

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

This research has explored the role of digital literacy in developing students' reading skills in the Indonesian junior high school context by examining both the teacher's and students' perspectives. The findings indicate that digital literacy has an important role on how students comprehend, interpret, and engage with English texts. The integration of digital tools such as Quizizz, Google Classroom, Instagram, YouTube, Canva, Google, ChatGPT, Google Translate, and digital books proved to be beneficial not only for comprehension but also for motivation and learner autonomy.

From the teacher's perspective, digital literacy was seen as a pedagogical necessity that enables the creation of interactive and multimodal learning environments. Meanwhile, the students' perspectives demonstrated that digital resources provided practical benefits in simplifying comprehension, enriching vocabulary learning, and sustaining motivation through multimedia and game-based activities. These complementary perspectives confirm that digital literacy is not a supplementary skill but an integral component of modern English language learning.

Therefore, this study concludes that both teachers' and students' perspectives reveal that digital literacy plays an important role in enhancing students' reading comprehension, motivation, and engagement. Moreover, students' experiences in integrating digital literacy practices—such as using multimedia, AI

tools, and collaborative platforms—demonstrate how digital environments foster active and autonomous reading practices in the EFL classroom.

## **5.2 Suggestions**

Based on the findings of the study, several recommendations and suggestions can be addressed to different parties involved in education, as well as for the development of future studies, as follows:

First, for teachers, they are expected to integrate digital literacy more effectively into English learning, especially reading, by utilizing platforms and resources that are accessible and engaging for students. Teachers are also encouraged to balance the use of digital tools with clear guidance and design learning activities that enable students to actively experience and reflect on the use of digital literacy practices, fostering not only comprehension but also critical engagement and autonomy and ensuring that students not only consume information but also develop critical thinking and evaluation skills when using online resources.

Second, for students, they are encouraged to maximize the use of digital resources in supporting their English learning, particularly reading comprehension. They should cultivate responsibility and awareness when using digital platforms, so that these tools are not only seen as sources of instant answers but also as aids to deepen understanding and strengthen learning autonomy.

Third, for schools, it is important to continue integrating digital literacy into English learning in a balanced way. Schools should also provide sufficient facilities

and support systems to enhance digital literacy practices in the classroom. This includes ensuring stable internet access and the availability of devices, which are crucial for the effective integration of digital tools in learning.

Then, in relation to the limitations of this research, future studies could involve a larger number of participants and cover different school contexts in order to gain broader perspectives. Further research may also consider exploring how different dimensions of digital literacy such as technical, cognitive, and socio-emotional aspects interact with students' reading development or other English skills.

Based on the overall findings of the research, this study implies that integrating digital literacy into English language teaching effectively enhances EFL students' reading skills by increasing their motivation, engagement, and comprehension. Theoretically, it reinforces the view of digital literacy as a multidimensional competence involving technical, cognitive, and social skills. Practically, it emphasizes the teacher's role in utilizing digital tools—such as Canva, videos, and AI applications—to make reading activities more interactive and meaningful. At the policy level, it highlights the need for curriculum integration, teacher training, and equitable access to technology.