their group and answer the question together