

CHAPTER I

INTRODUCTION

A. Background

As early as the 1950s, when a foreign language to be chosen for the school curriculum nationwide, policymakers in Indonesia were well aware that English could serve crucial roles as a tool in the development of the country, both for international relations and scientific-technological advancement. According to Andrew (2005), English is typically described as the most important thing of all school or university subject, principally because reading, writing, speaking and listening skills are needed to a greater or lesser degree and for adult life.

Those aspects above are related each other when people are learning English. Reading, writing, speaking, and listening are the fundamental aspects of learning English so that people can do it well at first. People can learn reading from the various text, then writing after reading the text, after that people can learn how to speak from the result of writing activity, and the last is listening from the speaking process. This research is focused just on reading aspect.

Levine (as cited in Apsari, 2014) noted that “reading is considered as one of the most important skills that university students of English as a Second Language need to acquire.” (p. 84). Reading is essential not only in developing language intuition and determining academic success but also for completing a particular task.

The explanation of reading, regarding to Levine (as cited in Apsari, 2014) why people teach reading, and why people learn about reading, it means that people definitely learn about how to “read” since a child. People think about how to share the knowledge of “read” to another people. In the other hand, reading is one of the essential subjects. People can analyze or answer the questions based on a text with their reading knowledge. Mostly, the problem comes from their skill in reading itself, because the students are usually lack of interest and motivation when they practice reading and also identifying the content of the text.

Reading has a relationship with the materials that students are usually used as the learning in the classroom activity that is a Critical Literacy. According to Harste & Gee (as cited in Kuo (2014), all texts are constructed ideologically within the discursive system of a given society, so students should be equipped with critical competence enabling them to recognize ideological messages and social forces encoded in the text.

Ciardiello (cited in Gaber, 2015) suggest that critical literacy is a common competency that has a role of set practices that help the learners who are learning critical literacy can improve their critical awareness and point of view while the other often silencing.

According to Riley (cited in Bernando & Beaudry, 2015) suggests that critical literacy is a set of evolving concepts that put in motion a set of attitudes. Critical literacy is about how people see and interact with the world: It is about having, as a regular part of one's life, the skills and desire to evaluate society and

the world (Freire & Macedo, 2003, p. 101–102). Critical literacy plays a basic role in social studies (Aldrich, 2010). Like perspectives on literacy, those on social studies education can fluctuate widely.

This research aims to find out that critical literacy can help teachers and students expand their reasoning to seek out multiple perspectives and to become active thinkers. Also, critical literacy can focus on issues of power and promotes reflections, transformation, and action. The roles power through the practice of challenging the text is critical literacy, where are the multiple perspectives exist. Also, the multiple perspectives can be influenced by the author's and by the reader's experiences.

The research was conducted based on the real problem faced when studying reading comprehension in the 4th semester. The students are challenging when answering the questions that have controversial issues with their critical mind. The critical literacy provides more advantages in the learning process.

According to Blanton (as cited in Gaber, 2015) critical literacy involves more than learning to read and write, it makes the difference important in academic success. The students are asked to be able in questioning, discussing, evaluating, and write about what they have read before. Also, it emphasizes reading comprehension and the ability to critique text (as cited in Reidel & Draper, 2011)

There are several previous research about Critical Literacy. The first study was conducted by Wetzel, Peterson, Weber, Steinbach (2013) that is about the relationship of critical literacy and newspaper writing. The second study was

conducted by Abednia (2015) that is about practicing critical literacy in second language reading. The last study was conducted by Jun-min Kuo (2014) that is about critical literacy is evolving multiple perspectives through learning task. The contrast between the previous study and this research is from the media that is used for conducting the study. This study uses news article as the media for students' activity regarding reading and critical literacy.

B. Research Questions

The problems are formulated in the following questions:

1. How are the students' critical literacy in reading news article seen from the process in the classroom activity?
2. How are the students' critical literacy in reading news article seen from (a) their critical reading score (b) their ability in responding CL questions?

C. Research Purposes

1. To analyze the students' critical literacy in reading news article seen from, process in the classroom activity
2. To analyze the students' critical literacy in reading news article seen from (a) their critical reading score (b) their ability in responding CL questions

D. Research Significances

This research is expected to provide theoretical and practical significances. This research also provides benefits in terms of the result of the research for learners, teachers, and future researcher.

1. Theoretical Significances

This research are expected to provide more information for students who learn critical literacy, and how the process and result of students in reading activity. They also find out that English reading material, especially in critical literacy, is not complicated, not boring or monotonous and this research is useful for teachers.

2. Practical Significances

The result of this research can be a source of information for those who might be investigating the analysis of students' critical literacy in reading news article as the future researcher and also students or teacher. The result of this research is expected to give some outstanding contributions to those related.

E. Research Framework / Rationale

Reading is one of the language skills subject which has a very complex process. Snowling and Hulme (2005) state that "reading is information-processing: transforming print to speech, or print to meaning." Reading is essential because there are many sources of written information which is used. Reading is other language skill and component that can be combined with several aspects, especially in critical literacy. As the people consider the demands on the 21st Century life, the people recognize the necessity for adequate reading skill. (Peverly, Brobst & Morris, 2002), Students often assume that reading is an automatic activity and that understanding will take place at the same time as the reading process.

Reading in the 21st Century is related to Critical Literacy. Based on Wink (as cited in Beaudry, 2015), the notion of becoming critically literate involves

"knowing, lots of knowing". Literacy means reading the word, critical literacy recognizes that reading does not take place in a vacuum. Critical literacy recognizes that the word has a social, political, cultural, and historical context (Freire & Macedo, 2003). It is not enough to read the word; one must learn to read the world, based on Wink (as cited in Beaudry, 2015)

Comprehension is the ultimate goal of all reading; that is, the ability to understand a text underlies all reading tasks. Thus, main idea comprehension should be at the core of all reading instruction (Grabe & Stoller, 2013). Reading about critical literacy should happen critically, the other way the position of passive recipients is the students. According to Freire (as cited in McLaughlin & DeVogd, 2004), reading from a critical point of view requires not only for reading and understanding the words but also 'reading the world' and understanding the purposes of text so reading will not manipulate readers.

Critical literacy is in the shade of reading the subject. Based on Woods (as cited in Kuo, 2014), the meaning of critical literacy varies because critical researchers/instructor employ different theoretical frameworks and stress different instructional philosophies. According to Luke & Jones (2006), critical literacy is like a pair of eyeglasses that allows one to see beyond the familiar and comfortable, critical literacy means an understanding that ideological beliefs always inform language practices, text, and perspectives.

According to Beck (as cited in Abednia, 2015), literacy is regarded as an act of knowing which authorize to individuals by helping them discover their voices

and their ethical responsibilities to improve their world. Riley (as cited in Beaudry, 2015) suggests that fostering critical literacy relies on four essential characteristics: First, it must be action-driven; second, it must encourage humanizing endeavors; third, it must accept multiple perspectives; and fourth, it must be a community builder.

Based on Luke & Freebody (as cited in Silvers, Shorey & Crafton, 2011), readers use four knowledge resources in any literacy event: Codebreaker, meaning maker, text user, text critic. The codebreaker uses basic structural conventions spelling and other grammatical features of the written text. The codebreaker also learns about ways that members of the community is mutually affected, behave or talk together while gaining knowledge of the particular cultural codes that are valued. Kucer assumed that however, in a traditional curriculum, the dimension of codebreaker and meaning are usually privileged over text user, and text critic (as cited in Silvers, Shorey & Crafton, 2011).

Luke and Freebody (2002) states the "text critic" component has four Resource Model, which focuses on critical competence. Luke and Freebody (2002) also suggest that students "critically analyze and transform text are not ideologically natural or neutral, that they represent important points of views while others are silence and influence people's ideas, and that their design and discourses can be critiqued and redesigned in the novel a hybrids ways."

Lewison, Flint, and Van Sluys (as cited in McLaughlin & DeVogd, 2004) identify the following principles of critical literacy: challenging the usual

assumptions and values, investigate multiple perspectives, see that those are absent or silenced, relationships that are examined, especially those involving differences in power, using and reflecting critical literacy practices to take action for social justice.

Edelsky (1993) says that teacher can help the development of critical literacy by problematizing the text, grabs by putting them up, for critical debate, for consideration, judging, critiquing, and looking at important issues in their full complexity. Green (2001) argues that the relationship between students and text shift when teachers are reposition students as a researcher of language and respect the minority cultures literacy practices.

The benefits of learning and teaching critical literacy are can help the students to express their think into written. Think aloud before writing about what the teacher teaches in fact make choices. The students also can make decisions about which text discussed, which messages from the text, which purposes from the author, which values and which attitudes that represent towards the truths of texts.

Authentic material related to real life source. The materials are not designed for teaching and learning process but can be used in teaching and learning process. The authentic materials that can be used in the classroom are newspaper, article, magazine, songs, literature, video and the material which comes from the internet. The use of authentic materials are often more interesting than other materials because they reflect on the real-life phenomena. Based on Nuttall (as cited in

Apsari, 2014), authentic text can motivate students when learning process because they are proof that the language is used for real purposes by real people.

News Article is the part of report text that more specific. A news article discusses the current or recent news of either interest or a specific topic. The reader can get the information from headlines of particular issues in the article. The writer can also give facts or opinions and detailed information following answer to general questions like what, who, when, where, why and how (5W + 1H). News articles can make the effectiveness of students improvement, especially in reading comprehension. The public nature of news article or newspaper article writing engaged students in practicing critical literacy within a social space.

As the media, news article or newspaper article is not like conversations, newspaper articles could be crafted and reworked in particular ways over time for various reasons. From Aukerman (as cited in Wetzel, Peterson, Weber & Steinbach, 2013), students were able to practice their positions as well as practice their strategies as writers in many ways. The relationship between critical literacy and reading news article is from the materials that can be identified by the students for the learning process. The materials which contains important issue, fact or opinion, and so on, can make students think more critically.

F. Research Methodology

1. Research Design

The research is designed in qualitative method. Qualitative research is equal to address a research problem in which you do not know the variables and need to

analyze and explore (Creswell, 2012). In qualitative research typically the researcher gathers the database of text, so the data analysis of text consists of dividing text into groups of sentences, it can be called text segments, and determining the meaning of each group of sentences (Creswell, 2012, p. 18). Qualitative method is chosen because it can help the researcher to explore a concept, idea, or process (Creswell, 2015, p. 16)

This research uses case study design because this research aims to analyze the phenomenon of students' critical literacy. A case study is an essential type of ethnography, although it differs from an ethnography in several ways (Creswell, 2012, p. 465). The researchers of case study design may focus on a program, event, or activity involving individuals rather than a group (Stake, 1995).

2. Research Procedure

The research involves several organized steps that describe through this scheme of research procedure.

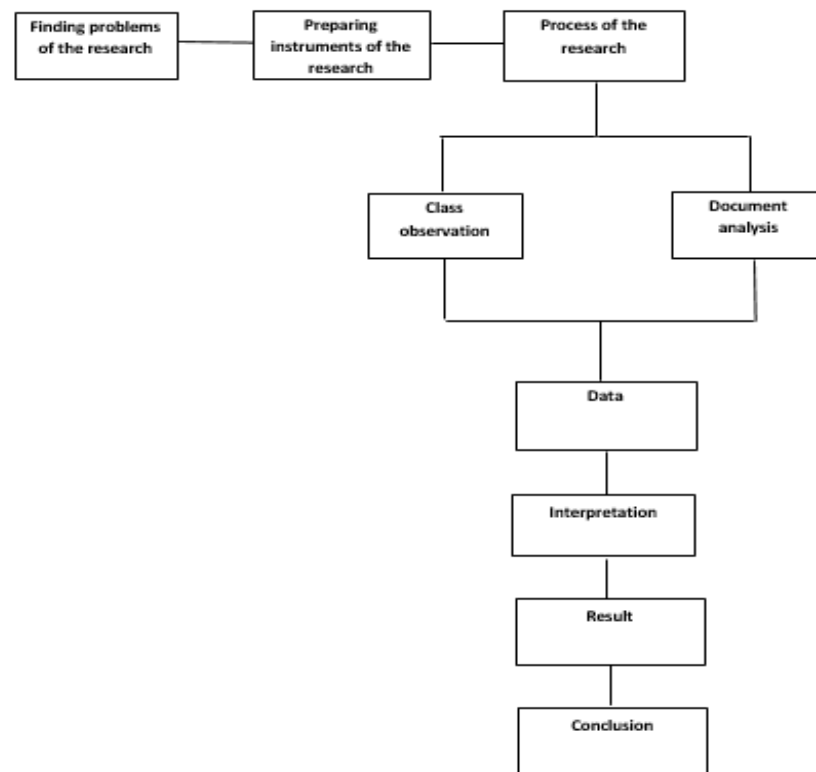


Figure 1.1 The Steps of Conducting The Research

This is the illustration of the steps in conducting the data for this research. The first is findings problems of the research, after that preparing the instrument of the research, then the last process of the research that divided into 2 steps: the first is class observation, and the second is document analysis. From those 2 steps is become the data that ready to be interpreted to find the result and the conclusion that can be analyzed.

3. Research Site

The research is held in State Islamic University Bandung. This research is taken in English Education Department. This research was carried out because in the research site it is easy to access the data. The researcher also chooses this site

based on the topic and problem that emerge when the process of students learning English in the classroom.

4. Research Participants

The participants of this research are the students at English Education Department of State Islamic University of Sunan Gunung Djati Bandung in the 4th semester in the subject of Reading Comprehension 4. All students in class PBI – B at the 4th semester are involved in the study. They are observed during the classroom activities. However, 9 students are further selected for the research.

Regarding the sampling method, this research uses purposeful sampling where this is a qualitative sampling procedure in which research intentionally select individuals and sites to learn or understand the central phenomenon (Creswell 2012, p. 627). From the first and second instrument that are class observation and document analysis as many as 9 students become the participants.

The learning process between teacher and students are seen from class observation, and the products are seen from their critical reading scores and their responding in CL questions from a document or their result task. For the product of document analysis, the researcher collected scores and see the increase or decrease scores of students. Then the scores are distinguished into 3 levels, those are a high, middle, and low achiever so that the researcher knows their skill in critical literacy.

5. Research Instruments

The data of this research is obtained and collected by using two research instruments which are to know and analyze the students' critical literacy in reading a news article, those are class observation and documents analysis.

a. Class Observation

The researcher does the class observation as the first step of the instrument in this research. Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site (Creswell, 2012, p. 213). The methods for observation are four such as open, focused, structured, and systematic. The researcher chooses open as the method for observation (Hopkins, 2002)

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In this field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know) activities at the research site (Creswell, 2014). In the class observation, the researcher observes what the students do in the classroom activity while the lecturer gives the lecturing of the student's process in critical literacy.

Observation methods are used to the researcher in variety ways. The researcher can see a nonverbal expression of feelings, establish who interacts with whom, check how much time is spent in any activities, can understand how participants when to communicate with each other (Schmuck, 1997).

The type of class observation is various, but the researcher is using the video record. Video record is the first step that must be passed because the researcher must know the students' activity when the learning process and lecturing process in the classroom. Video record is not only done at one time, but in several time so that the researcher know clearly about students' development from the first observation until the last.

b. Document Analysis

According to Babbie (2010, p. 530), document analysis is "the study of recorded human communications, such as books, websites, paintings and laws. Document analysis is the instrument of data collection method which involves analysis of content from written documents to make sure deductions based on the study parameters. The researcher uses document analysis as the instruments of this research in the last step because document analysis can be used after collecting the whole data/scores of the participants that had already tested and observed. Document analysis that the researcher chooses is from the test before. After the students are given the test, the researcher can conclude the result in document analysis process.

6. Data Analysis

The data analysis is an attempt to converge the two databases, and the researcher forms the results and interpretation into information that sheds light on the research problem (Creswell, 2012). Data analysis in qualitative research is proceeding hand-in-hand with other parts of developing the qualitative study,

namely, the data collection and the write-up of findings (Creswell, 2014). In this data analysis, to find out the students' critical literacy in reading news article where is looked from research instruments those are class observation record and document analysis. The steps in analyzing the data in this research divided into 5 steps, such as:

a. Collecting Data

This is the first step of data analysis. After a whole data had already been collected, from the beginning of the class observation, and document analysis, those are ready to be obtained by the researcher.

b. Prepare Data Analysis

The next step is to prepare the data for analysis. After the data had already been collected, the researcher must remember to prepare well the data to be analyzed from class observation until document analysis.

c. Read Data

In this step, the researcher has to inactive by reads through whole data from the result of class observation through the video and notes, and document analysis that also through the scores.

d. Code Data

In codes data, the data can be divisible into several categories. From high, middle until low whether based on the scores or another information that support this research.

e. Interpret Data

The last step is interpreting the data, in this step the data that have been obtained are ready to be interpreted with the researcher to know the result and conclusion of this research.

These explanations are according to Creswell (2012, p. 237). From the steps above, it is expected to make the researcher more easily to analyze the data and make the result until the conclusion.

