Using a Storybook and the Four Resources Model to Foster Critical Literacy in an English as a Foreign Language Classroom

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Abstract

The ideology and social-political viewpoints of the author have an impact on their texts. Students should thus assess their reading and writing assignments from several angles and avoid taking any material at face value. However, there is still a lack of literacy practice in the EFL environment that goes beyond breaking down linguistic elements and comprehending the surface material of the texts. As a result, educators should switch from conventional literacy to critical literacy. Beyond just decoding words, critical literacy interprets them in light of their context to conclude the social, political, and ideological viewpoints expressed in the text. This research aims to determine if using a storybook and the four resources model of critical literacy may help first- semester students in the English Language Education Study Program at Universitas Bale Bandung practice critical literacy. The four resources model suggested by Luke and Freebody (1999) served as the foundation for the text discussions. Focus group interviews, classroom observations, and notebooks they kept while researching a tale were all used to gather the data. The results demonstrated that including an account and four resources help pupils strengthen their critical thinking skills. Through breaking codes exercises, discussion of the storybook during the meaning-making stage, comprehension of the story's structural elements and social function during the text-use phase, and critical discussion of the storybook, the students could identify the writer's language choice and challenge social norms. Despite its drawbacks and limitations, this research shows that critical literacy practice is feasible in EFL contexts, particularly in reading classroom.

Keywords: critical literacy; storybook; four resources model

1. Introduction

In this Internet age, global access to information has significantly contributed to many aspects of human life, including the tremendous changes in education. Education is not the only way to enrich and prosper people's lives economically, but also as a medium to raise people's awareness of social phenomena that occur in society. This is in line with what Fraire (2005) said: education had changed from the traditional education system or banking system into the modern design of education. This current education system requires education output as a social agent to create a human society.

As the educational paradigm has shifted, so has the language education paradigm. Learning a language prepares students not just to be effective communicators but also to become agents of change who help to construct a better society (Fajardo, 2016). Learning a language, particularly a foreign language, entails more than merely learning how to decode linguistic features or deducing the exact meaning of a text. It is also utilized to assist students in their development of critical awareness, think critically, and link what they have learned to what is happening in the world. This is referred to as "reading the word and the world" by Freire (Freire & Macedo, 2005). In the context of teaching English as a foreign language (ELT) in Indonesia, one of the aims of teaching the foreign language is to produce autonomous and proficient students who can interact in various situations (Depdiknas, 2009). To put it another way, the primary objective of English language instruction is to improve students' communication skills. With the development of information technology and the media, students and teachers of English as a foreign language confront problems in teaching and learning English reading, writing, listening, and speaking. Students encounter several sorts of texts in their daily lives due to the proliferation of limitless access to information worldwide. Information travels fast via online social media applications like Facebook, Instagram, WhatsApp, and Twitter. Because these sites are becoming embedded in their everyday lives, literacy practices have transformed from conventional to digital (Baker, 2001). Students are not only engaged in reading text in a single mode, such as written

text on paper or in a book but also in multimodal and multisemiotic texts that demand specialized abilities to comprehend the information provided. Texts are presented in various ways, including music, graphics, tables, art, and visual text (Kuo, 2014).

Having a typical set of linguistic abilities is no longer adequate for EFL students in today's world (Harste, 2003), who are presumed to assess information obtained from a wide range of sources, both online and printed, which demands students to be more proactive and responsive in order to react critically to the information (Anwas, 2013). It is connected to the general issue of fake news or hoaxes spreading fast around them. The fact is that anyone may create such information without providing evidence that it would inflict damage on others. In response to these evolving expectations, EFL teachers experience several obstacles in discovering how to offer their students a critical education in English. They must understand, notably, how education in language and literacy may foster or destabilize existing power relationships, criticize classical books, and assist students in creating texts critical to achieving social equity (Morrell, 2005). As a result, self-awareness in developing critical literacy is essential, particularly for college students.

There are several reasons why this study addressing four resources model and storybook in developing the critical literacy skills in English among college students . Firstly, The transformation of information and communication as the effect of advanced technology change the way people live their daily life activities, people are exposed to the utilization of multimodal components. Thus, this kind of improvement demands society to be more engaged and responsive to the information that they can access easily from internet. The information they get may contain hoax or untruthful information since the internet is ideal media to deliver information in short amount of time.

This circumstances should also change the way students and teacher learning and teaching inside the classroom. The teaching of languages, including English, can no longer be developed in traditional method, approaches of teaching in multimodal method need to be specifically developed to give appropiate responses to the challenge (Suherdi, 2015). As a result, students nowadays should be equipped with critical awarness to filter any information spread around them. this important skills should be possessed since early age so that as millennial students, they can respond intelligently to the information they encounter through critical literacy.

Secondly, Four resources model could be an effective tool in education, since a variety of school systems and cultural contexts can be understood and applied; it could be used to plan L1 and L2, as well as to plan for the education of the impoverished students in low resources in a variety of areas, such as remote areas and slums; Four resources model can provide an effective instrument for education development. Because of this, the four resources model is an appropriate schema to use as a teaching tool for sequencing learning activities using storybook for. Thirdly, critical literacy is sometimes regarded as a subject best suited to older or more advanced learners so that they will have some sort of language awarness and readiness which they bring with them into the foreign language sitiation, more over it prepares students for higher education and develops their self confidence and communication skills in this multimodal world. Therefore, Students learn about the social and ideological elements of language through critical literacy (Hatzisavvidis et al., 2010). Through the teaching of critical literacy, teachers assist students understand how individuals value language and text choices, and how they build their own ideas of reality (Hatzisavvidis, 2010). By critical literacy, the students encourage to actively analyze and think critically about the information they get.

Fourthly, For many years, critical literacy has been used to teach English in non- English speaking nations. However, in EFL contexts, notably in Indonesia, critical literacy as a method to teaching English is under-practiced (Gustine, 2018; Tungka, 2018). I believe as an educator, particularly in English, I have a responsibility for improving critical literacy skills of students, as an example the capacity to read between the lines so as to ascertain who could benefit or be disadvantaged by specific information or text. Moreover, in the present Indonesian educational setting, the Indonesian Ministry of Education requires instructors to incorporate critical literacy ideas into their classroom courses. In this regard, schools that have adopted the updated 2013 curriculum must include higher-order thinking abilities (such as critical literacy elements) into all courses (Widodo, 2016b). Thus teachers must be prepared to foster a more critical classroom environment (Gustine, 2018). Critical literacy should be extensively emphasized in the university level. Fifthly, the studies dealing with developing English learners' critical literacy skill using multimodal text are still limited. Although studies about children literature such as picture book in teaching English have been undertaken in many countries, the investigation of children literature and critical literacy for students in Indonesia context must still be developed. The final reason is that, in light of the communicative approach used in today's language teaching, studying literature in an EFL classroom is consistent with Communicative Language Teaching (CLT) principles (Van, 2009) in terms of the use of authentic materials, cultural appreciation, and contextual and meaningful learning (Larsen-Freeman, 2000; Richard & Rogers, 2001). Therefore, by employing the four resources model and storybook in critical literacy practice in the classroom, students are expected to enhance their comprehension of language learning, build their self-awareness, and evaluate current societal acknowledged information. Furthermore, students are not just literate; they understand how to read and write, but they are also able to recognize and question the values that are implicit in the texts (McLaughin & DeVoogd, 2004)

Critical literacy exercises in EFL classrooms, are designed to help students become critically literate by examining and evaluating information hidden in the text. In Indonesia the necessity for critical awareness has raised the attention of academics for critical literacy study in the English classroom but it still limited published. Several academics have examined critical literacy in Indonesian EFL classrooms. Gustine (2013) implemented a critical literacy program with

an English secondary school teacher in Bandung, West Java. She used Lewinson et al. four-determined critical literacy model (2002) to assist students to link texts with their reality in an active and reflective way. Students uncovered various perspectives and the voice of writers through daily text topics, critical questions and multimodal text. The students were invited to assess the texts, to adopt their position and to speak about problems covered in critical lens reading. Astarina (2015) also performed another study on critical literacy at Junior High School. She claimed that critical literacy helps stuents build critical capacity and English competence through a teaching method. The teacher effectively directed students toward critical literacy through the use of appropriate contextual topics, authentic resources, and a variety of media.

Meanwhile, Dewi (2016) worked with tenth grade students in Bandung. She investigated critical writing of hortatory exposition through the use of critical literacy and a genre-based approach. She combined traditional literacy with critical literacy. As a result, she concentrated on both reading comprehension and critical thinking. She assisted the students in developing critical capacity through daily text choice, multimodal text, and critical questioning by employing phases in a genre-based approach. Despite the obstacles that students, particularly poor achievers, faced, the use of first language allowed pupils to express themselves about the problems being discussed. Moreover, Hikmat (2017) conducted the study in department of English education with 60 students and three lecturers implementing critical reading. The data indicated that lecturers employed a variety of methods, including employing a variety of texts, pique students' attention, asking critical questions, facilitating collaborative discussion, and producing summary and answer. The problems lecturers experienced in improving students' critical literacy were students' lack of critical literacy, confidence, English competence, and reliance on assistance.

Setyorini (2017) did a case study dealt with critical literacy practice teaching in EFL classroom. Her research was concentrated on two key issues. To begin, it looked at how a higher education instructor in an EFL classroom used critical literacy and encouraged her pupils to be critical learners. Critical Language Awareness (CLA) techniques used in her research that provided insight into how CLA may improve students' critical consciousness when reading a book. Second, this study addressed the difficulty of teaching English as a second language in an EFL classroom while including a critical literacy viewpoint for higher education into the curriculum. It was previously reported that the teacher experienced two difficult difficulties, the first of which was the students' religious beliefs, which caused them to be unsure about which side they should take their stance on at times, and the second of which was their passive culture.

Several studies on critical literacy have been conducted at various school levels in larger Asian EFL contexts that are relevant to this topic and they have primarily been reported in PhD theses, which have been discovered to differ in research methods and education level investigated. Such as Wong, Cherry, and Firkins (2006) designed the literacy practice of students with low proficiency in a Hong Kong junior secondary school utilizing the four resources model of Luke and Freebody (1997) with the goal of recognizing students' involvement with multiple texts in both Chinese and English. Shin and Crookes (2005) conducted interference in small-scale in a Korean junior and senior high school to enhance students' English abilities through critical discussion. Another study, like Wong et al. (2006), included students with English skill levels ranging from beginning to medium. On the other hand, the critical literacy framework used by Wong et al. (2006) was not the same as the framework used in this study. Korean students, according to Shin and Crookes (2005), are willing to engage in critical EFL discussion, casting doubt on the image of East Asian students as passive and reliant learners.

Meanwhile, Teachers all across the globe have utilized the four resources model to map out their pupils' strengths, with an emphasis on techniques for improving their shortcomings (Further notes on the four resources model: Transcript of one conversation with the authors, 1999). Teachers agree that Freebody and Luke's methodology offers a solid foundation for classroom learning (Rush, 2004). Taiwanese researcher Kuo (2009) explores how the four-dimensional model may be used to attain critical literacy objectives in an English discussion class at a Taiwanese institution. This study demonstrates the model's effectiveness in assisting individuals in transitioning their literacy practices from the personal to the social sphere. Kuo (2009), on the other hand, does not particularly evaluate reading and writing behaviors, which is in contrast to the current study.

In addition Wong et.al (2006) and Huang (2011), they are researchers from Taiwan adn Hongkong, have investigated the links between critical literacy and students' reading and writing development, utilizing the four resources model Results of a study conducted in a Taiwanese university English reading class (Ko, 2010) indicated that the effectiveness of critical literacy implementation in this EFL context was dependent on a balance between an emphasis on the four resources model and a focus on the skills component of the model. Despite the fact that this study made use of a different model, the findings are applicable to the current research.

2. Material and Method

2.1. Materials

This study aims to answer the following question: How does the lecturer in the first semester of the English Language Education Program at Universitas Bale Bandung promote critical literacy through the four resources model and storybook? This study applies qualitative methods to address the research issues. This study seeks to achieve a genuine understanding of social phenomena (Cresswell, 2003; Merriam, 2009) by outlining the implementation of

critical literacy utilizing the four resources model in reading classrooms. According to Merriam (2009), qualitative research seeks to comprehend experiences by using the researcher as the primary data collection and interpretation tool. Therefore, the obtained data does not aim to make general conclusions but rather to explain and describe the occurrence within the context of the investigation. Furthermore, the lecturer-as-researcher approach is used in this study. The lecturer is the most crucial aspect in determining the effectiveness of this type of research. Using the lecturer as a researcher technique, this study seeks to comprehend natural phenomena through lecturer evaluation and reflection (Carmichael & Miller, 2006). The researchers organize, design, and execute teaching and learning practices using an actual practice on teaching critical literacy utilizing a four-resource model. In the reflection phase of this study, the researchers assess the data gathered during the action and form conclusions based on a review of the literature.

This research was carried out through six meetings. During the discussion, two storybooks were chosen as texts. The topic of storybooks was divided into four resources: code-breaking practice, participating in the meaning-making process, employing text functionally, and critically assessing text. Each resource has its own goals, but they all aim to help students critically read storybooks. Before executing the four resources, students were exposed to the notion of critical literacy, including its goals, definition, and how to undertake essential literacy practice, at the first meeting. Because this is the first time students have seen this learning style, it is done to familiarize them with critical literacy (Abednia, 2015).

Following the introduction, students were guided, facilitated, and encouraged to experiment with the four-resource model. This study applies triangulation approaches to ensure data quality. According to Cresswell (2003), triangulation is used to establish and preserve data validity; thus, the current qualitative study included many approaches, including classroom observation, students' critical responses, and focus group interviews. The information acquired from multiple data collection approaches was triangulated in this study. As a result, all the data complement one another in addressing the research question. All qualitative data were thematically examined (Parker, 2005; Braun & Clarke, 2006; Willig, 2013) through the data preparation, analysis, and reporting stages (Cresswell, 2003; Menter et al., 2011). Transcribing the recording of the classroom observation and interview session was the first step in data preparation. The transcriptions were created using the research framework, the four resources model of critical literacy (Luke & Freebody, 1999). Following that, the other data collected were processed for analysis. This stage was completed by categorizing all data documentation before beginning the data analysis stage. These materials include transcriptions of interviews and observations, interview notes, and field notes.

2.2. Method

a. Four Resources Model

It has been widely disputed (Comber, 1993) what constitutes critical literacy, and there needs to be one prescription or strategy for achieving it (Luke, 2000). For example, Luke and Freebody's (1997) four-resource model, Janks' ((2000) synthesis model for critical literacy, and Lewison et al. (2002a) .'s four-dimension critical literacy model is recent critical literacy frameworks to consider. These frameworks give ways for classifying textual and instructional processes, as well as strategies for categorizing textual and instructional processes. This research focuses on the four resources model developed by Luke and Freebody. The 'Four Resource Model' (Freebody & Luke, 1990; Freebody & Luke, 1999) has had a global effect on the design of literacy programs, with elements of the method included in English language curriculums in Australia, the United States, and portions of Europe. For various reasons, the Four Resources Model (FRM) is an appropriate framework for developing nations and their educational institutions. It is easily comprehended by various instructors, can be quickly implemented in schools with various student demographics, lends itself to system-wide use, and is very simple to grasp and communicate to parents and administrators. It may also be used in early childhood, elementary, and secondary education settings. Above all, it provides a framework for all instructors, independent of subject matter, to place reading abilities across the curriculum, whether science, geography or any other (Firkin, 2015).

The FRM is easy to understand and apply across a variety of school systems and cultural contexts; it can be used to plan L1 and L2 literacy programs, as well as implemented in low- resource educational contexts for underprivileged student populations in a variety of settings, such as remote areas, urban slums, and emergency education, among others. As a result, the FRM might be an effective instrument for education development. The model's purpose is best articulated in Luke and Freebody's words, as mentioned below: "We sought to create a model that recognized and incorporated a variety of current, well-developed strategies for training kids to become literate. "We intended to move the emphasis away from identifying the optimal technique and toward assessing whether the variety of practices highlighted in a reading program adequately covered and integrated the vast repertory of textual practices necessary in today's economies and societies" (Luke & Freebody, 1999).

As a result, the F.R.M. is a schema, a teaching tool, and a tool for sequencing learning activities. It is a planning tool and a visual representation of practices and skills in a larger context. Thus, the F.R.M. serves as a road map for potential textual practices. Luke and Freebody identified four types of language learners:
  (a) Code-Breaker: How do I access the construction semiotic system?
  (b) Text Participant: Can you tell me how to read this text?
  (c) Text User: What should I do with this text?

(d) Text Analyst: How does the text present me as a user?
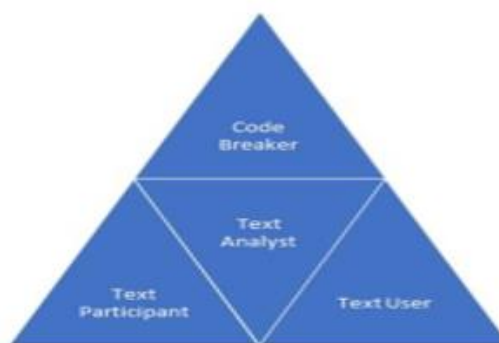

Figure 1: The Four Resources Model: Adapted from Freebody and Luke (1990)

The development of the four key learner roles is emphasized in the Four Resources Model. Code-Breaker, Text Participant, Text User, and Text Analyst are the four categories (Freebody and Luke, 1990). In order to take on a learner role, the learner must concentrate on the appropriate literacy activities. To begin with, the process of decoding emphasizes sounds, vocabulary, and syntax. Second, the importance of coherence, genre, and register is emphasized in the process of meaning formation. Finally, the practice of action focuses on the communication aim and genre. Finally, the learner can acquire a knowledge of the text's application, its link to other texts, and abilities to evaluate the text's efficacy through the use of analytical methods. Each of these activities may be broken down into literacy strategies and clusters of teachable abilities, allowing students to participate as learners in each of the four reader roles.

There are a number of reasons why this model was chosen to be used in this study. To begin with, this approach emphasizes the significance of seeing literacy as a social activity that should go beyond technical text analysis while not overlooking the relevance of linguistic analysis in text debate. Mcinulty (2014) also emphasizes the importance of literacy expectations for pupils. He underlines that this approach was created to meet the need for literacy by encouraging pupils to reach a higher level of literacy. In reading the author's depiction of the world in the text, literate pupils utilize coding competence, semantic competence, pragmatic competence, and critical analytical competence. This approach is appropriate for the objective of this study since it focuses not only on linguistics but also on social and cultural elements of the text.

Second, this concept works for any curriculum. This model includes the core and basic competences stated in the 2013 curriculum. EFL literacy exercises should improve students' English proficiency and critical thinking. This model's stages allow students to engage with text and beyond text to develop their critical attitude and higher order thinking skills. Students are encouraged to look for linguistic and social-political themes in the text. Third, this model is adaptable to classroom activities. Brenner (2012) asserts that "the four resource model is not hierarchical or mutually exclusive." This implies that all resources may be used with students at any grade level and with any literacy activities. Additionally, each resource does not need rigorous application and allows the teachers to emphasize whatever elements of the resource deserve additional attention and which method works best for the students' condition and requirements.

Finally, this strategy promotes comprehensive literacy in the classroom by providing chances for not just students with high competency, but also for students with poor competency, by allowing them to examine literature from the most fundamental level of comprehension. Additionally, this approach pushes students to acquire skills necessary for future life, both personally and civically. These factors justify the researcher's choice of this model as the fundamental framework for primary students' critical literacy practice.

Table 1: The four levels of pedagogical resources, literacy roles and literacy resources.

Pedagogical Resources	Learner Roles	Literacy Practices
Text as Object	Code- Breaker	Practices of Decoding
Text as Knowledge	Text Participant	Practices of MeaningMaking
Text as Communicative Activityand Interaction	Text User	Practices of Action
Text in Relation to other Texts	Text Analyst	Practices of Analysis

b.   Storybook

Storybook is a book that is a colourful picture to support the story of the pleasure of reading. According to Chavarro (2012), a storybook is a colourful picture story that encourages students to understand the literature by imaginary through the image. Heinsbergen (2013) proposed four storytelling benefits for students in reading; it builds vocabulary, inspires visual thinking, increases engagement, and deliver fun. Thus, a storybook is a book intended for children and that colourful picture. It makes the students comprehend their reading properly by imaginary on each page of the story. Even though textbooks are extensively utilized in language instruction programs, books alone are insufficient for developing language competence. Leisure or prolonged reading is advantageous for pupils, whether linguistic or non-linguistic. Readers can increase general language competency, expand and maintain vocabulary expansion, improve writing abilities, expand world knowledge, create and maintain motivation to read and develop student autonomy by reading a variety of resources (Maley, 2009).

Storybooks are directly tied to extended reading because children commonly read them for entertainment. Children are drawn to storybooks for a variety of reasons. The narrative nature of the storybook is the genre's main draw. According to Ayob (1981), children grasp concepts and information better through stories since they can connect ideas better than through informational texts. A journal will allow youngsters to feel, think, and experience things.

The illustrations in storybooks are another component that contributes to their popularity. There are usually many illustrations to balance the primary language used in children's novels. These graphics, which are related to the narrative, help children understand the meaning and context of the story. They aid in keeping children's attention, and large coloured drawings will pique their curiosity. Readers of a specific age range appreciate some of the photographs included in the book.

According to Hamid and Hassan (2012), youngsters prefer reading materials with creative and imaginative themes. Furthermore, Hsieh, Wang, and Lee (2011) showed in their research that storybooks provide more exposure to language than textbooks. The text in fiction books can be read comfortably and can aid in the development of pupils' fluency (Hill, 2008). It is also critical to select appropriate storybooks or reading material for children. According to Deweerdt (2001), suggested reading courses for children must have an approximately equal balance of four primary aspects: input that focuses on meaning, learning that focuses on language, output that focuses on the importance, and fluency development. Students' use of language is referred to as input that focuses on meaning. Language must comprise language aspects (vocabulary and sentence structure) that students can understand, as well as some features that are beyond students' grasp. Krashen (1982) emphasizes the significance of adequate input in the theory of intelligible inputs. In order for language acquisition to be successful, the information must comprise I (what students already know) and "+1" (what learners have not yet acquired). It is assumed that students will not be able to receive anything if the input (in this case, reading material) is too complicated and cannot be understood by students or if the information is too easy.

3. Results and Discussion

In response to the research question, it was discovered that combining the four-resources model and a storybook can improve critical literacy practice in an EFL classroom. The pupils' critical literacy was developed through learning activities based on the four-resources essential model of literacy (Luke & Freebody, 1990). The lecturer utilized two storybooks to discuss in the classroom throughout six meetings. The first storybook was addressed at the first meeting, emphasizing breaking code and text structure and activating students' prior knowledge about the topic. Students were guided to assess the story in the second meeting critically, and students reviewed the second storybook in the third and fourth meetings. To optimize the impact of the conversation, the students were asked to compare and contrast the two stories during the fifth and final meetings. The students were also interviewed to learn more about their experiences learning English, particularly reading with the critical literacy paradigm.

3.1. Breaking Code Practice

Students must decode the elements that make up the story to understand it better. This approach of breaking codes allows students to have a different source of text meaning and interpretation. Students must decode words, phrases, and metaphorical language in this material. Students were invited to discuss the technical vocabulary that appeared in the story to achieve the goal of becoming code breakers. Some of the vocabularies discussed during teaching and learning are listed in the table below.

Tabel 2: Breaking the codes: Vocabulary Recognition

Ravage Raucous Moulting Gossamer-Thing	Gruffness Goddeses Impressive Elusive Sprain	Plagsty Gauge A light banter Hackles Ruffles	Affectionate Misti-figure Molly-codlling
Placates To snap bond unmindful	Stoic -Courage		

The vocabularies listed above are instances of vocabulary recognition in breaking code exercises from the tale. These vocabulary are essential to address since students may not understand the meaning. The teacher did not spoon-

feed the students by immediately telling them the purpose of the terms; instead, the lecturer guided the students to find the definition by describing the phrase in Bahasa Indonesia. Students are urged to identify the meaning of the terms by visualizing the words or providing instances in the sentence. Students are directed through this task not only to learn the importance of the words but also to understand the context of the words and relate them to their background knowledge. Breaking vocabulary includes not just finding and understanding the word and its features but also the reasoning behind the word pick. In critical literacy, word choice symbolizes the writer's concealed goal to convey a specific message (McLaughlin&De Voogd, 2004).

3.2. Meaning-Making Practice (Semantic Practice)

Participating in constructing the meaning of the text is another resource that should be used in critical literacy practice, according to Luke and Freebody's approach. Students are encouraged to be text participants who actively provide the meaning of the text by using this resource. According to Halliday (1975), both the writer and the reader create the importance of the text by attempting to communicate the topics provided in the text. Students build the meaning of the text using all available sources of information. Images, students' prior knowledge, and other sources of information could all be used to derive a literal and inferential interpretation. The lecturer designed an activity that activated students' background knowledge, used story background to convey the meaning of the text, compared students' real-life experiences with those presented in the story, and understood literal and inferential meaning in the report to achieve the goal of students becoming text participants. The activity to encourage students to participate in the text is to invite them to share their prior knowledge and experiences linked to the concerns in the story. This text meaning exercise focuses on understanding the text's discourse while connecting textual parts and underlying knowledge. This activity was carried out by displaying similar images and requesting questions. The pictures of the following figures were used to activate students' background knowledge to debate the issue in the story.

Figure 2: Pictures for Background knowledge activation

The images above assess pupils' prior understanding of the story's topic. Students become acquainted with the topics in the novel and develop a connection to a real-life problem. This project intends to give students a forum to share their teenage experiences. However, more than simply showing the corresponding images is required to urge students to connect with their reality. Thus, the lecturer encouraged questions to assist them in comparing the issues in the story with truth, particularly in Indonesia. The questions were discussed during the perception in each meeting before the text structure and critical analysis discussion. It is meant to focus students' attention on the topic of discussion before moving on to the primary debate. The students' horizons should be broadened before proceeding to the main discussion.

3.3. Using Text Functionally

This critical literacy model resource prepares students to use text appropriately based on its function. Students must comprehend the structure of the text utilized to use it functionally. Aside from that, pupils must discover the social and cultural role of the text used. The narrative printed as a text was used in this study. As a result, they must determine the story's structure and element as well as the story's social and cultural role. The first class concentrated on the lecturer explaining the notion of story structure and element to provide students with basic knowledge of tale structure. It was done because pupils needed more experience assessing tale structure, particularly in reading class. As revealed during the interview, pupils' familiarity with reading stories was limited. They never looked into a story's framework with a beginning, middle, and end. Narratives can be seamless and appealing when all three of these tale sections are individually compelling while also working well in conjunction with one another. Following the explanation, the lecturer tested the students' comprehension by asking questions about the structure and elements of the story being discussed, such as where the story takes place. How did the author begin the story? How did the author entice you to read more? How do you feel about the story? Could this happen in real life? Students are expected to

comprehend the story element through this activity. Aside from that, students were directed to locate various functions of the story structure, such as the beginning, middle, and end. It denotes the author's primary message.

Students must grasp the social purpose of text construction based on data acquired through classroom observation, focus groups, and becoming text users. According to Luke (2012), students were invited to analyze the author's objective in penning this piece. As a result, questions like "Why did the author write the story?" become critical in analyzing the text. Students were provided story background to help them participate in this conversation, which they also discussed in class. Students stated during the interview that the story was not written only for entertainment purposes. They noted that the stories are purposefully written to communicate a message to the audience. The stories are also reported to share the authors' experiences with others so that others do not go through the same thing. Furthermore, discussing the people in the stories might help students grasp the text's social function. "How did the character demonstrate kindness and fairness? What drove the character to make the decision? How do you believe the character felt? How would you feel if something occurred to you?" were some of the questions students were asked. These questions encouraged the students to discover the social and cultural framework attempting to be shaped by the story for the readers; critical literacy made them aware of these meanings.

3.4. Analyzing text critically (critical practice)

The final resource in the current critical literacy practice is text analysis. Students are expected to be essential analysts who can evaluate literature beyond its linguistic content and analyze it from many perspectives to use the text reflectively (Emilia, 2005). The goal of this resource is to make students aware that text is ideologically and politically constructed (Janks, 200), so when guiding students to analyze text critically, the lecturer may consider questions such as do they understand the story, do they get the empowering message behind the story, Is the character's manner of life different from yours? What are your thoughts on the distinction? What questions do you have for the character? What do you think the character would say? and so on. Students may be resistant because evaluating literature requires pupils to address multiple issues beyond the text's literal meaning. Students prefer to be silent throughout this era at first. They lack comprehension of conversation subjects such as fairness, intolerance, and prejudice. The lecturer acknowledged that learning English has never been about social justice. Furthermore, during an interview session, some students stated that the lecturer rarely uses critical questions in the classroom, instead focusing on surface comprehension questions when discussing the book.

Students must analyze the goal of story writers' story structure to be critical analysts. This goal could be achieved by questioning the story's intended audience and how the author attempts to sway their minds. It was also performed by teaching students to locate characters in the story. How the story writer depicts them to satisfy his/her objective? Therefore at this stage, students were asked specific crucial questions such as "Who are the target readers of this story?" who is involved in the story by the writer? In the interview session, students responded to the lecturer's question about if the level is appropriate and corresponds to their real-life values by saying it is highly suitable for their age. The story helps teenagers realize the problems they encounter as they grow older. This question is significant since the purpose of critical literacy is to make iFurthermore, throughout the interview, students were asked whether they thought that reading a text could improve one's opinion on the problems being discussed. This is a reflection inquiry to see if students are aware of the power relationship between the tale writer and the readers and the power relationship between the text and the readers. One of the students responds to the question by stating agree because everyone has different perspectives on things, and their views can be both wrong and right. Some students claim that while everyone has distinct perspectives on the world, those perspectives can change due to individuals interacting in their daily lives. They also argue that the story's message or principles might alter people's negative attitudes to positive ones and vice versa. This response demonstrated that students are aware of text manipulation, or how text, through the writers' language, attempts to influence the readers' minds regarding a particular ideology individual aware of real-world challenges.

4. Conclussion

This study aimed to investigate the use of a storybook and a four-resource critical literacy model in the first semester of an English language education program to promote essential literacy practice. Two picture books were used as the text for classroom activities. The text conversations were conducted within the framework of Luke and Freebody's (1999) four- resource model, which consists of practice in decoding, training in making sense of texts, practice in applying texts practically, and course in critical text analysis.The classroom observation and focus group interview data are displayed to answer the research questions, which concern the implementation of the four resources model and story in the EFL classroom, particularly in the reading class, as well as the difficulties lecturers and students face when implementing critical literacy practice. The results of data analysis have demonstrated students' efforts to analyze texts critically. The students were instructed in deciphering codes, creating meaning, utilizing texts, and analyzing texts. The roles mentioned earlier have helped students gain experience analyzing narratives through a critical lens. To play the part of the codebreaker, kids were instructed to recognize storybook terminologies, such as words and phrases. To achieve the position of the meaning creator, students were asked to activate background knowledge and experience, comprehend the story's context, and comprehend both literal and inferred meaning. The

pupils acquired the role of the text user by understanding the structure and elements of the tale as well as the social and cultural purpose of the story. To fulfil the function of a text analyst, students were instructed to identify the authors' goal, take a position on the issues in the text, and analyze the authors' opinions and biases. Students can show they can be critical by taking on the roles mentioned above during the critical discourse. They became conscious of the verbal strength exhibited by the storybook's authors. Through problem formulation, students also demonstrated alternative perspectives to confront the story's difficulties. A response to critically reading stories allows students to reflect on their learning and display their reflective nature.

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