

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research that has been carried out, as well as provides several suggestions for future research. The conclusions include the creative process in creating and characteristics of digital picture stories, as well as teachers' and students' perceptions of the usefulness of digital picture stories.

5.1. CONCLUSION

This research presents a solution to the challenges of low literacy rates and the learning crisis in Indonesia through the development of digital picture storybooks. The book is designed with a Reading for Emotion structure to stimulate critical thinking and problem-solving skills. Each story is adapted to CEFR (Common European Framework of Reference for Languages) levels A1, A2, and B1 to support learning tailored to students' abilities. This storybook has been appointed as a multimodal and multisensory learning resource, providing more precise learning and supporting the development of low- and high-level thinking skills.

Teacher reactions to the use of digital learning resources are very positive. They see it as potential for implementing the Merdeka curriculum, which can support the teaching and learning process more creatively. However, they also still prioritize traditional learning approaches. Meanwhile, students responded positively to the use of this digital picture storybook. They admitted that this was able to arouse their interest in reading and learning English. Their awareness that learning resources are not only limited to books but can also come from digital media allows them to study independently and set their own learning goals. This proves that digital picture storybooks can strengthen student agency and autonomous learning.

The researcher's mission to provide fun English learning resources has been achieved. They are able to help students learn English without needing to teach

directly but through stories and illustrations that attract students' attention. This indirectly helps students feel interested in and like English.

There is a need to focus on the transformation towards digital learning and a shift from conventional learning methods that focus on grammar and vocabulary. Using learning resources that do not adapt to changing times can prepare students to face failure. However, the role of teachers cannot be replaced by technology because learning still requires human interaction, which machines cannot replace.

5.2. SUGGESTIONS

The following are some recommendations for English language teachers and future researchers:

5.2.1. For teachers

Teachers should take a student-centred approach and encourage students to participate actively in their education in order to improve the learning process. In particular, the upcoming Independent Curriculum requires a comprehensive learning approach that includes IT (digital technology) to Independent Curriculum requires a comprehensive learning approach that includes IT (digital technology). In addition, optimism towards digital innovation in education is very important. In education, it is very important.

In this situation, using digital picture stories to create lesson plans provides English teachers with creative and engaging options. By using the Reading for Emotion technique, teachers can engage students in the learning process not just for entertainment value but also to encourage critical thinking by having them create original stories or select stories from the internet. Technology aids learning in many ways, but it cannot replace the role of teacher mentoring. In many ways, it cannot replace the role of teacher mentoring. In order to stay current in the field of education and be able to adapt to technological advances, educators must constantly improve their skills.

5.2.2. For Future Researcher

Although this research offers in-depth information, some issues need to be addressed to make it more useful. It offers in-depth information, but some issues

need to be addressed to make it more useful. Important additional. Measures include, for example, incorporating more diverse story styles than just narrative text and applying diagnostic checks to stop cheating. It is envisioned that to achieve this goal, future researchers will have the basic knowledge of digital design and website coding capabilities necessary to continue developing this digital learning tool. It is also hoped that this research will spark further interest among scientists in studying the creation of materials related to neuroscience and digital literacy. It is anticipated that researchers working on this project will have extensive knowledge across a number of disciplines, such as story science, emotion reading, aesthetic learning, and so on. Future scholars should be able to create stories, drawings, and educational websites more autonomously with this extensive knowledge. Children, but students at all educational levels—from basic to advanced—are the target audience for this promise.

