

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that has been conducted to determine the implementation of digital literacy in teaching English at Madrasah Tsanawiyah Quanic Scientia Padang, the following conclusions can be drawn:

1. English teacher of class 7<sup>th</sup> grade Madrasah Tsanawiyah Quranic Scientia Padang has master in Implementing digital literacy in teaching English.
2. English teacher of Madrasah Tsanawiyah Quranic Scientia Padang use digital literacy Canva, Kahoot, Quizizz, Baamboozle, Gform, Audio and YouTube for soft tools, then for hard tools the teacher used Laptop, Smarboard and Ipad for students.
3. English teachers of Madrasah Tsanawiyah Padang use digital literacy in teaching English to make English class more interesting and made student more excited in English learning. The teacher wants to make a fun class where students can study through playing a game or through the interested material so that the students will not get bored in English class. With interesting class the students can improve their English due to the students will often play games that teacher give in the class where they have to answer some questions.

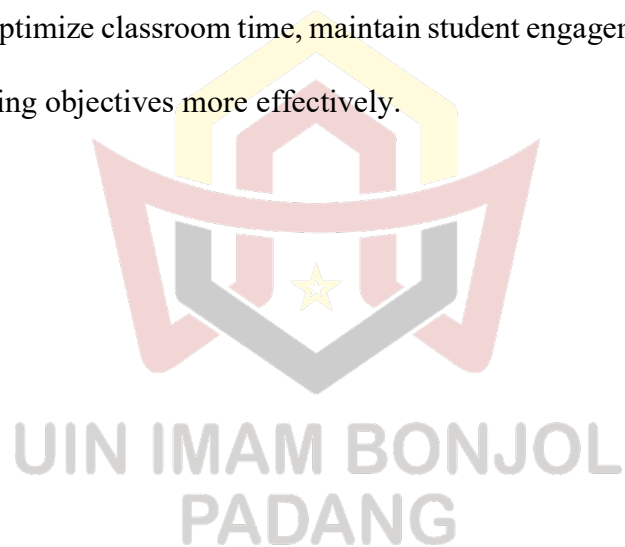
4. English teacher at Madrasah Tsanawiyah Quranic Scientia Padang have had an experience in applying software by attended training about how to use Canva in teaching English.

## **B. Suggestion**

Based on the conclusions above, the suggestions that the researcher proposes are:

1. For Resource Persons : The results of this study can provide information about the implementation of digital literacy in teaching English at 7<sup>th</sup> grade of Madrasah Quranic Padang. Therefore, it is recommended that teachers or related resource persons continue to innovate in the digital literacy used so that students do not get bored with the situation.
2. For Further Researchers : Further researchers should be able to conduct the same research for different or even larger research objects so that they can strengthen the conclusions that researchers have made previously.
3. For Resource Persons : The digital literacy should add more the teacher should try another digital literacy so that the students will feel different challenge.
4. For Resource Persons : It is recommended that teachers improve their time management skills to ensure that lessons are delivered efficiently and effectively. In this research, the teacher's inability to organize time resulted in the need for multiple meetings to complete a single topic, which can disrupt the flow of learning and reduce overall productivity.

To address this, teachers could benefit from creating detailed lesson plans with clear time allocations for each activity, ensuring that all key points are covered within the allotted time. Additionally, prioritizing essential content and using engaging, time-efficient teaching methods—such as multimedia tools or interactive activities—can help streamline the delivery of material. Regular self-reflection and feedback from students can also assist teachers in identifying areas where time management can be improved. By adopting these strategies, teachers can optimize classroom time, maintain student engagement, and achieve learning objectives more effectively.



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