CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research question about how is the students 'writing activity in writing narrative text before using digital storytelling, and how is the students' writing activity in writing narrative text after using digital storytelling, the data explained that student learning activities are very different from before and after using digital storytelling. In the following is the result of this   research :

1. Before using digital storytelling students learn only by paying attention to the material presented by the teacher or looking at books, given assignments and doing assignments, and students get bored easily so that student activities in different classes, some play to get rid of their boredom, joke or chat with friends, but there are also who keeps on paying attention.

2. After using digital storytelling student learning activities are conducive because most students pay attention, because they are more interested in being assisted by pictures and audio, so students don't get bored easily. Besides that students can immediately describe and imagine the story they are watching, it is easier for

students to understand the content of the story and the moral message they get too.

The results of document analysis and interviews with respondents indicated that student activities in learning narrative text were more effective using digital storytelling. These results can be seen from document analysis as well that students can describe better and are able to write stories after seeing stories through videos. or film, that's because they can immediately describe it and imagine. In learning activities students pay more attention and understand because one of them is interesting and does not get bored easily.

B. Suggestions

After completing this research, the author get a lot of information about student activities when learning to use digital media, especially learning narrative text using digital storytelling, the writer has several suggestions about this:

1. For teacher and school

After knowing that the use of digital storytelling can improve students' abilities in writing narrative text as an approach to classroom learning, this is more effective than the usual classroom learning method, this can arouse students' interest in participating

in learning activities, students will pay more attention to videos and describe stories compared to reading alone.

On the other hand, teachers must also be creative in making a set of lesson plans to be applied in teaching and learning activities in class. In using the topic of digital storytelling the teacher must also be able to choose the right story based on their level, choosing an uncomplicated story that can make students dizzy and difficult to understand. So the story must also be precise and not random, which can make students interested, follow the story and not get bored.

Schools must also support these learning activities by providing equipment to be used or a special room for learning through digital media such as screens, in focus, sound and others.

2. For student

Student participation is good in learning using digital media, they follow the activities and directions mentioned. Some students can pay attention to learning, especially the learning attracts them to focus and watch the story being played, but some of them have difficulty getting the confidence to read what they write, even writing it according to students is easy if they already get an idea, but they are not confident and afraid of being wrong, so in addition

to teachers, students also play an important role in increasing self-confidence and improving their own writing skills so they must keep practicing to increase their self-confidence.