

TABLE OF CONTENTS

STATEMENT OF AUTHORIZATION.....	i
PREFACE.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES AND FIGURES	ix
CHAPTER I – INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Aim of the Study	4
1.4. Significances of the Study	4
1.5. Scope of the Study	4
1.6. Research Methodology.....	5
1.6.1. Research Design	5
1.6.2. Research Site and Participants	5
1.6.3. Data Collection	5
1.6.4. Data Analysis	5
1.7. Clarification of Key Terms	5
1.8. Organization of the Paper	6
1.9. Concluding Remarks	7
CHAPTER II – LITERATURE REVIEW.....	8
2.1. Critical Responses to Films based on Luke and Freebody’s Four Resources Model of Critical Literacy (1999)	8
2.2. Narrative Cultural Analysis of Film	16
2.3. Films as Teaching Media	20

vi

Milda Yulia Solihah, 2016

AN IMPLEMENTATION OF FOUR RESOURCES MODEL OF CRITICAL LITERACY AND NARRATIVE-CULTURAL ANALYSIS IN FILM-BASED ACTIVITY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

2.4. Film-based Activities in the Classroom	23
2.5. Summary of <i>Charlotte's Web</i>	29
2.6. Previous Studies	30
2.7. Concluding Remarks	32
CHAPTER III – RESEARCH METHODOLOGY	33
3.1. Formulation of the Problem	33
3.2. Research Design	33
3.3. Research Participants and Site	34
3.4. Data Collection	35
3.5.1. Research Instruments	35
3.5.2. Document of Students' Critical Responses	37
3.5.3. Focus Groups Interview	38
3.6. Research Procedure	39
3.7. Data Analysis	42
3.7.1. Analyzing Students' Critical Responses	42
3.7.2. Analyzing Focus Groups Interview Data	43
3.8. Concluding Remarks	44
CHAPTER IV – FINDINGS AND DISCUSSIONS	45
4.1. Narrative-Cultural Analysis in Film-based Activity	45
4.1.1. Film Selections	45
4.1.2. Critical Viewing	46
4.1.3. Classroom Dialogues	50
4.1.4. Writing Prompts and Students Writing	55
4.2. Students' Responses to <i>Charlotte's Web</i> according to the Four Resources Model of Critical Literacy	56
4.1.1. Breaking the codes	58
4.1.2. Participating in making meaning of the text	66
4.1.3. Using text functionally	79
	vii

4.1.4. Critically analyzing and transforming the text	88
4.2. Concluding Remarks	99
CHAPTER V – CONCLUSION AND SUGGESTION.....	100
5.1. Conclusion.....	100
5.2. Suggestion.....	101
5.3. Limitation of the Study	102
REFERENCES	104
APPENDIX A	
1. Students’ Written Responses	111
2. Samples of Students’ Written Works	156
3. Transcript of Focus Groups Interview	166
4. Interview Guide	183
APPENDIX B	
1. <i>Surat Keputusan Pengesahan Judul dan Masa Bimbingan Skripsi</i>	
2. <i>Surat Permohonan Izin Penelitian</i>	
3. <i>Surat Keterangan Izin Penelitian</i>	

LIST OF TABLES AND FIGURES

A. LIST OF TABLES

Table 2.1 Luke and Freebody's Four Resources Model of Critical Literacy
(Adapted from Ludwig, 2003; Temple, 2005)

Table 2.2 Film-based Activities in Classroom (adapted from Roell, 2010;
Yang, 2011)

Table 2.3 Film-based Activity based on Four Resources Model of Critical
Literacy (Adapted from Dirks, 2015; Edutopia Splash Resources,
2015; Johnson, 1996; Sommer, 2007)

Table 3.1 Film-based Activities based on Four Resources Model of Critical
Literacy

Table 3.2 The schedule and procedure of Film-based Activity in the
Classroom

Table 4.1 Breaking the Code: Vocabulary Recognition in Pre-viewing Stage

Table 4.2 Some responses from students that discuss the relationship between
them and their pets in pre-viewing activity.

B. LIST OF FIGURES

Figure 4.1 Logo of Charlotte's Web, presented at the beginning of pre-viewing
stage

Figure 4.2 Three different versions of Charlotte's Web poster

Figure 4.3 Opening scene of the film

Figure 4.4 An example of identifying the characters' facial expressions