

CHAPTER V

CONCLUSION

This chapter presents the conclusion of this research and several suggestions regarding the future research are also offered.

5.1 Conclusion

This research offers an innovative learning module to help students recover from their learning loss without forcing them to memorize grammar and vocabulary. The learning module has been written in Indonesian and English to strengthen bilingual and multilingual literacy, making it easier for users. Then, this module is also unique where the approach used in the module is in the form of the story thinking, which has not even been discussed in any school. The pedagogical aspects developed in the module are also different from others, where this module uses critical literacy and reflective learning to help students think critically by analyzing and re-creating narrative text using a tool called Reading for Emotion.

The tool of *Reading for Emotion* was first introduced by A.-B Lian (2021; 2020; 2017) and has been successfully developed by Sudimantara (2020; 2021) in his research. Using the *Reading for Emotion* tool in that module, students will be helped to learn independently without the help of a teacher to get their learning outcomes because the pedagogical philosophy of *Reading for Emotion* learning is that the human brain and body are a source of knowledge. Neuroscience also proves that humans always make patterns. Humans too always construct their knowledge based on the sensors they have in the body, and naturally, the human brain will choose the most relevant information according to it. Therefore, today's teacher-centered approach is irrelevant because knowledge cannot be transferred from the teacher's head to the student's head.

Reading for Emotion in this learning can stimulate students to motivate themselves. Because from the beginning of learning, students will think reflectively, where they will always ask themselves and look for their answers to these questions. Therefore that through reflective learning, students will continue to adjust the pattern of the text they read with the regulation of the emotions they feel. This is what the human brain does. The human brain always creates its pattern even when it's not doing anything. Therefore, the approach made in the module is no longer based on grammar and vocabulary because they are not compatible with the way humans learn. This kind of learning approach should be the essential part of a learning process where learning always occurs from the inside out, not the other way around.

This learning module will help students to continue to explore many things by reading and writing narrative texts. In other words, the module will encourage reflection on how something is done and how it can involve any purposeful reading and writing activity. This will also help students to think critically where they will be involved in examining every emotional structure of the narrative text contained in the module using exploratory-reflective learning. In that way, the right brain will be activated, making it involved in identifying and solving problems with holistic (thorough) thinking. This learning approach has been introduced to the two schools, where the respondents have experienced novel reading and writing experiences through emotion. This module is certainly a breakthrough for transforming the teaching and learning of English literacy at schools. However, more improvements are expected to be addressed in the future. Also can be used as a resource for online learning or remote learning.

5.2 Suggestion

5.2.1 For Teachers

For teachers, teacher-centered learning should be abandoned in the learning process because it is not relevant to the way humans learn and

process information. However, knowledge always comes from the inside out, not the other way around. Therefore, the traditional way of teaching and learning must be abandoned and shifted to a critical literacy approach such as stories that are very relevant to the way humans learn. Teachers can choose stories not only to enjoy but also to teach critical analysis and creative writing that can build critical thinking. Because with a lot of reading, the human brain will increase many times over. Therefore, teachers must innovate by studying this interdisciplinary pedagogy to overcome learning loss. This research offers a new alternative for English learning modules based on holistic, critical, and reflective literacy. Through this learning module, teachers can use it as a resource that can help students learn without having to actively deliver learning materials in front of the class.

5. 2. 2 For Future Researchers

This study will provide future researchers with valuable new information about learning compatible with the way humans learn. Researchers who want to develop this module must learn many things, such as story thinking, brain-compatible learning, critical literacy learning (Reading for Emotion, Verbotonal, and aesthetic learning), etc. The module can also be developed for strengthening exploratory and explanatory text learning for further research. In addition, the module can be created by future researchers as a resource that can be used for online teaching or remote learning. Also, the trend of future teachers must be able to develop their learning materials, modules, and digital platforms by themselves.

This research has generated insights into how innovation can be initiated at the level of the school context. It is time for these schools to collaborate intensively with universities that have the will to innovate. The 21st-century neuroscientific findings have made it easier how us to discover more insight into how a human learn and how human learns language, that's why the educational enterprise should be more exciting than before. This is the most exciting time for educators worldwide because an interdisciplinary study from neuroscience has specifically elevated our understanding of the nature of human learning. If this happens, we can expect that transformative pedagogy can occur.

