

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

The final chapter of the research elaborated the conclusion, which also includes a recommendation. The conclusion presents a general summary of the data from the previous chapter that has been analyzed. In the study's implication, the researcher offered several implications to English language teachers, stakeholders, and future research. Therefore, the researcher completely recommended the limitation of the research.

#### 5.1 Conclusion

The research has been proven to contribute to implanting Digital Storytelling in promoting Higher Order Thinking Skills of EFL young learners in an online classroom setting. The evidence of this research's promotion of students' HOTs through data analysis shows that students' thinking abilities have been accomplished. A few conclusions can be drawn as a result of the study results:

1. The use of DST can promote HOTs of EFL young learners. The finding shows that students could think critically and creatively. The number of students in the first and second cycles can be seen from each thinking enhancement. Critical thinking skills are promoted in category *parse, evaluate, infer, shift perspective, and transfer* in the first cycle. Later on, those categories were enhanced in category *parse, evaluate, infer, shift perspective, and transfer*.
2. There were several benefits like engaging the students, improving students' English, and becoming a new variant of strategies in online teaching. However, the teacher faced challenges during the implementation of DST to promote HOTs of EFL young learners. Those are teaching instruments, technological issues, students' English, and the implementation processes. The teacher was challenged to design a lesson plan, construct the evaluation rubric, and choose the story in teaching instruments. Furthermore, the teacher faced challenges in designing the DST, the limit of facilities, and signal problems in technological issues. Dealing with the

limitation of facilities brought barriers in designing DST. Later on, the bad network also became a big issue in online teaching. The teacher was challenged to overcome this, especially in choosing stories that students could understand and did not contain many unfamiliar words. And in the implementation processes, the teacher had more difficulties in the implementation than the other teaching experiences. She claimed that the opening, main activity, and closing process in this implementation of DST to promote HOTS of EFL young learners is quite challenging.

However, this research found some challenges, especially for the teacher in implementing DST to promote HOTS of EFL young learners. Teaching instruments, technological issues, students' English, and the implementation process are the challenges in this DST implementation to promote HOTS of EFL young learners. Teaching instruments relate to preparing lesson plans, story selection, and even the assessment rubrics. While technological issues related to the teacher's ability in designing DST, the facilities, and networks problem. Besides, students' English relates to vocabulary mastery and the confidence to speak. The implementation process relates to the implication of opening, main activity, and closing that all activities focused on promoting HOTS of EFL young learners.

## **1.2 Implication of the study**

The findings of this study have several consequences for ELT teachers, particularly those working with young learners, stakeholders, and other researchers interested in fostering HOTS among EFL young learners.

### **5.2.1 For English Language Teacher**

To promote Higher Order Thinking skills, English language teachers may utilize many strategies in teaching practice. Currently, there are many digital tools and e-learning media that can be explored for free. Additionally, English language teachers should seize the opportunity presented by the Covid-19 pandemic. Teaching and learning activities are compelled to be conducted virtually during this period through the judicious use of e-learning platforms, the internet, online resources, and other

digital-based educational tools. In short, the more frequently English language teachers promote HOTs, the more their HOTs will improve.

According to the findings of the study, the usage of Digital Storytelling can help young EFL learners improve their HOTs. The English teachers might incorporate the tactics into the lesson when teaching online practice. It assists the English teacher in engaging students and in promoting HOTs (highly motivated students). The following three actions can be used to simplify the process of using Digital Storytelling in the promotion of HOTs: the opening activity, the main activity, and the closing activity. In addition, the teacher should incorporate the seven elements of Digital Storytelling into their classroom activities.

Furthermore, in designing Digital Storytelling, English teachers must have a strong understanding of technical skills. As a result, English language teachers should participate in technological training sessions more frequently. This is extremely advantageous in terms of keeping their expertise regarding the application of technology in language teaching techniques up to date. On the other hand, the English language teachers may choose to participate in technology training provided by universities/colleges, local governments, communities, non-governmental organizations, and other schools if their schools are unable to hold their own technology training sessions. A growing number of technical training seminars are being delivered these days electronically. Similarly, English language teachers can participate in the training sessions from their homes.

In addition, English teachers, especially in young learners, must be able to develop students' thinking potential, especially HOTs which cover critical thinking and creative thinking. Because this period is a golden period for students to develop their every thinking ability, so that what is on the agenda in the 2013 curriculum related to 21st century abilities can be achieved.

### 5.2.2 For Stakeholders

Although English is not an official part of the primary school curriculum, many institutions, particularly private schools, prioritize English. As a result, schools must recognize the value of early teaching English. Consider that studying English at a young age is a great age for language acquisition. Apart from that, all learning must be directed toward attaining the curriculum's objectives, particularly toward implementing one of the curriculum's agendas, namely enhancing students' HOTS abilities.

According to the findings of this study, DST promoted HOTS in students, particularly in two thinking skills, critical thinking, and creative thinking. All of this is inextricably linked to the role of the approach employed, namely DST. DST's deployment can potentially refocus students' attention on English study. Apart from that, students' abilities are refined through a series of questions the teacher asks during their implementation. So that students develop critical and creative thinking abilities. However, teachers encounter various obstacles, most notably those related to technology. The lack of technology facilities in schools presents a difficulty for teachers when designing DST. Apart from that, teachers' ability to utilize technology is still limited. As a result, schools must begin outfitting technology facilities to maximize the use of technology in the classroom. As well as periodically, the school organizes teacher training sessions on optimizing the usage of technology in the classroom.

Furthermore, stakeholders are expected to be able to hold various teacher development activities related to the implementation of technology in teaching or related to HOTS-based learning. because these activities are able to provide more understanding of teachers in developing their learning, especially with regard to the use of technology which is still rarely implemented. Other than that, activities such as in-house training, workshops, and conferences are able to provide teachers with more experience in developing their teaching.

### **5.2.3 For Future Researchers**

In light of the study's limitations, it is proposed that future researchers concentrate their efforts on developing a framework that especially addresses the HOTS of EFL young learners. The researchers focused on the more general HOTS framework for young learners in this study. It will be more significant if researchers conduct additional research using the HOTS framework, which focuses on the HOTS abilities of EFL young learners. Particularly in the context of English language teaching for young learners. Apart from that, it would be preferable if researchers continued their research in the classroom, as online research has limits, particularly in terms of more intense connection with students. All of which will enable the children of more comprehensive results in terms of disparities in learning settings, teacher-student connections, and the implementation of a framework centered on the HOTS of EFL young learners.

Furthermore, future researchers are expected to carry out broader research, especially regarding the development of digital storytelling, the cycles that are carried out, and the number of existing participants, because this will enrich the data in the research conducted. Likewise, the teaching process in the form of face-to-face with online teaching will have a significant difference.

### **5.3 Recommendation**

This research has proven that DST could promote HOTS of EFL young learners in online teaching entirely with the teacher's challenges. Therefore, this study offers recommendations to the educational stakeholders, teachers, and educators. The findings of this research should be used as input by educational stakeholders such as principals and local government in the development and design of learning materials, which should then be integrated into the school curriculum. Higher-order thinking skills, critical components of the educational constitution, must be implemented appropriately in this 21st-century environment. According to the researchers, this research's findings will motivate teachers and educators to be more creative and imaginative and strengthen their abilities in evaluating the efficacy of the technology.

Because the idea of cognitive thinking encompasses more than only higher order thinking or critical thinking, it is highly recommended that teachers perform classroom action research on themes such as problem-solving and creative thinking as part of their curriculum. Their responsibility is to develop critical and creative thinkers in schools to produce a better and more competitive generation.

#### **5.4 Limitation**

Although the current study is prudently done on the basis of a thorough evaluation of the literature and theoretical frameworks, it is necessary to admit some existing limitations. This section discusses the current study's limitations in terms of numerous subtopics, including the study's generalizability, research implementation, the number of participants, and the study's short duration.

Firstly, in the study's generalizability, this study employed a classroom action research design and examined all data qualitatively. As a result, the findings of this study cannot be extrapolated to a broader/universal research topic because conditions and individuals vary. The findings are contextually confined to the application of DST in fostering HOTs among EFL young learners in a prestigious private elementary school in Indonesia's Sukabumi district. However, the outcomes of this study may be useful to other researchers who wish to do research in a similar environment.

Secondly, because this research was conducted during the global COVID-19 pandemic, it was conducted online. There are several limits, particularly with regards to optimizing students' HOTs due to the restricted interaction between students and teachers. Apart from that, the issue is one of a restricted networks, which becomes an impediment to learning. Despite these constraints, the findings of this study may provide teachers with a strategy for conducting online learning connected to boosting HOTs.

Moreover, given that this study employs a classroom action research design, the number of participants is dependent on the number of students in the class. The level of students in EFL young learners is determined by the class, with the selected class

being up-young learners. The number of participants is limited to 15 students in one class, which is the maximum amount allowed.

Finally, due to the limited time available for data collection and the fact that the study was conducted in only two cycles, it is possible that this study will not be able to provide comprehensive and detailed information. More studies should be undertaken in many cycles, with each cycle taking more than six months to finish, because of these findings, it is proposed.