CHAPTER V
CONCLUSIONS, IMPLICATIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

This chapter consists of conclusions, implications, limitations, and recommendations from the studies carried out. The conclusion includes several important points that answer this research question. Limitations contain an explanation of some of the shortcomings in this study that can be taken into consideration for further research. Finally, the recommendations contain suggestions for future studies in the same area and inputs for teachers and scholars in applying Digital Storytelling to promote students' critical thinking skills.

5.1 Conclusions

Some points can be concluded based on the findings and discussion of this study which was previously explained in chapter 4. Digital storytelling was implemented by using Power Point Presentation. The teacher put the story and supporting pictures on the presentation slides and delivered the story by using her voice. Furthermore, she employed certain pattern in delivering the story, namely read-pause-reread the story. It means that the teacher paused the story between one page to another to give the students opportunity to explore the story.

The result shows that digital storytelling can help promote students' critical thinking skills by the combination of utilizing digital storytelling elements and the 5-steps of promoting critical thinking skills. The dramatic question element was seemed to be more dominant with some exploration conducted by the teacher to be employed as clues for students to deliver their arguments. This is believed to be one of the strategies in promoting students' critical thinking skills. Students' critical thinking skills could be identified in every phase of the learning. The critical thinking derived from the students' answer and respond towards the questions given by the teacher and the story told. The critical thinking skills found categorized as the analysis, explanation, and inferring skills which was in line with the critical thinking theory proposed by Facione (1990).

During the implementation of Digital Storytelling, 6 of 7 elements of Digital Storytelling were found, namely Point of View, Dramatic Questions, Emotional Content, The gift of Your Voice, Economic, and Pacing. Based on the results of observations, the teacher optimized more

dramatic questions elements in implementing Digital Storytelling in the classroom. This element was often combined with the pacing element, which was to pause the story followed by questions that students needed to answer. In short, critical thinking skills were promoted by optimizing the digital storytelling elements in the phases of promoting critical thinking skills during the teaching and learning process.

5.2 Implications of the Study

As a result of the ongoing COVID-19 outbreak, online learning is still frequently employed. As a result, research into online classes and the learning strategies used in them is critical. The findings of this study can be used by teachers as supplementary information when implementing online learning, particularly when using Digital Storytelling. By incorporating the aspects of Digital Storytelling into the classroom, students' critical thinking skills can be promoted. Dramatic questions, which the teacher can blend with other learning aspects, are one element that stands out.

In addition, the results of this study explain that teachers can take advantage of available sources for use in learning following the learning objectives that are arranged in the lesson plan. When implementing Digital Storytelling, the teacher does not have to add too many additional effects that can potentially interfere with the learning process. Teachers must also be careful in identifying any problems that occur to develop the best solution that can overcome the problems that occur. For example, teachers can optimize PowerPoint Presentations combined with the teacher's voice to read stories in class. This type of Digital Storytelling provides an opportunity for teachers to be more flexible in making pauses in the parts of the story that are considered important. Furthermore, the result of this study also reveals that Digital Storytelling can be utilized as an alternative strategy to promote students' critical thinking skills in online classroom.

The challenges in the 21st century also require students to have good digital literacy and critical thinking skills. Therefore, this research can be an initial reference for implementing Digital Storytelling in an online class that aims to promote students' Critical Thinking through optimal use of Digital Storytelling elements.

5.3 Limitations of the Study

This study obtained data in a variety of ways, one of which was through classroom

observations. This study was initially intended to observe more than two meetings in order to fully understand the phenomenon. However, the teaching session, which became a key aspect in implementing this observation, was only completed in two meetings. Nevertheless, the teacher gave additional information to assist researchers in gathering the data required to address this research question.

Interviews with teachers and students were also cancelled due to the students' need to focus on other topic assignments outside of class time. As a result, finding the ideal time to conduct interviews with students is extremely challenging for researcher. Because various teachers and the person in charge took turns doing Work from Home, it was also difficult for researchers to obtain permission from the school to conduct an interview session with students. As a result, obtaining such consent is extremely difficult for researcher. Fortunately, the teacher was so accommodating that researcher could obtain additional supporting data via WhatsApp and phone call.

5.4 Recommendations

Several recommendations can be submitted to teachers, education stakeholders, and parents. First, teachers need to adapt to changes in learning methods that are currently constantly evolving. The integration of ICT and digital media is an important thing to be mastered during this online learning period. Digital Storytelling can be optimized by teachers in a less complicated way. However, teachers also need to realize that the implementation of Digital Storytelling to promote Digital Storytelling needs to be prepared optimally so that learning runs successfully. Another thing that teachers need to build is the students' critical thinking ability. This ability can be sharpened by continuously providing stimulation to students and providing space for students to express and convey their ideas and ideas in the classroom more adequately. Digital Storytelling can be a solution for teachers to provide a fun and meaningful learning experience even though it is carried out online and some of the obstacles it faces. Teacher should also equip with sufficient information on how to operate the online classroom with all the features in it. Furthermore, teachers should also have a comprehensive understanding on their students' ability level to determine various appropriate approaches and techniques to use in the classroom.

For education stakeholders, there is a need for strengthening related to basic ICT skills for teachers, especially when using platforms that are relatively new to teachers. This needs to be done to avoid the possibility of learning loss in students due to the inability of the teacher to operate the

system and other digital devices that support the implementation of online learning. In addition, education stakeholders also need to issue a policy regarding the importance of integrating ICT and digital media that can promote critical thinking in students. This is a form of readiness to face the future which will use ICT and digital media more. In addition, there needs to be a real support for teachers when the implementation of online learning takes place. Schools located in the suburbs will have different problems compared to those in the city center. Thus, a realistic approach and policy are needed to be able to assist teachers in optimizing online learning amid the limited facilities owned by schools. In addition, these education stakeholders also need to provide education for parents to be able to monitor and accompany their children when carrying out online learning from home.

Furthermore, parents must be able to comprehend critical thinking knowledge and ideas. Children can practice their critical thinking skills at home and at school in this way. As a result, effective supervision, guidance, and direction from parents at home and teachers at school will greatly improve children's critical thinking ability. Parents can provide enough stimulus to help children develop critical thinking skills based on situations that they encounter on a daily basis. This is likely to result in the emergence of children's thinking independence, allowing school learning to be more meaningful once children have acquired sufficient abilities and insights from their parents.