

CHAPTER V

CONCLUSION AND SUGGESTIONS

This study sought to investigate the practice of critical literacy in online learning. This chapter addresses the conclusion, the limitation of the study, the implication and recommendations for further studies.

1.1 Conclusion

This online critical literacy program used in this study has evidence to allow the students to improve students' ability in critical literacy. Students' capacities to support arguments and infer meaning are enhanced through a series of online teaching programs incorporating critical literacy. Students began to show the ability to critically analyze and problematize prevailing notions and assumptions, such as gender inequality in Kamala Harris's story. Students discovered that every text produces several, disputed interpretations and value positions. Additionally, as suggested by Freire and Macedo (1987), students' critical literacy growth can be reflected in their ability to read at a deeper level, to read the world and the word.

From students' opinion, there is an improvement in terms of students' perspective. Initially, they only saw certain issues by looking at the surface of a text. Now, they also criticize and look for another perspective beyond the text. Additionally, online teaching and learning program has also been considered effective, proved by the students' responses in classroom. Therefore, online learning can be effective resources for students in critical literacy practices (Falkenstein, 2003; Lewison et al., 2002; Vasquez, 2004).

1.2 Limitation of the Study

The study has some limitation, with the main one being that the researcher herself evaluated and studied her own teaching as part of the study. As a result, there is a chance that objectivity will be affected at every stage of the research, including data collecting and analysis. When the researcher conducted the interviews, for instance, there was a chance that the students might try to win over the teacher-interviewer by trying to please the teacher. The rapport between the researcher and the students played

some role in the choice of which students to interview. However, various strategies were employed to deal with the issues. First, the study employed a variety of sources of evidence and data collection methods aside interview like observation, students' reflective journal, and students' written work samples, allowing for a triangulation of information from several sources. Additionally, the journal from students were gathered after each session, allowing the researcher to collect data while also continuing to analyze it.

Second, given the 7-week study period, from June to July 2022, it is possible that there was not enough time for the students to develop a deeper understanding of a critical literacy or to show how a change from non-critical to critical practices might occur.

Next, the single classroom used in this study may therefore be seen as a disadvantage since it only represents a particular student and teacher demographic at particular time when the data were created. Therefore, it is unlikely that the study findings may be applied to other contexts.

1.3 Implication and Recommendations for Further Studies

Future studies on critical literacy in EFL contexts, particularly in Indonesia, should focus on at least three issues.

First, one of the most important aspects in this investigation was time. Future critical literacy scholars might think about allotting more time to help create and research the intricate process of teaching critical literacy to students.

Second, online critical literacy program should be socialized to many teachers and policymakers because this concept, although they have existed for a long time in Indonesia are still relatively new.

The program used in this study should be implemented in various educational contexts and levels in Indonesia in order to see how well it can aid students in improving their English proficiency, which are their reading and writing abilities and their critical capacities, which is critical literacy.

