

## CHAPTER V

### CONCLUSIONS & SUGGESTIONS

This chapter presents both the conclusions and suggestions of the study. The conclusions are drawn from the findings and discussions provided earlier. Based on these conclusions, the researcher then offers several recommendations. This chapter presents both the conclusions and suggestions of the study. The conclusions are drawn from the findings and discussions provided earlier. Based on these conclusions, the researcher then offers several recommendations.

#### 5.1 Conclusions

This study aimed to investigate how digital storytelling was used as a learning media in teaching listening of narrative texts to middle school students at CEC Purwokerto. Through a narrative inquiry approach, the experiences of one English teacher were analyzed using thematic analysis.

The findings revealed three major themes: (1) preparation, (2) implementation, and (3) problems faced. In terms of preparation, the teacher demonstrated clear efforts to identify student needs, select appropriate content, align with learning objectives, and ensure technical readiness. She also showed strong awareness of narrative text structure when choosing stories.

During implementation, the teacher adopted a layered process that included vocabulary introduction, audio-only listening, full video viewing, and comprehension activities such as discussion, 5W1H questions, and

retelling. This reflected both theoretical and practical strategies for enhancing listening comprehension in narrative texts.

However, the use of digital storytelling also involved several challenges. Technical issues, time limitations, and the difficulty of selecting suitable narrative materials were identified as barriers. Despite these challenges, the teacher showed adaptability by modifying activities and using available resources strategically.

Overall, digital storytelling was found to be an effective medium to support students' listening comprehension and engagement with narrative texts when implemented with careful planning and contextual adaptation.

## **5.2 Suggestions**

### **A. For Teachers**

English teachers, particularly in the EFL context, are encouraged to explore the use of digital storytelling in their listening classes. Selecting stories with clear narrative structures and age-appropriate language can improve comprehension and motivation. Teachers should also prepare supporting vocabulary and provide guided tasks to help students navigate the content effectively.

### **B. For Future Researchers**

Future researchers may consider exploring different aspects of digital storytelling implementation in various educational settings. For instance, they could focus on student experiences, compare outcomes between digital and conventional storytelling, or examine how

different genres affect listening comprehension. Additionally, further research could look into how digital storytelling supports other language skills, such as speaking or writing.

