

CHAPTER V

CLOSURE

This chapter presents the overall findings that address the two previously formulated research questions. Additionally, the researcher provides several suggestions related to the topic.

A. Conclusion

Based on the discussion of the findings, several conclusions can be drawn as follows:

1. The researcher found that English teachers at MAN Tanah Bumbu and SMP Negeri 6 Banjarmasin have implemented digital learning media by utilizing various platforms such as Wordwall, Quizizz, YouTube, PowerPoint, and AI-based tools like ChatGPT and Gemini to support teaching and learning activities. The integration of these digital tools aims to enhance student engagement, aid comprehension, and foster an engaging and interactive learning environment. Moreover, the use of digital media aligns with the principles of the Independent Curriculum, which emphasizes differentiated instruction and learner autonomy. This integration also supports key characteristics of the independent curriculum, such as fostering student character and soft skills (e.g., creativity, collaboration, and critical thinking), emphasizing essential material, promoting flexibility and personalization in learning. Wordwall and Quizizz introduce gamification elements that boost

student motivation and participation through interactive tasks. YouTube serves as an effective source of authentic materials, particularly in improving viewing skills and understanding the structure of narrative texts through specific assignments. PowerPoint functions as a visual aid that supports structured instruction and actively involves students in the learning process. Meanwhile, the use of AI tools such as ChatGPT and Gemini promotes student independence, critical thinking, and the development of digital literacy skills. In addition, the researcher also found that teachers follow five key steps when implementing digital learning media in English language teaching. These steps are based on the steps that teachers take directly when teaching English in the classroom and are also aligned with theories proposed by previous researchers. Teachers who effectively prepare teaching tools, clearly communicate learning objectives, offer support during the learning process, and conduct evaluation and reflection at the end of the lesson are able to create a dynamic and meaningful learning experience.

2. The challenges faced by English teachers in implementing digital learning media in the classroom based on independent curriculum, as identified in the research, include limited access or internet connectivity among students, inequitable access to digital devices, lack professional development chance that focusses on digital learning media, inadequate facilities to support digital learning, large class size

and number of classes taught, tight teaching schedule and limited time preparation. These challenges hindered optimal implementation and were particularly problematic in achieving the goals of project-based learning and in supporting the flexible and inclusive learning principles promoted by the independent curriculum.

B. Suggestion

1. For English teachers, it is recommended that English teachers continue to explore and develop creative, adaptive approaches in utilizing digital learning media. The use of media such as ChatGPT and Gemini can be an alternative in supporting English language learning, especially in developing students' critical thinking skills and digital literacy. However, it is important for teachers to use the technology wisely, ensuring that students remain cognitively active and do not rely entirely on the results of the technology. Teachers also need to consider learners' characteristics and learning objectives in choosing the media used.
2. For schools and education leaders, support from schools and educational stakeholders is essential in providing adequate facilities and infrastructure, including reliable internet access, appropriate devices (e.g., laptops, projectors, mobile devices), and regular training or workshops on digital literacy and technology-based instructional innovations.

3. For future researchers, further research is encouraged to investigate this topic on a boarder scale, such as across various educational levels or by examining the effectiveness of specific digital media tools in greater depth. Additionally, future researchers could focus exclusively on either teachers' or students' experiences with digital learning media.