

TABLE OF CONTENTS

PAGE OF APPROVAL	i
STATEMENT OF AUTHORIZATIONS.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER 1-INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purpose of the Study	5
1.4 Scope of the Study	5
1.5 Significance of the Study	5
1.6 Clarification of Operational Terms	6
1.7 Organizationa of Thesis.....	6
1.8 Concluding Remarks	7
CHAPTER II- LITERATURE REVIEW	8
2.1 Critical literacy	8
2.2 Models of Critical Literacy	10
2.3 Critical Literacy in EFL Classrooms	15
2.4 Benefits and challenges of Critical Literacy	17
2.5 An Overview of Narrative Text	18
2.5.1 The Schematics of Narrative Text	19
2.5.2 The Language Features of Narrative Text	19
2.6 Related Previous Studies	21
2.7 Concluding Remarks	22
CHAPTER III- RESEARCH METHODOLOGY	23
3.1 Introduction	23
3.2 Research Design	23
3.3 Research Site	24
3.4 Research Partisipants	25
3.5 Data Collection.....	26
3.5.1 Classroom observation	27
3.5.2 Students’ reflective learning journal	27
3.5.3 Students’ critical responses	28
3.5.4 Focus group interview	28

**Hikmah Nur Insani , 2013 PROMOTING STUDENTS’ CRITICAL LITERACY THROUGH
NARRATIVE TEXT**

3.6 Data Analysis	29
3.6.1 Analysis from classroom observation	29
3.6.2 Analysis from students' reflective learning journal	30
3.6.3 Analysis from students' critical responses	30
3.6.4 Analysis from focus group interview	31
3.7 Concluding Remarks	31

CHAPTER IV- FINDINGS AND DISCUSSIONS	32
4.1 The Implementation of Four Resources Model through Narrative Texts in Promoting Students' Critical Literacy Ability	33
4.1.1 Breaking Code	35
4.1.1.1 Vocabulary recognition	35
4.1.1.2 Basic information about the narrative text	39
4.1.1.3 Visual codes.....	47
4.1.1.4 Nonverbal codes	48
4.1.1.5 Auditory codes	50
4.1.2 Participating in Making Meaning of the Text	51
4.1.2.1 Drawing social and cultral background.....	51
4.1.2.2 Comparing own social and cultural experiences	57
4.1.2.3 Seeing own interest and lifestyles	59
4.1.2.4 Interpreting and using literal and inferential meaning.....	61
4.1.3 Using Text Functionally	62
4.1.4 Critically Analysing and Transforming the Text.....	68
4.1.4.1 Recognizing the writer, speaker, or shaper's purpose.....	69
4.1.4.2 Identifying the ways in which information or ideas are expressed and respresented	74
4.1.4.3 Recognizing opinion, bias, points of view, gaps, silent, and dominant	75
4.2 The Benefits and Challenges in Implementing Four Resources Model of Critical Literacy	79
4.2.1 The Benefits of the Implementation of Four Resources Model	79
4.2.1.1 The development of students' critical literacy capacity	79
4.2.1.2 Students' Improved speaking ability	89
4.2.1.3 Critical literacy creates dynamic classroom and learning efficiency	91
4.2.1.4 Arousing students' imagination.....	95
4.2.1.5 Increasing students' reading awareness and interest.....	98

4.2.2 The Challenges of the Implementation of Four Resources Model.....	100
4.2.2.1 New learning approach and billigual issues	100
4.2.2.3 The Key Element in English Literacy	101
4.3 Concluding Remarks	103
CHAPTER V- CONCLUSIONS AND SUGGESTIONS	104
5.1 Conclusions	104
5.2 Suggestions	105
5.3 Limitation of the study	106
BIBIOLIGRAPHY	107
APPENDIX A LESSON PLAN	117
APPENDIX B FIELD NOTES AND OBSERVATION RUBRIC	126
APPENDIX C STUDENTS' CRITICAL RESPONSES	148
APPENDIX D STUDENTS' REFLECTIVE LEARNING JOURNAL	157
APPENDIX E INTERVIEW GUIDELINES	163