

CHAPTER V

CLOSURE

This chapter is the final chapter of the thesis entitled "Task-based Language Teaching through Digital Storytelling in English Learning". In this chapter, the author presents the conclusions obtained from the research results and provides suggestions which are expected to serve as guidelines for further research.

A. Conclusion

The conclusions presented in this chapter are a summary of the findings that have been explained in detail in the previous chapters.

1. There are three main phases that teacher use when implementing task-based language teaching through digital storytelling. First, Pre-task, where the teacher prepares students by introducing material with digital storytelling and activating their initial knowledge about narrative through brainstorming. Second, the Task Cycle stage, which consists of three phases: (1) giving task to students to create narrative text, (2) planning from students regarding the content and structure of the text that has been created, and (3) the teacher acting as a moderator who allows students to for presentation of the results of the narrative text that students have created to

the class. Finally, the Language Focus stage, where the teacher provides an in-depth understanding of language aspects that emerge during the task, such as sentence structure, key vocabulary, or narrative techniques, with the aim of improving students' language skills contextually and meaningfully.

2. The challenges that the teacher faces when implementing task-based language teaching through digital storytelling in MTsN 3 Banjarmasin are time constraints, the school's facilities, and student's language ability.

B. Suggestions

As a follow up the research results, the following suggestions from researcher:

1. The School

It is hoped that schools will facilitate better internet networks and periodically check the facilities of each class.

2. Teacher

Based on the finding the implementation of TBLT was helpful to overcome their problems in teaching learning process through doing tasks. Because the internet network is poor, teachers are expected to be able to download learning videos first.

3. Order Researchers

The research hope that future research can examine specific language skills using task-based language teaching through digital storytelling. In addition, further research can be carried out by implementing TBLT with other technologies that can support English language teaching.