

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this study was to find out how Mts Quranic Scientia students felt about using digital media to learn English. All 15 eighth-grade students were given an open-ended questionnaire to complete in order to gather data. To find trends and themes pertaining to students' cognitive, affective, and behavioral views, the data were subjected to thematic analysis.

The results show that students' opinions of using digital media to study English are usually favorable. Students said that digital media made it easier for them to comprehend English-language content from a cognitive standpoint. Videos, pictures, and online resources were used to enhance their understanding and improve the efficiency of their education. Additionally, pupils were able to routinely access learning resources through digital media, which improved comprehension.

The results from the affective component demonstrated that when students used digital media to study English, they felt more motivated, excited, and interested. When compared to traditional teaching approaches, the learning activities were thought to be less boring and more interesting. Students were motivated to actively participate in the learning process by this favorable emotional reaction.

When using digital media, pupils showed favorable learning behaviors from a behavioral perspective. They participated more, were more eager to

finish assignments, and started using their English more actively. Additionally, students were encouraged to interact more during learning activities and to independently explore learning materials thanks to digital media.

In general, students' excitement and involvement in learning English were greatly aided by the usage of digital media. These results suggest that digital media might be a useful tool for improving students' educational experiences, especially when it comes to increasing comprehension, motivation, and engagement.

B. Suggestion

1. For English Teacher

Digital media integration into English teaching and learning activities is advocated for English teachers. Teachers should choose digital resources and applications that are appropriate for the needs and learning goals of their pupils. Students' interest and motivation can be sustained with appropriate guidance and variety in the usage of digital media.

2. For Students

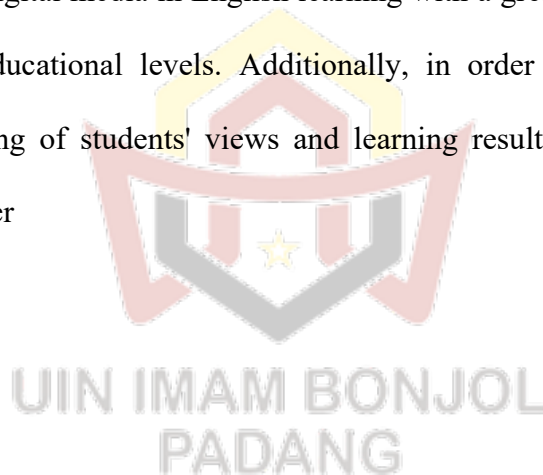
In order to enhance their English language study, students are urged to use digital media constructively and responsibly. Students can enhance their language proficiency and develop into more self-sufficient learners by actively utilizing digital learning materials.

3. For Schools

It is recommended that schools encourage the use of digital media by giving students access to digital learning resources and sufficient infrastructure. The quality of teaching and learning processes can also be improved by providing teachers with training on how to use digital media effectively.

4. For Future Research

It is advised that future researchers carry out additional studies on the use of digital media in English learning with a greater sample size or a range of educational levels. Additionally, in order to obtain a deeper understanding of students' views and learning results, future study may employ other



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