

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Critically engaging with the work of others was often the first step in developing students' arguments, interpretations and analyses. It was often necessary to re-read the text several times to focus on different aspects. When the students read critically, they will become more complex with a text. An essential aspect of English education, which includes the ability to read, write, integrate, and relate what was learned to daily life, is a part of Literacy. Literacy education for English-as-a-Foreign-Language (EFL) classes must proceed from maintaining continuity with their material lives situated within their material worlds. It is a process for students to achieve competence in every educational subject.

SMAN 5 is one of 70 high schools located in Batam. This school already had an A in accreditation. Same as a general high school, SMAN 5 has two majors. There is MIPA for Science class and IPS for Social class. SMAN 5 was students favorite school in Batam, especially at Batu Aji. This school was the most prominent public school, with 1.500 students. In Riau Archipelago, SMAN 5 was the school with the most students.

As one of favorite school in Batam, SMAN 5 use curriculum 2013 as their learner in school. Curriculum 2013 was an alternative curriculum for curriculum 2006. The curriculum was designed for Indonesian people to be productive,

individuals, creative, innovative, effective, and able to contribute to society, the nation, and the world. According to Sani (2015), there are some aspects that should be applied in the 2013 curriculum implementation, namely; the scientific approach, learning models, and authentic assessment. The components of the teaching and learning process, namely, observing, questioning, associating, experimenting and, communicating. To fulfill those components, the teacher can use the learning models such as discovery/inquiry, problem-based, and project-based learning.

From Sani's statements, the critical literacy approach can be applied to the 2013 curriculum. A *critical literacy approach* is an approach that focuses on a broad understanding of reading. For the students to obtain critically literate, it should be understood that the text represents the authors' opinion. It meant that in the implementation critical literacy approach, students must read critically to questions, argue, analyze, and evaluate.

The students of SMAN 5 Batam already applied literate activities before class started. These activities consist of the 2013 curriculum requirement. The teacher gave ten minutes to students to read a book and write the list when they have done. This literature was conducted for students' critical thinking and critical reading.

Many students need help with their critical reading ability. Most of them only read the text but have yet to get the point. It is a distinctive definition of reading-that readers' active engagement to think deeply by applying various skills. Critical reading is one of the reading skills that need to be mastered by

students to get the proper information from their reading material sources. Therefore, critical reading is the key to productive thinking and the most crucial part of reading education (Cifci, 2006). Therefore, without critical reading skills, students will experience learning difficulties.

To enrich students' knowledge in essential and urgent conditions, the students must be critical. The students in SMAN 5 Batam have a chance to sharpen their critical thinking, for example, through the activity of the critical reading class. The students have a chance to practice making an analysis after completing their reading process. Giving comments related to the topic of the text discussion is a routine activity in critical reading class.

Based on the description, the researcher interested to conduct experimental research for teaching materials by the title **“The Effect of Critical Literacy Approach on Students' Critical Reading Ability (An Experimental Study at The First Grade Student of SMAN 5 Batam)”**.

1.2 Identification of the Research

From the background, the researcher identified some problems at that school:

1. The students had problem to analyze the text they read.
2. The students are lack of confidence about their reading ability.
3. The students can not relize that critical literacy approach can give some effect for their critical reading ability.

1.3 Limitation of the Research

As stated in the problem identification, this research describes the limitation of the study. This research limits the problem on **“The Effect of Critical Literacy Approach on Students’ Critical Reading Ability (An Experimental Study at The First Grade Student of SMAN 5 Batam)”**. This research focused on students reading comprehension (main idea and sequence of details) in the descriptive text at the first grade student of SMAN 5 Batam.

1.4 Research Question

Is there any effect of critical literacy approach on students’ critical reading ability at the first grade student of SMAN 5 Batam?

1.5 The Purpose of the Research

Based on the research question, the objective of this research is to find out the effect of critical literacy approach on students’ critical reading ability between first grade student of SMAN 5 Batam taught by using critical literacy approach and before using critical literacy approach.

1.6 Significance of the Research

Regarding from the research question and the purpose of the research, the significance of the research describe as follow:

1.6.1 Theoretically

The result of this research can be helpful information for the readers about the effect of critical literacy approach on students’ critical reading ability. This result can be the reference for the next research and the similar research.

1.6.2 Practically

The result of this research is expected to give meaningful contribution for:

1. For the English teachers.

This research can be the new alternative approach for the teacher in teaching at school.

2. For the students.

This research can be improve the students' reading ability.

3. For the English Language Teaching

This research can be references study for English Language Teaching.

1.7 Definition of Key Terms

The researcher gives some definitions of terms that are used in this research to make the readers more understand about this research :

1. Critical literacy approach is an approach to developing reading ability at the level of critical understanding. To develop reading ability at the level of critical understanding, people must develop their critical awareness of domination practice and make a relation between textual and social aspects by asking questions.
2. Critical reading is one of the reading skills that students must acquire to obtain accurate information from the sources of their reading. Critical reading requires readers to actively engage in deep thinking and applying various skills.

3. Descriptive text is content that describes or explains a specific person, place, or thing.

