CHAPTER 5

CONCLUSION & RECOMMENDATION

This chapter provides conclusion and suggestions of the present study. The conclusion is based on the findings and discussion in the previous chapter. Besides, this chapter also includes suggestions for further research.

5. 1   Conclusions

This present study aimed at enhancing students' critical literacy by applying the Four Resources Model and the integration of technology. Specifically, this study was conducted to portray students' ability in comprehending a short story from critical literacy perspectives and to delineate their experiences in creating digital story trailers. Besides, students' knowledge and prior experiences on using digital devices were also investigated and the result were also elaborated in order to ensure the possibility in conducting this study.

Since the present study focused on conducting critical literacy activities by integrating technology, observation, questionnaire and interview related to the students' knowledge on digital literacy were organized. Based on the data there were three conclusions that can be drawn; namely, (1) the majority of students were familiar with technology and could utilize appropriate digital tools to maximize their literacy learning activity; (2) it was apparent that, to some extent, the students could perform critical literacy during the classroom discussions; and (3) assigning a digital story trailer in the EFL classroom helped students to enhance their critical literacy by writing reviews of the given stories and developed their creativity since they should match the excerpts from the given texts with sound/music/audio and pictures that could represent the stories.

Specifically, in terms of students' digital literacy, the data revealed that most of the students were familiar with operating some applications to assist language learning, content-sharing including images, video and information that were useful to the production of digital story trailer. Hence, undertaken literacy learning by

integrating technology in this class was considered appropriate since students didn't need to master in utilizing particular applications.

In terms of critical literacy perspectives, the data obtained from classroom observation and interview portrayed the implementation of the Four Resources Model proposed by Luke and Freebody (1999) in fostering students' critical literacy and the process of making digital story trailer by adopting the criteria proposed by Neary (2014) and Collins (2014). Based on the data, although it took time for students to develop their critical literacy awareness, it was apparent that, the students could perform critical literacy during the classroom discussions and in making story review. That is to say that this approach to some extent help the students in developing their critical literacy. Nevertheless, the data also revealed that the students need more time to make sense of critical literacy since it was the first time they were involved in a critical literacy oriented activity. The finding related to the implementation of critical literacy activity within the context of EFL teaching is confirmed the previous research undertaken by Setyaningsih (2018), Ijabah (2019) & Meyer (2017) that that exposure to critical literacy-oriented activity is crucial to help students to spend time in order to make sense of the texts and interpret them from various perspectives.

In the meantime, in terms of the production of digital story trailer, the findings showed that utilizing it as a literacy project was useful in assisting foreign language learners in fostering their literacy by inviting other to read the given texts. In addition, assigning digital story trailer in EFL classroom allowed students to develop their critical through writing reviews of given texts and developed their creativity since they should match the excerpt of the given text with back sound and pictures that could represent the story.

Besides, it was also found that almost all students engage actively during the lessons including showing positive attitudes towards the learning activities. Specifically, the data showed that students' cognitive engagement, social and emotional engagement were captured during the lessons. Reflecting on the findings and discussions above, it is safe to say that implementing critical literacy activities by using the Four Resources Model along with the implementation of a student-

created digital story trailer project in EFL context is recommended to help the students in developing their critical literacy.

5. 2   Limitations

There were some limitations in conducting this present study. The primary limitation was the researchers' involvement in examining and assessing her own teaching. Consequently, objectivity might be compromised at any point during the research process. However, to avoid subjectivity, this study used various data collection techniques to obtain multiple sources of evidence. Besides, time limitation was another problem in carried out this study. Since this kind of language lesson was considered as a new experience for the participants, a longer time to assist students in developing their critical literacy is necessary.

5. 3   Implications and Recommendations

Implications

Referring to the findings, discussions, conclusions, and limitations in this present study, this study offers at least two pedagogical implications and recommendations to consider in attempt to the betterment of literacy teaching and learning process within EFL context. Through empirical evidence in this research, it is important to make students aware that they should examine the content of the text from critical literacy lens. In doing this, teacher or lecturer should assist them by utilizing either one of critical literacy approaches or the combination of various approaches to promote students' active learning. In relation to this, based on the findings and discussions of this study, The Four resources Model is seen as an alternative model to conduct critical literacy. However, since critical literacy is often considered not a primary focus in EFL classroom at tertiary level especially in Indonesian context, spending more time to apply critical literacy is necessary. In addition, teachers also should use critical questions that help students to engage in the critical literacy activity.

Second, in terms of the production of digital story trailer in literacy learning, given the findings and discussions related to the production of digital story trailer,

this activity delineated students' creativity in interpreting text. Regarding this, since the finding affirms the statement proposed by Katz (2014) that digital book trailer project may foster literacy growth, this can be an alternative strategy to administer the learning activity with EFL students in digital era. However, it is necessary to consider EFL students' knowledge in using technology before integrating technology in literacy classroom.

Recommendations

In addition, this study offers recommendations for EFL curriculum, for EFL teachers who want to implement critical literacy-based language instruction and for the future researchers. In relation to this, in terms of Indonesian curriculum, it is safe to say that organizing critical literacy-based instruction in language learning by using the Four Resources Model proposed by Luke & Freebody (1997) relevant to the Merdeka Curriculum which pointed out the importance of critical literacy. This indicated that developing students' critical literacy in teaching of English in Indonesia is necessary. Moreover, the integration of technology in literacy learning aligns with the demands of 21st century education, by making use of digital tools to assist literacy learning in digital age. With this regard, the impact of adopting the Four Resources Model of critical literacy-based language instruction and integrating digital tools in this present study can be seen as useful insight to be utilized for developing EFL curriculum. It should be supported by classroom practice by using detail assessment rubric. Through this research, it is highlighted that in terms of policy making related to English language teaching in Indonesia, there is a need to put critical literacy and technology in EFL teaching and learning activities. Besides, to conduct gradual and intensive critical literacy-based instruction, providing teacher training for teachers to effectively implement critical literacy-oriented activity into English language learning is necessary.

In addition, for the teachers, first, it is suggested to prepare some critical questions adopted from various critical literacy approaches to trigger students to see given issue from various perspectives and build their participation during critical literacy activity. Second, in the production of digital story trailer, since it

was conducted within small group discussion as a product of group work, the teacher could not get detail assessment of each student. Hence, it is suggested for future teachers to allow the students to create their story trailer individually. Furthermore, it is recommended to provide teacher training for English teachers to effectively implement critical literacy-oriented activities into English language teaching and learning. This is necessary because the success of the integration of ICT and the implementation of a critical literacy-based approach in the EFL classroom depends on teachers' abilities to manage learning activities, integrate technology appropriately, and encourage interaction and collaborative learning.

Considering the implication for the future EFL researchers, as it is crucial for teachers to assist language students in developing their critical literacy through their engagement during the lessons, it is suggested that researchers examine teachers' professional development related to their ability in conducting critical literacy-oriented activity. Meanwhile, due to the limitations of the present study concerning researcher subjectivity, in which the researcher being a teacher who implement the teaching models, alternative methods for data collection can be utilized.