

CHAPTER V

CONCLUSION

This final chapter presents the conclusions and recommendations. These include the conclusions of the research finding, implication of the research, limitation of the research, and the recommendations dealing with the objectives of teaching and learning process.

5.1 Conclusion

The research indicates DST implementation leads to better development of speaking abilities within fifth-grade elementary school students. Students who participate in DST programmes learn to build speaking abilities which include confidence as well as fluency combined with creativity. Descriptive text about student preferences for technology served as an interesting learning context within the project. The participants demonstrated both solid understanding of the DST concept alongside positive project involvement during this study.

The practise of DST faced significant hurdles although some technical problems delayed implementation in this research project. Students showed strong participation towards the activity during its initial period. Several barriers emerged which negatively influenced the research findings. Students encountered two main hurdles when using supporting devices along with challenges uploading their voice files to the DST project. Certain obstacles led to students finishing their work at home while not all students managed to finish within the scheduled time. Among the registered 21 students only 14 managed to complete and transmit their DST projects. Time constraints together with delayed materials and school holidays with continuous exams worked as additional factors that impacted the research results.

Second, the use of DST appeared to foster a more collaborative and interactive learning environment. Students often worked in pairs or small groups, which promoted peer learning and increased motivation. They showed enthusiasm in using technology, which made the speaking class more dynamic and less intimidating. Furthermore, the collaborative nature of DST supported peer learning, as students often worked in groups, shared ideas, and provided feedback to each other.

Teachers also played a crucial role in guiding and scaffolding the DST process. Their support in planning, monitoring, and giving constructive input helped students overcome technical and linguistic challenges. Third, despite the positive outcomes, several challenges were identified. These included limited access to digital devices, varied levels of digital literacy among students, and time constraints in the classroom. Nevertheless, with appropriate guidance and support, most of these obstacles could be overcome.

The findings suggest that when implemented effectively, DST can bridge the gap between traditional speaking activities and the digital literacy skills required in modern education. In conclusion, DST is a promising pedagogical approach in speaking classes, especially for young learners. It not only enhances language proficiency but also nurtures creativity, collaboration, and confidence among students. Future implementations of DST should continue to consider age-appropriate content, sufficient technological support, and teacher facilitation to maximize its potential in language learning contexts.

5.2 Implication of the Research

The results of this study can benefit various related parties, including researchers, teachers, and learners, especially English teachers who are responsible for teaching language skills to students. By reading and understanding the results of this study, teachers can find out the effect of digital storytelling (DST) on students' speaking skills. Teachers can use the DST method to help students improve their English-speaking skills.

Since this study's results show that digital storytelling positively impacts students' speaking skills, learners are expected to understand the importance of English-speaking skills and how to improve them. In addition, teachers need to provide more opportunities for students to practice their speaking skills through creative methods such as digital storytelling so that the learning process becomes more interactive, practical, and relevant to student's needs in the digital era. The findings also provide implications for curriculum development. Schools can integrate digital storytelling into English language learning to support the

development of 21st-century skills, such as communication, collaboration, and technological literacy.

5.3 Limitation of the Research

This study has several limitations that affect the completeness of the data and the results obtained. First, the time to complete the digital storytelling (DST) project was relatively short. This limitation caused some students to be unable to complete their projects on time, even though the teacher had given reminders both in class and through the WhatsApp group. Of the 21 students, only 14 managed to submit their projects, while the rest did not complete them for various reasons, including final exams and school holidays close to the research schedule.

In addition, interviews were conducted with only six students selected by the researcher based on their low, medium, and high English proficiency levels. The researcher chose six students sufficient to obtain diverse views while considering the students' limited time. The researcher even conducted these interviews in their spare time. However, not all students who faced obstacles such as being embarrassed by their voices, fear of making mistakes, and low English proficiency could be interviewed. This limits a deeper understanding of the challenges faced by students.

Technical limitations were also a significant challenge. Some students did not bring their phones to school, so they had to borrow from friends or waited for their turn to complete their projects. Students encountered technical obstacles during the voice recording upload to multimedia tool thus interfering with the process of creating daily sum-up. The analysis of DST implementation suffered limitations because data collection was compressed in time. The research analysis included only the immediate effects until the researcher lacked the ability to evaluate potential enduring consequences on student English language progression deeper.

5.4 Recommendation

A series of recommendations stems from the research results that would benefit upcoming research initiatives and educational instruction methods. Future investigations need to study how digital storytelling (DST) affects student speaking

abilities both short-term and long-term. Research examining DST effectiveness needs to evaluate its performance across educational levels and teaching settings to maximise its practical usefulness.

The number of meetings within DST-based learning should be increased according to recommendations. Extending the number of sessions in DST-based learning enables students to master process understanding and achieve better speaking practise while improving their project outcomes. Teachers will offer enhanced support to students requiring additional guidance thus enabling each learner to benefit from this method when allocated more instructional time.

Future studies need to analyse the difficulties students encounter since some students experience challenges with their speaking skill development. Extensive interviews of these students through questioning would reveal obstacles which include technical barriers and confidence problems and vocabulary limitations. Knowing specific barriers would help instructors and scholars create enhanced learning approaches that conform to students' precise requirements.

Education institutions must establish solid technological assistance for DST implementation to achieve success. Educational institutions should supply students together with teachers through essential equipment along with applications and instruction that establish an integrated learning structure. Future research would benefit from investigating the performance of alternative DST tools and platforms which enhance student participation as well as educational results.

The study of DST implementation needs additional investigation across different educational environments consisting of diverse grades and students with varying language skills. Annulating DST methods to accommodate different student learning types will enhance researchers' perspective on its ability to be a functional and creative practise for teaching speaking skills. Future research which adopts these proposed guidelines will produce better understanding of how to maximise DST techniques to enhance student English language speaking development.