CHAPTER V

CLOSING

1.1. Conclusion

1.1.1. The implementation of the learners' interaction quality during the digital storytelling process is broadly carried out into three categories, namely the preparation stage of implementation, the execution stage of implementation, and the evaluation stage of implementation. The following provides a more in-depth explanation of the three implementation stages. Each of these three stages has sub stages to each other. The preparation stage of implementation consists of several sub-stages, including goal setting, determining success and failure criteria, determining digital storytelling materials, determining technical criteria for digital storytelling, socialization and simulation of the digital storytelling process. The execution stage of implementation consists of several sub-stages, including greetings, opening, delivery of digital storytelling content, presentation of digital storytelling content, questions and answers, and discussion, conclusion and closing, farewell. Meanwhile, the evaluation stage of implementation was carried out by evaluating five groups. This evaluation revolves around two things. First, the re-delivery of digital storytelling material in order to improve the learners' interaction quality. Second, the evaluation of the learning process which contains

motivation and education that is oriented towards improving the learners' interaction quality during the digital storytelling process.

1.1.2. The results of implementing the learners' interaction quality during the digital storytelling process show good results. From the research results which were manifested using test instruments, the cumulative value of the results of implementing the learners' interaction quality during the digital storytelling process showed a good value from stage to stage. In the first stage, the predicate of the cumulative results of students gets a value of D with a total acquisition of 1.016. In the second stage, the predicate of the cumulative results of students gets a value of D with a total acquisition of 1.044. In the third stage, the predicate of cumulative results of students gets a value of B with a total acquisition of 1.575. In the fourth stage, the predicate of the cumulative results of students gets a B value with a total acquisition of 1.597. In the fifth stage, students' cumulative results predicate get a A grade with a total acquisition of 1.713. This figure is almost close to the maximum value, which is 2,100.

1.1.3. The implementation of learners' interaction quality during the digital storytelling process has advantages and disadvantages. The advantages are: 1) active student participation in learning; 2) good interaction between the teacher and students; 3) students being able to ask questions that encourage other students to delve deeper into the learning material; 4) students being able to ask questions that promote higher-level reasoning; 5) students being able to facilitate various questions and comments from other students; the

teacher playing the role of a guide and companion to students; 6) the teacher and students having interactive techniques that prevent boredom; 7) the teacher and students being able to resolve conflicts and other personal issues that may arise. And the disadvantages are: 1) lack of student participation in participating in digital storytelling learning; 2) lack of student activity in participating in digital storytelling learning; 3) less conducive learning atmosphere, because early students could not control the learning process and atmosphere.

1.2.Suggest

For further research, it would be better if the research focused on developing the learners' interaction quality during the digital storytelling process. Future research can also use quantitative research. The authors suggest that this research measures the extent to which the application of digital storytelling affects the learners' interaction quality during the digital storytelling process.