

Developing an English Module using Canva for Vocational High School in the Nautical Fishing Vessel Department

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Abstract: Vocational high schools require ESP-based English learning materials, especially in the Nautical Fishing Vessel department. This research aims to develop a teaching module using Canva in the tenth grade, majoring in Nautical Fishing Vessel at SMKN 1 Keruak. This research uses the Research and Development (R&D) method, using the ADDIE model and the Genre Based Approach (GBA) learning model in its development. Observation, interview, documentation and questionnaire were used in data collection. Then, the data was analyzed quantitatively and qualitatively. The results of this research were as follows: The Canva teaching module in the Building Knowledge of the Field (BKOF) section displays two readings and one video of descriptive text to build students' knowledge regarding the text. The Modeling of the Text (MOT) section explains the description and social function, structure, and language features of descriptive text. Part Joint Construction of the Text (JCOT) presents the task of creating guided descriptive text and presenting the results in Canva presentation slides. Meanwhile, the Independent Construction of the Text (ICOT) section presents the task of creating descriptive text individually. This Canva teaching module can be declared valid and can be used without revision based on expert validation results with a score of 95,25%. This module is also categorized as excellent and good based on 90% of the teachers' opinions and 78,98% of students' opinions on the English teaching module through Canva.

Keywords: ADDIE model, Canva, English for Specific Purposes (ESP), English teaching module, Genre Based Approach (GBA), Nautical Fishing Vessel

INTRODUCTION

Vocational Education is secondary Education that prepares students to work in a particular field. One of the objectives of vocational Education, according to the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006, Vocational Education aims to improve the intelligence, knowledge, personality, noble character, and skills of students so that they can live independently and follow further Education through their vocational programs. Students must be ready with the 4Cs (creativity, cooperation, critical thinking, and communication) of the 21st century when entering the world of work in the global era (Trilling & Fadel, 2009). In terms of communication in global competition, vocational high school students must be equipped with communication in English, which

will be of added value in job competition. With English language skills, they can develop themselves better, be competitive, and be confident in their career development.

Vocational high school students should be taught English that supports their work and develops them in their respective fields. The appropriate approach for this purpose is better known as English for Specific Purposes (ESP). Widodo (Suswanto, 2020) stated that English Vocational Purposes is a program that equips students with English language competencies that support their vocational skills, such as vocational knowledge and skills, communicating vocational skills, carrying out specialist tasks, and developing language discipline. According to Hutchinson and Waters (2010), English for Specific Purposes (ESP) is a language teaching approach whose entire content and methods are centered on the learner's learning motivation. The reasons students learn a language are related

to their need to work or study. For example, students learn English because they need to work in a particular field, so they have to know-understand the specific language required. Tomlison also supports this, as cited in (Widijantie & Handayani, 2018), which claims that "English for Specific Purposes" (ESP) is used to describe the teaching of language to students for specific purposes related to their studies or work. Thus, ESP is an approach to teaching English that depends on the needs of students who learn English for specific purposes, with the content and methods used also having to be adjusted to the needs of the students.

One of the important components of teaching is teaching materials. With today's technology, it is utilized in the development of teaching materials, where technology is transformed into the creation and application of educational materials based on English Specific Purposes (ESP). The development of teaching materials is carried out in the form of teaching modules. According to Nasution (2011), a module is a complete unit that stands alone and consists of a series of learning activities that are designed to help students achieve a number of goals that are formulated specifically and clearly. This module allows vocational high school students to access materials easily, anytime, and anywhere, and improves students' understanding of English-language content. The design application used to create the teaching module is called Canva. Canva is a graphic design tool for websites and visual technology media with drag-and-drop formats. It provides access to over a million photos, graphics, and fonts. It provides millions of free images, photo filters, icons, and shapes, as well as hundreds of fonts (Canva, n.d.). In the field of Education, Syahrir et al. (2023) define Canva as a free online design application that is easy to use, and its use as a learning medium can help teachers and students increase their creativity and innovation. The advantages of the Canva application are that it has a variety of attractive designs, can increase the creativity of teachers and students in designing learning media because of the many features provided, saves time in creating practical learning media, and is not difficult to design. When designing, users do not have to use a laptop; they can also use a cellphone.

Based on the explanation above, developing materials for vocational high schools is an urgent priority. Students of the Nautical Fishing Vessel study program need English materials whose contents follow their study program. This study aims to develop an English teaching module using the Canva application involving tenth-grade students majoring in Nautical Fishing Vessel at SMKN 1 Keruak. This study is expected to motivate and support students in learning English in their fields and prepare students for future careers in the marine and fisheries sector.

METHODS

This study uses the Research and Development (R&D) method. According to Sugiyono (2013), R&D is a method used to produce a particular product and test its effectiveness. The ADDIE model is used to develop the teaching module in this study. The concept of product development consists of five stages of research: analysis, design, development, implementation, and evaluation (Branch, 2009).

Student learning needs are analyzed using documentation, observation, interviews, and questionnaires at the analysis stage. The analysis results are used to design learning plans and learning activities in teaching modules. In the second stage, namely designing, the learning plans and activities contained in the teaching module are prepared. The researcher used the Genre Based Approach (GBA) learning model to design learning activities. In the third stage, namely development, teaching modules are developed using the Canva application. At this stage, a feasibility test is also carried out by experts on the teaching module that has been developed. In the implementation stage, the teaching modules that have gone through the development stage are directly applied to English language learning in the classroom. Students and the teacher also tested the feasibility and effectiveness of Canva's teaching modules after the implementation process. The final stage is evaluation, an overall assessment of the teaching module after the previous stages. This concerns whether or not there are changes to the teaching modules developed based on the performance of the Canva teaching modules at the implementation stage.

The data collection techniques used in this research were interviews, observation, documentation, and questionnaires. This research involved 26 class X students majoring in Nautical Fishing Vessel at SMKN 1 Keruak. Data analysis in this research uses combined analysis techniques, namely qualitative analysis techniques and quantitative analysis techniques. In qualitative analysis, the Miles and Huberman model was used in data analysis. Miles and Huberman cited in (Sugiyono, 2013) stated that activities in qualitative data analysis are carried out interactively and continuously until completion, so the data becomes saturated. Data analysis consists of data reduction, data display, and conclusion/verification (Sugiyono, 2013). Qualitative data comes from the process of interviews, observation and documentation used to determine students' English needs at the analysis stage. Meanwhile, in quantitative analysis, data is calculated using a percentage formula. The calculated data comes from questionnaires to determine students' English targets and needs at the analysis stage, assess the quality of Canva teaching modules by experts at the development stage, and find out the opinions of teachers and students regarding Canva teaching modules at the implementation stage.

FINDINGS AND DISCUSSION

Canva Teaching Module Development Based on ADDIE Model (Analysis, Design, Development, Implementation, Evaluation)

This study uses the ADDIE concept to develop an English language teaching module that focuses on the tenth-grade students majoring in Nautical Fishing Vessel at SMKN 1 Keruak. The ADDIE model is an acronym for analysis, design, development, implementation, and evaluation.

1. Analysis Stage

An analysis was carried out on the results of interviews, observations, documentation, and student needs questionnaires. From the results of the analysis, it was found that the English learning materials used were still general; there was no special English material available for students majoring in Nautical Fishing Vessel. Students need English material about shipping and maritime affairs, as well as English material that helps students work on a fishing vessel later. There are also shortcomings in students' English language skills. Namely, students have

difficulty understanding information conveyed through audio, do not know the correct pronunciation of English expressions and vocabulary, lack confidence when practicing speaking in English, do not know the meaning of words in the text being read, and do not know the correct sentence structure. So, students need English learning activities such as discussing and identifying new vocabulary and expressions from audio, practicing speaking in front of the class in pairs, answering questions related to the text, and writing texts similar to the example texts given. The researcher also found that the teacher's teaching module contains learning objectives, namely that students are able to produce descriptive texts orally and in writing. So, by paying attention to the data from the analysis, the researcher designed the teaching module in the next stage.

2. Design Stage

The researcher designs the learning objectives (TP) and learning materials that will be included in the teaching module. The learning objectives (TP) used are that students can identify the definition and social function of descriptive text, analyze the text structure and language features of descriptive text, compose descriptive text, and present descriptive text. Meanwhile, the learning materials are arranged based on the Genre Based Approach (GBA) learning model, with learning steps, namely Building Knowledge of the Field (BKOF) to build students' knowledge about the topic of descriptive text in the teaching module, Modeling of the Text (MOT) as a forum for students to represent models or examples of descriptive text as a reference for students in producing descriptive text, Joint Construction of the Text (JCOT) for guided descriptive text production activities and Independent Construction of the Text (ICOT) with activities to produce descriptive text independently.



Figure 1. Genre Based Approach (GBA) Model

3. Development Stage

At this stage, the teaching module designed in the previous stage was developed using the Canva application. The researcher determined the type of font, elements and images that should be used in the teaching

module. The final product of the Canva teaching module can be seen in the explanation below.

a. Building Knowledge of the Field (BKOF)

In this section, there are two readings and one video that describe the nautical fishing vessel department. Students are asked to collect all descriptive text information based on the readings and videos presented. The first reading describes a place, namely a shipyard, with the title of the text "Shipyard: Heartbeat of the Maritime Industry." Meanwhile, the second reading describes a person, namely a captain, whose title is "Fishing Ship Captain: Ocean Leader." Both readings are equipped with their respective tasks related to the text. In addition, a video description of the marine fishing vessel section is also shown. The video is 1 minute 16 seconds long and describes the propeller on the ship.



Figure 2. Building knowledge of the field (BKOF) activities

b. Modeling of the Text (MOT)

In this learning step, there is an explanation of the definition and social function, structure, and language features of descriptive text. In the explanation of the social function of the text, students define descriptive text and how the text is constructed. After that, students are instructed to complete the parts of the text that they have read. Regarding the structure of the text, students are given an explanation of the structure of the descriptive text, namely regarding the identification and description parts. For language features, an explanation is given regarding the simple present tense, nouns, and adjectives, which are part of the language features of descriptive text.



Figure 3. Modeling of the text (MOT) Activities

c. Joint Construction of the Text (JCOT)

This learning step consists of two activities. The first activity is writing. Students and their friends are given the task of completing the text framework that has been provided. From the text framework, students get an idea of how to create descriptive text. The second activity is speaking. In this activity, students are given instructions on how to create presentation slides using the Canva application. The presentation slides contain descriptive text that was created during the previous activity. Then, students and their friends are assigned to present in front of the class.

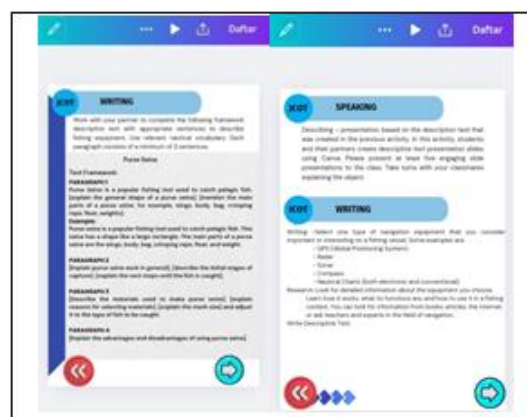


Figure 4. Joint construction of the text (JCOT) activities

d. Independent Construction of the Text (ICOT)

At this learning stage, students are asked to create descriptive text independently. Before creating descriptive text, students are asked to choose one of the navigation tools on a fishing vessel. Furthermore, students are instructed to investigate the selected tool to gather information about it. Finally, students are asked to create a descriptive text.



Figure 5. Independent construction of the text (ICOT) activity

Table 1. Teaching Module Validation Score

Statement	Validator 1 (Lecturer)	Validator 2 (Teacher)
Aspects of Presentation	24	24
Aspects of Content	22	20
Aspects of Language	24	24
Aspects of Exercise	12	10
TOTAL ($\sum X$)	82	78
SCORE MAX ($\sum Xi$)	84	84
PERCENTAGE (%)	97.6%	92.9%
AVERAGE OF PERCENTAGE (%)	95.25%	
CRITERIA	Valid: can be used without revision	

The teaching module that has been developed is then validated by experts. The results of the expert assessment found that the Canva English teaching module that had been developed was declared valid and could be used without revision. This is proven by the results of the expert validation questionnaire, which showed an average score of 95.25%. Then, revisions were also made based on expert advice, which was in the form of adding learning step labels from the Genre Based Approach (GBA) model. The second suggestion is to create learning activities related to Canva and speaking activities based on learning objectives, namely presentations.

4. Implementation Stage

The developed teaching module was implemented on students of class X NKPI 1 at SMKN 1 Keruak. At this stage, the researcher found that students could operate the teaching module on the Canva application well. The learning activities were enthusiastic and enjoyable; the researcher found that students were active in the learning activities. From the researcher's observations, the Canva teaching module can be categorized as good and effective to be used as a learning resource. This is in line with the opinions of students and the teacher

regarding the Canva English teaching module; from the results of the student and the teacher opinion questionnaire, it was found that 90% of the teachers categorized the teaching module as excellent and 78.98% of students categorized the teaching module as good.

5. Evaluation Stage

The Canva English teaching module that had been implemented in the previous stage was considered effective in achieving learning objectives. This can be seen from the use of good teaching modules by students. Students looked enthusiastic during the learning process using the Canva teaching module. The results of the questionnaire regarding student and teacher opinions also showed that the Canva teaching module was in the excellent and good categories. Based on these findings, the researcher did not make any changes to the Canva teaching module in this final step. The final product of the Canva English teaching module used was the teaching module that had been revised at the development stage.

Discussion

This study examines the development of teaching modules for class X students of the Nautical Fishing Vessel study program at SMKN 1 Keruak. The purpose of vocational high school education is to prepare students to work in their chosen fields in the future. English materials must be based on English for Specific Purposes (ESP). Tomlison, cited in (Widijantie & Handayani, 2018), stated that ESP is used to describe language teaching to students for specific purposes related to their studies or work. Dudley and John stated that so far, the main focus of ESP is still on needs analysis, text analysis, and preparing students to communicate well in specific tasks in their fields of study or work (Widijantie & Handayani, 2018). The needs analysis process, according to Basturkmen (2010), is the process of identifying certain languages and skills needed by language learners in their workplace. In this case, an analysis of student needs related to English learning in class X of NKPI 1 was carried out. The results found that the main needs of students in learning English were focused on materials that prepared them for careers in the marine and fisheries sector.

Considering the needs of students, an English language teaching module was designed

using the Genre Based Approach (GBA) method. Where learning focuses students on understanding and producing texts in various contexts, Hyon stated that the genre-based approach emphasizes the relationship between text genres and their contexts (Luu, Tuan Trong, 2011). Descriptive text materials are arranged based on learning steps, namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Descriptive text materials designed in the teaching module teach students about descriptions of goods, professions, and places related to the marine and fisheries sector.

The English language teaching module that has been designed is then developed through the Canva application. Canva is a graphic design tool for websites and visual technology media with a drag-and-drop format and provides access to over a million photos, graphics, and fonts. It provides millions of free images, photo filters, icons, and shapes, and hundreds of fonts (Canva, n.d.). Canva is a free online design application that is easy to use, and its use as a learning medium can help teachers and students improve their creativity and innovation (Syahrir, Zahirah, and Salamah, 2023). The results of expert validation of the development of the English language teaching module showed that it was valid and could be used without revision, with a percentage of 95,25%. The implementation activity also showed that the Canva teaching module can be used effectively as a source and learning medium. This is in line with the research conducted (Septiyani, Aslami, and Surani, 2022) that the e-module teaching materials developed through Canva are feasible, practical, and effective as an alternative method of delivering ESP information. The results of the teacher and student opinion questionnaire regarding the Canva teaching module also showed that 90% of teachers' opinions of the Canva teaching module were in the excellent category, and 78,98% of students' opinions placed the teaching module in the good category. The teacher and student opinion questionnaire showed that the Canva teaching module could be operated easily, the assignment instructions were easy for students to understand, the appearance of the material in the teaching module was attractive, and students felt happy and enthusiastic about learning using the Canva teaching module.

CONCLUSION

Developing an English teaching module via the Canva application for class X, majoring in Nautical Fishing Vessel at SMKN 1 Keruak, has been completed using the ADDIE model. The development of Canva teaching module is carried out using the following steps: identifying student problems and potential from data collection analysis, designing teaching modules, developing teaching modules through the Canva application, validation, revision and field testing by implementing teaching modules in learning activities, and evaluation. The teaching module developed through the Canva application contains warm-up and English material based on the Genre Based Approach (GBA) model. The Building Knowledge of the Field (BKOF) section displays two readings and one video of descriptive text to build students' knowledge regarding the text. The Modeling of the Text (MOT) section explains the description and social function, structure, and language features of descriptive text. Part Joint Construction of the Text (JCOT) presents the task of creating guided descriptive text and presenting the results in Canva presentation slides. Meanwhile, the Independent Construction of the Text (ICOT) section presents the task of creating descriptive text individually.

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