

## CHAPTER V

### CONCLUSIONS, LIMITATION, PEDAGOGICAL IMPLICATION, AND RECOMMENDATION FOR FURTHER STUDIES

This chapter is aimed to provide the point of this study including the conclusion, limitation of this study, and recommendation for further studies.

#### 5.1 Conclusions

The conclusion is drawn based on the finding of the data analysis. The study exposed to what extent the EFL pre-service teachers' digital footprints in engaging with digital tools during online service learning from home program in the time of COVID-19. This study found that five EFL pre-service teachers' photovoice indicate that they have been engaged with digital literacy, digital skill, and community development leaving a plethora of digital footprints in the virtual world through involving themselves and digital technology. They also relied heavily on digital technology to complete their service learning program remotely during the COVID-19 lockdown, such as in planning, designing, creating, editing, uploading, and reflecting the content. Moreover, the EFL pre-service teachers have left digital footprints in some social media, such as YouTube, Instagram, and Facebook. This study indicated the photovoice from five EFL pre-service teachers' photovoice related to their engagement with digital tools during service learning even though in the time of COVID-19. Despite the participants stated that they faced a problem, but they also believed that their engagement during the online service learning helped them to operate all online applications or platforms.

## **5.2 Limitations**

In this study, there is limitation that needs to be acknowledged. In this study only focused on digital footprints from five EFL pre-service teachers in conducting the online service learning amidst the COVID-19 period. Hence, since the study was limited to scope, the researcher did not explore more information regarding the participants' challenges while implementing the online service learning program remotely during the COVID-19 pandemic. Then, how they handle and deal with those obstacles smoothly. Finally, the researcher realizes that this study still presents several gaps in the engagement with digital tools in conducting the online service learning from home program. There is a point that the researcher did not examine further in this study, regarding the EFL pre-service teachers' engagement with their content viewers. Since the study was limited to scope, the findings and analysis of the study were not completely done.

## **5.3 Pedagogical Implication**

The findings of this study imply that the program of the online service learning from home had a positive impact on five EFL pre-service teachers. They were more creative in producing beneficial content for the wider community using several applications. Hence, it is useful for their needs as EFL pre-service teachers in creating EFL learning material by utilizing digital technology because all of their activities during completing the program were inseparable from digital tools. In short, their digital skill and digital literacy that improved during conducting the program remotely amidst the Coronavirus pandemic can be used in the teaching

context. Indirectly, this program can be a place for them to develop their digital skill and digital literacy through the creation of virtual content.

### **5.3 Recommendations for Further Studies**

This study is beneficial for institutions to promote the service community virtually as a new program or policy in conducting one of Tri Dharma Higher Education in time of the plague, as the COVID-19 transmission. Not only that, it also helpful for the students as EFL pre-service teachers who have digital literacy and digital skill in the future, 21<sup>st</sup> century. Hence, it is recommended that further research explores more the students' impression in engaging with digital skill before and after conducting online service learning from home program in the time of COVID-19 pandemic. Second, the students' challenges while implementing the online service learning program remotely during the COVID-19 pandemic. Last, the future researchers can investigate further the EFL pre-service teachers' engagement with their content viewers during online service learning amidst the COVID-19 outbreak.

