CHAPTER V

CONCLUSION AND SUGGESTION

This study aimed to examine (1) EFL students' ability to analyze bias in memes using perception bias and (2) their experiences while engaging in the analytical process. Based on the findings presented in Chapter IV, several key conclusions can be drawn.

A. Conclusion

This research aimed to examine (1) EFL students' ability to analyze bias in memes using perception bias and (2) their experiences while engaging in the analytical process. Based on the findings presented in Chapter IV, several important conclusions can be drawn.

First, the document analysis demonstrated that students displayed diverse levels of analytical performance across the four components assessed: identifying the hidden message, interpreting the meme through personal perception, determining agreement or disagreement with justification, and proposing suggestions. While a portion of students achieved the *Accomplished* and *Competent* categories indicating clarity, accuracy, and relevance in their responses, others were categorized as *Developing* or *Beginning*, reflecting limited or inconsistent analytical reasoning. These variations show that students are generally capable of recognizing meaning within memes, yet the depth and sophistication of their reasoning differ considerably. Overall, the findings suggest that perception bias is a useful analytical tool; however, some students require more structured guidance to apply it effectively and independently.

Second, the EFL students ability in analyzing bias in memes using perception bias revealed that students' analytical performances varied across four assessed components: identifying the hidden message, interpreting the meme through perception, determining agreement or disagreement with justification, and proposing suggestions. The findings showed that students' analytical skills ranged from Beginning to Accomplished levels based on Paul and Elder's (2008)

framework. While some demonstrated reflective awareness and critical reasoning, others remained at the descriptive stage, focusing on personal experiences or emotional reactions. This variation suggests that although EFL students are capable of identifying meaning in memes, they still need guidance to deepen their critical literacy and reduce confirmation and affective biases.

Third, the EFL students' experiences in analyzing bias in memes using perception bias results demonstrated that the use of perception bias contributed positively to students' self-awareness and metacognitive development. Students reported that perception bias helped them see how their emotions, prior experiences, and cultural values shaped their interpretations. The analysis of students' reflections revealed three main thematic dimensions value, positivity, and evaluation adapted from Demonbrun et al. (2017). Under these components, students acknowledged that perception bias not only improved their understanding of memes but also encouraged them to reflect on their ways of thinking and perceiving digital content critically.

In summary, this study concludes that perception bias serves as a meaningful pedagogical framework for strengthening EFL students' critical media literacy. It allows students to interpret memes not only as humorous artifacts but as multimodal texts with embedded ideologies and biases. However, the findings also emphasize the need for sustained practice, structured guidance, and reflection-based instruction to help students consistently apply perception bias and move toward higher levels of analytical sophistication.

B. Suggestion

This study outlines suggestions that can be given based on the results that have been concluded. The suggestions are aimed at three categories, namely EFL teacher, EFL students, and future researcher. The suggestions are explained in the following section.

1. **EFL Teachers**

Teachers are encouraged to incorporate perception bias into lessons on visual literacy and digital media interpretation. Since students showed improved interpretive awareness after engaging with perception bias, using memes as instructional media may offer meaningful learning experiences. However, teachers should also provide step-by-step guidance, model analytical thinking, and offer reflective questions to support students who are still developing their skills. A progression from guided analysis to independent practice may help students strengthen their critical reasoning more effectively.

2. **EFL Students**

Students are encouraged to continue applying critical thinking when encountering digital content such as memes, short videos, and visual posts. Understanding how personal perception shapes interpretation can help prevent misreading and broaden their analytical perspective. It is also beneficial for students to consider multiple viewpoints when interpreting visual texts especially memes that involve cultural or social issues to develop more nuanced and informed interpretations.

3. **Future Researcher**

Future research may explore the application of perception bias in other forms of digital visual communication, such as advertisements, infographics, or political memes. Researcher may also consider expanding the participant pool or comparing different academic levels to gain deeper insights into how perception bias develops across age groups or proficiency levels. A mixed-method approach combining qualitative and quantitative data may further enrich understanding of its impact on students' critical media literacy.

In summary, perception bias holds considerable promise as a pedagogical tool in EFL education. It cultivates analytical awareness, encourages reflective thinking, and equips students to navigate digital media more responsibly. Nevertheless,

continuous scaffolding and practice are essential to ensure that all students can apply this analytical lens effectively.