CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to present the conclusions and suggestions that concern the findings of the study discussed in the previous chapters. Based on the results of the data analysis, and referring to the problem statements.

5.1 Conclusion

This study examined the digital-based teaching media used by EFL teachers and their perspectives on digital media advancement across different schools in Banyumas Regency. The findings revealed that teachers utilized diverse digital tools in their instructional practices, with videos emerging as the most frequently used, followed by e-learning platforms, Canva, interactive games, Smart TVs, and audio recordings. The selection of these digital media was guided by key factors including alignment with instructional goals, adherence to institutional and cultural values, visual and auditory appeal, teacher familiarity with the technology, and observed student responses, reflecting a thoughtful integration process where teachers prioritized pedagogical intent, contextual appropriateness, and learner-centered responsiveness.

From the teachers' perspectives, digital media advancement offered significant pedagogical benefits, including enhanced student learning outcomes and motivation, a shift toward student-centered learning approaches, and opportunities for authentic language exposure and contextualization. Teachers observed more engaging learning environments where students demonstrated greater enthusiasm and improved English language performance, with digital tools facilitating

interactive and learner-driven instructional strategies that allowed for greater personalization in addressing diverse student needs. Furthermore, digital resources provided students with access to native speaker speech, real-life scenarios, and cultural nuances often absent in traditional textbooks, enhancing both linguistic and digital literacy skills.

Despite these benefits, EFL teachers faced considerable challenges in digital media integration, primarily related to infrastructure limitations (unstable internet connectivity, limited Wi-Fi coverage) and difficulties in finding developmentally and culturally appropriate content, particularly in religiously-affiliated schools. The study also highlighted teachers' professional development needs, with most recognizing the importance of mastering digital media but expressing hesitancy in their ability to independently develop these skills without structured support. As digital technology continues to evolve, improving infrastructure, providing culturally appropriate content, and offering sustained professional development opportunities will be crucial for ensuring effective and equitable English language instruction that maximizes the potential of digital-based teaching media across diverse educational settings in Banyumas Regency.

5.2 Suggestions

Several suggestions emerge as particularly impactful for enhancing classroom management in EFL classrooms.

5.2.1 For EFL Teachers

EFL Teachers are encouraged to continue integrating a variety of digital tools such as videos, e-learning platforms, Canva, and interactive games in their

teaching. These tools have proven to support student engagement, motivation, and the development of key language skills. Teachers should select media based on instructional objectives, the age group of learners, and the classroom context. Regular professional development and peer-sharing sessions can help improve teachers' familiarity and confidence in using new digital platforms. Additionally, teachers should prioritize pedagogically aligned and culturally appropriate content, ensuring that materials are not only engaging but also suitable for their educational setting.

5.2.2 For Students

Students should be encouraged to actively engage with digital learning tools both inside and outside the classroom. They can benefit from using e-learning platforms for self-paced practice and reinforcement of skills. Students can also be trained to use creative platforms like Canva for language projects, which enhances both linguistic and digital literacy. Schools and teachers can support students by guiding how to use these tools responsibly and effectively for academic purposes. Encouraging feedback from students on the types of media they enjoy and find helpful can also guide more responsive instruction.

5.2.3 For Schools

Schools should support the digitalization of language learning by ensuring that infrastructure such as internet access, smart TVs, and projectors is available and functioning. Moreover, schools should provide regular training opportunities for teachers to explore innovative digital tools and share best practices. Establishing a culture that values both innovation and alignment with institutional values,

especially in settings with specific cultural or religious contexts, is vital. Schools can also play a role in curating or approving digital content libraries that are age-appropriate and aligned with curricular goals, helping streamline teachers' media selection process.