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One Medium, Five Functions: Canva-Based *Comparekuy* in Block-System Grammar Instruction

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Abstract

Grammar instruction in Islamic junior secondary schools is often taught through rote memorization and teacher-centered explanation, leaving students passive and disconnected from communicative use of *comparative* and *superlative* structures. This study examines how Canva-Based *Comparekuy*, an interactive instructional media, was integrated into English grammar instruction within a block learning system at MTs NU Pakis and how eighth-grade students experienced that integration across an extended 180-minute session. Using a qualitative descriptive design, the study collected data through participatory classroom observation across five instructional meetings, semi-structured interviews with three students, and documentation, then analyzed the data through thematic analysis. Findings show that *Comparekuy* performed five distinct pedagogical functions across the session, moving from a prompt for prior knowledge to a vocabulary and pattern demonstration tool and finally to an automated evaluation instrument. Student accounts converged independently on a second finding: this consistency depended on continuous teacher facilitation rather than the software functioning on its own. Together these findings carry a specific implication for *transformational education and learning*, showing that meaningful pedagogical transformation can occur within a single lesson's internal architecture rather than only through large-scale curriculum change, offering teachers a concrete model for sequencing digital media across extended instructional blocks.

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INTRODUCTION

Information and communication technology has reshaped English as a Foreign Language instruction over the past two decades by opening classrooms to interactive contextual and visually rich learning environments (Azman et al., 2025; Xodabande & Hashemi, 2023). Grammar instruction sits at the center of this shift because it has long carried a reputation as the most mechanical and least engaging part of language learning. Trullàs et al. (2022) found that grammar teaching in secondary schools remains dominated by traditional teacher-centered methods that leave students passive rather than analytically engaged with the rules they memorize. Canva-Based *Comparekuy* was developed as a direct response to this pattern. Built on Canva's visual design platform, the media presents *comparative* and *superlative* structures through contextualized examples and exercises that return immediate feedback rather than delayed correction (Catubig et al., 2024; Ilyas et al., 2023; Tong, 2024). Its design assumes that grammatical accuracy grows more reliably from repeated visual and interactive exposure than from rule recitation alone, an assumption this study sets out to examine inside an actual classroom rather than in the abstract.

The difficulty of grammar instruction intensifies at the Islamic junior secondary school level where students frequently encounter comparison structures as isolated rules disconnected from communicative use. Wang (2024) observed that in communicative language teaching classrooms of this kind grammar remains taught through explanation and drill even when the surrounding pedagogy claims to be communicative in orientation. This mismatch matters more

now than it did a decade ago because today's students form learning habits around visual and interactive media outside the classroom. Weng et al. (2024) described this generation of learners as expecting instant feedback and hands-on engagement from any instructional tool they encounter, a standard that a chalk-and-explanation approach to comparative and superlative forms cannot meet. The tension between a rule-based grammar tradition and a generation raised on responsive interactive media forms the practical starting point for this study, since *Comparekuy* was designed specifically to close that gap rather than to add another layer of digital content on top of an unchanged teaching method.

Quantitative evidence for technology-assisted language instruction is stronger than isolated case studies suggest. Al-Wasy (2020) conducted a meta-analysis of eighteen empirical studies covering 1,281 second and foreign language learners and found that technology integration produced a large overall effect on writing performance, with an effect size of 1.72. The analysis further showed that this effect was not uniform. Gains concentrated most heavily at the drafting and editing stages of writing and were larger for high school and university learners than for beginners, which points to a mechanism rather than a general technology bonus. Interactive tools appear to help most when learners already possess enough baseline competence to use immediate feedback productively rather than becoming confused by it. This distinction matters for *Comparekuy* since eighth-grade students sit closer to Al-Wasy's beginner category than to the high school and university learners who showed the largest gains, suggesting that its immediate feedback design cannot be assumed to work as strongly at this level without direct classroom evidence.

Evidence specific to Canva complicates rather than confirms this technology effect. Chust-Pérez et al. (2025) compared a Canva and Moodle based blended learning intervention against conventional instruction for first-year secondary ESL students and found no statistically significant difference in overall reading test scores between groups, even though the Canva group reported markedly higher motivation and engagement and performed slightly better on inferential reading tasks. Their explanation is that visual and interactive design changes how students experience a lesson well before it changes measurable performance, a gap this study is positioned to examine directly through observation and interview rather than test scores alone. A further complication comes from outside the media literature entirely. Labak et al. (2020) found that block scheduling improved biology achievement only for third-year high school students among four grade levels tested, indicating that the extended time block itself does not automatically translate into better learning regardless of subject or grade. Together these two studies justify examining *Comparekuy* inside an actual block session rather than assuming either the media or the schedule guarantees engagement on its own

Taken together, the studies discussed above point toward the same conclusion from different angles without ever testing it as one combined condition. Technology's benefit for language learners depends on proficiency level. A visually interactive tool can shift motivation and engagement well before it shifts measurable test scores. Extended instructional time helps some grade levels and not others rather than helping uniformly across an entire student population. No existing study has examined a single interactive medium operating inside a block-scheduled lesson with junior secondary EFL learners, which is exactly the combination this study needs to isolate. This gap becomes sharper once instructional media, extended scheduling, and the specific setting of Islamic junior secondary education are considered together rather than separately, since each factor on its own has already been shown to produce conditional rather than automatic benefits. Canva-Based *Comparekuy* sits precisely at this intersection, and no prior research has traced how such a medium function across the stages of a single extended block session or how junior secondary students in a *Madrasah Tsanawiyah* setting experience it. MTs NU Pakis offered a natural site to close that gap, since the school already runs its English lessons through a 180-minute block system, making it possible to observe the medium across a complete instructional cycle rather than one isolated lesson.

This study therefore examines how Canva-Based *Comparekuy* was integrated into English grammar instruction within the block learning system at MTs NU Pakis and how eighth-grade students experienced that integration across the stages of a single extended session. The aim is not only to describe whether the medium was used but to trace what function it performed at each stage of instruction and how students themselves interpreted the teacher's role in sustaining that use. By adopting a qualitative descriptive approach, the study seeks to produce a grounded account of classroom practice rather than a generalized claim about digital media's effectiveness in the abstract. Its significance lies in offering teachers and instructional designers a concrete illustration of how one interactive tool can be sequenced across an extended block period, and in contributing to a still thin body of research connecting block scheduling, Canva-based media, and grammar instruction in Indonesian Islamic secondary education specifically.

RESEARCH METHOD

This study employed a qualitative descriptive design to examine how Canva-Based *Comparekuy* was integrated into English grammar instruction and how eighth-grade students experienced that integration. A qualitative descriptive approach was chosen because it allows a detailed and accurate account of classroom practice in its natural setting rather than measurement of predefined variables (Goyes & Sandberg, 2025; Rattani et al., 2022; Ritter, 2022). The research was conducted at MTs NU Pakis an Islamic junior secondary school that runs English lessons through a *block learning* system in sessions of 180 minutes. The researcher held a dual role as teacher and researcher delivering the grammar lessons through *Comparekuy* while simultaneously observing and reflecting on the teaching and learning process. Participants were selected through *purposive sampling* comprising the teacher-researcher and three eighth-grade students chosen for their active involvement and their differing levels of engagement spanning high moderate and lower participation (Dahal et al., 2024; Magnone & Yezierski, 2024; Ting et al., 2025). This combination of design setting and sampling strategy captured the integration process from inside the classroom rather than from a detached external vantage point.

Data were collected from three sources: classroom observation, semi-structured interviews, and documentation. Observation was conducted across five instructional meetings and was participatory in nature. The researcher demonstrated how to access *Comparekuy*, guided students through its features, and assisted those who encountered technical difficulty while recording field notes on engagement, participation, and the teacher's facilitation strategies. Semi-structured interviews followed a self-constructed set of ten questions covering learning experience, motivation, grammatical understanding, and response to the media. Interviews were conducted individually with each of the three students in Indonesian to preserve clarity and depth of response. Documentation consisted of photographs taken during each instructional stage, capturing the physical arrangement of the classroom and the media in active use. **Table 1** summarizes how each technique aligned with the aspect of the integration process it was designed to capture, with observation and documentation serving as complementary channels for the same classroom events and interviews serving as the channel for students' own interpretation of those events.

Table 1. Data Collection Techniques and Their Corresponding Focus

Technique	Participant(s)	Focus of Data Captured
Classroom Observation	Teacher-researcher, all students	Media function at each stage, classroom activity, teacher facilitation
Semi-structured Interview	3 selected students	Students' reported experience, motivation, and understanding
Documentation	Whole class	Physical arrangement and visual record of each instructional stage

Source: compiled by the researcher based on the study design

Following De Paoli (2026), the data were analyzed using the six-phase thematic analysis procedure originally developed by Braun and Clarke. Analysis began with familiarization involving repeated reading of field notes, interview transcripts, and documentation to build a comprehensive understanding of the instructional context. Initial coding of recurring patterns followed, after which candidate themes were generated by grouping related codes across the observation, interview, and documentation data. Each candidate theme was reviewed against the full data set to confirm internal coherence and distinctness from other themes before being refined and named to capture its specific analytic claim rather than a general topic label. The final phase involved producing the analytic account presented in this article and cross-checking each theme against the different data sources to ensure that interview-based patterns were corroborated by what observation and documentation had independently recorded, a process consistent with the triangulation applied throughout the result section.

RESULT AND DISCUSSION

Result

Comparekuy's Role Shift Across Lesson Stages

The Canva-Based *Comparekuy* media did not remain fixed in one role throughout the lesson. It opened the class as a prompt for prior knowledge. It became a vocabulary display during the middle stage. It turned into a pattern-demonstration tool during comparative and superlative instruction. It closed the session as an automated quiz engine during evaluation. Classroom observation and documentation collected across the instructional sessions confirm this shift stage by stage rather than treating the media as a single unchanging visual aid. This distinction carries analytical weight because a tool that performs one function throughout a lesson is decoration while a tool that performs five distinct functions across five stages is structural. The five-stage sequence recorded in the field notes points toward the second description and this pattern separates *Comparekuy* from more conventional slide-based media that typically supports only the explanation portion of a lesson. Each stage assigned *Comparekuy* a different instructional job and each job built directly on the one before it rather than repeating the same slide-and-explain format from start to finish. This structural pattern forms the evidentiary basis for the theme developed below and sets up the stage-by-stage account that follows.

At the preliminary stage the teacher opened the class with a greeting and took attendance before posing a guiding question: *"How do we compare two things in English?"* (Classroom Observation). This question activated students' prior knowledge before the *Comparekuy* slides were introduced rather than after so the media entered the lesson as a bridge from existing understanding toward new material. Students then observed adjective vocabulary displayed on the slides repeated pronunciation aloud and wrote the vocabulary down as a reinforcement exercise (Classroom Observation). They subsequently divided into three groups and acted out assigned vocabulary while classmates guessed the word being demonstrated (Classroom Observation; Documentation). This vocabulary segment shows the media functioning as an introduction tool paired with a physical embodiment activity rather than as a passive slideshow students simply watched. The same media then carried students into *comparative degree* formation. The teacher demonstrated pattern formation aloud and students identified the patterns on the slides before constructing their own comparative sentences and presenting them one by one (Classroom Observation). A parallel sequence followed for *superlative degree* using classroom objects and classmates as concrete reference points which grounded an abstract grammatical concept in the students' immediate physical surroundings (Classroom Observation).

The evaluation stage extended this same media logic into a competitive format that differed sharply from the earlier explanation-based stages. Students formed three lines and the student at the front of each line answered a *Comparekuy* question aloud before pressing the answer button which returned automatic feedback reading either *"your answer is correct"* or *"let's study again"* (Classroom Observation). The student then ran to the back of the line and was replaced by the

next student until every question had been answered turning what could have been a routine drill into a physically active team competition. The teacher subsequently announced the scores and worked through the correct answers together with the class turning the evaluation into a shared reflection rather than a private grading exercise (Classroom Observation). This closing stage completes the functional arc traced across the lesson: the same software that opened the class as a prompt and carried its middle as a pattern-demonstration device closed the session as an interactive assessment instrument delivering immediate feedback to every student in turn and returning the class to a collective discussion of what had been learned.

Table 2 summarizes this stage-by-stage shift in the media's function and the corresponding student activity at each point in the sequence.

Table 2. Stages of Canva-Based *Comparekuy* Integration in the Block-Learning Session

Stage	Media Function	Student Activity
Preliminary	Activates prior knowledge and introduces the topic	Responds to guiding question and attends to slides
Vocabulary Introduction	Presents adjective vocabulary and models pronunciation	Repeats pronunciation writes vocabulary and acts out words in groups
Comparative Degree	Demonstrates pattern formation	Identifies patterns constructs sentences and presents orally
Superlative Degree	Demonstrates pattern formation in real-life context	Constructs contextual sentences and presents in turn
Evaluation	Delivers interactive quiz with automatic feedback	Competes in teams and reflects on results with teacher

Source: compiled from classroom observation and documentation

Table 2 shows that *Comparekuy*'s role changed at every stage rather than staying fixed as a single presentation tool used identically from start to finish. It opened the lesson as a prompt tied to prior knowledge. It served as a vocabulary and pronunciation model during the introduction segment. It became a pattern-demonstration device during comparative and superlative instruction. It closed the lesson as an automated assessment instrument during the evaluation game. This range of function inside one continuous session is what the extended block-learning format makes structurally possible. A standard forty-five-minute period would likely force teachers to choose between explanation time and practice time given the limited window available. The 180-minute block instead let a single tool run a complete instructional cycle covering input pattern recognition production and feedback without breaking the process across separate meetings held on different days. That continuity matters pedagogically because grammatical patterns such as comparative and superlative formation typically require repeated exposure across multiple representational modes before students internalize them reliably. The table therefore documents more than a sequence of activities. It documents a single medium sustaining five distinct pedagogical functions inside one unbroken instructional window.

Figure 1 documents four of these transitions directly corresponding to the preliminary vocabulary comparative degree and evaluation stages of the lesson.

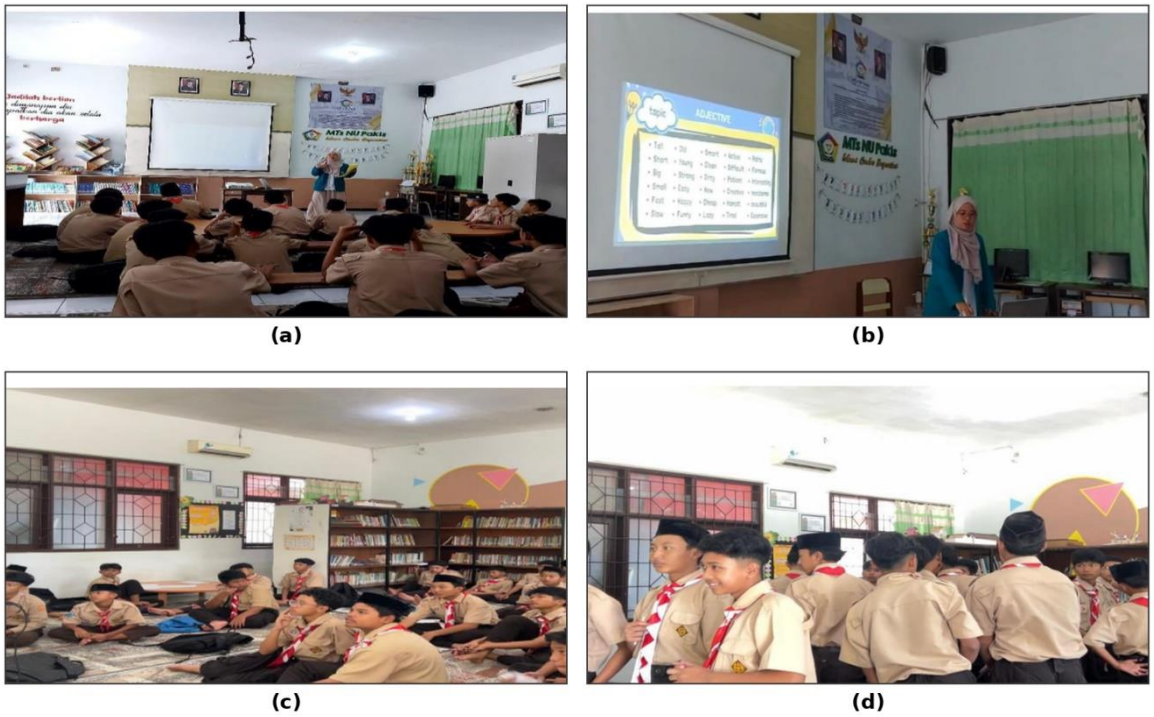

Figure 1. Documentation of Canva-Based *Comparekuy* integration across instructional stages: (a) preliminary stage; (b) vocabulary introduction; (c) comparative degree instruction; (d) evaluation and interactive quiz activity.
Source: researcher's documentation during the teaching and learning process

The photographs show students physically reorganizing at each stage of the lesson rather than remaining seated in the same configuration throughout. They appear seated for whole-class instruction during the preliminary stage then grouped together for vocabulary work then standing in competitive lines during the evaluation game. This visible shift in classroom arrangement carries interpretive weight beyond what the slide content alone would suggest. A teacher relying on static slides would have little functional reason to reconfigure student seating three or four times inside one session since a purely presentational tool imposes no requirement for movement or regrouping. The fact that this study's documentation recorded exactly that pattern of repeated physical reorganization indicates that the media's interactive design shaped classroom behavior beyond its screen content. It pulled students out of a passive listening posture and into a participatory one at several distinct points across the lesson rather than only during the segment formally labeled as practice. The photographic record therefore corroborates the observation notes on an independent evidentiary channel and strengthens the claim that the media's structural role was not simply asserted by the researcher but visibly enacted inside the classroom itself.

Teacher Mediation Drives Consistent Engagement

Three student informants converged independently on a single point that complicates a purely software-centered account of the lesson's structure. Each one described the teacher as an active guide who directed their use of *Comparekuy* at every stage rather than someone who projected slides and then withdrew from the interaction. This convergence carries specific analytical weight because it rules out an alternative explanation for the consistency documented in the preceding theme. A learning management system or a well-designed application can in principle sustain its own structure without continuous human input once it is configured correctly. The interview data collected here indicates that this was not the mechanism operating in this classroom. Students did not describe a self-running tool that carried the lesson on its own. They described a teacher who explained objectives before introducing the media who guided comprehension during each

segment and who remained available to answer questions throughout. The structural consistency observed in Theme 1 therefore reflects teacher mediation layered continuously on top of the software rather than an autonomous property of the software itself and this distinction shapes how the finding should be read going forward.

Student 1 recalled: *"At the beginning the teacher explained the learning objectives using Comparekuy"* (Interview, Student 1). Student 2 gave a more detailed account of the same moment: *"The teacher briefly explained the material and then displayed the Comparekuy slides using a projector. After that we were asked to follow the instructions"* (Interview, Student 2). Student 3 confirmed the same pattern independently stating that the teacher explained the material before introducing the media (Interview, Student 3). Students also indicated that the teacher's role continued well past this opening sequence. Student 1 added: *"The teacher not only displayed the slides but also explained the content and invited us to read along"* (Interview, Student 1). Student 2 noted that the teacher *"provided opportunities for students to ask questions when encountering difficulties"* (Interview, Student 2).

This same pattern of triangulation held when students described how long the media remained in active use during the lesson. Student 1 stated that *"Comparekuy was used when the teacher explained the material and also when we completed exercises and quizzes"* (Interview, Student 1). Student 2 confirmed that *"the media was used during exercises and quizzes but also during explanations via slides"* (Interview, Student 2). Student 3 described the media as present *"throughout the entire lesson"* (Interview, Student 3). Students converged just as closely on the range of activity types the media supported across the session. Student 1 described reading examples together writing comparative and superlative forms and presenting individually to the class (Interview, Student 1). Student 2 recalled matching adjectives to their comparative forms and acting out vocabulary items for groupmates to guess before adding that the quiz segment *"felt like a game so it was more enjoyable"* (Interview, Student 2). Student 3 confirmed the same group role-play format from the responding side of the activity rather than the performing side describing the experience of interpreting a classmate's demonstration instead of producing one (Interview, Student 3).

The one point of variation across the three accounts was emphasis rather than disagreement. Student 3 leaned toward describing the group-based and competitive activities in greater detail while Students 1 and 2 gave more attention to the individual writing and presentation components of the lesson. This difference most plausibly reflects each student's own vantage point inside a lesson that genuinely included both formats rather than any inconsistency in what actually occurred during instruction. Read together with the observation and documentation evidence presented in Theme 1 these interview accounts confirm that the structural consistency of media use across the block-learning session depended on sustained teacher facilitation rather than on the software functioning as a self-contained instructional system. Students experienced *Comparekuy* as a medium that shifted shape across the lesson under continuous teacher guidance and this experiential account matches the functional shift already documented through direct classroom observation. The convergence between what the researcher recorded from outside the interaction and what students reported from inside it supports the overall claim from two independent data sources rather than one and this triangulation is what gives the theme its evidentiary strength.

Discussion

The first finding of this study, that *Comparekuy* performed five distinct pedagogical functions across the five stages of a single block-learning session, extends existing accounts of block scheduling rather than simply confirming them. Ong & Quek (2023) argued that block learning enables deeper engagement and more intensive teacher-student interaction largely because the extended time window removes the pressure that shorter periods place on pacing. This study's data show a more specific mechanism behind that general claim. The extended 180-minute window did not just give the teacher more time to repeat the same activities. It allowed one medium to carry the lesson through an entire instructional cycle covering activation input pattern practice and assessment without a break across separate meetings. Prior block learning research has largely

treated time as the primary variable (Kim et al., 2023). The present finding suggests that time alone is insufficient. What time made possible here was a structural handoff of function from one stage to the next inside a single tool and that handoff is the mechanism through which the extra time actually translated into deeper engagement rather than simply more of the same explanation.

This mechanism also refines Bhardwaj et al. (2025) argument that block scheduling delivers its benefits most reliably when paired with interactive student-centered strategies rather than extended lecture time. The evaluation stage documented in this study illustrates that pairing directly. Rather than closing the 180-minute session with a written test administered separately from the instructional media the same *Comparekuy* interface that had opened the lesson and guided pattern practice also delivered the competitive quiz and its automatic feedback. Observation recorded students physically reorganizing into competing lines for this stage, a shift in classroom arrangement that a static or purely explanatory medium would have no functional reason to produce. This suggests that the interactivity Morris identifies as necessary for block scheduling to succeed is not simply a matter of including games or group work somewhere in the session. It is a matter of the same medium sustaining variation in format across the full length of an extended period so that no single stage of a long session is left to rely on passive listening alone.

The second finding, that the consistency documented in Theme 1 depended on continuous teacher mediation rather than the software operating independently, sits in productive tension with Özdemir et al. (2023) claim that information and communication technology has evolved from a supplementary tool into a core component of instructional design. The present data support the direction of that claim without supporting its strongest reading. *Comparekuy* clearly functioned as more than a supplementary aid in this classroom; it structured five stages of instruction rather than illustrating one. Yet all three student informants converged independently on the observation that the teacher explained objectives before introducing the media, remained available to answer questions during each segment, and guided comprehension throughout rather than stepping back once the slides appeared. Technology's core role in this lesson was therefore not autonomous. It was distributed across the media and the teacher together, with the teacher supplying the ongoing interpretive scaffolding that let students make sense of what the media presented at each stage.

This distributed role also nuances the finding of Dong (2025) that interactive digital media enhances learning motivation, particularly for digital-native students. The interview data collected in this study point to a more specific source of that motivational effect than the media's interactivity alone. Students did not describe enjoying *Comparekuy* because it was digital or visually engaging in the abstract. They described specific moments of teacher-guided interaction: being invited to read along, having a channel open for questions during difficult segments, and receiving feedback both through the software and through the teacher's review of scores at the end of the game. Student 2's description of the quiz as feeling *like a game so it was more enjoyable* illustrates this combination directly, since the enjoyment attached not to the interface alone but to a competitive activity that the teacher had structured and then closed with a shared discussion of correct answers. Motivation in this classroom appears to have been a joint product of media design and pedagogical facilitation rather than an effect the technology produced by itself.

Read together these two findings support the broader argument of Sørensen et al. (2023) that information and communication technology supports student-centered learning by giving students opportunities to learn through exploration and interaction while adding a structural condition that argument leaves implicit. Student-centered outcomes in this study did not emerge simply because digital media was present in the classroom (Islam et al., 2022; Lin, 2022; Raj & Renumol, 2022). They emerged because a single medium was deliberately sequenced to shift function across an extended instructional block and because a teacher remained present to mediate every one of those shifts. This carries a direct practical implication for how block-learning lessons built around a digital tool such as *Comparekuy* might be designed elsewhere. Treating the media as a stand-alone resource handed off for independent student use would likely reproduce neither the

functional range documented in Theme 1 nor the sustained motivation documented in Theme 2 since both depended on an extended time window a multi-function tool and continuous teacher facilitation working together rather than any one element acting alone.

Beyond its contribution to the block learning and ICT-in-EFL literatures this study offers a specific contribution to the broader discussion of *transformational education and learning* that Wagner & Urhahne (2021) situates within the transformation of English teaching through technology-based instruction. That transformation is often described at the level of policy or curriculum as a general shift toward technology-based teaching. The present findings locate the same transformation at the level of a single lesson's internal architecture. Grammar instruction in this classroom moved from a transmission-based model, in which comparative and superlative rules would typically be explained once and then drilled, toward a participatory model in which one medium repeatedly repositioned students as active producers of language across five different instructional moments within one session. This shift did not depend on replacing the teacher with technology or on treating technology as a neutral delivery channel. It depended on a specific design choice: using one tool to carry multiple pedagogical functions across an extended period under sustained facilitation. This design principle, more than the specific software involved, offers a transferable contribution to transformational practice in English language classrooms working within block-based scheduling systems.

CONCLUSION

This study examined how Canva-Based *Comparekuy* was integrated into English grammar instruction within a block-learning session at MTs NU Pakis and how students experienced that integration. The findings show a medium that shifted function across five instructional stages and an engagement pattern sustained through continuous teacher facilitation rather than the software acting alone. Several limitations qualify these findings. The study drew on a single class one teacher and three student informants at one school so the patterns identified reflect this specific setting rather than a generalizable rule across block-learning contexts. Data collection covered one instructional unit on *comparative* and *superlative degree* leaving open whether the same functional shift and facilitation pattern would hold for other grammar topics across a full semester. Learning outcomes were not measured quantitatively so engagement claims cannot yet be linked to measurable gains in grammar accuracy. Future research could address these gaps by tracking multiple classes and teachers across a longer instructional period incorporating pre- and post-test measures alongside qualitative data and comparing outcomes across schools with varying levels of digital infrastructure to test how far these findings extend beyond the present case.

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