

CHAPTER V

FINDINGS AND DISCUSSION

The fifth chapter elaborates findings and discussion of the present research. The chapter is divided into two major sections according to the two research purposes. The first section is the elaboration how the EFL reading teaching program which used critical pedagogy principles has facilitated students to think critically. The second section is the description the benefits and challenges of the teaching program.

5.1. How the Use of Critical Pedagogy Principles in Teaching EFL Reading Assists Students to Think Critically

There were three critical pedagogy principles that were used in conducting the teaching program for this study. The first was dialogic education, the second was democratic classroom, and the last was reading the world and the word. After analyzing the collected data, it could be concluded that the teaching program has assisted students to think critically by providing four major categories of activity. They were (1) offering problematic topics and reading materials that are directly related to the students' personal and academic lives, (2) encouraging the students to read between the lines, (3) distributing classroom power, and (4) creating space for students' voices to be heard. The elaboration of each category is presented below.

5.1.1. Offering Problematic Topics and Reading Materials that are Directly Related to the Students' Daily Lives

This category was the application of the reading the world and the word principle. When conducting this category, the students were offered four classroom topics, five written texts, and several codes in the form of pictures, diagrams, and videos. The selection of the classroom topics, the written texts, and the codes was based on whether they are problematic, controversial, and related to the students' real life.

In the present study, the evidence of the provision of this category of activity in assisting students to think critically can be found in how the teaching program was conducted and in the interview session. The familiarity of the classroom topics and the reading materials with the students' daily and academic lives invited their attention and curiosity. Furthermore,

the reading materials and the four topics have successfully facilitated the students to think critically.

a. Evidence from the teaching program

The evidence of the application of this category can be found in the observation notes. In the observation note of the second meeting, it is written that “Materials are related to authentic real world of Indonesia and are problematic to be argued.” Moreover, upon the third meeting, the observer explicitly wrote, “News as one of critical sources for students to think critically.” The identical notes were then occurred again several times both in the first and the second sections of the teaching program. The controversial issues that are related to the students’ real life – including problems which were encountered by the marginalized people – were intentionally brought into classroom to avoid the alienating EFL reading class (Pennycook, 1999; McLaren, 2003).

The data in the form of students’ learning journals are in line with the observer’s notes and the video transcripts. Those data are about the importance of offering the controversial issues and texts to be discussed in the classroom in assisting the students to think critically. It is indicated in the following excerpts:

From today’s topic, we can understand the news. Learning whether the news is true or just a hoax only. We must be selective in hearing or finding the existing news. (Diah’s learning journal on meeting #3)

The topic could make me think critically. I like to deliver my opinion about the topic to other students. (Anggun’s learning journal on meeting #8)

Both students’ reflective writings above represent the students’ recognitions toward the advantageous of posing particular issues for their critical thinking skills. While Diah mentioned it implicitly and emphasized on the skill of evaluating validity and reliability of the news, Anggun cited it explicitly. Their comments are parallel with what has been revealed by Swandarini (2011). Swandarini (2011) says that the students’ critical thinking skills can be improved because the classroom topics and activities are arranged based on their social life.

b. Evidence from the interview

In the interview session, commenting upon the discussed topics during the eight meetings, several students emphasized the role of controversial topics that are related to their lives in

giving them opportunity to perform their critical thinking ability. It is indicated in the following excerpts:

Topik-topik yang disampaikan berkaitan dengan kita. Lebih sinkron juga dengan apa yang dipelajari [the discussed topics were related to us, and correlated with what we have learnt]. Icha

The issue you brought to class. It gave us experience to be more open to contrasting and competing view points rather than only force other to receive our opinion. Adi

Icha, in her utterance above, demonstrated that she was aware of the correlation between the topics and her life as well her major. The student used the word ‘we’ that might mean she also spoke on behalf of her friends. In the meantime, Adi’s comment uncovers the value of the controversial issues in providing two or more possible contradictory view points that further will be used by the students to read between the lines. His statement echoes what has been voiced by Yang and Gamble (2013). Those students uttered that providing the conflicting or differing issues could encourage students to be more open-minded.

5.1.2. Encouraging the Students to Read Between the Lines

One of the applications of critical pedagogy principles in EFL reading class, particularly the ‘reading the world and the word’ principle, also requires the students and the teacher to read the unwritten texts of the written text (Ko, 2013). In such classroom, the students are demanded to comprehend not only the encountered text, but also its co-text and context (Freire, 2005b).

In this study, encouraging the students to read between the lines was executed by posing a set of critical questions as a tool to analyze the presented reading materials and classroom topics. The critical questions demanded the students to identify and evaluate arguments, source credibility, included and excluded voices, cause and effect, and fairness of the particular texts (see the chapter two). Upon the questions, the students communicated their answers both spoken and written during the group and classroom discussions. The evidence of this category of activity could be found in the teaching program and in the interview session.

a. Evidence from the teaching program

The students communicated their answers upon the posed questions both in written and the spoken languages. During the classroom discussion in the pre-, while-, and post-reading

activities, some students were observed performing their critical capacity in order to respond to the questions which were proposed by the teacher or their classmates. The following are evidences found by the observer:

Students discuss the difference between racism and discrimination. Students discuss cause and effect of racism in the beginning of the lesson. (observation note on meeting #6)

Students analyzed cause and effect *saat memaparkan argument mereka* [when they elaborated their arguments]. (observation note on meeting #8)

From the aforementioned notes found in the observation during the teaching program, it can be seen that there were two critical thinking skills were performed by the students. It is assumed that the students' critical thinking performances were the results of encouraging them to 'read between the lines' by exposing critical questions repeatedly. This strengthens the notion that the questions provided by the teacher invited the students' mind to think deeper and wider from several view points (Emilia, 2005; Swandarini, 2011).

As has been elaborated chronologically in the previous chapter, the students' exposure to the posed questions and the designed classroom activities during the teaching program was relatively successful in encouraging them to perform their critical thinking capacity. The further evidence can be found by examining the students' reflective learning journals, as indicated in the following excerpts.

In analyzing the text we can learn how to get and tie ideas taken [from] the text. And we can identify whose voices are missing. (Imas's learning journal on meeting #3)

I think critically when I answer the question. (Neni's learning journal on meeting #8)

Both students' reflective writings above demonstrate that the provision of the critical questions was successfully encouraging them to read between the lines as well as to think critically. The excerpts confirm finding of a research which was conducted by Miri et al. (2007). They have found that through purposely and persistently practicing higher order thinking upon the presented materials, "There is a good chance for a consequent development of critical thinking capabilities."

b. Evidence from the interview

The data from the teaching program are parallel with the data which were collected through interview. In the interview session, Imas and Neni gave detailed explanation about

what they have written in their learning journals. The explanations are presented in the following experts:

This questions used in the program motivates us to think beyond the texts. (Imas in the interview session)

There are many questions that the answers are not consisted in the texts. *Jadi ada di luar teks* [outside the texts]. So it forces us to think about so we develop it. And it can make the discussion to be effective I think. *Jadi kita kan membahas contohnya seperti kemarin tentang bahasa-bahasa akhirnya kan mengacunya ke mana-mana gitu kan, secara luas. Jadi tertariknya itu senengnya itu seperti itu. Jadi tidak hanya terfokus hanya kepada teks itu saja* [so we discussed the example, like yesterday, about languages that at the end referred to everywhere, broadly. Then we did not focus only to particular text]. (Neni in the interview session)

Imas's utterance above indicates her effort in generalizing the advantage of the teaching program with the posed questions which motivate her and her friends to not only read and think about the texts, abut also to read and to think about what lies beyond the texts. Meanwhile, Neni's answer above delineates her recognition upon the intention of presenting the particular critical questions.

5.1.3. Distributing Classroom Power

Classroom power is defined as the influence that is imposed between a teacher and students (Milal, 2011). Adapting a framework proposed by Milal (2011), there were two indicators of the classroom power utilized in present study. They were (1) amount of speech, and (2) control of topic. Therefore, distributing classroom power means trying not to dominate classroom talk and giving students opportunity to control classroom topic. The evidence of the classroom power distribution can be found in the teaching program which consists of the data from the video transcript, the observation notes, and the students' learning journals.

The classroom power was distributed gradually in each meeting during the teaching program which was conducted for this research. One of the indicators of classroom power distribution can be seen from the number of speech production (Milal, 2011). From the video transcript of the second until the eighth meetings, it can be identified that there were 403 utterances. From those utterances, 223 of them were produced by the teacher. Table 5.1 illustrates the utterances which were produced during the teaching program.

Table 5.1 Utterances during the teaching program

| Producer | Utterance per meeting | Total | % |
|----------|-----------------------|-------|---|
|----------|-----------------------|-------|---|

| | #2 | #3 | #4 | #5 | #6 | #7 | #8 | | |
|-------|----|----|----|----|----|----|----|-----|------|
| T | 27 | 44 | 23 | 32 | 38 | 28 | 31 | 223 | 55.3 |
| S | 22 | 36 | 16 | 24 | 34 | 22 | 26 | 180 | 44.7 |
| Total | 49 | 80 | 39 | 56 | 72 | 50 | 57 | 403 | 100 |

By looking at the table above, it can be seen that the range between the number of speech produced by the teacher and the utterance produced by the students were not too far. It means that it was possible that the power had been distributed in almost equal portion between the students and the teacher. It is supported by the observation notes on the third and the fifth meetings. While in the third observation sheet is written “Teacher and students have equal relation,” in the fifth meeting observation sheet it is written, “Equally teacher-students relation in the teaching and learning process.”

In order to give opportunity to the students to control the classroom topic, the classroom power was also distributed through negotiating classroom decision making (Akbari, 2008). The classroom decision making negotiation occurred several times both in the first and the second sections of the teaching program. As has been delineated in the chapter four, the classroom decision making negotiation can be explicitly observed in the fourth, the fifth, the sixth, and the seventh meetings. Additionally, the following excerpts are the observation notes commenting the execution of the classroom power distribution which occurred in the fourth and the sixth meetings:

Negotiating saat T bilang ‘sudah belum?’ tapi siswa minta video diulang, lalu T mengulang [negotiating classroom decision making occurred when teacher asked ‘have you finished?’ but students wanted the video to be replayed, then teacher replayed it]. (observer’s note on meeting #4)

Classroom discussion is more alive than before for the existence of the interesting topic from students. (observer’s note on meeting #6)

The second excerpt above provides the abstraction of the event that happened in the sixth meeting. In the pre-reading stage, the teacher told the students that the class would discuss the text that had been distributed in fifth meeting.

However, a student, Adi, posed a question which had no direct relation with the planned sixth meeting topic and activity. He asked, “Why does racism exist?” Regarding the question, the teacher could ignore it and be strict on the planned activity, but he decided to respond it. As a consequence, some students were observed enthusiastically performed four activities. Those four activities were (1) engaging and demonstrating their critical thinking

ability in discussing cause and effect of racism, (2) linking and making clear distinction between racism and discrimination, (3) supporting their claims with argument, and (4) being open-minded.

The classroom power was also distributed in the eighth meeting. The following dialogue is the example how the classroom power was distributed in the eighth meeting. Context of the upcoming dialogue was the classroom discussion about the identities of the writer and the intended reader of the written text entitled *English as a Global Tongue* which was distributed in the sixth meeting.

- T : who are the writer and the intended readers of the text?
Ichan : scientist based on our group's prediction.
T : thank you, Ichan. But how did you predict?
Ichan : ((silence))
Neni : based on our group discussion, Andreas Gramm (the writer of the text) is the linguist and researcher. He writes for the people of other language who learn and use English.
T : ok, great. Thank you, Neni. Any other answer? Any different opinion? Tuti's group
Tuti : in our group opinion, he is the language researcher who writes for general public like students and society.
T : excellent. Thank you, Tuti. From where can you know who the writer is and for whom he wrote the text?
Novi : from the text. From the topic written and the way the topic is written.
T : good, Novi. That is one of them. Different answer? Kardi. What is your group's answer?
Kardi : language expert.
T : why? What is the reason for your answer?
Kardi : ((silence))

From the dialogue, it could be seen how the teacher invited the students to participate in the classroom discussion. Rather than using his power to explain to students the techniques that could be used to predict who the writer and the intended reader of a text, the teacher gave the students opportunity to share their opinion as well as learn from their peers through information and ideas exchange in classroom. The dialogue illustrated how the teacher used his authority to distribute power to the 'silent students' through directly stating their names in inviting them to talk and participate in the classroom.

Further evidence about the distribution of classroom power could be found in the learning journal which was written by Dian commenting upon the fifth meeting. Dian writes:

If there are things I do not know or are still difficult to understand, I will ask the lecturer and other students about it. If there is something I know, I explain what I know to them. It is very important in discussing the issue so that there is no misunderstanding about the knowledge that we know. (Diah's learning journal on meeting #5)

That excerpt indicates the desire for clarity as well as the openness to negotiate knowledge in order to collaboratively construct meaning. Such desire and openness seem impossible to be occurred in asymmetrical power distribution and anti-dialogue relation (Shor & Freire, 1987; Freire, 2005b).

5.1.4. Creating Space for Students' Voices to be Heard

This category was the implementation of dialogic education and democratic classroom principles (Giroux, 1997; Godley & Minnici, 2008). In this research, it covered inviting students to share their experience and knowledge regarding particular topics. It also consisted of listening and giving positive feedback to every occurred opinion, answer, and question. In responding students' ideas, the teacher often acted neutrally through confirming or inviting other students to react upon it rather than giving negative feedback.

Furthermore, in order to train the students to be open-minded as well as to give them opportunity to view from multiple perspectives, the teacher used his authority to ask the students to respectively listen, consider, and appreciate their friends' opinion upon the discussed issues (Shor & Freire, 1987; Giroux, 1997).

a. Evidence from the teaching program

The observer's notes provide the authentic data which represent the application of the dialogic education. In this study, it was the result of creating space for students' voices to be heard. Table 5.3 below lists those observer's notes meeting by meeting.

Table 5.2 Observer's notes on creating space for students' voices to be heard

| Meeting | Observer's notes |
|---------|---|
| #2 | Teacher allowed students to express their point of views; Teacher gave positive feedback upon students' opinion |
| #3 | Answer and opinion are frequently invited to stimulate students' critical ability. |
| #4 | Every student has an opportunity [to speak] in equal way; <i>Suasana kelas seperti hening saat ada siswa yang menjawab, mereka saling menghargai</i> [classroom atmosphere seemed quiet when there is a student who answer; they respect each other]. |
| #5 | Students were freely delivering the point of views related to the topic; Teacher appreciated Students' thought without interfering |

| | |
|----|--|
| | and direct judging |
| #6 | Teacher listened to the answers and put them to consideration. |
| #8 | Teacher <i>tidak langsung bilang 'salah' terhadap pendapat siswa</i> [did not directly say 'wrong' towards students' opinion]. |

By looking at those observer's notes, it is seen that the conducive and supportive space for the students and the teacher conducting the dialogue was established. The data in the above table represent the classroom activities from observer's view point in the second, third, fourth, fifth, sixth, and eighth meetings. The activities could be interpreted as the indicators of the application of democratic principles in classroom (Thayer-Bacon, 1996).

It was observed that during the eight meetings of the teaching program, the application of this category of activity has been successful in assisting students to think critically. The most intriguing students' critical thinking disposition that might be developed as the result of the execution of creating space for students' voices to be heard was the open-mindedness.

In addition, several students in their learning journals explicitly stated that through conducting discussion with the teacher and the other students in the horizontal and almost equal relation, as has been promoted by Giroux (1997) and Aliakbari and Faraji (2011), enables them to think critically. The following are two of those students' learning journals:

Discussing about the text and giving arguments of each student, it makes us think critically. (Ima's learning journal on meeting #3)

I think critically when I share the opinion in the class. (Neni's learning journal on meeting #8)

Both excerpts suggest that the students were aware of the existence of the freedom and democratic classroom atmosphere which were created. The freedom and democratic classroom atmosphere that were realized in the form classroom discussion made them possible performing their critical thinking ability.

Another student, Riyan, in her learning journal for the eighth meeting, correlated the experience of being free to sound her voices in the classroom during the teaching program with the bigger context outside the classroom. She wrote:

Freedom in giving opinion in life is very important. (Riyan's learning journal on meeting #8)

That excerpt might provide the information about constructed knowledge that she got regarding the importance of being free in expressing opinion. This knowledge is valuable for

the sake of creating democratic community as one of the purposes of education in 21st century (Kincheloe, 2008; Broom & Bai, 2011).

b. Evidence from the interview

Data in the form of observation notes and students' learning journals above are supported by the data that were taken from the interview session. It could be indicated in the following excerpts from interview session:

Discussion is the easiest way to compare our ideas. After discussion, I often get very different understanding rather than when I try to solve a problem by myself. I often get many differences and similarities with other's opinion. Here, we challenge ourselves to give clear information, and accept the different view points. The critical thinker always seeks the clarity and reasons and sources and arguments of particular claims. Adi

From that discussion activity, this class trains me to be more tolerance and open-minded to receive and appreciate the differences. Anggun

The Adi's and Anggun's answers may represent other students' opinion about the influence of being exposed with the activity of exchanging information and ideas. By stating the underlined two sentences, Adi demonstrated his open-mindedness (Djiwandono, 2013). More than that, Adi's utterance above also reveals his comprehension towards the meaning of critical thinking that was not impossible acquired by him after several times being engaged in the classroom discussions. In the meantime, Anggun communicated clearly her awareness regarding the advantageous of the group and classroom discussions in giving her opportunity to develop her tolerance and open-mindedness.

5.2. Benefits and Challenges of the Teaching Program

The second question of the study is intended to investigate the students' perspectives regarding the benefits and challenges of the teaching program. Through revealing benefits and challenges of the teaching program from the students' view point, it is expected that this research could provide valuable insight about how to contextualize the use of critical pedagogy principles in the teaching EFL reading to the Indonesian higher education students. The data for answering this second question were collected mainly from students' learning journals, interview, and open-ended questionnaire.

5.2.1. Benefits of the Teaching Program

There are two categories of benefits in addition to the development of several critical thinking skills which were obtained by the students after joining the teaching program. Those benefits are (1) the language development and (2) the new knowledge and experience acquisition. Each of benefit will be elaborated in the following sub-sections.

5.2.1.1. Language Development

The first major category of the benefits of the teaching program is the development of students' English language proficiency. In this circumstance, the language proficiency development means (1) the development of students' integrated four language skills and (2) the improvement vocabulary mastery. According to the accumulated data, the students' language proficiency development is a result of four classroom activities. The first is conducting classroom discussion. The second is reading and discussing written texts in group. The third is watching videos. The fourth is writing learning journals.

As has been indicated by the video transcript, the speaking skill of several students is improved. It could be seen from the increasing number of the students who spoke in English clearly and understandably in the classroom from meeting to meeting. It also could be identified from the more organized particular students' utterances during the eight meetings of the teaching program. Moreover, it is supported by the data in the form of students' answers upon the open-ended questionnaire and their learning journals.

Anggun's answer upon the open-ended questionnaire about the benefits of the teaching program supports the speaking skill development benefit. She writes, "*Meningkatkan skill berbicara saya* [Improving my speaking skill]." Parallel with Anggun, Ima writes in her learning journal, "It [teaching program] also practices my speaking." Their answers endorse what has been revealed by Swandarini (2011). She has found that the application of dialogic education as a crucial principle of critical pedagogy in EFL classroom has positive impact upon students' speaking skill.

Another language skill that is developed as the advantage of the teaching program is the reading skill. The development of the skill could be identified through comparing the students' answers toward the critical reading questions upon a text that were communicated both written and spoken between the first section and the second section of the teaching program. While students' answers were limited and partial in the first section of the teaching program, it became more completed and accurate in the second section.

It is confirmed by data in the form of students' interview and open-ended questionnaire answers. Adi in the interview session explicitly mentioned, "This program has an effect on me in the way I read the text. I was weak in reading, but because the reading questions are repeated over and over again, I can understand."

Additionally, another student, Neni, in the interview session uttered a comprehensive statement regarding the benefit of language skill development as the impact of the teaching program that is recognized by students. She said that the program has caused her train and improve her four integrated basic language skills. She stated:

"We learn listening from video and from the teacher and from the opinion from other students and friends. And then we learn about reading because we read the texts and writing because there are learning journals. And learn to speak because we try to tell about our opinion."

Neni's utterance above is in line with what has been revealed by Shin and Crookes (2005), Miskovic and Hoop (2006), Godley and Minnici (2008), Zhang (2008), Yang and Gamble (2013), and Gustine (2014). They have found that the implementation of critical pedagogy in EFL classroom is successful in developing students' four integrated language skills.

The last language proficiency development as the benefit of the teaching program is the improvement of students' vocabulary mastery. It could be indicated in the following excerpts:

Bertambahnya kosa kata [the increasing vocabulary]. (Nursi's answer in open-ended questionnaire)

I've gotten much vocabulary supplement derived and it is very useful to me. (Icha's learning journal on meeting #1)

Both excerpts above demonstrate that those two students were aware of the advantage of the teaching program in improving their vocabulary mastery. Vocabulary mastery improvement was not impossible accomplished through executing several classroom activities such reading the written texts, writing learning journals, and performing the group as well as the classroom discussions (Yang & Gamble, 2013).

5.2.1.2. New knowledge and experience acquisition

The second category of benefits of the teaching program which was recognized by the students is the acquisition of new knowledge and experience. This second benefit was produced through bringing several controversial and related to the students topics and reading materials. It was also resulted from practicing a number of activities such as reading and

analyzing various types of texts, writing learning journals and conducting group and classroom discussions.

The new knowledge was acquired by the students as a consequence mainly of discussing the classroom topics which were brought by both the students and the teacher. There were three types of knowledge which were perceived by the students after joining the teaching program. They were knowledge (1) about themselves, (2) about English as their major, and (3) about how to stand for the disability rights. Students' awareness of those knowledge acquisitions is indicated in the following excerpts:

Jadi lebih ngerti banyak hal tentang diri kita yang sebelumnya tidak diketahui [being more understand about ourselves that was unknown before]. (Ichan's comment in the interview session)

Commenting on the benefit of posing the discussed topics and issues, Ichan said that the unknown knowledge and information about her is revealed after joining the program and discussing the posed topics and issues.

As a student of English department, I get more knowledge about the reason why English become international language and how English is very important. Automatically it gives me spirit to learn English better and develop my English skills. (Neni's learning journal on meeting #5)

In her learning journal, Neni communicated the benefit of discussing The Introduction Of EIL topic she perceived as an English student. The new knowledge acquisition benefit which was recognized by Neni is identical with what has been found by Alvarez, Calvete and Sarasa (2012). They have found that implementing critical pedagogy in educating English teacher students will enhance their sociolinguistic competence and foster the development of their independent voices.

The video tells us about how to appreciate the human rights to the disability people. (Imas's comment in the interview session)

Answering the question about what benefit she gained after joining the teaching program, Imas mentioned the new practical knowledge which she gained from watching the videos which were played in the fourth meeting.

The acquired new experience included (1) experiencing learning something that was never obtained, (2) experiencing participating in the classroom discussion, and (3) being motivated to be heard by classmates. Those new experiences were acquired by the students as consequences of watching videos, reading written materials, conducting group and classroom discussions.

The clues for new experience acquisition which was recognized by the student lay in the following quotation:

I did learning that previously might have never been obtained. (Ida's learning journal on meeting #4)

The data from Ida's learning journal above represents other students' comments regarding the new lessons and learning activities which were never experienced before in the reading class. In the interview session, several students stated that the teaching program was different from their previous reading classes as it provided the new learning experiences and classroom topics.

Kemampuan dalam partisipasi di kelas juga bertambah [my skill in participating in classroom was also increased]. (Kardi in the interview session)

Kardi's utterance above echoes what has been voiced by Swandarini (2011), and Hashosseiny (2012). Swandarini (2011) claims that critical EFL pedagogy classroom, students are more courage to speak English and express their opinion from meeting to meeting. In the meantime, Hajhosseiny (2012) states that the dialogic classroom is successful in enhancing students to be actively participate in the classroom discussion.

Saya juga termotivasi untuk berbicara agar didengar teman-teman di kelas [I was motivated to talk so that could be heard by my classmates. (Imas in the interview session)]

Imas' answer is parallel with Yang and Gamble (2013) and Gustine (2014). Yang and Gamble (2013) conclude that the occurrence of different opinions in the classroom could promote students' confidence in expressing their voices. Gustine (2014) utters that in the EFL critical literacy program students are motivated to speak in the classroom discussion.

5.2.2. Challenges of the Teaching Program

The various forms of data have revealed that there were at least three major categories of challenges which were perceived by the students during the teaching program. The first challenge is the lack of classroom-friendly authentic controversial reading materials. The second is the passive culture. And the last is the unpredictable classroom. However, it is not impossible that those three categories of challenges of the teaching program are interwoven and interconnected. It is also acknowledged that the discussion of these challenges may be superficial and does not elaborate a comprehensive reality regarding the obstacles of using

the critical pedagogy principles in teaching EFL reading. Each type of challenge will be described in the following sub-sections.

5.2.2.1. The Lack of Classroom-friendly Authentic Controversial Reading Materials

It was difficult to find the authentic controversial reading materials that were suitable to be used in classroom. The term materials in this circumstance are defined as the written texts and the texts in the form of video. The accumulated data has revealed that this challenge causes two major issues. They were (1) the unfamiliar words used in the text and (2) the complex structure of text.

The consequence of this category of challenge was represented and concluded in Neni's answer in the interview session when was ask about the obstacle she faced during joining the teaching program. She said, "*Teksnya terlalu rumit dan banyak kata asing* [The texts were complicated and there were unfamiliar words]."

The first issue of this challenge is labeled as unfamiliar word. The unfamiliar words, as well as idioms and phrases, were encountered by the students when they dealt with the presented texts. Such challenge is indicated in these excerpts:

Ketika mengisi reading task. Ada beberapa kata baru yang kurang dipahami [When doing reading task. There were some new words that were not easy to be understood].
(Cinta in the interview session)

Because there are many difficult words I don't understand. (Imas in the interview session)

The two students who produced both quotations above may represent other students' issues regarding the uneasiness in comprehending words used in the authentic controversial texts. Those two excerpts confirm Willingham's (2007) research result. He has found that the unfamiliarity of words used in text or in spoken discourse could cause critical thinking difficult to be taught.

The second problem is the complex structures of texts. It is indicated in the Vena's learning journal on the second meeting which may correspond to the other students' opinion. She wrote,

Problems and difficulties I face are it was difficult to analyze a very complex text and answer the questions in the text.

Vena's writing reinforces the suggestion that has been given by O'Sullivan and Guo (2010). In order to avoid the silence moment in the classroom discussion, they advise teachers to use authentic texts that are easy to be understood by their students.

It was possible that both problems occurred as the result of the lack of classroom-friendly authentic reading materials. The authentic materials are not produced to be used in the classroom. It maybe because some words, phrases, and idioms contained are not comprehensible enough for language learners from particular levels. The second reason may come from the students with their passive culture.

5.2.2.2. The Passive Culture

There were two sub-categories of issues which represented this challenge in the classroom. They were (1) the personal disengagement which caused disadvantageous classroom situation, and (2) the lack of self-esteem. Each of the sub-categories will be elaborated in the following paragraphs.

The first issue which emerged from students' passive culture is labeled as the personal disengagement. As has been indicated by the video transcription as well as by the various types of data, in some cases, this challenge could cause disadvantage classroom situation. The clues for this kind of challenge could be found in the following excerpts:

It was my lack of focus. I sometimes don't pay attention when the study began, and sorry if many of my works were wrong. (Nursi in her learning journals on meeting #7)

The first excerpt from Nursi's learning journal reveals her self-awareness regarding her disengagement. It is written that she did not give attention as well as focus to teaching learning activities during the teaching program.

Ada beberapa yang tidak memperhatikan, ribut sendiri, itu membuat saya kesulitan menangkap apa yang bapak katakan [There were number of students who did not pay attention, mad noises, and it made me hard to catch what the teacher said]. (Imas in the interview session)

In the interview session, Imas complained about the existence of classroom noise which caused her did not understand the teacher utterances. It supports Swandarini's (2011) research finding. She concludes that the students who were easily destructed could annoy other students by inviting them to chat or doing different activities.

My problem was doing the tasks in a group. I didn't really like group assignment because sometimes the task was done by only a person, and not all members did the tasks, a member talked with another member by their own topic and the result they didn't do the task and only wanted know the answers of the questions. (Nova in her learning journal on meeting #8)

In the meantime, the above third excerpt indicates that there were ‘free-riders’ – borrowing Fobe’s and Kaufman’s (2008) term – in the group discussion as the effect of the occurrence of personal disengagement. Fobes and Kaufman (2008) define ‘free-riders’ as the students who benefit from group discussions without doing their fair share of the work.

The last problem that represented the passive culture of students is labeled as the lack of self-esteem. Some students were observed reluctant to participate in both group and classroom discussions. It seemed that despite of being caused by students’ insufficient language proficiency, that unwillingness was also influenced by their inferiority. It could be proved by examining these excerpts:

I always shy if I talk in the classroom, because of my Javanese accent. Every time I talk in the class, I feel awkward and sometimes my friends laugh at my. (Kardi in his learning journal on meeting #4)

Ada yang mau menyampaikan opininya tapi takut salah, takut bahasa inggrisnya salah gitu kan [There were students who wanted to tell their opinion but afraid of being wrong, afraid of the wrong English they produced]. (Silva in the interview session)

Kita teh pengen jawab tapi takut salah [We wanted to answer but frightened of being wrong]. (Vena in the interview session)

From the aforementioned quotations, it could be known that some students faced the lack of self-esteem issue. While Kardi and Vena talked about their own obstacle that relates with self-esteem, Silva talked on behalf of her friends. Their utterances are supported by Fobes and Kaufman (2008) who emphasize that students may feel shy or uncomfortable with discovering their own voices or asking questions.

5.2.2.3. The Unpredictable Classroom

Another challenge in using the critical pedagogy principles was the unpredictable classroom. The classroom unpredictability was a consequence of negotiating classroom decision and distributing classroom power. During the teaching program, the students were given the opportunity to contribute in deciding some classroom policies and rules. As has been described in the previous chapter, classroom decision making negotiation may cause the teaching learning activities run differently from what have been planned before by the teacher.

The unpredictable situation of classroom made the teacher and the classroom rules seem inconsistent from the student's perspective. It could be indicated in the following utterances which were produced by the students in the interview session:

Kekurangannya tidak pernah memberi batas yang jelas dan tegas untuk tugas atau tagihan di kelas [The weakness was there is no strict and clear limitation for assignment and requirement in classroom]. (Nursi in the interview session)

The above excerpt represents Nursi's awareness regarding the unfinished classroom rules. In her view point, the absence of the clear limitation for the students' assignments from the teacher was the weakness of the teaching program. Parallel with Nursi, Ika said,

Bikin jurnal kan sering banyak yang telat ya. Nah itu bapak terlalu lembek dan tidak ada batas yang jelas. Jadi yang telat mestinya jangan diterima [About learning journal assignment, many students were late in submitting theirs. You were too soft to them and did not give the clear submission deadline. You should not accept the late learning journals]. (Ika in the interview session)

In the above data, Ika emphasized the importance of the strict time limitation for assignments as she saw some of their friends were often late in submitting assignments. She thought that it was unjust practice for them who gave their assignments sooner. Ika's utterance also demonstrates her sense of justice regarding the classroom assignments submission.

This challenge is in line with what has been revealed by several researchers. Shor (Shor & Freire, 1987) predicts that this often emerges in critical pedagogy classroom. Thus, teacher is recommended to be prepared and always reflects on her teaching. In different terminology, this challenge has been revealed by Swandarini (2011) who conducted research about the use of dialogic principles in teaching speaking. She mentions that unpredictable situation could occur in dialogic classroom. The unpredictable situation was also probably because of the epistemological curiosity. The epistemological curiosity—the endless questioning, the awareness of our “unfinishedness,” the capacity for the beginner's mind—is a crucial component of critical pedagogy (Freire, 2005b).

5.3. Functioning Critical Pedagogy Principles

The study seems successful in revealing the function of critical pedagogy principles in facilitating the participants to think critically. Additionally, the benefits and the challenges perceived by the participants are also elaborated as the findings of the study. The findings of this research are parallel with the research findings that have been investigated by several

researchers in the various research contexts. The following paragraphs provide a discussion of the findings.

Numerous experts have mentioned the advantageous of offering the problematic, controversial, and close to the students' classroom topics and reading materials in assisting students to think critically. Akbari (2008) states that feeling not being alienated by the teacher along with his pedagogical tools and the teaching materials have been proven successful in enhancing students' participation as well as in facilitating them to think critically. Willingham (2007) mentions that utilizing knowledge that has been possessed by students as teaching material is crucial in helping students to think critically. In the meantime, the use of codes, or authentic texts in the various forms, that are related to students' real-life situation, could promote critical thinking and dialogue in classroom (Mochinski, 2008; Larson, 2014).

In the critical pedagogy classroom, the teacher is not the only authority (Anari & Zamanian, 2014). Rather than merely giving orders and commands, they say, a teacher should help students to share their ideas toward their problems. Therefore, the classroom power should be distributed. By inviting the students to handle the classroom power, the instructors may find themselves be more respected, and contrary, have more authority among the students (Fobes & Kaufman, 2008). It is the rationale why distributing power is also a category of activity which helps students to think critically. This activity is parallel with what has been proposed by critical pedagogy theorists and practitioners (Shor & Freire, 1987; Giroux, 1999; McLaren, 2003; Freire, 2005a; Mochinski, 2008) about the importance of power-shifting in classroom in order to train students' critical thinking.

Regarding the category of creating space for students' voices to be heard, Miri et al. (2007) declare that by encouraging open-ended discussions, there is a good chance for the students' critical thinking capabilities development. It is because when the students are encouraged many times to see both sides of an issue, it is possibly they would spontaneously think "We should look at both sides of this issue" when working on a problem (Willingham, 2007).

It is in line with Hajhosseiny (2012). He concludes that the application of dialogic teaching is effective in improving six students' critical thinking disposition and seven aspects of social interaction. The six dispositions are analyticity, cognitive maturity, critical thinking self-confidence, self evaluation, open-mindedness, and truth-seeking. Meanwhile the seven

elements of social interaction are knowing each other, friendship and intimacy, tendency to dialogue, responsibility, class dynamism, interaction with teacher, and intimacy with the instructor.

In addition to the development of students' critical thinking skills, there are other benefits of using critical pedagogy principles in the tertiary EFL reading class. As delineated in the previous sub-chapter, the development of students' English proficiency and new knowledge and experience acquisition are two benefits of the teaching program of this study. Swandarini (2011) has found that the application of dialogic education as a crucial principle of critical pedagogy in EFL classroom has positive impact upon students' speaking skill. Shin and Crookes (2005), Miskovic and Hoop (2006), Godley and Minnici (2008), Zhang (2008), Yang and Gamble (2013), and Gustine (2014) have found that the implementation of critical pedagogy in EFL classroom is successful in developing students' four integrated language skills.

The new knowledge acquisition benefit has been found by Alvarez, Calvete and Sarasa (2012). They have found that implementing critical pedagogy in educating English teacher students will enhance their sociolinguistic competence and foster the development of their independent voices. Although their research context is different from this study's, it confirms what this study has found.

Concerning the new experience acquisition, in line with present research result, Swandarini (2011) states that critical EFL pedagogy classroom, students are more courage to speak English and express their opinion from meeting to meeting. In the meantime, Hajhosseiny (2012) states that the dialogic classroom is successful in enhancing students to be actively participate in the classroom discussion. Yang and Gamble (2013) conclude that the occurrence of different opinions in the classroom could promote students' confidence in expressing their voices. Additionally, Gustine (2014) utters that in the EFL critical literacy program students are motivated to speak in the classroom discussion.

However, there are three major categories of challenges which were perceived by the students during the teaching program. The first challenge is the lack of classroom-friendly authentic controversial reading materials. The second is the passive culture. And the last is the unpredictable classroom. Regarding the lack of classroom-friendly authentic reading materials, Willingham (2007) states that the unfamiliarity of words used in text or in spoken discourse could cause critical thinking difficult to be taught. Therefore, O'Sullivan and Guo

(2010), in order to avoid the silence moment in the classroom discussion, advise teachers to use the understandable text and topic for their students.

The other challenges are coming from the students in the form of passive culture. They are personal disengagement and the lack of self-esteem. Concerning the personal disengagement challenge, Swandarini's (2011) research concludes that the students who were easily destructed could annoy other students by inviting them to chat or doing different activities. Upon the students' low self-esteem in the critical pedagogy classroom, Fobes and Kaufman (2008) mention that students may feel shy or uncomfortable with discovering their own voices or asking questions.

The last challenges that recognized by the students are the unpredictable classroom which makes teacher and classroom rules seem inconsistent. Commenting on the inconsistent classroom rules as a consequence of unpredictable classroom situation, Swandarini (2011) mentions that unpredictable situation could occur in dialogic classroom. The unpredictable situation was also probably because of the epistemological curiosity. The epistemological curiosity—the endless questioning, the awareness of our “unfinishedness,” the capacity for the beginner's mind—is a crucial component of critical pedagogy (Freire, 2005b).

To conclude, bearing in mind the above mentioned findings and discussion, the three critical pedagogy principles are applicable for the context of EFL teacher education in Indonesia. Not only successful in assisting the students to perform their critical thinking skills, the use of critical pedagogy principles also has positive impact on the students' language proficiency development. However, seven obstacles are recognized by the students as they attended the teaching program. Those seven obstacles are unfamiliar words, complex structure of texts and questions, students' disengagement, students' insufficient language proficiency, their low self-esteem, teacher's unclear explanation, and inconsistent classroom rules.

The successful of the teaching program in assisting the students to think critically may not be separated from the context of this research. The results of the teaching program are possibly different when being given to different levels of student. In order to maximize the result of the teaching program as well as to minimize its obstacles, the EFL teachers should be well prepared and be ready for every possibility may occur as a consequence of the unpredictability in classroom. It is also suggested for the EFL teachers, instructors, or educational practitioners to be familiar with as well as to consider the context of their

students. Furthermore, it is recommended for them to find the suitable materials as well as to contextualize those materials with the students' situations.

5.4. Conclusion of Chapter Five

Present chapter has delineated the answers for two questions of the research. Both research questions are (1) how the utilization of critical pedagogy principles facilitates participants to think critically and (2) what benefits and challenges encountered by students' in attending the teaching program are.

It has been revealed that there were four ways how the use of critical pedagogy principles in teaching EFL reading facilitated students to think critically. The first was offering problematic topics and reading materials that were linked to students' everyday lives. The second was encouraging students to read between the lines. The next was distributing classroom power. The last was creating the open space for students' voices to be heard.

The data indicates that there were two major categories of benefits and three major categories of challenges that were recognized by the students. Those benefits were (1) language developments and (2) new knowledge and experience acquisition. In the meantime, being classified base on their resources, the three challenges that were perceived by students in joining the teaching program were (1) challenges from materials, (2) challenges from students, and (3) challenges from teacher.

There are eight sub-categories of benefits. Two of them are under the language development category. Six other benefits are under the new knowledge and experience acquisition. Two benefits under the language development major category were (1) four integrated language skills and (2) vocabulary mastery. Meanwhile the other six benefits under the new knowledge and experience acquisition are then classified into new knowledge and new experience. The new knowledge which were acquired by the students after joining the teaching program are the knowledge (1) about themselves, (2) about English as their major, and (3) about how to appreciate the disability rights. The new experience that were acquired by the students after attending the eight meetings are (1) experiencing learning something that was never obtained, (2) experiencing participating in classroom discussion, and (3) being motivated to be heard by classmates.

In the meantime, there are three major categories of challenges which were perceived by the students during the teaching program. The first challenge is the lack of classroom-

friendly authentic controversial reading materials. The second is the passive culture. And the last is the unpredictable classroom.

The next chapter will delineate conclusions and limitations of the study. In addition, several suggestions for pedagogical practice and further research will also be given in the next chapter.