CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher discusses the conclusions and suggestions of the research. The conclusions include answers to the research questions, and the suggestions provide some recommendations for future researchers and English teachers.

5.1 Conclusion

Referring to the findings and discussion that have been described in the previous chapters, the conclusions that can be drawn are as follows:

1. The digital illustrated English storybook developed by integrating the digital intelligence quotient framework has five main characteristics that are adjusted to the needs of learners. The digital illustrated English storybook developed by integrating the digital intelligence quotient framework has five main characteristics that are adjusted to the needs of students. These characteristics are interesting illustrations and clear visuals, interactive design, relevant cultural content for students, integrating the digital intelligence quotient (DQ) framework, and easy to access.

2. The design stage includes the selection of tools, which include Google Sites, Canva, ElevenLabs, and Virtual Writing Tutor. Then there are several stages in the development stage. The first stage is the creation of narrative story texts by incorporating the eight areas of digital intelligence quotient and adjusting to the CEFR level. Second, the development process involved creating profiles and adding features to the product. In this product, there is a login page and a menu containing six submenus (home, DQ, storybook, learning activity, reflection, and references). The next step was to create the story illustration and audio input.

3. The results of the media and material expert validation test show that the digital illustrated English storybook developed was very good and suitable for use.

5.2 Suggestions

There are a number of suggestions aimed at future researchers and teachers. These suggestions are:

5.2.1 Future Researcher

The researcher provided some recommendations for future researchers. First, this study only integrated eight DQ areas in the story text, so other researchers can try to develop the product by integrating all aspects of the latest DQ, namely from 3 levels and 32 competencies. Second. This research only reached the third stage, namely analysis, design, and development of the ADDIE model, so that other researchers who use the same product can complete product development until the implementation and evaluation stages. Third, other researchers can take the same topic from this study but in a different context. Finally, the products developed are only for elementary and junior high school students. Therefore, future researchers can develop products for all school levels.

5.2.1 English teachers

The use of digital media at this time is not unfamiliar thing anymore. With the development of digital illustrated English storybook, it is hoped that teachers can be more creative. It would be better if teachers make their own learning media using digital media to better suit their students.