

CHAPTER I INTRODUCTION

This chapter provides the information about background of the study, the statements of the problems, aims, significances and scope of the study as well as presents research methodology, clarifications of key terms and organization of the paper.

1.1. Background

For Indonesian students who learn English as a Foreign Language (EFL), foreign films which are produced in English-speaking countries can be considered as the most familiar media to learn English outside the classroom. While most people enjoy watching films for pleasure, this activity can also be used by teachers as an authentic media to introduce how popular culture represents society. Many educators believe that in language education, films are beneficial for foreign language learners in providing authentic images of the target language as well as to involve multiple skills in learning language itself. Considering those advantages, using films in the classroom is very useful in promoting students' receptive skills, introducing the target language and culture, yet engaging them in a motivating and entertaining learning activity.

Although involving films for learning purpose seems motivating, using them as the main subject in the classroom is not an easy way to do since teachers need to consider film selection criteria and choose the appropriate teaching approach to be implemented in the classroom. In fact, teachers need to carefully plan their teaching purpose before choosing a certain film to be watched by their students by considering several aspects such as students' level of proficiency, subject matter of the films, vocabulary and pragmatics as well as internal variations that are associated with social factors (Damnet, 2008; Xue and Pan, 2012). Regarding the purpose of using films as teaching media, most Indonesian teachers still focus on the use of films in developing students' receptive skill (Ruhayat, 2012) or increasing their vocabulary mastery (Hanifah, 2014). While those purposes can be good examples, more important matter to be focused on in

using films in the classroom is creating meaningful learning by encouraging students to think beyond what they watch and exploring certain issues in the films in order to understand better how society is perceived by films as an example of popular media (W. Morgan, 2002). In doing so, students are required to have a certain attitude in which they can place themselves as readers, listeners and viewers as they interact with texts, namely critical literacy (The Adolescents Literacy Guide [Literacy GAINS], 2009).

The focus of critical literacy is engaging students as active participants to take actions as they move beyond passively receiving the messages from texts to questioning, examining or disputing the power relations between authors and readers (Freire as cited in Literacy GAINS, 2009). In this case, texts do not only refer to written materials, but also broaden to oral texts, graphic texts and media texts or texts from popular culture such as commercial, TV shows, songs, music video, films, etc. (Coffey, 2008; The Literacy and Numeracy Secretariat, 2009). Students who become critically literate mean that they have to master the ability to read and critique messages in texts (Coffey, 2008).

When considering films as texts, students are required to analyze and evaluate how the film is constructed and how it influences them as audiences. Those can be achieved by implementing a teaching strategy which is specifically developed from a critical perspective. A model proposed by Luke and Freebody since 1990 and later developed in 1999, namely Four Resources Model of Critical Literacy is chosen as the critical literacy approach in this research (Evans, 2004; Ludwig, 2003; Temple, 2005; The Literacy and Numeracy Secretariat, 2009). Luke and Freebody's model of critical reading consists of coding practices (developing resources as a code breaker); text-meaning practices (developing resources as a text participant); pragmatic practices (developing resources as a text user); and critical practices (understanding the text by recognizing or including missing voices and alternative perspective).

Another approach to classroom activities involving film is narrative-cultural analysis, proposed by Bautista (as cited in Amaya-Anderson, 2008). This approach consists of a particular set of objectives and practices in film viewing:

film selections, critical viewing methods, classroom dialogues, writing prompts and student writing. With the aim of promoting students' critical literacy when using film in the classroom, those activities are involved in film-based activity in which the four resources model of critical literacy serves as the tool of classroom practices.

This research applies practitioner research in which the researcher also plays a role as the teacher. Moreover, the teacher implements the four resources model of critical literacy (Luke and Freebody, 1999) and narrative-cultural analysis framework (Bautista as cited in Amaya-Anderson, 2008) to develop a film-based activity suggested by Roell (2010) and Yang (2011) which consists of three stages: pre-viewing, while viewing and post-viewing. The activities involve one class in the ninth grade consisting of 48 students in the 13 to 15 age group. A film adaptation of children literature entitled *Charlotte's Web* will be used as the text that have to be examined by students in this research. The film is chosen based on two considerations. First, this adaptation of classic children literature which was written by E. B. White is usually recommended by English educators to be used in the classroom as one of learning activities related to students' literacy, and second, the theme presented in this film is considered appropriate for the students, thus the conclusion of their critical responses to the film can be easier to draw.

Based on considerations above, this study aims to examine the application of the four resources model of critical literacy and narrative-cultural analysis framework in film-based activity. The finding of this research is expected to provide the information related to the implementation of film-based activity through critical perspective that can be useful for further research.

1.2. Statement of the Problem

This study was conducted to answer the following question:

In order to promote students' critical literacy, how does the practitioner apply the four resources model of critical literacy and narrative-cultural analysis framework in film-based activity?

1.3. Aim of the Study

Based on the statement of problem above, this research aims to examine the implementation of film-based activity involving a foreign film entitled *Charlotte's Web* based on Luke and Freebody's four resources model of critical literacy (1999) and Bautista's narrative-cultural analysis (2008).

1.4. Significances of the Study

This study is believed to have several significances from theoretical, practical and professional perspectives. From theoretical perspective, the result of this study will enrich the literature about how students respond to foreign film from critical literacy perspective. Furthermore, from practical perspective, the research finding is expected to give information about the implementation of critical literacy practices in the classroom, particularly when students interact with multimedia text, such as films, music videos or television series. It will also contribute an alternative technique to involve film-based activities in the classroom that can promote students' critical literacy. Finally, from professional perspective, the result of this study will contribute the professional development to the teachers, particularly in performing critical literacy education in the classroom which is realized in film-based activity developed based on a framework of critical literacy.

1.5. Scope of the Study

This study will only focus on performing film-based activity in the classroom based on critical literacy framework. Students' responses in responding critically to the chosen film were evaluated from their written responses and in focus groups interview session, in which they are asked how they analyze the film according to the given questions.

1.6. Research Methodology

1.6.1. Research Design

This qualitative research is designed to investigate students' critical responses to a foreign film entitled *Charlotte's Web* based on four

resources model of critical literacy. Moreover, this research applies practitioner research methodologies in which the researcher also serves as the teacher who examine and reflect the research process.

1.6.2. Research Site and Participants

The participants of this research are 48 students in the ninth grade in SMPN 1 Batujajar, a public school located in West Bandung.

1.6.3. Data Collection

This research applies film-based activities which are developed based on the principles of four resources model of critical literacy (Luke and Freebody, 1999). The document of students' written responses consisting of three individual responses and one group response are used as the tool of data collection. Focus groups interview was also conducted to gain in-depth information based on their written responses.

1.6.4. Data Analysis

Students' written responses in film-based activity will be evaluated and elaborative using the principles in Four Resources Model of Critical Literacy within an analysis process consisting of three stages: categorizing, coding and assessing (identifying and evaluating). Meanwhile, the interview result will be analyzed by transcribing the audio-taped data, exploring the general sense of data, coding and categorizing.

1.7. Clarifications of Key Terms

In order to avoid misunderstanding that leads to the confusion in reading the title, some terms of this research need to be clarified. The following are the definition of each term:

1. Four Resources Model of Critical Literacy is a model of critical literacy proposed by Luke and Freebody in 1990 and still developed until 2000s in encouraging students to achieve the roles of becoming critical readers. This

model consists of breaking the code, participating in making meaning of the text, using the text functionally and critically analyzing the text.

2. Narrative-cultural analysis is a critical framework of classroom practices involving film and critical thinking. This approach is developed by Bautista (as cited in Amaya-Anderson, 2008) and consists of a set of activities focusing on film selections, critical viewing methods, classroom dialogues, writing prompt and students writing.
3. Film-based activity is a teaching strategy to use films as teaching media in English classrooms that can guide and encourage students to participate actively in learning activity involving films. It consists of three stages: pre-viewing, while viewing and post-viewing.
4. This research uses a foreign film entitled *Charlotte's Web*, directed by Gary Winick and produced by Paramount Pictures, Walden Media and Nickelodeon in 2006. The selected film is a Hollywood adaptation of a famous children literature with the same title, written by E. B. White in 1952.

1.8. Organization of the Paper

This research will be organized into five chapters. Each chapter has several subtopics related to detailed information which elaborate the topic of this research. The paper of this study will be organized as follows:

Chapter I Introduction

This chapter provides the information about background of the study, the statements of the problems, aims, significance, and limitation of the study, research methodology, clarifications of key terms and organization of the paper.

Chapter II Literature Review

This chapter presents the background theory that supports the research. It consists of the theory about critical responses to films based on Luke and Freebody's Four Resources Model of critical literacy (1999), the theory of narrative-cultural analysis, the theory of films as teaching media to promote critical literacy and the

theory behind film-based activity in the classroom. This chapter also provides a brief summary of *Charlotte's Web*, the film used in this research.

Chapter III Research Methodology

This chapter presents research methodology which is applied in this research, including the formulation of problem, the design of the research, research participants, research instrument, the technique used in data collection, research procedure and the technique used in analyzing the data.

Chapter IV Result and Discussion

This chapter is intended to answer the research question. It presents the findings of the research, the discussion of the findings based on related theories as well as the analysis of students' written responses to the film and the result of focus groups interview.

Chapter V Conclusion and Suggestion

This chapter summarizes the findings and discussions as well as provides suggestions and recommendations for further research. The limitation of this study is also provided in this chapter with the purpose of evaluating the present research.

1.9. Concluding Remarks

This chapter has provided information about the background of the research as well as introduced the purposes of the study, the theory used in this research, the research methodology and the organization of the paper. The theory will be discussed further in Chapter II, while the research methodology is provided in Chapter III.