Biormatika :

Jurnal ilmiah fakultas keguruan dan ilmu pendidikan

http://ejournal.unsub.ac.id/index.php/FKIP/

The Use of Critical Pedagogy Principles in Teaching English as a Foreign Language (EFL) for Senior High School Students in Subang

Slamet Wahyudi Yulianto
Universitas Subang, Jawa Barat, Indonesia
slamet.wahyudi.y@gmail.com

Abstrak
_____

Tiga pertanyaan penelitian ini adalah: (1) Bagaiman princip-prinsip pedagogik kritis digunakan dalam mengajar Bahasa Inggris untuk siswa SMA? (2) materi pembelajaran apa yang cocok dalam pengunaan prinsip-prinsip pedagogik kritis untuk mengajar Bahasa Inggris kepda siswa SMA? Dan (3) apa keuntungan dan tantangan dalam menggunakan prinsip-prinsip pedagogik kritis dalam mengajar Bahasa Inggris kepada siswa SMA? Untuk menjawab ketiga pertanyaan itu, beberapa teknik pengumpulan data digunakan, terdiri dari angket, observasi ruang kelas, wawancara, jurnal mengajar dan jurnal belajar. Data yang terkumpul setelah dilakukan triangulasi, dianalisis dengan mentranskripsi, mengkategorisasi, mengkoding, dan interpretasi. Diketahui bahwa ada 23 aktivitas yang dapat dilakukan ketika menggunakan prinsip-prinsip pedagogik kritis dalam mengajar Bahasa Inggris kepada siswa SMA. Diketahui juga bahwa ada empat syarat yang harus dipenuhi bagi materi pembelajara sebelum bisa digunakan dalam kelas Bahasa Ingris yang mempraktekkan prinsip-prinsip pedagogik kritis. Ada tiga kategori tantangan. Ketiganya adalah: (1) kemampuan Bahasa Inggris yang terbatas, (1) masalah budaya, dan (3) kurikulum yang ketat. Sementara itu, terdapat empat jenis keuntungan: (1) pengalaman baru, (2) pemerolehan pengetahuan baru, (3) penambahan kesadaran bahasa, dan (4) peningkatan kemampuan Bahasa Inggris.

Kata Kunci: prinsip-prinsip pedagogik kritis, mata pelajaran Bahasa Inggris, siswa SMA

Abstract

_____

Three research questions are addressed are: (1) How can CP principles be used in teaching EFL for senior high school students? (2) What learning materials are suitable to be used in using CP principles to teach EFL for senior high school students? (3) What are benefits and challenges of using CP principles in teaching EFL for senior high school students? In uncovering the answers for those questions, several data collection techniques are employed, namely questionnaire, classroom observation, interview, and learning as well as teaching journals. The collected data, after being triangulated, were then analyzed by transcribing, categorizing, coding, and interpreting. It is revealed that there are 23 activities can be performed when using CP principles in teaching EFL for senior high school students. It is also uncovered that there are four conditions should be fulfilled by the learning material before it can be used in CP-principles-informed EFL classrooms for senior high school students. Additionally, there are three categories of challenges are (1) students' limited English proficiency, (2) cultural problems, and (3) pre-determined curriculum. In the meantime, the four types of benefits are (1) new experience, (2) new knowledge acquisition, (3) increased language awareness, and (4) improved English proficiency.

Keywords: CP principles, EFL classroom, senior high school students

INTRODUCTION

Considering the current rapidly changing local, regional, national, and global post-industrial situations, it is necessary for educational stakeholders in the 21st century to not only equip students with critical thinking skill, but also to raise their critical consciousness by applying critical pedagogy (hereafter CP) principles so that they are able to continually act and reflect for their own and community's betterment (Freire, 2005a; Giroux, 1997; Mochinski, 2008). CP is a pedagogical approach firstly introduced by Paolo Freire in the middle of 20th century to

offer an alternative in organizing the empowering adult literacy program among peasant and low-wage workers in Brazil (Freire, 2005b). Although often being criticized as the unrealistic and unimplemented teaching method (Breuing, 2011), nowadays, CP has been developed into more acceptable and adaptable educational theory and practice for every level around the world, including in teaching English as a Foreign Language (EFL) in Indonesia (Mambu, 2011; Larson, 2014).

CP is strongly influenced by and deeply rooted in critical theory of Frankfurt School

including Adorno's theory about alienation in the late of capitalism and communication theory from Habermas (Giroux, 1997; Agger, 2009; Emilia & Safrina, 2010; Breuing, 2011; Kincheloe, 2011). CP, Freire (2005a) points, is centering its attempt in empowering and liberating both students and teachers, and aims to change society starting from classroom. CP expects students to be independent learners, thinkers, and doers (Riasati & Mollaei, 2012). Therefore, numerous experts mention that CP is a way of bringing critical literacy into classroom (Coffey, 2010; Gustine, 2013), and some others define it as a critical theory of education (McLaren, 2002).

However, CP is not a theory; it is a way of doing teaching and learning (Canagarajah, 2005).

Especially for the language education context, Aliakbari and Faraji (2011) identify CP as an approach to language teaching and learning which is concerned with transforming relations of the oppressive power that leads to the liberation of people. The critical language pedagogy is a place where a language pedagogue can relate grammatical knowledge and vocabulary mastery to knowledge of how to solve wider social problems (Riasati & Mollei, 2012). In other words, CP is a language teaching learning approach which is based on the acceptance of its socio-political implications and aims at transforming society by relating the grammatical knowledge and the wider social problems. This study, due to the similarity of English as a Second Language (EFL) education in Indonesia as the research context, adopts Emilia's (2005, 2010; see also Emilia & Safrina, 2010) three CP principles. They are dialogic education, democratic classroom, and reading the word and the world. Each of those principles is elaborated in the following paragraphs.

In the educational practice, dialogue is crucial to be executed to generate the ideal teaching learning atmosphere for teacher and students can learn from each other. Moreover, dialogue is potential to avoid the existence of threatening and dominating teacher for the teacher students dialogic relation is based on hope, love, and faith (Shor & Freire, 1987; Freire, 2005a; Dale & Hyslop-Margison, 2010). Through dialogue, both teacher and students constructively learn and share their ideas and world views (Alvarez et al., 2012). Negotiation through dialogue plays a central role in the classroom that applies critical pedagogy (Mochinski, 2008; Larson, 2014). It should be implemented as a two-way process (Freire, 2005a) for every classroom activity. In such classroom activity, the teacher still and should have the necessary authority to ensure that the activity runs without restricting students' freedom to participate actively in encountering the common knowledge forms and social relations (Shor & Freire, 1987; Giroux & Aronowitz, 1991; Giroux, 1997; Emilia, 2005). Consequently, the class becomes more open and unpredictable (Shor & Freire, 1987; Freire, 2005a; Mochinski, 2008). In the formal education that has rigid official curriculum, the classroom unpredictability may be a serious challenge.

Democratic classroom may only be executed by creating classroom conditions that are conducive to support individual freedom along with social empowerment and justice (Freire, 1998, Giroux, 1997; McLaren, 2003; Emilia, 2005; Thayer-Bacon, 1996). Consequently, without losing the needed authority, teachers should encourage their students to comprehend democracy by being involved in governance including arranging learning objectives, selecting learning materials, and forming their own groups (Giroux, 1997; Bowers, 2005). Therefore, it is important for teachers to be aware that they are not the ones who dominate classroom.

Along with the call for implementing CP principles in EFL classrooms (Akbari, 2008; Godley & Minnici, 2008; Jerayad & Harland, 2014), there have been numerous research conducted in order to promote the application of CP in the context of English as a Foreign Language (EFL) education in Indonesia. Several of them are Alwasilah (2004), Emilia (2005), Mambu (2009), Hayati (2010), and Yulianto (2016). However, most of them focused their study on educating university students or pre-service teachers. Therefore, this study aims at applying CP principles in teaching EFL for secondary school students in Indonesia, especially in Subang, one of the districts in West Java province.

Taking into account the aforementioned explanation, this research attempts to address the following questions:

1. How can CP principles be applied in teaching EFL for senior high school students?
2. What learning materials are suitable to be used in applying CP principles to teach EFL for senior high school students?
3. What are benefits and challenges of applying CP principles in teaching EFL for senior high school students?

METHODOLOGY

In addressing the three research questions, the case study was exercised as research design for this study as it is suitable to conduct the in-depth and detailed investigation that is intended to reveal the process and the meaning of particular event and its context employing various data collection techniques and resources (Yin, 2011; Fraenkel, et al., 2012). This research was conducted in the form of teaching program consisting of ten meetings in 2018-2019.

This research was executed in one public senior high school in Subang, West Java. The participants of this research are one group of eleventh grade students. For the purpose of ethical issue, the names of both teachers and students are displayed in pseudonyms.

There are primary and secondary data collection techniques in this study. The primary ones are classroom observation and questionnaire, while the secondary ones are interview and learning as well as teaching journals. Those different data collection techniques are employed in order to make sure that the collected data is valid as well as to reduce possible weakness possessed by each data collection technique.

The accumulated valid qualitative and quantitative data were systematically transcribed, organized, coded, looked for patterns, thematically categorized, synthesized, interpreted, and concluded to answer the research questions (Bogdan & Biklen, 1992; Silverman, 2005; Yin, 2011; Alwasilah, 2012; Fraenkel et al., 2012). The data analyses were performed both during and after collecting the data (Bogdan, & Biklen, 1992; Silverman, 2005). The ongoing analysis was executed for data that were assembled using classroom observation (Silverman, 2005) and the rests were analyzed after the data had been collected.

FINDINGS AND DISCUSSION
How to Apply Critical Pedagogy Principles in Teaching EFL for Senior High School Students

After analyzing the data that have been collected, it can inferred that CP principles are able to be applied in teaching English as a Foreign Language (EFL) for senior high school students by executing the following activities:

1. Negotiating classroom decision making,

2. Appling egalitarian classroom interaction,
3. Having equal students-teacher interaction,
4. Describing the context of lesson,
5. Making social and political analysis as the center of the lesson,
6. Taking into consideration every occurred idea,
7. Both teacher and students respect each other by listening every answer,
8. Using various forms of learning materials and media,
9. Learning materials that are used during the lesson contain problematic relevant issues,
10. Learning materials include students' real-life need and experience,
11. Personalizing the problems presented in the classroom,
12. Making everyday experience problematic and critical,
13. Learning materials should be displayed and discussed in understandable ways,
14. Discussing problem students face day to day,
15. Teachers tell the goal of the lesson in the beginning,
16. Using classroom and group discussions,
17. Teachers encourage students to ask questions simultaneously,
18. Teachers try to always understand rather than judge,
19. Using students' first language as teaching aid,
20. Teachers always invite students' answers and opinions,
21. Teachers give initiation critical questions,
22. Discussing the alternatives of the problems, and
23. Teachers encourage students to look at behind assumptions

Those twenty-three activities are in line with experts' opinions and findings of relevant research report (Giroux, 1997; McLaren, 1997; Freire, 2005; Emilia, 2005; Wallace, 2003; Shin & Crookes, 2005; Mochinski, 2008; Akbari, 2008; Emila & Safrina, 2010; Aliakbari & Faraji, 2011; Muro, 2011; Swandarini, 2011; Cho, 2013; Ko, 2013; Larson, 2014).

Learning Materials that are Suitable for Using Critical Pedagogy Principles in Teaching EFL for Senior High School Students

Taking into account the collected data and relevant research reports including the theories mentioned by numerous experts, it can be concluded that not every learning material proposed in the syllabus by The Ministry of Education are suitable to be used in the EFL classroom that is intended to apply critical pedagogy principles. Only particular materials fit the objectives of the lesson. There are conditions to fulfil by the learning materials selected by teacher. Those conditions are:
1. Containing problematic relevant day to day issues for students,
2. Encouraging students to act and reflect critically,
3. Providing social and political topics to be discussed, and
4. Presenting authentic language used in real-life.

Those four conditions are in line with what have been promoted by several practitioners and researchers including Freire (2005a), Wallace (2008), Emilia & Noorman (2010), Swandarini (2011), Aliakbari & Faraji (2011), and Larson (2014).

In order to fulfil the mentioned conditions for learning materials used in teaching EFL for senior high school students, there are three activities can be done. The first

one is adopting the existing materials whether the authentic or the unauthentic ones. The second one is adapting from the already made materials by considering the context in making it useable for teaching learning activity. The last one is making the learning materials that can be employed both inside-classroom and outside-classroom. However, the result of the third way in providing materials in the unauthentic one.

Challenges and benefits of using critical pedagogy principles in teaching EFL for senior high school perceived by the students

Taking into account the collected and analysed data in the form of journals, questionnaire responses, and interview transcripts, it is revealed that there are three categories of challenges and four types of benefits of using CP principles in teaching EFL for senior high schools students. Those three categories of challenges are (1) students' limited English proficiency, (2) cultural problems, and (3) pre-determined curriculum. In the meantime, the four types of benefits are (1) new experience, (2) new knowledge acquisition, (3) increased language awareness, and (4) improved English proficiency. Both challenges and benefits are elaborated in the following sections.

Challenges

The three classifications of challenges faced during the teaching program are evident in the interview transcripts, responses to questionnaires, observation, and journals. The first category or challenges is the students' limited English proficiency. According to the observation sheet in meeting three, five, and seven, unfamiliar words for the students used both in written and spoken language produced and used by the teacher during the lesson made students confused and the lesson flow delayed. Moreover, this challenge is also indicated in the several students' responses toward open-ended questionnaire. One of them is displayed in the following Yola's excerpt:

> "*Saya sering tidak paham dengan materi yang disampaikan dan apa yang diucapkan guru menggunakan Bahasa Inggris.* [I often didn't understand the discussed materials and what teacher told using English]"

The second challenge category is related with what has been recognized by a huge number of practitioners and researchers that Indonesian students, especially the senior high school students, tend to be more passive and reluctant to participate during the lesson. This problem may not only students' weakness, but also resulted from wider context such as society. A tendency to be passive made the lesson using CP principles moved slowly for being critically participate in democratic classroom and dialogic education require participants to be active. This challenge can be seen in the following Indra's interview transcript:

> *Saya mendapatkan cara pembelajaran yang berbeda dari sebelumnya* [I've got new way of doing learning different before]

This Indra's answer for question what he gets from the teaching program indicates that he never received the similar teaching program. This possibly because in his experience, he usually learnt passively and acted only as the receiver of the knowledge given by the teacher.

The pre-determined curriculum, especially the English subject for senior high school level with particular strict objectives and allocated time, according to teaching journals and observation sheets for the second, fourth, and sixth meetings caused numerous problems such as paused or even stopped discussion when huge number of students were involved.

Benefits

The first benefit perceived by the students is new experience. It is indicated in the interview and learning journals data. Doing classroom discussion when every student was given the opportunity to tell whatever they think in the moment about the lesson topic and doing outside-classroom observation by visiting tourism attraction are two of numerous new experience acquired by the students during the teaching program as told by Rian in the semi-structured interview.

The second benefit, 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 two types of knowledge which were perceived by the students after joining the teaching program. They were knowledge about themselves and about English as their major. In Aya's response towards the open-ended questionnaire, it is written "*Ada sedikit penambahan wawasan dan pengetahuan yang saya peroleh* [there is the additional knowledge and information that I've got]."

Concerning the third benefit, Andi wrote in her learning journal for the fifth meeting that after attending the meeting, "*Saya tau bahwa bahasa inggris itu tidak sesusah yang saya pikirkan* [I know that English language is not as difficult as I thought]." Additionally, in structured interview, Rian said that "*Saya diberikan pencerahan kalau bahasa inggris itu mudah kalo mau belajar* [I was enlightened that English is easy when I am willing to learn]."

The fourth benefit called improved English proficiency can be seen in Eri's larnong journal for fourth meetings "*Dapat menjelaskan suatu tempat dengan menggunakan bahasa inggris* [I can describe a place using English]." It is also indicated in interview transcript with Denya who said "*Saya jadi mampu meningkatkan kemampuan dalam berbicara bahasa Inggris* [I become able to improve my skill in English speaking]."

CONCLUSION

It can be concluded that comparing with Yulianto's (2016) research findings when he conducted research on the use of critical pedagogy principles to teach EFL reading for college students in Bandung, there is a lot of similarities on how those principles are applied. It is possibly because of the identical participants' background who are Sundanese and live in West Java although the study in different levels of education. Furthermore, the learning materials that are suitable to be utilized both in teaching EFL generally and teaching EFL reading, are not too different.

There are three categories of challenges and four types of benefits of using CP principles in teaching EFL for senior high schools students. Those three categories of challenges are (1) students' limited English proficiency, (2) cultural problems, and (3) pre-determined curriculum. In the meantime, the four types of benefits are (1) new experience, (2) new knowledge acquisition, (3) increased language awareness, and (4) improved English proficiency.

REFERENCES

Agger, B. (2009). Teori Sosial Kritis: Kritik, Penerapan, dan Aplikasinya. Yogyakarta:LKPM.

Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. ELT journal volume 62/3 july , 276 - 283.

Aliakbari, M., & Faraji, E. (2011). Basic principles of critical pedagogy. IPEDR vol. 17 77 - 85.

Alvarez, Z., Calvete, M., & Sarasa, M. C. (2012). Integrating critical pedagogy

theory and practice: Classroom experiences in argentinian EFL teacher education. Journal of educators, teachers, and trainer vol. 3 , 61 - 70.

Alwasilah, A. C. (2004). Perspektif pendidikan bahasa inggris di indonesia dalam konteks persaingan global. Bandung: CV. Andira.

Alwasilah, A. C. (2012). Pokoknya kualitatif. Bandung: PT Dunia Pustaka Jaya.

Aronowitz, S., & Giroux, H. A. (1991). Postmodern education: Politics, culture, and social criticism. London: University of Minnesota Press.

Bogdan, R. C., & Biklen, S. K. (1992). Qualitative research for education. USA: Pearson.

Bowers, C. A. (2005). Rethinking Freire: Globalization and the environmental crisis. London: Lawrence Erlbaum Associates.

Breuing, M. (2011). Problematizing critical pedagogy. International journal of critical pedagogy volume 3 (3) , 2-23.

Canagarajah, A. S. (2005). Critical pedagogy in L2 teaching and learning. In E. Hinkel, Handbook of research in second language teaching and research (pp. 342-359). New Jersey: Lawrence Erlbaum.

Cho, S. (2013). Critical pedagogy and social changes. London: Roudtledge.

Coffey, H. (2010). Critical literacy. Retrieved 04 23, 2014, from Learn NC: http://www.leanrnc.org/lp/pages/4437?style=print

Dale, J., & Hyslop-Margison, E. J. (2010). Paolo freire: Teaching for freedom and transformation. London: Springer.

Emilia, E. (2005). A genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia, an unpublished text - A disertation.

Melbroune: The University of Melbroune.

Emilia, E., & Safrina. (2010). Critical literacy program in english teacher education, unpublished text - A research proposal. Bandung: Indonesia University of Education.

Fraenkel, J. R., Hyun, H. H., & Wallen, N. E. (2012). How to design and evaluate research in education. New York: McGraw-Hill.

Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. NewYork: Rowman & Littlefield.

Freire, P. (2005a). Pedagogy of the oppressed. New York: Continuum.

Freire, P. (2005b). Education for critical consciousness. New York: Continuum.

Freire, P., & Macedo, D. (2005). Literacy: Reading the word and the world. London: Routledge.

Giroux, H. A. (1997). Pedagogy and the politics of hope. Oxford: Westview.

Godley, A. J., & Minnici, A. (2008). Critical language pedagogy in an urban high school english class. Urban education volume 43 number 3 , 319-346.

Gustine, G. G. (2013). Designing and implementing critical literacy-basd approach in an indonesian EFL secondary school. International Journal of Indonesian Studies, 2-21.

Gustine, G. G. (2014). Critical literacy in an Indonesian EFL settings: Sustaining professional learning, unpublished text - A dissertation. Australia: Deakin University.

Hayati, N. (2010). Empowering non-native english speaking teachers through critical pedagogy. TEFLIN journal volume 21, number 1, february, 78 - 89.

Jeyarad, J. J., & Harland, T. (2014). Transforming teaching and learning in ELT through critical pedagogy: An international study. Journal of transformative education, 1-13.

Kaufmann, J. J. (2010). The practice of dialogue in critical pedagogy. Adult education quarterly 60(5), 456-476.

Kincheloe, J. L. (2011). Critical pedagogy and the knowledge wars of the twenty-first centruy. In K. Heyes, S. L. Steinberg, & K. Tobin, Key works in critical pedagogy (pp. 385-402). Boston: Sense Publisher.

Ko, M.-Y. (2013). A case study of an EFL teacher's critical literacy teaching in a reading class in taiwan. Language teaching research 17 (1) , 91-108.

Larson, K. R. (2014). Critical pedagogy(ies) for ELT in indonesia. TEFLIN journal, 25(1), 122-138.

Mambu, J. E. (2009). Thematic investigations with Indonesian EFL pre-service teachers: From description to social critiques and beyond. Indonesian journal of English language teaching volume 5/ number 1, 57-80.

Mambu, J. E. (2011). English for advocacy purposes: Critical pedagogy's contribution to Indonesia. Journal of Asia TEFL vol. 8 no. 4 winter, 135-173.

Mambu, J. E. (2014). Countering hegemonic ELT materials in Asian ELF contexts. Asian EFL journal issue 76 May, 4-25.

McLaren, P. (2002). Critical pedagogy and predatory culture: Oppositional politics in a postmodern era. London: Routledge.

McLaren, P. (2003). Life in cchools: An introduction to critial pedagogy in the foundations of education. New York: Allyn and Bacon.

Mochinski, T. (2008). Critical pedagogy and the everyday classroom. New York: Springer.

Muro, A. (2011). Pedagogies of changes: From theory to practice. International journal of critical pedagogy vol 4 (1), 2-17.

Riasati, J. M., & Mollei, F. (2012). Critical pedagogy and langauge learning. International journal of humanities and social science vol. 21 No. 21, 223-229.

Shin, H., & Crookes, G. (2005). Exploring the possibilities for EFL critical pedagogy in korea - A two-part case study. Critical inquiry in language studies: An international journal, 2(2), , 1 - 17.

Shor, I., & Freire, P. (1987). A pedagogy for liberation. Massachusetts: Bergin & Garvey Publishers.

Silverman, D. (2005). Doing qualitative reserach. New Delhi: Sage Publication.

Swandarini, R. K. (2011). The use of some of dialogic education principles in teaching speaking, unpublished text - A thesis. Bandung: UPI.

Thayer-Bacon, B. J. (1996). Democratic classroom communities. Studies in philosophy and education 15, 333-351.

Yin, R. K. (2011). Qualitative Research from Start to Finish. New York: The Guilford Press.

Yulianto, S.W. (2016). The Use of Critical Pedagogy Principles in Teaching EFL Reading – A thesis. Bandung: Indonesia UnMetathesis: Journal of English Language, Literature, and Teaching, 2(1), 12.https://doi.org/10.31002/metathesis.v2i1.676