CHAPTER V
CONCLUSIONS AND RECOMMENDATION

This chapter provides the conclusion and recommendations of this research. Both conclusions and recommendations are drawn based on the result of the data analysis and its discussion. In addition, some recommendations are also made for future research in this field.

A. Conclusions

Based on the results and discussions aforementioned in the previous chapter, the researcher would like to conclude several important things that were provided three questions in the research problem. As follows:

1. The implementation of digital storytelling as an active learning tool for improving speaking skills in the eighth grade students is quite optimal. The English teacher used digital storytelling as a group project, focusing on planning, practice, and evaluation. The evaluation helps to see how far the success rate of digital storytelling has been applied to teaching speaking. According to this research, the implementation of digital storytelling can foster better speaking ability in the eighth grade students. Students' speaking fluency has increased as a result of the approach, which was reinforced by their digital storytelling project. The English teachers may utilize digital storytelling as a pedagogical tool to train students in speaking. Digital storytelling is also a dynamic tool for distant learning, making it an effective learning tool without time or space constraints.

2. This research explored the students' perception on digital storytelling projects as a meaningful learning strategy in teaching speaking. The results indicated that the students have a positive perception of the usefulness of digital storytelling in enhancing their speaking skills. Students stated that using digital storytelling increased their enthusiasm and self-motivation for speaking English, leading to improved fluency and increased vocabulary and pronunciation. It also provides a wide space for students to improve their collaborative skills through sharing and discussion while creating digital storytelling. Digital storytelling can facilitate learning and create memorable experiences for students. The eighth-grade students view digital storytelling as a medium for practicing English, and they believe that digital storytelling is an active learning tool that helps them improve their speaking skills.

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3. There are some challenges encountered by the students towards the use of digital storytelling in the learning process. Those challenges are telling a story in English, creating digital storytelling, and creating digital storytelling in groups. The first challenge mainly deals with the students' English proficiency, which includes vocabulary, grammar, and pronunciation. Vocabulary is crucial for effective communication, and good pronunciation is essential for understanding the context of sentences and to prevent misunderstandings. The second challenge is the editing process, which can be challenging. Students need to practice pronunciation and find suitable materials for their stories, which could take quite a bit of time. They also need to learn more about editing and creativity. Despite these technical challenges, it allowed them to show their talents through creativity. The third challenge is creating digital storytelling in groups where students collaborate on assignments and share their ideas and creativity with friends. The urge to reflect on one's ideas is the main inspiration behind the creation of digital stories. Although they realized the challenges, they also saw the advantages. The digital storytelling process helps students maintain awareness of challenges and encourages them to improve their speaking proficiency.

B. Recommendation

Based on the research presented above, a few recommendations on the use of digital storytelling as an active learning method for enhancing speaking ability may be helpful, particularly for English teachers, students, and future researchers. Here are a few recommendations:

1. English Teacher
   a. Learning media should be presented in an entertaining, comfortable, and understandable way by the teacher.
   b. The teacher can experiment with digital storytelling for a speaking activity. If students rely on digital storytelling, they may become more enthusiastic about speaking English.
   c. Before assigning digital storytelling as the medium, the teacher should ensure that the students have grasped and have all of the necessary information.
2. Students
   a. Students need to be more active and optimistic when speaking.

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b. In English class, students ought to encourage one another to talk in English.

c. Students are supposed to actively participate in developing their vocabularies.

d. Students could perhaps tell the teacher if there is anything about digital storytelling or the tasks that they do not grasp.

3. Further Researchers

a. The future researcher may conduct additional quantitative research to gain a more comprehensive understanding of how digital storytelling can improve students' speaking abilities.

b. The researcher hopes that the findings of this thesis will serve as a guide for the next researchers to conduct research that relates to the use of digital storytelling to improve students' speaking skills. Additionally, this research still has a lot of flaws. Thus the researcher hopes that the next researcher will make it better.