

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the results of the study and discussion. The conclusion is by the results of the teacher's description of how teachers master digital literacy skills and also their needs when looking for sources of teaching materials, teaching processes, and also evaluating English language teaching. Meanwhile, suggestions are addressed to teachers, schools, and further researchers as well as parties who are interested in researching the needs of teachers to develop digital literacy skills for 21st century English teaching.

4.1 Conclusion

Digital literacy skills that must be mastered by English teachers for 21st century English teaching include 8 aspects, each of which is divided into 3 indicator categories including Information skills which include access skills, integrate skills, and evaluate skills. The second indicator is the uses of digital devices, which include manage skills, create skills, communication skills, and analytical skills. The last indicator is a digital transformation which includes Synthesis skills.

The need of English teachers, both junior and vocational high school English teachers require self-retraining in reading and writing information through digital devices which can help teachers identify trusted websites and also get used to expressing their ideas in the form of scientific works. Meanwhile, the teachers also need adequate facilities and infrastructure to create effective digital-based English teaching activities. In addition, the two teachers need more frequent training in the use of digital equipment and more discussion forums between English teachers, especially in terms of developing English language teaching.

4.2 Suggestion

Based on the research results obtained from the data in the field, this research is going well. However, it is not a mistake if the researcher wants to put forward some suggestions that hopefully will be useful for the advancement of education in general. The suggestions that researchers put forward to teachers, schools, and future researchers are as follows:

4.2.1 For Teacher

English teachers, both junior high school and vocational high school English teachers in 21st century English teaching should increase their knowledge by reading more and also always following the times so that they can make English teaching not boring, and can understand the needs of students, In addition, teachers are also expected to have the ability to access, understand, and use digital media, communication tools, and networks.

4.2.2 For School

School digital literacy must be developed as an integrated learning mechanism in the curriculum or at least connected to the teaching and learning system. To develop the digital literacy skills of English teachers, schools need to increase the number and variety of quality learning resources in schools. The rapid development of science in the digital era demands renewal and the addition of new knowledge in the school environment and also provides adequate digital equipment.

4.2.3 For Future Researchers

Further research should be able to deepen further regarding the factors of what needs are needed by English teachers to develop their digital literacy skills in 21st century English teaching. In addition, further researchers should further develop the scope of research, considering this research carried out cannot fully describe the fulfillment of digital literacy needs for 21st century English teachers. In the process of collecting data, it is necessary to use

techniques that are expected to be more optimal in obtaining the required data.

