CHAPTER IV
CONCLUSION & SUGGESTION

This chapter elaborates on the conclusion and suggestion of this research. The conclusions are taken from the results of the teachers' and the students' necessity to develop a digital learning resource. These necessities consist of a theme, material, color tone, font text size, digital visuals, learning activities, and features. In addition, this digital learning resource has been assessed by conducting the validation expert to prove the properness of the digital learning resource. Furthermore, this chapter also explains suggestions for future researchers and English educators.

4.1 Conclusion

This digital learning resource integrates stories that contain of rich emotional, cultural value, and authentic material that activates the students' right brain engagement. The use of stories makes the brain become five times more active because stories help people remember knowledge or information that is obtained from stories. Hence, the story in a digital learning resource helps students to get knowledge or information easily and remember it so that students can implement the lesson life from the story in their real life, help to build vocabulary, and grammar in the English teaching-leaning process. Thus, through developing a CEFR-Based Digital Urban Legend Resource is one of steps to contribute the teaching-learning process that integrates to technology, and provides the material that relates to the students' environment so students can learn cultural and moral value. In developing this digital learning resource needs necessities from teachers and students. There are some aspects that needed in process of developing this digital learning resource including academic quality aspects, pedagogical quality aspects, didactic quality aspects, and technical quality aspects. The following conclusions can be made based on the findings of the research and development done on the digital urban legend resource:

The researcher collected data for the first research question by doing a need analysis in the analysis process. According to the outcomes of the needs of the teachers and students, the digital urban legend resources should include diagnostic tests for 10th-grade students to find out their CEFR levels to aid students in understanding the materials according to their abilities. It is required to develop a learning resource for students in the tenth grade that is in line with the learning objectives specified by the CEFR. Moreover, the material in this digital learning should be reliable, relevant, and can be received by society. CEFR can help students understand the vocabulary in the text because students learn the material based on their levels, when students understand the text, it can help students to empower their critical reading. In addition, the content in this digital learning resource should be simple based on every level of CEFR and provide an acronym and glossary to support the comprehension of the material. Besides, this digital learning resource can be interactive and user-friendly in the teaching-learning process. This digital learning resource uses a student-centered approach and involves learning objectives based on critical reading competencies including 1) active reading entails actively, 2) examining the text's structure, 3) analyzing the author's intent, 4) assessing the evidence, 5) analyzing and contrasting perspectives, 6) identifying the author's personal bias, and 7) establishing connections. Those competencies can help students become more active, participate in the learning process, and empower the students' critical reading. Besides, this digital learning resource has a clear navigation because it provides directions on how to use this digital learning resource either for teachers and students. Involving learning activities is essential in reading such as pre-reading, while-reading, and post-reading. These activities can boost comprehend the text and can activate their critical reading. Furthermore, various assessments in a digital learning resource are needed. Moreover, this digital learning must have an attractive visual, proper design, color that relates to the theme, images, and illustrations. The content material utilizes an urban legend because it is believed to teach about the authentic material and can relate to interdisciplinary. Thus, it should be served in a fun way like video to give visualization and audio. There are some steps to design this digital learning resource, including developing the text,

video, website, and reading activities. After that, the digital learning resource must assess the appropriateness by conducting validation experts. The experts agreed that this digital resource is proper to be implemented in the classroom.

4.2 Suggestion

This study as reference for English educators and future researchers. Here are some suggestions for English educators and future researchers:

4.2.1 English Educators

In the 21st century, the development of technology has a big impact, especially in English education. To promote creativity and improve student learning, educators can make use of a variety of online resources and educational software. Since educators may now act as information suppliers, facilitators, mediators, examiners, authors of content, and developers of websites, they are able to further improve their competence and potential. It is intended that this study will provide educators with fresh knowledge and inspire them to embrace innovation.

4.2.2 Future Researcher

It is advised that future researchers to implement this digital urban legend resource and identify the challenges and solutions, and investigate how they affect other language proficiency. In terms of study methods, it is also envisaged that in the future, more varied learning materials will be created to increase students' excitement.