CHAPTER V
CONCLUSION

Finally, the research's main argument was provided in this chapter. It specifically covered a few topics, such as the study's limits, conclusions, and pedagogical implications.

5.1 Conclusion

It might be challenging to create digital material utilizing Canva in the subject of English as a Foreign Language, especially when it comes to technological issues. As technology continues to grow, the results of the interviews with EFL learners indicate that these students should become proficient in it. This training is essential for their future teaching positions, which need them to provide creative and captivating instructional materials. Enhancing digital literacy abilities and preparing EFL students for the changing educational landscape need integrating technology in EFL instruction and addressing technology integration in teacher training programs.

The use of technology in the EFL classroom has shown how it may improve student engagement and speed up learning. The smooth integration of technology in EFL environments, however, could be hampered by difficulties like network outages and technological problems. To deliver efficient and interesting language learning experiences, it is crucial to address these issues and prioritize the creation of high-quality learning media free from barriers. Schools and educators should concentrate on enhancing network infrastructure, offering suitable professional development opportunities for teachers, and encouraging the

production of attractive digital material. The potential of technology to help EFL instruction may be fully utilized by taking into account these factors.

For EFL students, designing digital comic projects presents considerable hurdles that take a lot of time and work. A number of things, such as topic selection, template selection, concept development, sound recording, and storyboarding, contribute to the complexity. These difficulties emphasize the importance of thoughtful consideration and planning to guarantee the successful fusion of verbal, visual, and aural aspects. Researchers and educators should mentor and encourage students while encouraging critical thinking abilities and promoting well-informed decision-making. Educators may better equip EFL students to handle the creation of digital comics by addressing these issues and offering pertinent teaching solutions.

Finding innovative ideas, maximizing the impact of visual components, and building up understanding of both the subject matter and instructional methods are among the obstacles EFL learners have while making digital comics for educational reasons. It is essential to foster learners' creativity, offer direction in choosing topics, and give them with the appropriate educational skills in order to overcome these difficulties. The usefulness of digital comics as a teaching tool in EFL settings may be increased by incorporating educational comics concepts and promoting the study of various subjects.

The issues EFL learners encounter while making digital comics include picking the right topics or templates and striking a balance between the images and text. EFL students should get direction and assistance from teachers and

instructional designers to overcome these difficulties. Learners may produce interesting and successful digital comics for language learning by taking into account the significance of images in establishing spatial relationships and building a harmonious interaction between visuals and text.

Preparing the material, locating a quiet recording space, and voice training are difficulties that EFL students have when voice acting for digital instructional comics. These limitations emphasizes the difficulty that aspiring instructors have while producing educational materials, particularly digital materials. EFL students should be given direction and help in text selection, setting up the recording environment, and developing their voice abilities in order to overcome these difficulties. Additionally, including tech-focused instructional resources into EFL teacher preparation programs will better prepare aspiring educators to use digital media in language teaching.

5.2 Limitation

It was necessary to admit the limits of the research. This restriction was manifested in the study's flaws or shortcomings. Some of these constraints can be evaluated from many angles through a very drawn-out procedure.

Through a fairly long process, some of these limitations can be reviewed from several aspects. These include aspects of literature review, methodology, and research findings. These three aspects are influenced by several things which were inadequate. These cover elements of literature review and elements of techniques. Several items that were insufficient have an impact on these three factors.

This research only focuses on two general challenges considering that other EFL learners have very diverse and more complex challenges. In addition,

the weaknesses in the literature review aspect include challenges in designing digital comics for EFL learners, designing online teaching media, and the use of technology in EFL contexts. Relevant studies on this topic are very limited. Therefore, researchers face several difficulties in determining the concept of the challenges of EFL learners in preparing digital comic content. Not only that but also in local studies, designing digital comics of this kind is rarely scrutinized. So, finding locally comparable research is very difficult for the asker.

In addition, the research instrument used in this study is only based on online reflection which is still lacking. Because some of the participants' answers were still poorly described and had a high risk of research bias. As a result, it was identified as a weakness of this study which could be considered by future researchers.

5.3 Pedagogical Implication

The findings of this study imply that preparing digital comic content can play a role in supporting the level of creativity of EFL learners in making digital teaching media and guiding them that teaching media nowadays is not only about flashcards and etc, but can be more innovative by using technology. Not only that, this helps EFL learners to realize their weaknesses and strengths when compiling English learning materials. In addition, the results of this study can also be used as a reference for students when they want to prepare digital comic content. In addition, students can find out what problems will occur when preparing digital comic content.

5.4 Recommendation

This study shows two common problems that occur in preparing digital comic content. Two common types of problems are technology-oriented difficulties and design processes. However, in the literature review section, some of the themes found were not specifically explained due to the limited number of relevant studies. Therefore, future research is expected to be able to discuss in more detail to fully explain all variants.

Researcher argue that the scarcity of data is the result of the low quality of participant responses and instruments that only use online reflection or Google forms. Because this research is limited to online reflection only, further research can use other instruments, such as interviews, to obtain more precise or clear information from participants. Further research could also investigate the awareness level of EFL students regarding the apprehension of technology.
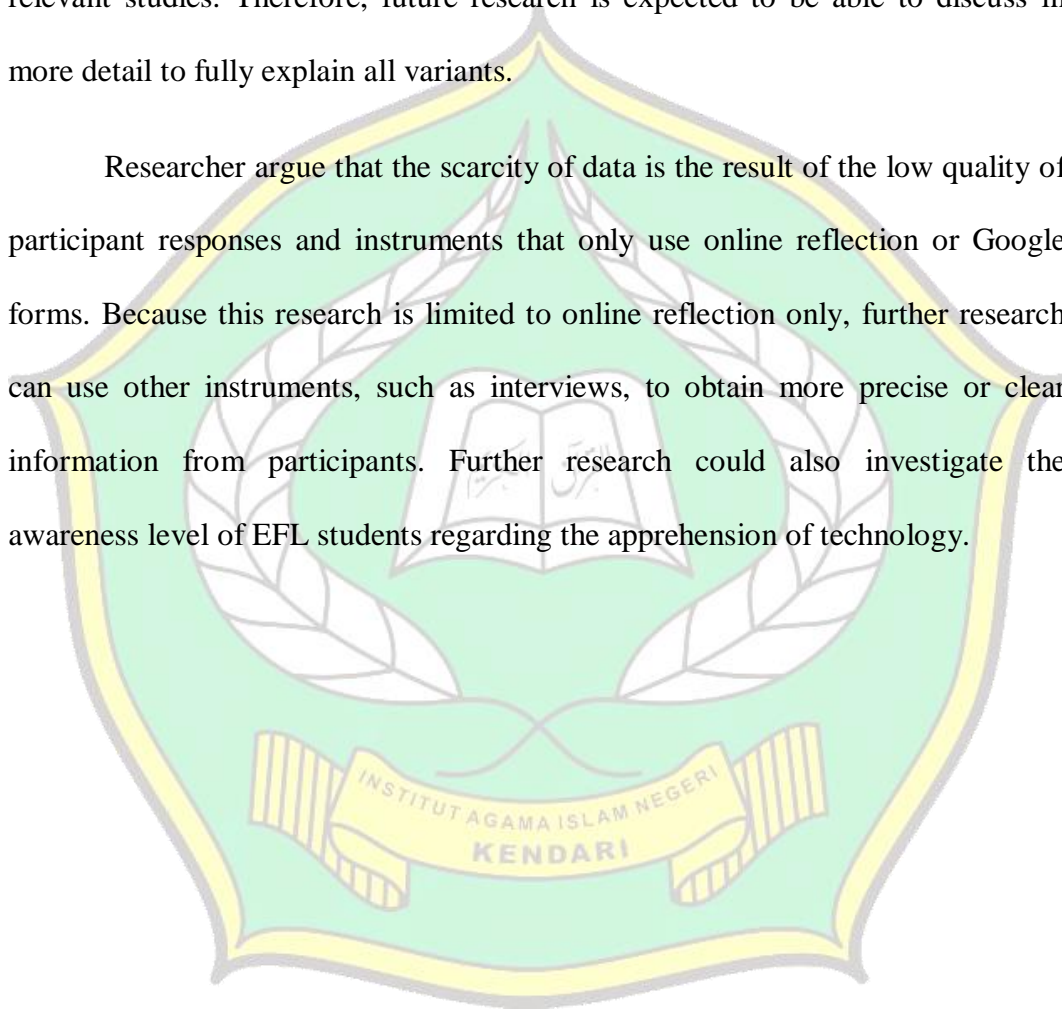
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