

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This final chapter presents the final conclusion and suggestions. The conclusion section begins with a brief description of background, the research questions, the main findings and the conclusion. The suggestions are intended for the improvement of the teachers and future researchers particularly in teaching English using Transmedia Storytelling.

#### 5.1 Conclusion

The researcher draws the conclusion from the two research questions that had been stated in the first chapter of the research. This study focused on how Transmedia Storytelling fosters the students' transliterate reading and the enabling and inhibiting factors for learning transliterate reading.

Based on the case study that had been conducted, referring to the findings and discussion that had been drawn from the previous chapter, Transmedia Storytelling managed to foster students' transliterate reading through the elements that had been presented in the story such as visuals (animations and pictures), audio (sound effects and musics) and also through a new media that revolves around interactive activities where it involves students' exploration towards the story.

The use of Transmedia Storytelling in Inanimate Alice showed that it could path a way for students to improve their transliteracy skills especially in reading. This could be achieved through the opportunity to explore different views of narrative through multiple types of materials that are presented across various types of platforms.

There were also enabling and inhibiting factors in learning transliterate reading using transmedia storytelling. The enabling factors that facilitate students' transliterate reading include the use of pictures, animations, sound effects, music and interactive activities. For the inhibiting factors, they revolve around the use of unfamiliar pictures and animations, the use of long texts in the story and also technical issue which is the inaccessibility of computers.

#### 5.2 Suggestions

Based on the data findings of this research, there are a few suggestions for the teachers and future researchers related to the use of transmedia storytelling in fostering students' transliteracy reading in an EFL classroom.

For the educators and researchers who would like to teach and investigate English using transmedia storytelling. It is worth to be reminded that the implementation of transmedia storytelling cannot be executed if there is no internet connection. Hence, it is highly recommended for the teacher to check the accessibility of internet first before applying it in the real life English classroom. This is mainly to prevent the inefficiency of the teaching and learning process. When the internet connection is not stable, the students will likely to lose their focus and attention in the teaching and learning session.

Other than that, it is advisable to ensure the students' English ability and skills are appropriate when trying to apply transmedia storytelling in the classroom. This is because, transmedia storytelling consist of multiple media platforms, there will be a risk of students getting lost in the midst of exploring the materials that are being presented because of their incapability in navigating through the media platforms.

Furthermore, future teachers who are interested in using transmedia storytelling need to consider about time management in the class. As transmedia storytelling consist of multiple media platforms, more time is required for them to access those platforms. It is to be advised that educators do not use various types of media platforms in one teaching session.

Finally, it is significant to acknowledge that this research does not address the readings of Transmedia text in multimodal perspectives as it focused at the emergence of transliterate readings. For further research, the researcher recommends future researchers to include multimodal analysis in their future researches to obtain better data and result.