

## CHAPTER V

### CONCLUSION

This chapter presented the point of the research. It discusses several items consisting of conclusion, limitation of the study, pedagogical implications of the study, and recommendation for further studies.

#### 4.1 Conclusion

The EFL students' perceptions of the collaborative digital storytelling project showed the collaborative digital storytelling project is an innovative instructional model, which increases students' collaboration skills, develops students' participation and language skills development, trains creative thinking, and offers challenging learning. These results resemble the result of this study. It can be presented based on the findings; the collaborative project was more valuable and effective in developing students' skills towards digital storytelling projects in TEYL class.

Meanwhile, the benefits of a collaborative project in TEYL class which is digital storytelling making, it has positive perceptions. Based on the interview analysis, most students benefit significantly from the completed collaborative digital storytelling project in TEYL class. It also shows that the students feel happy, fun, and surprised by the collaborative digital storytelling project; it is beneficial for improving students' skills such as critical thinking, creative thinking (digital skills), problem-solving, and students' English skills (pronunciation,

writing, speaking, grammar, vocabulary). It makes the students more interested in learning while doing the project.

In addition, in the collaborative creation of digital storytelling projects, there are several obstacles EFL students encounter in collaborative digital storytelling projects. This study found that students faced difficulty managing time, technological challenges (editing digital storytelling videos), pedagogical circumstances, recording the voiceover narration, and deciding the topic.

#### **4.2 Limitation**

Finally, the researcher realizes that this research still needs improvement. Since the study was limited to time and scope, the researcher did not explore the other information related to the collaborative digital storytelling project in many aspects, for example, how the student's perceptions of the benefits of collaborative digital storytelling projects in other classes so the researcher can compare it how valuable this collaborative digital storytelling project is. The researcher also did not include some negative statements in the interview. Therefore, the researcher hopes it can be done or approved by further researchers.

#### **1.1 Recommendation**

After conducting the research, the researcher has some recommendations for English teachers in the English Education Department at an Islamic higher institution in Southeast Sulawesi, general English teachers, and other researchers. Based on the research findings, the EFL students' perceptions of the collaborative digital storytelling project in TEYL class were positive. Therefore, English

teachers in general, and especially English teachers in Islamic higher institutions in Southeast Sulawesi should, should always use this learning method to help students learn English. This method also can develop students' collaboration, confidence, critical thinking, creative thinking, and problem-solving. Thus, if they want to implement this learning method, they should change the project model that the lecturer or the teacher will give the students. Moreover, the students feel happy and challenged when doing the project.

The last suggestion is for other researchers. The researcher suggests further research since this research merely focuses on the collaborative digital storytelling project, especially in making digital storytelling project class A and B in the six semesters in the English Education Department at an Islamic higher institution in Southeast Sulawesi. This paper can be the basis or reference for further research. Other researchers can conduct more profound research on other aspects of using project-based learning in an educational context.

## **1.2 Pedagogical Implication**

The findings reveal that the students' perceptions positively impact the teaching and learning process in TEYL class. The result of this research could be a contribution to the English lecturer, students, and future researchers. The other lecturer can use this learning method in the teaching process. They can use this learning method to relieve their work and skills practically.

This study is expected to describe the students' perceptions of the benefits of collaborative digital storytelling projects in TEYL class. It proves that through digital storytelling-making projects, students can increase collaboration and

communication skills and develop language skills, students' participation, and problems solving. This study describes that this project has a positive impact on the students.

For future researchers, this research can be an inspiration and reference to other researchers to prove how valuable a collaborative digital storytelling project is, especially for TEYL class. This research can also be used as a reference to support some necessary sources. Moreover, the researcher suggested to future researchers conduct some research with different designs, aspects, contexts, and approaches to the study.

