CHAPTER V

CONCLUSION AND SUGGESTIONS

1. **Conclusion**

When students were in sixth grade, researchers had conducted an investigation at SDN Punggul using text descriptions as Edu game Canva media for English learning. The results had shown better post-test results compared to pre-test results. According to Chapter 4 above, the pre-test results had been 66.97%, and the post-treatment test results (post-test) had averaged 80%. It has been proven that the use of Edu Game Canva in learning media is effective for students' ability to write descriptive texts in English. This shows that interactive and fun learning can achieve better results than conventional learning. Therefore, to achieve the best results, teachers should have used learning media such as Canva more often during the learning process.

The t-test results had shown that Sig. (2-tailed) was $0.001 < 0.05$ with a df of 62. Based on the calculation, it had been evident that the t-count was greater than the t-table or that Sig. (2-tailed) was less than 0.05, which had indicated that Hα was accepted. Therefore, it could be concluded that learning English through Canva educational games that focused on text descriptions had a significant impact on Teaching students' writing skills. To find out if there had been a significant difference between the means of two different groups, a statistical technique known as a t-test had been used. In this case, the t-test had evaluated how effective learning with Canva edu games was compared to conventional learning approaches. The results had shown that the observed differences had not occurred by chance, but because of the use of Edu game canva, with Sig. (2-tailed) of $0.001 < 0.05$. With these findings, it had been clear that interactive learning tools such as Canva educational games had Teaching students' writing skills. The use of media that was fun and attracted students' attention had been proven to increase students' motivation to learn. Ultimately, this had resulted in better

learning outcomes. By using technology like Canva, students had had the opportunity to learn in a more engaging and effective way.

Therefore, to help Teach overall student learning outcomes, more teachers should have considered incorporating interactive learning media into their curriculum. As shown in table 4.11, the results of the questionnaire validity calculation had shown that the data used was valid because the calculated r value was greater than the table r. Because the calculated r value was greater than the table r, the results of the reliability calculation on the questionnaire had shown that the questionnaire was reliable or consistent. Two important indicators to ensure that the instruments used in the study were appropriate and consistent were validity and reliability. Reliability was a measure of how consistent the results produced by the instrument were, while validity was a measure of the extent to which the instrument was able to measure what should have been measured.

Thus, it could be concluded that learning English using descriptive text through the Edu Game Canva had a positive impact on students' writing skills. The use of interactive media such as Canva not only made learning more interesting but also helped students understand the topic better. Therefore, it was highly recommended to use technology in learning if one wanted to Teaching the quality of education and overall student learning outcomes.

2. **Suggestions**

The researcher would have liked to provide the following suggestions based on the findings of his research:

   2.1   Teachers

   With this research, researchers hope that English teachers can use Edu game canva to create a new and fun learning atmosphere when teaching English materials, especially text descriptions. Teachers can use Canva to present lessons more interactively and interestingly, increasing student motivation and increasing their interest in learning. In addition, teachers can create more varied content and according to student needs by using this

application. Ultimately, this will help teachers teaching students' understanding and their ability to write text descriptions in English. The use of technology such as Canva in learning can also help students acquire digital skills, which are very important in today's era.

2.2 Students

The results showed that researchers wanted to teaching students' writing skills, especially in English. One way to teaching and strengthen students' writing skills was by writing descriptive texts. Students could practice their observation skills and the use of appropriate vocabulary by describing objects around them. They became better at writing because this helped them construct clearer and more structured sentences. Descriptive texts also helped students learn to write in a new and fun way. Students found creative ways to convey their ideas through tasks that involved describing objects or animals around them. This activity not only teaching students' writing skills but also increased their enthusiasm and interest. Therefore, the learning process became more interactive, and students were motivated to continue learning and to become better at writing English.

2.3 Researcher

This research was still far from perfect, so the author expected criticism and suggestions that would help to improve it. In addition, the author hoped that this research could provide readers with more knowledge and references. The author believed that this research could be teaching and make a greater contribution in this field if there was constructive input.

2.4 Further researcher

The results of this study revealed a lot about new ways to teach English, especially descriptive texts. The results indicated that students should have often used text descriptions from areas with which they were unfamiliar. By including this variation, it was

expected that students' interest and understanding of cultural diversity would increase and their vocabulary would be enriched. It could also have broadened students' perspectives on various cultural and geographical contexts. As a result, it could have increased students' cross-cultural awareness.