CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study based on the findings and discussions explained previously. The implications and limitations that highlight the advantages and drawbacks of the study are also included in this chapter. Additionally, this chapter offers ideas for additional research.

1.1 Conclusion

This study aims to find out how teachers utilize visual images to teach visual literacy in Narrative Text learning. The findings state that teachers use visual images through three types of platforms, which are still images, moving images (videos), and also online website sources.

In the application of still images, Teacher Farah displayed images with visual elements such as color variations and also shapes that are easily recognized by students, The types of images displayed are cartoons and also realists / photos. It is intended so that students can be easily associate the images with their background knowledge and social life. After that, to find out how students understand an image, Teacher Farah asked first on how students respond when they see the picture. This allows students to think critically based on their background knowledge of how visual elements affect one's perspective in looking at images. Some things that the teacher should pay attention to are related to the context of the image where the topic suitability factor greatly affects how students view the image from their historical and social perspective.

In the application of moving images, Teacher Farah uses video as a media to convey the main material of the narrative story "The Emperor's New Clothes. Video has the advantage where visual and audio modes can depict story scenes more clearly and help students to analyze more deeply on what they see and hear. Students find it helpful with the help of video when analysing orientation and story resolution. Unfortunately, the conflict that is at the core of the story is not understandable to students. This relates to some vocabularies

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that the teacher did not have time to explain and related texts that were missed by students and resulted in them not understanding what happened in the story.

In addition to the use of stills and moving images, Teacher Farah also uses online websites to train students in understanding narrative material. The visual elements contained in WordWall and Kahoot act as game mechanics that make students more enthusiastic in learning, build a feeling of competition, and train students' cognitive, affective and psychomotor abilities.

1.2 Implications

The focus of this study is to provide a deeper explanation of how teachers use visual images to teach visual literacy in narrative text learning in one of the junior high schools in Lembang. The findings of the study are then applied to theoretical, practical, and professional contexts. Theoretically, the study can be an example to widen the teachers' view on digital technology and visual images that is important in teaching literacy. Thus, the implementation is expected to enhance students' ability to develop their critical thinking toward various modes of visual elements that can help them to understand reading text better. Practically, the study can be a reference for the teachers to develop an effective teaching method that can be understandable and enhance students' visual thinking in viewing images, especially in this era where people should visually literate with the development of digital technology that combines various kinds of visual elements which can give rise to different interpretations.

1.3 Limitations

This study has fulfilled its goal to investigate how teacher use visual images in teaching visual literacy in narrative text learning. However, the findings of this study cannot be generalized because of the limited scope of this study. The success and effectiveness of the use of visual images in developing students' visual literacy may differ depending on the learning style and background of the students in the classroom. From a total of 30 students observed, it is undeniable that each of them has a preferred learning style, both

visual, auditory, and kinesthetics. In addition, the limitations of the discussion of narrative texts which only focus on the simple structure, namely the opening story (orientation), conflict of the story (conflict), and the end of the story (resolution) affect how students understand the material of the narrative text as a whole. Studies with a larger scale for different categories of participants can be carried out to be a reference in future studies.

1.4 Suggestions

Based on the conclusions that have been described, researcher hopes that teachers can be more selective in choosing visual images and can teach students to see beyond the image where there may be other different interpretations that are very useful for students in facing the digital world. Further research with participants at higher education levels and different variables from narrative text is suggested by the researcher to expand the discussion of visual images that are always present in everyday society lives.