

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and data analysis, the following conclusions were drawn:

1. The Development Process of ISL-Collective Worksheet based on the students' needs analysis through questionnaires. The ISL-Collective digital worksheet was appropriate for the tenth-grade students at SMAS Budisatrya Medan. The worksheet was developed using the ADDIE model and designed to enhance students' listening comprehension of narrative texts through interactive tasks, visuals, and video elements. The development was guided by the learning objectives of the Merdeka Curriculum and incorporated the principles of multimodal learning and digital interactivity. The validation results from validators showed that the product received a mean score of 3.57 with 89.25% percentage, categorized as "Very Good." This indicated that the product was suitable for use without requiring revision. The student try-out results confirmed the product's effectiveness, with a percentage of 94%, also categorized as "Very Good." These findings were supported by teacher interviews, which revealed that the worksheet was innovative and helpful in overcoming students' vocabulary difficulties. Therefore, the ISL-Collective digital worksheet is considered appropriate and ready to be used in the classroom as a learning medium.

2. The teacher's challenges in implementation regarding the second research problem. The study concluded that the English teacher faced several structural and pedagogical hurdles. It was found that the teacher struggled with the students' high level of dependency on teacher led instruction, which made the implementation of autonomous digital learning difficult. The limited availability of school provided digital resources and the time constraints of the curriculum forced the teacher to rely on conventional printed workbooks, which contributed to student boredom. However, the use of the developed ISL-Collective worksheet was found to mitigate these challenges by providing an automated feedback system and a more engaging environment that reduced the teacher's administrative burden.

B. Suggestion

In relation to the conclusions above, some points were suggested as follows:

1. For Teachers

It was suggested that English teachers utilized interactive platforms like ISL-Collective to provide more varied listening input for students. Teachers were encouraged to incorporate video-based quizzes into their daily lessons to reduce student boredom and help them master vocabulary more independently. Furthermore, teachers were expected to reduce their role as the primary source of information and instead acted as facilitators in a digital-based classroom environment.

2. For Students

Students were suggested to take more initiative in practicing their listening skills using digital resources available on the internet. It was expected that students became more familiar with interactive worksheets that required active participation. Moreover, students were encouraged to utilize the immediate feedback from digital tools to self-evaluate their progress and build their confidence in understanding English narrative stories without being overly dependent on the teacher's explanation.

3. For Future Researchers

Future researchers were suggested to conduct further studies on the implementation of digital worksheets with a larger sample size to ensure more generalized results. It was recommended that future researchers explored the use of ISL-Collective for other text genres, such as recount or descriptive texts, to test the platform's versatility. Additionally, future studies were suggested to investigate the long term impact of digital worksheets on students' overall English proficiency and the role of school policies in supporting digital pedagogy.