

CHAPTER V

CLOSURE

A. Conclusion

Digital literacy is very important to use in learning in the current era, as digital technology is increasingly developing, making it easier for teachers and students to dig up information and get learning materials. In this study, researchers found three important points in using digital literacy to improve students' metacognition in reading skills.

1. Implementation of Digital Literacy by Teachers in Reading Learning at SMKN 4 Banjarmasin. In implementing digital literacy at SMKN 4 Banjarmasin, teachers applied six levels in using digital literacy, namely warm-up, introduction, presentation, practice, evaluation, and application.

2. The components of digital literacy applied by teachers at SMKN 4 Banjarmasin.

The components used by teachers at SMKN 4 Banjarmasin were social networking, transliteracy, creating content, organizing and sharing content, and filtering and selecting content.

3. Strategies applied by teachers to improve students' metacognition in reading skills at SMKN 4 Banjarmasin

The metacognitive strategies used by teachers at SMKN 4 Banjarmasin were focusing on learning, organizing and planning learning, and evaluation in learning.

The conclusion drawn from this research is that English teachers at SMKN 4 Banjarmasin frequently utilized digital literacy in the classroom as it was considered capable of enhancing students' metacognition, especially in reading instruction. This was believed to accelerate students' comprehension. For instance, when a student didn't understand the meaning of vocabulary in reading lessons,

the teacher would ask them to open Google Translate. Teachers employed various digital media such as Kahoot, Wordwall, Quizizz, and others. All the teaching methods proved effective and efficient, facilitating quick understanding of the materials explained by the teachers.

B. Suggestions

Based on the research conducted, the researcher suggests:

1. Teachers

When demonstrating digital technology media, teachers can ask students to practice using the technology gradually and show the teacher to make sure students understand it. In addition, the teacher can provide specific provisions regarding the content or scope of technology used by students and provide an assessment rubric to students as a reference in doing assignments so that the assessment process is more transparent. And before starting learning, teachers can distribute lesson plans to students. In addition, researchers suggest that teachers maximize monitoring activities, teachers can carry out monitoring activities such as going around the class to listen and observe student progress, then helping students to remember the insights gained while working in teams as a reference in completing assignments.

2. Other Researchers

Regarding the use of digital literacy in classes X RPL 1 and X RPL 2, in the utilization of digital literacy, certainly, many digital media are employed. However, the researcher suggests examining 'critical thinking' in the use of digital literacy in reading and recommends using quantitative research to measure the extent of the influence of digital literacy on critical thinking. Only five out of nine digital literacy components are used in classes X RPL 1 and X RPL 2,

namely social networking, transliteracy, creating content, organizing and sharing content, and filtering and selecting content. It is suggested for future researchers to investigate the four digital literacy components that are not used in classes X RPL 1 and X RPL 2 at SMKN 4 Banjarmasin for further research. These four components are maintaining privacy, managing digital identity, reusing or repurposing content, and self-broadcasting.