CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this research several suggestion regarding the future research are also offered. The conclusion consists of learning material of digital literacy resources, assessment on digital literacy resources, and the tool that used on digital literacy resources.

5.1 Conclusion

The development of digital literacy resources in this study was initiated by the need to innovate. This innovation in the development of digital literacy resources is characterized by: (1) the use of stories as learning materials; (2) the use of diagnostic tests that are compatible with CEFR; (3) the use of reading for emotion as a tool to dissect learning material that is compatible with how the brain works.

Firstly, the use of stories as learning materials in the innovation of developing digital literacy resources is done because brains are five times more active when reading a story. Students affected by a well-told story. In fact, one well-known statistic claims that messages given in the form of stories are up to 22 times more memorable than facts alone. The adoption of a new learning pedagogy pierced the development of technological stuff. However, pedagogy is important in the learning process, because understanding cannot be digitalized.

Secondly, the use of a diagnostic test is compatible with CEFR. The introduction of literacy levels and the CEFR framework can be applied in the school context as long as the teachers are research-minded professionals. This is evidenced in how they approach the new concept of critical literacy by using the learning tool called "Reading for Emotion".

Thirdly, the use of reading for emotion as a tool to dissect learning material that is compatible with how the brain works. This learning tool is basically used to promote the concept of student-centered learning practices where

each student is encouraged to create moments of discovery in their own learning processes without relying on the teacher.

This conclusion has generated much insight into how innovation can be initiated at the level of the school context. Strengthening pedagogy is prioritized over digitizing learning resources. Students' understanding of any material will be achieved when learning tools work well. Reading for Emotion is a new pedagogy that is applicable to the workings of the human brain so that the transfer of knowledge to students can be achieved. Thus, when understanding can be reached, the literacy level of students in Indonesia can increase.

5.2 Suggestions

The researcher shares their findings with the intention of serving as references or guides for future researchers as well as teachers of the English language. The following are some recommendations for English language teachers and future researcher:

5.2.1 English Language Teachers

For teachers in the 21st century, the government has changed the 2013 curriculum into a prototype curriculum. Every teacher has designed media or support tools for the learning and teaching process. These digital literacy resources can serve as references and motivate English teachers to design their prototypes. With this free Google site, anyone can learn and use it easily. However, it should be important that pedagogy is more important than digital media because students need intellectual facilitators in the learning process. Besides that, strengthening literacy with stories is also needed by students in the learning loss period. Students prefer a fun way of learning and do not feel like they are learning.

5.2.3 Future Researchers

This research has many shortcomings, and many things need to be added, such as a diagnostic test that can directly display the literacy level and what material to learn. Assessment in the evaluation test, students can immediately

find out the results of their literacy level. Direct assessment is related to the use of coding. The researcher hopes that other the researcher will have the opportunity to learn to code so that the website is much more proven than this product. Then, for the next part of the material, the future researcher may make their own exciting stories to read to students. This research is expected to generate more research on developing digital literacy resources that are compatible with the brain. The discussion about neuroscience learning is still rarely discussed. However, teachers must start to realize learning neuroscience, and neuroscience is one of the aspects needed in our transformative pedagogy.