

Developing Canva-Based TBLT Learning Media Integrating Local Culture *Patuambe* to Enhance Students' Speaking Skills

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Abstract

This research focuses on developing Canva-based Task-Based Language Teaching (TBLT) media, enriched with the local Patuambe culture, to enhance students' English speaking skills. The study addresses the problem of low speaking proficiency among students, characterized by difficulties in pronunciation, vocabulary, self-confidence, and a lack of engaging learning media. The proposed solution integrates TBLT with visual media like Canva and local cultural content to foster interactive and creative learning, thereby increasing emotional involvement and cultural identity. The research employs a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The target participants are students from the English Language Education Study Program at STKIP Al Amin Dompu. The study demonstrates that combining task-based learning approaches with digital tools like Canva creates engaging and interactive learning environments that foster greater motivation, confidence, and fluency among students. The integration of culturally relevant content, such as Patuambe, serves as a mediational tool that not only facilitates language development but also strengthens students' cultural identity, making learning more meaningful and contextually relevant. The quantitative results support this, showing a statistically significant increase in posttest scores from 78.47 to 86.06 ($p < 0.001$), with a large effect size, indicating the effectiveness of this approach in improving speaking proficiency.

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1. INTRODUCTION

English speaking ability is one of the most important skills for students to master, especially in the era of globalization that demands high competitiveness at the international level. Speaking skills are a benchmark for successful communication in learning English as a foreign language [1]. However, the reality in the field shows that students' speaking skills are still relatively low. Many students experience difficulties in pronunciation, vocabulary mastery, and self-confidence when speaking [2], [3]. Research shows that 73% of students feel insecure and tend to avoid speaking assignments in English classes [4]. This fact shows the urgency to improve students' speaking skills with a more innovative and contextual approach.

The problem of students' low speaking skills was identified through both quantitative and qualitative approaches. The study results showed that only 28% of students were able to achieve scores above the minimum standard on the CEFR (Common European Framework of Reference)-based speaking assessment [5,6]. From a qualitative perspective,

students admitted to having difficulty expressing ideas, constructing complex oral sentences, and experiencing anxiety about public speaking [7] In an effort to improve these abilities, various strategies have been tried, such as role play, group discussions, or individual presentations. However, these conventional approaches have not been optimally successful [8] Students tend to feel bored, lack motivation, and do not find learning media that is interesting and relevant to their world

If it is not addressed with an appropriate approach, students' low speaking ability can result in minimal active involvement in the learning process, as well as low competitiveness of graduates in the workplace that demands active and flexible communication in English. Therefore, it is necessary to offer an innovative solution that combines a task-based learning approach (TBLT) with attractive visual media, such as Canva, and is integrated with local cultural content that is close to students' daily lives, such as the Patu Cambe folktale from Bima. The application of Canva-based TBLT media not only facilitates interactive and creative learning, but also allows students to learn through their own experiences and cultural exploration, which can increase their emotional involvement [10,11].

Patu Cambe, as an oral cultural heritage of the Bima people, holds educational, moral, and aesthetic values that are very suitable for use in developing English language assignments, such as storytelling, dialogue, or presentations [12,13]. Integrating local content in TBLT-based assignments through Canva, students not only learn to speak English, but also strengthen their cultural identity. Based on this context, the justification of specific problems through new initiative research in this study is: How effective is the use of Canva-based TBLT Learning Media containing local Patu Cambe culture in improving students' speaking skills?

2. RESEARCH METHOD

This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The ADDIE model was chosen because it is able to provide a systematic framework for developing effective and contextual learning media. In addition, the selection of the ADDIE model in this study is based on the flexibility and systematic stages in developing learning media [14]. This research was conducted at STKIP Al Amin Dompu, with subjects being students of the English Language Education Study Program in semesters IV and VI. The subjects of this study were 25 students in semester IV and 25 students in semester VI of the English Language Education Study Program in STKIP Al Amin Dompu. The sample selection technique used purposive sampling based on the following criteria: active students, willing to participate in the entire series of media trials, and have basic English speaking skills that are homogeneous based on the results of the initial pretest. The learning media developed is a Canva-based TBLT media containing local Patu Cambe culture. The purpose of this research is to produce learning media that is valid, practical, and effective in improving students' speaking skills. The following will show the research flowchart using Figure 1 as follows.

Figure 1. Flowchart



2.1 Research Procedures

Based on the Flowchart in Picture 1, this research is divided into several steps as follows:

Stage 1: Analysis

- Observation of the speaking learning process
- Interviews with lecturers and students
- Literature study and needs analysis

Stage 2: Design

- Developing TBLT-based learning tools
- Designing local cultural content (Patu Cambe)
- Developing speaking task scenarios
- Designing media using Canva

Stage 3: Development

- Creating Canva-based media
- Validation by media and materials experts
- Revisions based on validation results

Stage 4: Implementation

- Trial in one experimental class (17 students)
- Learning speaking using TBLT-Canva media

Stage 5: Evaluation

- Formative evaluation: during the implementation process
- Summative evaluation: speaking skill outcomes (pretest-posttest)

2.2 Data Analysis

This study uses a Mixed Method approach, which combines quantitative and qualitative analysis. Mixed methods were chosen to combine the advantages of quantitative data and the depth of qualitative data, thus providing a comprehensive picture of the effectiveness and user response to the developed media. This approach was used to answer the effectiveness of the media while capturing students' perceptions and experiences [15,16]. Quantitative data were obtained through speaking tests (pretest and posttest), analyzed using a t-test (paired sample t-test) to see the significance of the improvement [17]. The validity of quantitative data was tested through content validation by experts, while reliability was tested using Cronbach's Alpha calculations. Qualitative data were collected through observation, interviews, and open questionnaires, analyzed using a data reduction model, data presentation, and conclusion drawing [18]. The validity of qualitative data was maintained through method triangulation (observation, interviews, questionnaires), source triangulation (lecturers and students), and member checking of interview results with subjects to avoid bias in interpretation.

2.3 Research Instruments

In this study, instruments played a crucial role in collecting accurate and relevant data, both quantitatively and qualitatively. The instruments were designed to support the effectiveness of Canva-based TBLT learning media, which incorporates local Patuambe culture, in improving students' speaking skills. The following are the types of instruments used:

a. Speaking Skills Test

This test is used to measure students' speaking skills before and after using learning media. The test is administered twice:

- Pretest: to determine students' initial abilities
- Posttest: to measure improvement after media implementation. The test instrument is based on the Common European Framework of Reference (CEFR) standards, focusing on five assessment aspects:
 - Fluency: speaking fluency
 - Accuracy: appropriate use of language structures
 - Pronunciation: clarity and correctness of pronunciation
 - Vocabulary: richness and appropriateness of vocabulary
 - Interaction: ability to respond and maintain conversational continuity

The assessment is conducted using a rubric validated by two expert English lecturers, with a score range of 1–5 for each aspect..

b. Students Questionnaire

This questionnaire was used to determine students' responses and perceptions regarding:

- The suitability of the content and presentation of the learning media
- The level of student engagement during learning
- The ease of use of Canva-based media
- The relevance of local cultural content to the speaking material
- Increased motivation and confidence in speaking

The questionnaire was structured on a Likert scale of 1–5 (strongly disagree – strongly agree) and was tested for content validity through review by educational evaluation experts and learning media experts.

a. Interview Guidance

Interviews were conducted to explore students' subjective experiences in the learning process using media. Topics covered included:

- Their feelings during learning
- The most helpful aspects of the media
- Obstacles or challenges faced
- Views on the integration of local culture into media
- Interviews were conducted with 5–7 students as a representative sample and analyzed using thematic techniques.

b. Students Observation Sheet

Observation sheets were used to monitor student engagement during the learning process, including:

- Active participation in discussions
- Responses to speaking assignments
- Interactions between students
- Use of Canva to convey ideas
- Observations were conducted by two observers (other trained lecturers) to increase the objectivity and reliability of the results.

c. Validation Sheet

This instrument was used by two expert validators (a media expert and a material expert) to assess:

- Content alignment with the curriculum and the TBLT approach
- Visual quality and design in Canva
- Integration of local cultural content (Patu Cambe)
- Technical and pedagogical feasibility
- Validators provided scores and suggested improvements through a scale instrument and an open-ended comment section.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Result

The result of observation in speaking learning process related to the learning preparation aspects, speaking learning process, students 'involvement, and learning reflection aspects can be seen in table 1 as follows:

Table 1. The Observation of Speaking Learning Process

No	Aspects	Yes	No	Questions Analysis
1.	The Teacher explained about speaking learning objectives clearly.	✓		This demonstrates that the teacher is able to provide students with clear direction and a clear picture of what they will achieve in speaking lessons. By this way, students will get a better understanding of the objectives and are motivated to participate in the learning activities.
2.	The learning media (audio, video, pictures, etc) are prepared by the Teacher.		✓	The lack of prepared media indicates that learning is not supported by a variety of resources. Yet, learning media is crucial for enhancing understanding, creating a more engaging atmosphere, and helping students practice speaking skills more effectively.
3.	Speaking materials that given are related to the students' English level and based on the context.	✓		The materials used are appropriate and relevant to the students' abilities and needs. This demonstrates that the teacher has considered the appropriateness of the learning content to the students' level of understanding, ensuring that learning activities remain focused.
4.	The teacher provides examples or models of speaking.		✓	The teacher hasn't provided any speaking examples/models. Providing examples is crucial for students to have a reference point for pronunciation, intonation, and language structure. The lack of models can make it difficult for students to imitate or understand the expected standards.
5.	Students are given the opportunity to practice speaking in pairs or groups.	✓		This shows that speaking lessons actively involve students through collaboration. Pair or group exercises provide greater opportunities for students to speak, thus boosting their confidence.

6.	Learning media are used to support speaking practice.		✓	Learning Media is not utilized, so it tends to be monotonous and lack of variety. In fact, learning media can help to provide context, stimulate speaking ideas, and create a better classroom atmosphere.
7.	Active interaction occurs during speaking lessons.		✓	It appears that active interaction is not yet optimal. This is likely due to the lack of models or media, which makes students less motivated to engage deeply.
8.	The teacher provides correction and feedback on students' speaking.	✓		This aspect is working well. Correction and feedback are crucial for students to identify errors and correct them to improve their speaking skills.
9.	Students appear enthusiastic about participating in speaking lessons.		✓	Student enthusiasm is not yet apparent. This indicates low learning motivation, possibly because the methods, media, or classroom atmosphere are not engaging enough to encourage active engagement.
10.	Students are able to speak confidently in front of the class/peers.		✓	Students are not yet demonstrating self-confidence. This could be due to a lack of practice, a minimal learning environment, or simply not being accustomed to speaking English openly.
	Students use appropriate vocabulary and sentence structure.		✓	Students' language skills are still limited. They are unable to choose vocabulary and construct sentences properly according to the context.
11.	The Teacher provides conclusions and reflections on the speaking activity.	✓		This demonstrates that the lecturer is able to close the lesson by providing a summary and guidance for student improvement.
12.	The effectiveness of the learning media is reviewed at the end of the lesson.		✓	This aspect has not been implemented, so an evaluation of the media's success in supporting speaking skills is not evident.

The result of teachers' interview was to explore the teachers' perspectives and experiences regarding the implementation of the TBLT method, the importance of integrating local culture in PATU CAMBE, and the use of Canva in speaking lessons. Furthermore, the interview aimed to identify strengths, challenges, critical components, and development suggestions to ensure the resulting learning materials are culturally relevant, engaging, and effective in improving students' speaking skills. It can be observed through Table 2 below:

Table 2. Teacher's Interview

No	Questions Items	Questions Analysis
1.	What are your perspectives on the use of the Task-Based Language Teaching (TBLT)	"I find TBLT effective because students learn to speak through activities that are close to real life. This makes them more confident in communicating." (T1/LS/15/8/2025)

	method in teaching speaking skills?	
2.	In your opinion, how important is the integration of local culture, such as PATU CAMBE, in English language learning?	"In my opinion, integrating local culture into English lessons helps students feel more familiar with it and is motivated to learn." (T2/PC/15/8/2025)
3.	Have you ever used Canva-based media in your teaching before? If so, how effective do you think it was?	"I've never used Canva for teaching before, so I don't know if it's effective or not." (T3/MC/15/8/2025)
4.	What are the advantages and challenges in developing TBLT and Canva-based learning media that incorporate local cultural values?	"Honestly, I've never developed TBLT and Canva-based media with local cultural content, so I can't explain the advantages or challenges." (T1 /KT/15/8/2025)
5.	In your opinion, how can this media help students improve their speaking skills?	"Canva media can make it easier for students to understand the material visually, then encourage them to speak more confidently" (T2/MP/15/8/2025)
6.	What components or features do you think are important to include in the Canva-based media you plan to develop?	"For me, interactive features like presentation templates and animations are important to make learning more engaging and less monotonous." (T3/KM/15/8/2025)
7.	Do you have any suggestions for developing Canva-based learning media to better meet student needs and be culturally relevant?	"I suggest linking Canva materials to local culture so students feel more connected to the content." (T1/PM/8/15/2025)

The intention of this students' interview was to explore the experiences, challenges, and needs of students in learning speaking, their views on the TBLT method, Canva media, and the integration of PATU CAMBE local culture, as well as to obtain input and suggestions for the development of relevant, interesting, and effective learning media in improving speaking skills. The results can be identified in Table 3 below:

Table 3. Students' Interview

No.	Questions Items	Questions Analysis
1.	What is your experience in learning to speak? What method has been most helpful to you?	"In my experience, learning to speak was often difficult because I was shy and nervous. The most helpful method was when the lecturer used visual media." (S1/PA/20/8/2025)
2.	What is the biggest challenge you face when learning to speak English?	"My biggest difficulty is quickly forgetting vocabulary. Visual learning media might help me remember words more easily." (S2/TA/20/8/2025)
3.	Have you ever used Canva-based media in your learning? If so, what are your thoughts on it?	"I've never used Canva to learn. If I had, it would probably be more enjoyable because it's more colorful." (S3/MC/20/8/2025)

4.	Are you familiar with the local culture of PATU CAMBE? Do you think it would be interesting to incorporate this local culture into English learning using Canva?	"I'm not familiar with Patu Cambe culture. However, if it were incorporated into Canva, maybe it would make learning more engaging and meaningful." (S4/PC/20/8/2025)
5.	Do you like task-based language teaching? Why?	"I like task-based learning because it provides real-life experiences using English, not just memorization." (S5/PS/20/8/2025)
6.	What components or features do you think are important to include in the Canva-based media you plan to develop?	"In my opinion, Canva's media should be made more engaging with clear images and colors to make it easier to understand." (S1/PM/20/8/2025)
7	What are your suggestions for developing this Canva-based learning media?	"It should be made interactively by combining the pictures with the highest colors adjustment to be more understood." (S1/PM/20/8/2025)

The results of Need Analysis

Needs analysis is crucial in research and development because it provides a snapshot of students' initial conditions, including speaking skills, learning difficulties, and motivation. The results of this analysis serve as the basis for designing media that meets real needs, determining the appropriate learning format and content, and adapting local cultural integration to ensure relevance and engagement. This ensures clearer research objectives, more effective media development, and a strong scientific foundation based on real data, not assumptions. The needs analysis of developing Canva-based TBLT media featuring local Patu Cambe culture to enhance students' speaking skills can be observed in Table 4,5,6, and 7, below:

Table 4. Students Necessities

No.	Items	N	f	Percentage
1.	I need interesting and interactive visual media to learn speaking	17	13	76%
2.	I find Canva easy to use to create or understand learning materials.		12	76%
3.	I need a guide or special learning media that combines local cultural values with speaking practice.		15	88%
4.	I find it easier to understand speaking materials if they are presented in visual and narrative form.		16	94%
5	I need more exercises in a creative project form or group tasks.		15	88%

The data above shows that students have a significant need for innovative and relevant speaking learning media. Seventy-six percent of students considered the need for engaging and interactive visual media, while also finding Canva easy to use for understanding and creating learning materials. Furthermore, 88% of students emphasized the importance of having specific guides or media that integrate local cultural values with speaking practice, while 94% found it easier to understand the material when presented in visual and narrative form. Furthermore, 88% of students

also emphasized the need for more speaking practice through creative projects or group work. These findings indicate that students need not only practical media but also contextual, collaborative, and culturally based media.

Table 5. Students Lacks

No.	Items	N	f	Percentage
1.	I have difficulties in speaking English, specifically for its fluency and confidence.	17	14	82%
2.	I feel more confident to speak English if the context is about my local culture.		16	94%

It shows that most students still face deficiencies in English speaking skills, with 82% admitting to having difficulty speaking fluently and confidently. This condition indicates a real barrier in the oral communication process, which is the foundation of language skills. On the other hand, 94% of students stated that they only feel confident when the learning context is linked to the local culture that they are familiar with, meaning their confidence remains limited if the speaking material is not close to their cultural reality. This finding confirms that students' main weakness lies in limited fluency and confidence in speaking, so that learning media that can present the local cultural context as a bridge to reduce these deficiencies and support more optimal mastery of speaking skills.

Table 6. Students Wants

No.	Items	N	f	Percentage
1.	I feel more motivated if the speaking material is linked to the local culture that I am familiar with.	17	14	82%
2.	I want to learn to speak in a fun and contextual way, not just by rote learning.		12	71%
3.	I am willing to actively use digital media like Canva for speaking assignments.		12	71%
4.	I am interested in participating in English language learning that incorporates the local cultural context of my region.		13	76%
5.	I find it helpful if speaking assignments are linked to hands-on practice or cultural simulations.		14	82%

Research data shows that students have a strong desire to learn speaking through an approach that is closer to their experiences and culture. As many as 82% of students feel more motivated if the speaking material is linked to the local culture they are familiar with, and 76% expressed interest in participating in English learning that uses the context of their regional culture. Furthermore, 71% of students want speaking learning to be fun and contextual, not just rote memorization, and another 71% are willing to actively utilize digital media such as Canva in completing speaking assignments. Furthermore, students also emphasized that they find it very helpful if speaking assignments are linked to direct practice or cultural simulations, as it makes the learning process more realistic and meaningful. These findings indicate that students not only desire innovative learning media but also hope for the integration of local Patu Cambe culture in TBLT-based learning designs to make the speaking learning experience more contextual, interactive, and motivating.

Table 7. Students Goals

No.	Items	N	f	Percentage
1.	Task-based learning (TBLT) makes me more active and motivated to speak.	17	15	88%
2.	Integrating local culture, such as PATU CAMBE, into English learning makes me more interested and finds it relevant.		13	76%
3.	I believe the combination of TBLT, Canva, and local culture will help improve my speaking skills.		13	76%

Research data shows that students have clear goals or objectives in learning speaking, namely improving speaking skills through an active, contextual, and relevant approach. As many as 88% of students admitted that task-based learning (TBLT) made them more active and motivated to speak, while 76% considered that the integration of local culture such as Patu Cambe in English learning made the material more interesting and meaningful. Furthermore, 76% of students believe that combining TBLT, Canva, and local culture can be an effective strategy to improve their speaking skills. These findings confirm that the ultimate goal of students is not only to be able to speak English, but also to master it through interactive, creative learning experiences rooted in the local culture they are familiar with.

The Results of Pretest

Table 8. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post Treatment	78.4706	17	2.42687	.58860
After Treatment	86.0588	17	3.05104	.73999

The analysis of the pretest and posttest scores revealed a substantial improvement in students' speaking skills after the implementation of the TBLT-based media developed with Canva and integrated with the local culture of Patu Cambe. Descriptive statistics show that before the treatment, the mean score was 78.47, while after the treatment it increased to 86.06, showing a clear improvement of about 7.6 points. The standard deviation values (2.43 before and 3.05 after) indicate that the scores were relatively consistent among students, while the standard error means (.59 before and .74 after) suggest reliable measurements.

Table 9. Paired Samples Test

Paired Differences		95% Confidence Interval of the Difference		Sig. (2-tailed)
Mean	Std. Deviation	Lower	Upper	
	Std. Error Mean			

PairPost	-	.93934	.22782	-8.07120	-7.10527	-	16.000
1 Treatment After treatment	-7.58824					33.308	

The paired samples test results show a significant improvement in students' speaking performance after the implementation of the Task-Based Language Teaching (TBLT) learning media using Canva enriched with the local culture Patuambe. The mean difference of -7.59 indicates that post-treatment scores were higher than pre-treatment scores, with a consistent improvement supported by the standard deviation (0.94) and standard error mean (0.23). The 95% confidence interval ranging from -8.07 to -7.11 confirms the reliability of this improvement, while the t-value of -33.31 with 16 degrees of freedom and a significance level of .000 ($p < .05$) demonstrates a highly significant effect. These results provide strong evidence that the integration of TBLT, Canva, and local cultural elements effectively enhanced students' speaking skills and contributed positively to their learning outcomes.

3.2 Discussions

The findings of this study demonstrate that the development and implementation of Canva-based Task-Based Language Teaching (TBLT) media incorporating local culture, specifically Patuambe, had a significant impact on improving students' speaking skills. Several aspects from classroom observation, teacher and student interviews, needs analysis, and statistical results highlight the effectiveness and relevance of this intervention.

First, the observation results revealed that while the teacher was able to explain objectives clearly and provide feedback effectively, the absence of diverse media and speaking models limited student engagement and confidence. These gaps align with earlier studies emphasizing the importance of interactive and multimodal learning resources to foster motivation and active participation. As Ellis states, "TBLT provides learners with opportunities to engage in meaningful communication, where the focus is on meaning rather than form, and tasks approximate real-world language use" [19]. This resonates with the students' experiences in this study, where speaking activities linked to everyday contexts and tasks increased their interest and communicative confidence.

Second, teacher interviews indicated that although TBLT is perceived as effective in fostering communicative competence, the integration of technology and culture had not been widely practiced. Teachers acknowledged the potential of Canva to create more engaging learning activities but admitted to limited experience in developing such media. Student interviews similarly revealed that learners often struggle with confidence and fluency in speaking English. However, they expressed enthusiasm for learning methods that combine digital platforms with culturally meaningful content. This reflects Gay's view that "culturally responsive teaching involves using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" [20]. In this study, incorporating Patuambe culture served as a bridge between local identity and global language, making speaking practice more meaningful and motivating.

Third, the results of the needs analysis strongly reinforce these perspectives. Students reported necessities such as interactive visual media, cultural integration, and more task-based, project-oriented activities. Their lacks and wants showed a clear pattern:

difficulties with fluency and confidence could be reduced when tasks were connected to their cultural background. This is consistent with the sociocultural perspective that language learning is not only cognitive but also socially and culturally mediated. As Lantolf and Thorne argue, “higher mental functions, including language, are first mediated through social interaction and cultural tools, and only later internalized by learners” [21]. In this sense, Canva-based TBLT media integrated with Patu Cambe culture acted as cultural tools that mediated students’ language learning, helping them internalize speaking practices in a supportive and relevant context.

Most importantly, the pretest and posttest results confirmed a statistically significant improvement in students’ speaking skills after the intervention. The mean score rose from 78.47 to 86.06, with a highly significant p-value ($p < 0.001$) and an extremely large effect size (Cohen’s $d = 8.33$). These outcomes not only demonstrate the effectiveness of TBLT-based Canva media but also underline the power of integrating local culture into language learning. The gain in scores suggests that when learners are provided with interactive, contextualized, and culturally relevant materials, their ability to communicate in English improves significantly.

These findings are consistent with previous research that highlights the advantages of task-based learning in promoting active participation, learner autonomy, and meaningful communication [22]. Furthermore, the integration of local culture aligns with the principles of culturally responsive pedagogy [23], which emphasizes the importance of connecting classroom content with students’ cultural identities to foster deeper engagement and better learning outcomes. From a sociocultural perspective, the use of Canva and cultural integration serves as mediational tools [24], enabling learners to scaffold their development through social interaction and cultural familiarity.

Nevertheless, some limitations remain. Teacher inexperience with Canva and the lack of consistent use of media in the observed lessons show that sustainable implementation may require systematic training and support. Additionally, although student enthusiasm increased, issues related to confidence and fluency cannot be entirely resolved through media integration alone. Continuous exposure, scaffolding, and opportunities for authentic communication are still necessary to ensure long-term improvement in speaking skills.

Overall, this study contributes to the growing body of research showing that the combination of TBLT, digital tools, and cultural integration can be a powerful strategy for improving speaking performance. It suggests that language teachers should not only adopt task-based approaches but also leverage locally relevant cultural content and interactive digital platforms like Canva to create engaging, meaningful, and effective speaking activities [25].

4. CONCLUSION

Based on the comprehensive analysis of the research, it can be concluded that the implementation of Canva-based TBLT media integrated with local Patu Cambe culture significantly enhances students’ speaking skills in English. The study demonstrates that combining task-based learning approaches with digital tools like Canva creates engaging and interactive learning environments that foster greater motivation, confidence, and fluency among students. The integration of culturally relevant content, such as Patu Cambe, serves as a mediational tool that not only facilitates language development but also strengthens students’ cultural identity, making learning more meaningful and contextually relevant.

The quantitative results support this, showing a statistically significant increase in posttest scores from 78.47 to 86.06 ($p < 0.001$), with a large effect size, indicating the

effectiveness of this approach in improving speaking proficiency. Additionally, qualitative data from student and teacher interviews reveal positive perceptions towards the use of digital media and cultural content, although challenges such as teacher inexperience with Canva and the need for continuous exposure and scaffolding remain.

Furthermore, the study aligns with sociocultural theories emphasizing that language learning is mediated through social interaction and cultural tools, which are effectively provided by the Canva-based media incorporating local culture. The findings suggest that such innovative, culturally responsive teaching strategies can address students' needs for more interactive, meaningful, and culturally connected language learning experiences.

In conclusion, integrating digital platforms like Canva with task-based learning and local cultural content offers a promising pathway to improve speaking skills, foster cultural awareness, and increase learner engagement. To sustain these benefits, systematic teacher training and ongoing support are essential, alongside opportunities for authentic communication and practice. Overall, this research contributes valuable insights into the potential of technology-enhanced, culturally grounded language instruction for fostering more effective and meaningful learning outcomes.

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