

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and suggestions following the findings of the study. The first section is the conclusion of the finding, and the second is the suggestion dealing with the objectives.

5.1 Conclusion

The objectives of this study to find out pre-service English teachers' understanding of digital literacy and to figure out their perceptions of digital literacy skills based on their teaching experience during *Kampus Mengajar*. Based on the research findings and discussion, the researcher concluded that pre-service English teachers during the *Kampus Mengajar* program have an understanding and perspective towards digital literacy. This can be seen from the data showing that pre-service English teachers have good digital literacy skills in accessing and evaluating learning materials and operating digital technologies which are supported by their digital literacy skills based on the results of questionnaires and interviews conducted.

From their perspectives on digital literacy, during the *Kampus Mengajar* program pre-service English teachers able to apply digital technologies, but there were several challenges for pre-service English teachers in implementing digital literacy in the teaching process during the *Kampus Mengajar* program. The lack of digital technology facilities and poor internet connection in each

school in the *Kampus Mengajar* program is a challenge for pre-service English teachers.

In addition, Pre-service English teachers state that digital literacy is important to have in today's era, especially for pre-service English teachers. This relates to their ability to access and evaluate learning materials or information, as well as the ability to apply digital technologies. Furthermore, this can help pre-service English teachers during the teaching process in class. Therefore, with the current digital literacy skills of pre-service English teachers, it is necessary to take the advantage of these skills.

Pre-service English teachers had the similarity understanding and perspectives on the digital literacy during the *Kampus Mengajar* program. In today's era, pre-service English teachers can benefit from having digital literacy skills and there were challenges for pre-service English teachers when implementing digital literacy during the teaching process in the classroom. Therefore, this can change their way in teaching process.

5.2 Suggestions

5.2.1 For Future Researchers

The researcher would like to suggest other researchers to do more research on this topic. Future researchers will examine the same title but may take different data and instruments. Future researchers may be able to research and collect data on digital literacy in pre-service teachers during *apprenticeship* programs or the *KKN (Community Service Program)* program in different research locations. In addition, future researchers

should also consider adding research instruments such as direct observation. Thus, the results obtained from research will be broader and relevant. This could be a research gap between previous researchers and subsequent research.

5.2.2 For Pre-service English teachers

The researcher recommends that pre-service English teachers, to be able to understand and have digital literacy skills. In this era, technology has developed rapidly, so that pre-service English teachers are also expected to be able to adapt in the teaching process. Such as being able to operate several digital technologies and search for relevant information or learning materials on the internet by using these digital literacy skills. This can have a good impact for pre-service English teachers on the teaching process in the classroom. Even though there are challenges in implementing digital literacy during the teaching process, pre-service English teachers are expected to be able to find solutions to overcome these challenges.