CHAPTER V

CONCLUSION

This chapter puts together the findings discovered in the previous chapter into conclusions. From the conclusions, the implications, limitations, and suggestions are also served to contribute to improving further studies.

5.1 Conclusions

This study discovered the implementation of oral story sharing with digital flashcards engaged young EFL learners aged 7-8 in speaking activities. The results showed that implementing oral story sharing with digital flashcards engaged the students' speaking activities. Specifically, implementing the steps of oral story sharing such as preparing oral story sharing, modelling story sharing, and joint oral story sharing was beneficial in supporting the student's speaking ability. At the stages of preparing oral story sharing until joint oral story-sharing activities revealed the student's development in speaking linguistic competence, such as vocabulary, pronunciation, grammar, and fluency.

However, the process in engaging the students' participation during the implementation is not run smoothly. The lack of ability in linguistic aspects occurred in the preparation oral story sharing. Further, to solve the problem during the lesson, the teacher was drills and guides the students. The strategies turned out effectively, as proven the students showed their participation in terms of repetition the words, answer the questions orally, completing the sentence, and retelling part of the story and enjoy the lesson until the end of the meetings.

5.2 Implications

Theoretically, this study contributed a new method of teaching speaking skills, especially implementing oral story sharing with digital flashcards. As a result, revealed

through this study, the optimum drills and guidance provided implementing the oral story sharing with digital flashcards could engaged young EFL learners' speaking activities. Therefore, this study became evidence of the implementation of oral story sharing with digital flashcards in engaging young EFL learners in speaking activities.

Reflecting on the results of this study, it was possible for every teacher in Indonesia to implement oral story sharing with digital flashcards, especially in primary grades. This is due to the flexibility of oral story sharing steps as an activity and digital flashcards regarding the tools that the teacher could adjust based on the learner's ability and educational situations.

5.3 Limitations

The results of this study did not reflect the ability of one big group of learners, which in this study was a small group of young learners. Considering the number of participants and the student's abilities in this research, it could be said that their English language ability before and after joining the phases did not reflect all young EFL learners, especially in Indonesia aged 7-8. It was because children's abilities and characteristics are very different. Furthermore, the implementation of oral story sharing with digital flashcards in this study was restricted due to the targeted skills. However, due to the targeted skills, this study only focused on engaging speaking skills. Therefore, the results of this study did not reflect the implementation of all implementation of oral story sharing and digital flashcards.

5.4 Suggestions

For further implementation, further research would be highly recommended to increase the number of meetings and participants for in-depth evidence. More meetings implementing oral story sharing with digital flashcards with the extensive amount of participants in one research allow the researcher to see the results thoroughly by applying four stages in oral story sharing. In contrast, a short meeting period minimizes the researcher seeing in-depth results. Hand in hand with the number of meetings, the

future researcher should also select more guidance and activities that are engaged the participant.