

# EXPLORATION OF A CRITICAL LITERACY MODEL IN LEARNING INDONESIAN LANGUAGE AND LITERATURE

by Esti Swatika Sari, Beniati Lestyarini, Nurhidayah

## ABSTRACT

This research focuses on how critical literacy conditions exist, are introduced, drilled, and/or familiarized in the school environment, especially in Indonesian language learning. Indonesian was chosen because it is a source of knowledge which means it can be an intermediary for the process of conveying information on all other sciences.

This research is an investigative narrative research, a research that is used to describe all research experiences both in terms of initial observations, research planning, and also research results in narrative form with more flexible sentence forms. In a narrative research design, researchers describe individuals' lives, collect and tell people's life stories, and write narratives about individuals' experiences. The respondents who will be the research subjects are teachers and junior high school students in the Special Region of Yogyakarta covering 4 districts and 1 municipality. The type of data expected to be obtained through this research is quantitative and qualitative data collected through questionnaires (open-closed), interviews, document analysis, and observation. Focus Group Discussion (FGD) involving literacy experts, language learning experts, and middle school Indonesian teachers as practitioners.

It is known that Indonesian language learning practices have begun to accommodate literacy skills, but are not yet at the optimal critical stage. Learning at the stage of understanding discourse from a variety of vocabulary, sentences and texts, understanding explicit and implied information in new texts or inter-texts, and drawing conclusions and making text or inter-text connections as well as conveying information from texts in other forms contextually.

Kata Kunci: *exploration, critical literacy, learning, Indonesian language*