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TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF CRITICAL LITERACY IN EFL CLASSROOM

THESIS

by

Fuji Oktaviani

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I, the undersigned:

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Certify that data thesis entitled "Teachers' Perspectives on the Implementation of Critical Literacy in EFL Classroom" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, January 2022
The Undersigned,

Fuji Oktaviani
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Dedication

This thesis is proudly dedicated to..

TO MY LOVELY HUSBAND AND MY AMAZING KIDS

Thank you for your endless love and making me believe that everything is possible

AND TO ALL MY BELOVED FAMILY

(My father (Alm), my mother, my father and mother in laws, my sister and brothers)

Thank you for your support, sacrifices prayers and advices

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Palembang, January   2022

The writer,

Fuji Oktaviani

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ABSTRACT

The development of information and the fast growing of technologies and social media in the globalization era have become challenges for both teachers and students of English as Foreign Language (EFL). Mastering a setof language is no longer adequate and become the main purpose of English learning in the 21st century. Both teachers and students are asked to be active and critical to respond recent issues in this era. Critical literacy arises as an alternative approach which helps the students to face 21st century era even though regarded as something new contrasted to its origin in some English-speaking countries. Teachers who try to put critical literacy into their classroom practice are often left with little knowledge or experience on what critical literacyis and how to adopt this approach into their learning practice. This study investigated thirteen of senior high schools" English teachers in Palembang, South Sumatera province, Indonesia linked to their perspectives and understanding on critical literacy as a methodological approach to teaching English language. The Result of questionnaires followed up by one-to-one interview reveals that the majority of these teachers even though havebeen teaching English for more than ten years, most of the teachers show lack of knowledge, apply inappropriate implementation and unaware to the urgency of critical literacy as a methodological approach. Finally, this study concludes with suggestions for English teachers on how to develop a critical literacy-orientedclassroom.

CHAPTER 1
INTRODUCTION

This study attempts to investigate teachers' perspectives of the implementation of critical literacy in EFL classrooms in senior high schools in Palembang. This chapter is started by a brief explanation of the background of the study and a general overview of why and how this study is conducted. The next part tells about general notions of the research questions, purposes of the study, and significances of the study.
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1.1 The Background of the Study

In today's global world, English is one of the important things that cannot be denied or ignored since it is the greatest common language spoken universally. English is taken and used by many countries as their first and second language and has given a new identity to many people. English plays a vital part in the many sectors of life in this globalized era. As the most widely spoken language in the world, English has been spoken by more than 300 million people as the first language, and more than 200 million as a second language, and more than one billion people speaking it as a foreign language (Crystal, 1997).

Even though In Indonesia English stays as a foreign language (EFL) but it takes an important portion in Indonesian's education, As Dardjowidjojo (2003) said that even English has never been considered as an official language coexisting with the national language but it's the first foreign language. As the impact of rapid development and globalization, the ability in using English becomes more important in education since English is also one of the subjects that tested in Indonesia in the national exam (ministry regulation no.23, 2006). The curriculum further mentions the role of English in Indonesia as described English as a language to grasp and develop technology, art, science, and culture (Depdiknas, 2001), it indicates that abilities in English are closely connected to the growth of human resources in the globalization period.

The development of information, technologies and media in the globalization era, have become challenges for students of English as Foreign Language (EFL). As the popularity of social media appear in the form of digital sources of information have drawn traditional outlets as well as modern news site and blogs to link some news to social media such as facebook or twitter (Silvhiany et al., 2021). Following this statement, The Commission on Fake News and the Teaching of Critical Literacy Skills, which is led by the All-Party Parliamentary Group (APPG) on Literacy and the National Literacy Trust, published a report on about the influences of fake news on children and young people, which found that only 2% of children have critical literacy skills that allow them to determine whether a news story is true or false .It shows us that students' conditions in the 21st century are in the urgency of critical literacy or critical digital literacy. According to Sylvhiany et al. (2021) Students are confronted with technological advancements, communication devices, and Internet-based information which have dramatically shifted the landscape of information access. As the impact, it's no more sufficient to master a set of language skills only for EFL students (Harste, 2003) because they are expected to be able to access information from multiple sources, including the use of the internet and other social media both online and printed, and develop their critical capacities in reading, writing, listening, and speaking and also demand to act knowingly about issues they might face in their academic and daily life.

The existence of internet-based information forces both teachers and students have to be literate individuals to comprehend the information that appear around them eventhough, the facts proved that based on some studies, it still showed unpleasant facts. As cited from Sylvhiany et al. (2021) a wide survey of Middle School, High School, and College students in the United States which was held by McGrew et al. (2018) discovered that students failed to determine the reliability of the information. The majority of students were unable to determine who was behind the information. In line with the statement above, in the Indonesian context, the current social and political situations show high tensions

in the society. Information about political leaders and their movements published in Indonesia or on social media is frequently taken as fact by some individuals without additional examination or comparison of "the truth" from many sides (Gustine, 2018). Additionally, according to Sylvhiany et al.(2021) as the information, were coming from outside of Indonesia, and was translated from English. This makes it even harder for Indonesian people to evaluate the credibility of the information. It reflects that the urgency of literacy skills continuously gains its importance in almost every aspect of our life.

Literacy is defined as the capacity or ability to successfully read and write in a various of situations. Literacy in the twenty-first century is increasingly defined as an ability to use technology included receiving and conveying information (Pilgrim & Martinez, 2013). According to the International Reading Association (IRA), today's pupils' literacy skills differ significantly from those of their parents or even students just a decade ago (IRA, 2009).It implies that students must become fully literate in today's world and proficient in the literacies of the 21st century. Furthermore, Sylvhiany (2019) describes that the changes in society to the industrial revolution has brought fast changes including extreme longevity, the rise of smart machine and systems, computational world, new media ecology, super structured organization, and globally connected world. As the impact, the literacy concepts have not only been changing, but they have been represented as literacy, multiliteracies/multiple literacies, new literacy, digital literacy, and web literacy which are required for describing similar skills necessary for 21st century learning (Pilgrim & Martinez, 2013).

Critical literacy education arises and became one of the solutions to help the students to face globalization in 21st century era. Critical literacy can be a strategy to encourage the students in receiving what they're learning and the information critically (Emilia, 2005; Ludwig, 2003). As in her study, Emilia (2005) discovered that critical literacy can help students to enhance their meta-language for analyzing critical reading and writing. On her dissertation Gustine (2014) discovered that students become more critical, empathetic, and socially

conscious as a result of critical literacy education. In her research, she discovered that students' written language improved as well as an increase in their motivation in learning English.

Unfortunately, Schools as the formal institution and the teachers as the pedagogies that have an important role in developing the students' critical manner do not fully support help the students to develop the academic, personal, and social skills they need to face in the 21st century challenges. In Indonesia, English language instruction has been criticized for concentrating on grammar memorization (Dardjowidjojo, 2003; Emilia, 2005; Alwasilah, 2001), with inadequate attention to knowledge and skills to encourage students' ability to think critically (Dardjowidjojo, 2003; Emilia, 2005; Alwasilah, 2001). (Alwasilah, 2001).It cannot be neglected that grammatical knowledge in language learning plays a significant role in developing learners' language however, According to Alwasilah (2002), teaching grammar mastery limits students' concentration and focus on higher-order thinking skills, which are essential for 21st-century learning. Language education, according to Alwasilah (2002), may incorporate a concept of higher-order thinking that involves students in textual analysis, criticism, and interpretation.

In the Indonesian context, particularly in English teaching practices still persists traditional approach most in every school. As Alwasilah (2002) mentioned that traditional approach only provides limited number of possibilities for students to be effectively in communicating in English due to constant drilling of interconnected points of grammar and doesn't assist students in developing their critical thinking abilities. As the result, the students were easily deceived by any information (online and offline) that they read and could not critically evaluate them (Silvhiany et al., 2021). A traditional classroom approach which is commonly used by the teachers where the teachers take a role as the only source of knowledge in the classroom is no longer fulfills the need of the students in the 21st century. Traditional classroom approaches are described as transmission approaches, in which teachers become the dispenser of knowledge in the

classroom and the only source of knowledge, and leading students out of achieving 21st-century outcomes. By the virtue of sophisticated technology, students are surrounded by information both printed or online which asks them to be critical to filter every truth behind them. Students need to think outside the box and teachers are demanded to be responsive to grasp the development and changes affected by the drastic technological revolution. Moreover, in the 21st century learning, democratic classrooms which connected to critical literacy education can bring the students to be involved in decision-making and meaningful learning where they see themselves as individuals with particular interests and needs. Thus, in critical literacy education students are positioned as active learners in the learning process, and teachers as practitioners have to encourage the students to the higher level of thinking. Teachers should also assist students in strengthening their ability to evaluate various views, ideas, and information. Unfortunately, most students' classroom learning consists of memorizing facts, which tends to acquire only knowledge and information. Students were persuaded to assume that the texts they had read were balanced and unbiased in their portrayal of a single version of events as a result of this memorizing technique (Gustine, 2014).

Aside from memorizing tenses, the regular exercises for the four language skills (reading, writing, listening, and speaking) in English language learning are mainly focused on improving our knowledge of grammar or other linguistic elements. Unfortunately, some forms of rote learning persist, making English subjects monotonous since they focus solely on remembering vocabulary and grammar, despite the fact that grammar instruction is still crucial and will always be necessary. In line with these conditions, EFL teachers encounter challenges in how to come up with a critical English education for their students. The fact that the majority of EFL teachers in Indonesia still don't have a clear idea about critical literacy must not be abandoned. Many teachers, particularly in some Asian regions where English is commonly perceived as a foreign or second language, are still confused and have no idea how to implement it in their classroom (Falkenstein, 2003; Kim, 2012; Ko, 2010). Furthermore, according to Kim (2012),

teachers are unaware of the importance of critical literacy. Kim (2012) also observes that, despite teachers' best efforts to incorporate critical literacy into their curriculum, they lack the necessary knowledge and abilities to implement critical literacy. Most ESL/EFL teachers, according to Crookes and Lehner (1998), perceive themselves as people who simply help students to communicate only. As a result, their critical literacy instruction is less engaged. As reported by Gustine (2018) despite having around seven years of experience teaching English at various schools' levels, some teachers still show an absence of practical approach in critical literacy. As the result, this may experience to what Shor (1999) reflects as "not having enough authority," which relates to a lack of competency of the teacher to deal with a critical and power-sharing process. Consequently, Indonesian students are discouraged from being critical readers and are insisted taught to focus on receptive reading (Setyaningsih, 2019). According to Yamin (2007) attitude, educational background and teaching experiences can influence the selection and determination of learning methods. Based on this statement, this research will get involve 13 EFL teachers from different schools in Palembang who have at least 10 years of teaching experience.

In the Indonesia context, a similar study was conducted by Gustine (2018) who investigated a study entitled "Survey on Critical Literacy as a Pedagogical Approach to Teaching English in Indonesia". From her study, she found that from twenty-one of English teachers in a teacher education university in Bandung, West Java province, some of them show lack of knowledge on critical literacy as a methodological approach to teaching English. Another study was done by Hidayat (2019) who investigated some English teachers in primary schools, secondary schools, and universities in Garut and discovered that some of the English teachers seemed unsure between critical literacy and critical thinking.

From the previous related studies above, a gap is found. Those studies explore about critical literacy for EFL teachers and their effort in developing critical literacy in the classrooms, but none of the studies focused on the reason why critical literacy isn't implemented well in English classroom particularly in

the Indonesia context. Considering to the gap that is found the researcher conducted a study related to this gap. Moreover, this study is also expected to enrich the collection of literature on teachers' perception and knowledge of critical literacy in EFL context and discover problems and challenges faced by the teachers in an effort to develop critical literacy-oriented classroom. From the background above the researcher is interested to conduct the study entitled "Teachers' Perspectives on the Implementation of Critical Literacy in EFL Classroom".

1.2 Research Question

Based on the background of the study, the research questions formulated as follows:

1. What did critical literacy mean for English teachers?

2. How was the teachers' perspective about critical literacy as a pedagogical approach?

3. What were the challenges faced by the teachers on the implementation of critical literacy in the EFL classroom?

4. How were the teachers' efforts to encourage their students' critical literacy into their classroom practice?

1.3 The Objective of the Study

In accordance with the problem above, the objectives of this study are:

1. To find out English teachers' knowledge about the meaning of critical literacy.

2. To find out English teachers' perspectives about critical literacy as a pedagogical approach.

3. To find out the challenges faced by the teacher on the implementation of critical literacy in the classroom.

4. To find out the teachers' efforts to encourage their students' critical literacy into their classroom practice.

1.4 Significance

This research is expected to be significant to give light on how critical literacy might be conceived and executed in an Indonesian EFL environment. On a broader educational level, this research may help to bridge the gap between well-established critical literacy research in English-speaking countries and the more limited research in EFL settings, particularly in Indonesia, and improve EFL teachers' understanding of critical literacy in Indonesia. English teachers are also expected to incorporate the concept of critical literacy and its pedagogical practice into their classrooms.

CHAPTER II
LITERATURE REVIEW

This chapter discusses (1) critical literacy, (2) the importance of critical literacy, (3) critical literacy in the EFL context, and (4) critical literacy in the Indonesia context.

2.1 Critical Literacy

Freire established the concept of critical literacy (Anderson & Irvine, 1993). According to Freire, if teachers assist students in reading words but do not also educate them to read the world, students technically become literate but will become passive objects rather than active subjects. Literacy was defined in a print-based world in the 1960s as the ability to read, write, and compute without regard for the types of educational materials or methods that would be utilized to achieve such a goal (UNESCO, 2004). Furthermore, as any other discipline, literacy has developed since its origins. UNESCO (2004) defines it as the ability to recognize, comprehend, interpret, create, communicate, and compute through printed and written materials in a variety of circumstances. Literacy is a lifelong process of learning that enables people to pursue their goals, expand their knowledge and potential, and actively engage in their communities and wider society.

Literacy is frequently viewed as a path, a set of language skills, a set of cognitive capacities, and a set of social performances, and it is understood as phenomena of changing cultural processes rather than permanent mental attributes (Kern, 2003). Furthermore, literacy entails not just comprehending textual codes

but also producing and understanding meaning through texts. According to Burchinal (1976), information literacy necessitated new abilities, such as the ability to efficiently and effectively access and use information needed for problem-solving and decision-making. Furthermore, according to the American Library Association (ALA), for becoming information literate, an individual must be able to understand when information is required as well as seek, evaluate, and successfully use that information. In addition, it described those who are information literate as people who have learned how to learn.

Meanwhile, critical literacy has its origins in Greek, where the word 'critical' (kritikos) literally means "to be able to dispute and judge," and literacy refers to reading and writing. When taken together, critical literacy refers to the ability to analyze and evaluate what is read and written (Gustine, 2018). Critical literacy considers readers as active participants in the reading process, inviting them to step beyond passively accepting the text's message to question, investigate, or challenge the power relations that exist between readers and authors (Freire, 1970). It focuses on power concerns and encourages reflection, change, and action." Critical literacy, according to Beatty (2013), either lets students "see" and think about the book from a different perspective or stimulates critical dialogues or discussions based on reflection and resulting into action.

Critical literacy will also assist them in developing their ability to critically examine and investigate the hidden reasons and under-the-surface ideas of all forms of texts, including visual, print, digital, and auditory (Ciardiello, 2004). In other words, students will be more involved in reading and debate, as well as communicating their own personal experiences, increasing their opportunities for participation and comprehending the power of language (Soares & Wood, 2010). As a result, the texts they read will not manipulate them (Freire as cited in McLaughlin & DeVoogd, 2004). Students must be able to not only interpret texts but also understand how power and the system of meaning affect people through a critical perspective (Kuo, 2014Furthermore, Janks (2014) demonstrates that critical literacy should be clearly embedded and taught in today's education since

it equips students to connect what they read and observe with the reality of the world in which they live. Students' critical literacy develops as they become more aware of the language's social and ideological dimensions (Hatzisavvidis et al., 2010).

Critical literacy explores varied perspectives. The various perspectives of the topic have been implemented using varieties of methods such as reading with different versions of the same topic (Ciardiello, 2004), reading a text which contains multiple points of view (Clarke & Whitney, 2009), trying to discuss the people's perceptions with various cultural backgrounds (Iyer, 2007), or recognizing the which voice is dominant and which voice is silenced in a text (McDaniel, 2004). By encouraging the students' activities such as role-plays, think-aloud, juxtaposing texts of varying viewpoints on the same topic, debates, rewriting texts from another perspective (Haydey, Kostiuk, & Phillips, 2007) or raising critical questions, teachers need to ask the students to see an issue not only from one perspective but also from different lenses, be more tolerant to others in various situations, and improve their thinking skills (Morgan & York, 2009).

Critical literacy in the classroom will assist students and teachers in broadening their thinking, discovering multiple views, and developing into active thinkers (McLaughlin & DeVoogd, 2004), particularly in understanding and connecting language and power (McLaughlin & DeVoogd, 2004). (Janks, 2000). To put it another way, critical literacy allows students to bring their personal experiences into discussions, allowing them to join and be involved in higher reading levels and discussions, as well as understand the authority of language (Soares & Wood, 2010). Students will need these skills to interact properly with the information that is readily available to them in the digital age. Critical literacy is a theory with two main lines of investigation: critical text analysis and critical pedagogy (Luke, 2011).

2.1.1 Critical text analysis

Since the social sciences' shift toward language and discourse in the last three decades, it's become increasingly rare for writers to use single or double quote marks while referring to 'reality' or 'facts.' Critical discourse analysis, a politically charged derivative of systemic functional linguistics, offers an alternative approach. Mixing ideology critique with a clear instructional focus on teaching how to read and understand texts. As Fairclough (1990) argues, "critical language awareness" should be taught. This requires teaching students how to analyze a variety of texts – functional, academic, and literary – paying attention to their lexico-grammatical structure, ideological contents and discourses, and identifiable production and usage conditions.

The critical text analysis paradigm (Luke, 2012; Morgan, 1997), which is widely utilized in Australia, is based on poststructuralist and postmodern theories. Texts, according to these views, do not have fixed meanings intended by writers, but rather numerous, changeable, contradicting, and influenced interpretations (Bull & Anstey, 2005). Because no text is impartial, critical text analysis assumes that all texts are influenced by authorial bias (Janks, 2010). Its goal is to provide students a better understanding of how semiotic features in texts disclose messages that impose authors' ideas, create and sustain social hierarchies, or marginalize specific populations (Lankshear, 1994). Analyzing writers' intents and ideologies, rebuilding or criticizing them, and investigating them are all common instructional methods of critical text analysis.

Critical linguistics, influenced by Halliday, posits wide distinctions between ideological formations in texts, their social purposes, and their distinguishing characteristics. This allows teachers and students to concentrate on how words, syntax, and discourse choices influence how material, natural, and sociopolitical realities are represented or'versioned' (Janks, 2010). It also allows for a closer examination of how words and grammar strive to construct power relations between authors and readers, speakers and addressees. Furthermore, it allows for a critical examination of where texts are used, by whom, and for what purposes. According to this definition, critical literacy comprises learners'

progressive engagement with key texts, discourses, and modalities of knowledge. Same as some other critical pedagogy methods, tries to pay attention to the ideological and hegemonic roles of texts. However, it goes a step further by giving students technical tools for studying how texts and discourses work. This could include, for example, analyzing a textbook or media portrayal of political or economic life. However, it not only teaches learners how the structure of specific clauses and sentences attempts to define the world and situate the reader in relation to that definition, but it also teaches them how the structure of specific clauses and sentences attempts to define the world and situate the reader in relation to that definition (Wallace, 2006; Luke, 2001).

The analysis of the politics behind the creation of books is a major component of critical literacy. This can be investigated by determining the writer's aim, the assumptions and factors that shape an author's points of view (Cervetti, Pardales, & Damico, 2001), and the possible economic, political, and social interests that a writer ostensibly represents (Cervetti, Pardales, & Damico, 2001). (Shor, 1999). In critical literacy, readers evaluate the writers' opinions at the time the work was written (Beck, 2005), as well as how language, imagery, layout, and other textual characteristics may be used to persuade readers to embrace these beliefs (Alford, 2001). This technique exposes dominating patterns of power and authority that would otherwise go unnoticed and passively accepted if the texts were taken at face value (Burnett & Merchant, 2011). Critical literacy encourages students to question the "rule of text," which Bourke (2008) defines as "the perception that a text is authoritative and final, and an underlying belief that suppresses the reader's license to challenge, question, deconstruct, or rewrite the assumptions, beliefs, ideologies, and concepts embedded, implicitly or not, within the perspective of the text." Students are given the opportunity to question, resist, and reconstruct textual representations that do not match to their own identities by critical literacy educators (Gainer, 2010; Vasquez, Muise, Adamson, Hefferman, Chiola-Nakai, & Shear, 2003).

2.1.2 Critical Pedagogy

Critical pedagogy, rooted in the critical theory of the Frankfrut School, began to flourish in Latin America, underpinned by Paulo Freire's work in his book Pedagogy of the Oppressed (1970), where he empowered the "powerless" in an attempt to challenge capitalist oppression by raising their critical awareness of their oppression. Critical pedagogy has been defined as encompassing both political and educational worlds in previous and recent works. Critical pedagogy's political realm is primarily concerned with achieving social transformation and social justice through liberation and critical thought against repressive political systems (Giroux, 1997; McLaren, 2002). Critical pedagogy, from a pedagogical standpoint, provides a means of comprehending and analyzing both historical and socio-political settings of education in order to build pedagogical practices that aspire to liberate education while also transforming society (Pennycook, 1999). In this way, critical pedagogy use education to empower individuals and groups as social change agents (Duncan-Andrade & Morrell, 2007). Critical pedagogy, according to Shor (1996), requires learners to critically analyze power relations and achieve transformative experience by problematizing the status quo. Critical pedagogy urges both language instructors and learners to analyze repressive realities, inequality, and power relations that exist within classroom environments and society at large, which is the scope of Critical pedagogy in education.

The concept of critical pedagogy has prompted us to reconsider our classrooms in general. Classrooms are sometimes seen as a separate entity from the rest of the world. Nonetheless, they are inextricably linked and influenced by the depiction of the society in which disputes and violence occur (Bohórquez, 2012). As a result, schools should be "places of hope, where students get glimpses of the kind of society we may live in and learn the academic and critical skills needed to make it a reality," according to the authors (Christensen et al., 2000). This can be difficult because traditional ELT paradigms have emphasized the significance of adopting the methods that best promote language instruction rather than focusing on students' learning processes and sociocultural classroom

practices that deal with students' lives and experiences. Teachers, with this in mind, play a critical role in addressing socio-political concerns in the classroom. As a result, kids should be educated about the issues of power, injustice, and inequality that have pervaded the classroom and the educational system in general.

Critical pedagogy is practiced in the classroom through debating contentious subjects, challenging institutional policies and practices, and taking social action. Controversial problems, according to Oxfam Development Education (2006), are those that "have a political, societal, or personal consequence, provoke feelings, and/or deal with concerns of value or belief." Teachers assist students in "viewing themselves within the larger historical, political, cultural, and economic frameworks where student voices exist" through discussing socio-political topics (Cadeiro-Kaplan & Smith, 2002). The students' curiosity is piqued as a result of the topics' relevance to their lives (Pescatore, 2007). Furthermore, debating complex subjects allows kids to "clarify their feelings and ideals, as well as enhance information-processing, reasoning, inquiry, creative thinking, and evaluative skills" (Oxfam Development Education, 2006). Students can conceive of alternate approaches to modify the system where change is most required when they are led to discuss the challenges in their own cultures (Akbari, 2008). Examining how instructional techniques can sustain dominant beliefs is a part of critical literacy. This can be seen in the prioritization of certain types of information and classroom discourses, as well as the pressuring of students to adhere to beliefs and social behaviors in the name of class, race, or gender (McLaren, 2003). One of the most important goals of critical literacy, according to Shor (1999), is to democratize education. The traditional classroom structure is based on the assumption that professors have complete authority over course contents, interpretations, and the transmission of their fully developed knowledge to students who are merely passive consumers of information (Aukerman, 2012). In the classroom, however, the idea of shared authority supports allowing students freedom of choice in picking texts and subjects that are

important to their life (Kesler, 2011), or engaging students in a discourse to enable them to be conscious of their own and others' opinions. Students can explore their own identities, challenge prevailing discourses, and comprehend the complexities of institutional issues when their choices and voices are valued (Robinson, 2011).

2.2 The Importance of Critical Literacy

Both teachers and students benefited from critical literacy, especially in terms of growing social consciousness. Critical literacy is well-suited to promoting social justice activism (Norris, Lucas & Prudhoe, 2012). It can encourage students to read books and start conversations about challenging topics like power, race, gender, and class (McLaughlin & Allen, 2002). According to Park (2012), as well as Peterson and Chamberlain (2015), critical literacy can help students become more aware of other people, society, power, culture, and, most importantly, the book itself. Students who engage in critical literacy develop into open-minded, active, strategic readers who can evaluate text critically (McLaughlin & Allen, 2002). They will recognize that the information offered in texts, magazines, newspapers, song lyrics, and websites has been written from a specific point of view for a specific goal (Lewison, Flint & Van Sluys, 2002).

According to Jordao and Fogaca (2012), critical literacy can be applied to grammar in the EFL classroom "rather than aiming at adapting readers to texts, merely leading them to recognize text genres or fixed text formats, the perspective focuses on developing ownership of texts, which implies more than the ability to 'understand' texts." The goal is for students to become active participants in the meaning-making process of reading texts rather than passive replicators of textual and societal norms. As Jordao and Fogaca see it, the benefit of critical literacy in this case is a growth in a student's ability to see themselves, as well as others, in a given text, leading to a deeper, more critical awareness of how the world works and how they can influence their position in it. Janks (2010) presents another example of a grammar exercise in which students can engage with modals and realize that by selecting a particular modal, they can express themselves

imperatively or tentatively, and that this has implications for their readers. The advantage is that students learn that how they choose to express themselves has an impact on the world and that they do, in fact, have a choice.

Students and teachers can use critical literacy to investigate, comprehend, and appreciate their similarities and differences, which they can then share with one another (Koo, Wong, & Kemboja, 2012). Zhang (2015) also emphasized the need of critical literacy implementation. To begin with, incorporating critical literacy into teaching and learning activities will enable students to gain critical access to the text's linguistic, social, cultural, and personal contexts. Second, critical literacy can assist students in recognizing the ideologies that influence the author concept. Third, critical literacy will assist students in thinking critically and connecting their knowledge to social and power relationships. Fourth, applying critical literacy can help students to have a better exposure of the popular information and issues around them.

2.3 Critical Literacy in EFL Context

This section looks at a number of major research on critical literacy implementation in the EFL setting in Indonesia and other countries, as well as identifying inadequacies in specific areas of the EFL Indonesia classroom. The reasons for the rarity of published critical literacy research in this sector are discussed. Critical literacy literature is uncommon in Indonesia, particularly in English language instruction and at the university level. Gustine (2013) drew attention to critical literacy in the EFL environment, which she conducted in Indonesian secondary schools and found to be lacking in the literature on critical pedagogy in the country. Then, Gustine (2018) conducted a survey of teachers' critical literacy understanding and efforts to establish critical-oriented classes. It was shown that the majority of teachers lacked a clear understanding of how to construct a critical classroom, how to help their students become critical learners, and what tactics they should use to do so. The two studies above expect that more

critical literacy research will be conducted with a broader scope. In wider EFL settings there are a number of critical literacy studies relate to the importance and difficulty of implementing critical literacy in their classrooms at various levels of the school that are relevant to this study. The study conducted by Huang (2011) showed that critical literacy and conventional literacy learning helped students discover the multiple perspectives of an issue and enhanced their reading comprehension through the critical questions that improved their understanding of the article through dissecting and analyzing the content. Moreover, the study conducted by Kaur and Sidhu (2014) and Bacon (2017) showed that critical literacy is difficult to put into practice because it embraces multiple and conflicting perspectives of students. The lack of research on critical literacy in EFL settings has mostly been linked to lack of teacher confidence in student capacity and teachers' knowledge of critical literacy Gustine (2018). In contrast, this research is expected to enrich the collection of literature on teachers' beliefs and knowledge of critical literacy in EFL context and discovering teachers' expectation in an effort to develop critical literacy-oriented classroom.

2.4 Critical literacy in Indonesia context

Being critical is a must for students to sense the aspects of texts they read. Students' ability to analyze, assess, and critique material would improve as a result of critical literacy since it would help them become more aware of multiple perspectives on an issue. In other words, students will be assisted in developing their critical reading skills.

In this digital world, critical reading is an essential ability for everyone (Priyatni & Nurhadi, 2017). Students who are educated, in particular, should be able to not only comprehend but also evaluate and reflect on what they read in order to be wise to the information they get. Secondary students should ideally be able to engage in higher-level reading activities such as evaluating and reflecting on complicated written texts (Ministry of Education and Culture, 2016b). As

social agents of change, students who are constantly engaged in critical reading will make constructive contributions to themselves, society, and nation.

There are still more issues highlighted in relation to the question of critical literacy in the Indonesian setting, as stated at the introduction. First, as previously mentioned, critical literacy skills among children tend to be low. Senior high school students, in particular, should be able to critically connect with complicated literature. They should be able to interpret, evaluate, and reflect on the information they get from texts. In reality, they can only grasp the fundamental ideas, comprehend the relationship, and draw inferences (Harsiati, 2018). They are still having difficulty critically engaging with literature. This problem is related to the reading capacity of Indonesian students, which is still regarded low. In 2018, the Program for International Student Assessment (PISA) ranked Indonesia 75th out of 80 countries (OECD, 2018). To be more exact, Indonesia's reading literacy is still at a low level, level 2, with a mean score of 453. There are six levels that reflect a student's reading literacy level. For senior high school students, the minimal score for good reading literacy is 500, which is level 4. Level 4 students are capable of interpreting, reflecting on, and critically evaluating difficult texts. It suggests that Indonesia still has a long way to go in terms of improving students' reading proficiency. Students' reading ability is still at a poor level in level 2. They can only recognize the main idea in a moderately long document, find information using explicit, albeit often difficult criteria, and reflect on the purpose and form of texts when actively encouraged to do so (OECD, 2018). As a result, individuals will struggle when asked to convey information, generate and integrate interpretation, and reflect on and assess complex materials. In reading, maths, and science, Indonesian students performed worse than the OECD average. This situation is analogous to students' English reading habits, which do not suggest a good reading habit despite having studied English for more than ten years in school (Iftanti, 2012). It reflects that students of Indonesia need to be helped to develop their critical reading literacy in both first and foreign language contexts.

It is impossible to ignore the fact that educational facilities are still insufficient. It means that the setting in which students learn should be helpful and attentive to their needs in order to help them develop critical literacy skills. Schools should provide adequate resources, including books, magazines, newspapers, internet access, journals, movies, and other printed and/or digital sources that can be evaluated by students and contribute to the learning process, such as books, magazines, newspapers, internet access, journals, movies, and so on. However, the majority of Indonesian schools suffer from a lack of infrastructure and materials (Adi, 2012). As a result, the government, as part of its literacy initiative, is donating books to schools in order to aid the literacy movement's success. Academic and non-academic books are divided into two groups in the books issued by the government. In summary, schools must continue to provide richer sources for students to access in order to develop their critical literacy abilities.

Another issue is that the English textbooks offered by the Indonesian government still need to be improved in order to provide better materials to assist the development of critical literacy skills in students. It's because there aren't enough assignments in existing textbooks that encourage critical thinking. Kasim, Zulfikar, and Zaiturrahmi (2017) also discovered that the majority of the instructional questions promote lower order thinking skills rather than higher order thinking skills. This means that textbooks are still limited in their ability to help students develop critical thinking skills. Multiple views on an issue should be included in textbooks to promote students' critical literacy, as they are effective in bridging critical literacy into classroom learning activities (Clarke & Whitney, 2009). Critical literacy literature is limited in Indonesia, particularly in English language instruction and at the university level. Gustine (2013) drew attention to critical literacy in the EFL environment, which he conducted in Indonesian secondary schools and found to be lacking in the literature on critical pedagogy in the country. Then, Gustine (2018) conducted a survey of teachers' critical literacy understanding and efforts to establish critical-oriented classes. It was shown that

the majority of teachers lacked a clear understanding of how to construct a critical classroom, how to help their students become critical learners, and what methods they should use to do so.

A number of critical literacy studies in broader EFL contexts that are relevant to this study relate to the relevance and difficulties of adopting critical literacy in their classes at various levels of the school. Huang (2011) found that critical literacy and traditional literacy learning helped students discover many views on a topic and increased their reading comprehension through critical questions that helped them grasp the article by dissecting and evaluating the information. Furthermore, Kaur and Sidhu (2014) and Bacon (2017) found that critical literacy is challenging to implement since it encompasses various and competing student views. The absence of critical literacy research in EFL settings has been attributed to a lack of teacher trust in students' abilities and knowledge of critical literacy (Gustine, 2018). This study, on the other hand, is expected to add to the body of knowledge about teachers' views and knowledge of critical literacy in an EFL environment, as well as uncover instructors' expectations in order to establish critical literacy-oriented classrooms.

CHAPTER III
METHODOLOGY

This chapter describes (1) Methods of the Study, (2) Research Site and Participants, (3) Data Collection, (4) Trustworthiness, (5) Data Analysis.

3.1 Methods of the Study

The research method used in this research is qualitative research. According to Moriarty (2011), a qualitative research method was a broad term that could be applied to a range of research disciplines, such as language research. The aims of this study were to explore the perceptions and the knowledge of EFL teachers regarding to critical literacy and some problems faced by the teachers on its implementation in EFL classroom.

3.2 Research Site and Participants

The researcher used purposive sampling to achieve the purpose of the research. In purposive sampling the researcher selected individuals that can provide the needed information to understand the case, to answer research question, and to address the purpose of the research (Johnson & Christensen, 2008). The researcher used purposive sampling which usually used in qualitative research design in order to understand or learn the central phenomenon (Creswell, 2012). This study conducted in Palembang, South Sumatera province. The school was public schools in Palembang. The participants were 13 EFL teachers from

different senior high school in Palembang who have at least 10 years teaching experience. The selecting criteria of teaching experience was based on the study conducted by Finadiaul (2015) which the result mentioned that teaching experience had a positive effect on the teachers' professional competence. And also According to Yamin (2007) attitude, educational background and teaching experiences could influence the selection and determination of learning methods. The participants of the study was described in table 1 below:

Table 1. Participants of the study

No	Participants	Gender	Age	Teaching Experience
1	Participant 1	Female	39 years old	18 years
2	Participant 2	Female	38 years old	18 years
3	Participant 3	Male	36 years old	12 years
4	Participant 4	Female	57 years old	27 years
5	Participant 5	Female	43 years old	22 years
6	Participant 6	Female	36 years old	16 years
7	Participant 7	Male	28 years old	10 years
8	Participant 8	Female	42 years old	20 years
9	Participant 9	Female	48 years old	28 years
10	Participant 10	Female	42 years old	20 years
11	Participant 11	Female	39 years old	17 years
12	Participant 12	Female	44 years old	24 years
13	Participant 13	Female	39 years old	19 years

3.3 Data Collection

The method of this research (Matos, 2012) was a systematic series of steps or procedures in research that performed in order to complete a certain task or to

reach a certain objective empirically. The process of research involved questionnaires and interview.

3.3.1. Questionnaire

The instrument used was questionnaire that asked to the participants related on their knowledge and preference of critical literacy. According to Sugiyono cited by Arif (2013) Questionnaire was a technique of collecting data by giving some question or written questions to get respondents' answer. Questionnaire was given to each teacher in order to get the teachers' response. The format of the questionnaire was unstructured questionnaires where the researcher used a basic structure and some branching questions but nothing that limited the responses of a respondent. The questionnaires consisted of three main parts. The first section was related to the participants' knowledge of critical literacy in general, including its differences from critical thinking. The second theme was the participants' perspectives of the critical literacy as a pedagogical model in English teaching and learning. And the third was the teachers' problems in developing critical literacy in their English classroom. To answer these questions, the forms of the questionnaires were open-ended questionnaire and distributed to 13 EFL teachers from public schools in Palembang. In line with the questions, the questionnaires developed in accordance with the research aims. Before the researcher distributed the questionnaires, they were then reviewed by some colleagues who didn't not participate in the study in purpose to ensure the clarity of each items asked (Patten, 2017).

3.3.2. Interview

Apart from the questionnaire, an interview conducted with 5 participants who were chosen based on the appropriate answer to engage in a topic related to every section in the questionnaires. Interviews were used to follow-up with individual respondents after questionnaires, e.g., to further investigate of the participants' responses (McNamara, 1999). Open-ended questions were asked during interviews in hopes of obtaining impartial answers from the participants

and gave more options for responding, while closed ended questions may force participants to answer in a particular way (Creswell, 2012; McNamara, 1999).

One –on-one interviews were chosen in this study in the purpose of gaining insights into participants' perceptions, understandings and experiences of a given phenomenon related to critical literacy and moreover to contribute to in-depth data collection. The researcher asked some participants in one-on-one interviews and recorded their answers to obtain in-depth information about their though, knowledge, reason, motivation, belief, and feeling about the topic (Creswell, 2012). It was "data collection process in which the researcher asked to record answers from only one participant in the study at a time" (Creswell, 2012).

In this interview section, each participant was interviewed about 15-20 minutes depending on the question and situation. To make it easier, all the interviews conducted in Bahasa Indonesia then were tape-recorded with the subject's permission. Then the data record translated into English.

The data recorded by using a hand phone and note the answer, analyzed participants' answers, and compared the interview result. As ethic code of participants, the researcher didn't mention the real names of participants, but they were pseudonyms.

3.4 Trustworthiness of the Data

The aim of trustworthiness in a qualitative research was to support the argument that the inquiry's findings were "worth paying attention to" (Lincoln & Guba, 1985). In this research to check the trustworthiness of the data, the researcher used triangulation techniques to validate the data. Triangulation was a method used to increase the credibility and validity of research findings (Cohen, Manion, & Morrison, 2000).

There were four types of triangulation which are proposed by Denzin (1970):

(1) Data triangulation, which included matters such as periods of time, space and people;

(2) Investigator triangulation, which included the use of several researchers in a study;

(3) Theory triangulation, which encouraged several theoretical schemes to enable interpretation of a phenomenon and

(4) Methodological triangulation, which promoted the use of several data collection methods such as interviews and observations.

Researchers used questionnaires and one-on-one interviews for the same data source simultaneously. The purpose of Triangulation was to increase the understanding of what had been found by the researcher. Credibility of the data was the effort of the researcher to guarantee that data collected by the researcher contains truth worthiness, good for general readers and research subjects.

In this research, the researcher used theory triangulation and methodological triangulation to prove how believable the research was and concerned with the extent to which a study accurately reflects or evaluates the concept or ideas that was being investigated.

3.5 Data Analysis

The narrative inquiry was used to analyze the results of questionnaire and interview (Fisher, 2005). According to Polkinghorne (1995) narrative inquiry defined as a subset of qualitative research designs in which stories are used to describe human actions. Moreover Creswell et al. (2007) explained that narrative research explored the life experiences of individuals over time that consisted of obtaining and then reflecting on people's lived experiences (Josselson, 2007). Furthermore, Narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus (Clandinin & Connelly, 2000).

The researcher followed the six steps for analyzing and interpreting qualitative data proposed by Creswell (2012) the steps are floored as follow:

1. Preparing and organizing the data

2. Exploring and coding the data

3. Build description and themes

4. Representing and reporting qualitative findings

5. Interpret the findings

6. Validating the finding accuracy

The data from both the questionnaires and the interview analyzed to divide it into some emerging themes related to the teachers' knowledge on critical literacy, their perceptions' on the use of it, and problems found in developing the critical literacy oriented classroom. The data gathered from questionnaire and interview arranged and summarized. The researcher then analyzed and interpreted the information provided by the participants in accordance with the objectives of the study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) the findings of the study, and (2) the discussion of the study.

4.1 Findings and Discussion of the Study

The results of this study were described in the form of narrative inquiry. The data were collected from questionnaires and interviews. The findings and discussions were divided in accordance with the research questions. The first theme examined the respondents' perception of critical literacy; the second explored critical literacy as a pedagogical approach as a teaching strategy in English, the third theme investigates problems and challenges faced by teachers in their effort to apply critical literacy in their classroom, while the last theme was the teachers' efforts to develop critical literacy in English classroom.

4.1.1.1 Participants of the Study

There were 13 EFL teachers who participated in this study. They came from five different senior high schools in Palembang. Each school

contributed one English teacher to be investigated in the interview and as the ethical code of participants, the researcher didn't mention the real names of participants and the schools they were coming from but they were written in pseudonyms. The first participant was lucy. She is an English teacher in a private vocational high school in Palembang. She has been teaching English for 16 years. The second participant was Mia who has 17 years of teaching experience and is an English teacher in a public senior high school in Palembang. The third participant was Rina. She is an English teacher in one of favorite senior high school in Palembang, and has 27 years of teaching experience as an English teacher. The fourth participant was rudi who has 10 years of teaching experience. And the last was Syaiful who has been 12 years become an English teacher in a private vocational high school.

4.1.1.1 Teachers' Perspectives of Critical Literacy

There were some findings about the implementation of critical literacy in the EFL classrooms. Those findings were about teachers' perspectives about critical literacy, teachers' opinions about critical literacy as a pedagogical approach, problems, and challenges faced on the implementation of critical literacy and teachers' effort in developing critical literacy. In making all of those clear, they were elaborated in the narration below.

To begin with, the first theme was related to the teachers' understanding of critical literacy from their perspectives and experience as English teachers. First, the researcher asked about their challenges in teaching English, all the teachers had the same opinions that most of the students were had a lack of English knowledge which caused difficulties for them to understand English even to speak in English. From the interview, it was found that all of those teachers had been teaching English for more than 10 years and one of them had 27 years of teaching experience as an English teacher. Responding to the question about critical literacy, all the respondents claimed that critical literacy was about reading text and reading activity. For example, from the perspective of one respondent, Rina,

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when the researcher asked about the differences of critical reading, critical thinking, and critical literacy even though she claimed that she was very familiar with those terms, but she was still confused and unsure about the meaning of those terms, as she mentioned:

> *"Of course I was familiar with all the terms. It had a correlation to each other. All of them were quite similar. Critical think was how the students received information and thought it critically, critical reading was the way how students read the text and analyzed it in critical ways, meanwhile critical literacy meant that the students had to be critical in literacy or their reading activity"*

Meanwhile another participant, Rudi who has 10 years of teaching experience both in formal and informal institutions stated:

> *"I was familiar and used to hear about critical thinking and critical reading, but I wasn't familiar with the term critical literacy. Once I had heard about it, but I didn't know about the meaning"*

The response shows that despite of having no idea of what critical literacy was, he didn't try to find out the meaning of critical literacy from other sources. It was in accordance with the statement of Ko (2010) that in some Asian countries, the knowledge of critical literacy was still lacking, and as Kim (2012) stated that, teachers have a lack of understanding of the urgency of critical literacy.

Furthermore, some of the features of critical literacy mentioned by the participants in the interview, such as the ability to read critically and the ability to distinguish between facts and hoaxes, were found to be quite significant to critical thinking. According to Ennis (2015), critical thinking involves pupils' ability to read critically and critically analyze the veracity of the information they receive. Additionally, the goal in critical literacy education, according to Gustine (2018), was one step ahead. Students and teachers are encouraged to think critically and from multiple perspectives, they should be able to ask questions like: whose voice

is heard in this text and whose voice is not heard, why this text is written this way and who benefits, how is this text trying to position me, and so on (Harste et al., 2000; Lewison, Leland, & Harste, 2015; Luke & Freebody, 1999; Van Sluys, 2005).

Apart from the teachers' less understanding of critical literacy and critical thinking, another response which was connected to this issue was that all the teachers who were investigated in this study agreed to link critical literacy with reading activity. As mentioned by one of the teachers:

> *"Literally, from the word literacy and critical it was clear that those words implied the meaning that the students had to be critical in literacy. And as we had known that, literacy is connected to reading text or reading activity. Critical literacy could be used as one of the learning strategies for English teachers to help their students to reach their goal in reading activity"*

From this finding, it could be concluded that literacy is still defined narrowly to reading skill only by the teachers. Moreover, the essence of critical literacy was to encourage the students to be connected to what they read and see and linked it with the world they are living in and be able to understand reality from different perspectives which are commonly known as the heart of critical literacy education. Critical literacy is frequently associated with technical communication abilities, as well as a learning process in which we learn how to construct meaning to change the world (Freire & Macedo, 1987). In the recent trend, the ability to make meanings embedded in critical literacy is facilitated by the use of texts from various spheres such as the internet, videogames, visual images, graphics, and layout (Gee, 2003).

4.1.1.2 Critical Literacy as Methodological Approach

Different from the first question in which all of the teachers had a blurred or wrong misinterpretation of what critical literacy is, in the second theme they claimed that all of them may be implemented critical literacy as one of learning strategies in their classroom. This was depicted by one of the participants of this study:

"I have implemented critical literacy as a method in my classroom. To create a critical student, I asked my students to read a lot to the text given. Because I believed that by reading a lot it could increase their ability in understanding the text."

Unfortunately, as the teacher had misinterpretation of what critical literacy was, their perceptions were deliberately misleading and brought them to inappropriate implementation of critical literacy. This condition was relevance to several previous studies which mentioned that many teachers, especially in some Asian regions where English is frequently used as a second language, are still unsure how to use it in the classroom (Falkenstein, 2003; Kim, 2012; Ko, 2010). From the interview also looked that teachers still have insufficient awareness on how critical literacy should be put into classroom practice. Teachers needed to raise their awareness on the importance and the urgency of critical literacy particularly in 21st century era.

Moreover, inappropriate critical literacy implementation and method selection caused the students got bored in English, as they think that English is creepy and difficult. As mentioned by one of the teachers regarding her experience on the implementation of critical literacy in her classroom:

"I have tried to implement it in my classroom, but it was difficult and the students didn't catch to the point. Another way, I tried to use some pictures to describe the story of the text but it was still difficult for the students. Moreover, the students felt bored as they had to answer some questions related to the text after they read it. So most of them, when they

faced multiple-choice questions, they won't focus to the text anymore but they tried to guess the answer randomly"

Additionally, she said that:

"As I mentioned in the previous answer, critical literacy was about students' interest in reading. Moreover, critical literacy could be one of the learning methods in the classroom if the students were having good ability or master good English. By having good ability in English it would be easier for the teacher to enhance the students' critical literacy. Otherwise, it could be big trouble for the students to be critical in reading meanwhile they had less knowledge of English"

It's implied from the teachers' statement that the students felt uninteresting with the method that was given by the teacher. The kind of activity explained above was too flat and might have distracted students' interest in learning English and made the classroom situation became uninteresting. The old methods which were used and implemented by the teachers where the students as passive learners and teachers were the centers wasn't suitable to deal with the 21st century learning. Furthermore, she added that she believed if critical literacy can only be taught to students with high English skills. Another technique for developing a critical English classroom, according to Gustine (2018), was the teachers' ability to adapt the textbook used and chose some strategies that may be utilized to stimulate students' interest in learning English. For instance, critical literacy can be combined with popular culture and daily readings which relevant to students' life (Comber & Nixon, 2005; Evans, 2005; Fisher, 2005; Millard, 2005; Vasquez, 2005). By adopting that strategy, critical literacy can be taught to all students regardless of their English proficiency level.

4.1.1.3 Challenges on the implementation of critical literacy in the EFL classroom

Besides teachers' less knowledge of the notion of critical literacy in English learning, which impacts to the inappropriate implementation of critical literacy as a methodological approach, another challenge which was found in the study that the students' low interest in reading. As stated by one of the teachers:

"Based on my own experience, it was proven that students' reading interest was very low. How could I say like that? It was because when I taught them in reading the text they got it difficult even just to read or retell the stories from the textbook"

In line with this, another teacher also explained that:

"………Students sometimes easily got bored in reading activity"

Based on the interview transcription, it can be concluded that most of students are less interested in reading activity as it's proved from several studies which claimed that Indonesia was in low level of reading ability. This is justified by research from The Central Connecticut State University (2016) placing Indonesia in the ranked 60th out of 61 countries in terms of reading interest and putting Indonesia as one of The World's Most Literate Nations below Thailand in 59th and above Botswana in 61st position. Previously, research results of United Nations Educational, Scientific and Cultural Organization (UNESCO) 2016 showed that the Indonesian reading level index was only 0.001 percent, which is only one out of 1,000 Indonesians had high reading interest. Another result of the National Library research in 2017 also showed that the frequency of reading by Indonesians is only 3-4 times per week with the length of time reading per day is only 30-59 minutes. This reading time is far below the UNESCO standard, which is 4-6 hours per day. The number of books that Indonesian people finish is only 5-9 books per year (Kompas Daily, 2018) and placed Indonesia at the 124th position out of 187 countries in Human Development Index (HDI) assessment.

Apart from the students' low interest in reading, another challenge faced by the teachers was students' lack of knowledge of English vocabulary. Three

teachers agreed that vocabulary mastery was one of the important parts of learning English, particularly in reading. According to their teaching experience, most of the students got difficulties in understanding the reading as they were lack of vocabulary knowledge in English.

First opinion:

> *"Lack of knowledge on vocabulary mastery was commonly becoming one of the problems faced by the students in learning English particularly in reading context"*

Second opinion:

> *"In my class, Students' less knowledge of English vocabulary became one of the problems in the reading activity. When they tried to read the text, they commonly embedded in the middle of the text because they didn't know the meaning of some words which ended with a misunderstanding about the meaning of the whole text"*

Third opinion:

> *"…………students' commonly made mistake in understanding of what they heard and what they wrote. Since they didn't have good knowledge of vocabulary skill"*

Following those statements, Hidayati (2018) discovered in her study about the students' reading issues where the students had difficulties in understanding vocabulary, poor of grammar knowledge, difficulty in comprehending long sentences, lack of media learning, and lack of knowledge of strategies in reading comprehension. The teachers assume that their classes tent to be passive as their students were afraid to argue in English, because they didn't know how to produce a good sentence with a good grammar and didn't have good vocabulary. As stated by Peterson and Chamberlain (2015) the low ability to speak English becomes a problematic issue in applying critical literacy in the classroom.

Moreover, in critical literacy education, students are asked not only to translate the text or just know about the meaning, but they need to dig deeper and able to identify the positions of people in the text and how they are being constructed; whose voice is heard from the text and whose voice is missing; which gender is more dominant in the text; how language is used to control domination, and so on (Van Sluys, 2005).

4.1.1.4 The Teachers' Efforts to encourage the students' critical literacy in EFL Classroom

The last theme was investigated the participants' effort in developing a critical literacy-oriented classes. Along with the interview, when the researcher asked about their effort, in the beginning, the teachers looked doubt about how and where to start but since they believed that critical literacy was about reading, they described it as follow:

First participant:

> *"I had made extra hours after school for the students who wanted to learn more about English and it was free. My intentions were to help them to comprehend and practice their English without limitation of the time or the standard competency from the school or the government"*

Second participant:

> "*In the reading context, I had implemented independence learning to my students. As I would like to check their understanding related to the text given by asking them to do it by themselves whether to know how was their opinion about it. I didn't like to feed them up, it would make them weak. I never recommended my students to use Google translate, even if they tried to cheat me by doing so, I could recognize it easily"*

Third Participant:

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"In our school, students were invited to join to English club after their school time or reading club as their extracurricular. I believed by reading a lot, students would have an open-minded personality. All the English teachers in our school were active to invite every student to join to the club, since the member of the club would retell the story from the book they read every Monday in the school ceremony. We also supported the students by providing "Literacy Corner" where the students were welcomed to read every book they wanted"

Fourth Participant:

"I liked to ask my students to read the text and helped them to write some difficult words on the whiteboard, and I asked them to find the meaning of those words. Besides helping the students to memorize the words, in my opinion this way also helped them to understand the meaning of the text easier, Even though few students still showed an absence in understanding that text. Moreover, I commonly repeated the lessons to some students who looked confused and discussed it together once more"

Fifth Participant:

"Personally in the English context, when we wanted to teach it was better if we used media such as pictures, symbols, or direct objects to support our teaching in the classroom. I was sure it could help the students to be easier in describing what they learned. That was like I said before that all of these skills were related to each other, started from the way how they looked, then they wrote, understood it and finally said it. And these processes should be implemented since the students were young"

Based on the interview transcription, it can be summarized that all the teachers are convinced that critical literacy must be embedded into teaching and learning processes in order to prepare students for 21st century learning. All the teachers specified the way they engaged in developing students' critical literacy along with the classroom learning. Even though as the interview was transcribed, it was found that most of the teachers on the study have limited knowledge of critical literacy. They assumed that they have tried their best to help and to improve their students in understanding the text. In fact, their teaching tent to be less engaged in the critical literacy approach. In accordance with this, Gustine (2018) also found on her survey that the majority of English teachers didn't have a clear idea on how to create a critical classroom, how to assist their students to become critical learners, and what strategies that they have to be employed in providing a critical classroom.

Additionally, the teachers' class learning strategy and their activity tend to look uninteresting and bored for the students since they just asked the students to read and read without a specific learning strategy to develop their students to be critically literate. Otherwise, teachers need to change their learning strategy to gain students' confidence to participate in the class. Furthermore, the teachers need to develop their literacy skills and open their minds to engage with the urgency of critical literacy in their classroom. Due to the interview, it was found that along the learning process, their activity would be finished when the students knew the meaning and were able to do the task. Otherwise, in critical literacy education students need to develop and master the ability to read, analyze, critique, and question the messages inherently present within any form of text which creates critical perspective (McLaughlin & Allen, 2002).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the findings and interpretations in the previous chapter. 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 been 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

The aim of this research study is to find out (1) what does critical literacy mean for English teachers (2) the teachers' perspective about critical literacy as a pedagogical approach (3) the challenges faced by the teacher on the implementation of critical literacy in the classroom, and (4) the teachers' efforts to encourage their students' critical literacy into their classroom practice. Since this is a narrative study, the data were collected through questionnaires and interviews to 13 EFL teachers whose 5 of them were investigated in one-to-one interview.

First, from the result of the open-ended questionnaires and interview, it can be concluded that literacy is still defined narrowly to reading skills only by English teachers. Besides, the teachers' lack of knowledge of critical literacy in EFL education, most of the teachers in this study may not fully grasp the essence of critical literacy in English teaching. Moreover, the essence of critical literacy is very important to encourage the students to be connected to what they read and see and link it with the world they are living in. The teachers also show less of critical awareness of what critical literacy looks like in the classroom, and don't know how to create a critical literacy-oriented classroom. Second, even though teachers have tried to implement critical literacy into their classroom practices, but their learning strategies tent to be less engaged and bored for the students. As they only focus to students' reading ability, they have missed of what critical literacy truly is. Despite of exploring the students' critical perspectives of the text given, teachers perceive critical literacy as a pedagogical approach by asking the

students to translate the text and answer the task. Third, apart from the teachers' lack of knowledge about critical literacy in the EFL classroom, students' less knowledge of vocabulary skills and low interest in reading can't be neglected. As the teachers asked students to read and translate the text, the students didn't get a chance to explore their critical abilities. Despite of uninteresting reading material which is not related to everyday text, inappropriate learning strategies push the student don't get engaged actively in the learning process.

In addition, as the teachers didn't fully grasp the essence of critical literacy, their effort in developing critical literacy-oriented English classroom didn't reach the learning target. Moreover, even the teachers have a critical awareness of critical literacy but their effort to implement it in the classroom seemed weren't optimal enough, with less strategy and still very much needed to develop in critical literacy-oriented English classes.

5.2 Suggestions

From the result of the data obtained, it can be concluded that despite having less knowledge of critical literacy in EFL education, the researcher hopes that this study will provide English teachers to embrace the concept of critical literacy and its pedagogical practice into their classrooms. Although, the majority of the teachers in this study didn't fully grasp the essence of critical literacy in English teaching, but some respondents showed a critical awareness of what critical literacy looks like in an English classroom.

For the teachers who yearn to adopt critical literacy, some experts in this field have elaborated strategies that may be used in EFL class. As Riley (2015) highlights that the English teachers who want to adopt critical literacy into their practice have become critical readers first in order to help their students become critical (Riley, 2015). Teachers who want to implement critical literacy into their classroom need to increase their ability and knowledge to reach some characteristics which suitable to the students' needs in the 21st century learning

which is the main point of critical literacy education. As Churches (2009) teachers need to embrace the characteristics of 21st century teachers such as:

i) *The Adaptor*; teachers can adapt the curriculum, and dynamic teaching experience (covering different learning styles). They grasp the concept of 21st century education and adapt the teaching models depending on the needs and the students' interests.

ii) *The Visionary*; teachers must see the potential of the use of tools and web technologies in their class, looks across the disciplines and curricula, relates to other fields to reinforce their own teaching and learning.

iii) *The Collaborator*; teachers collaborate with technology tools and with students or fellow teachers in terms of sharing, contributing, adapting and inventing. Brown (2001) highlights teacher collaboration in which teacher learns from each other to develop his / her professional expertise.

iv) *The Risk-taker*; teachers take risks and sometimes surrender to the students' knowledge.

v) *The Learner*; teachers become the best of life-long learners; be ready to change and learn as the education changes.

vi) *The Communicator*; teachers are fluent in tools and technologies that enable communication and collaboration with students, colleagues, and parents.

vii) *The Model*; the teacher should be the model in the classroom to reach the teaching and learning goals, and become the role model for the students in doing some learning activities such as in mastery English, or to be critical in literacy. The point is the teachers need to be a reflection of what they hope their students want to look like.

viii)   *The Leader*; teachers are the leaders all day both inside and outside the school. Teachers lead by example in the way they act, speak and behave in their classroom who can lead their students through challenging activities and rigorous learning.

The next step, critical literacy can be started with daily texts (Lewison et al., 2015; Van Sluys, 2005; Vasquez, 2005) it means that the teachers need to provide the text which leads students to the kind of text that is perceived as normal in their society. Therefore, as explained in the interview, the teachers claimed that the school textbook, even though has been good but the teachers have to find supporting materials to help the teachers and students along the learning process, in fact, according to (Gustine, 2018; Van Sluys, 2005) critical literacy can be started with the textbook used at school where the teacher can start to question the students about how people are presented in the textbook. In line with Gustine, Cervetti, Pardales & Damico (2001) agree that critical literacy can be started with textbooks that are commonly used in schools and challenge students to identify whose voice is heard and whose is missing in the text (Luke, 2012). Apart from the everyday texts that have their importance in critical literacy education, teachers also can combine popular culture embedded in critical literacy. Research demonstrates that picture books (Exley, 2013), graphic novels (Maloy, 2016), songs (Lloyd, 2003), even toys such as Barbie dolls (Stone, 2017) are some popular cultures that has received their popularity among literacy teachers all across the world.

Another way, the English teacher can adopt the five-step instructional framework: explaining, demonstrating, guiding, practicing, and reflecting (McLaughlin & Allen, 2002) as a teaching strategy to enhance their students' critical stance. In addition, they also can try to enter various modes of text in the English classroom to provide variations and to introduce students to various kinds of text. Therefore, for further research, another study is expected that it would be able to include the teachers' from different year of professional teaching

experience. Finally, this research brings hope that English teachers embrace the notion of critical literacy and its pedagogical practice into their classroom.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS OF ENGLISH

ANGKET PENELITIAN

IDENTITAS DIRI

Nama   **:**

Jenis kelamin   **: L / P**

Nama sekolah   **:**

PENGANTAR

     Angket ini bukan merupakan suatu tes dan tidak berpengaruh terhadap kinerja
dan prestasi anda selama mengajar. Isilah angket ini tanpa ada perasaan khawatir,
serta tidak ada jawaban yang benar dan salah. Anda diharapkan menjawab dengan

jujur dan teliti sesuai dengan keadaan anda yang sebenarnya pada saat ini. Jawaban anda bersifat pribadi dan dijaga kerahasiannya. Oleh karena itu, kerjakanlah angket ini dengan jujur dan sungguh-sungguh dalam petunjuk pengerjaan di bawah ini.

PETUNJUK PENGISIAN ANGKET

1. Tulislah identitas pada tempat yang tersedia.

2. Bacalah pernyataan-pernyataan angket di bawah ini secara teliti dan cermat.

3. Pilihlah jawaban yang paling sesuai dengan keadaan Anda yang sebenarnya.

4. Jawablah sesuai dengan kenyataan yang ada, sehingga kesimpulan yang diambil dari data ini bisa bena

1. Apakah jenis kelamin anda?
   - ☐ Laki- laki
   - ☐ Perempuan

2. Tingkat kelas berapa anda mengajar?
   - ☐ Kelas X
   - ☐ Kelas XI /
   - ☐ Kelas XII

3. Tingkat pendidikan terakhir anda?
   - ☐ D3
   - ☐ S1
   - ☐ S2
   - ☐ S3

4. Pengalaman anda mengajar? ……………… Tahun

5. Sudah berapa lamakah anda mengajar di sekolah sekarang? …………….. Tahun

6. Menurut pendapat anda, manakah yang lebih penting untuk di ajarkan kepada siswa?

☐ Reading   ☐ Speaking

☐ Grammar   ☐ Writing

☐ Listening

Mengapa?

……………………………………………………………………….………………………...…

………………………………………………………………………………………………………

……………………………………………………………………………………………………

7. Menurut pendapat anda, manakah yang lebih sulit untuk di ajarkan kepada siswa?

- ☐ Reading
- ☐ Grammar
- ☐ Listening
- ☐ Speaking
- ☐ Writing

Mengapa ?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………....

8. Apakah anda pernah mendengar istilah " literasi kritis" selama periode anda mengajar di sekolah?

- ☐ Ya
- ☐ Tidak

9. Apakah yang terlintas di pikiran anda ketika mendengar kata literasi kritis?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………..

10. Apakah anda mengetahui, berdasarkan banyak hasil penelitian menunjukan bahwa minat baca siswa di indonesia sangat rendah?

- ☐ Ya
- ☐ Tidak

11. Menurut anda, apakah kemampuan kritis literasi penting dimiliki oleh para siswa di era globalisasi sekarang ini?

    ☐ Ya

    ☐ Tidak

Mengapa ?

…………………………………………………………………………………………….………

…………………..………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………

12. pakah anda pernah menerapkan metode- metode yang dapat menunjang kemampuan kritis literasi terhadap siswa- siswa anda?

    ☐ Ya

    ☐ Tidak

(Jika jawaban anda "Ya" tolong sebutkan salah satu contoh nya, dan jika jawaban anda "Tidak" tolong berikan alasan nya).

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13. (Terkait pertanyaan no. 12)   Apakah ada kendala yang anda temui selama proses pembelajaran terkait dengan penerapan kritis literasi terhadap para siswa?

    ☐ Ya

    ☐ Tidak

14. Menurut pendapat anda, kegiatan belajar seperti apakah yang dapat membantu meningkatkan kemampuan kritis literasi para siswa?

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15. Menurut pendapat anda, bagaimanakah cara meningkatkan minat baca siswa anda khususnya terhadap teks- teks berbahasa inggris?

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TERIMA KASIH

APPENDIX B

INTERVIEW ITEMS

1. Pertama-tama, tolong ceritakan tentang identitas anda? Sudah berapa lama anda mengajar bahasa inggris?

2. Berdasarkan pengalaman anda selama mengajar, apa saja kesulitan atu masalah2 yang paling sering ditemui siswa dalam pembelajaran bahasa inggris?

3. Apakah membaca dan memahami isi teks juga menjadi salah satu kesulitan yang ditemui oleh para siswa?

4. Apa pendapat anda sebagai guru bahasa inggris mengenai rendah nya minat baca siswa di Indonesia ?

   Seperti kita ketahui bahwa, minat membaca siswa di indonesia itu sangat rendah, terbukti dari hasil test PISA siswa kita selalu mendpt nilai di bawah standar PISA dan test2 tsb itu dlm bahasa indonesia ya, dan apalagi dalam bahasa inggris yg notabene kebanyakan siswa tidak paham atau tidak mengerti isi teks tersebut.. bagaimana anda menanggapi fenomena ini?

5. Apakah anda familiar dengan istilah berpikir kritis (Critical thinking), membaca kritis (Critical Reading), dan literasi kritis (Critical literacy) ? Apa pendapat anda ttg 3 istilah tsb?

6. Menurut pendapat anda atau sudut pandang anda sebagai guru bahasa inggris, apa itu literasi kritis? Dan bagaimana anda memandangnya sebagai salah satu metode pendekatan di dalam pembelajaran bahasa inggris?

7. Apakah anda sudah atau pernah menerapkan literasi kritis terhadap siswa-siswa anda? Bagaimana penerapan nya di dalam kelas bahasa inggris yg pernah/ sedang anda ajar?

8. Apa saja tantangan yang anda hadapi dalam menerapkan literasi kritis di kelas anda? Dan bagaimana anda menyikapi nya?

9. Apakah textbook yang anda gunakan saat ini sudah mendukung anda dalam penerapan literasi kritis di kelas bahasa inggris anda? Apakah di sekolah anda memfasilitasi para siswa nya untuk meningkatkan minat baca nya?

10. Apa tindakan atau upaya anda untuk meningktkan dan mengembangkan kritis literasi di kelas bahasa inggris anda?