CHAPTER V

CLOSING

5.1. Conclusion

In conclusion, insights from the questionnaire and interview responses provide a comprehensive understanding of students' perceptions of using Canva as a medium for writing recount texts at the junior high school level. Overall, students expressed positive views of Canva, recognizing its user-friendly interface, diverse design options, and its impact on their writing skills and creativity. Interviews revealed students' appreciation of Canva's role in enhancing the visual appeal of recount texts and improving the organization of their writing. In addition, students highlighted Canva's positive impact on their writing skills, noting improvements in articulation, clarity, and innovative storytelling techniques. These qualitative findings were supported by questionnaire responses that indicated students' overall satisfaction with Canva's usability and effectiveness in facilitating the writing of engaging recount texts. Although there were some challenges encountered, such as the complexity of text editing and occasional technical issues, this did not diminish the positive sentiment towards Canva. Instead, it became an opportunity to grow and learn, demonstrating students' resilience and adaptability in navigating the digital writing environment. Finally, these findings suggest that Canva is perceived as a valuable and empowering tool for students in composing recount texts, thus contributing to their development as effective communicators in the digital age.

5.1. Suggestion

For future research, several ways can be explored to utilize the findings of this study regarding the perceptions of students using Canva to write recount texts at the junior high school level. First, conducting a longitudinal study would provide insight into the long-term effects of using Canva on students' writing skills and creativity. Tracking students' experiences with Canva over several academic years can reveal how their perceptions and usage evolve over time. Secondly, a comparative analysis can be conducted to assess the effectiveness of Canva

compared to other digital tools or conventional techniques in creating recount texts. This includes evaluating Canva's usability, its impact on writing quality, and student engagement compared to alternative approaches. Third, qualitative explorations through focus groups or in-depth interviews can provide deeper insights into students' experiences, preferences, and challenges when using Canva to write recount texts. In addition, examining teachers' views on Canva's implementation in writing education and the correlation between students' use of Canva and their academic performance would provide significant knowledge. In addition, examining the effectiveness of training programs or teaching support in maximizing the benefits of Canva and conducting a content analysis of students' recount texts created using Canva will enrich our understanding of Canva's role in writing instruction. Through this study, the researcher can increase the understanding of the impact of Canva on writing instruction at the junior high school level and provide strategies to improve students' writing experiences and outcomes.