

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusion, implication, recommendation, and limitation of the study. The conclusion part covers the concluding remarks of the major discussion of the findings presented in chapter IV and the final consideration regarding the study. The implication part covers the importance and the contribution of the study to the development of English language teaching, specifically in teaching academic writing. The recommendation covers some suggestions for school leaders, teachers, students and future researchers under the topic of digital literacy. Lastly, the limitation covers the weakness of this study.

5.1. Conclusions

Based on the results of the study, all teachers have achieved some activities that reflect their standard level of digital literacy. The following are some activities that has been done by the teachers in their classroom practices which reflect their digital literacy including using basic functions with available digital devices (laptop, projector); delivering instructional materials for students using PowerPoint; using internet to deliver instructional or support material; adapting technology-based activities and tasks to align with the goals of the class, and with the needs and abilities of the students; creating an appropriate technology environment to meet specific teaching and learning goals; providing feedback for students through digital technology; using electronic methods, as appropriate, for students' assessment; encouraging students to use electronic methods to document their own progress; and viewing as well as commenting on students' electronic work.

The teachers also share the same understanding regarding digital literacy. They state that digital literacy is not only the ability to use technological tools, but also the ability to find, evaluate, utilize, share, and create learning content from those tools. Furthermore the teachers emphasize that digital literacy is not only about the use of technology but it also consist of critical thinking and social awareness.

Related to the importance of digital literacy for teaching English, the teachers state that having adequate digital literacy will be very useful in helping them to apply technology more easily and effectively. The use of technology will greatly assist them in finding and delivering learning materials to their students more easily so that learning activities in class

would run better. In addition, they also add that the application of various kinds of technological tools in the classroom will create a more interesting and less monotonous learning atmosphere so that students will be more motivated to learn.

The most frequently used technological tools by the teachers are word processing, power point, and internet. The teachers use word processing and power point to make it easier to deliver learning materials to students. The material presented can be processed and delivered as attractively as possible and not monotonous so that students will more easily understand their learning materials. For the use of the internet, almost all teachers agree that internet is a very useful learning resources. They say that with internet, they can get various kinds of relevant learning materials and media for their students. Some teachers also add that they use multimedia application to improve students' language skills.

However, from the various advantages provided by technological tools, there are some teachers who express slight complaints in the use of technological tools. Some teachers say they are still not confident in using more sophisticated technological tools because of the lack of training provided by the school. Almost all teachers state that they are not satisfied with their ability to apply technology in the classroom. They want to continue to improve their digital literacy to create an effective learning process. Therefore they mention that in implementing technology and increasing digital literacy in teachers' daily routine calls for professional support programs. With these support programs, they will always increase their proficiency and knowledge regarding the use of technology.

There are several professional development programs that the teachers found the most useful in increasing their digital literacy including peer-teachers, face-to-face training, and online professionalization (online forum). Using peer-teachers can promote the professionalization process, because these peer-teachers have positive relationships with other teachers whereby teachers feel safer in exploring technology. Some important conditions for successful teacher support program in digital literacy can also be achieved in face-to-face training as stated by the teachers. Because face-to-face training has great possibilities for improving domain specific knowledge and teachers' competence, personal barriers and uncertainties about a teacher's knowledge can be minimized. Another professional development program proposed by the teacher is online forum. It supports teachers in expanding their digital literacy, it can also offer the opportunity to build an active community and let teachers learn from each other.

5.2. Implication

The finding of the study has the potential to provide better insight regarding English teachers' perspectives of digital literacy and professional development programs done by the teachers in improving their digital literacy. Thus, the implication for English language teaching is on the sense of giving an idea about the importance of digital literacy in integrating technology tools into EFL class in order to improve students' English skills. Furthermore it is also present various ideas regarding professional development program that can be implemented by English teachers to improve their digital literacy.

5.3. Suggestions

Based on the findings and discussions, the researcher would like to offer some suggestions as follows.

For school leaders, should be more aware in creating better design the organizational plan for technology integration as well as improve the implementation of programs in increasing digital literacy in their schools.

It is suggested that the teachers to always improve digital literacy so that the integration of technology tools into classroom practices will be implemented properly. Digital literacy can be improved by joining more professional development including formal or non-formal programs such peer-teachers, training, online professionalization, and so on.

To the further researcher, particularly, those who have the same problem and interested in conducting this research topic, it is suggested that this study can be a reference. The future research may replicate the design of this study and extend to the higher level to see whether the findings are affected in broader context.