

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this research and some suggestions related to future research. The conclusions consist of the significant effect of the use of Digital Illustrated Folklore on students' reading comprehension and students' and teacher's perspectives on the utility of Digital Illustrated Folklore.

4.1 Conclusion

Based on the results of the research and discussions, it can be concluded that the use of digital illustrated folklore has a significant effect on students' reading comprehension in narrative text. This shows that before using digital illustrated folklore, students' reading comprehension were classified as low, and after using digital illustrated folklore, reading comprehension of students were classified as high. Based on the results of the hypothesis testing that has been done, it can be concluded that the use of digital illustrated folklore influences the English learning outcomes of class VIII-G students of SMP 04 Cirebon after obtaining the probability value (p-value) is lower than the significance level ($0.001 < 0.05$). It is concluded that class VIII-G students at SMP 4 Cirebon could improve their reading comprehension by using digital illustrated folklore as a learning media to learn English. The pre-test and post-test results demonstrate improved students' English abilities. Based on the data analysis's findings, digital illustrated folklore has been shown to significantly enhance students' reading comprehension.

Students' and teachers perceive the utilizing Digital Illustrated Folklore with positive responses. They felt the media as new things that could make good changes in the learning process. Before using Digital Illustrated Folklore, they learn diagnostic tests so that students know their English levels. The Digital Illustrated Folklore they access is different and support teaching and learning process more fun and enjoyable. The students and teachers view this digital learning media could help increase students' interest in the lesson, they also feel

enjoyment and excitement after learning using this digital learning media. Using Digital Illustrated Folklore in the teaching and learning process has benefits, including enhance students' motivation, increase students' reading comprehension which can be seen in the improvement of the pre-test and post-test, develop students' interest in reading, help students gaining social values as well as new knowledge, make students understand material easily, and students can become an independent learner. This digital learning media also allows teachers to create a more interactive and interesting learning environment.

English proficiency is essential in nowadays because English is an international language. Therefore, English must be well-mastered by students to maintain them in the future. The researcher believes that utilizing digital learning media to teach English will inspire new studies and serve as an innovation in English education. Digital Illustrated Folklore can improve middle school students' reading comprehension. This study also demonstrated how interested students are in learning English by using digital learning media such as Digital Illustrated Folklore.

4.2 Suggestion

The researcher shared their findings intending to serve as a reference for the English teachers, future researchers, and students. The following are suggestions from the researcher

4.2.1 English Teachers

In the 21st century, Indonesia embraced the Emancipated Curriculum, which allows teachers to create their own evaluations, instructional materials, and learning media for effective teaching and learning. Utilizing digital learning media has been shown to engage students, reduce boredom, and make lessons more interactive. Therefore, teachers must select engaging and relevant learning materials and media that motivate students to enhance their English ability, especially in reading comprehension. Using technology

effectively allows teachers to improve the quality of both teaching and learning experiences.

4.2.2 Future Researchers

The researcher realizes this research still has many shortcomings and things need to be improved. Even though the researcher hopes that other researchers can apply this media in other fields of study. Future researchers also can make digital learning media or digital learning resources with more perfect concepts and features to be used for students. Furthermore, it is proposed that future researchers utilize this research as a guide when doing other studies on the same topic. Future researchers can make comparable studies by using Digital Illustrated Folklore to improve English proficiency more inventively.

4.2.3 Students

Students should not be afraid to make mistakes when learning because mistakes are important part of growth and improvement. They should be encouraged to read more often, communicate any difficulties they have with their classmates, and learn reading material positively. Discussion with classmate create a supportive environment so students can discover new views and face challenges together. Furthermore, using imagination and creativity into reading can make learning more interesting and engaging, encouraging students to explore concepts and create their own opinion. This method not only boosts confidence, but it also fosters a stronger passion in reading, allowing students to improve their reading comprehension.