

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

This chapter concludes the research and provides a summary of the study's key findings based on the data analysis and discussion presented in the preceding chapters. In this chapter, the researcher presents the study's conclusions, theoretical and practical implications, as well as suggestions for future research and educational practice.

5.1 Conclusion

The planning stage of writing instruction using Canva was conducted by aligning the learning objectives with the curriculum while designing lessons that integrate Canva-based outputs such as posters, infographics, and video tutorials. The teacher also considered the students' vocational backgrounds to create relevant and engaging tasks. Lesson plans were developed to promote collaboration and creativity, encouraging students to divide roles during the writing process.

The implementation of Canva in the classroom followed a hands-on, student-centered approach. Students used smartphones or laptops to collaboratively produce multimodal texts. The teacher provided live support and guided students in using Canva's tools effectively. While no formal simulations were conducted, students found the platform intuitive, allowing them to engage with both visual and textual composition comfortably. Canva's visual nature also helped students better understand content structure and sequencing.

Evaluation was conducted using a rubric that covered content, structure, language use, creativity, and visual design. The teacher utilized both in-class discussions and Canva's built-

in comment features to provide feedback. Students responded positively, indicating that the combination of visuals and feedback increased their motivation and self-confidence. Improvements were also seen in their writing performance across drafts.

However, challenges arose in the form of limited internet access, inconsistent device availability, unequal digital proficiency, and occasional student conflicts during group work. The teacher addressed these by providing technical assistance, adapting group roles, and offering emotional support. Despite these constraints, the use of Canva proved effective in fostering student engagement, collaboration, and multimodal expression.

5.2 Implications

5.2.1 Theoretical Implications

This study reinforces and extends current theories on digital multimodal composition (DMC) and its role in second language writing. The findings confirm that integrating platforms like Canva into writing instruction enhances learner engagement, encourages creative language use, and promotes digital literacy, aligning with the observations of (Brown, 2023). Brown's research demonstrated that students who engaged in multimodal composing tools showed significant gains in both visual and linguistic complexity in their writing, reflecting a deeper integration of semiotic resources. Thus, this study contributes to pedagogical models that frame writing not only as a linguistic activity but also as a rich visual

practice, consistent with modern multimodal learning theories.

Furthermore, the results confirm that student-centered digital tools can influence affective factors such as motivation, autonomy, and collaborative skills, offering theoretical support to constructivist and sociocultural perspectives in EFL instruction. By exploring Canva's practical application in vocational schools, this study highlights the importance of contextualized digital writing pedagogy.

5.2.2. Practical Implications

Practically, this research offers insights for EFL teachers seeking to implement multimodal, project-based writing instruction. Canva can serve as a useful tool to support creative expression and collaborative tasks while developing writing competence. Teachers can adopt Canva to diversify classroom outputs, reduce writing anxiety, and align tasks with students' vocational skills.

However, for successful implementation, educators need to provide clear guidance, facilitate group coordination, and address technical limitations proactively. Teachers must also develop adaptive strategies for students with low digital literacy. Furthermore, using assessment rubrics that value both linguistic and visual aspects is critical to fairly evaluating multimodal texts.

5.3 Suggestion

For teachers, it is recommended to explore Canva thoroughly before classroom implementation. Teachers should not only focus on Canva's design features but also integrate it meaningfully into the writing process by scaffolding tasks, modeling good practices, and balancing visual creativity with writing clarity. Introducing brief simulations or tutorials before the main task is advisable to support students who may struggle with digital tools.

For students, it is important to perceive Canva not just as a design platform, but as a medium to express ideas, structure arguments, and build communication skills. Students are encouraged to practice effective teamwork, time management, and to seek help when encountering technical or group-related issues.

For future researchers, this study opens pathways for further investigation into the use of Canva or other DMC platforms in EFL classrooms. Future studies may examine Canva's impact on different language skills such as speaking or listening, or explore its long-term influence on student motivation and writing development. Larger sample sizes and comparative studies across different educational contexts would offer deeper insights into the pedagogical value of Canva in language education.