

CHAPTER V

CONCLUSION

This chapter presents the research's conclusion, emphasizing the main findings on students' verbal responses to digital stories in reading comprehension skills. It also discusses the study's implications, such as how to utilize digital stories as an interactive multimodal learning tool. Furthermore, the study's limitations are addressed, along with recommendations for further research and teaching practices.

5.1 Conclusion

According to the study's findings, digital stories assist young learners improve their reading comprehension skills. Through verbal responses, students demonstrated engagement with the stories, comprehension of vocabulary and narrative structures, and the ability to interpret and evaluate story elements. Their responses also reflected different levels of comprehension as indicated in Barrett's Taxonomy, including literal understanding, reorganizing story elements and structures, drawing inferences, evaluating textual and visual aspects, and expressing emotions between the story and their experiences.

This study revealed that digital stories supported students' comprehension by developing their ability to comprehend explicit information (literal), reconstruct narrative sequences (reorganizational), infer implicit meanings (inferential), and critically evaluate the interaction between textual and visual elements (evaluative). In addition, students were able to connect some narrative aspects to real-life experiences, indicating the development of higher-order thinking skills as part of story appreciation. However, considering that students were only beginning to learn English in the fifth grade, the most prominent levels of comprehension observed during classroom observations were literal, reorganizational, and inferential, as these levels benefited the most from the scaffolding provided by digital story activities. Although the evaluative and appreciative levels also emerged and developed, they require further development as students continue their language learning.

This study concludes that digital stories are a great learning medium for developing students' reading comprehension skills. The success of digital stories is

supported by the teacher and students' readiness to implement and comprehend different kinds of stories and their experience with multimedia as part of the learning process. Therefore, future research may explore additional strategies to further enhance the integration of digital stories into English classrooms at the elementary school, ensuring a more effective and engaging learning experience for young learners.

5.2 Implications of Study

The use of digital stories in EFL learning at the elementary school level presents its challenges, particularly in creating enjoyable learning suitable for different cognitive levels. This study reveals that digital stories may be considered an effective alternative by implementing multimodal learning through the combination of textual and visual aspects, allowing students to learn in an interesting and meaningful context.

Moreover, digital stories may help students improve their reading comprehension skills through textual and visual integration. In terms of text, students may develop an understanding of vocabulary, character traits, settings, and storylines, which may contribute to improve their reading skills. By presenting texts in narrative and repetitive forms, digital stories allow students to understand the meaning of words in context, identify key information, and predict story development. Meanwhile, in terms of visuals, digital stories offer visualizations to assist students in understanding characters, settings, and storylines better. This visualization plays a vital role in improving their language skills, allowing students to connect visual information with text. Thus, digital stories may be implemented in education to support the development of students' language skills, such as reading, writing, listening, speaking, viewing, and presenting.

5.3 Limitations of Study

This research has some limitations that need to be considered. First, it was only conducted in one class with a small number of participants, so the findings cannot be generalized to a larger population. Second, it only analyzed students' verbal responses, without considering other aspects such as non-verbal responses

or social interactions, which may provide deeper insight into students' learning experiences. Third, not all students have equal English language skills. Some students are still having problems understanding the text and are less confident in giving responses, which may limit their participation in this study.

Additionally, the material's level of difficulty needs to be considered. Some texts or visual elements in the digital stories may be too challenging or even too simple for students with varying English language skills, which may affect their understanding and responses. In addition, students are not directly involved in creating digital stories because they are solely used as learning media produced by the teacher. It means that the multimodal elements in the classroom have not been fully explored regarding students' experiences as creators, which may contribute to deeper cognitive and affective development. Therefore, future research should take these factors into account to gain a more comprehensive knowledge of digital stories' roles in English language learning.

5.4 Recommendations

Based on the study's findings and limitations, several recommendations can be considered for further research and learning practices. In terms of research scope, future studies may be conducted in more than one class or school to obtain more representative results. It may involve analyzing students' non-verbal responses and social interactions to understand further the contribution of digital stories on reading comprehension skills. Furthermore, digital stories may be applied to other language skills, such as writing, speaking, listening, viewing, and presenting, and studied in cognitive, affective, social, and critical thinking contexts. Thus, these suggestions will provide broader insight into how it improves students' comprehension.

In terms of teaching practices, digital stories offer the potential to be an effective learning tool, particularly when combined with interactive and collaborative activities that encourage students to participate more actively. Teachers are encouraged to use digital stories creatively and develop storytelling skills to captivate students' attention and boost their comprehension. As a result, the digital stories implementation should be properly designed through digital

story-based lesson plans that are relevant to students' needs to provide a more enjoyable learning experience for young learners.

For future studies, it is recommended to explore further the role of digital stories in teaching English to young learners, including exploring how multimodal elements, such as text, images, sound, and animation, may be optimally utilized to support students' language skills. Moreover, further studies also need to consider investigating students' reading ability before using digital stories, such as through reading comprehension tests or other ways that aim to obtain more comprehensive data regarding the students' initial ability and their language backgrounds. Future research can also focus on an in-depth exploration of a specific digital story, allowing for a more detailed analysis of each reading comprehension level. Thus, the use of digital stories in language learning not only provides an engaging and interactive learning experience but also opens up possibilities for future research to optimize its advantages in teaching several aspects of language skills.