

Chapter Five

Conclusion

This chapter presents the conclusion and recommendation of the research. There are two points that the researcher going to be explained. The first point explains a summary of this research, including the findings. The second point describes recommendations for students, teachers, and other researchers.

Conclusion

English is a language used by almost everyone in all countries in the world. Therefore, people who can understand English very well will get a lot of benefits, especially in Indonesia. In Indonesia, English is one of the subjects that students must learn. In schools, teachers use a variety of ways to facilitate learning in the classroom, including using technology in the form of software or hardware. Storybird is one of the software used to teach English in class. However, in using Storybird there are several advantages and challenges faced by students. This study was aimed to explore the advantages of using Storybird and also to investigate the challenges of using Storybird in learning English faced by students. In addition, this study was also intended to find out how are the students overcome the challenges.

A case study qualitative research design was used in this research. Having three English students as the participants, the study took place at an English language education department of a private university in Yogyakarta. The data were collected by interviewing these three students. After collecting the data, the

researcher transcribed, confirmed the participants' respond for member checking, categorized the data, the narrated the findings.

Based on interviews, the findings showed that there were six advantages, ten challenges, and five ways to overcome the challenges in using Storybird. Firstly, the four advantages of Storybird include Storybird could increase creativity, trained students reading skills, trained students writing skills, and Storybird features were understandable. Secondly, there were seven challenges namely bad internet connection, application errors, unfamiliar with the features, limited pictures, lack of technical support, need of high imagination, and inability to improve speaking and listening skills. Thirdly, in order to overcome those challenges, the researcher found five ways namely looking for a good internet connection, changing the password and refreshing the application, asking teachers and friends, doing self-study, and working in groups.

In conclusion, there were several advantages of Storybird that had been found by the researcher. In using Storybird, some problems must be anticipated by students so that they can apply strategies to overcome the challenges so that the teaching and learning process using Storybird can be successful.

Recommendation

Based on the findings of the research, there are some recommendations proposed for various parts such as the teachers, students, and other researchers. The following paragraphs explain detail information about the recommendation.

For teachers. Based on the data that had been found, there were many advantages in using Storybird that can be considered by teachers to use it in teaching and learning in the classroom. Teachers are expected to be able to anticipate challenges experienced by students when using Storybird such as bad internet connections, unfamiliar features, and lack of technical support. Eventually, after reading this research the teachers are expected to provide a good internet connection, explain the features in the Storybird, and provide an appropriate time and place to learn Storybird.

For students. This research can help students to get a lot of new information about the advantages of Storybird, kinds of challenges and also how to overcome these problems. After knowing more challenges than the advantages of Storybird students can consider whether they want to use Storybird or not. By knowing how to overcome these challenges such as looking for a good internet connection, changing the password and refreshing the application, asking teachers and friends, doing self-study, and working in groups, students are suggested to implement them in class or outside the classroom when using Storybird.

For other researches. This research can inform other researchers to enrich the existing bulk of theory about the use of Storybird in English teaching and learning processes. The researcher suggests other researchers broaden future research in the scope of English teaching and learning by using Storybird. The researcher also expects other researchers to conduct research related to the correlation between storybird and the ability to read and write for students with different methods.