

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, presents conclusion of the research regarding to the needs of digital literacy competence of pre-service English teacher at student of IAIN Cirebon. The researcher explores the conclusions obtained from the overall research results and suggestions that can be drawn from this research. The conclusions drawn are the results of the major discussion points in each chapter. As well as the advice given purely based on the results of the research.

4.1 CONCLUSION

Based on the results of qualitative analysis of the answers to all interviews that have been conducted to 5 (five) pre-service English teacher of IAIN Syekh Nurjati Cirebon and one English teacher as informants who are willing to be informants in this research.. From the discussion that has been done in previous chapters there are several conclusion that can be drawn from this research, there are :

- 1) Pre-service teacher perceive toward digital literacy competence in information literacy concept ELT pre-service teachers view information literacy as the competence that required in improving the ability to access, evaluating, identifying, using and managing information. In addition, in term of media literacy most of pre-service English teachers can access, interpret, assess, and produce messages in a number of methods, as well as gain an understanding of the media's role in society and essential inquiry and self-expression skills. Furthermore, most of pre-service English teachers have knowledge and understanding of using technology and integrating it into teaching and learning processes. It is shows that pre-service teacher have ability to use ICT literacy.
- 2) The data of the interview with pre-service teacher and the teacher, the researcher conclude that the needs of developing digital literacy competence of pre-service English teacher they are: ICT literacy, the world of information, nature of information, reading and understanding digital and non-digital information, creating and communicating digital

information, evaluation of information, knowledge assembly, media literacy, independent learning, social literacy, moral literacy.

4.2 SUGGESTION

After completing this research, the researcher realized that this research had errors and shortcoming. Accordingly, the researcher hopes for stakeholder, such as:

1) English Language Department Students

English students must pay attention and prepared to be in line with the needs of digital literacy competence of pre-service English teachers.

2) Further Researchers

They should explain more deeply the needs in order to develop digital literacy competence of pre-service English teachers. Take the initiative to collect and analyses the various data techniques on what the needs of digital literacy competence are; and examining the needs description of pre-service English teachers in greater detail.

