

CHAPTER V

CLOSURE

This chapter presents the study's conclusions and suggestions for the people involved and the other researchers for further studies in this field. First, the researcher provided conclusions obtained from the discussion described in the previous chapter. Furthermore, the researcher considered findings, discussions, and conclusions to produce suggestions for integrating digital literacy through the flipbook project.

A. Conclusion

The researcher drew conclusions based on the research results about how the lecturer utilizes digital literacy in teaching English Literature and the challenges students face in implementing digital literacy through flipbook projects. Based on the discussion of the findings in this study, there are several essential points that the researcher found.

1. To take advantage of digital literacy for teaching English Literature, there were five stages carried out by the lecturer. The first stage was warm-up/reviews. The second stage was an introduction. The third stage was the presentation. The fourth stage was practice. The last stage was providing an assessment to students based on the existing rubric that adjusts to the project results of the students with the learning objectives.
2. In implementing digital literacy through the flipbook project, students faced several challenges, such as the contents of the articles obtained did

not match the topic being searched for, the papers could not be accessed, some websites direct visitors to log in, paid journals, and so on. In addition to the challenges above, the data that the researcher obtained also revealed that the flipbook project impacted students' interest in learning English Literature because this project brought new learning experiences for them, and the chosen theme for the project was significantly related to students' life as prospective English teachers. Nevertheless, the information about the literature lesson they got from there was not necessarily understandable, so students revealed that the language of the literary text was difficult to understand, it was in English, it had figurative meaning, literary texts must be translated and read repeatedly, the theme or text material has not been studied before, and lack of students' interest in learning literature, and students' limited vocabulary.

B. Suggestion

Based on the above conclusions, the researcher suggests:

1. The lecturer

When demonstrating technology tools for making digital flipbooks, the lecturer may ask students to practice using technology in stages and show it to their friends to ensure students understand. Besides, the lecturer can provide specific provisions regarding the content or scope of student flipbooks and provide assessment rubrics to students as their reference in working on projects to make the assessment process more transparent. In

addition, the researcher suggests that the lecturer maximize monitoring activities and provide feedback on student projects; the lecturer can carry out other monitoring activities such as walking around the classroom to listen and observe students' progress, then help students to remember the insight they get when they work as a team as a reference for completing the project. Further, the lecturer also expected to design activities for self-assessment, peer assessment, or audience feedback so that the projects could increase students' enthusiasm for learning because of constructive feedback.

2. Other Researchers

Connected to integrating digital literacy in English literature classes, there are still many learning activities that can be found in the context of giving digital projects to students, as well as related to the challenges students face and their hopes for English literature learning in the future. Therefore, the researcher suggests other researchers follow up this study with many participants from various institutions using a new approach to this topic to modify the theory or develop a new one, such as conducting research at the assessment stage in integrating digital literacy through digital projects and exploring the application stage to discuss the way students utilize their prior knowledge gained through flipbook projects for other learning activities or digital projects.