

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, we will present the conclusions of the research that the researcher has previously carried out and the researcher will also present suggestions for future researchers in the future.

#### 5.1 Conclusion

This research can answer the challenge of low literacy in Indonesia. So, this research provides a digital learning product that can be used in learning at school. Researchers have created a digital text on historical recount that uses a reading for emotion structure to develop critical thinking and problem-solving skills. The story that the researcher created is based on CEFR levels which are adjusted to high school levels, starting from levels A1, A2, B1, and B2. The researchers did this so that they could help differentiated learning and students could explore learning independently through their level of English. Researchers created this digital learning with a design that attracts students' attention to improve literacy. The development of this product is based on art because there are illustrations and designs which are quite interesting, strengthening pedagogy, integrating technology and neuroscience, because learning digital text through stories can make the brain process information more quickly. Because what you need to know is that the brain can process stories quickly. A person can memorize more quickly through stories and remember things also in story form. So, learning using stories is highly recommended, this can also trigger students' critical thinking processes.

The digital learning that researchers have developed as an innovation to provide non-traditional learning does not focus on memorizing grammar and vocabulary alone, this can change learning to be more holistic and integrated with digital media. Because it can be seen that much of previous learning still focused on teacher-centered and the learning resources that were often used were only based on books, this made learning seem monomodal which was very unlikely to be

applied to students. Digital learning is multimodal learning that can change the way students learn according to their learning style. They can independently explore the learning they want according to their level. Therefore, as a curriculum engineer, you must be able to provide creative and innovative learning resources using a holistic approach, multisensory learning, student agency, new pedagogy, and can increase reading literacy and digital literacy.

The digital text on historical recount that the researchers developed can be accepted by teachers and students. Many teachers and students can provide positive comments about the products developed by researchers. The answers from the average student felt interested and motivated to read using digital text compared to the books they usually use. Because the digital text that the researchers developed contains interesting and not boring picture illustrations and can strengthen student agency in learning. Teachers have also realized the importance of digital learning in the current era because integrating technology in learning can provide a more multimodal learning process and not be left behind by the times. So it can be said that the digital product on historical recount text based on CEFR can be accepted by both students and English teachers. Therefore, it is important to transform in digital learning.

## **5.2 Suggestion**

The following are suggestions for English teachers and future researchers:

### **5.2.1 For Teacher**

In learning in the 21st century, learning is required to focus on student-centeredness and always encourage students to be more active in class, this can support students to become student agents in learning. Not only that, before carrying out learning, thorough preparation is needed regarding student learning materials and resources. Because learning resources do not only focus on one source, students are given the opportunity to explore many things from various sources and teachers must be able to facilitate this. Digital learning has also begun to be widely used in the learning process, this can be used as an effective learning

resource. Moreover, in the independent curriculum, learning must be able to integrate technology and be holistic.

### **5.2.2 For Researchers**

In conducting this research there are still many new things that can be added to increase its effectiveness. This can provide new value in this product. For example, future researchers can re-develop stories that are adapted to the CEFR level which is more varied and creative. In developing stories based on CEFR levels, it can be hoped that they will be broader, not only focusing on high school level but can be further increased at the next level, namely from level A1 to C2. In the learning evaluation process, future researchers can also provide more challenging evaluations to improve students' learning abilities.

