

CHAPTER V

CLOSING

A. Conclusion

Based on the research conducted at MAN 2 Kota Serang, it can be concluded that the use of online digital storytelling has a significant effect on improving the reading skills of tenth-grade students. This is reflected in the increase of the experimental class's average post-test score, which reached 86.33, significantly higher than the control class using offline storytelling methods, which had an average score of 70. These findings demonstrate that digital storytelling, which integrates multimedia elements such as text, images, audio, and video, can facilitate a more effective and engaging learning process for students.

In addition to improving reading skills, students' perceptions of learning through digital storytelling also showed very positive responses. Most students felt that this digital medium helped them better understand the content of the stories, increased their interest in reading, and made the learning process more enjoyable and flexible. This finding aligns with the dual coding cognitive theory, which emphasizes that presenting information visually and verbally at the same time can enhance memory and comprehension. This approach also creates an interactive and contextual learning environment, encouraging students to collaborate, ask questions, and think critically about the material.

The differences in outcomes between online and offline digital storytelling can be explained through constructivist theory, which highlights the importance of meaningful learning experiences. Online digital storytelling, with its interactive multimedia features, provides a richer learning context and deeper learning experiences compared to offline methods that rely solely on verbal narration. Nevertheless, the successful

implementation of digital storytelling depends on adequate technological support, teacher readiness, and the development of students' digital skills. These three factors are essential to ensure that the learning process runs effectively, inclusively, and sustainably.

B. Suggestions

Based on the findings and conclusions of this study, the researcher offers several recommendations that may be useful for teachers, schools, and future researchers to optimize the use of digital storytelling in English language learning:

1. For Teachers

English teachers at MAN 2 Kota Serang are encouraged to frequently utilize digital storytelling as a learning medium, especially in teaching reading skills. By integrating stories with text, images, audio, and animation, teachers can create more engaging and interactive lessons suited to the needs of today's generation. Teachers are also advised to select stories or texts that are culturally relevant to their students, making learning more meaningful.

2. For Schools

The school is expected to support the use of digital storytelling by providing adequate technological facilities, such as internet access, projectors, and computers or mobile devices. Moreover, the school should also provide training or workshops for teachers on digital learning media so that they can integrate technology more effectively into classroom instruction. In this way, the school can foster a learning environment that is adaptive to technological development and students' needs.

3. For Future Research

Future researchers are encouraged to expand this study by examining the effectiveness of digital storytelling in other language skills, such as

writing, speaking, or listening. Research can also be conducted with a larger sample size or at different educational levels to test the consistency of the results. Furthermore, it would be valuable to explore the use of digital storytelling platforms based on applications or social media commonly used by students, making the findings more relevant to current learning contexts.