

BUILDING CRITICALITY: USING NARRATIVE TEXT AS A SOURCE OF REFLECTIVE TEACHING AND LEARNING

A THESIS

Submitted to English Language Teaching Department of *Tarbiyah* and Teacher
Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon in Partial
Fulfillment of the Requirements for Undergraduate Degree



**ENGLISH LANGUAGE TEACHING DEPARTMENT *TARBIYAH*
AND TEACHER TRAINING FACULTY *SYEKH NURJATI* STATE
ISLAMIC INSTITUTE CIREBON**

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ABSTRACT

Dewi Puspita. 1808103119. Building Criticality: Using Narrative Text as a Source of Reflective Teaching and Learning

The traditional English language pedagogy holds the view that the mastery of grammar and vocabulary are the key components for successful mastery of English. However, according to the latest evidence from neuroscience, this perspective is misleading because brain actually processes the nonverbal components of language such as prosody and emotion first in the right hemisphere, before processing grammar and vocabulary in the left hemisphere (Peterson, 2017; McGilchrist, 2009). This has led Sudimantara (2021) to conduct a successful research on the development of new academic writing pedagogy that breaks away from the traditional approaches (pedagogic grammar). In a similar vein, research by Yang, Wannaruk & A.-P Lian (2017), He & Sangarun (2015) and He, Sangarun & A.-P Lian (2015) also provides evidence on how the Verbotonal approach has generated a highly significant improvement of English learning without relying on the traditional memorization approaches. Likewise, A.-B Lian (2021; 2020; 2017) also introduced a new critical literacy approach by using an innovatite learning tool that works without the memorization of grammar and vocabulary. These research has informed the current study to use story (narrative text) as the foundation for holistic, critical, and reflective literacy learning. The use of narrative text is critical because, according to Fletcher (2021), human thinks in stories, and even recalls, and reconstructs memory in the form of stories. In other words, learning through story is very natural way of learning for human being. To this end, a new literacy learning module (written in English and Bahasa Indonesia) were developed. The learning tool called Reading for Emotion is used to help learners build their critical and reflective literacy learning experiences. The results of this study showed that this new learning module is applicable in the current curriculum context with some improvements to address in the future. This research is expected to generate more research on the development of brain-compatible English language learning resources.

Keyword: *Story thinking, Narrative text, Brain-compatible learning, Reflective learning, English learning module, Reading for Emotion*

APPROVAL
BUILDING CRITICALITY: USING NARRATIVE TEXT AS A SOURCE
OF REFLECTIVE TEACHING AND LEARNING

Submitted by

DEWI PUSPITA

Reg. Number 1808103119

Submitted to English Language Teaching Department of *Tarbiyah* and Teacher
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Fulfillment of the Requirements for Undergraduate Degree

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Assalamu 'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Dewi Puspita with registered number 1808103119 entitled **“BUILDING CRITICALITY: USING NARRATIVE TEXT AS A SOURCE OF REFLECTIVE TEACHING AND LEARNING”**, we are of the opinion that her thesis can be offered to be presented to the English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim

I acknowledge that this thesis entitled **“BUILDING CRITICALITY: USING NARRATIVE TEXT AS A SOURCE OF REFLECTIVE TEACHING AND LEARNING”** is really my own writing with quotations from trusted sources and references by using acceptable scientific method of writing.

Honestly, I have written this letter of authenticity in accordance with the truth. I am sincerely responsible for any risks that will happen in the future if it is proven to offend the ethics of scientific writing.

Cirebon, 1th of June 2022







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RATIFICATION

The thesis which is entitled **"BUILDING CRITICALITY: USING NARRATIVE TEXT AS A SOURCE OF REFLECTIVE TEACHING AND LEARNING"** written by Dewi Puspita, with the registered number 1808103119, has been examined on June 22nd 2022. It has been accepted by the examiners as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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AUTOBIOGRAPHY

Dewi Puspita (commonly called Dewi). She is a final-semester student who is completing her undergraduate education. She was born in Cirebon on September 30, 1999. She grew up in a family of five in a small village called Sedonglor in Cirebon, Indonesia. In her studies, she was the first to develop an English learning module based on a brain-compatible approach in the English Language Teaching Department. The module she developed is unique, no longer based on memorizing grammar and vocabulary as a requirement to be proficient in English. Instead, she uses a human brain-compatible approach, namely story thinking (Narrative Text) and Reading for Emotions (as learning tools in the module). In addition, she has developed modules in two languages, namely English and Indonesian. It has a goal to strengthen bilingual and multilingual literacy.



To prepare for her career as an English teacher, she has participated in various international webinars from 2021 to 2022; such as participating in the ELTOC 2022 held by the University of Oxford, ICAL 2022 organized by ACER Indonesia, EduWebinar on the independent curriculum, and ELTD International Seminar 2021. She has also attended a one-month training course with the theme Teaching Pathways: Skills for Remote Teaching organized by the British Council. And have taken the EF SET test with a result of C2 (Advanced). Everyone can contact her via email at dewipuspita30091999@gmail.com.

MOTTO

“There is Magic in Something New”



ACKNOWLEDGEMENT

Finally, the day has come when I can thank all those who have helped me complete this thesis well. This would not have been possible without the support of my research supervisor, librarian, close and distant friends, and my family. I am happy to now acknowledge them all.

No words can accurately express how much I am indebted to my supervisors, Mr Lala Bumela, PhD, and Mrs Muhsiyana Nurul Aisyiyah, M.Hum. They have opened the door wide for knowledge and literacy. Allowing me to develop my thesis in my way, they helped me discover new insights into 21st century English learning. I personally appreciate their kindness, wisdom, and never-ending encouragement in pushing me to pursue my dreams.

My sincere thanks, first and foremost, go to the Rector of IAIN *Syekh Nurjati* Cirebon, Dr H. Sumanta, M.Ag; I also sincerely thank Dr H. Farihin, M.Ag as the Dean of *Tarbiyah* and Teacher Training Faculty of IAIN *Syekh Nurjati* Cirebon, I also sincerely thank Dr H. Tedi Rohadi, Mpd, S.E., Dipl., TEFL as the Head of English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of IAIN *Syekh Nurjati* Cirebon, I would also like to express my sincere gratitude to Farouk Imam A, M.Pd., M.Pd. I am the Secretary of the English Language Teaching Department of *Tarbiyah* and the Teacher Training Faculty of IAIN *Syekh Nurjati* Cirebon.

My sincere thanks to all of the lecturers of the English Language Teaching Department who have given a lot of things like motivation, guidance, and knowledge during the research study in the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon. I would also like to acknowledge my friends who always support, remind and encourage me to complete this research.

I would also like to thank my big family, who have supported me. I express my most profound appreciation, especially to my father, Mr Dulhalim, and my mum, Marpuah; they are my angels on this earth who always sincerely raise me, educate and support me in all conditions. Thank you so much for your endless love and eternal prayers for me. I love them from the bottom of my heart.

Finally, I would like to express my gratitude to Allah SWT, who has given me all the best, including completing this thesis. All praise is due to Allâh, the Lord of the Worlds. Alhamdulillah hirobbil alamin.

PREFACE

In the name of Allah SWT, the most Gracious and Merciful all praises and thanks belong to Allah, the Lord of the universe can be finished on time. May invocation to the prophet Muhammad SAW (peace is upon time), his family, and followers up to end of the world.

The research is entitled **“BUILDING CRITICALITY: USING NARRATIVE TEXT AS A SOURCE OF REFLECTIVE TEACHING AND LEARNING”**, which is submitted to the English Language Teaching Department *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon in partial fulfillment of the requirement of Undergraduate Degree.

The researcher is sure that this thesis still far from being perfect, so all mistakes and errors in this thesis will be her responsibility and every suggestion or idea of any kind to make it perfect will be gladly welcome. The researcher hopes this thesis could give some contributions to the English Language Teaching Department and all readers in general.

Cirebon, 1th of June 2022

The Researcher

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