



Integrating Genre Based Approach with Canva to Improve Twelfth Grade Students' Reading Comprehension

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ABSTRACT

This study investigates the effectiveness of the Genre-Based Approach (GBA) integrated with Canva in enhancing students' reading comprehension. Despite the growing emphasis on reading skills in English language learning, many students still struggle to understand text structures, identify key ideas, and recognize specific vocabulary. This gap highlights the need for innovative approaches that combine structured pedagogy with digital media. The objective of this study was to determine whether the integration of GBA and Canva could significantly improve students' reading comprehension. The research was conducted at SMA Negeri 8 Bandar Lampung with 28 second-grade students as participants. A pre-test and post-test design was employed, and the instrument used consisted of 40 validated multiple-choice items. Data analysis was carried out using SPSS with a paired sample t-test. The findings showed a substantial increase in the mean score, from 24.46 in the pre-test to 33.57 in the post-test, resulting in a mean difference of 9.11 points. The statistical test confirmed the significance of this improvement, with a p-value of .000 ($< .05$). These results demonstrate that the application of GBA supported by Canva effectively enhances reading comprehension skills. It can be concluded that structured genre-based instruction, when combined with engaging digital tools, provides a meaningful and effective learning experience in secondary education.

Introduction

Teaching English in Indonesia has undergone significant transformation, especially in senior high schools where English serves not only as a subject but also as a gateway to global communication and academic advancement (Tanduklangi et al., 2019). In the Indonesian educational context, English is a compulsory foreign language taught under the national curriculum, aiming to develop students' communicative competence and critical literacy skills. However, despite continuous curriculum reforms such as the implementation of the Kurikulum Merdeka that promotes learner-centered and contextualized learning, reading comprehension remains a major challenge for many students (Ramadhianti & Somba, 2023).

Reading comprehension is a fundamental skill that enables learners to construct meaning, interpret information, and think critically about texts (Goodman et al., n.d.). Yet, numerous studies in Indonesia reveal that students struggle to understand informational and factual texts, including news items, due to their limited ability to identify main ideas, infer implicit meanings, and analyze textual organization (Adao et al., 2023; Ramadhianti & Somba, 2023). These difficulties are often linked to traditional classroom practices that emphasize grammatical accuracy and vocabulary memorization rather than the application of explicit reading strategies (Joven & Manulat, 2025). Furthermore, many teachers lack adequate training in modern pedagogical frameworks and still rely heavily on teacher-centered instruction with minimal use of authentic reading materials or digital tools. This condition limits students' exposure to real-world English usage and reduces their motivation to engage with complex texts.

To address these persistent challenges, recent literature emphasizes the need for pedagogical models that combine both linguistic and contextual awareness in reading instruction. One such framework is the Genre-Based Approach (GBA), rooted in Systemic Functional Linguistics, which guides students to understand how language functions within different text types (Baxromovna, 2024). Through GBA, learners are explicitly taught to analyze the structure, purpose, and linguistic features of various genres such as news items thereby improving their ability to comprehend and produce texts effectively. Empirical studies in Indonesia and abroad have shown that GBA significantly enhances reading comprehension and writing proficiency by providing a structured, scaffolded learning process (Baxromovna, 2024; Urunbaeva, 2025).

In parallel, the growing integration of digital learning platforms has transformed English language teaching practices. Tools such as Canva have gained attention for their interactive, visual, and collaborative features, allowing teachers to design creative reading activities and students to engage actively with multimodal materials (Vo et al., 2024). Canva supports differentiated instruction, caters to various learning styles, and encourages student participation through digital projects that integrate text, images, and design elements. Studies on digital media integration in EFL classrooms suggest that visual learning tools can increase students' motivation, improve comprehension, and promote higher-order thinking skills (Vo et al., 2024).

Although both GBA and Canva have individually demonstrated effectiveness in improving language learning outcomes, there is still a lack of empirical research exploring their combined use—particularly in the context of reading comprehension of news texts among Indonesian high school students. Previous studies have tended to focus on either the theoretical implementation of GBA or the use of Canva for general language skills, with few examining how these two approaches can complement each other to address students' reading difficulties. This represents a significant research gap in the existing literature, highlighting the need to explore how technology-enhanced genre pedagogy can be implemented to foster deeper comprehension and engagement in reading instruction.

Therefore, this study aims to investigate the integration of GBA with Canva in teaching reading comprehension of news texts to eleventh-grade students. Specifically, it seeks to answer two research questions: (1) To what extent does the integration of GBA with Canva enhance students' reading comprehension of Procedure Text? and (2) What aspects of reading are most affected by this instructional approach? The novelty of this research lies in its dual contribution by combining a structured genre pedagogy with a digital design platform to provide both theoretical insight into reading pedagogy and practical guidance for teachers in the Indonesian EFL context.

In summary, this study contributes to English language teaching by bridging traditional genre pedagogy with digital innovation. By examining the effectiveness of integrating GBA with Canva, it offers empirical evidence and pedagogical implications that can inform curriculum development, teacher training, and classroom practices aimed at improving students' reading comprehension in Indonesian senior high schools (Urunbaeva, 2025).

Research Methods

This study employed a pre-experimental design with a pre-test and post-test framework. The design was chosen because it allowed systematic comparison of students' reading comprehension before and after the treatment, providing measurable evidence of improvement within a single group. A pre-experimental design was considered appropriate since the study focused on a specific classroom context without random assignment or control groups, emphasizing the practical application of an instructional intervention rather than broad generalization (Norman, 2023). This design enabled the researcher to determine the extent of change attributable to the integration of the Genre-Based Approach (GBA) with Canva, making it suitable for the study's exploratory objectives.

The research was conducted at SMA N 8 Bandar Lampung, a public senior high school known for its active implementation of the Merdeka Curriculum and openness to instructional innovation. The school was purposefully selected because it represents a typical urban Indonesian senior high school with diverse student abilities and limited exposure to technology-integrated English instruction. Additionally, the English teachers and administrators at SMA N 8 Bandar Lampung expressed willingness to collaborate in the study, ensuring smooth implementation of the intervention and data collection.

The participants of this study were 28 twelfth-grade students from SMA Negeri 8 Bandar Lampung, selected through purposive sampling. The group consisted of 13 male and 15 female students, with an average age of 17 to 18 years old. The selection was made based on their identified learning needs, particularly their difficulties in understanding and applying the structure and linguistic features of procedure texts as required by the *Kurikulum Merdeka*. These students were chosen because they represented a typical class composition and proficiency level of Indonesian senior high school learners. The sample size was considered sufficient to provide meaningful findings while allowing for detailed observation of individual progress throughout the implementation of the Genre-Based Approach (GBA) integrated with Canva.

The primary research instrument was a multiple-choice reading comprehension test focusing on procedure texts. Initially, 50 items were developed to assess students' understanding of text organization, sequence of steps, linguistic features, and vocabulary related to procedural writing. A try-out was conducted with a different class to determine the instrument's validity and reliability. The validity test, analyzed through item-total correlation, showed that 36 items had correlation coefficients above the threshold value ($r = 0.361$), indicating acceptable construct validity. Reliability was tested using Cronbach's Alpha, resulting in a coefficient of 0.87, which signifies high internal consistency. Consequently, 36 valid and reliable items were finalized for both the pre-test and post-test. To add, Canva-based instructional materials were developed to support the treatment phase. These materials incorporated visual, textual, and interactive elements of procedure texts to enhance students' engagement and comprehension. During the treatment, students used Canva collaboratively to design and analyze procedure texts, reinforcing their understanding of genre structure and linguistic features.

Data collection was carried out in several stages over five consecutive days. First, the validated test instrument was tried out and refined. Second, participants completed the pre-test to establish a baseline measure of reading comprehension. Third, the treatment was implemented over two sessions using GBA integrated with Canva-based activities. Finally, the post-test comprising the same 36 validated items was administered to evaluate students' progress. The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean scores and standard deviations, summarized pre-test and post-test results. To determine whether the improvement was statistically significant, a paired-sample t-test was performed. This statistical test was appropriate because it compared the same group's performance before and after treatment (Afifah et al., 2022). The results provided empirical evidence on the effectiveness of combining the Genre-Based Approach with Canva-based learning materials in improving students' reading comprehension of procedure texts (Risnawaty et al., 2025).

Findings

The findings of this study are presented based on the two research questions: (1) To what extent does the integration of the Genre-Based Approach (GBA) with Canva enhance students' reading comprehension of procedure texts? and (2) What aspects of reading are most affected by this instructional approach? The descriptive statistics, correlation analysis, and paired-sample t-test collectively indicate that the implementation of GBA integrated with Canva had a significant positive effect on students' reading comprehension. The descriptive statistics showed a clear improvement in students' performance, with the mean pre-test score of 24.46 ($SD = 8.39$) increasing to 33.57 ($SD = 3.32$) in the post-test. This gain of approximately nine points demonstrates that students achieved higher comprehension outcomes after the instructional treatment. The correlation analysis revealed a moderate but significant relationship between pre-test and post-test scores, with a correlation coefficient of 0.427 and a significance value of 0.023 ($p < 0.05$), suggesting that students who initially performed well tended to maintain better outcomes after the intervention, while overall improvement was consistent across participants. The results of the paired-sample t-test

further confirmed the effectiveness of the instructional method, showing a mean difference of -9.11, a t-value of -6.351, and a significance level of $p = 0.000$ ($p < 0.05$). The 95% confidence interval (-12.05 to -6.16) did not include zero, verifying that the improvement in scores was statistically significant. Taken together, these findings demonstrate that the integration of the Genre-Based Approach with Canva effectively enhanced students' reading comprehension of procedure texts. Students became more capable of identifying the goal, materials, and steps of the text, understanding imperative verbs and sequence markers, and organizing information coherently. These results indicate that GBA provided structured linguistic guidance while Canva's visual and interactive features increased engagement, leading to measurable gains in students' reading performance.

1. Descriptive Statistics

Table 1 Descriptive Statistics of Pre-test and Post-test

		Paired Sample Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	24.4643	28	8.38642	1.58488
	POST TEST	33.5714	28	3.31583	.62663

The descriptive statistics indicated an improvement in students' reading comprehension performance following the intervention. As shown in Table 1, the mean pre-test score was 24.46 (SD = 8.39), while the mean post-test score increased to 33.57 (SD = 3.32). This difference of approximately nine points demonstrates a clear enhancement in students' comprehension after the instructional treatment.

2. Correlation Analysis

Table 2 Correlation between Pre-test and Post-test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	28	.427	.023

The correlation analysis confirmed a moderate but significant relationship between pre-test and post-test scores. As presented in Table 2, the correlation coefficient was 0.427 with a significance value of 0.023 ($p < 0.05$). This indicates that students who performed better initially also tended to perform better after the intervention, though the overall improvement was consistent across participant.

3. Paired-Sample *t*-Test

Table 3 Paired-Sample *t*-test Results

		Paired Samples Test							
		Paired Differences							
		95% Confidence Interval of the Difference					t	df	Sig. (2-tailed)
		Mean	Std. deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRE TEST – POST TEST	-9.10714	7.58819	1.43403	-12.04954	-6.16475	-6.351	27	.000

The paired-sample *t*-test further validated the effectiveness of the instructional approach. As displayed in Table 3, the mean difference between pre-test and post-test scores was -9.11. The *t*-test value was -6.351 with $p = 0.000$ ($p < 0.05$). The 95% confidence interval (-12.05 to -6.16) did not include zero, confirming that the improvement was statistically significant.

Discussion

The findings of this study provide compelling evidence for the effectiveness of the Genre-Based Approach (GBA) supported by Canva-based materials in enhancing students' comprehension of procedure texts. The significant improvement of approximately nine points between the pre-test ($M = 24.46$, $SD = 8.38$) and the post-test ($M = 33.57$, $SD = 3.32$) indicates that the integration of GBA and Canva substantially strengthened students' understanding of textual structures, linguistic features, and meaning construction. Furthermore, the decrease in score variability suggests that the intervention benefited not only high achievers but also lower-performing students, contributing to more equitable learning outcomes across the classroom.

These findings align with and extend prior studies emphasizing the pedagogical value of genre-based instruction. According to Baxromovna (2024), GBA facilitates comprehension by making the implicit conventions of text organization explicit, allowing learners to internalize and reproduce genre-specific structures. In the current study, students who initially struggled with sequencing steps and recognizing textual patterns in procedure texts demonstrated noticeable improvement after guided instruction using GBA stages, that is, Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction. This confirms that the systematic scaffolding inherent in GBA effectively supports learners' transition from teacher-led modeling to autonomous comprehension and production.

The results also substantiate Vygotsky's (1978) sociocultural theory, particularly the concept of scaffolding within the Zone of Proximal Development (ZPD). The teacher's guidance and structured genre instruction acted as a scaffold, while Canva's visual and interactive features provided additional cognitive support. The platform's design tools

allowed students to visualize procedural steps, identify language patterns, and engage in collaborative text reconstruction, thus operationalizing Vygotsky's idea that learning is socially mediated and tool-assisted. This integration of pedagogy and technology demonstrates how digital scaffolding can enhance learners' engagement, understanding, and confidence in reading tasks (Parvin & Muftah, 2025).

From a practical standpoint, this study reinforces the growing body of research advocating for the inclusion of digital media in language education. Canva, as a multimodal learning tool, transformed traditional text-based activities into visually engaging and collaborative experiences. This echoes the findings of Sumarni et al. (2025), who highlighted that technology-enhanced instruction increases learner motivation and cognitive engagement. By incorporating color, imagery, and layout manipulation, students were able to concretize abstract ideas and organize procedural information more coherently. As a result, the lessons became not only more interactive but also cognitively stimulating, supporting deeper comprehension and retention.

Comparatively, the present findings surpass those of Bahri et al. (2024), who implemented GBA without digital support and observed only modest gains in reading performance. The enhanced results in this study suggest that the addition of Canva amplified the benefits of genre-based teaching by catering to students' multimodal learning preferences and providing continuous visual reinforcement. This indicates that technology integration does not merely modernize instruction, it substantively enriches the learning process by engaging multiple sensory and cognitive pathways.

Moreover, the results have important implications for educational equity. The reduced performance gap between high- and low-achieving students after the treatment demonstrates that technology-supported genre instruction can democratize learning opportunities. This finding resonates with the perspective of inclusive pedagogy, emphasizing that effective learning environments should accommodate diverse learner needs through differentiated and engaging instruction. Teachers in resource-limited settings can particularly benefit from this model, as Canva offers accessible, low-cost tools for designing high-quality learning materials without requiring advanced technical expertise.

Beyond the immediate classroom context, the findings contribute to broader theoretical and pedagogical discussions in applied linguistics and educational technology. First, they reaffirm the relevance of genre-based pedagogy as an evidence-based approach to developing reading comprehension and literacy skills. Second, they demonstrate the synergistic potential of integrating digital media within established pedagogical frameworks as a practice increasingly vital in 21st-century education. In an era where digital literacy is intertwined with language proficiency, this combination offers a sustainable model for preparing students to navigate multimodal texts across academic and professional contexts.

Furthermore, the results of this study suggest that the integration of GBA and Canva also supports the development of higher-order thinking skills. Through activities that required students to analyze procedural structures, interpret purposes, and design their own texts, learners engaged in cognitive processes such as synthesis and evaluation. This aligns with

Bloom's revised taxonomy, where understanding and applying genre conventions lead naturally to creating and evaluating new knowledge. The visual design process on Canva encouraged students to make decisions about content organization and linguistic accuracy, fostering analytical and reflective thinking beyond simple text comprehension.

Another important implication lies in teacher professional development. The successful implementation of this integrated approach demonstrates the need for teachers to develop dual competencies: pedagogical expertise in genre-based teaching and technological literacy in digital design tools. As highlighted by Vo et al. (2024), teachers equipped with these competencies are better positioned to design meaningful digital literacy experiences that align with communicative learning objectives. Therefore, this study underscores the importance of ongoing training programs that familiarize teachers with technology-mediated pedagogies and encourage innovation in classroom practice.

Finally, the findings highlight the potential for scalability and curriculum integration. Given the positive outcomes, similar interventions could be adapted for other text types such as narrative, descriptive, or argumentative genres and incorporated into national or school-level literacy programs. The combination of GBA and Canva aligns with the competencies promoted in Indonesia's Merdeka Curriculum, which emphasizes creativity, critical thinking, and digital fluency. Consequently, this study not only offers empirical evidence of instructional effectiveness but also provides a practical framework for educators and policymakers seeking to modernize English language teaching in line with 21st-century educational goals.

In summary, the results of this study are both statistically and pedagogically significant. They validate the use of GBA combined with Canva-based materials as an effective instructional approach for improving comprehension of procedure texts, particularly in Indonesian EFL classrooms. Theoretically, they confirm Vygotsky's principles of scaffolded learning and demonstrate how digital tools can serve as mediators of literacy development. Practically, they offer teachers, curriculum developers, and policymakers actionable insights for designing inclusive, technology-enhanced language learning environments that foster critical, creative, and equitable engagement with texts (Zulikhatin Nuroh & Liansari, 2024).

Conclusion

This study investigated the effectiveness of the Genre-Based Approach (GBA) supported by Canva-based materials in improving students' understanding of procedure texts. The results showed that combining genre-focused instruction with digital tools significantly improved students' comprehension of text structure, language features, and overall reading performance (Darvin, 2023). The increase in post-test scores also suggests that this approach benefits students of different ability levels, creating more balanced learning outcomes.

The study has several teaching implications. For teachers, integrating GBA and Canva provides a practical and engaging way to design lessons. Canva's interactive features help visualize genre elements such as structure and language use, making lessons clearer and more interesting. This approach encourages students to think critically, work

collaboratively, and understand texts more effectively. Teachers are encouraged to use similar multimodal strategies to boost comprehension and motivation, especially where traditional methods are less effective. For curriculum designers and policymakers, the findings support the inclusion of digital literacy and genre-based learning in English education, aligning with the Merdeka Curriculum's goals of fostering creativity, critical thinking, and digital competence.

This study also highlights the need for teacher professional development. Training should focus on both genre-based teaching and the use of digital tools to create interactive learning environments. Building teachers' digital skills can improve lesson quality and better support 21st-century learning. The success of the Canva-supported GBA model also suggests opportunities for developing teaching materials that combine digital design and language learning for wider use across schools.

Despite its strengths, the study also has limitations. The short implementation period and small sample size reduce the generalizability of the results. Also, since the study focused only on procedure texts, future research should apply the GBA-Canva model to other genres to test its broader effectiveness. Longer studies involving more diverse participants such as those from rural or vocational schools are recommended. Future research could also use qualitative methods like interviews or observations to gain deeper insights into how students and teachers experience technology-enhanced genre instruction. In conclusion, this study adds to the growing evidence that technology-supported genre pedagogy can improve reading comprehension in English language learning. Integrating GBA with Canva allows teachers to create structured, engaging, and equitable learning experiences that promote both comprehension and digital literacy. The findings encourage continued exploration of innovative teaching methods that combine proven pedagogical models with modern technology.

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