

The Effectiveness of Murf AI in Canva on Students' English Listening Comprehension

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Abstract: *Listening comprehension is one of the essential skills in English learning, yet many junior high school students still face difficulties in understanding spoken texts. This study aims to examine the effectiveness of using Murf AI in Canva to improve students' listening comprehension skills. A quasi-experimental design was employed involving two groups: Class 8B as the experimental group and Class 8A as the control group. The experimental group was taught using Murf AI in Canva, while the control group received conventional instruction. Data were collected through pre-tests and post-tests and analyzed using the Mann-Whitney U test and effect size calculation. The results revealed a statistically significant difference between the two groups, with the experimental group achieving higher mean scores than the control group. However, the effect size was found to be small, indicating a limited magnitude of improvement. In conclusion, the use of Murf AI in Canva has a significant effect on students' listening comprehension skills. Although the impact is relatively small, this tool can be considered an alternative strategy to support listening instruction in*

Keywords: *Murf AI in Canva, Murf AI, Listening Comprehension*

Introduction

Listening comprehension is a fundamental skill in English language learning, as it enables learners to understand spoken messages and supports the development of other language skills. Listening is not a passive activity but an active process that involves interpreting meaning, making predictions, and connecting prior knowledge with incoming information (Brown, 2007). At the junior high school level, listening plays a crucial role because students are still in the early stages of acquiring a foreign language, where understanding spoken input becomes the foundation for further language development (Marbun et al., 2025). However, many students face difficulties in listening due to limited exposure to authentic English, variations in accents, and speech rates that exceed their proficiency levels (Ramadhianti & Somba, 2021). These challenges highlight the need for more effective and engaging instructional strategies to support listening comprehension.

In recent years, the use of AI in English language learning has evolved alongside with the development of technology. Several previous studies have applied AI-based technology to support English language learning, particularly in students' listening comprehension.

AI-based tools can provide interactive and personalized learning experiences by allowing learners to adjust speech rate, accent, and feedback according to their needs (Yu et al., 2023). Chan and Hu (2023) also argued that students generally respond positively to AI integration due to its accessibility and ability to provide immediate feedback.. Furthermore, AI has been reported to improve students' listening performance and engagement compared to conventional teaching methods (Doghonade, 2024; Sahito & Panwar, 2025; Chuan et al., 2025). In a study conducted by Rahim and Apzhaparovna (2026), AI-driven Speech Recognition (ASR) was used as a tool for individual practice by providing feedback on pronunciation, intended to first-year university students. Rahim Apzhaparovna (2026) explained that mastering phonemes and word stress are correlated with the improvements in listening skills. However, the researchers focused more on improving pronunciation through a non-judgemental yet automated feedback. The researchers did not fully explore how ASR specifically enhances listening comprehension skills. In order to address the gap, recent study uses different kind of application, Murf AI Canva, to enhance students' listening comprehension. Not only conducting listening activities using audio, but the researchers also use PowerPoint to provide visual aids.

On the other hand, Syakur (2020) conducted a CAR (Classroom Action Research) by using dictation techniques to improve eight grade students' listening comprehension. Dictation itself is an ancient technique that enables students to practice organizing written structure and expression. Through dictation, students are able to improve their listening since they simultaneously would analyze spelling, vocabulary range, and comprehension (Syakur, 2020). However, the technique remains traditional in today's digital era and often involves the teacher's own voice. As a result, in the cycle 1 of his study, he did not achieve the desired average score, primarily because students could not hear the teacher's voice clearly, preventing them from understanding the context of the texts. Therefore, this recent study, aims to address this gap by utilizing relevant modern technology, Murf AI, to improve the eight-grade students' listening comprehension through a quasi-experimental design.

Despite these promising findings, previous studies often suffer from limitations such as small sample sizes, lack of focus on specific AI tools, and limited implementation in lower secondary education contexts. In addition, there remains a lack of research examining the use of specific AI-based speech tools, particularly those integrated with visual design platforms, in junior high school settings. Most prior studies have focused on general AI applications or targeted older learners, leaving a gap in understanding how such tools can support younger students' listening comprehension. To address this gap, this study investigates the use of Murf AI integrated into Canva as a learning medium. This tool offers customizable text-to-speech features combined with visual support, which may enhance students' engagement and comprehension. Other than producing a consistent yet natural-sounding voice, Murf AI also offers a variety of English accents (Suardika et al., 2024). This feature allows students to learn the various pronunciation commonly used by English speakers through different accents. This helps students become more familiar with differences in

pronunciation and intonation, as well as learning how to accurately pronounce new vocabulary (Suardika et al., 2024). Lastly, Canva also allows users to create visual media while using the Murf AI (Nuriwdya & Utama, 2025), helping users to integrate the Murf AI in the slide of presentation without having to switch to another media or applications. It encourages teacher to implement multimodal learning.

Therefore, this study aims to examine the effectiveness of using Murf AI in Canva to improve the listening comprehension skills of eighth-grade junior high school students. The findings reveal that the use of Murf AI in Canva results in a statistically significant improvement in students' listening comprehension, although the magnitude of the effect is relatively small. These results suggest that AI-supported tools can serve as a valuable alternative in English listening instruction. Given the research findings that demonstrate the effectiveness of Murf AI in improving students' listening comprehension, this study contributes to the use of AI, relevant to the development of technology in this digital era. Moreover, in practical terms, this study encourages English teachers to be more innovative by integrating engaging multimodal learning, through Murf AI Canva and PowerPoint to facilitate listening activities.

Methodology

This study employed a quantitative approach using a quasi-experimental design with a non-equivalent control group pre-test–post-test model (Creswell, 2012). Two intact classes were assigned as the experimental and control groups without randomization. Both groups completed a pre-test and a post-test to measure changes in listening comprehension, while only the experimental group received the intervention using Murf AI in Canva.

The study was conducted at SMP Muhammadiyah 2 Taman, Sidoarjo, Indonesia, in November 2025 during the 2025/2026 academic year. The population consisted of 202 eighth-grade students across seven classes. Using purposive sampling, two classes with comparable English proficiency levels were selected: Class 8B ($n = 27$) as the experimental group and Class 8A ($n = 27$) as the control group.

The research instrument was a 30-item multiple-choice listening comprehension test based on the eighth-grade curriculum, focusing on descriptive texts. The test measured several components, including main idea, specific information, inference, and speaker intention. Content validity was established through expert judgment, while empirical validity was confirmed by item-total correlation analysis. All items met the validity criteria ($p < .05$). Reliability analysis using Cronbach's Alpha yielded a coefficient of 0.740, indicating acceptable internal consistency (Tavakol & Dennick, 2011).

Data were collected through pre-test and post-test procedures. The experimental group received instruction using Murf AI in Canva over two treatment sessions, while the control group was taught using conventional listening methods. The same test was administered before and after the intervention to ensure consistency.

Data analysis was conducted using IBM SPSS Statistics 27. A Shapiro–Wilk test was applied to assess normality, and Levene's test was used to examine homogeneity.

Since the data were not normally distributed, the Mann–Whitney U test was employed to determine significant differences between groups. Effect size was calculated using the formula $r = z/\sqrt{N}$ to measure the magnitude of the treatment effect.

All participants were informed about the study, and permission was obtained from the school. No personal identifying data were disclosed, and participation was conducted in accordance with educational research ethics..

Result and Discussion

In today's digital era, the use of AI indicates significant growth across various sectors, including education. The use of AI helps students optimize the learning process by creating more innovative and adaptive experiences for them ([Arum et al., 2026](#)). In this section, the researcher discusses how students were engaged during the learning process in descriptive text through listening comprehension activity using Murf AI. Generally, the learning process was conducted through multimodal learning, in which the researchers integrate Murf AI with the use of visual media through PowerPoint.

During the learning process, the researcher presented an image of a room as a visual aid for students to observe, while playing the audio generated by Murf AI of a description text, describing the room in detail. This combination of visual and audio elements of the material reflects the concept of multimodal learning. The act of constructing a mental representation of something based on words and images reflects multimodal learning, in which words are conveyed through audio as narration, while images, visually illustrate what is being narrated ([Mayer, 2009](#)). [Vandergrift \(2004\)](#) argues that visuals was also one of listening aids. By using context visual, this approach helps listeners interpret the images with the audio being played as part of narrative, in which the results reveal that this slightly enhance comprehension, particularly for mini-talks

([Vandergrift, 2004](#)). This theory aligns with current study, which also employs multimodal learning through Murf AI and image in PowerPoint, allowing students to observe the image while listening to the audio. Apart from providing natural-sounding audio, Murf AI helps students become accustomed to hearing various accents with different pronunciation and intonation. Murf AI also allows teachers to implement repeated listening by playing the audio multiple times as needed.

The researcher observed how students became more engaged and interested in listening activities by combining the audio and visual elements to demonstrate the description text. Consequently. This led to an increase in students' motivation to learn through listening activities. It can be seen from the findings of the study based on the listening comprehension scores of eighth-grade students at SMP Muhammadiyah 2 Taman Sidoarjo. The study involved two groups: an experimental group (Class 8B) and a control group (Class 8A), each consisting of 27 students. The experimental group received treatment using Murf AI in Canva, while the control group was taught using conventional media. Descriptive and inferential statistical analyses were conducted using IBM SPSS Statistics 27 to answer the research question regarding the effectiveness of Murf AI in improving students' listening comprehension.

Descriptive Statistics

The descriptive statistics of pre-test and post-test scores are presented in Table 1 and 2.

Table 1: Descriptive Statistics of Pre-Test Result

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Result Exp	27	10	54	29.41	12.323
Pre-Test Result Control	27	10	70	30.93	13.076
Valid N (listwise)	27				

The pre-test results show that the experimental group obtained a mean score of 29.41 (SD = 12.323), with scores ranging from 10 to 54. Meanwhile, the control group achieved a mean score of 30.93 (SD = 13.076), with scores ranging from 10 to 70. These results indicate that both groups had relatively similar initial listening comprehension abilities.

Table 2: Descriptive Statistics of Post-Test Result

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Result Exp	27	17	87	57.52	20.037
Post-Test Result Control	27	17	74	48.11	14.468
Valid N (listwise)	27				

After the treatment, the experimental group showed improvement, with a mean score of 57.52 (SD = 20.037), ranging from 17 to 87. The control group obtained a mean score of 48.11 (SD = 14.468), with scores ranging from 17 to 74. The data indicate that the experimental group outperformed the control group in the post-test.

Normality Test

The Shapiro–Wilk test was conducted to assess data distribution.

Table 3: Normality Test of Pre-Test Result

	Statistic	df	Sig.
Pre-Test Result Exp	.995	27	.286
Pre-Test Result Control	.941	27	.131

The results show that both groups were normally distributed, with significance values of 0.286 (experimental) and 0.131 (control), both greater than 0.05. Table 4: Normality Test of Post-Test Result

Table 4.

	Statistic	df	Sig.
Post-Test Result Exp	.923	27	.045
Post-Test Result Control	.975	27	.734

The post-test data of the control group were normally distributed (Sig. = 0.734), while the experimental group data were not normally distributed (Sig. = 0.045).

Homogeneity Test

The homogeneity test using Levene's statistic is presented in Table 5 and 6.

Table 5: Homogeneity Test of Pre-Test Result

		Levene Statistic	df1	df2	Sig.
Pre-Test Result	Based on Mean	.085	1	52	.772
	Based on Median	.099	1	52	.754
	Based on Median and with adjusted df	.099	1	47.020	.754
	Based on trimmed mean	.108	1	52	.744

The result shows a significance value of 0.754 (> 0.05), indicating homogeneous variance between groups.

Table 6: Homogeneity Test of Post-Test Result

		Levene Statistic	df1	df2	Sig.
Post-Test Result	Based on Mean	2.088	1	52	.155
	Based on Median	1.714	1	52	.196
	Based on Median and with adjusted df	1.714	1	45.707	.197
	Based on trimmed mean	1.993	1	52	.164

The post-test data also show homogeneity (Sig. = 0.196 > 0.05), indicating equal variance between the two groups.

Hypothesis Testing

Table 7: Independent Sample T Test of Pre-Test Result

		F	Sig.	t	Sig. (2- tailed)
Pre-Test Result	Equal variances assumed	2.088	1	52	.155
	Equal variances not assumed	1.714	1	52	.196

The pre-test hypothesis testing using an independent sample t-test shows a significance value of 0.662 (> 0.05), indicating no significant difference between the experimental and control groups before treatment.

Table 8: Mann-Whitney U Test of Post-Test Result

	Post-Test Results
Mann-Whitney U	235.000
Wilcoxon W	613.000
Z	-2.246
Asymp. Sig. (2-tailed)	.025

Due to non-normal distribution in the experimental group, the Mann-Whitney U test was applied. The result shows a significance value of 0.025 (< 0.05), indicating a significant difference between the experimental and control groups after the treatment.

Effect Size

The effect size was calculated using the formula $r = z/\sqrt{N}$.

The effect size of 0.30 is categorized as a small effect according to Cohen's criteria.

Table 8: Mann-Whitney U Test of Post-Test Result

Z value	N	Effect Size (r)
-2.246	54	.030

Discussion

The findings of this study indicate that the use of Murf AI in Canva resulted in a statistically significant improvement in students' listening comprehension. This is supported by the post-test analysis, which revealed a significant difference between the experimental and control groups ($p = 0.025$). This finding confirms that the integration of AI-based media in language learning can contribute to improved learning outcomes.

Despite the statistical significance, the effect size ($r = 0.30$) falls into the small category based on Cohen's classification. This suggests that while the intervention had a measurable impact, the magnitude of its effect was relatively limited. Therefore, the results should be interpreted as indicating a positive but modest contribution of the treatment to students' listening comprehension.

One possible explanation for the relatively small effect size is the short duration of the treatment. The intervention was conducted in only two sessions, which may not have been sufficient to produce a stronger impact. Previous studies have shown that longer exposure to instructional interventions tends to result in greater learning gains. Thus, the duration of treatment appears to be an important factor influencing the effectiveness of AI-based learning tools.

In addition, the findings of this study are consistent with prior research that highlights the role of Artificial Intelligence in enhancing language learning, particularly in listening comprehension. AI-based tools provide authentic audio input, repetition opportunities, and flexible learning environments, which can support students in developing their listening skills more effectively compared to conventional methods.

From a practical perspective, the use of Murf AI in Canva offers an alternative instructional medium that can be integrated into classroom practice. Its features allow teachers to deliver more engaging and varied listening materials, which may increase students' motivation and participation in learning activities. However, the relatively small effect size suggests that such tools should be used as a complement rather than a replacement for comprehensive instructional strategies.

Furthermore, several factors may have influenced the results of this study, including the sample size, students' initial proficiency levels, and the learning environment. These variables may affect the extent to which students benefit from

the intervention. Therefore, differences in research design and context should be considered when interpreting the findings.

Overall, this study demonstrates that the use of Murf AI in Canva has a positive effect on students' listening comprehension, although the magnitude of the effect is limited. The findings support the potential of AI-based media in language learning while also highlighting the importance of instructional duration and implementation in maximizing its effectiveness.

Conclusion

This study concludes that the use of Murf AI in Canva has a positive and statistically significant effect on students' listening comprehension. The findings indicate that integrating AI-based media into language learning can enhance students' learning outcomes compared to conventional instructional methods. However, the magnitude of the effect was relatively small, suggesting that the effectiveness of the intervention may be influenced by factors such as the duration of implementation and instructional design. Therefore, while Murf AI in Canva shows potential as a supportive learning tool, its optimal impact may require longer and more structured use in classroom practice. Besides, teacher may implement multimodal learning by providing context visual while doing the listening activities in the classroom. It has been proven that by providing context visual, students were more engaged and interested to listening activity. It helps them to think critically, listen carefully, as well as observe the image to gain comprehension. Overall, this study highlights the potential of AI-assisted platforms as an alternative medium in English language teaching, particularly in improving listening comprehension skills. However, this current study is still limited to eight-grade students, in which results may differ to various education levels. This study also examines how Murf AI improved listening comprehension only, in which future researchers are expected to explore the potential of Murf AI in enhancing other English language skills, and to different levels of education.

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