

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of research conducted through the distribution of questionnaires and interviews with students of SMPIT Al Izzah Kota Serang, it can be concluded that the use of Canva as a digital storytelling tool in learning to write recount texts has a positive impact on the process and outcomes of student learning, although there are still several technical challenges that need to be considered. The conclusions of this study are outlined as follows:

The first majority of students expressed positive perceptions of Canva, viewing it as an interactive and motivating platform that significantly increased their engagement in writing recount texts. Canva's visual features, such as templates and design elements, not only facilitate creative expression but also support the development of structured writing skills, in line with the needs of 21st-century learning. Canva's visual features support visual learning styles and increase student engagement in the learning process. Teacher support is also a crucial factor in increasing student comfort in using this application.

The second canva has been proven to help students structure recount texts more systematically and improve their understanding of the elements of recount texts (orientation, events, and reorientation). Furthermore, Canva also enhances students' creativity, confidence, and ability to express their ideas through a combination of text and visual elements.

The third despite canva's many advantages, some students encountered challenges such as difficulty understanding its features, limited time, unstable internet connections, and a lack of initial training. Some students also felt they focused too much on design to the point of neglecting written content. This highlights the importance of teacher support and initial training for optimal canva use.

Overall, canva is an effective and innovative learning tool for improving recount writing skills among junior high school students. However, its effectiveness will be maximized when supported by appropriate learning strategies, technical training, and an approach tailored to students' learning styles.

B. Suggestion

Based on the conclusions above, the researcher provides several suggestions that can be considered by teachers, students and future researchers, namely:

1. For English Teachers

Teachers are advised to continue exploring the use of Canva in writing activities and to provide training and technical assistance before and during the learning process. Teachers should also consider students' learning styles and provide sufficient time for optimal development of ideas and designs.

2. For Students

Students are expected to actively explore Canva's features independently and learn to work collaboratively with their peers to help each other understand the application. Students also need to balance their focus between visual design and written content to maintain the quality of their work.

3. For Further Researchers

This research can serve as a reference for further studies on the use of digital applications in writing instruction, particularly in EFL contexts. Future researchers are encouraged to further explore the use of Canva in collaborative learning, classroom projects, or other language skills such as speaking and reading.