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Development of Website-Based Intermediate Listening Comprehension Using Canva as Learning Media for Unimed Students

Ratih Purnama Sari[1], Marice[2], Tengku Ratna Soraya[2], Isda Pramuniati[2], Junita Friska[2], Zulherman[2]

[1]Master's Program, Department of French Language Education, Faculty of Languages and Arts, Universitas Negeri Medan, Medan, Indonesia
[2]Faculty of Languages and Arts, Universitas Negeri Medan, Medan, Indonesia

Corresponding Author: Ratih Purnama Sari (ratihpurnamasarisinaga28@gmail.com)

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ABSTRACT

This research aims to develop, determine the quality of, and evaluate the effectiveness of a website called Écoutour. The research model uses the ADDIE model. In the analysis stage, need analysis was conducted by distributing a questionnaire to students via Google Forms. In the design stage, the instructional materials and learning media were developed. The content of the materials is limited to Unit 8. In the development stage, validation was carried out by experts to assess the relevance of the materials and media. The results show that the developed materials and media are valid and feasible for use in the learning process. In the implementation stage, a pre-test, four processing sessions, and a post-test were conducted over six meetings. Finally, during the evaluation phase, statistical analyses were conducted, including the Shapiro-Wilk normality test and the N-gain test, to assess the effectiveness of the Écoutour media. The results of the expert validation indicate that Écoutour achieves a "very good" rating, with a total score of 92.9%. Similarly, the expert validation of the media also shows a "very good" rating, with a total score of 88.5%. These results confirm that Écoutour is a valid and appropriate media. The results of the effectiveness analysis show a significant improvement in learning outcomes, with an average score of 61 on the pre-test and 85 on the post-test. This improvement is also confirmed by the Shapiro-Wilk normality test, with significance values of 0.872 for the pre-test and 0.107 for the post-test, indicating that both datasets follow a normal distribution (Sig. >0.05). The N-Gain test result indicates an average score of 0.84, placing it in the high category. Finally, the Écoutour learning platform achieved a student satisfaction rate of 93.6%.

Keywords: learning platform, Écoutour website, intermediate listening comprehension, *Découvrir un pay Étranger.*

INTRODUCTION

French is one of the most widely used foreign languages in the world as a language of communication. Listening comprehension is one of the essential foreign language skills in the learning process, including in French. However, based on interviews with the teacher, it was found that 13 out of 16 students were unable to achieve results consistent with the standards of the Common European Framework of Reference for Languages

(CEFR) level A2. Based on the interviews with the students, the audio materials used during the course exhibit a speed, accent, and level of authenticity that do not always correspond to the CEFR level A2 descriptors, making comprehension difficult for the students. One of the topics that proved particularly challenging for the students was *"Découvrir un pay Étranger*" This difficulty demonstrates a significant gap between the content of the A2 Trends and the proficiency level found, based on the students' score (81.3%). This was also confirmed by the test given to the students on the topic of "*Découvrir un pay Étranger."* Based on the students' work, it appears that the majority of errors are related to vocabulary, especially when students have to recognize and write words they hear in the audio. Many words that should be easy to identify in a travel context, such as train, change, traffic jams, plane, or full fare, are written incorrectly or are omitted altogether. This shows that the students do not yet have sufficient mastery of the vocabulary. When vocabulary is not well known, they tend to guess words that sound similar even if they don't fit the context.

From the interview results, these errors stem from the students' lack of familiarity with the meaning of words in context. They struggle to understand the correct meaning of words, particularly due to the speed of pronunciation, which is often too fast for them. Furthermore, the similarity of sounds also poses a problem. Students then confuse words that sound similar in their memory. Analysis of the video used during the learning process reveals several differences compared to the CEFR A2 descriptors. First, the spoken pronunciation is often faster than expected at level A2, where the descriptors recommend native speakers speaking slowly and clearly. In this video, the exchanges are spontaneous, with interruptions and rapid reactions, which complicates listening comprehension for the students. Furthermore, the number of new tourism-related words is quite high in a single dialogue, for example, terms concerning places, means of transport, animals, or local culture. This lexical density can cause cognitive overload for students.

In addition, the actual visual material presents complex images with a lot of movement and a busy background. This type of visualization does not always help students focus on the spoken message, unlike an animated video with simple icons. These observations highlight the need for new teaching materials better suited to the A2 level. A website with animated videos and interactive exercises, aligned with the CEFR A2 descriptors, would allow for better control of speaking speed, vocabulary, clarity of visual cues, and engaging images, as animated videos often offer a clearer context and a slower pace.

This condition corresponds to the development of technology, specifically the use of interactive media, which is becoming a solution to support the learning process. The advantage of the learning medium that will be developed is the ability for students to answer questions directly and to know immediately the accuracy of their answers. This feature offers instant feedback that is very useful in the learning process. Students can immediately understand their mistakes and improve their comprehension without having to wait for the teacher's evaluation. They feel more actively involved and are able to practice listening comprehension independently and prepare before class. This aligns with the view of Hernandez & Wang that the objective of feedback is to help students reflect on the actions they have taken in order to improve their performance in the future.[1]

Problem Identification

Three problems can be raised: lack of comprehension of text content when using new words, as well as confusion between similar words, students' inability to use phonetic similarity, phonetic confusion, and minimal pairs, and limited interactive media for reinforcing independent learning in the

Intermediate Listening Comprehension course, particularly for vocabulary learning.

Research Objectives

The objectives of the research are to describe the process of developing a website-based Intermediate Listening Comprehension learning medium using Canva, to determine the feasibility of developing a website-based Intermediate Listening Comprehension learning medium using Canva, and to demonstrate the effectiveness of developing a website-based Intermediate Listening Comprehension learning medium using Canva.

LITERATURE REVIEW

The research conducted by Butt shows that live-listening exercises in the language lab improved language skills by 100%, particularly grammar and pronunciation, as well as communicative competence, for all learners.[2] Regarding lexical competence, 85.7% also felt that their vocabulary had expanded. These results confirm that live-listening is a particularly effective approach for strengthening oral and linguistic skills, thus validating the hypothesis formulated in this study. Mikhaël has undergone an experimental study with a pre-test and post-test design.[3] The results show that in the pre-test, students obtained scores between 5 and 13 points, with 66% of them scoring less than 10 out of 25. In contrast, in the post-test, scores ranged from 11 to 20 points, and 60% of students achieved scores between 15 and 20 out of 25. These results demonstrate an improvement in the students' listening comprehension skills in FSP due to the application of the proposed activities.

The research by Lustyantie et al. in 2025 employed mixed-methods approaches. Data collection included listening comprehension tests, satisfaction surveys, interviews, and a BERT performance assessment using the BLUE and RED indicators.[4] Commercial feasibility was assessed by examining the Technology Readiness Level (TRL) and entrepreneurial opportunities. The results showed a 27.4% improvement in listening comprehension ($p < 0.001$, Cohen's $d = 1.80$) with a 100% positive satisfaction rate. Improvements to the parallel BERT model resulted in a 39.2% improvement in BLUE and a 35.9% improvement in RED. The system achieved a speech recognition accuracy of 94.3%, a TRL of 6, and strong commercial viability

The research by Andika et al. employed a research and development methodology. Data was collected through observation, documentation, and questionnaires.[5] The data analysis was conducted in three stages: reduction, presentation, and conclusion. This study demonstrates the importance and necessity of using virtual reality-based learning media to develop listening comprehension for both teachers and students. 70% of teachers strongly agreed, and 30% agreed. Furthermore, 67% of students strongly agreed, and 33.3% agreed. Nugraha and Ghofur's research employed a research and development (R&D) methodology using the Fenrich development method.[6] The online learning support for the time material for the XIMia 2 class of upper secondary school is deemed feasible as a media resource with a 79% success rate and the material validation results with an 84.9% success rate.

MATERIALS & METHODS

The research and development refer to the ADDIE research model by Branch,[7] which comprises five stages: Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis

During the analysis phase, the objective is to identify the needs, problems, and context that will serve as the basis for product development. The researcher's analysis includes two main components:

a. Needs Analysis

The researcher conducted a needs analysis through several stages, including initial observation of the university context, interviews with the professor, and

distribution of a questionnaire to students. The objective of this analysis was not only to gain an overview of the learning situation but also to more precisely identify the difficulties encountered in the learning process and to find pedagogical strategies best suited to the needs of the university context.

b. Materials Analysis

The analysis of teaching materials involves identifying the main elements to be taught, selecting them, and systematically reorganizing them. Its purpose is to determine the extent to which the materials used by students are suitable, both in terms of design and their alignment with pedagogical needs.

2. Design

At this stage, a product plan is developed to create an intermediate-level listening comprehension learning medium based on a website using Canva. Reference sources are identified to support the content of the media. The design remains conceptual, but it serves as a foundation for structuring the content, organizing learning activities, and defining the website interface. This stage prepares for the concrete development of the product in the next phase, ensuring its alignment with the intended learning objectives.

3. Development

This phase corresponds to the creation of a product that is ready to be implemented or tested. It also involves designing assessment instruments to evaluate the performance of the product. In this project, it consists of developing a website called "Ecoutour" using Canva, based on the *Tendance A2* method, Unit 8: *"Découvrir un pay Étranger."*

Once the creation process is complete, the resulting product undergoes a review process by validators. At this stage, it is necessary to validate the media and materials. Validators invite objective evaluations, accompanied by suggestions and comments identifying any remaining gaps or errors in the material. Validator feedback serves as the basis for revising and improving the product.

4. Implementation

The product is implemented and tested in a real context with students through the development of an intermediate-level listening comprehension learning medium based on a website created using Canva. At this stage, an experimental procedure is applied, consisting of a pre-test, a treatment phase, and a post-test. The pre-test is conducted to assess students' initial level of listening comprehension before using the media. The treatment phase involves the use of the developed website as a learning tool, where students engage with the activities and content provided. Finally, the post-test is administered to measure students' progress after using the media.

5. Evaluation

The evaluation phase is a step aimed at assessing the developed media to determine whether or not they meet the planned expectations. At this stage, the data is analyzed to identify strengths, weaknesses, or remaining problems. If problems are detected, revisions and improvements are made to make the product more efficient and better suited to user needs.

According to Sugiyono, a research method is a scientific process used to collect data for a specific purpose.[8] This definition highlights four important elements: scientific method, data, purpose, and application. This type of research, often referred to as R&D, is a process used to develop and validate educational products. According to Ghofur et al., R&D research is a type of research that aims to develop a specific, high-quality research product, that is, one that meets the criteria of validity and effectiveness.[9]

Research Location and Timeframe

The development and distribution of the media took place in the French Section of

Universitas Negeri Medan in the 4th semester. The research was conducted from January to March 2026.

Research Subject and Target Group

The subject of this research is the students in the fourth semester of the Reg A class in the French Section of Universitas Negeri Medan. The purpose of this research is to use a teaching aid in the form of a website created using Canva.

Data Collection Instruments and Techniques

a. Interviews

The interview technique is a method of collecting data or information that will then be compiled to form an article. This technique is used to obtain qualitative data. It is the main method generally used by qualitative researchers. Its objective is to allow researchers to explore in greater depth various pieces of information that cannot be obtained through other data collection techniques.[9]

b. Questionnaires

The questionnaire technique is a data collection method that consists of providing respondents with a set of questions or written statements to which they must respond.[8]

Data Analysis Techniques

The collection of this data is carried out through a double validation process, namely by a materials expert and a media expert. The questionnaire for validators uses a Likert scale format. Once the results are obtained, the data are processed using descriptive statistics, including means and percentages. This analysis determines the proportion of indicators in each category. Assignment to a given category is done according to the formula presented below.

X = number of the score obtained / number of the ideal score ***x*** 100%

RESULT AND DISCUSSION

Applying the formula above yields search results expressed as percentages (%). The scores obtained are then converted into percentages and interpreted using qualitative descriptions. To measure the difference between the results obtained before and after using the media (pre-test and post-test), the analysis is performed using the N-Gain test. This methodological choice is explained by the small sample size, fewer than 30 people, as well as the non-normal distribution of the post-test data.[10] The calculations were performed using SPSS, and the classification of the evaluation results is shown in Table 1 below:

Table 1. Winning Score Categories

Winning Score	Category
(g) < 0.3	Low
0.7 > (g) > 0.3	Medium
(g) ≥ 0.7	High

The results are described according to the five stages of ADDIE's research process: Analysis, Design, Development, Implementation, and Evaluation.

1. Development Process

a. Analysis

In this stage, information was gathered to prepare for product development and understand existing problems. To obtain this data, a needs analysis was conducted by distributing a questionnaire to 16 students using Google Forms. The questionnaire contained closed-ended questions. This meant that students had to choose one answer from 10 pre-defined options. The responses were then analyzed qualitatively.

2. Design

First, reference sources were sought to support the media content. Information was gathered from various sources, such as French language teaching methods and

websites, to obtain explanations and images. The planned material is entitled *"Découvrir un pay Étranger"* and consists of four lessons. Next, the necessary tools are prepared to create the media platform and define its identity, including its name. The website is called Écoutour, a name that combines the words "listen" and "tourism."

To access the platform, users enter the following address in the search bar: https://ecoutour.education-webs.com/. To begin the registration process, users click on the "Registration" menu located on the website's main page. The Registration function allows users to create a new account on the platform. Users register by choosing their role: either Teacher or Student. During this step, users fill out a registration form with their personal information, such as name, email address, and password. For teachers, after registration, a Class Code is generated. To create a new class, they click the "+ Add a new class" button. The professor shares this code with all students so they can access the learning activities available on the platform.

Next, the user chooses one of the available lessons, for example, "Lesson 3: Parler des habitants. After selecting the desired lesson, users click the "Start Lesson" button to begin learning.

The exercise section then contains activities or questions that allow students to check their understanding of the material studied. It also allows students to assess their level of comprehension after listening to the recording.

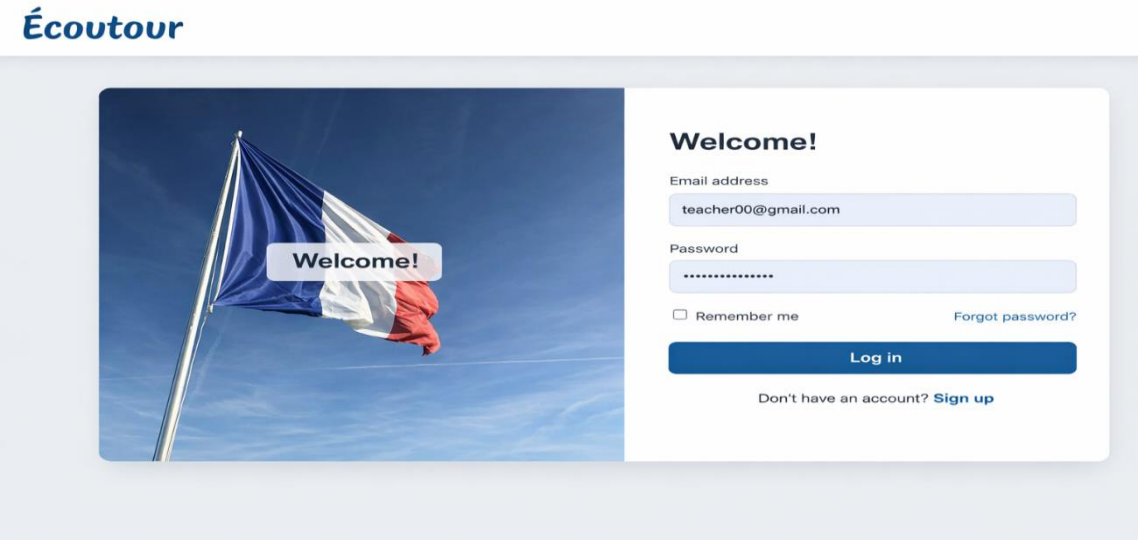

Figure 1. Login page

To access and open a module, users click on the "Modules" menu located in the navigation bar.

Figure 2. Media display

Next, the user chooses one of the available lessons, for example, "Lesson 3: *Parler des habitants."* After selecting the desired lesson, users click the "Start Lesson" button to begin learning. The exercise section then contains activities or questions that allow students to check their understanding of the material studied. It also allows students to assess their level of comprehension after listening to the recording.

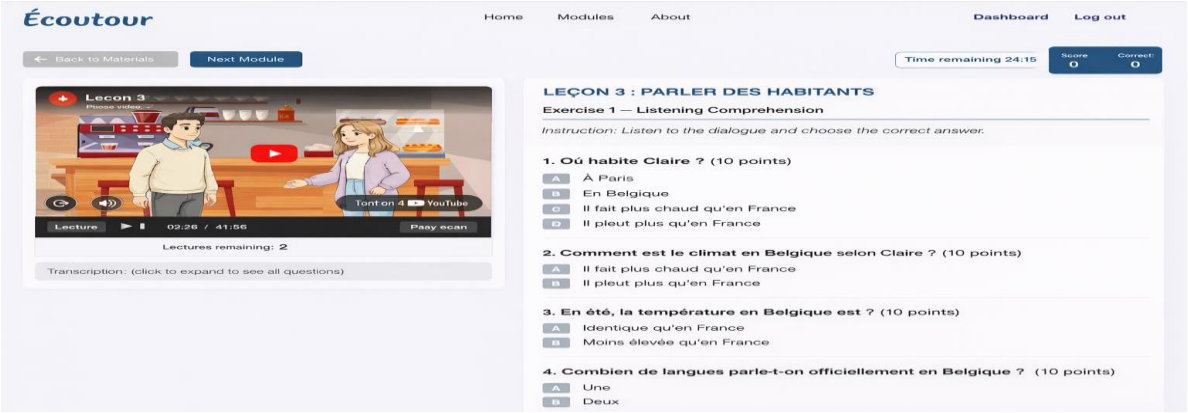

Figure 3. Exercise display

Next, after answering all the questions, students click "Submit" to send their answers, and the results appear automatically on the screen.

3. Feasibility

a. Website Development (Listening Tour)

Several revisions are conducted based on expert feedback before the material and media are deemed feasible. The goal is to correct any errors found and add what is needed to achieve the required quality. The material validaters' evaluation received a score of 92.9%, which corresponds to the "Very Good" category. This result indicates that the content of the material presented in the media is considered highly appropriate, relevant, and suited to the learning objectives. Furthermore, the media validators' evaluation received a score of 85.8%, which also falls into the "Very Good" category. Overall, the average of the two evaluations reaches 89.3%, which also falls within the "Very Good" category.

4. Effectiveness

1. Pre-test

For the first session, a pre-test was given to students to identify their initial proficiency level without using the developed media. It consisted of 8 questions in total, including 4 multiple-choice questions and 4 essay questions. However, this pre-test had significant limitations. Students experienced difficulties in understanding the video content. This was mainly due to the relatively fast speech rate and the use of native French speakers in the video.

The authentic accent and pronunciation made comprehension more challenging for intermediate-level students. These difficulties had a direct impact on the results: students gave incorrect answers and left some questions unanswered. Despite these constraints, the pre-test remains an essential step, as it provides a baseline for comparison with the post-test and allows for evaluating the effectiveness of the developed learning media.

2. Treatment

The treatment was carried out 4 times. Students were asked to open the material available on the Écoutour website, followed by a class discussion. At this stage, all steps were successfully implemented, including the introduction of the theme, vocabulary discovery, presentation of grammar points, listening activities (oral comprehension), as well as discussion and interaction. In addition, students listened to and watched a video provided in the media to support and

develop their listening comprehension skills.

3. Post-test

During the final session, a post-test was distributed to students to evaluate the contribution of using the Écoutour website to improving their listening comprehension skills. This test aimed to measure the students' level of comprehension after implementing the processing using the developed media. The post-test consists of four multiple-choice questions and four open-ended questions (trial questions). Unlike the pre-test, the post-test shows several significant advantages. Students demonstrated better understanding of the audiovisual content, particularly due to the use of animated videos that are more suitable for their level. The pronunciation is clearer, with a slower speech rate, which makes it easier to understand the information. These more accessible learning conditions allowed students to answer questions more easily, reduce the number of incorrect responses, and minimize unanswered questions. The results obtained from this post-test then serve as the basis for analyzing the development of students' listening comprehension skills after using Écoutour.

Table 2. Results of the Students' Pre- and Post-tests

No.	Students	Pré-test	Post-test
1.	DR	75	90
2.	AH	65	80
3.	SM	45	83
4.	JS	55	75
5.	IS	40	80
6.	YH	55	85
7.	ID	70	90
8.	DP	63	82
9.	MS	62	88
10.	HT	80	90
11.	FS	63	90
	Medium	61	85

According to the table above, the average post-test score is 85. In contrast, the average pre-test score is 61. Therefore, we can conclude that there is a significant increase in students' listening comprehension skills after using Écoutour. According to the student satisfaction questionnaire results after using Écoutour, a score of 93.6% was achieved, placing it in the "very good" category. We can thus conclude that the Écoutour website is satisfactory for students.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre-Test	.164	11	.200*	.969	11	.872
Post-Test	.204	11	.200*	.881	11	.107
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

Figure 4. Results of normality test

Based on the results of the SPSS (Statistical Package for the Social Sciences) normality test, we can obtain the Shapiro-Wilk normality test result. The pre-test data have a sig value of 0.872, and the post-test data have a sig value of 0.107. Since the sig value for both datasets is greater than 0.05, we can conclude that the pre-test and post-test data for the students follow a normal distribution. To justify the level of impact or

effectiveness of the Écoutour website, we then performed the N-gain test.

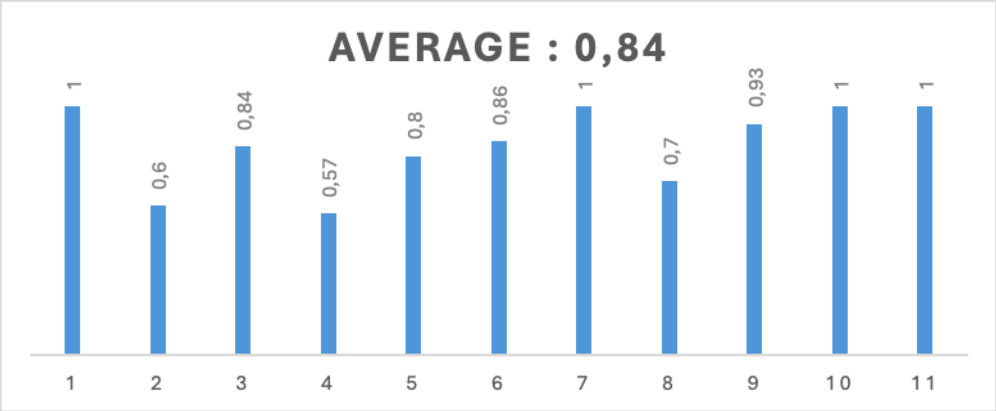

Figure 5. N-Gain test result

CONCLUSION

The results show that the use of Écoutour significantly improves A2 students' listening comprehension skills. Before using it, students struggled to understand videos with native speakers due to fast speech and natural pronunciation, which made it difficult to identify key information. In addition, the Tendance A2 method provided limited flexibility for reusing vocabulary and grammar. After using Écoutour, clear progress is observed. The adapted videos (slower pace, clear pronunciation, simplified structure) help students understand topics such as country descriptions, tourist information, and travel experiences. They also improve their vocabulary and grammatical awareness, and are able to follow simple conversations. Finally, Écoutour's flexibility supports both classroom and independent learning, in line with A2 level objectives.

The feasibility of Écoutour is confirmed by validation results. Material experts rated it "very good" with a score of 92.9%, while media experts also rated it "very good" with a score of 88.5%. From a structured pedagogical perspective, Écoutour supports key listening comprehension skills. First, in discourse analysis, it provides organized, coherent content adapted to the A2 level, helping students understand the overall structure and flow of simple spoken messages. Second, in word recognition, it facilitates vocabulary acquisition through clear pronunciation, controlled speech rate, and contextual repetition. Third, in inference, students can deduce meaning using context, visuals, and situations, even when some words are unfamiliar. Finally, in overall comprehension, Écoutour enables students to grasp the global meaning of messages in real communication contexts. These results confirm that Écoutour is valid and suitable for use.

The effectiveness results showed an increase in both pre-test and post-test scores. This indicates that the average student score during the pre-test was 61 and for the post-test was 85. This suggests an improvement in students' listening comprehension skills after using Écoutour. This is also confirmed by the Shapiro-Wilk normality test. The pre-test data had a sig value of 0.872, and the post-test data had a sig value of 0.107. Since the sig value for both data sets is greater than 0.05, we can conclude that the students' pre-test and post-test data follow a normal distribution. Furthermore, the N-gain test results show an average score of 0.84, which is in the high category. Finally, the Écoutour learning medium received a 93.6% student satisfaction rating.

Declaration by Authors

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