

# Word square English learning media design assisted by the Canva application

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## Abstract

**Background:** Students in learning English "difficult, vocabulary, boring, do not understand". This is due to the lack of English vocabulary that students have regarding pronunciation and pronunciation. Lack of interesting and not boring learning media to help students expand their vocabulary when learning English.

**Purpose:** The purpose of this research is to make a Word Square media product supported by the Canva application in learning English that is valid as an experiment to expand the vocabulary of seventh grade junior high school students.

**Method:** The method used is 4D model development (Define, Design, Develop, Disseminate). This research is only limited to the Develop stage, namely the development stage.

**Findings:** The results of the verification score were 4.47 for the two media expert verifiers and 4.81 for the material experts in the very valid category. From the results of this evaluation, it was found that the Word Square media supported by the Canva application was suitable for learning English

**Keyword:** Vocabulary, Learning English, Word Square, 4D

## INTRODUCTION

English as an international language plays an important role in life. As an international language, English is used for global communication (Inganah et al., 2023; Kim et al., 2019). Good and competent knowledge of English is necessary for every individual in responding to the need for English in communication to bridge various activities. For global communication to be well established, individuals must be proficient in spoken and written English (Bahri et al., 2022; Sugianto, Darmayanti, et al., 2022). As an international language, English is one of the languages needed in the academic world. English is included in the curriculum of elementary schools, junior high schools, high schools and vocational training (Al-Rawafi et al., 2021; Qomariyah & Darmayanti, 2023; Singh, 2019). One of the English subjects is taught at the secondary level. The goal of learning English in secondary schools is for students to acquire and expand their vocabulary (Arif & Darmayanti, 2023; Galve & Vela-Tafalla, 2020).



Learning English in secondary schools is necessary considering that language is a communication tool that must be taught from an early age (Arellano et al., 2018; Darmayanti, et al., 2022). Learning English in secondary schools is also based on the belief that the earlier a foreign language is introduced the better (Anjarwati et al., 2023a; Hasanah et al., 2022; Yi, 2019). Furthermore, learning English in secondary schools is the second lesson as a basis for learning English at the next level. Furthermore, learning English in secondary schools must also be in accordance with the characteristics of students and their cognitive development (Bhuana & Apriliyanti, 2021; Humaidi et al., 2022; Sah et al., 2023). English learning can be done through games, songs and real media.

Primary English is not included in the 2013 curriculum and is a Mulok subject. Even now, English is taught in primary schools, and some schools do not offer English classes in primary schools. In other words, the government gives elementary schools the freedom to decide whether to teach English (Sekaryanti et al., 2022; Sipahutar et al., 2021). This of course creates problems or obstacles in learning English in secondary schools. Because students do not have time to learn English, students do not have the opportunity to learn English vocabulary, which causes a lack of vocabulary. In addition, because students do not understand English vocabulary, students also find it difficult to learn English, so they get bored easily and are not very interested in learning English. In fact, English is a foreign language and all the vocabulary used must be understood (Boudhen, 2020; Fauza et al., 2022; ND Safitri et al., 2023). Therefore, learning English in secondary schools requires media and methods that can support students in the learning process.

Learning media plays a very important role in the learning process in the classroom. The use of learning media helps educators provide learning materials that are tailored to the needs of students, enabling students to understand the information and material presented by educators (Darmayanti, et al., 2022; Salleh et al., 2017). Teachers in this case need to innovate by developing fun learning media and methods to instill enthusiasm for learning in students and increase English vocabulary according to the stage of cognitive development (Domke, 2020; Wulandari et al., 2022). One such media is word square.

Media Word Square is an introductory media that combines the ability to answer questions with carefulness in matching solutions with solution packaging containers; like completing a crossword puzzle but the difference is that the answers are already there but are disguised by adding additional packing boxes with randomly disguised letters or numbers (Harju, 2022; Rizki et al., 2022).

Furthermore, according to Aqib, (Mol & Rampersad, 2021) the phrase rectangular introduction media is an introduction media that combines the ability to answer solution packaging containers. Meanwhile, (Hong & Zhang, 2022) rectangular phrases are some important phrases arranged to the right, up or obliquely among many random phrases that have no meaning that can be used as a play on phrases so that scholars can understand the ideas the trainer has planned. From the announcement above, it can be concluded that the phrase rectangle is similar to filling in a crossword puzzle, but the solution is already there, but it is disguised by adding additional containers with random hiding or misleading letters. This word is in the form of introductory media activities to inspire students to be more active in collaborating on introductory techniques and to train students' concentration. Teachers will find it easier to use *Word Square media* when assisted by an application that contains components or features to support its creation. The application is a Canva application.

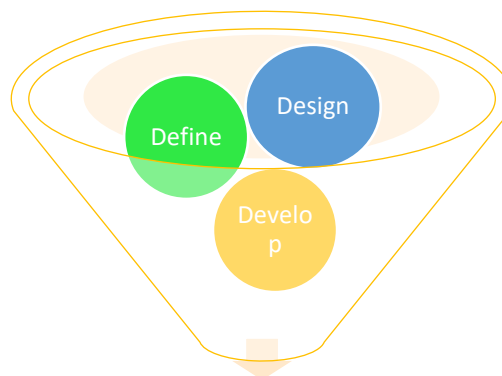
The Canva application-based learning media is a good medium for learning English (Mekariani & Mudinillah, 2021; Rizki et al., 2022; Wulandari et al., 2022). Based on the Canva application, this learning media can solve student learning problems. The importance of developing *Word Square learning media* based on the Canva application because this media can increase students' interest in learning and increase their motivation in the learning process. This media can also increase involvement in the learning process, and help them really know and understand English vocabulary. Students learn to listen, compose, remember, pronounce and repeat vocabulary anywhere, because indirectly they are invited to continuously understand concepts and practice their skills in vocabulary (Isnaini et al., 2021).

The findings of previous studies state that media based on the Canva application can increase students' understanding of learning materials (Rahmatullah et al., 2020). Canva application-based media can also improve student learning outcomes (Alfian et al., 2022). Furthermore, the *Word Square learning media* based on the Canva application based on the Canva application increases student motivation and performance. The difference in this study is "Vocabulary" in learning English, featuring cartoon animations for high school students which contain a checkered board filled with letters inside. Furthermore, material is presented in learning English in interactive media and produces programmed feedback (Setiawan et al., 2021). Furthermore, the Canva application-based *Word Square learning media* is a learning media that combines

the ability to answer questions by matching answers with the answer boxes correctly.

## METHOD

The model used in this study is the 4D development model (Thiagarajan et al., 1974) (Define, Design, Develop, and Disseminate) were selected based on consideration of the ease of model representation when designing 4D learning models (Anjarwati et al., 2023b). This research was conducted in January 2022. The type of research used in this study refers to design according to Thiagarajan (R&D research method), which is a development research method used to manufacture products. The procedure for developing this model is known as *the four-D stage*, but this study only carried out three steps: (1) research and information gathering (define), (2) planning and initial product development (design), (3) initial field trials, major product revisions, key field trials, and operational product revisions (develop). The flow of these stages is presented in Figure 1.



Media Word Square Based on the Canva Application

**Figure 1. Alur tahapan Pengembangan media dengan Teori model Thiagarajan (Vidyastuti et al., 2022)**

In the research on the development of learning media Word Square based on the Canva application, various approaches or stages of development were carried out according to the 4D model, namely the Define Stage which consists of four parts, namely Needs Analysis, Curriculum Analysis, and Analysis. student characteristics and media analysis. The second stage is design. At this stage the researcher designed a Canva application-based Word Square learning media storyboard consisting of an opening, core, and closing. Start-to-finish activities involving audio recordings, laptops, and the Canva application in the Word Square media editing process. The development stage of this research was carried out by developing products that had previously been consulted with the supervisor for suggestions and input to overcome existing deficiencies. The

dissemination stage of this research was carried out solely through the dissemination of Word Square learning media products based on the Canva application using *a web link* so that the media can be used to support learning.

Interviews, observations, and questionnaires are data collection methods used in Canva's development research, an application-based learning media for Word Square with the theme "Greetings and Partings". The results of the questionnaire are needed to determine the effectiveness and practicality of the media used. In this study, a 5-point rating scale was used as the research instrument. The instrument used in this study was a questionnaire instrument which was tested by material experts and media experts. In Table 1 the material professional grid tools, the media professional grid tools are shown in Table 2. The following is the description (Darmayanti, Sugianto, et al., 2022).

**Table 1. Material validation sheet grid**

<b>Viewpoint</b>	<b>Instruction</b>	<b>item</b>	<b>units</b>
Simplicity, cohesiveness, language, text	Usage, form and size, language compilation	1, 2, 3, 4	4
Colors, tools, appeal	Composition, layout, appeal	5, 6, 7, 8	4
Quality and usefulness	Learning objectives, material completeness, material integration, material benefits, quality of motivation	9, 10, 11, 12, 13, 14, 15	7

**Table 2. Media validation sheet grid**

<b>Viewpoint</b>	<b>Instruction</b>	<b>item</b>	<b>units</b>
Media Quality, Language Use	The quality of the media displayed, the ease of use, the clarity of the images, the language and suitability of expressions.	1, 2, 3, 4, 5	5
Text, layout, media display	Clarity of writing/according to EYD, clarity text/readability, instructions for use	6, 7, 8, 9, 10, 11, 12, 13	13

Due to the limitations of researchers, the development of this media has only reached the development stage. In other words, it has just arrived at the validation stage by the validator. Two methods and methods are used for the data analysis method of this development study: a qualitative descriptive analysis method and a quantitative descriptive analysis method. Validity test using the

Gregory formula. Relevance is the relevance, meaning, and usefulness that emerge from the evaluation of a tool.

The effectiveness of the content can be determined by expert (judge) evaluation of the items in the tool grid. The average score obtained is transformed using a scale of five transformation guidelines to determine the effectiveness of each component of the media developed, and the media developed as a whole. Rating Scale 5: 4.22–5 (very useful); 3:41–4:21 (practice); 2.61 – 3.40 (very practical); 1.80 – 2.60 (not very practical); 1 to 1.79 (very impractical).

## **FINDINGS AND DISCUSSION**

In the research on the development of Word Square learning media based on the Canva application, various processes or stages of development based on the *Four* - D model were carried out.

### ***Define***

First, the definition phase consists of four parts: needs analysis, curriculum analysis, analysis of student characteristics, media analysis. Based on the results of observations and interviews with class VII teachers at SMP YALC Pasuruan, the learning process in *new normal conditions* is known to apply an *offline learning system*. Grade 7 is the most difficult class, because apart from requiring an extraordinary level of patience, a learning strategy is also needed where the teacher must teach and introduce learning as much as possible as a transition from elementary school. In other words, students will have difficulty using vocabulary in English, especially at the previous level, namely in elementary school students have a relatively short time in learning English. It takes media and technology innovations used in the learning process to support the smooth learning process. The limited availability of media, facilities and infrastructure used in the learning process limits the production of computer/digital based media. Students feel bored and less motivated to actively participate in learning. There is no Canva Word Square application around and in the "Greetings and Partings" theme book in class VII. Based on the curriculum analysis carried out, basic competencies and indicators of success in learning textbooks, student books, and the English curriculum were determined to be used as a reference for discussing material in Word Square learning media. Basic Competency (KD) and metrics are shown in Table 3.

**Table 3. Basic competencies and indicators of English on the theme "Greetings and Partings"**

<b>Basic Competency (KD)</b>
3.2. Understanding spoken texts in the form of greetings, goodbyes, thanks, and apologies to establish personal closeness with others in the school and home environment.
3.3. Understand the purpose, structure of the text, and linguistic elements of spoken and written texts to introduce yourself very short and simple

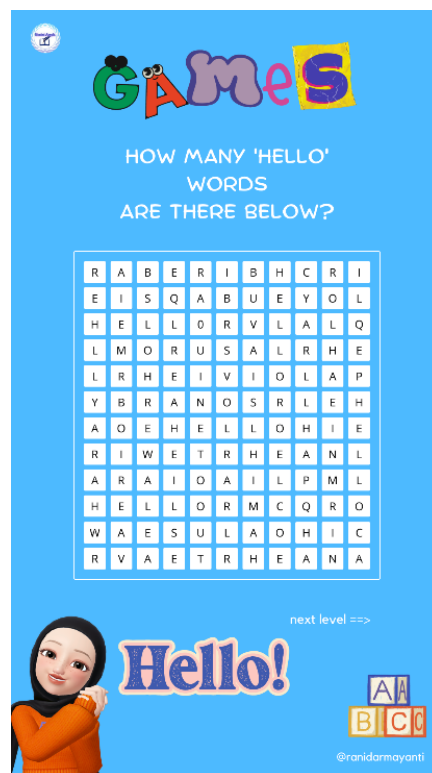
### ***Design***

In the second stage of *design*, the product designed is Word Square learning media based on the Canva application which explains the theme "Greetings and Partings" in class VII. First, we have to log in to be able to use this application by typing the link <https://www.canva.com>. After typing the *link*, then click on the *login menu*. To be able to *log in*, you can use an account from a *Google account* that was previously used, you can also use a *Facebook account* or another email address (which is already registered). After successfully logging in, the main page of the Canva application appears, then to create the teaching material that we will develop, namely the theme "Greetings and Partings", click the button on the design menu. The design menu is used to select the design template that we will need to deliver the material, all of which are available here. Because the development of this media is based on Word Square, choose a template design with a presentation type. Choose a template from the many template menus provided, choose an attractive template that matches the theme of elementary school children. After selecting, write down the title of today's lesson.

Designing and creating Word Square learning media based on the Canva application which consists of an opening, core and closing. The opening (opening) to closing (closing) activities used voice recordings, laptops and the Canva application in the Word Square media editing process. So that the developed learning media can attract students' attention, the video can display cartoon animations for high school students which contain a checkered board filled with letters inside. The material is presented in English learning in interactive media and generates programmed feedback. Furthermore, the Canva application-based *Word Square* learning media is a learning medium that combines the ability to answer questions by matching answers with the answer box correctly.

## Develop

Implementation of the current stage, namely development (Develop) in this study was carried out by making development products. After the Word Square learning media was developed based on the Canva application, we evaluated the Word Square learning media to determine its effectiveness. The examination of the adequacy of Word Square learning media consisted of four instructors, two instructors as teaching material experts and two instructors as media experts. The results of the efficacy test obtained an average score of testing the Canva application-based Word Square learning media, with the theme "Greetings and Partings" with an average total of 4.81 for material experts and 4.47 for media experts. Translating these results into a 5-step conversion guide resulted in scores ranging from 4.22 to 5.00, rated very well by professionals in the Canva application based on learning media Word Square for class VII "Greetings and Partings" theme rated 'Valid'. Product revisions were carried out based on suggestions and input from material and media experts to improve the learning media that were developed. Criticism and suggestions from experts by adding more vocabulary variations, as well as material reviews and answers in the form of sample questions. The following shows the Word Square media that has been designed and revised according to the validator's suggestions.



**Figure 2. Learning Media Word Square Vocabulary**

In this development research, we created a Word Square learning media based on the Canva application to explain material on the theme "Greetings and Partings" for class VII SMP. A Canva-based Word Square media application on the theme material "Greetings and Partings" was developed with the aim of overcoming existing problems in the learning process, especially in learning English in high schools. Word Square learning media used in learning English has a goal that is in accordance with several learning theories.

The first learning theory that underlies the development of Word Square media assisted by the Canva application for learning is the learning theory of behaviourism, namely the theory initiated by Gagne and Berliner about changes in behaviour due to experience, behaviourism learning theory argues that students will achieve learning goals if given a stimulus (Bennett, 2017; Qomariyah et al., 2023). The stimulus provided is in the form of an interesting learning resource in the form of Word Square media assisted by the Canva application which is adjusted to indicators in critical thinking (Anam S & Dwiyoogo, 2019; Sah RWA et al., 2022). Therefore, the behavioural theory initiated by Gagne and Berliner is in line with the goal of Word Square media assisted by the Canva application to improve students' critical thinking through stimulus and response in learning to change behaviour. What is meant here is to train critical thinking skills. Researchers who develop this cognitive theory are Ausubel, Bruner, and Gagne. Learning must be able to create situations so that students can learn from themselves through experience and experimentation to find new knowledge and abilities that are unique to themselves (Sugianto, et al., 2022).

The development of this Word Square media places more emphasis on students' cognitive abilities, because gradually the application of Word Square media places more emphasis on how students can develop their abilities and knowledge so that each student can explore the information they have and practice it. their cognitive abilities in critical thinking. Therefore, cognitive theory synergizes with Word Square media because with this media the emphasis is on developing students' critical thinking skills which are included in the cognitive domain. The next theory is the theory of constructivism The theory of constructivism was developed by Piaget in the mid-20th century. Piaget argues that basically every individual since childhood already has the ability to construct their own knowledge (Marinda, 2020; Sugianto, Darmayanti, et al., 2022). In the learning process using the Word Square media assisted by the Canva application, it provides equal opportunities for each student to express their ideas, answer questions in their own language so that the potential that exists within students

can be explored and make students more creative and active in learning. learning. Therefore, the theory of constructivism is in line with the Word Square media assisted by the Canva application to improve critical thinking because this media makes children more independent and feel responsible for themselves because every student gets equal opportunities in the learning process.

The development of this learning media is related to the stages of the 4D model which are easy to implement. The 4D model, which is arranged in a systematic sequence of activities, is suitable as a basis for developing learning tools and media (Darmayanti et al., 2023). The stages of the 4D model development are definition, formation, development and dissemination (Sugianto, Cholily, et al., 2022). The Word Square learning media based on the Canva application is considered very qualified because it has unique characteristics compared to other Word Square media. First, the Word Square learning media based on the Canva application is suitable for use in learning processes related to the material or topics presented in the media.

Second, the design of Word Square learning media based on the Canva application is suitable for use in the learning process. The development of Canva application-based Word Square learning media contains several learning topics that can save time, attractive display designs, there are animations, quizzes, quiz levels so that through the Canva application-based Word Square learning media students get an interesting and fun learning experience. and music. Watching Word Square media not only attracts students' attention, but also focuses their attention. Because students do not want to be left behind (Astuti, 2021; Tiara Melinda & Erwin Rahayu Saputra, 2021). Canva's application-based learning media makes it easy for students to engage in technology-based learning processes (Mudinillah & Rizaldi, 2021; Tanjung & Faiza, 2019). Canva's design results can increase students' interest and motivation in learning activities by presenting interesting material. Canva has a variety of attractive designs that make the learning process less monotonous and boring (Wijaya et al., 2021). The Canva app has an attractive design and lots of features. Word Square media based on the Canva application can be used as an alternative to support the process of learning activities that involve students actively. Interesting learning media such as learning videos can also be used as fun media for students so they don't get bored quickly, especially when studying English material. Therefore, further development is needed as teaching materials in conveying material on the theme "Greetings and Partings" for class VII SMP.

## CONCLUSION

Media *Word Square* based on the *Canva* English application for class VII Middle School on the theme "Greetings and Partings" totaled an average of 4.81 for material experts and 4.47 for media experts. Based on *Word Square media from the Canva* app assisted learning development. Media that has been developed is feasible to be tested in the learning process so that the effectiveness and practicality of the media can be known. However, the development carried out is limited to the develop stage, therefore the suggestion from this research is to continue to the next stage. Suggestions for further research are expected to be able to develop research up to the Disseminate stage or widespread dissemination. As well as, can develop on other subjects or on other subject matter.

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