

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings of this study on the implementation of Canva-based mind mapping in students' writing skill development, it can be concluded that:

1. Students had positive perceptions toward the use of Canva-based mind mapping in writing classes. They perceived Canva as an engaging, creative, and practical learning tool that supported them throughout the writing process. The visual features of Canva helped students generate, organize, and connect their ideas more systematically before developing them into paragraphs. In addition, the use of Canva-based mind mapping increased students' motivation, creativity, confidence, and participation in classroom activities, making the writing process more enjoyable and meaningful.
2. Canva-based mind mapping provided several benefits as well as challenges in writing instruction. The findings showed that it helped students improve idea organization, writing quality, classroom engagement, and learner autonomy. However, students also encountered several challenges, including unstable internet connections, limited digital literacy, and difficulties in using certain Canva features. Despite these challenges, the findings indicate that Canva-based mind mapping remains an effective instructional strategy when supported by

adequate teacher guidance and technological facilities. Therefore, it can be integrated into writing instruction to create a more engaging, organized, and student-centered learning environment

B. Suggestions

Based on the conclusions above, several suggestions are proposed to improve the implementation of Canva-based mind mapping in teaching writing and to provide direction for future research.

1. For Teachers

Teachers are encouraged to integrate Canva-based mind mapping into writing instruction as a pre-writing strategy to help students generate, organize, and develop their ideas more effectively before composing a text. Since the findings revealed that Canva-based mind mapping enhanced students' motivation, creativity, confidence, and engagement, teachers are recommended to provide clear guidance on how to use Canva meaningfully while maintaining a balance between visual design and content quality. Furthermore, teachers should provide adequate support for students with limited digital literacy and prepare alternative learning resources or activities to address possible technical issues, such as unstable internet connections or limited access to digital devices.

2. For Students

Students are encouraged to use Canva-based mind mapping regularly as a learning strategy to improve their writing process. By

organizing ideas visually before writing, students can develop their ability to produce more coherent and well-structured texts. They are also encouraged to explore Canva's features creatively while focusing on the quality of their writing rather than visual appearance alone. In addition, students should continue developing their digital literacy to maximize the benefits of technology-assisted learning.

3. For Future Research

Future researchers are encouraged to conduct similar studies in different educational contexts, educational levels, or writing genres to gain broader insights into the implementation of Canva-based mind mapping in writing instruction. They may also employ quantitative or mixed-method research designs to complement the findings of this qualitative case study and examine the impact of Canva-based mind mapping on students' writing achievement more comprehensively. Additionally, future studies may explore teachers' perspectives or investigate other digital learning tools that support students' writing development.