

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusions and recommendations. The conclusions section begins with a brief description of the background, the formulation of problems, the main findings, and the conclusion. The recommendations are intended for the improvement of future research, for both teachers, students and also other researchers that can be drawn from the data presentations and discussion from the previous chapter.

#### 5.1 Conclusions

Upon conducting a comprehensive assessment of students' speaking skills using the *storyjumper* web-tool, the study found that 100% of the students were able to achieve a perfect score on the post-test, after going through the pre-test and post-test 1, 2, and 3. This indicates that the use of *storyjumper* as a media to improve speaking skills is highly effective in facilitating significant improvement in students' language proficiency. The findings suggest that digital storytelling, combined with the use of effective web-tools, can play a vital role in enhancing the language learning experiences of EFL students, and provide a means for teachers to effectively support their students' speaking skills. Overall, the study highlights the importance of integrating innovative teaching strategies and tools to enhance students' language learning outcomes.

The findings of the study revealed that the use of the *storyjumper* web-tool provided students with more opportunities to practice utilizing new vocabulary, grammar and pronunciation in their EFL speaking exercises. By enabling students to create and share their digital stories the web-tool allowed them to apply the language skills they had acquired in a meaningful and practical way. This resulted in a significant improvement in their overall fluency levels, which were reflected in the higher scores they achieved in the post-tests.

Moreover, the study highlighted the role of the *storyjumper* web-tool in enhancing student engagement and motivation in the language learning process. The web-tool provided a stimulating and interactive platform for students to express themselves creatively which contributed to their sense of ownership and agency in their own learning. The use of the web-tool also helped to foster a sense of community and collaboration among the students, as they shared and provided feedback on each other's stories. This collaborative aspect of the web-tool was found to be particularly beneficial for those students who were typically less confident in speaking, as it provided a supportive and non-threatening environment in which they could practice and develop their skills.

Overall, the study demonstrated the effectiveness of the *storyjumper* web-tool in facilitating significant improvements in EFL speaking skills, while also promoting student engagement and motivation in the language learning process. These findings underscore the value of incorporating innovative and technology-driven teaching tools in the language classroom, to enhance the language learning experiences of students and equip them with the skills necessary for effective communication in the globalized world.

Therefore, the research has revealed several ways of using digital storytelling, which include: (1) Developing students' speaking skills in English, (2) Improving students' fluency, particularly in pronunciation and vocabulary, (3) Encouraging creativity and imagination in the learning process, particularly in speaking English, (4) Boosting students' confidence in speaking English.

Previously, similar researches on the use of digital storytelling in speaking have been conducted. This study confirms the findings from the previous research that digital storytelling is an appropriate medium to be used in learning the EFL speaking classroom. Those are Elyani et al. (2022), Rodríguez (2020), Davis (2004).

The findings of this study showed that the use of digital storytelling is an appropriate and effective approach in learning the EFL speaking. Furthermore, it could

be seen that the use of digital storytelling makes students enjoy and engage in learning activities. The use of digital storytelling was also interesting for learning since they can express themselves.

## **5.2 Recommendation**

Based on the research findings, discussions, and the conclusions of the research result, the researcher proposes some recommendations regarding to the speaking class activity for the EFL classroom, as follows:

1. The use of digital storytelling is highly recommended to be applied in learning speaking class. It is an effective and appropriate media to make students actively engaged toward speaking skills.
2. To gain more attention from the students, digital storytelling is a good way to make students eager in a class.
3. To gain more objectivity, future research can be done with different methods and approaches but still use triangulation because some data will help the teacher.
4. For the teacher who is interested in applying digital storytelling in speaking activity, they should choose an interesting media for learning.
5. For those who are interested in conducting the similar research, they are advised to collect the data from more perspective to yield a more comprehensive result as well other skills such as writing, listening and reading.
6. For those who are interested in conducting the similar research, it is recommended to use other digital media for student learning.

