CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the present study and the suggestion for later studies or practices. The conclusion is based on the research question and drawn from the findings and the discussion in the previous chapter. The suggestion is intended to point out the significances of this research for later studies as well as for teaching practices in critical literacy education. The limitation of the study is also provided in this chapter to accomplish evaluation purpose.

5.1. Conclusion

This study aims to investigate how ninth-grade students respond critically to a foreign film entitled *Charlotte's Web*. The classroom practice involved a series of activity namely film-based activity that consists of three stages: pre-viewing, while-viewing and post-viewing. All activities in each stage were developed based on the four resources model of critical literacy.

The collected data in this research include document of students' written responses and three sessions of focus group interviews involving nine selected students. Students' written responses were drawn in pre-viewing and post-viewing activities, resulting in three individual responses and one group response. Students' written responses and interviews result were investigated and evaluated according to the four resources model: breaking the code, participating in making meaning of the text, using the text functionally and critically analyzing and transforming the text. The following is the conclusion for each resource based on the data analysis.

5.1.1 Narrative-cultural Analysis in Film-based Activity
This approach consists of a particular set of objectives and practices focusing on film selections, critical viewing methods, classroom

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dialogues, writing prompts, and student writing. Those objectives were applied in six meetings of film-based activities. The activities begin with selecting the film with several considerations. Moreover, from three focal methods in critical viewing, this research only focuses on the third method, that is, exploring the elements of narrative-cultural analysis, including theme, plot, characterizations and point of view. Classroom dialogues are realized through group and classroom discussion in post-viewing activity when students, along with the teacher, discuss a number of social-cultural and moral values from the selected film. Lastly, writing prompt and students writing support the film-based activities. Writing prompts in the form of guiding questions result in students' responses which are investigated and examined using the principles in four resources model of critical literacy.

5.1.2 Four Resources Model of Critical Literacy in Film-based Activity

In film-based activities performed in this study, students show the capability of breaking the codes from the film, relating their prior knowledge and previous experience when participating in making meaning from the film, bearing the film's social and cultural values in order to use the text functionally, and finally, critically analyzing and transforming the film by considering and comparing several point of views, including theirs, the filmmakers' (writer and director) and the content of the text. Those practices encourage students to develop an in-depth understanding about the film as the example of multimodal text they are interacting with by consider multiple aspects inside and outside the film, therefore, promote them to become critical readers and fulfill the role as code breaker, meaning maker or text participant, text user and text analyst.

5.2. Suggestion

Classroom practices which are developed based on critical literacy approach have been performed by teachers and educators in English-speaking

countries to encourage students in analyzing as well as criticizing various kinds of text, including multimedia texts. In EFL context, particularly in Indonesia, this approach should have been developed gradually to facilitate English students when they are interacting with different text types. In this regards, there are two suggestions offered by this study.

The first suggestion is intended for further researchers who have an interest in critical literacy topic. While this study developed Luke and Freebody's four resources model of critical literacy to be implemented in film-based activity with the purpose of assisting students in responding to a foreign film, further studies may expand the approach with different types of text, written or multimedia. Advertisements, magazine articles, editorials, music videos, video games, or other texts included in national curriculum, such as exposition and discussion text can be taken for consideration in implementing four resources model with related strategies. In the mean time, other critical literacy approaches are also worth-considering in designing critical literacy practices in the classroom. Several approaches include Green's three dimensions of literacy model, Janks' synthesis of critical literacy education and four dimensions of critical literacy proposed by Lewison, Flint and Van Sluys.

The second suggestion deals with teacher professionalism. It has been discussed in earlier chapters that English teachers need to involve various types of texts from written, visual to multimodal in classroom practices. In addition, the purpose of interacting with those texts should not be limited in assisting students to acquire language skill, but also should be expanded in developing an awareness of critical literacy with the intention of encouraging students to become critical readers. While the present study is intended to make a contribution in providing theoretical references for the implementation of critical literacy approach in film-based activity that was implemented in secondary school, further studies may perform this concept to lower or higher level by considering students' level of proficiency and film selections.

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5.3. Limitation of the Study

The researcher realizes that this study has several limitations in terms of the number of participants, the film selection and the practice itself. The present study involves a large number of ninth-grade students as the participants, resulting in some difficulties for the researcher or practitioner to assist students when participating in the activity, to encourage them to be involved actively and to observe their critical literacy development more thoroughly. Therefore, some of students' responses are not examined in detail.

The film selection also has its own weakness. At first, the film adaptation of *Charlotte's Web* is selected in order to introduce an example of children literature to ninth-grade students. However, the major theme of the film is dominated by the interaction between animals, causing the students to draw more inferential meaning rather than literal meaning when discussing the social and cultural values from the film. This is also related to the practice of four resources model, in which students have not completely analyzed bias and gaps from the last resource. Despite several limitations explained above, this study has achieved its aims and purposes to investigate students' critical responses to *Charlotte's Web* while implementing film-based activity which was developed based on the four resources model of critical literacy.