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TEACHERS' STRATEGIES OF IMPLEMENTING CRITICAL LITERACY APPROACH IN TEACHING READING TO MULTICULTURAL EFL CLASSES (A Survey Conducted at Islamic Senior High School, West Java Province)

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Abstract: This study aims to determine the improvement of students' reading skills in teaching reading by reading books outside of learning such as articles/news in newspapers in the subject of asking and giving directions. The subject of the study consisted of 30 students sitting in the tenth grade. The researcher applies a mixed methods design, which is an embedded design. The instruments used are tests and questionnaires. Samples were taken using random sampling technique. The finding indicates that the teacher's way in the classroom is effective in improving students' reading skills. This can be seen from the average results of the total questionnaire of 100% of students (10% strongly agree and 90% agree) are very happy when reading and like to ask questions with the teacher. In summary, reading is the most important language skill that students must master. Reading enables students to develop their own language and experience. They will access to the information and ideas they must know.

Keywords: Critical Literacy, Reading, Teacher Strategies

INTRODUCTION

Reading is a very important activity to develop students' skill in learning. Through reading process, students are able to develop their language and experience. They get the information and ideas they must know. They obtain what they did not understand before. The teacher may apply different strategies in reading by using the proper way that could affect the students to comprehend the test. Harmer (2007) said that a strategy is what the teacher conducts to achieve more than one teaching-learning goals. The general guidance set is also defined as the reading strategy. The strategy in teaching reading comprehension is vital in the learning process and it could give affect

the student's reading comprehension. Brown (2004) noted that teaching strategy can support teaching reading in implementing a variety of teaching methods and techniques. Thus, successful teachers who teach reading comprehension are aware of the means of the various reading strategies that can be treated.

However, the teacher hampered by the condition as included in the class is multicultural. Sinagatullin (2006) claims that all students, no matter what their gender, ethnicity, race, culture, social class, religion, or exclusion are, must have the same chance in education. He also said that one of the main purposes of cultural tolerance is to enable students to have better attitudes.

Specifically, students must be able to develop stronger and more dominant words to make sure what she read, to be surer that it is not monotonous with what she says, as well as students' critical awareness about domination practices. In order that students understand, the teacher may use the approach of critical literacy since it can improve students' critical awareness of domination practice (Wallace, 2010). So, reading enables students' critical thinking developed, confidence, and self-awareness.

The researcher have found several previous studies related to the same topic. Wibowo, Syafrizal, Syafriyadin (2019) as well as Gustine and Insani (2019) conducted study in school whose students didn't come from various background or region. In addition, a research has been conducted by Rofiuddin, Nurhadi, and Endah Tri Priyanti (2017) deals with developing students' critical reading by actively engaging them in a thinking process, analyzing problems, and providing responses from many people perspective. Moreover, Fajardo (2015) reports on a critical literacy educators which accommodate a variety of modes of learners make meaning to recognize their various skills and understanding identity. Researchers thinks it is important to further explore the teacher strategies used in teaching critical literacy reading using the critical literacy approach. The present study is under the title "Teacher's Strategies of implementing Critical Literacy Approach in teaching reading to multicultural EFL classes (A Survey Conducted at Islamic Senior High School, West Java Province)"

METHOD

This study used mixed methods design with the type of the embedded design. Regarding the research questions and research objectives, the researcher conducted a mixed methods research design. Fraenkel, Wallen, Hyun (2014, p. 265) state that "Mixed methods do not discuss mixing or combining two forms of data in a study, but the assumption that the two forms of data provide different types of information. Researchers explored the relationship between the three variables in depth, namely critical literacy, reading, teacher strategies.

Based on the mixed methods design, researchers used a parallel convergent mixed methods design. According to Creswell (2014, p. 269), researchers collected quantitative and qualitative data, analyzed them individually, then compared the results to find out whether the findings matched each other or not. Creswell (2014) thought that researchers must have sense of inquiry related to the knowledge claims and theoretical perspectives that they are connecting to any research, their reflection upon the strategies they want to use within their study which will in turn inform their methods, and have questioned how they will collect and process information.

Researchers carried out survey designs to collect quantitative data, therefore researchers got in-depth answers to questions or problems (Cresswel, 2014, p. 219). While for qualitative data, observation and interview were employed. As a convergent parallel mixed methods design, a quantitative method survey with a qualitative approach was carried out to obtain in-depth answers

to fostering reading comprehension through the teacher's strategy in applying the Critical Literacy Approach., While the qualitative method was used to understand the relationship between the results obtained by students after treatment. The scores obtained by students after the post-test was compared with the results of qualitative data collection.

FINDINGS AND DISCUSSION

The main purpose of this research is to investigate Teacher's Strategies for implementing the Critical Literacy Approach in teaching reading to multicultural EFL classes. As mentioned previously, the data of this study were obtained from class observations and questionnaires. In conducting class observations, researchers used an observation sheet (in the checklist) to make it easier.

Observation with the senior teacher strategy showed that this senior teacher did not used a set more relaxed strategy. The teacher told him to read and discuss the contents of the reading together and ask each other what if someone disagreed or did not understand and the teacher only monitored reading activities. Students only rely on books by the question and answer session so the teacher asks students one by one to find out students' understanding of the material that has been explained and repeating sentences in students' reading books to improve students' reading skills. This is the same as what Raphael said (2006) that the strategy of generating and answering question teach students about three comprehension strategies consisting of finding information, determining the structure of texts and conveying information, and determining an inference. Question generating and question answering strategies enable students to execute critical thinking.

Observation with the junior teacher strategy showed that the teacher was creative and could motivate students. The reason is that the teacher explained the material very critically when students asked questions to make students more focused on answering the questions. After explaining the material, the teacher gave examples and asked students about the material to find out students' understanding to the material. The teacher showed two parts of the material and asked students which were included in the material and has been explained and re-read to improve students' reading skills. The teacher's activity was relevant with what has been stated Raphael (2006) that the Question Generating and Question Answering strategies allow students understand three comprehension strategies, consisting of finding information, determining the structure of texts and how they convey information, and determining an inference. Question Generating and Question Answering strategies enable students can execute critical thinking.

Table 1 Respondents' responses regarding improving students' reading skills in multicultural classes or not.

NO	STATEMENT	STS	TS	S	SS
1.	I enjoy doing literacy activities at school because I can read books other than lessons.	0%	0%	90%	10%
2.	I like to discuss the topic of reading because I usually exchange opinions with friends about the topic of reading.	0%	30%	50%	20%
3.	When responding to the contents of the book I read during literacy activities, I feel that I have learned a lot of new things.	0%	0%	30%	70%

4.	After finishing reading I can draw conclusions about the problem with strong reasons and evidence.	0%	0%	70%	30%
5.	I am able to distinguish between fact and opinion.	0%	0%	100%	0%
6.	I am able to find facts in certain cases.	0%	30%	70%	0%
7.	I benefited greatly after reading.	0%	0%	20%	80%
8.	I focus when reading a book to understand what I'm reading.	0%	20%	50%	30%
9.	I read books while doing other things like: eating, listening to music.	30%	10%	20%	40%
10.	I read books until I understand what I read.	0%	40%	30%	30%
11.	I assume that every answer must have a basis or reason.	0%	0%	50%	50%
12.	I make time every day to read books.	30%	40%	30%	0%
13.	If I have doubts about someone's answer then I will check the correctness first with a reference book.	0%	20%	60%	20%
14.	The teacher often invites students to conclude the content of the video/article/news/other reading material.	0%	20%	70%	10%
15.	I rarely look for and read books if not needed.	20%	20%	30%	30%

(Adapted from Vincentia Retno Kusumaningrum. 2019)

Meanwhile, the results of the questionnaire showed that most students felt happy doing literacy activities at school because they could read books (See table 1). This statement is proven to be true as total of 100% of students (10% strongly agree and 90% agree) agree with doing literacy activities at school because they can read books. In addition, 70% of students agreed that by discussing the reading topics could help them in exchanging ideas with friends about their topics. This indicated that 50% of students agreed, 20% strongly agreed and 30% disagreed. When responding to the contents of a book that was read during literacy activities, students felt that they had gained a lot of new learning, and chose to strongly agree. Then, some students agreed (30% agree and 70% strongly agree) that after finishing reading, they could make a conclusion of what they had read. Most students agreed that they can conclude what they had read. Also, it was proven that students (100%) agreed that they can distinguish facts and opinions from what they read. Students who got a lot of great benefits after reading could be seen from the number of students who strongly agree and agree (80% strongly agree and 20% agree). About 50% students strongly agree, 30% agree and 20% did not agree that reading quietly would make them more focused. Students assume each answer must have a basis or reason indicated by students who strongly agree (50% strongly agree and 50% agree). Students rarely took the time to read every day, as evidenced by 30% strongly disagree, 40% disagree and 30% agree. Finally, the teacher also often invited students to conclude the content of the video/article/news/other reading material (70%, students agree, 10% strongly agree and 20% disagree).

CONCLUSIONS

This study provides the fact that teacher strategies for teaching English mainly have theoretical and practical implications. The research results provide accurate data that critical reading is effective for improving students' reading skills. In addition, reading critical literacy can be used as an alternative to teaching reading skills in asking questions and giving directions that are easier to get. Critical literacy approach can improve their reading skills as it provides authentic material with native English speakers and is easy to get. Students can read novels or watch the news and use them in their spare time at home when they do their activities because it can be played through television. From these evidence, it is clear that the implications of critical reading for teaching English are important and useful for improving students' reading skills.

The researcher then offers several suggestions related to the results of her research, especially for English teachers and students. First, both teachers and students must recognize appropriate strategies for teaching and learning to read. Second, teachers can use creative strategies to improve students' reading skills in asking questions and giving directions. Third, English learners can read outside of their school or home lessons to improve their reading skills. Last but not least, the teacher must be able to choose the right strategy to be applied in the teaching and learning process based on the existing syllabus and lesson plans. The reason is that not all reading with critical literacy can be implemented in the teaching and learning process. This avoids the idea of wasting time reading.

In terms of future research, it would be useful to extend the current findings by applying reading a lot in the field with different or the same point of view to find out whether the difference between students' critical reading skills in other language skills habit was significant or not. The next researchers are expected to conduct research dealing with the teachers' strategies in more fields. Thus, the result will be more beneficial and be implemented in a larger area.

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