

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

The chapter concludes the entire research process. This chapter describes the conclusion of the research questions proposed at the beginning of the research. This is about the pedagogical principles embraced in the development of digital learning resources for speaking activities, the compatibility of the digital learning resources with the school curriculum, and teachers' opinion on the utility of the digital learning resource. suggestions for related issues are also presented.

#### **5.1 Conclusion**

The research finds the pedagogical principles in developing digital learning resources and the type of digital learning resources compatible with the teaching curriculum of well-designed media for the students at a junior high school in Kuningan, West Java. First, the following conclusions are made based on the research findings. Teachers did not understand the level of fluency in speaking to develop digital learning resources in the learning process. Therefore, the researcher developed a story-based prototype to increase the spoken fluency level. The creative process of creating the digital learning resources included story-based spoken fluency.

Second, the creative process included the needs analysis, the ready-made application analysis for speaking, the analysis of several technology-based diagnostic tests, the analysis of various Cambridge and Oxford speaking tests, analysis of Asian and Aesop's fable texts, the analysis of monomodal and multimodal texts, and the intonation analysis of story texts using reading for emotions. It turned out that the development of digital learning resources was a complex process because a creative process must be carried out. The preparation of a website using Word Press web, and finally, a development process that followed the need analysis that had been carried out previously must be done. Therefore, it becomes a suitable prototype to help students to improve their fluency level in speaking based on stories. Completeness in developing these resources includes the concept of web relations between the learning worlds.

Thus, the development of pedagogical principles precedes the development of technological resources. Then the problems presented by the teachers where they did not have criteria or types in developing digital learning resources in the learning process. The kind of learning resource suitable to use focusing on prototype curriculum in digital development was holistic pedagogy. Then, transformative learning produces profound changes in each student. The result of teaching materials must differentiate learning in developing digital learning resources. The development of learning resources in this study is the development of story-based speaking fluency. The result of story-based oral fluency with the characteristics of strengthening intonation in each sequence. A good story has a good sequence and from a good sequence there is a movement from every movement of one structure to another by using reading for emotion. The intonation will result in a purposeful movement. There is a movement of the story in every intonation, in every sequence there is a movement between readings for emotion.

Related to the third research question, the teacher talked about the usefulness of developing digital learning resources. The media display aspect was good because the prototype was easy to use and could be applied in terms of learning contained in this digital learning resource. This prototype could help students understand each material because it was easy to understand, and the prototype used could increase the level of fluency and English-speaking skills of students with available media. Students could listen and try to speak in English according to the instructions in the project so that students could study independently and could access it whenever they wanted. Students could tell stories by paying attention to every intonation change in each text structure. However, there are also shortcomings in this prototype including the use of the fonts contained in the prototype that is too small and, in the intonation, learning process; applications are reproduced to help students to see their intonation.

## 5.2 Suggestions

The researcher has presented some suggestions based on the conclusions above. They are as follows:

### 5.2.1 Suggestions for English Teachers

English teachers can develop learning resources by using digital learning resources. Development of digital learning resources is based on student needs and interests. The English teachers consider pedagogical principles in a creative process, considering that the development of digital learning resources that have been developed is about increasing students' speaking fluency based on stories with the principles of student-centered education and reflective learning. What the researcher has not made is related to the intonation aspect of the prototype. Therefore, there is a need to enrich learning resources again in the learning process. Thus, teachers are more creative in developing digital learning resources in the learning process.

### 5.3.1 Suggestions for Future Researchers

English education students are expected to develop digital learning resources to be more creative and imaginative in designing digital English learning resources. There are still many pedagogical aspects that have not been covered in this research. Future researchers should also pay attention to the development and design of story thinking to improve fluency and media as a technology-based resource, and add matrix of product specification.