

A needs analysis for developing Canva-based interactive website media using the Contextual Teaching and Learning (CTL) approach in teaching English procedure text

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ABSTRACT

This study investigates the learning needs of vocational students as the foundation for developing Canva-based interactive website media within the Contextual Teaching and Learning (CTL) framework. Using a descriptive mixed-method design implemented concurrently, the study involved 195 eleventh-grade students and three English teachers from SMKN 1 Talang Ubi. Data were collected through student questionnaires and teacher interviews to identify learning preferences, challenges in understanding procedure text, and expectations for digital learning tools. Quantitative findings reveal that visual (34%) and kinesthetic (22%) learning styles are the most dominant, and 90% of students report the need for media aligned with their learning styles. Additionally, over 60% of students experience frequent difficulties in learning, while classroom instruction remains largely dependent on textbooks (61%) with minimal use of interactive websites (14%). Qualitative interview results show that teachers rarely integrate digital or contextual media, and students often struggle with technical vocabulary, limited engagement, and insufficient real-life connections. These findings emphasize the need for interactive website media that incorporate visual clarity, contextual examples relevant to vocational fields, and opportunities for hands-on learning. The study concludes that a Canva-based interactive website grounded in CTL principles has strong potential to enhance students' motivation, participation, and comprehension of procedure text. Future research is recommended to evaluate the effectiveness of the developed media through classroom implementation or experimental studies.



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INTRODUCTION

Education in the era of Society 5.0 emphasizes the integration of technology and human-centered innovation to address complex 21st-century challenges. In this context, proficiency in English has become a crucial competency that connects vocational students to global opportunities in education, communication, and the workforce. For these students, learning English is not only about mastering a foreign language but also about preparing for professional environments that demand digital literacy and effective communication skills (Crystal, 2003; Hyland, 2022). Nevertheless, English instruction at the vocational level continues to face persistent obstacles. Many students perceive English classes as monotonous, particularly when studying procedure text—a genre central to technical and instructional communication in their future professions (Sabarniati et al., 2025). However, many vocational students still struggle to learn English effectively due to the lack of interactive, contextual, and technology-integrated learning materials.

Previous studies show that vocational students often struggle to understand procedure text due to limited exposure to interactive and contextual learning experiences (Harmer, 2015; Kuzucu & Kartal, 2020; Rahayu & Mustika, 2021). Classroom instruction still relies heavily on conventional textbooks and teacher-centered explanations, which do not accommodate students' diverse learning styles. Research consistently demonstrates that interactive digital media can enhance engagement and motivation in technical learning contexts, as highlighted across studies in vocational and related subjects (Bintartik et al., 2024; Haerawan et al., 2024; Novita & Harahap, 2020). Similarly, evidence from English language education indicates that multimedia-based materials support better comprehension and retention, particularly when they combine visual, auditory, and experiential elements (Alhazmi, 2024; Subramanian, 2024; Yuliana et al., 2022). Despite these converging findings, dedicated research exploring the use of web-based interactive media within a Contextual Teaching and Learning (CTL) framework for vocational students remains limited.

The use of the Contextual Teaching and Learning (CTL) approach is considered essential in this study because it connects classroom learning with students' real-life

experiences, making English lessons more meaningful and relevant to their vocational contexts (Amaniasih & Meisuri, 2024). CTL encourages learners to construct knowledge through active participation, collaboration, and reflection rather than through rote memorization. According to Romansyah (2022), CTL promotes dynamic classroom interactions that help students engage, activate prior knowledge, cooperate, and transfer learning effectively through the REACT (Relating, Experiencing, Applying, Cooperating, Transferring) framework. This approach ensures that learning is not only student-centered but also fosters communication and collaboration—skills that are crucial for vocational students.

Recent studies emphasized the increasing role of digital-based learning platforms in supporting student motivation and engagement in English learning. Umarlinda et al. (2025) found that digital-based media significantly improved students' learning outcomes and motivation by providing dynamic and interactive experiences. Similarly, Adah et al. (2023) and Rachma et al. (2024) revealed that game-based platforms such as Kahoot and Quizizz could effectively enhance learners' motivation and enjoyment during English lessons. These studies highlight that technology-supported learning encourages active participation and deeper contextual understanding, aligning with the core principles of Contextual Teaching and Learning (CTL). Furthermore, Nofriati et al. (2024) demonstrated that using Augmented Reality (AR) in English learning not only enhanced students' speaking performance but also increased their confidence and cultural awareness by connecting language use with real-world contexts. Likewise, these findings strengthen the idea that digital learning platforms can serve as meaningful tools to build engagement, motivation, and contextual understanding—key components of the CTL approach in vocational education.

The present study seeks to address persistent challenges in the teaching of procedure text at SMKN 1 Talang Ubi, where students often perceive English learning as monotonous and struggle to engage with conventional instructional materials. Although previous studies have explored the use of digital media and the CTL approach in language learning, they have not specifically examined how Canva-based interactive website media can be systematically designed to meet the learning needs of vocational students, indicating a clear gap that requires further investigation. To respond to this gap, the study conducts a comprehensive needs analysis involving English teachers and vocational students to identify students' characteristics, learning preferences, and difficulties in understanding procedure text, as well as to determine how Canva-based interactive website media can be effectively developed to support contextual, relevant, and engaging English learning. The novelty of this research lies in its integration of the CTL approach within a website-based learning environment created through Canva, supported by empirical needs analysis that links language instruction with authentic vocational contexts. By grounding the media development process in actual learner needs, this study contributes to the broader literature on

technology-enhanced English learning and offers a practical model for designing interactive and accessible instructional media in vocational education. Accordingly, this study is guided by two research questions: (1) What are the learning needs, characteristics, and challenges of vocational students in studying procedure text? and (2) What essential specifications are required to develop a Canva-based interactive website that integrates the CTL approach to address those needs?

RESEARCH METHODOLOGY

This research employed a descriptive mixed-method design, implemented concurrently, to examine the learning needs of students and teachers in relation to the development of a Canva-based interactive website using the Contextual Teaching and Learning (CTL) approach. In this concurrent design, quantitative survey data were collected from students and qualitative interview data were gathered from teachers during the same phase of data collection, allowing both strands to provide complementary perspectives on the existing learning conditions. The quantitative data offered an overview of students' learning needs and challenges in understanding procedure texts, while the qualitative interviews with teachers provided deeper contextual insights that enriched and clarified the quantitative findings. Through this simultaneous integration of data, the study generated a comprehensive understanding that informs the development of relevant and pedagogically appropriate digital learning media.

The study involved 195 eleventh-grade students and three English teachers from SMKN 1 Talang Ubi in PALI Regency, South Sumatera. At the eleventh-grade level, the school consists of six classes, comprising two Accounting classes, two Automotive Engineering classes, and two Computer and Network Engineering classes, which reflects the diverse vocational backgrounds represented in the sample. With a total enrollment distributed across these six vocational groups, the inclusion of 195 students provided a broad and sufficiently representative overview of learners who regularly participate in English instruction. Purposive sampling was applied to select students who had direct experience studying procedure texts and teachers who routinely taught English at the vocational level (Jalil et al., 2023). This strategy ensured that the data captured perspectives from both learners and teachers who were actively engaged with the instructional content examined in the study, thereby strengthening the relevance and validity of the findings.

Data were collected through questionnaires and semi-structured interviews. The student questionnaire, consisting of multiple-choice and Likert-scale items, captured students' learning preferences, motivational tendencies, and prior experiences with English learning media. Semi-structured interviews with teachers provided deeper insights into instructional practices and the feasibility of integrating digital media into

English lessons. All instruments were validated by two experts, the student questionnaire contained 15 items divided into five sections: pedagogical, technical, cognitive, aesthetic and evaluation with digital media. The questionnaires were administered during regular school hours, while teacher interviews were conducted individually in a structured yet conversational format.

Quantitative data were analyzed using descriptive statistics to calculate frequencies and percentages, allowing patterns of student needs and challenges to be identified. Qualitative data from interviews were analyzed through content analysis by organizing similar responses, identifying themes, and interpreting them to complement the quantitative findings. The integration of both data sources produced a comprehensive understanding of the current learning conditions and served as the basis for designing Canva-based interactive website media grounded in CTL principles to support student engagement and comprehension in learning procedure texts.

RESULTS

The data collected through questionnaires from 195 students of grade XI at SMK Negeri 1 Talang Ubi are presented per item, with figure showing percentages. Each figure is followed by a detailed interpretation.

Learning Styles

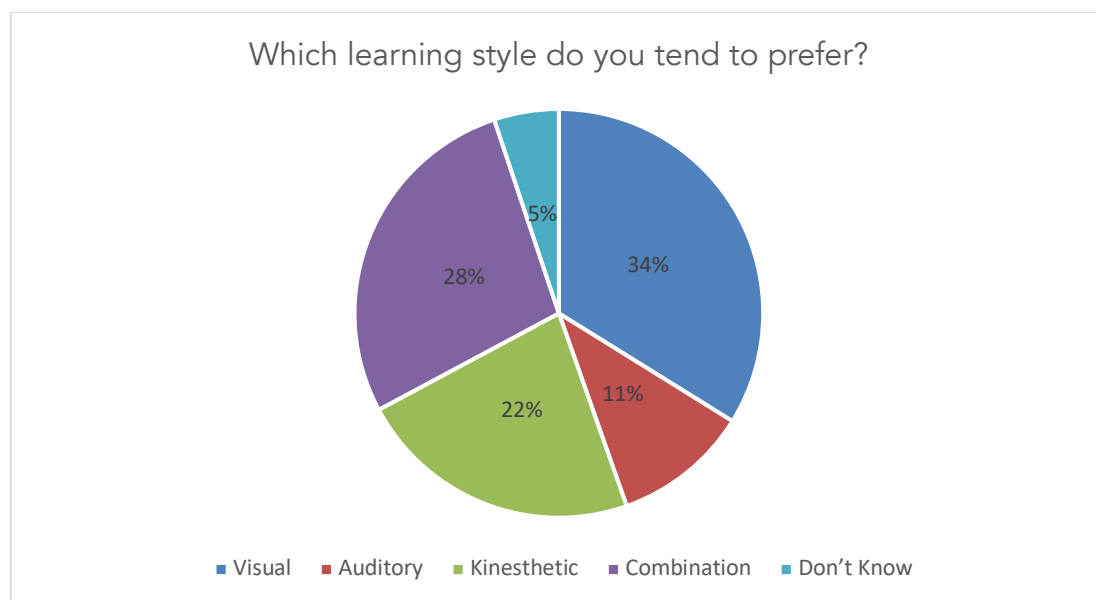


Figure 1. Distribution of students' learning styles

The questionnaire results from 195 grade XI students at SMK Negeri 1 Talang Ubi showed that visual learning was the most preferred style, followed by kinesthetic learning. After the proportions were recalculated, 66 students (34%) identified themselves as visual learners, 21 (11%) as auditory, 44 (22%) as kinesthetic, 54 (28%)

A needs analysis for developing Canva-based interactive website media using the Contextual Teaching and Learning (CTL) approach in teaching English procedure text expressed a preference for a combination of styles, and 10 (5%) reported being unsure. These findings indicate that most students tend to rely on visual or hands-on engagement when processing information, while purely auditory preferences remain relatively limited. This distribution suggests the value of providing learning materials that are clear, structured, and supported by visual elements as well as opportunities for active participation.

The Need for Media that Matches Learning Styles

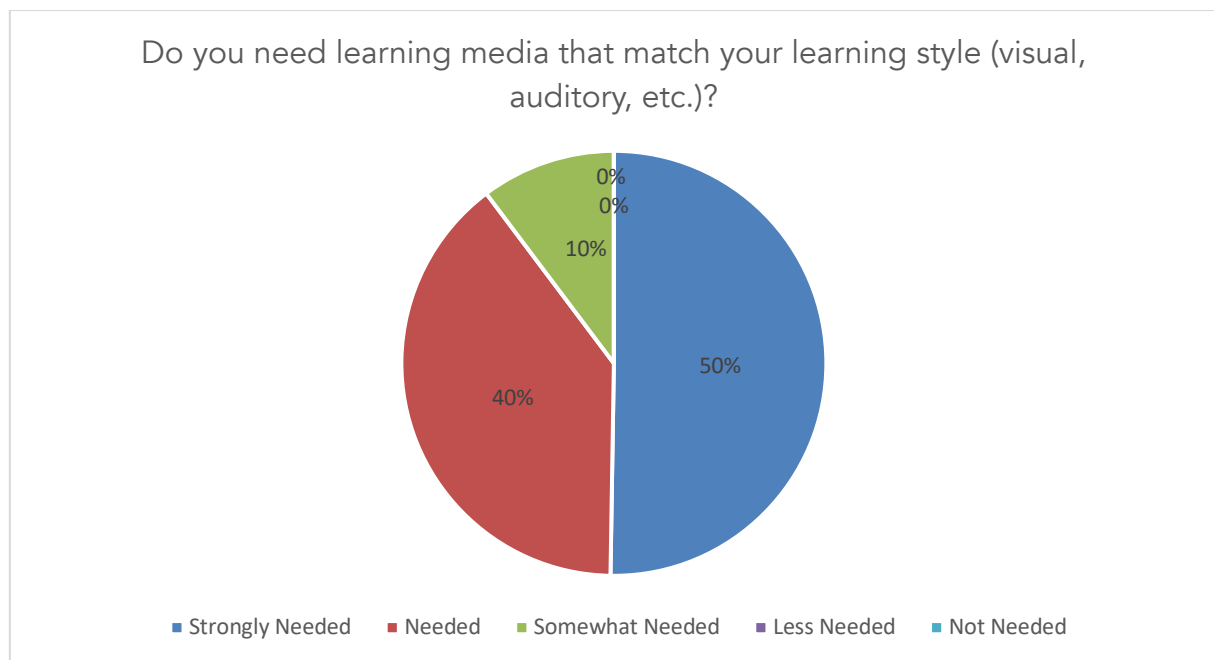


Figure 2. Need for media matching students' learning styles

The data showed that 98 students (50%) indicated that media aligned with their learning styles was "strongly needed," and 77 students (40%) reported that it was "needed," resulting in a combined 90% expressing a clear preference for such media. This distribution indicates that most students recognize the value of learning resources that accommodate their ways of processing information. The responses reflect a general expectation for materials that offer clarity, structure, and ease of understanding. These findings highlight the importance of providing media that aligns with students' preferred modes of learning, without suggesting reasons for their preferences or linking the results to external theoretical explanations.

Media Used by Teachers

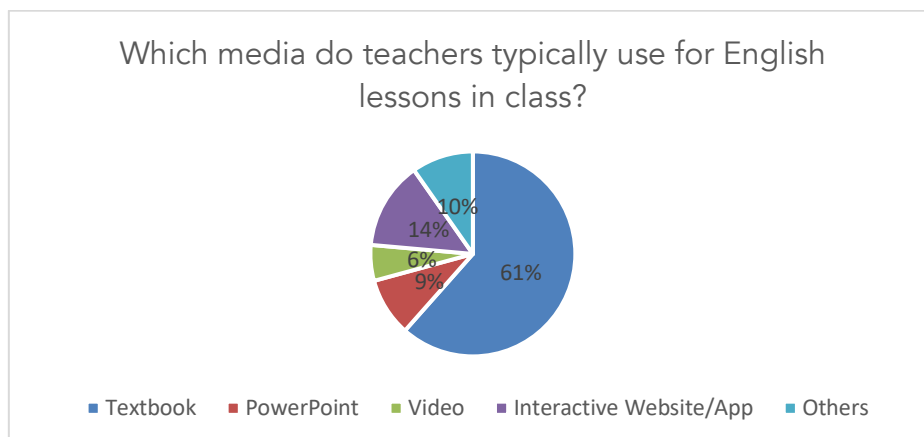


Figure 3. Instructional media currently used by teachers

The data showed that textbooks were the most frequently used instructional media, reported by 61% of students (119 respondents), while digital tools such as PowerPoint, videos, and interactive websites were used to a much lesser extent. Only 14% of students (27 respondents) reported the use of interactive websites or applications, indicating that technology-enhanced media had not yet been widely integrated into classroom practice. This distribution indicates that learning activities remain largely dependent on printed materials, with limited exposure to interactive or multimedia-based resources. The findings reflect a general pattern in which traditional media continue to dominate instructional delivery, while the use of digital platforms remains relatively limited.

Real-Life Relevance of Learning Materials

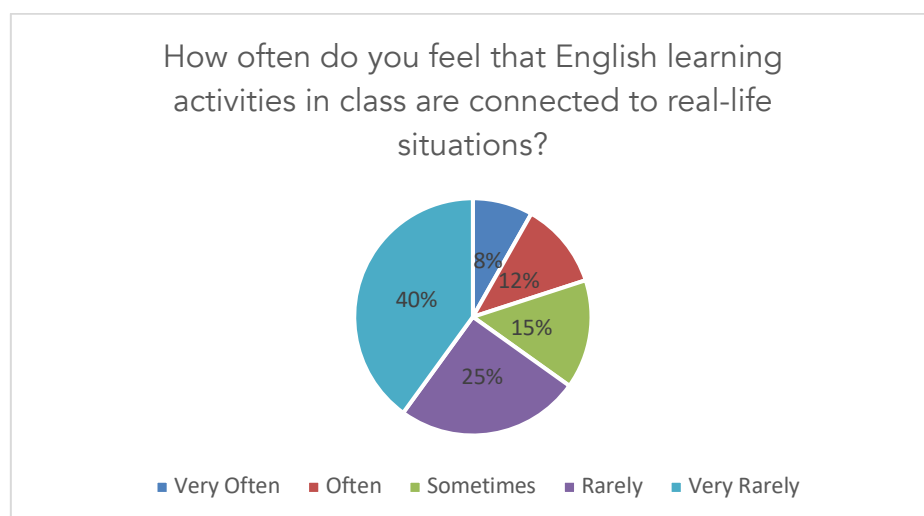


Figure 4. Real-life relevance of learning materials

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The data showed that only a small proportion of students experienced learning materials that were frequently connected to real-life situations. A total of 127 students (65%) reported that such connections occurred “rarely” or “very rarely,” while only a limited number selected “often” or “very often.” This distribution indicates that contextual elements are not consistently incorporated into classroom instruction. The pattern shows that students are more familiar with lessons presented in abstract or procedural formats rather than those linked directly to everyday or vocational experiences.

The Most Helpful Learning Methods

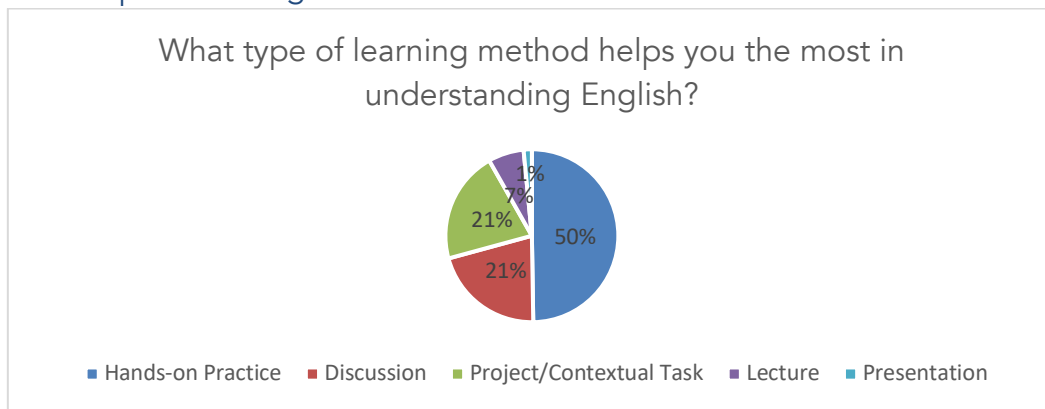


Figure 5. The most helpful learning methods

The results showed that hands-on practice was perceived as the most helpful learning method, selected by 97 students (50%). Discussions and project-based tasks appeared at much lower proportions, while lectures and presentations were chosen by only a small number of respondents. This distribution indicates that students tend to favor learning activities that involve direct participation rather than those that rely primarily on listening or observing. The pattern reflects a preference for methods that allow learners to engage actively with the material.

Independent Learning Media

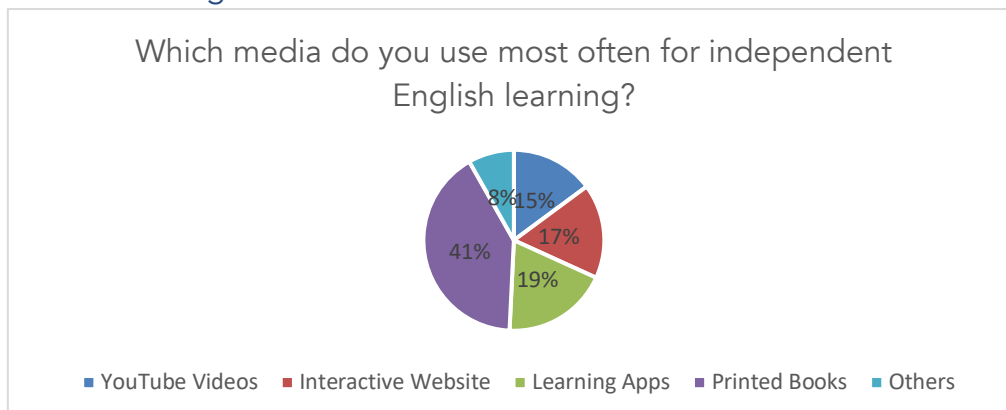


Figure 6. Media used by students for independent learning

The data showed that printed books remained the most commonly used medium for independent learning, reported by 41% of students (80 respondents), while digital options such as learning apps (19%; 37 respondents), interactive websites (17%; 33 respondents), and YouTube videos (15%; 29 respondents) were also used by a considerable number of students. This distribution indicates that although traditional materials continue to dominate, students are incorporating a range of digital resources into their study routines. The pattern shows a gradual move toward more varied and multimodal learning sources outside the classroom.

Visual Media and Comprehension

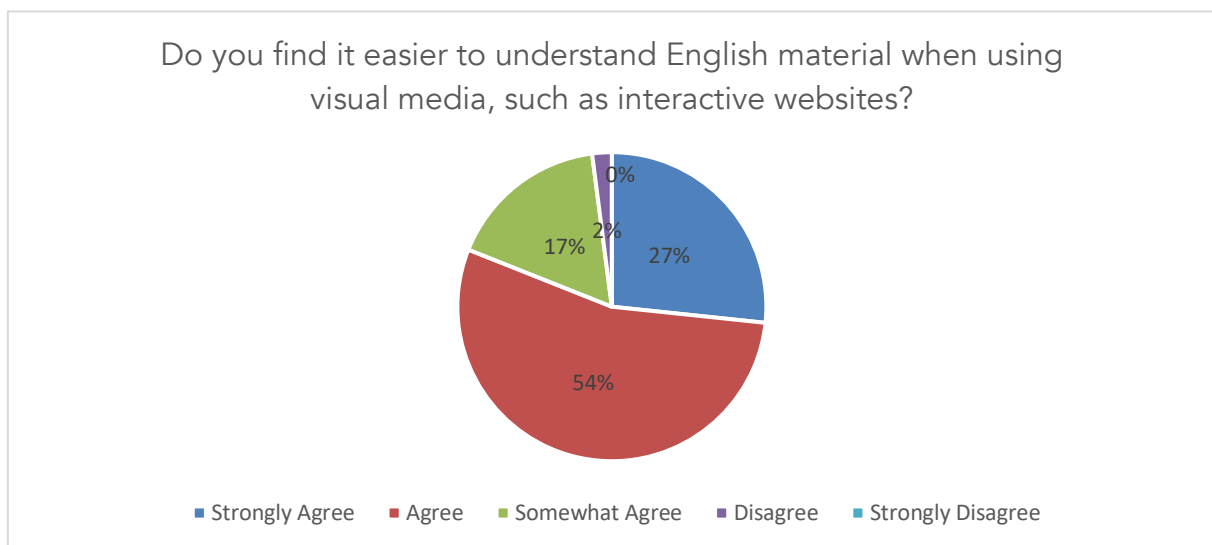


Figure 7. Ease of understanding through visual media

The results showed that a large majority of students—158 respondents (81%)—either agreed or strongly agreed that visual media made lesson content easier to understand. Only a small number expressed disagreement. This distribution indicates that most learners perceive visuals as helpful in clarifying information presented in class. The pattern suggests that visual elements play an important role in supporting comprehension, particularly when students are required to follow steps or interpret structured information.

The Need for More Engaging Media

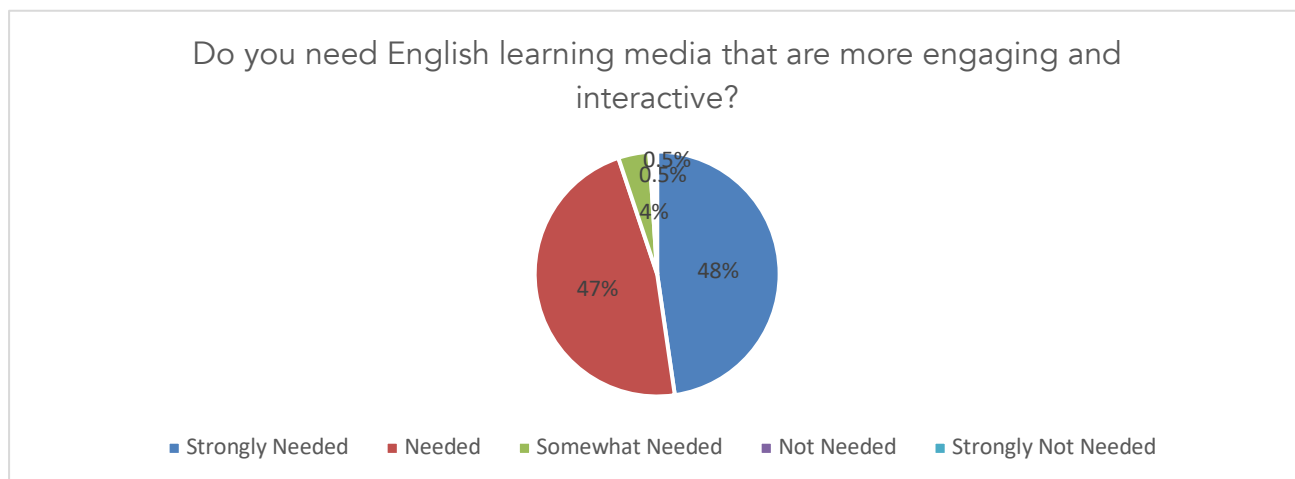


Figure 8. Students' need for more engaging media

The data showed that almost all respondents—185 students (95%)—reported that more engaging learning media were either “needed” or “strongly needed,” with only a very small proportion selecting “not needed” or “strongly not needed.” This distribution indicates a clear preference for learning resources that students view as more interactive or appealing than those currently in use. The pattern shows that learners expect media that can hold their attention and support their understanding through more varied forms of presentation.

Difficulties in Learning

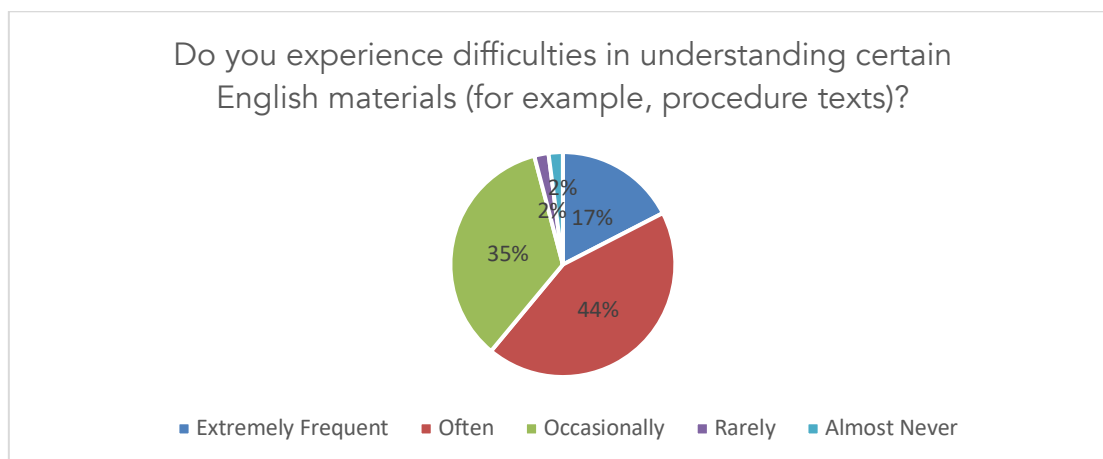


Figure 9. Frequency of students experiencing learning difficulties

The results showed that 119 students (61.00%) reported experiencing learning difficulties either “frequently” or “very frequently,” while 68 students (34.90%) indicated that such difficulties occurred “sometimes.” Only a small proportion stated that they “never” encounter difficulties. This distribution indicates that challenges in understanding lesson content are fairly common among learners. The pattern shows

that many students continue to face obstacles during their learning activities, pointing to the value of materials or tasks that offer clearer and more accessible learning experiences.

The Need for Topic-Specific Websites

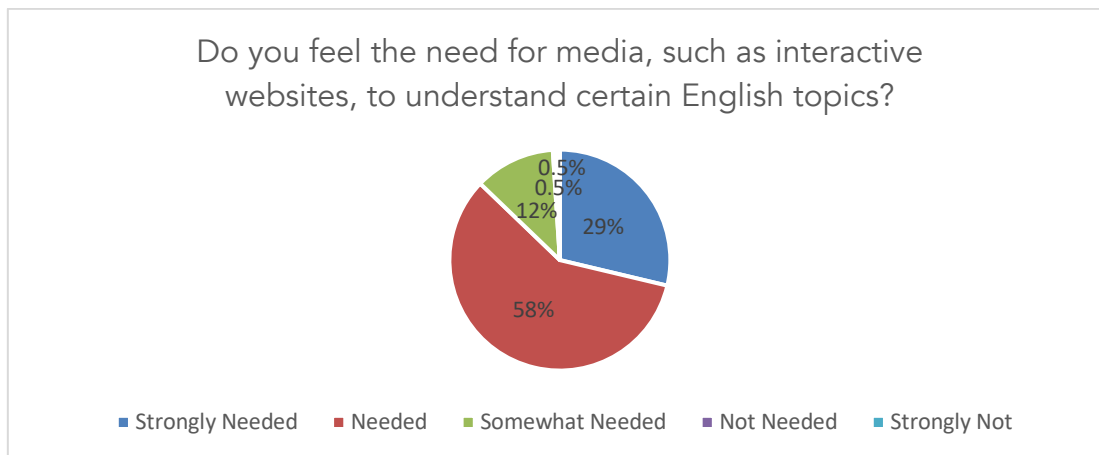


Figure 10. Students' perceived need for websites on specific topics

The data showed that most students—170 respondents (87%)—indicated that topic-specific websites were “needed” or “strongly needed,” while only a very small number selected “not needed” or “strongly not needed.” This distribution reflects a clear preference for digital learning resources that focus on particular subject areas rather than general materials. The pattern shows that learners value platforms that provide organized and targeted content to support their understanding of specific topics.

Knowledge of Interactive Websites

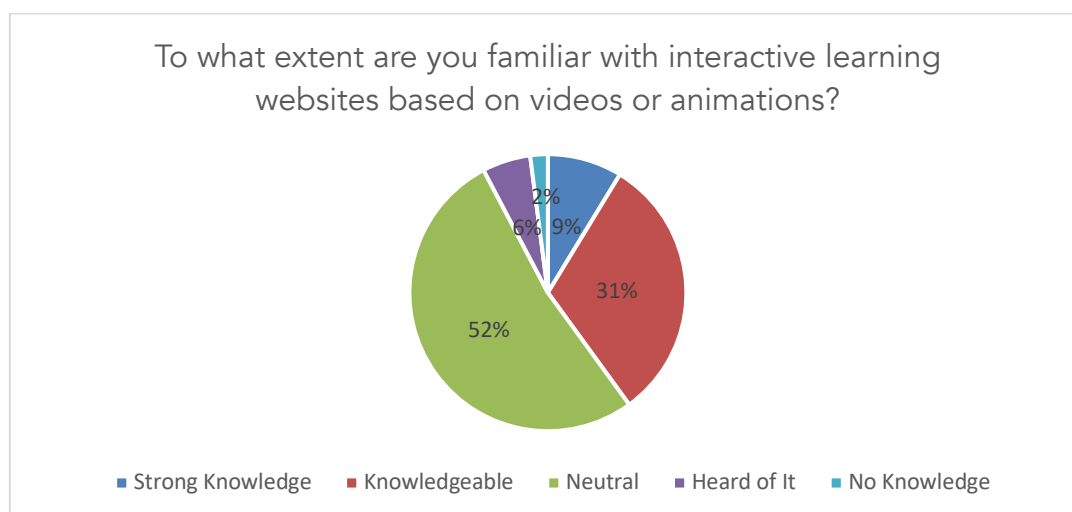


Figure 11. Students' knowledge of interactive websites

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The data showed that 78 students (40%) reported having strong or moderate knowledge of interactive websites, while the largest group—102 students (52%)—indicated a neutral level of familiarity. Only a small proportion stated that they had little or no knowledge of such platforms. This distribution indicates that students' familiarity with interactive websites varies, with most positioned in the middle range rather than at the high or low ends. The pattern shows that many learners have limited but emerging awareness of interactive digital tools.

Frequency of Using Interactive Websites

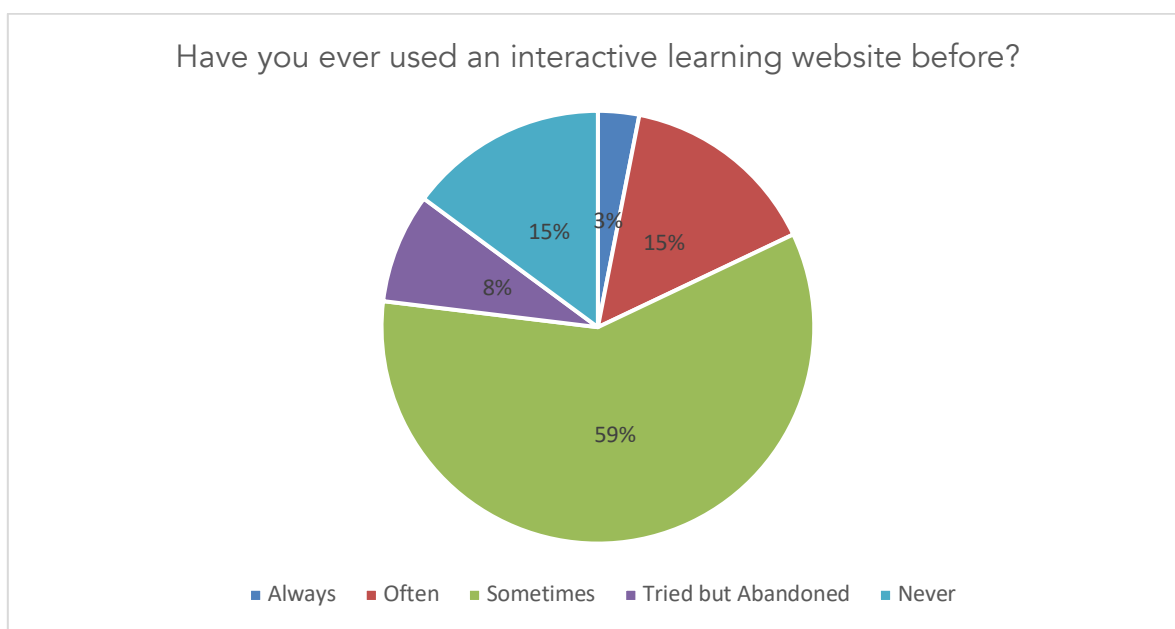


Figure 12. Students' experience using interactive websites

The data showed that 150 students (77%) had used interactive websites at least occasionally, while only a small number reported using them frequently. A considerable proportion—29 students (15%)—stated that they had never used such platforms. This distribution indicates that although many learners have some experience with interactive websites, their use remains irregular. The pattern reflects varying levels of exposure, with most students situated in the category of occasional rather than consistent use.

Helpfulness of Interactive Websites

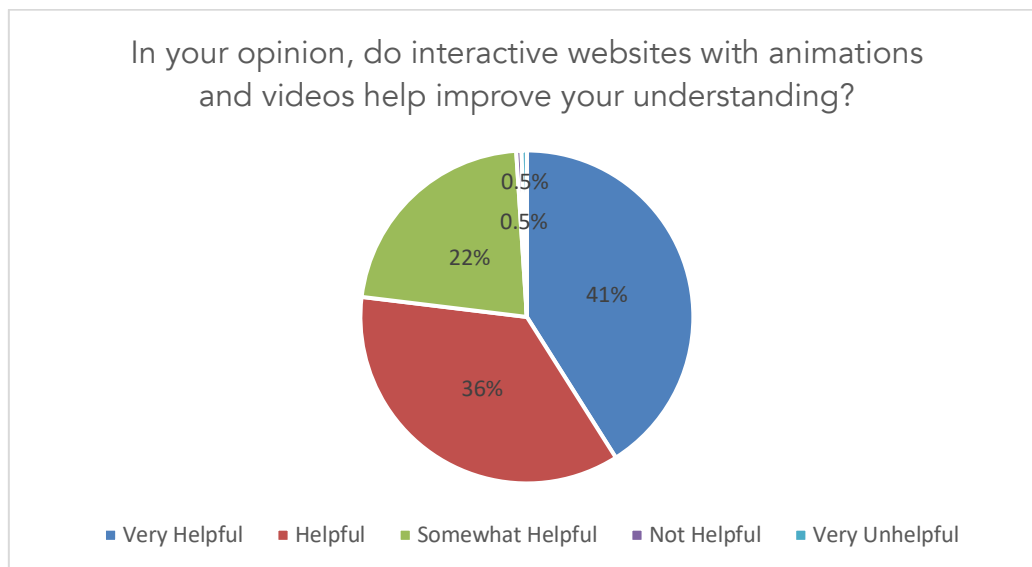


Figure 13. Students' perception of the helpfulness of interactive websites

The results showed that almost all respondents viewed interactive websites positively, with 150 students (77%) selecting "helpful" or "very helpful." Only two students indicated that such media were not helpful. This distribution reflects a strong overall perception that interactive websites can support learning. The pattern shows that students generally regard these platforms as useful tools that contribute to their understanding of lesson content.

Types of Evaluation Used by Teachers

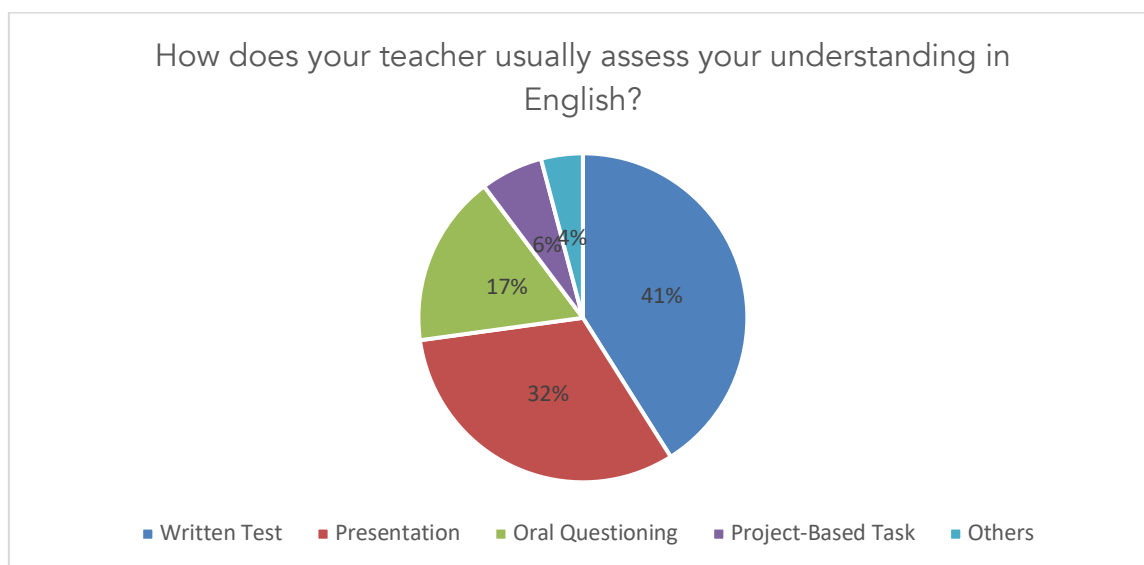


Figure 14. Evaluation methods currently applied by teachers

The data showed that written tests were the most commonly used evaluation method, selected by 80 students (41%), followed by presentations (32%; 62 respondents) and

A needs analysis for developing Canva-based interactive website media using the Contextual Teaching and Learning (CTL) approach in teaching English procedure text oral questioning (17%; 33 respondents). Project-based tasks and other forms of assessment were used less frequently. This distribution indicates that evaluation practices tend to rely on more traditional formats, while alternative or performance-oriented assessments are less commonly applied. The pattern reflects a predominance of conventional testing methods in the classroom.

Teachers' Use of Interactive Websites

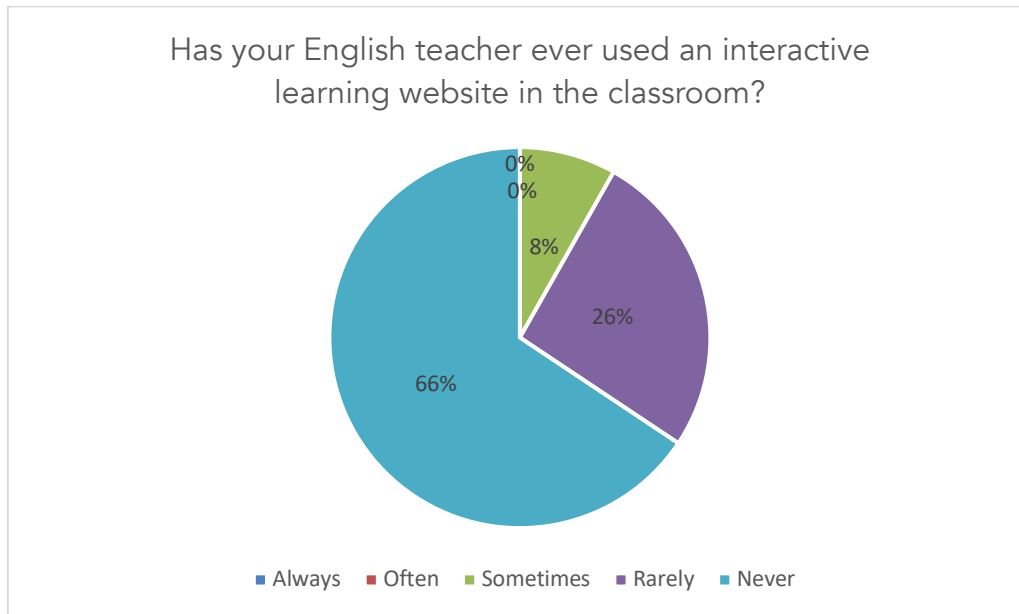


Figure 15. Teachers' frequency of using interactive websites

The data showed that a majority of students—128 respondents (65.60%)—reported that their teachers never used interactive websites, while 51 students (26.20%) stated that such media were used only rarely. Only a small proportion indicated occasional use. This distribution shows that interactive websites are not yet a regular component of classroom instruction. The pattern indicates limited integration of web-based tools in teaching practices, with most learners experiencing minimal exposure to interactive digital media during lessons.

Distribution of Interview Findings Across Key Instructional Aspects

The interviews conducted with the three English teachers offer a detailed view of how instructional practices unfold within the vocational school context and how teachers perceive the needs of their learners. To present these insights clearly, the responses have been organized into several key aspects—pedagogical, technical, cognitive, aesthetic, and evaluative.

Pedagogical Aspects

Table 1. Pedagogical aspect — interview table

Component	M.S.	J.R.	D.L.
Curriculum	Uses the Merdeka Curriculum.	Uses the Merdeka Curriculum.	Uses the Merdeka Curriculum, with ongoing adjustments to teaching materials.
Teaching Approach	Relies on explanations, class discussion, and writing exercises.	Incorporates demonstrations and simple hands-on tasks.	Primarily uses explanations and short question-and-answer activities.
Instructional Challenges	Notes that students often lose focus and struggle with technical vocabulary.	Observes difficulties in forming imperative sentences and arranging procedural steps.	Indicates that students find technical terms difficult to interpret.
Student Engagement	Students tend to be quiet and rarely initiate questions.	Engagement is strong at the beginning but decreases when tasks become text-heavy.	Participation is generally low, with students showing limited initiative.
Instructional Needs	Requests materials that connect more directly with the students' field of study.	Expresses the need for visual, practice-oriented resources.	Prefers materials that guide students through content gradually.

Across the three interviews, the pedagogical data indicated a learning environment in which classroom activities were largely shaped by teacher direction and varied levels of student engagement. The responses revealed a recurring pattern in which learners showed limited initiative and relied on close guidance to move through tasks. The teachers' descriptions also pointed to a need for learning experiences that connect more closely with students' vocational contexts. Taken together, the data highlight pedagogical conditions that underscore the importance of creating opportunities for active participation and contextual understanding.

Technical Aspect

Table 2. Technical aspect — interview table

Component	M.S.	J.R.	D.L.
Use of Digital Media	Makes use of PowerPoint, YouTube, and occasionally Canva.	Uses instructional videos and Quizizz.	Uses PowerPoint and simple video clips.
Technology Familiarity	Moderately confident in using digital tools.	Comfortable and experienced with various digital platforms.	Limited experience and tends to use only basic tools.
Technical Obstacles	Notes the lack of interactive digital tools.	Mentions the absence of a website-based learning resource.	Indicates that unstable internet access hinders classroom use.
Readiness to Use a Canva-Based Website	Willing to adopt the platform.	Highly prepared and enthusiastic to use it.	Willing, especially if guidance is provided.

The technical findings showed that teachers used a modest range of digital tools, with noticeable differences in their familiarity and frequency of use. Although digital media appeared in their routines, the interviews suggested that these tools were not yet integrated into a unified or interactive system. Variations in access, connectivity, and personal experience shaped their use of technology in the classroom. As a whole, the interviews indicate that teachers remain open to adopting new digital formats.

Cognitive Aspect

Table 3. Cognitive aspect — interview table

Component	M.S.	J.R.	D.L.
Student Difficulties	Students often struggle with field-specific vocabulary.	Students find it challenging to organize procedural steps logically.	Students have difficulty translating and understanding technical expressions.
Level of Understanding	Students generally grasp basic ideas but need support to go further.	Understanding declines when activities lack practical illustrations.	Students tend to follow instructions without deeper comprehension.
Cognitive Needs	Requests learning aids that provide clear visualizations and step-by-step examples.	Prefers visual explanations, supported by practice items and short quizzes.	Favors concrete examples and repetitive practice opportunities.

The cognitive patterns emerging from the interviews showed that students often needed additional support when navigating linguistic and procedural features of the material. Teachers described learners who benefited from guided exposure, particularly when working through detailed instructions or unfamiliar terminology. The data suggested that students respond more effectively when information is presented in structured and accessible forms that clarify meaning. These patterns reflect a general tendency for learners to rely on aids that break down complex ideas into manageable steps.

Aesthetic Aspect

Table 4. Aesthetic aspect — interview table

Component	M.S.	J.R.	D.L.
Student Response to Visuals	Reports that learners are more attentive when visuals are involved.	Notes that students respond well to visually appealing materials, especially on mobile devices.	Finds that attractive visuals increase students' willingness to learn.
Experience with Canva	Has used Canva and finds it easy to work with.	Uses Canva comfortably for visual materials.	Has not used Canva personally but is familiar with its outputs.
Aesthetic Needs	Prefers step-by-step illustrations.	Requests images, short videos, and interactive elements.	Prefers clear, realistic visuals that mirror actual procedures.

Interview responses indicated a shared view that visual presentation played an important role in shaping how students engaged with lesson content. Teachers noted that learners were more responsive when materials provided clarity through organized visuals and variation in display. The data also suggested that appealing and well-structured visuals help sustain students' attention during learning activities. Across interviews, the aesthetic dimension emerges as an element that can enhance the overall learning environment when integrated thoughtfully.

Evaluation Aspect

Table 5. Evaluation aspect — interview table

Component	M.S.	J.R.	D.L.
Current Assessment Practices	Assessment is not integrated into the media used.	Uses Quizizz for short assessments.	Relies on basic forms of assessment.
Assessment Needs	Requests interactive quizzes embedded in the learning material.	Prefers more varied assessment formats.	Prefers simple, accessible forms of assessment.
Willingness to Provide Feedback	Willing to participate in reviewing the developed media.	Willing to contribute suggestions for improvement.	Willing to provide input during revisions.

The evaluation data revealed an assessment environment that was still developing in its use of digital or embedded tools. Teachers described assessment practices that relied on conventional formats with limited integration into digital media. The interviews also showed a shared acknowledgment of the need for more accessible and structured assessment options aligned with classroom activities. At the same time, the responses indicate teachers' willingness to engage with emerging forms of assessment that offer clearer insight into students' progress.

DISCUSSION

The findings of this study showed that students and teachers at SMKN 1 Talang Ubi expressed a strong need for more interactive and engaging learning media, particularly for supporting the learning of procedure texts. Across the questionnaires and interviews, students reported limited engagement with textbook-based lessons and identified visual and hands-on learning as more helpful for understanding sequential or technical information. Teachers likewise described classroom conditions in which activities remained teacher-directed, with minimal integration of digital tools and few opportunities to connect English learning with vocational contexts. The interview data further revealed that students often experienced difficulties with technical vocabulary, that visual clarity played an important role in sustaining attention, and that assessment practices relied largely on written tests with little digital support. Taken together, these results indicate that current instructional practices do not fully align with the learning characteristics of vocational students, who benefit from materials that are structured, visual, and contextually oriented.

The broader meaning of these findings becomes clearer when synthesized with existing research. A collective pattern emerges across studies: digital media tend to improve motivation and comprehension by providing visual, interactive, and context-

rich learning environments. For instance, Umarlinda et al. (2025) found that digital platforms enhanced students' motivation by creating dynamic learning experiences, while Adah et al. (2023) and Rachma et al. (2024) showed that game-based tools such as Quizizz and Kahoot increased participation and enjoyment. Although these studies focus on different digital tools, together they illustrate a shared principle—interactivity facilitates deeper engagement. When synthesized with the present findings, the literature reinforces the interpretation that visually rich and interactive media are well aligned with students' needs in learning procedure texts.

Positioning this study alongside existing scholarship highlights its unique contribution to vocational education. Previous studies such as Novita and Harahap (2020) focused on multimedia use in general ELT contexts, and Yuliana et al., (2022) emphasized the challenges teachers face in adopting technology. However, few studies have examined how interactive website media can be embedded within a Contextual Teaching and Learning (CTL) framework for vocational learners. By linking Canva-based interactive website media with CTL principles, this study shows how digital tools can support hands-on, real-life learning processes—an approach particularly relevant for students preparing for technical professions.

The practical implications of these findings are clear. Canva-based interactive website media provide teachers with accessible tools to design visually structured and vocationally relevant materials, enabling students to learn procedure text through realistic examples and step-by-step representations. Theoretically, the study contributes to discussions on technology-enhanced language learning by demonstrating that interactive, contextual environments support both motivation and comprehension, echoing the direction suggested by previous research on digital engagement.

Several limitations should be acknowledged. The study was conducted in a single vocational school, limiting the generalizability of its findings. The reliance on self-report questionnaires introduces potential response bias, and instrument limitations may have prevented a deeper measurement of students' actual learning behaviors. The absence of experimental validation also means the true effectiveness of Canva-based interactive website media on learning outcomes remains untested.

Future studies may explore how Canva-based interactive website media influence other language skills such as speaking or writing, or how these media operate across different vocational fields. Longitudinal or experimental designs would provide stronger evidence about the sustained impact of interactive website media and how CTL-based digital environments shape learning over time.

In conclusion, integrating Canva-based interactive website media within a contextual learning orientation appears promising for addressing the motivational and instructional needs of vocational students. Rather than simply enhancing visual

presentation, such media create opportunities for more relevant, participatory, and meaningful learning experiences. Moving toward these interactive and contextual approaches enables technology to support authentic learning pathways and prepares vocational students for the communicative demands of their future professional environments.

CONCLUSION

This study concludes that students and teachers at SMKN 1 Talang Ubi share a clear need for innovative and interactive learning media to support the comprehension of English procedure texts. While earlier studies have highlighted similar challenges in vocational classrooms, this research contributes new evidence by demonstrating that Canva-based interactive website media, when integrated with the Contextual Teaching and Learning (CTL) approach, directly addresses students' varied learning styles and their preference for contextualized, visually supported instruction.

The findings extend existing literature by showing that the combination of CTL and a Canva-based interactive website offer not only improved engagement but also a practical pathway for aligning English learning with real-world vocational contexts—an aspect that has been underexplored in previous research. Practically, this study provides a model of technology-supported instruction that vocational teachers can adopt to enhance students' communication skills, digital literacy, and ability to apply English in authentic tasks.

Overall, this study offers a meaningful theoretical contribution by reinforcing the relevance of contextual and multimodal learning frameworks in vocational education, while also presenting a novel, practice-oriented solution that bridges classroom learning with the demands of the digital and professional environment.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR (S) CONTRIBUTION

Amin, D.R.: was responsible for developing the study's concept and design, conducting data collection, performing the analysis and interpretation, drafting the manuscript, and preparing the final version for publication. Vianty, M. and Syarifuddin, S.: supervised the overall research process and provided substantial feedback and critical revisions during the writing of the manuscript. All authors have reviewed and approved the final version of this paper and take full responsibility for the integrity and accuracy of its content.

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