CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study based on the research questions. The first part presents the conclusions of the study referred to the findings and discussion from the previous chapter and the second part presents suggestions in terms of further studies and pedagogical aspects.

5.1 Conclusions

This study was conducted to delve ESP students' digital literacy practices by finding their practices in using digital tools based on eight components of digital literacy and the factors affecting their digital literacy practices. The data were collected through questionnaire, semi-structured interview and observation.

The findings revealed that ESP students used smartphone and laptop to practice their digital literacy. The laptop was used mostly for doing tasks in ESP class and the smartphones were used for communication and social media use. The applications employed in their digital devices were varied such as Canvas for learning, Gmeet and Zoom for video conference, Ms Office for doing the tasks, Adobe System and Kinemaster for editing photo and video, Udictionary for finding difficult words, WhatsApp for communication, and Twitter for source of current information. Students' use of digital devices was affected by their willingness to learn new technology.

Moreover, ESP students also showed that they always use laptop for learning, use LCD when learning offline in the class, and use speaker for learning, but they often use various software applications in learning English. In addition, they usually make tasks in various formats, plan them, and consider their audience. Furthermore, they always know their purpose of doing the tasks, and make the tasks based on their preference.

Related to collaboration, ESP students always discuss every member's tasks, usually work in group, plan before doing the tasks, and help other members in the group. In addition, they often decide group rules as they choose a leader for making decisions, and decide every member's role. During online learning, all the communication and collaboration were done by using digital devices online. ESP students always consider their audience during their communication, consider the purpose and the age of their audience, use components of effective communication, communicate effectively, and consider their audience's needs.

Besides communicating and collaborating with others, ESP students had to find information for doing their tasks. ESP students always find various information and know their purpose of finding information. Moreover, they usually find their information using websites, use specific terms to find information, and use the information comprehensively for doing their tasks. In finding information, ESP students need to be critical and evaluate the information. The result of the study showed that ESP students always consider the information trustworthiness, know how to use the information, use various formats in presenting information, consider the negative and positive aspects of the information, and put ideas in social media. They usually evaluate the information, process the information to meet the purpose, relate the information with their knowledge, be aware of reliability issue, know the reasons behind their arguments and ideas, and support their ideas and arguments using facts. However, ESP students often support their ideas using research data.

In social and cultural understanding, ESP students are usually aware of the socio culture effect on people's understanding, the way text and other media give perspective, some culturally valuable information, the ability of culture in shaping understanding, and they also usually collaborate with other students with different socio culture. Another component of digital literacy is e-safety which comprises nine questionnaire items. The result revealed that ESP students always avoid cyber bullying, protect their personal data, and respect other people's privacy. Moreover, they usually avoid the risks and threats in doing online activity, and keep their physical health when using digital technology. In addition, they often keep their data and information safely, be aware of ICT effect of environment and know the terms used in the internet.

The ESP students' digital literacy practices could not be separated from the factors affecting their digital literacy practices. Most of ESP students conveyed that most affecting factors to their digital literacy practices. Lack of supporting facilities, lack of supported resources, lack of supported learning materials, lack of students' skills, and lack of time are considered as the most affecting factors in digital literacy practices in ESP class.

5.2 Suggestions

The current study recommends some pedagogical implications that may help ESP teachers, higher education institutions, and further researchers. For ESP teachers, it is expected that they employ digital tools in teaching. The result of the study revealed that ESP students used both smartphones and laptop for everyday learning. Therefore, the teachers need to utilize both devices maximally. Teachers need to also implement the eight components of digital literacy as a commitment to improve students' digital literacy practices.

In addition, higher education institutions need to provide resources and facilities for ESP students and teachers in conducting learning activities, especially in online learning during the pandemic. Higher education institutions also need to train students and teachers to be skillful in using digital tools and internet. This is because the ESP students considered themselves as lack of skills in using digital tools.

Lastly, further researchers are suggested to use different framework to delve into students' digital literacy. Moreover, the subjects of the study should also be expanded to teachers of ESP as well and different education levels. Furthermore, the investigation of ESP students' digital literacy practices was conducted online. Therefore, future studies should conduct the investigation offline as the pandemic over to obtain various activities and data collection related to interaction.