Development of a Canva-Based English Picture Dictionary Application for Seventh-Grade Students

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Abstract: This study aims to develop a Canva-based English picture dictionary application designed to enhance seventh-grade students' reading interest and vocabulary mastery. The study employed a Research and Development (R&D) method combined with a Classroom Action Research (CAR) approach conducted in two cycles. The participants were seventh-grade students at SMP Swasta Kristen Tomosa 1. Research instruments included interviews, classroom observations, questionnaires, and vocabulary tests. Data were analyzed using descriptive quantitative and qualitative techniques. The results indicate that the use of the picture dictionary significantly increased students' interest in learning and vocabulary mastery, as evidenced by improvements in questionnaire responses and test scores across the two cycles. The mean vocabulary score increased from 49.61 in the pre-test to 86.53 in the post-test. Consistent questionnaire scores across Cycle 1 and Cycle 2 (4.61) indicate the reliability and stability of the learning media. Students' understanding of new vocabulary reached a mean score of 4.78 (95.6%), while their understanding of word meanings increased to 4.71 (94.2%). Students' interest in learning English also improved, with a mean score of 4.64 (92.8%). Overall, the findings demonstrate that the Canva-based picture dictionary is an effective learning medium for enhancing students' interest and vocabulary mastery in English language learning by providing engaging visual support that promotes active and motivated learning.

Introduction

Learning vocabulary was a crucial aspect of learning a foreign language since it serves as the foundation for mastering the four language skills: listening, speaking, reading, and writing. Students with a restricted vocabulary frequently struggled to grasp texts and convey their views in English (Adinda, F., & Darmana, A., 2023). Therefore, effective strategies and learning media were required to enhance vocabulary acquisition, particularly for EFL learners in junior high school (Brilianti, A. E., & Sugirin, S., 2024).

One effective approach to vocabulary learning is the use of visual media, especially pictures. In (Othman et al., 2022) it explained that using the pictures in the classroom could bring "images of reality into the unnatural world of the language classroom". Teachers could utilized pictures to capture students' attention and interest in teaching and learning. Associating words with pictures that are linked to the term would assist children in remembering the words taught for a longer amount of time. One way to support the learning process and improve their vocabulary was to use a picture dictionary. Suniyasih et al. (2020)

found that picture dictionaries are highly effective visual aids in English language acquisition at all levels, from nursery to tertiary. A picture dictionary used images to define the meaning of words. In (Menggo et al., 2024) explained that a picture dictionary was an effective tool for teaching and improving pupils' vocabulary, including pronunciation, spelling, and meaning. These three important components are critical for EFL learners' English language acquisition. Additionally, the picture dictionary improved language acquisition and other important features.

In addition to vocabulary mastery, reading interest was also an important factor in successful language learning. Reading interest was students' interest and willingness to read happily and without coercion (Wulan et al., 2023). In the context of learning, teachers were expected to be able to stimulate students' interest in reading, including providing strong encouragement to read. Teachers played an important role in ensuring the quantity and quality of the lessons they provided (Khasanah, A. F., & Setyowati, R., 2024).

Expectations in learning were based on the Independent Curriculum described by Yani (2023) in Wahyu et al. (2024), namely that teachers were expected to provide the latest effective learning methods supported by technological developments to support it. Students independently used technological media to support their learning process. Meanwhile, the reality found at SMP Swasta Kristen Tomosa 1 School was that technology in the learning process was still rarely used because the school facilities were still incomplete. One support for the learning process was an English dictionary in class. Among the 28 students in the seventh grade, only 5–7 students (approximately 17-25%) brought a dictionary to support the learning process in class. However, conventional dictionaries were not enough to improve their vocabulary skills for several reasons, namely, students often forgot to bring them, and parents could not afford to buy them because they were expensive. Another reason was that conventional dictionaries were found to be insufficient in facilitating students' visual learning styles, thereby decreasing their learning engagement and motivation.

Therefore, the researchers wanted to develop a product to overcome the problems described above. The product in question was the development of a technology-based English dictionary. This dictionary was developed using an application called Canva. In (Siringoringo & Munthe, 2024) explained that Canva was one of the many applications that teachers can use in creating learning media. Teachers could create learning media using various tools, including Canva. Canva created online design apps that include presentations, posters, brochures, graphics, banners, invitation cards, photo editing, and Facebook covers (Laillni Roma et al., 2023). In (Fitria, 2024) also explained that Canva was a web program that offers attractive designs organized by categories, features, and themes. The boredom that accompanies the learning process could be avoided by adopting learning materials with attractive designs. According to Mulyani (2021), Canva users could create designs without having to install the software.

Previous research (Biesaga, 2017) in (Suniyasih et al., 2020) showed that young people were more likely to read if the reading material incorporated visual elements. Researchers Ratminingsih & Budasi (2018) and Sibanda (2019) have also recognized that providing students with a tangible concept that aligns with their learning style enhanced their reading interest. In addition, according to Santosa & Andriyadi (2019), the dictionary created in the study was of very high quality. This dictionary had features that could improve students' vocabulary and English skills. An attractive and high-quality dictionary could help students expand their vocabulary list and improve their vocabulary knowledge.

However, in (Dziemianko, 2024) it argued that other research had found no significant effect of using visuals in the dictionary on learning outcomes. Similarly, Boers et al. (2017) discovered that text plus pictures does not help noun learning and retention any more than verbal explanations alone. According to research, combining visuals and words simultaneously could result in lower comprehension and recall than presenting them separately.

Therefore, This study aims to develop a Canva-based English picture dictionary application designed to enhance reading interest and vocabulary mastery among Seventh-Grade students. Through direct observation and interviews with teachers, this study will assessed practical aspects such as the ease of use and accessibility of the dictionary in classroom situations. In addition, the study will also identify whether the features in the dictionary actually helped students to expand their vocabulary and improve their English skills. The results of this study were expected to provide clear recommendations regarding the implementation of picture dictionaries as an effective and feasible learning media to be used in the classroom.

Research Method

This study employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). (Gultom et al., 2019; Surdyanto & Kurniawan, 2020) defined the ADDIE model as Analysis, Design, Development, Implementation, and Evaluation. It took a methodical and adaptable approach to instructional design, ensuring that the learning experience was well-planned, structured, and effective. The ADDIE Model provided a framework for educators to create and develop effective learning experiences. Therefore, the researchers used the ADDIE model because it was considered appropriate for use in the learning media development process. At the implementation stage, this study also applied classroom action research (CAR) to test the product development in a real learning environment. In this process, the researcher used two cycles, with two meetings in each cycle, to assess the effectiveness and practicality of the product in increasing students' interest and vocabulary mastery. The research subjects were seventh-grade students at SMP Swasta Kristen Tomosa 1 School, consisting of one class of 28 students. The class was selected as the research subject because it had shown problems in reading interest and vocabulary mastery, making it suitable for testing the effectiveness of the developed product application.

In each cycle, the researchers applied the stages of Classroom Action Research (CAR), namely plan, act, observe, and reflect. The researchers designed teaching modules using learning topics that were aligned with the seventh-grade English textbook. Next, the researchers conducted classroom learning practices by introducing the English picture dictionary-based Canva product that had been developed in each meeting. Before the learning process began, students were instructed to study the vocabulary in the picture dictionary at home as a pre-learning activity. After the learning activity took place, the researchers evaluated the students by giving them a test to determine their level of understanding of the material that had been studied. In addition, the researchers distributed questionnaires to the students to obtain their responses and assessments regarding the product and the learning process that had been implemented.

This study used descriptive quantitative and qualitative data analysis techniques. Quantitative data were obtained from pre-test and post-test results and also student response questionnaires by calculating mean scores and percentages to determine the increase in

students' vocabulary mastery before and after using the application. Qualitative data was obtained from interviews, observations, and expert validation, which were analyzed descriptively to assess the effectiveness, practicality, and feasibility of the Canva-based English picture dictionary application.

Results and Discussion
Result
Based on the research that had been conducted, several research results were obtained, which could be explained as follows:
Expert Validation Results
Before the product was implemented in the classroom, researchers needed to ensure feasibility and quality of the developed product. Therefore, a validation process was carried by experts in the fields of material, design and language. The validation results from the three experts were presented as follows:

1) Material Validation Results
   Based on the results of the material validation, a total score of 40 out of a maximum score of 40 was obtained, with a mean of 4.0 and a feasibility percentage of 100%. Therefore, this picture dictionary product was categorized as "very worthy."
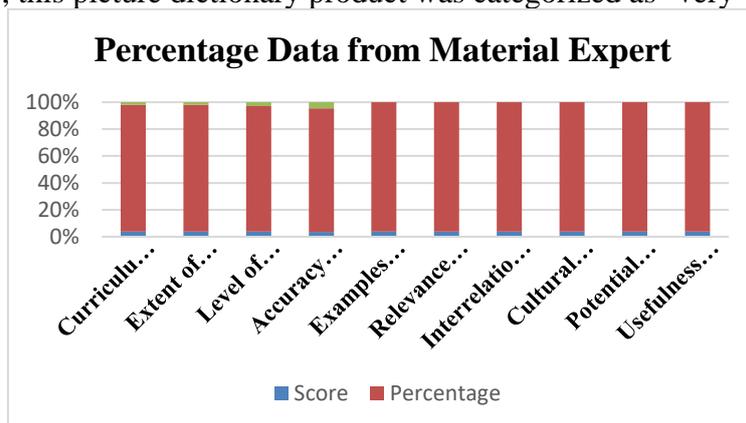
Figure 1. Percentage Data from Material Expert

2) Design Validation Result
   Based on the design validation results, a total score of 37 out of a maximum score of 40 was obtained, with a mean of 3.7 and a feasibility percentage of 92.5%. Therefore, this picture dictionary product was categorized as "very worthy."

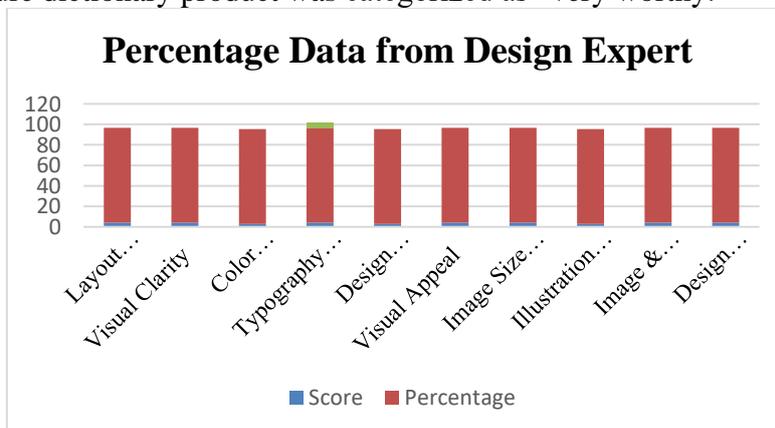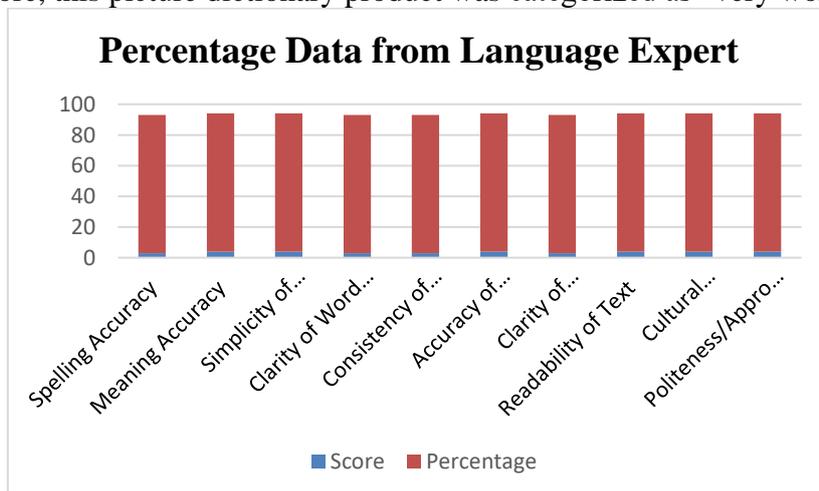**Figure 2. Percentage Data from Design Expert**

3) Language Validation Result

Based on the language validation results, a total score of 36 out of a maximum score of 40 was obtained, with a mean of 3.6 and a feasibility percentage of 90%. Therefore, this picture dictionary product was categorized as "very worthy."

Figure 3. Percentage Data from Language Expert

Based on the results of validation by experts in materials, design, and language, this English picture dictionary product was categorized as "very worthy" for use in the English language learning process. The highest suitability score was obtained from the materials aspect (100%), followed by the design aspect (92.5%) and the language aspect (90%). The validation results could be seen in Figure 4.
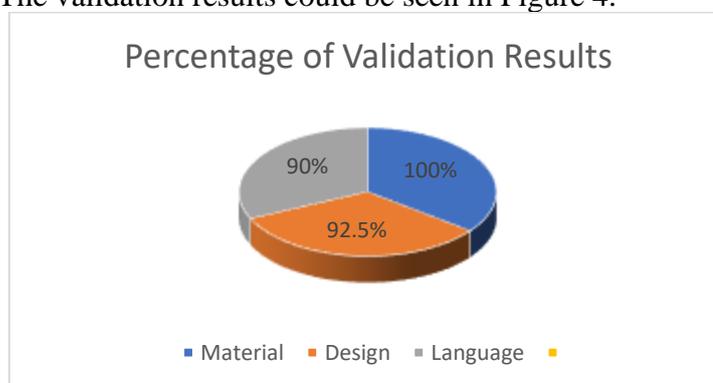
Figure 4. Percentage of Validation Results

Product Development Design

The product was created in the form of a digital and printed dictionary. The product format was based on ISO standards (A5/14.8 × 21 cm), and Canva was used as the main tool for designing and visualizing the picture dictionary. Designed with a light blue color scheme and wavy patterns to create a bright, engaging visual impression, each page included topic titles, subtopics, images, vocabulary with pronunciation and translation, example sentences, and short exercises. Images were positioned beside the corresponding vocabulary words with arrows to clearly show their relationship and enhance visual understanding. The type of Canva account that the researcher used was "Canva for Education," which was specifically for schools and verified educators. Its features were equivalent to Canva Pro, but it was free of charge. The initial cover design of the book could be seen in the following image:

Figure 5. Picture Dictionary Cover Design

Students' Learning Outcomes (Pre-test and Post-test)

To measure the effectiveness of the English picture dictionary-based Canva in improving students' vocabulary mastery, a pre-test and post-test were conducted on seventh-grade students. The pre-test had been given before the learning process to determine the students' initial proficiency in English vocabulary, while the post-test was administered after the two learning cycles had been completed to determine their improvement. A comparison of the pre-test and post-test results was presented in the following table.

Table 1. Students' Learning Outcomes

N.	Student Name	Pre-test Score	Post-test Score	Improvement
1.	Student 1	71	86	+15
2.	Student 2	86	86	0
3.	Student 3	81	95	+14
4.	Student 4	81	99	+18
5.	Student 5	81	92	+11
6.	Student 6	81	95	+14
7.	Student 7	60	79	+19
8.	Student 8	30	83	+53
9.	Student 9	67	91	+24
10.	Student 10	65	99	+34
11.	Student 11	67	86	+19
12.	Student 12	78	95	+17
13.	Student 13	21	88	+67
14.	Student 14	60	90	+30
15.	Student 15	20	80	+60
16.	Student 16	28	78	+50
17.	Student 17	11	79	+68
18.	Student 18	39	90	+51
19.	Student 19	20	73	+53
20.	Student 20	33	81	+48
21.	Student 21	23	79	+56
22.	Student 22	51	82	+31

23.	Student 23	53	80	+27
24.	Student 24	50	84	+34
25.	Student 25	13	90	+77
26.	Student 26	32	81	+49
27.	Student 27	25	91	+66
28.	Student 28	62	91	+29

For clarity, below was a recapitulation of the pre-test and post-test comparison results.

Table 2. Recapitulation (Pre & Post Test)

Indicator	Pre-test	Post-test
Total score	1,389	2,423
Mean score	49.61	86.53
Highest score	86	99
Lowest score	11	73
Students ≥ KKM (70)	7 (25%)	28 (100%)

Based on the data in the table above, there was a significant increase in student learning outcomes after the implementation of learning. The average score increased from 49.61 in the pre-test to 86.53 in the post-test, with an average increase of 36.92 points. The number of students who reached the minimum completeness criteria (KKM ≥ 70) increased from 7 students (25%) in the pre-test to 28 students (100%) in the post-test. The highest score increased from 86 to 99, while the lowest score increased from 11 to 73. These results showed that the learning methods and materials used were effective in improving students' understanding of the material taught.

Questionnaire Results (Students' Response)

To evaluate students' perceptions of the practicality and effectiveness of the English Picture Dictionary product, the researchers distributed questionnaires to students after the implementation of learning in Cycle 1 and Cycle 2. The questionnaire consisted of ten statements related to students' understanding of the material, ease of use of the media, visual appeal, learning motivation, and confidence in using English vocabulary. The results of the students' responses to the questionnaire were presented in the following table.

1) Cycle 1

Table 3. Results of Cycle 1 Questionnaire

N.	Statement	Total Score	Mean	Percentage (%)
1.	Statement 1	134	4,78	95,6%
2.	Statement 2	126	4,50	90%
3.	Statement 3	131	4,67	93,4%
4.	Statement 4	136	4,85	97%
5.	Statement 5	128	4,57	91,4%
6.	Statement 6	127	4,53	90,6%
7.	Statement 7	127	4,53	90,6%
8.	Statement 8	127	4,53	90,6%
9.	Statement 9	130	4,64	92,8%
10.	Statement 10	125	4,46	89,2%
	Mean Score		**46,1**	

The evaluation results in Cycle 1 with Self-Introduction material showed a very satisfactory level of success with a mean Score reaching 4.61 out of a maximum scale of 5.0. The picture dictionary media proved to be very effective in helping students understand and master the self-introduction material in English. The most prominent aspect was the effectiveness of the picture dictionary media in helping vocabulary understanding with a score of 4.85 (97%), which indicated that visualization through images greatly helped the student's learning process.

Students showed a very good understanding of the concept of self-introduction material with a mean score of 4.78 (95.6%), indicating that the media successfully conveyed basic concepts on how to introduce oneself. Students' practical ability in stating personal identities such as name, age, address, and hobbies also showed good results with a mean score of 4.67 (93.40%). However, students' ability to introduce themselves directly still needs to be improved with a mean score of 4.50 (90%), and the desire to use similar media for other subjects received the lowest response with a mean score of 4.46 (89.2%). Overall, Cycle 1 successfully proved that the picture dictionary media was very practical and effective for learning self-introduction material.

2) Cycle 2

Table 4. Results of Cycle 2 Questionnaire

No.	Statement	Total Score	Mean	Percentage (%)
1.	Statement 1	134	4,78	95,6%
2.	Statement 2	132	4,71	94,2%
3.	Statement 3	127	4,53	90,6%
4.	Statement 4	129	4,60	92%
5.	Statement 5	129	4,60	92%
6.	Statement 6	127	4,53	90,6%
7.	Statement 7	128	4,57	91,4%
8.	Statement 8	130	4,64	92,8%
9.	Statement 9	129	4,60	92%
10.	Statement 10	127	4,53	90,6%
	Mean Score		**46,1**	

The evaluation results of cycle 2 on Fun Activities and Hobbies showed consistent outcomes with a mean score 4,61, equal to cycle 1, proving the reliability of the picture dictionary across different materials. Students' understanding of new vocabulary reached 4.78 (95.6%), and their comprehension of word meanings improved to 4.71 (94.2%), indicating strong effectiveness in vocabulary learning. Interest in learning English also increased (4.64 or 92.8%). Although some aspects, such as naming hobbies and forming simple sentences, scored slightly lower (4.53 or 90.6%), overall, Cycle 2 confirmed that the picture dictionary was consistently effective and adaptable to various English learning topics. To make it clearer, below was a summary of the results per cycle:

Table 5. Recapitulation of Results per Cycle

Cycle	Material	Mean Score	Practicality Score	Category
Cycle 1	Self-Introduction	4,61	92.18%	Very Practical
Cycle 2	Fun Activities and Hobbies	4,61	92.18%	Very Practical
Overall Average		4,61	92.18%	Very Practical

Based on the results of the student questionnaire analysis on the use of picture dictionary media in English learning, it could be concluded that this media had a very high level of practicality, with an Overall Practicality Score reaching 92.18%, which was included in the "Very Practical" category. These results indicated that picture dictionary media was very effective and suitable for use in the learning process.

Discussion

Based on the findings of research in the classroom, it could be understood that this English picture dictionary increased students' interest in reading and vocabulary. This was in line with the statements of several previous researchers, such as in Suniyasih et al., (2020) showed that young people were more likely to read if the reading material incorporated visual elements. Researchers Ratminingsih & Budasi (2018) and Sibanda (2019) had also recognized that providing students with a tangible concept that aligned with their learning style enhanced their reading interest. In addition, according to Santosa & Andriyadi (2019), the dictionary created in the study was of very high quality. This dictionary had features that could improv students' vocabulary and English skills. An attractive and high-quality dictionary helped students expand their vocabulary list and improve their vocabulary knowledge.

And the results of this study also showed that the pictures contained in the dictionary could increase students' reading interest and vocabulary. Based on the research results, the English picture dictionary-based Canva developed by the student at SMP Swasta Kristen Tomosa 1 School proved effective in increasing reading interest and vocabulary mastery. This was evident in the significant increase in students' average scores, from 49.61 in the pre-test to 86.53 in the post-test, representing an average increase of 36.92 points. Learning completion increased from 25.00% to 100%, indicating that all students successfully achieved the Minimum Completion Criteria (KKM). This significant improvement occurred due to the use of attractive visuals for each vocabulary word, such as pictures and background colors that were chosen to increase students' interest in reading.

This also confirmed that this picture dictionary was effective, practical, and suitable for use as a learning medium that students could use to improve their vocabulary. In terms of practicality, questionnaire results showed positive responses from students in both learning cycles. Students assessed the picture dictionary as easy to use, helpful for grasping vocabulary quickly, and engaging to learn. Teachers were also able to easily integrate the dictionary into the learning process without complex preparation. From a feasibility perspective, this picture dictionary met the criteria for good learning media because its design was appropriate for junior high school students' ability levels, the material was presented systematically, and the images used were relevant and supported vocabulary comprehension. The validation results from design expert and material expert showed a high feasibility score, so this product could be implemented widely in the classroom.

In (Somba, 2024) said that the picture dictionaries had the following characteristics: they combined text with visual representations in the form of images, providing immediate

context for the meaning of words. This enabled students to better understand, remember, and pronounce new vocabulary because the human brain stored information more effectively with images than with text alone. Picture dictionaries were also typically organized thematically, with each image accompanied by relevant word labels, enabling vocabulary learning based on categories such as the human body, kitchen utensils, transportation, and others.

In Hidayati et al., (2024) explained that Canva had a selection of themes, templates, and fonts to choose from. Canva offered multiple graphic design possibilities, including posters, brochures, graphics, banners, invites, photo editing, and Facebook cover designs (Sobandi, 2023). Previous research indicated that the Canva program can helped teachers build technology-based learning materials (Triningsih, 2021). Using the Canva tool to create compelling learning media enhanced student interest and motivation. Therefore, Canva played an important role in facilitating the development of English picture dictionaries by providing easy-to-use design features, ready-to-use templates, and various visual elements, enabling researchers to produce attractive, high-quality learning media.

Based on the above statement, it could be understood that picture dictionaries should have been organized thematically so that the pictures corresponded to the meanings/vocabulary listed. This allowed students to better understand, remember, and pronounce new vocabulary because the human brain stored information more effectively with pictures than with text alone.

The results of this study had important implications for English language teaching at the junior high school level. The use of Canva-based English picture dictionaries was proven to increase seventh graders' interest in reading and vocabulary mastery due to attractive designs, such as visuals and backgrounds, which increased their reading interest. In addition, the findings of this study also had implications for the development of other learning media. The Canva platform could not only be used for the development of picture dictionaries but also had the potential to be utilized in the creation of other learning media, such as student worksheets, digital flashcards, e-modules, and interactive teaching materials. This showed that Canva was a flexible and practical platform in supporting the development of technology-based learning media at the junior high school level. Therefore, the researchers had a basis for redesigning the content of the dictionary on each page, and the results could be seen in the image below.

Figure 6. Before Revision

The researchers had redesigned the content of the subtopic on "Personal Identity" to be more specific in accordance with the listed vocabulary. The following was the revised content design.

Figure 7. After Revision

Conclusion

The results of the study show that the first, this picture dictionary had been successfully developed and was fit for use. A feasibility test was conducted based on validation results by three experts: material, design, and language. The second, this dictionary was also effective in increasing students' reading interest and vocabulary. This was evidenced in the increase in students' mean scores from pre-test to post-test, from 49.61 in the pre-test to 86.53 in the post-test, with an average increase of 36.92 points. This indicates significant improvement in material mastery after using the picture dictionary. And the last, this picture dictionary was practical to use because it presents vocabulary accompanied by clear and relevant images, making it easier for students to understand and remember new vocabulary. This picture dictionary could also be accessed via mobile phone or laptop, allowing students to study conveniently at home.

This confirmed that the development of this picture dictionary was feasible, practical, and effective for use as a learning medium and could be used anywhere and anytime.

Recommendation

Based on the results of the study, English teachers are advised to use picture dictionaries as interactive tools to help students improve their vocabulary and speaking skills through engaging activities such as games, discussions, and practice exercises, while adjusting their use to the students' proficiency levels and lesson topics. Students should use picture dictionaries at home and in class, but only with the right supervision and agreement between teachers and parents. For future researchers, it is recommended to expand the themes in picture dictionaries and test their usefulness at different educational levels or with larger sample groups to gain a more comprehensive understanding of their impact on English language learning.

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