

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The results of the research and analysis conducted are intended to answer the question posed in the problem formulation stated in Chapter 1. Therefore, the research conclusions on 'Exploring Teachers' Perceptions of Digital Storytelling in Discovery Learning for Senior High School' can be formulated as follows.

Teachers have sufficient understanding of Digital Storytelling as a learning medium that combines narrative with multimedia elements, although the depth of teachers' pedagogical understanding of DST is arguably still limited. Some teachers tend to emphasise the technical aspects, such as the use of applications and formats, while others have highlighted the pedagogical potential, albeit in less depth. This suggests the need to strengthen conceptual understanding so that DST can be integrated more strategically in Discovery Learning. Teachers' experience in combining DST with Discovery Learning also showed positive results. Teachers consider that DST supports almost all stages of discovery learning, from stimulating students' curiosity, identifying problems, collecting and processing data, to presenting results in digital form. Nevertheless, teachers still face obstacles, including time constraints, technological infrastructure, and digital skills that still need to be improved.

However, teachers have a strong belief that DST can increase students' motivation, engagement, creativity, and critical thinking skills. Students' very positive responses show that the use of DST is in line with their digital habits. Teachers also considered that DST contributed to developing listening, speaking, reading, and writing language skills in a more meaningful and contextualised way. Despite the technical and managerial barriers, teachers still view DST as a useful, effective learning strategy that is in line with the principles of Discovery Learning.

Thus, the conclusion of this study confirms that teachers perceive Digital Storytelling as a relevant and potential strategy to support Discovery Learning-based English learning in senior high schools. However, its successful

implementation requires support in the form of adequate infrastructure, sufficient time allocation, and improvement of teachers' professional competence.

5.2 Suggestions

Based on the research conclusions, there are several suggestions that can be made. For teachers, it is important to improve their mastery of digital pedagogy through training and professional development so that the use of Digital Storytelling (DST) is not only technical but also strategic in supporting learning objectives. Teachers are also advised to systematically integrate DST in each stage of Discovery Learning, not only as a final product, but also as a process that encourages students to investigate, reflect, and think critically. In addition, collaboration between teachers and students needs to be optimised in the use of technology to create a participatory and democratic learning atmosphere.

For schools and policy makers, support in the form of providing adequate technology infrastructure is needed, including stable internet access, digital devices, and supporting applications. Training programmes and workshops that focus on practical as well as pedagogical strategies should also be promoted to enable teachers to utilise DST more effectively within the Discovery Learning framework. In addition, schools should provide time allocation and curriculum flexibility that allows project-based learning and technology to be maximised.

For future researchers, this study still leaves some space that can be explored more deeply. Future research is expected to involve a wider number of participants to obtain a more comprehensive picture of teacher perceptions. In addition, it is also important to examine students' perceptions of the application of DST in Discovery Learning so that it can complement the teachers' perspectives that are the focus of this study. Further research could also examine the long-term impact of DST integration on the development of students' language competence, creativity, and critical thinking skills in various educational contexts.