

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, two conclusions can be drawn regarding the use of digital media in English teaching at MTsN 1 Bukittinggi.

First, regarding the types of digital media used by the English teacher, the classroom observations identified two digital media, represented by codes DM1 and DM2. DM1 was used in both observations, while DM2 was used in the second observation. The media were used to provide English materials and support classroom activities, especially listening and speaking activities. Based on Laurillard's (2002) classification, the observed use of DM1 was classified as narrative media and communicative media, while DM2 was classified as narrative media. There was not enough evidence in the observations to classify the observed media as interactive, adaptive, or productive media.

The observation findings also show that the same digital media can be used for different classroom activities. DM1 was used to provide English material in both observations, but in the second observation it was also used to support communication through speaking with a native speaker. This shows that the classification of digital media in this study was based on how the media were used during the teaching activities. Therefore, the use of digital media was related to the activities carried out in each lesson.

Second, regarding the constraints faced by the English teacher in using digital media, the findings identified two main codes, C1 and C2, with supporting codes

C1.2, C1.3, C1.4, and C2.2. These constraints were categorized as school-level constraints related to lack of accessibility. The findings under C1 showed that the use of students' mobile phones was controlled by school rules and required permission and supervision. The findings under C2 showed that projector availability was limited in some classrooms, so the teacher sometimes needed to borrow or share the equipment or use an alternative facility. At the same time, the interview data did not provide sufficient evidence that teacher competence, attitudes toward technology, training, or time were actual constraints in this study. The findings were verified by comparing the interview data with the available information about school facilities and support.

The findings also show that these constraints did not completely stop the teacher from using digital media. The teacher managed the conditions by asking for permission before students used mobile phones, controlling their use during the lesson, and using alternative facilities when projectors were not directly available. This shows that the use of digital media was still possible, although the teacher needed to adjust the teaching situation according to the conditions of the school.

Overall, this study shows that the use of digital media in the observed English teaching activities was closely related to the classroom situation and the conditions of access provided by the school. The findings describe the digital media identified through classroom observation and the constraints reported by the teacher based on the research data.

B. Suggestion

Based on the findings of this study, several suggestions are proposed.

1. For English Teacher

The English teacher is encouraged to continue selecting digital media based on the learning activities and students' needs. The teacher can consider the type of activity, the English skill being practiced, and the facilities available before using a particular digital medium. When digital activities require students to use mobile phones, the teacher can make clear plans for permission, supervision, and classroom control. The teacher can also prepare an alternative activity or facility when a projector or other equipment is not available. These steps may help the teaching process continue when the school conditions are different from the initial plan..

2. For the School

The school is expected to continue supporting the use of digital media in English teaching. Clear procedures for the educational use of students' mobile phones may help teachers manage digital activities more easily. The school can also improve access to projectors and other shared facilities so that teachers do not need to depend too much on borrowing or changing classrooms when using digital media. Good communication between teachers and school staff can also help teachers prepare digital-media activities according to school regulations.

3. For Future Researchers

Future researchers may conduct similar studies with more English teachers and more classroom observations to obtain broader data about the use of digital media. Future studies may also examine other school contexts or include students' perspectives to provide additional information about digital media use in English teaching. Researchers may also examine the use of a particular digital medium in more detail or investigate how the use of digital media differs across different teaching situations. provide additional information about digital media use in English teaching.



BIBLIOGRAPHY

- Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *EURASIA Journal of Mathematics, Science and Technology Education*, 5(3), 235–245. <https://doi.org/10.12973/ejmste/75275>
- Delfanti, A., & Arvidsson, A. (2019). *Introduction to digital media*. John Wiley & Sons. <https://doi.org/10.1002/9781119276296>
- Dheasari, H. A., & Ciptaningrum, D. S. (2024). Utilization of digital media in English as a foreign language (EFL) classes at the junior high school level in the “Program Sekolah Penggerak.” *Journal of Education, Teaching and Learning*, 9(1), 133–140. <https://doi.org/10.26737/jetl.v9i1.6022>
- Kirani, H. P., & Nuroh, E. Z. (2025). English teacher experience in using digital media during teaching English at Islamic junior high school in Pasuruan. *Tell: Teaching of English Language and Literature Journal*, 13(1). <https://doi.org/10.30651/tell.v13i1.25797>
- Kusyana, K., Muzfirah, S., & Haryadi, R. N. (2024). Efektivitas dan kendala penggunaan media digital dalam pengajaran bahasa. *Wistara: Jurnal Pendidikan Bahasa dan Sastra*, 5(1), 1–11. <https://doi.org/10.23969/wistara.v5i1.13954>
- Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies* (2nd ed.).
- Lusiyani, R., & Anindya, W. D. (2021). Choosing and using learning media during remote teaching: Teachers’ thought. *Journal of English Language Teaching and Linguistics*, 6(2), 407–423. <https://doi.org/10.21462/jeltl.v6i2.555>
- Purwaningrum, A. Y., & Yusuf, F. N. (2020). Investigating digitized authentic materials: Pre-service teachers’ voice. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 225–239. <https://doi.org/10.30659/e.5.2.225-239>
- Rangkuti, R. A., Darmayenti, L. S., Yustina, & Musthafa, H. (2025). Analysis of English teacher’s teaching in using media at Junior High School 31 Padang. *RiELT Journal*, 11(1).
- Salam, U., Wahdini, W., Surmiyati, S., Rezeki, Y. S., Riyanti, D., & Suthathothon, P. (2023). Teachers’ challenges and strategies in using digital media in teaching English. *Journal of English Language Teaching Innovations and Materials (JELTIM)*, 5(1), 49–68. <https://doi.org/10.26418/jeltim.v5i1.63204>
- Sugiyono. (2022). *Metode penelitian: Kuantitatif, kualitatif, dan R&D* (Ed. 2, Cet. 29). Alfabeta. ISBN: 979-8433-64-0.