

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In conclusion, the research conducted at SMK Al-Fajar Kasui provides compelling evidence that digital animated stories are a highly effective tool for enhancing students' listening skills, shaping positive perceptions of learning materials, and improving classroom dynamics.

Firstly, addressing the research question on whether digital animated stories can improve students' listening skills, the data clearly demonstrates a significant improvement in students' listening abilities. The average test scores increased from 47.09 in the pre-test to 77.9 in the post-test of Cycle 2, highlighting a substantial boost in listening skill. This improvement suggests that digital animated stories effectively support students in better understanding and retaining auditory information through their engaging visual and auditory elements.

Secondly, the investigation into students' perceptions of digital animated stories reveals overwhelmingly positive feedback. Students strongly agreed that the clarity of audio in these videos aided their comprehension and made learning more accessible. Furthermore, a majority of students felt more motivated and enthusiastic about learning when animated stories were used. This enhanced engagement is crucial for effective learning, as it helps students remain interested and invested in their educational experiences.

Lastly, in terms of classroom dynamics, the integration of digital animated stories positively influenced the learning environment. Observations showed that students were more focused and actively participated during lessons involving these stories. The interactive and visually stimulating nature of the animations created a more dynamic and engaging classroom atmosphere, which facilitated greater involvement and enthusiasm from the students.

Overall, digital animated stories have proven to be a valuable addition to the educational toolkit at SMK Al-Fajar Kasui. They not only improve listening skills but also foster positive attitudes towards learning and enhance classroom interaction. These findings underline the importance of incorporating multimedia resources into teaching strategies to enrich the educational experience and support student development across multiple dimensions.

B. Suggestions

According to the findings above, the followings are suggestions given by the researcher:

1. For students

For student while watching the digital animated stories, students should take notes on key points or new vocabulary. This practice helps reinforce learning and provides a reference for review, which can be particularly useful for understanding and recalling details.

2. For teachers

Teachers can choose digital animated stories that are relevant to the curriculum and engaging for students. Also ensuring that the content aligns with learning objectives and is appropriate for the students' proficiency levels. This will help maintain students' interest and make learning more effective.

3. For other researchers

For other researcher while this research highlights the effectiveness of digital animated stories in improving students' listening skills and engagement, several limitations should be acknowledged.

First, the study was conducted at a single institution, SMK Al-Fajar Kasui, which may limit the generalizability of the findings to other educational settings with different demographics or resources. Future research could benefit from a broader sample that includes multiple schools or diverse educational contexts to validate the findings across various environments.

Second, another limitation is the short duration of the intervention; longer-term studies could examine whether the observed improvements in listening skills and engagement are sustained over time.

Last, while the study established a link between digital animated stories and enhanced learning outcomes in listening, further research could explore the specific elements of these multimedia tools that contribute most significantly to their effectiveness, such as animation styles, interactivity features, or content relevance. Addressing these areas in future research could offer a more comprehensive understanding of the role of multimedia in education and inform more effective implementation strategies.