

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this study derived from the findings and discussions. In addition, this chapter also presented the implications of the study, limitations of the study, and suggestions that might be beneficial for further studies related to pre-service teachers' experiences in DST course.

5.1 Conclusions

The current study focused on exploring the pre-service teachers' experiences and its benefits in the DST course at the university in Bandung and the challenges and strategies to cope with the challenges as well. The results from the narrative re-story showed that in creating DST pre-service teachers did nine of the twelve steps proposed by Robin (2016), which are choosing a topic, researching the topic, writing the first draft, receiving feedback on the script, revising the script, finding, creating, and adding images, recording, building the digital story, and publishing the digital story. From the process of creating DST, pre-service teachers can bridge their existing knowledge both in practical and theoretical. In addition, pre-service teachers also experience benefits. As teachers, DST can support their future careers by implementing DST as their teaching method. As students, pre-service teachers found the DST course can help them to improve their storytelling skills, such as how to utilize different types of platforms in the digital age to deliver the story and improve in gestures, voice modulation, and facial expression.

Pre-service teachers experienced challenges in the DST course, which are the assessments' deadline that is relatively short and the course schedule since they have another activity at the same time and the course seminar takes a long time from morning to afternoon. Therefore, they shared the strategies for assessments and the deadline they set for time management to help them organize the deadline for each assessment and make them at least have a small progress everyday. Furthermore, to cope with the schedule, they did self-study from the available material and discussed with peers to get a better understanding. Therefore, they could do their assessment.

5.2 Implications of The Study

The findings of this research showed that pre-service teachers found DST possible to be applied in teaching English to young learners. The current study proposes several suggestions for teachers, students, and policy makers. In this case, teachers can learn how to implement the DST in the classroom based on the DST steps. Moreover, since the students faced the time issue, the teacher should consider the time and students' abilities. Moreover, since DST positively impacts TEYL, teachers may apply it in classroom activities.

For students, this study's purpose is to give them the steps in creating the DST and the challenges and how to cope with them. Therefore they can adapt to it.

For the policy maker, since the pre-service teachers found it can support their career, the policy maker can conduct the course as an English course for those who select English for young learners. And through the course, the pre-service teachers would have a better understanding of how to implement the DST method.

5.3 Limitations of The Study

Despite the conclusion that has been drawn above, this research has limitations that will be elaborated below.

First, in connection with the consideration in choosing the site. The site is University level, therefore it might be not presented in the young learners' process and only give the perspective on the teacher's side. In addition, participants in this study employ 2-pre-service teachers since this course could be attended by various students from various majors and universities. It may not be able to present the potential of DST from various fields.

Second, due to this course being conducted online and had been taken by the participants previously, the researcher did not have the opportunity to explore the participants' experiences by conducting the observations and field notes. In addition, the participants face the strategy to cope with the assessments deadline only one which is the time management. Even Though it is only one strategy, the participants experience it is worthed and help them alot to cope with the challenge.

5.4 Recommendations

Pre-service teachers experienced in DST courses may provide for both students and teachers regarding the process of creating DST as well as the benefits, challenges, and strategies. The teachers and students may apply the process of creating DST in their project. In addition, the benefits shown above will bring the teachers ideas on applying the DST method to their students. The students and teachers who have the same challenges are suggested to avoid the challenges by applying the strategies stated above. Furthermore, the further researchers are suggested to find the other experiences in the similar topic of DST course such as the implementation of specific tools in DST, and DST in various fields. Moreover, it is suggested to use another method to analyze the data.

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