

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study concludes that the development of a digital scrapbook using Canva is a feasible and effective medium to support students in writing recount texts. The needs analysis revealed that students prioritized grammar mastery particularly past tense and struggled most with generating ideas. They also showed a strong preference for visual and digital media that could stimulate creativity and make writing more engaging. The teacher's perspective confirmed these findings, emphasizing the importance of understanding generic structure and using media that motivates learners.

The digital scrapbook was developed through six R&D stages adapted from Borg and Gall and validated by experts with a very good qualification (96%). The final product integrates text, images, and structured activities aligned with the scientific approach, helping students brainstorm ideas, practice grammar, and organize their writing effectively. In addition, the scrapbook creates a learning atmosphere that is not only instructional but also enjoyable, encouraging students to participate actively and confidently in writing tasks.

Therefore, the Canva-based digital scrapbook can be considered a meaningful innovation to overcome students' difficulties in writing recount texts and to increase their motivation in the learning process. It bridges the gap between students' necessities, lacks, and wants, making the learning of recount text more relevant, accessible, and motivating.

5.2 Suggestion

In light of the conclusions above, several suggestions are proposed for teachers, students, and future researchers to maximize the benefits of the developed digital scrapbook.

1. For Teachers

Teachers are encouraged to integrate digital media such as scrapbook into their English writing lessons. Since students showed strong interest in visual and interactive media, using Canva-based scrapbook can help create a more engaging classroom atmosphere. Teachers should also provide consistent writing practice, as students expressed the need for regular opportunities to write recount texts, ideally once every two weeks. Furthermore, teachers should give not only grades but also praise and motivational feedback, as students valued positive reinforcement more than numeric scores. By doing so, teachers can foster students' confidence and reduce their anxiety in writing tasks.

2. For Students

Students are suggested to make active use of the scrapbook media, not only as a tool for classroom assignments but also as a resource for independent practice. By reflecting on the visual prompts and guided activities, students can gradually build confidence in generating ideas and organizing their writing. Since the scrapbook emphasizes grammar practice, particularly past tense, students should take the opportunity to strengthen their mastery of verb forms while applying them in meaningful contexts. Students are also encouraged to view writing as a process rather than a final product—brainstorming, drafting, revising, and reflecting are all important steps that can improve the quality of their recount texts.

3. For Future Researchers

This study opens opportunities for further research in several directions. Future researchers may expand the use of digital scrapbook beyond recount texts, for example, by applying it to narrative, descriptive, or even argumentative writing. They may also conduct experimental research to measure the effectiveness of scrapbook media in improving specific writing skills, such as grammar accuracy, idea development, or text coherence. In addition, research can be carried out in different contexts or with larger groups of participants to strengthen the generalizability of the findings. Another important area for further study is the integration of digital scrapbook with collaborative online platforms, where students can share and comment on each other's work, thereby expanding the role of the media from individual to interactive learning.

