

CHAPTER FIFTH

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to investigate the implementation of Canva-based presentations in speaking activities and to explore students' perceptions toward the use of Canva as a learning medium in an English-speaking classroom. The findings were obtained through classroom observation and semi-structured interviews with students, and the data were analyzed using thematic analysis supported by triangulation between observation and interview findings. Based on the results of the study, it can be concluded that Canva was implemented successfully as a presentation medium that supported students throughout the preparation and delivery of speaking tasks. During the classroom observation, students actively utilized Canva to design presentation slides by selecting templates, organizing content, inserting relevant visual elements, and presenting their ideas in front of the class. The implementation process encouraged students to participate actively in classroom discussions, respond to questions, and communicate their ideas more confidently. Although several technical challenges, such as unstable internet connections and limited access to premium features, were identified, these obstacles did not significantly interrupt the learning activities. Overall, the classroom observation demonstrated that Canva created a more interactive, creative, and student-centered learning environment that supported speaking instruction.

The interview findings further revealed that students generally had positive perceptions toward the use of Canva-based presentations in speaking activities. Six

major themes emerged from the thematic analysis, namely ease of use, creativity, confidence, organization of ideas, classroom interaction, and challenges. Students perceived Canva as an easy-to-use application because of its simple interface, drag-and-drop features, and various ready-to-use templates. In addition, Canva encouraged students to become more creative in designing presentation slides by providing numerous visual elements that enhanced the attractiveness of their presentations. The participants also reported that Canva increased their confidence because visual aids and keywords helped them remember important points while speaking. Furthermore, Canva assisted students in organizing ideas into logical presentation sequences, allowing them to explain materials more fluently and systematically. The implementation of Canva also promoted greater classroom interaction because visually attractive presentations encouraged classmates to pay attention, ask questions, and participate in classroom discussions. Although internet connectivity and limited Canva Pro features were reported as the primary challenges, students considered these obstacles manageable and believed that the advantages of Canva outweighed its limitations.

The triangulation between observation and interview findings strengthens the credibility of this study by demonstrating consistency between students' perceptions and their actual classroom practices. The observation findings confirmed that students actively explored Canva's features, created attractive presentation slides, communicated ideas more confidently, and participated actively in classroom discussions. These behaviours were also reflected in the interview responses, where students consistently expressed positive perceptions regarding the use of Canva in

speaking activities. Therefore, the researcher concludes that Canva-based presentations positively contributed to improving students' learning experiences by supporting creativity, confidence, organization of ideas, classroom interaction, and speaking performance. The findings indicate that Canva is an effective digital learning medium that can be integrated into English-speaking instruction to create more engaging, interactive, and meaningful learning experiences.

5.2 Suggestions

Based on the findings and conclusions of this study, the researcher would like to provide several suggestions for English teachers, students, and future researchers. The implementation of Canva-based presentations has shown positive contributions to students' speaking activities; therefore, it is expected that the findings of this study can serve as a useful reference for improving English language teaching and learning.

For English teachers, it is recommended to integrate Canva into speaking activities as an instructional medium because the findings indicate that Canva can enhance students' confidence, creativity, classroom participation, and speaking performance. Teachers are encouraged to provide clear guidance on how to use Canva effectively before assigning presentation tasks so that students can make the best use of its available features. In addition, teachers should encourage students to focus not only on creating visually attractive presentation slides but also on improving the quality of their oral communication and presentation content. Since technical issues such as unstable internet connections may occasionally occur, teachers are also advised to prepare alternative instructional strategies to ensure that the teaching and learning process continues effectively.

For students, Canva is recommended as a learning medium that can be used not only for classroom assignments but also for independent learning. Students are encouraged to explore Canva's various features to develop more creative, organized, and engaging presentation materials while simultaneously improving their English-speaking skills. They should continue practicing oral presentations

using Canva so that they become more confident and fluent in expressing their ideas in English. Furthermore, students are expected to improve their digital literacy by learning additional Canva features that may further enhance the quality of their presentations and support their overall learning experience.

For future researchers, it is recommended to conduct further studies involving a larger number of participants and different educational settings to obtain more comprehensive findings regarding the implementation of Canva in English language learning. Future research may also investigate the effectiveness of Canva in improving other English language skills, such as writing, reading, listening, vocabulary acquisition, or pronunciation. In addition, future researchers are encouraged to employ different research designs, such as mixed-methods or experimental studies, to provide broader evidence of Canva's effectiveness in language learning. Comparative studies between Canva and other digital presentation platforms are also recommended to identify the most appropriate technology for supporting English language teaching and learning in various educational contexts.