CHAPTER VI

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND SUGGESTIONS

6.1 Introduction

This chapter presents conclusion of the entire teaching program which involved 30 eighth grade students of a public junior high school in Bandung. This study was conducted to investigate how the teaching program which incorporates critical literacy assists students to be critically literate as well as elaborate the benefits and challenges found during the implementation of critical literacy teaching program in junior high school. This chapter also portrays the limitations of this study and suggestions for further study in the following sections.

6.2 Conclusions

On the basis of classroom observation, students’ reflective learning journals, students’ reading works, questionnaire, and interview, the obtained data indicated that despite some limitations, the incorporation of critical literacy to the teaching program had assisted students to be critically literate. According to the data obtained, there were some features which contributed to the students’ accomplishment in this program. First of all, this teaching program encouraged students to be conscious that no text is neutral. This encouragement was employed by having students analyze the given texts. In order to be able to analyze the texts critically, the students were stimulated by some comprehension and critical questions set that should be discussed and answered. In addition, the encouragement was conducted by considering the selection of appropriate topic and material, and the use of various media. It was significant to promote students’ discussion in understanding that the text is motivated during the learning process.

Secondly, this teaching program established democratic atmosphere and non-threatening environment which were influential to make students feel relax, motivated, and confident to share their ideas without fear of being judged wrong. The
discussion itself was found potentially benefit students in developing their comprehension, critical capacity, and even their English speaking skill.

Lastly, the incorporation of critical literacy to the teaching program positioned teacher as an essential role in assisting students to be critically literate. In this teaching program, the teacher played as an expert who facilitated the students’ learning and led the students’ discussion, so that the learning objectives could be gained optimally.

This present study revealed that the teaching program resulted in some benefits. Firstly, it developed students’ critical literacy capacity, particularly in reading. The development was indicated by their capacity in answering reading questions appropriately. Progressively, the students learnt to analyze a text critically by employing critical literacy capacities mentioned by Sandretto (2011) which involved: 1) linking the text and personal experience/ knowledge; 2) seeing an event from multiple viewpoints; 3) identifying included and excluded voice within a text; 4) explaining how topics/ characters are represented in a text; and 5) explaining influence of text on students’ thinking. Secondly, the teaching program was found improving students’ English proficiency, particularly enriching students’ vocabularies and increasing students’ reading and speaking skills. More to the point, it was divulged that the incorporation of critical literacy generated the teaching learning process becoming more active and dynamic.

Nevertheless, the attainment of those benefits might be constrained by some challenges found in this teaching program. The challenges had something to do with time of learning, students’ English proficiency, and teacher’s competence.

Above of all, it can be concluded that the result of the study confirmed the possibility of the teaching program which incorporates critical literacy in assisting junior high school students to be critically literate. It indicated that critical literacy can be applied in EFL junior high school in Indonesia or other countries to complement the teaching of English and to develop students’ critical capacity, which is highly required in this globalization era.
6.3 Limitations of the Study

There are some limitations of the study. First of all, it deals with the duration of the teaching process. Critical literacy is a lifelong process which should be embedded in every teaching. Six meetings with 80 minutes for each are not enough to comprehend all criteria of critical literacy deeply. Furthermore, it was restricted by the students’ lack of English proficiency, particularly vocabularies and grammar which should be improved. However, this teaching program can be helpful to introduce the students with this concept and it can be implemented better by some modifications.

Secondly, this study engaged the researcher in studying and evaluating her own teaching. Accordingly, there might be a potential loss of objectivity in every stage of the research, including data collection and analysis. On the other hand, the researcher employed several strategies to deal with those problems. The strategies entailed the use of multiple data collection techniques and observers which enabled a triangulation of varied sources of information to validate the data. Furthermore, the data was not only analyzed at the end of the teaching program but also analyzed during the teaching program through the reflective learning journals written by the students after each unit. It enabled the teacher researcher to control the consistency of the study.

6.4 Suggestions

Based on the findings of the study, it is presumably suggested that critical literacy is intensively embedded in the English language teaching in ESL/ EFL classroom. It is important to meet the need of language teaching in this era which is viewed as a medium to improve the teaching of other subjects, enhance students’ intellectual ability, and shape human civilization.

Nevertheless, as this program is not a regular teaching, the teacher is required to adjust and modify the teaching schedule particularly in terms of time management. By considering the suggestion, it is expected that the teaching can achieve the goals
optimally in both of English skill and critical literacy capacity. Finally, this program should be tried out in a variety of contexts and levels of education to ensure its effectiveness in developing students’ critical literacy capacity which is essential within Indonesian society in this era.