

Promoting Critical Literacy in Enhancing Students' Comprehension of Narrative Texts

Rosina F.J. Lekawael,
FKIP-Pattimura University, Ambon, Indonesia
Email: rosina_lekawael@yahoo.com

Abstract: Literacy has always become the hottest topic in education field. Critical literacy is a stance, mental posture, or emotional and intellectual attitude that readers, listeners, and viewers bring to bear as they interact with texts. The strength of teaching and learning a language such as English is to develop critical literacy in this case to enhance students' comprehension of narrative texts. Narrative text is writing in which a story is told, the details may be fictional or based on fact. There are many ways that students demonstrate their understanding of narrative text. There are two diagnostic strategies used to enhance students' comprehension of a text. The first is anticipation guide, and the second is My turn/Your turn. Anticipation guide is an effective way to activate students' ideas and information about a topic. Before reading a selection, hearing a presentation, or viewing a film, students respond to several statements that will support or challenge their prior knowledge about the subject. The point is that they can understand and give response to each statement. The anticipation guide strategy can motivate students to give opinion and to discuss in small group. The teacher can assess students' attitude along the learning activity. She/he also measured students' reading ability to understand the text given. While, My turn/Your turn is a strategy of pushing students to explore their ideas and perceptions on the article or the text given to them. Through this activity, they conversed to each other and gave opinion, and also finished their worksheet. Implication of this study impacts on English teachers' role especially in reading skills to be implemented effectively and efficiently to engage students' comprehension by proposing diagnostic materials.

Keywords: *critical literacy, comprehension, narrative texts, diagnostic strategies*

A. Introduction

Literacy has always become the hottest topic in education field. Many issues on literacy attracted public especially educators around the world. In Taiwan, Jun-min Kuo (2014) explored students' perspectives on critical literacy through English learning. He found that the students developed a critical stance, investigated multiple perspectives, and re-examined their familiar world. Besides, they gave critical responses to the activity regard to materials, topics, and tasks. Next are Arman Abednia and Graham Crookes (2018) who proposed an overview of the area of critical literacy to the second language pedagogy, such as curriculum and instruction. They noted on main features of L2 critical literacy practice regarding classroom content and process based on several studies. The results shows how second language teachers use available resources to transform the classroom into a rich space for students critical reflection. From these researches it can assumed that critical literacy practice has spread out in some important aspects of English learning like curriculum, instruction, and also materials in classroom.(Huh, 2016)

Critical literacy concerns on the connection between literacy and power (Lankshear & McLaren, 1993a). From this idea, it can be said that critical literacy can be more focus on literacy practice in relation to many contexts such as economic, social, political, etc. in life. The literacy helps to prepare children for life in society. To attain the teaching learning quality through human

resources, the literacy is a key aspect so that the teachers and students are motivated to be critic to understand various English materials in classroom. In order to refine the concept of critical literacy, there are some ideas asserted by the authors as follows. Critical literacy from social perspective looked at a stance, mental posture, or emotional and intellectual attitude that readers, listeners, and viewers bring to bear as they interact with texts, as Gee (2004) calls it as “socially perceptive literacy.” Luke (2004) also asserts that critical literacy “involves second guessing, reading against the grain, asking hard and harder question, seeing underneath, behind and beyond texts, trying to see and ‘call’ how these texts establish and use power of us, over others, on whose behalf, in whose interests.”

The strength of teaching and learning a language such as English is to develop critical literacy in this case to enhance students’ comprehension of narrative texts in the elementary level. Narrative text is writing in which a story is told, the details may be fictional or based on fact. There are many ways that students demonstrate their understanding of narrative text. They locate and recall information, draw on the knowledge of the text structures and text organizer, write short reflective responses, complete multiple choice question, think deeply and express ideas verbally, complete descriptions, recognize causal relationship, make logical connections, and identify multiple points of view and specific detail. They are called as general ways conducted in reading process.

Recently, critical literacy supposed to be used as an effective vehicle for teaching students how to analyze social issues and unequal power relationships. Students can identify, reflect on and analyze underlying power relationships which are seldom apparent and are rarely explored especially in texts. So this study is conducted to promote critical literacy learning in enhancing students’ comprehension of narrative texts by using diagnostic strategies.

B. Literature Review

1. Definition of Critical Literacy

Mahwah et al (1995) states that critical literacy is used to explore and act on our past, present, and future. Ciardiello (2004) suggest that critical literacy is a “set of practices and civic competencies that help the learner develop a critical awareness that texts represent particular points of view while often silencing others” (p.138). Heather (2008) says that critical literacy is a crucial skill for surviving in the information-dense twenty-first century.

Malamut (2011) said that critical literacy provides students the opportunity to come to their own understanding of new cultures through thoughtful inquiry and exploration that emphasizes deconstructing preconceived notions about culture, moving beyond surface knowledge of the target culture to becoming thoughtful, respectful world citizens. Comber (2001) adds that it is the use of language in powerful ways to get things done in the world, enhance life in school, and to question privilege and injustice. While, Knobbel and Lankshear (2002) suggest that when students become critically literate, they can examine on-going development, the parts they plan in the world, and how they make sense of experiences. On the other hand, Lewinson, Leland, and Harste (2008) argue that critical literacy practices encourage students to use language to question the everyday world to interrogate the relationship between language and power, to analyze popular culture and media, to understand how power relationships are socially constructed, and to consider actions that can be taken to promote social justice (p.3). In reading, students are forced to give their critical ideas by asking questions so they can comprehend the text. Thus, there has been critical literacy as long as there has been literacy so texts are being proposed in English learning.

2. The Principles of Critical Literacy toward Reading Comprehension

According to McLaughlin & DeVogd (2004), the principles of critical literacy include a number of essential understanding and beliefs about the power relationship that exists between the reader and the author. The four principles as follow:

- a. Critical literacy focuses on issues of power and promotes reflection, transformation, and action.
We would recognize the power of the author of the article to name the problem and determine and express what he perceives to be the negative effects of increased security standards. In turn, we, as readers, may use our power to question that perspective and engage in *reflection* about whose voice might be missing, discounted, or silenced in the article.
- b. Critical literacy focuses on the problem and its complexity.
We would engage in problematizing – seeking to understand the problem and its complexity. In other words, we would raise questions and seek alternative explanations as a way of more fully acknowledging and understanding the complexity of the situation.
- c. Critical literacy strategies are dynamic and adapt to the contexts in which they are used.
There is no list of methods in critical literacy that work the same way in all contexts all the time. No technique that promotes critical literacy can be exported to another setting without adapting it to the context. Readers need to understand that they have the power to envision alternate ways of viewing the author’s topic, and they exert that power when they read from a critical stance.
- d. Critical literacy disrupts the commonplace by examining it from multiple perspectives.
Examining the point of view from which a text is written and brainstorming other perspectives that may or may not be represented, challenges students to expand their thinking and discover diverse beliefs, positions, and understandings. It helps students to transition from accepting the text at face value to questioning both the author’s intent and the information as it is presented in the text.

In reading comprehension activity, the readers or students have to master many vocabularies of selected texts and to answer critical questions in understanding the whole text they have read. One of the reading goals is comprehension. Reading helps the students to improve their comprehension not only to enrich vocabularies but also to get the meaning addressed of sentences or text contextually. As stated by the RAND (Reading Study Group) (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Generally reading is the basic foundation on which academic skills of an individual are built. The education system knows this fact very well, and hence it is given a top priority in education. Many believe that reading is a part measure of a person’s success in academics. Reading is an integral part of our lives. It is important at every level as it supports learning in many ways, and as we all know, learning is the way of life. Hence, it is absolutely necessary to develop this skill from the beginning.

There are three stages in reading. They are before reading, whilst reading and after reading (Porter, 1981). Before reading/pre-reading stage is the activities before the students read the text. Then, whilst reading stage is the activities during the students read the text and try to understand the text. Hence, after/post reading stage is the activities to review the content of the text. As we know that in reading, there are two approaches to be applied in reading process. The approaches

are bottom-up and top-down. Bottom up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some order on these signals. While, top down is a process that brings a whole host of background information into the arena of making decisions about what something “mean”. As the consequence, top down is also called “strategy-base” and bottom up is called “skill-based” (Brown, 1994). According to Grabe (2002) stated that the objectives of reading into several points, they are as follows: 1) reading to search information, 2) reading to skim quickly, 3) reading to learn (from text), 4) reading to write (or search information needed for writing), 5) reading to analyze the text, and 6) reading for general information. Therefore, reading comprehension is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader’s existing knowledge (schemata) to interpret text in order to construct meaning. Reading involves the reader’s schemata about the text and the reader’s ability to identify the text structure to get the meaning of the text comprehensively. A reader must activate meaning of a text, and schemata that fit with the information from a text. To get meaning of text, a reader must activate the schemata he or she has already processes.

3. Teaching Narrative Texts

Narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story (Zupan & Babbage, 2017)

Porter (2002) defines narrative as “the representation of an event or a series of events”. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A narrative text consists of some steps. A narrative has a structure (Aljhdali, 2016) a shape or a pattern. It can be represented graphically in this way.

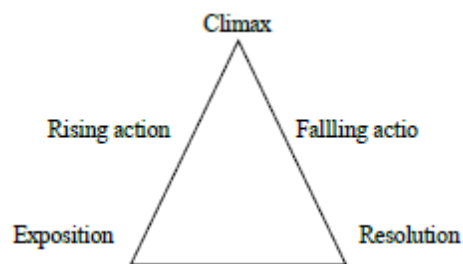


Figure 1. Freytag triangle

That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blueprint or map which can be used to guide us systematically in our writing. The Freytag triangle consists of: (a) the composition, it establishes the characters and situation. (b) Rising action, it refers to a series of complications that lead to the climax. (c) the climax is the critical moment when problems/conflicts demand something to be done about them. (d) Falling action is the moment away from the highest peak of excitement. (e) The resolution consists of the results or outcome (Neo, 2005).

There are language features of narrative text. According to Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to

portray the characters and settings. In addition, there are some types of narrative. They are humour, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). The purpose of narrative text is to entertain the readers.

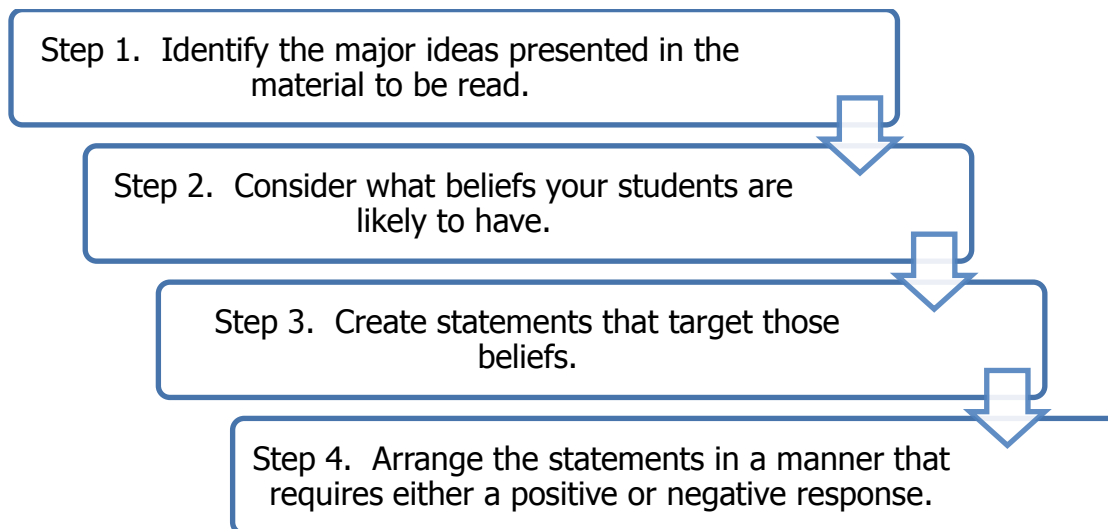
4. Suggested Diagnostic Strategies of Critical Literacy

To facilitate learning across the critical literacy, there are two critical strategies used for either literacy teachers or students namely the anticipation guide and My turn/Your turn. These two strategies were conducting well through literacy instructional for the students in the primary school. We do believe that these strategies would be favored inputs for the teachers and students to be developed in literacy.

Before the application of the strategies, the teachers would be trained so that they could prepare well their teaching learning in the classroom. They were assisted by the trainer to get full understanding of the strategies and monitored in implementing the procedures in through the students' reading activities.

Strategy 1. Anticipation Guide

The anticipation guide is a special type of reading guide useful with nonfiction selections that may challenge students' preconceived ideas about certain topics. Such a guide consists of a series of statements about the material covered by the selection. Students read the statements prior to the selection and indicate whether they agree or disagree with each statement. The teachers and the class openly discuss the statements, but the teachers refrain from suggesting responses. The rationale of the anticipation guide is simple. The statements activate appropriate prior knowledge, and students' responses provide hypotheses to be tested through reading. The purpose for reading is to test their hypotheses. Duffelmeyer (1994) offers four steps for creating an effective anticipation guide:



Demonstration Lesson: Anticipation Guide

Anticipation guide is an effective way to activate students' ideas and information about a topic. Before reading a selection, hearing a presentation, or viewing a film, students respond to several statements that will support or challenge their prior knowledge about the subject. The teachers usually present these statements on a prepared think sheet or Prediction Chart.

Purpose

1. To create interest in a topic and help students focus on the goal of the lesson.
2. To identify and correct misconceptions in prior knowledge.

Steps

1. On the left side of a think sheet, the teachers write a series of statements about the subject to be studied. The statements are designed to elicit students' opinions.
2. Students write an initial response to the statements. The teachers may ask students to explain or defend their responses in small-or-large group discussions.
3. After the lesson, students write another response and explain why their responses have or have not changed.

Strategy 2. My Turn /Your Turn

My Turn /Your Turn is closely related to Think-Aloud.

Demonstration Lesson: My Turn /Your Turn

Before Reading:

- Write the name of the article
- Read the title aloud and practice think-aloud
- Have the participants work in pairs to come up with a question that they think might be answered in the article
- Call on four or five pairs to share the questions they came up with, and list their responses on chart paper or on the chalkboard

Whilst Reading

- Begin by reading aloud the first paragraph
- Model strategy use by holding up the worksheet and saying "*My Turn:*"
- Continue reading aloud
- Model "My Turn" again
- Invite discussion (keep it brief, to maintain momentum).
- Have participants then use their My Turn Your Turn worksheet
- Continue in the same manner through the rest of the article

After Reading

- Have participants return to the questions they wrote before reading the text
- Finally, have participants discuss if the title of the article was a good one.

The strategies of anticipation guide and My turn/Your turn take the students to a new level of active understanding and critical literacy. It could enhance language and vocabulary knowledge. Furthermore these strategies encourage the students' participation to a text, a process of thinking and creating critical ideas toward the narrative text. Their application can be seen on the findings and discussion below.

C. Method

Basically, this study is conducted to develop critical literacy learning for students through narrative texts by using diagnostic strategies. So it used a descriptive qualitative method to propose and promote critical literacy through reading texts for students.

D. Results and Discussion

There are two diagnostic strategies used to enhance students' comprehension of a text. The first is anticipation guide, and the second is My turn/Your turn. These two strategies were conducting well through literacy instructional for the students either in the primary school or secondary school.

1. Anticipation Guide Strategy

Anticipation guide is reading strategy that can be applied before reading, whilst reading, or after reading a text. To success on English language learning in class, teacher prepared lesson plan, media, and a text in order to engage students in class activity. There three phases of English language learning that prepared by teacher, as follow.

Before Reading Activity

In this activity, teacher motivates students by doing a "Throwing Ball" game in the beginning of the lesson. A throwing ball game is used to refresh students with previous material related to narrative text on the previous meeting class. The procedures are:

- 1) Teacher and students stand in a big circle;
- 2) Teacher or somebody throws a ball to one chosen friend, named student A;
- 3) Ask a question and student A answers it in shorter time;
- 4) Student A, then throws a ball to one chosen friend, named student A;
- 5) And does the same thing until all students have opportunity to question/answer.

There are some educational values to be caught by students through this game. They are responsible, bravery, respect other's opinion, and cooperation. All students are involved in it. This game can cheer up the situation in class.

Whilst Reading Activity

A teacher distribute a narrative text entitle Mase Pua River to students in class. Teacher asked them to read the text carefully and comprehensively in order to give response on the statement on the table of anticipation guide, as shown after the text below.

MASE PUA RIVER

Long Time ago, in Tial Village, there was a beautiful and kind-hearted daughter lived together with her parents in a small hut. Her name was Aldila. Aldila always spent her leisure time at the riverbank alone. It caused their parents worry. They wanted their daughter would find a young boy for getting married as they miss to have a baby from their daughter's womb.

One night, Adila dreamt. She was dreaming about a prince who was coming from faraway place. They met at the riverbank near Aldila's hut. The man asked her to get marry him and brought her to his palace and lived at there forever. When the morning came, Aldila felt something strange with her stomach. In short, she got pregnant.

Nine months passed by, it was the time for Aldila to bear her baby. Her parents were too happy waiting for the new baby born. But suddenly they shocked when they saw the baby turned to be a crocodile. They felt disappointed and planned to kill it up. They told their plan to Aldila but she refused it. She wanted to grow her baby that she usually called her, Lucy with both of her hands.

Lucy grew well in Adila's watchful eyes. She planned to set it free in the river near her hut. she said "My lovely baby, you know I really love you. But I don't want someone hurt you. Your place is here. When you grow older and older, remember that you have to be wise. Help everyone who needs your help. Don't ever treat them badly. You have to remember it, dear." Tears rolled down on her cheeks, then hurriedly, Adila went away from the river and ran to her home quickly.

Years passed by, many people tried to build their house near the river. Adila was very afraid on Lucy's safety. Every day, she came to the river just for checking Lucy's condition. One day, the good news come to her that not only a little girl who was helped by the crocodile but also several farmers who lived in that village. Aldila was extremely happy. She knew that Lucy would do what she had asked. When Lucy's turned six, she got sick and died at that time. The villagers buried her like a human being. From that day on, the villagers called the river "MASE PUA". It means a helpful crocodile.

Teacher displayed a table of anticipation guide either by sliding through computer or attaching it on the whiteboard in front of the class. If the class consists of more than 20 students then teacher must divide them in 5 to 6 groups to do anticipation guide activity. Each group of students should examine statements on the whiteboard given. The anticipation guide strategy is only about statements, not questions. It was a guide for students to open their mind about a topic will be taught in class and to increase a critical thinking about the statement in the anticipation guide itself. In the anticipation guide, students are challenged to give answer either agree or disagree to the statement given.

A table of anticipation guide of text entitled "Mase Pua River", is as follow.

Num	Statements	Agree	Disagree
1	Parents worried about Aldila that never tried to find any young man to be married.		
2	Aldila was not dreaming about a prince.		
3	Lucy was taking care of crocodile in the river.		
4	Aldila adopted a baby named Mase Pua.		
5	Lucy got sick and died at her age of six.		

The point is that they can understand and give response to each statement. The anticipation guide strategy can motivate students to give opinion and to discuss in small group. The teacher can assess students' attitude along the learning activity. She/he also measured students' reading ability to understand the text given.

After Reading Activity

Investigating that students had already understood the story, teacher can ask them to make a story map to remind them about the text read. Teacher drew a story map on whiteboard, as follow.

Beginning of the story:

In the middle of the story:

End of the story:

Students were asked to remember the structures of the story. They can do this activity in pairs to ask each other. Some of questions are like:

Beginning: I was wondering about the story. Who are the characters in the story?

In the middle: I noticed that Aldila is a silent girl. I was curious about what the problem in this story is and how to solve it?

End: I knew that this story contains of a valuable messages in it. What are the moral values in this story?

By doing the story map, teacher ensure students that the author of this story intended to make them interested on the setting and plot constructed in it. The author indeed attracts students by his/her story deliberately.

2. My Turn/Your Turn Strategy

After hearing and reading a variety of texts, people began to see many ways of writing information and various patterns used by the authors when they write. Even small children, for example, learn to distinguish the story (narrative text) to the other texts. They know different topic. They also know the kinds of vocabulary used by the author of the story, in this case the narrative text.

Experts tell it to use special text composition. In every story there is a text character, problems, way of solving the problem, and the final settlement. Readers are effectively aware of the arrangement used by the author and use this knowledge to guess what will be written by the author. They will also use their knowledge of the composition of the text story to help them remember specific things, "details", and to make what can be accepted by the mind as they read.

My turn/Your turn is a strategy of pushing students to explore their ideas and perceptions on the article or the text given to them. Through this activity, they conversed to each other and gave opinion, and also finished their worksheet.


Before Reading Activity

At the beginning of this activity, teacher motivates students to practice Think-Aloud toward the topic about the text that will be given to them. Teacher, then, asked them to write five (5) critical questions as they felt curious on the text. Teacher facilitates a short discussion among the students, but it did not spend longer time.

Whilst Reading Activity

In whilst activity, each student will have an opportunity to speak about the paragraph in the text. All students are engaging to investigate the characters, setting, or maybe plot after a friend does read-aloud. Bear in mind, that teacher don't have to tell the students about the title of the story.

THE LEGEND OF METSYAHA ISLAND



Source: <http://beautiful-island.50webs.com/>
October 22nd, 2015 16:55

Once upon a time in the west of Nila Island, there was a small island called Metsyaha Island. It took about 2 hours if one rowed his boat from this island to Nila.

At there, lived a family, a father, a mother and two children. The parents worked as farmers. Not far from their house, there was an old woman lived alone in a small hut. She was kind-hearted and always helped the couple much in taking care of their children when both the couple went out for cultivate their field in Nila island.

Every morning, when they went to work, they always entrusted their two children to the old woman to take care of them carefully. They provided some food for her to feed their children when they were hungry. They also gave a little food for her as well.

The old woman was very attentive and loving to their children. She bathed, put on their clothes and fed them lovingly just as their parents told her to do.

One sunny morning, before leaving their children, as usual, they put the food for their children and the old woman in her kitchen. At lunch time, the old woman rushed into the kitchen to get food, but she found nothing. She did not know who had stolen the food or eaten it up. She was so curious.

When the couple came home, the old woman told them about it. The children's father was angry and stated that she had already eaten it. Hearing these harsh words, suddenly she was truly sad. With a soft voice, she said "I will demand the truth. Listen carefully, if I stomp my feet three times, you can see what happened with me. I will die at once if I had already eaten the food but if I didn't do it, as a consequence this island will sink. So, there was no further conflict between us". After finishing her words, she stood up and stomped her feet. Suddenly, the ground split into several pieces and the island eventually sank to the bottom of the sea.

Firstly, teacher takes (My Turn) activity. Teacher shows a picture about the text to students. Students look at the picture and do Think-Aloud activity. Example 1 (Your Turn): (Think aloud) "When I saw the picture, I thought that this was a story. I suspect that, this is folklore. I think that, this tells the story of a well-known island in Moluccas province. I assume that the title is as feature in naming this island. So the island has the meaning or author means that it may be characterized people who lived there." After that, teacher share the text sheet so that each participant has one sheet of text. Tell them to follow as a friend reads aloud. Remind them not to read before a friend.

Example 2 (My turn): “Once upon a time in the west of Nila island, there was a small island called Metsyaha Island. It took about 2 hours if one rowed his boat from this island to Nila.” Example 3 (Your turn): (Think-Aloud) “Ah ha! I was right. This is a story, of Metsyaha island, so I believe that this is a folklore from Nila island. Nila is one of islands in Moluccas, specifically in Ceram.”

Example 3 (My turn): “One sunny morning, before leaving their children, as usual, they put the food for their children and the old woman in her kitchen. At lunch time, the old woman rushed into the kitchen to get food, but she found nothing.” Example 3 (Your turn): (Think-Aloud) “I suspect that the two children will get into trouble and they will work together to resolve the problem. I think the issue of whether they will face.” Finally, teacher will explain that the story continues but none of the material. Ask students to work in groups to get an idea of how the story ended possibilities.

There is another technique that teacher can use to apply My turn-Your turn strategy, but in simple and short dialogue, as follow.

My turn : What is the about?
Your turn : The text is about the legend of Metsyaha island.
My turn : You are right. Now your turn please.
Your turn : O.K. Where was Metsyaha island located?
My turn : It is in Nila island. Am I right?
Your turn : Correct. I think it is not difficult question. May I give the hardest one?
My turn : Oh, sure... let's check how well do I understand the content of the text.
Your turn : Ahaaa... good response. O.K. Could you tell me the reason why did the father was too mad at the old woman?
My turn : Wait, I have two reasons: (1) his children were hungry the whole day as long as they were cultivating their field. It is because the food had already stolen by someone; (2) the father distrust the old woman. He thought that she had already eaten the food and said something untruth related to the condition.
Your turn : Awesome... You have given a good response. I do really like your answers. Let's continue. (ask as much as possible).

After Reading Activity

As explained before, that, at the end of all activities, the asked students returned to the questions they wrote before reading the text. And teacher also gave an opportunity for them to retell the story in front of the class. Finally, teacher invites students in short discussion about what the title of the story is about. Is it a good one?

These strategies would be favored inputs for the teachers and students to be developed in literacy. Before the application of the strategies, the teachers would be trained so that they could prepare well their teaching learning in the classroom. They were assisted by the trainer to get full understanding of the strategies and monitored in implementing the procedures in through the students' reading activities.

Anticipation guide is an effective way to activate students' ideas and information about a topic. Before reading a selection, hearing a presentation, or viewing a film, students respond to several statements that will support or challenge their prior knowledge about the subject. The point is that they can understand and give response to each statement. The anticipation guide strategy

can motivate students to give opinion and to discuss in small group. The teacher can assess students' attitude along the learning activity. She/he also measured students' reading ability to understand the text given. While, My turn/Your turn is a strategy of pushing students to explore their ideas and perceptions on the article or the text given to them. Through this activity, they conversed to each other and gave opinion, and also finished their worksheet.

Pedagogically, teacher has many ways of strategies to support his/her English language learning for students in class. Through this research, teacher enriches the material with different strategies started from literacy instructional material to promote critical literacy in education field. The strength of teaching and learning a language such as English is to develop critical literacy in this case to enhance students' comprehension of narrative texts. The outcome of this research can be crystallized our perceptions on critical literacy in enhancing students' comprehension of narrative texts.

E. Conclusion and Pedagogical Implication

Anticipation guide and My turn/Your turn are effective diagnostic strategies to engage students to explore their critical thinking based on the narrative texts they read. English teacher can modify the materials in implementing these strategies to follow their students' reading capabilities in classroom. To remember that critical literacy in reading is a basic idea of motivating the students to communicate, analyze, critique, and transfer their thought in critical words. By applying diagnostic strategies, the teacher and students can be more interactive and communicative in increasing comprehension of texts in English learning activities in classroom. Implication of this study impacts on English teachers' role especially in reading skills to be implemented effectively and efficiently to engage students' comprehension by proposing diagnostic materials.

F. Acknowledgements

Creating this chapter has been a collaborative effort. I extend gratitude to all who contributed to the manuscript's development, especially the classroom teachers who inspired to finish this chapter a lot. I also offer special thanks to the following:

The primary school teachers and students who contributed lessons through the reading strategies of critical literacy at: 1) SD Negeri 1 Tanah Tinggi Ambon, 2) SD Negeri 61 Tanah Tinggi, 3) SD Negeri Latihan 28, 4) SD Inpres 28, 5) SD Inpres 42 Amahusu, 6) SMP Negeri 1, and 7) SMP Negeri 6.

Our colleagues, especially those who have participated and contributed ideas about critical literacy, who inspired this research and writing:

Etty Hoesein for sharing her in-depth knowledge in conducting diagnostic strategies of critical literacy.

Heliien J. Loppies, who assisted me in leading the teachers and students to learn about diagnostic strategies of critical literacy for around three years.

Mansye Sekewael, who offered me some texts of his English module and would let me using them in conduction critical literacy in my research.

Family and friends, who demonstrated extraordinary patience and encouraged me throughout the researching and writing on this chapter.

And finally, I would thank to my readers, for your interest in learning about critical literacy by using diagnostic strategies to enhance students' comprehension of a text. I hope that you will find this chapter to be a practical and valuable guide for your journey toward critical literacy awareness.

References

- Abbott, H. Porter. (2002). *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- Abednia, Arman & Crookes, Graham V. (2018). Critical Literacy as a Pedagogical Goal in English Language Teaching. *Second Language Studies*, 37(1), 1-33.
- Anderson, Mark. (1997). *Text Type in English 2*. Australia: Mackmillian.
- Brown, H.D. (1994). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall.
- Ciardello, A. V. (2004). Democracy's young heroes: An instructional model of critical literacy practices. *Reading Teacher*, 58, 138-147.
- Heather, Coffey. (2008). Critical Literacy. www.learnnc.org.
- Comber, B. (2001). *Critical Literacy: Power and Pleasure with Language in the Early Years*. *Australian Journal of Language and Literacy*, 24(3), pp. 168-181.
- Gee, J.P. (2004). *An Introduction to Discourse Analysis*. New York, London: Routledge.
- Knobbel, M., and Lankshear, C. (2002). "Critical Cyberliteracies: What Young People Can Teach Us About Reading and Writing in the World". Keynote address delivered to the National Council of Teachers of English Assembly for Research.
- Kuo Jun-min (2014). Critical Literacy in the EFL Classroom: Evolving Multiple Perspectives Through Learning Tasks. *The Journal of ASIA TEFL*, 11(4), 109-138.
- Lewison, M., Leland, C., & Harste, J. (2008). *Creating Critical Classroom: K-8 Reading and Writing with An Aged*. New York: Lawrence Erlbaum Associates.
- Luke, A. (2004). *Two Takes on the Critical*. In B. Norton & K. Toohey (Eds.), *Critical Pedagogies and Language Learning* (pp. 21-29). Cambridge, England: Cambridge University Press.
- Malamut, A.V. (2011). Critical Literacy and The World Language Classroom: Complicating Culture Education. Master's Thesis, University of Iowa, (Online). Available: <http://ir.uiowa.edu/td/1160>.
- McLaughlin, M. & DeVoogd. (2004). *Critical Literacy: Enhancing Students's Comprehension of Text*. New York: Scholastic.
- Meyers, Allan. (2005). *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.
- Neo, Ernest. (2005). *Narrative for 'O' Level*. Malaysia: Longman.
- Aljahdali, S. A. (2016). Narrative structure, context and translation in Paulo Coelho's O Alquimista in English, Arabic and Turkish . *Journal of World Languages*, 3(1), 79-97.

<https://doi.org/10.1080/21698252.2016.1224138>

Huh, S. (2016). Instructional Model of Critical Literacy in an EFL Context: Balancing Conventional and Critical Literacy. *Critical Inquiry in Language Studies*, 13(3), 210–235.

<https://doi.org/10.1080/15427587.2016.1154445>

Zupan, B., & Babbage, D. R. (2017). Film clips and narrative text as subjective emotion elicitation techniques. *Journal of Social Psychology*, 157(2), 194–210.

<https://doi.org/10.1080/00224545.2016.1208138>