**CHAPTER V** **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of two parts: the conclusion of the research and the suggestions for the teachers and for the other researchers interested in conducting similar research.

* 1. **Conclusions**

In this study, the current condition of three EFL teachers' digital literacy skills, based on data from questionnaires and interviews, was explored. It was found that in the current situation of EFL teachers' digital literacy skills during the pandemic eta, there was still a lack of clarity in the understanding of digital literacy among EFL teachers. There was a need to understand more deeply what 'digital literacy' or 'digital skills' refers to. There were at least three of the eight digital literacy skills components found in this study, including being able to understand the importance of mastering skills relating to ICT-Skills ability, operating various technological tools, and using internet data. As well as the ability to communicate, convey understanding to students in particular, also communicate in the sense of having conversations with students and parents of students. Teachers also understood the need for skills to explore and obtain information from reliable sources and selectively sort out information. In addition, teachers were also pointing out the skills they need, which were related to the way how to think, build and share knowledge in various ideas by utilizing digital technology, which is called 'Creativity' in digital literacy. More clear was the ability to create learning products by utilizing digital media technology in an optimal and varied manner. The next findings could be seen that the self-rated teachers who categorize themselves as capable in various components of digital literacy were not following the required skill capacity and must be mastered further. Another important point was the awareness to learn digital literacy that had not been fulfilled. Moreover, not all teachers had access to government programs equity, and the quality still had not been able to meet the needs of teachers. From this, it was found that teachers need better and more facilities from the government, schools, and the private sector regarding assistance in the form of physical facilities and knowledge material facilities to achieve the common goal of creating technology-literate educators. However, the pandemic situation did affect the education field and the change in approach to digital skills that was carried out and felt by the EFL teachers. It seemed that digital competence had become a necessity in education.

* 1. **Suggestions**

Having finished the study, the researcher proposed some suggestions that might be useful for other English teachers and other researchers who have planned to conduct a similar study in this area, especially in the pandemic situation.

1. For the teacher

Based on the research that the researcher conducted, there are many points and components in understanding digital literacy in the scope of the role of a teacher. Therefore, the researcher hopes that reading this paper can help teachers, especially English teachers, to be more aware that there are still many things related to digital literacy that need to be understood both theoretically and practically. Awareness that digital skills need to be mastered for long-term purposes, not only in a pandemic situation. In that case, it would be great if the teachers tried to get their right to get the knowledge and master the skills they need, especially in this case, digital literacy.

1. For the researcher

This research is an interesting topic in the English teachers' need for digital literacy during a pandemic era. Find out how the current and actual conditions in the field are related to digital literacy skills, and explore the needs of teachers. The researcher hopes that the following researchers can develop the information dealing with the teachers’ digital literacy, especially related to efforts to improve this skill for teachers, especially EFL teachers. However, it is hoped that there will be rich knowledge about English teachers’ digital literacy and more attention from related parties in the future.