

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion of the present study and the suggestion for later studies or practices. The conclusion is based on the research questions and drawn from the findings and the discussion that have explained 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 the evaluation purpose.

#### **5.1 Conclusions**

On the basis of classroom observation, teacher's field notes, students' reflective learning journals, students' critical responses, and focus group interview, the obtained data indicated that despite some limitations, the implementation of critical literacy in promoting students' critical literacy ability through narrative texts has assisted students to be critically literate to some degrees. Moreover, all of the data gained were investigated and evaluated regarding to the four resources model of critical literacy which consist of breaking code, participating in making meaning of the text, using the text functionally and critically analysing and transforming the text.

Furthermore, according to the data gained, there were several features which contributed to the students' critical literacy ability. Firstly, the incorporation of four resources model through narrative text developed students' critical literacy ability. In addition, students showed the capability of breaking the codes from the narrative texts, relating their prior knowledge and previous experiences in participating in making meaning stage from the narrative texts, using the text functionally, and critically analysing and transforming the narrative texts. Moreover, from the last stage of four resources model, it can be known that the students are capable of comparing and considering multiple point of views. That encouragement had successfully promoted them to be a critical reader, and fulfilled the roles as code breaker, meaning maker, text user, and text analyst.

Secondly, the teaching program also improved students' speaking ability. Most of the students felt more confident to share their ideas, opinion, and thought towards the issues from

the narrative texts which related to their daily experiences and real life. Thirdly, the teaching program created a dynamic classroom and learning efficiency. As explained in the previous chapter, the teaching program involved several games, conducting group working, and provided videos of the narrative stories. Moreover, the data gained also showed that the students felt the classroom atmosphere and competitive. Based on the findings, the students showed high enthusiasms towards the teaching and learning process.

Fourthly, the implementation of critical literacy approach arousing students' imagination. It is supported by Tooze (1959), who states that the use of narrative story can develop students' imagination. Moreover, students had their imagination, yet their critical literacy capacity as well since they did not agree with the original one. Lastly, students' reading awareness and interest also improved. Based on the data gained, students eager to read another narrative story in the next meeting. Furthermore, the students also became more sensitive to several social issues around them (Liu, 2017). Furthermore, these benefits might be constrained by some challenges revealed in the teaching program. The challenges deal with time allocation, bilingualism and new learning approach issues, and the key element in English and literacy.

In brief, it can be concluded that the result of this study confirmed the possibility of the teaching program which incorporates critical literacy in assisting junior high school students to be critically literate to some degrees. It can be said that critical literacy can be applied or implemented in junior high school contexts. Moreover, the implementation of critical literacy approach also related to the 21<sup>st</sup>-century learning education which demand students to be critical thinker.

## **5.2 Suggestions**

According to the findings of the study, it is presumably suggested that critical literacy is intensively embedded in the teaching and learning process, especially in EFL and ESL context. The suggestions of the study involve two suggestions, for further researcher and teacher professionalism.

First, related to the further research and researchers who will be conducted critical literacy approach. The further research may expand another critical literacy framework such as four dimensions by Lewison et al (2002) and Janks (2005) since this study employed the oldest critical literacy framework proposed by Luke and Freebody in 1999. Moreover, the further study also may integrate technology in the teaching and learning process, such as implementing an educational social network. Furthermore, the use of technology is highly

recommended to be applied in teaching for 21<sup>st</sup> century education and appropriate media to make learners actively-engaged toward the learning process (Suherdi, 2010). Moreover, the further study may also use Indonesian local narrative stories and involve another genre of texts to get an appropriate context for Indonesian EFL students and learning process.

Second, the suggestions deal with the teacher professional development. The notion of teacher professional development has become a core issue of organizational change (Borko, 2004). Teachers' knowledge and skills needs to develop since the various learning methods change every day. According to the 2013 curriculum and Government Regulation Number 10 Year 2010, it is stated that the students not only developing the language skills but also improving their critical literacy ability. Moreover, since the present study deals with narrative text, the teaching and learning process should not become obstacle for the students in acquiring language skills. Thus, this study is aimed to promote students' critical literacy ability. Further study may also do more contribution in elaborating and expanding the theoretical references.

### **5.3 Limitation of the Study**

There are some limitations of this study. Firstly, it deals with the duration of the teaching process. Seven meetings with 70 minutes for each are not enough to encourage and utilize critical literacy. Furthermore, related to the students' English proficiency, especially regarding to the vocabularies. Thus, the use of paper-based worksheet showed that some of students' responses are not examined in detail since they were not really motivated to do handwriting.

Secondly, the use of narrative also has its own weakness, especially the choice of using fable stories. Some students thought that fable stories were too easy and for young learners. However, the major theme of the narrative texts encouraged the students to draw inferential meaning rather than literal meaning. It can be seen in the classroom discussion where the students were able to discuss the social and cultural values from the narrative stories.

Thirdly, the study encouraged the researcher in studying and evaluating her own teaching. Accordingly, there might be a potential loss of objectivity in every stage of the study, including the data collection and analysis. Despite the limitations explained above, this study has achieved its aim and purposes to promote students' critical literacy ability through narrative text which was implemented based on the four resources model of critical literacy.

