

## **CHAPTER V**

### **CONCLUSION**

This chapter will focus on the research conclusion, explains the implication and limitations, and provides recommendations for the future research.

#### **5.1 Conclusion**

In general, participants in this research showed a positive attitude toward improving speaking skills by using digital storytelling. The participant also understands the concept of digital storytelling. This research engaged junior high school students' class 8 in speaking activities. The result of this research showed that digital storytelling affects students' English speaking skills, especially in students' vocabulary, pronunciation, intonation, expression, confidence, and accuracy. This method was beneficial for students in improving their English speaking skills.

However, the process in engaging students in this research is not as the writer expects. First of all, in the teaching students' stage, all students are very enthusiastic about using digital storytelling to improve their speaking skills. Besides that, in the process of making digital storytelling there are several obstacles in the process, such as there are students who do not take part in carrying out their duties. Furthermore, after entering the next stage, namely the stage of administering questionnaires to students. At the time of administering the questionnaire, students filled in according to what was expected, students directly filling in the questionnaire after submitting the final project, namely making digital storytelling. Besides of that, the writer also conducted interviews with three students who had an increase in their speaking skills. The writer interviewed the participant to gain more insights about their improvement in their speaking skills by using digital storytelling. The participant also thinks that in digital storytelling they act as the storyteller, so they should improve their speaking skills to be a good storyteller, especially in their speaking skills. However, the participants also mentioned that

the used of pictures in digital storytelling helps them in their understanding of their vocabulary.

## **5.2 Implication of the Research**

The result of this research can be beneficial for all the related parties, including the researcher, teacher, participant, especially English teachers due to the fact that they teach language targets in education. By reading and knowing the result of this research, the teacher can determine the effects of digital storytelling in students' speaking skills. They can use this method to help students in improving students' English speaking skills.

Since the result of this research mentioned that the used of digital storytelling affects students' speaking skills, the participant should be able to find out how to improve English speaking skills due to the importance of speaking skills in English. Moreover, the teacher should provide more chances for students to practice their English speaking skills by using methods that can improve their English speaking skills.

## **5.3 Limitation of the research**

The results of this research surprisingly did not perfect from good research. The writer found several problems from the results. The time of completing the final project of using digital storytelling was quite short, so students collected their final project far from the deadline due to the limited time. Besides that, there were some students who did not have a phone and it made a long time to made a final project. There were some students who did not have an improvement in their English speaking skills. After students collected their final project, the writer should have conducted the interviews with the students who did not have an improvement in their English speaking skills so the writer would know about their causes or reasons for the lack of improvement in their English speaking skills. In addition, the writer only interviewed the participant who had an improvement in their English speaking skills and did nothing with the participant who did not had an improvement in their English speaking skills due to the time of limitation. Besides that, the writer also conducted impromptu interviews so that the writer was less able

to ask more in-depth questions. Therefore, the result of this research did not reflect the use of the implementation of digital storytelling in improving students' English speaking skills in-depth.

#### **5.4 Recommendation**

For the future research should be able to include more in-depth questions regarding students' perception of using digital storytelling in improving students' English speaking skills. So, the future research may gain more data from the students' perception of their understanding and their improvement in English speaking skills. Future research also needs to increase the number of meetings due to in-depth understanding and students can process the project in a good time. Besides that, the future research needs to interview the students who had not made an improvement in their English speaking skills to know their reason and became the data result that may be analysed further. It could be used as a topic for discussion as to why students did not have an improvement in their English speaking skills.