

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. It gives the conclusions that are drawn from the findings and discussions in the previous chapter. It also gives the suggestions for the future research related to the use of digital storytelling.

5.1 Conclusions

This research has the use of digital storytelling in teaching writing recount text in one public junior high school in Bandung, West Java. This study is aimed to find out how digital storytelling help students' in learning writing recount text, to investigate students' responses towards the use of digital storytelling, and to find out students' difficulties in writing recount text through digital storytelling.

Regarding to the helpfulness of digital storytelling, referring to the findings and discussion that have been presented in the previous chapter, it is revealed that digital storytelling had successfully helped students in learning writing. The classroom observation data found that digital storytelling made the students understand the material easily because it increased students' learning interest and motivation. Data from the classroom observation also obviously showed that digital storytelling helped the students to develop their ideas to write a recount text.

Besides the helpfulness of digital storytelling in learning writing, the students' response toward the use of digital storytelling was also investigated in this research. In order to investigate the response the interview was conducted. From the interview, the students confirmed that digital storytelling helped the students to improve their ability in writing recount text. They could differentiate the elements of structure and linguistic features employed in recount text. Students admitted that the learning activity through digital storytelling was very interesting and fun, it helped the students in understanding the recount text. However, from the interview also found that some of the students got some problems during producing the digital

storytelling, the problems were related to the network connectivity and lack of creativity.

After conducting and analyzing the data from classroom observation and the interview, the questionnaire was distributed to find out more information about students' response to the advantages of digital storytelling and to find out students' difficulties in operating digital storytelling as a tool to write recount text. The questionnaire presented the positive responses from the students. 89% of the students stated that digital storytelling helped them in learning writing recount text. However, from the questionnaire also found that 61% of the students stated that bad internet connection hindered the process of writing recount text through digital storytelling.

In conclusion, the use of digital storytelling in teaching writing recount text successfully helped students in learning writing recount text. Moreover, students' response toward the use of digital storytelling was positive. Therefore, it can be concluded that digital storytelling provides meaningful learning and it is suitable to be used as a media in teaching writing for junior high school students.

5.2 Suggestions

Based on the findings of this research, there are some suggestions for teacher and further researcher related to the use of digital storytelling in teaching writing are elaborated below.

For the English teacher who wants to teach writing using digital storytelling, it is better to find an offline digital storytelling application to be used as a tool, so the students will not get problem related to the internet connection. Then, in the constructing storyboard step, it is better to conduct this step in different meeting with producing step so the students will have more time to think about the concept for their digital storytelling.

For the future researcher who will conduct a research with the same topic, it is recommended for the next studies to apply digital storytelling in other genres of text and other skills. In addition, it is suggested to provide way of teaching writing that is more interesting so the students will be able to enjoy the activity. And the last, this study was conducted in the second grade of junior highs school. Hence, for further study may also investigate whether digital storytelling is also effective for students in different grades