CHAPTER ONE
INTRODUCTION

This introductory chapter delineates five fundamental areas. The first area, to be discussed in Section 1.1., relates to the background of the research. The second area, to be presented in Section 1.2., deals with the purpose of the research. The third area, to be discussed in Section 1.3., comprises the formulation of the problem. The fourth area, to be presented in Section 1.4., relates to significances of the research. The fifth area, to be presented in Section 1.5., addresses the clarification of terms that are used in this study. The last area, to be presented in Section 1.6., comprises the organization of the research. Each aforementioned area will be elaborated in the following sections.

1.1. Background of the Research

The globalization of English influences culture, society, and politics (Alwasilah, 2014). Alwasilah further added that those aspects lead language educators to reconceptualize the teaching of EFL to provide significant contributions to national education. Reconceptualizing the teaching of EFL by language educators is important because English language teaching in Indonesia has been too much focused on grammar memorization (Alwasilah, 2014; Emilia, 2005). It shows that teaching English only deals with using memorized formula of English sentences and expressions. Whereas, through teaching language, EFL in this case, it can be a way to assist learners in questioning variety of information brought by media information that will affect students’ cultural, social and political aspects (Emilia, 2005; Lewison, Flint, and Sluys, 2002).

Interrogating information provided by media is crucial since media information nowadays mostly presents confrontational and propagandistic information. Interrogating information in this context is to do with criticizing
ideological meaning that is hidden in any media information. Thus, it requires people to see information by being critical. Questioning information as one of critical literacy activities is defined by Chaffee (2003) as making sense of the world by examining the process of thinking in order to clarify any received information and to improve our understanding of the world. It means that making sense of the world by being critical in receiving information does not deal with having a good ability to access every information in any media. However, this idea is to do with interpreting and contrasting information with any other references (Gracia, 2008). Contrasting information with other references is important because Perkins (1998 in Emilia, 2005) states that different media information can present explicitly opposing arguments on the same issue. Thus, it is substantial for readers to be critical in reading the ‘text’ in order to figure out the true and valid information.

Relating the aforementioned elaboration to pedagogical setting, assisting students to be critically literate in order to help them to evaluate any received information is important. Leading students to be critically literate can be done by integrated any critical literacy aspects in school subjects. One of the subjects to be integrated by critical literacy is English. Therefore, it is important for English as Foreign Language (EFL) educators to incorporate critical aspects in English materials. It aims to raise their critical ability and diverse ways of thinking in evaluating and criticizing any received information in this unlimited access age.

Critical literacy is open to multiple perspectives (Cheah, 2001; Emilia, 2005). It means that critical literacy has been described in many different ways by numerous literacy educators, theorists, and linguists. Critical literacy adopted in this study has been drawn from a perspective. The perspective used in the present research is a critical social literacy, specifically literacy as a social practice (Kress, 2003). It means that different background society can be a way in using texts to get meaning and to participate in various social contexts. Critical literacy in this study refers to a philosophy that literacy must be seen not so much as a monolithic entity but rather as
a set of contextualized social practices, social construct or activities, or a social action that are embedded in social context (Emilia, 2005). It emphasizes the social practices of understanding the world by problematizing the cultures and knowledge of a text based on critical perspectives. In other words, critical literacy is about making meaning through language, and it also a crucial basis to participate actively in the social fields. In addition, critical literacy is different from critical thinking. Critical thinking focuses on the enhancement of students’ thinking skills, including self-correcting practice skills, reasoning skills, and information-organization skills (Lipman, 2003). Since critical literacy does not focus on issues mentioned, it can be said that critical literacy is different from critical thinking.

For the practice of critical literacy in the classroom, the present research used a model of critical literacy dimensions by Lewison, Flint, and Sluys (2002) as the framework. This model is the four dimensions of critical literacy that emphasize a link between personal and cultural resources in critical literacy. The four dimensions are (1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on socio-political issues, and (4) taking actions. This model selected due to its relation to the approach used in the present research, Genre-based Approach. In addition, this model is also relevant to the principle of critical literacy used in this study, literacy as a social practice. Further explanation of this thought is presented in Section 2.1.2.

Regarding the implementation to the teaching process, the four dimensions of critical literacy by Lewison, Flint and Sluys were integrated to Genre-based Approach (GBA). Genre-based Approach refers to sequential learning cycles in which a particular text type taught explicitly to students (Gibbons, 2002). The original version of the framework of GBA was firstly published by Callaghan and Rothery in 1988 that proposed a three-phase cyclical approach in the teaching of literacy (Hammond, 2001). A model of Genre-based Approach used in the present research is the best known model with four stages, such as Negotiating Field.
(Building Knowledge of the Filed), Deconstruction (Modelling), Joint Construction and Independent Construction (Rothery, 1996 in Emilia, 2010). This model selected to be used in the present research because “Indonesian teachers and students need to devote a separate stage to Building Knowledge of the Field for writing” (Emilia, 2010, p. 59). It means that this model is more suitable and better for Indonesian context than another model, a model of GBA by Martin (2010), for instance.

The aforementioned explanation of critical literacy implies this notion is significant to be integrated in teaching instruction in Indonesia, especially in EFL classroom to raise students’ awareness and to open their mind. However, the implementation of critical literacy in Indonesian EFL context has not been extensively observed and researched. Whereas, educators can use English as a medium to assist the learner to be critically literate through the provision of suitable contextual topics and authentic materials.

There has been research on critical literacy in English as Foreign Language (EFL) classrooms, for example on the effectiveness of critical Genre-based Approach (GBA) in teaching academic English writing in tertiary level in Indonesia (Emilia, 2005). The analysis of the results reveals that the teaching program that integrated the concepts of critical thinking, critical pedagogy, critical literacy and Genre-based Approach impacts on students’ writing development. Moreover, the findings also show that the teaching program was successful in many ways in the Indonesian EFL tertiary context. Huang (2011) was also conducted the study that explored how critical literacy and conventional literacy can be simultaneously promoted in an EFL reading and writing courses. The results reveal that critical literacy impacts on students’ reading and writing improvement. In addition, the teaching program with critical literacy principles improves students’ literacy skills and abilities to critically engage with texts. Research on the integration of critical and literacy education in the English as Foreign Language (EFL) curriculum especially in the teaching of critical writing was conducted by Huang (2012). The result reveals that critical literacy in an
EFL curriculum assisted the students to have global views as equal participating members on personal, cultural, social, economic, and political fields. In addition, the findings show that the integration of critical and literacy education in the teaching of critical writing enabled the students to understand the relationship between their lives and the world.

To conclude, research on critical literacy is still needed to enrich literature on the integration of critical literacy to teaching instruction in EFL settings. This statement is supported by Huang (2012) who says that the implementation of critical literacy is still limited in English as Second Language (ESL) classrooms and is almost non-existent in English as Foreign Language (EFL) context. To address this gap, the present research focuses on the integration of critical literacy to the teaching of writing of Hortatory Exposition text based on Genre-based Approach (or Genre Pedagogy Approach) in one Indonesian senior high school in order to investigate students’ critical capacity in interpreting and communicating critical ideas, especially in writing. This study also is intended to identify advantages and challenges during the provision of critical literacy principles in classroom. In addition, this study used practitioner research design in which the researcher of this study played her role as a teacher.

1.2. Purpose of the Research

With reference to the problems which are investigated, this research is aimed at investigating how critical literacy is implemented in the teaching of writing Hortatory Exposition text based on Genre Pedagogy Approach.

1.3. Formulation of the Problem

This research is designed to answer the question of “How is critical literacy implemented in the teaching of writing Hortatory Exposition text based on Genre Pedagogy Approach?”.

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CRITICAL LITERACY IN THE TEACHING OF WRITING HORTATORY EXPOSITION TEXT BASED ON GENRE PEDAGOGY APPROACH
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1.4. **Significances of the Research**

The present research is expected to have several significances theoretically, practically, and professionally. The significances are explained in the following paragraphs.

Theoretically, the research findings can be used as contribution towards other research on critical literacy in secondary classroom, especially in English as Foreign Language classroom, which attempt to examine how Genre-based Approach could enhance students’ writing skill and critical capacities.

Practically, the research findings will be beneficially useful for students, teachers, and also readers who are interested in teaching English. For students, this study is expected to encourage them to be more critical with diverse ways of thinking. For teachers and those who are interested in teaching English, the findings provide information about how to integrate the concept of critical literacy to Genre-based Approach in teaching of writing. In addition, this study is expected to be a worthy model for implementing a wide range of critical paradigm (for instance, critical discourse analysis, critical pedagogy, and critical thinking) in general and critical literacy in particular to classroom practices in order to foster students’ critical capacities as required in the current era.

Professionally, the research findings are expected to help teachers to develop new ideas to lead students to be critical learners, and to reconceptualize the process of EFL teaching.

1.5. **Clarification of Terms**
To avoid misunderstanding, it is essential to provide relevant clarification of terms used in the present research, involving critical literacy and Genre-based Approach.

Critical literacy in the present research sees literacy as a plural set of social construct or activities emphasizing that a text may manipulate and position readers and writers since there is no neutral position from which a text can be read or written (Luke, O’Brien and Comber, 1994). This theory also sees literacy as a social action that is also to do with problematizing a text through interrogating who is the writer and who writes to whom (Kress, 2003) and how, why and in whose perspectives particular text constructed (Luke and Freebody, 1997).

Genre-based Approach is sequential stages in which a particular text type can be taught explicitly to students through four cycles, including Negotiating Field (Building Knowledge the Field), Deconstruction (Modelling), Joint Construction, and Independent Construction (Derewianka, 1990; Gibbons, 2002; Hammond, 2001; Rothery, 1996 as cited in Emilia, 2010).

1.6. **Organization of The Research**

The present research is divided into five chapters. Chapter I is about introduction. Chapter II is to do with literature review. Chapter III relates to research methodology. Chapter IV addresses findings and discussions. The last chapter, chapter V, comprises conclusions, limitations of the study, and suggestions for future research direction.

Chapter I Introduction

This chapter provides the background of the research, purpose of the research, formulation of the problem, significances of the research, clarification of terms, and organization of the research.

Chapter II Literature Review

Chapter III Research Methodology
This chapter presents the method employed in conducting the research. It covers the research design, research site, participants, data collection techniques, and data analysis techniques.

Chapter IV Findings and Discussions
This chapter consists of findings and discussions which present the results of the research, involving an overview of the teaching of Hortatory Exposition text, the implementation of critical literacy model in the teaching of writing Hortatory Exposition text based on Genre Pedagogy Approach, and discussions.

Chapter V Conclusions, Limitations of the Study, and Suggestions
This chapter addresses conclusions, limitations of the study, and suggestions for future research direction.