INDONESIAN-BASED HIGH SCHOOL EFL TEACHERS' COGNITIONS AND PRACTICES RELATED TO THE INTEGRATION OF SOCIAL JUSTICE ISSUES IN CLASS

THESIS

Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Margaretha Sulistyowardani

112014013

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

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2018
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Saya yang bertanda tangan di bawah ini:

Nama: Margareth Sulistyowardani
NIM: 112014013
Email: 112014013@student.uksw.edu
Fakultas: Bahasa dan Seni
Program Studi: Pendidikan Bahasa Inggris
Judul tugas akhir: INDONESIAN-BASED HIGH SCHOOL EFL TEACHERS’ COGNITIONS AND PRACTICES RELATED TO THE INTEGRATION OF SOCIAL JUSTICE ISSUES IN CLASS
Pembimbing: 1. Joseph Ernest Mambu, S.Pd., M.A., Ph.D.

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Saya yang bertanda tangan di bawah ini:

Nama : Margaretha Sulistyowardani
NIM : 112014013  Email : 112014013@student.uksw.edu
Fakultas : Bahasa dan Seni  Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : INDOONESIAN-BASED HIGH SCHOOL EFL TEACHERS’ COGNITIONS AND PRACTICES RELATED TO THE INTEGRATION OF SOCIAL JUSTICE ISSUES IN CLASS

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Sarjana Pendidikan

Approved by:

Joseph Ernest Mambu, S.Pd., M.A., Ph.D.
Supervisor

M. Ch. Eko Setyarini, S.S., M.Hum.
Examiner

Margaretha Sulistyowardani
112014013

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
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Margaretha Sulistyowardani

Abstract

A lot of topics are investigated using teacher cognition perspective. However, the implementation of critical pedagogy has not been well addressed. This project hence aims to study the cognitions and practices related to critical pedagogy by investigating the integration of social justice issues. Two participants who claimed to be critical pedagogy practitioners were interviewed and observed. Interviews were done before and after the class observation. The former was done in order to identify teachers’ cognition and track factors contributing to the integration. Meanwhile, the latter was performed to seek for clarification in relation to the congruence and incongruence between the cognitions and the real practices. Participants’ schooling experience, curriculum demand, and personal beliefs seem to play a major role in the integration. However, incongruence was also recognized between their stated cognition and real practices due to conflicts among cognitions.

Key words: teacher cognition, critical pedagogy

INTRODUCTION

Teacher cognition is a field focusing on “what language teachers think, know and believe and its relationship to instructional decisions” (Borg, 2003, p. 96). It studies teachers’ perspective towards teaching-related matters such as: “teaching, teachers, learners, learning, subject matter, curricula, materials, activities, self, colleagues, assessment, (and) context” (Borg, 2015, p. 333). Some studies were conducted in exploring teachers’ belief regarding the subjects taught in English lesson. Phipps and Borg (2009), for example, were examining the tensions between teacher’s beliefs and practices, and the factors contributing to them in the
context of grammar subject. There is another method that is possible to be viewed through the lens of teacher cognition: the implementation of critical pedagogy. However, such studies are still rarely addressed.

Scholars have explored the integration of critical pedagogy in the teaching practices. Several themes are being discussed. Political identity issue regarding the Quebec referendum was integrated in Morgan’s (2004) while he was teaching his own class. Pessoa & De Urzêda Freitas (2012) brought the topic such as racism, gender, and sexuality in a case study conducted by a teacher researcher. Using a critical spiritual pedagogy perspective, there is also Mambu (2016) discussed the negotiation of religious faith in some English teachers’ classes. The discussion was done with students holding different faiths even under the debate of the possibility of proselytization done by the teacher that might take place.

However, the integration of critical pedagogy has several criticisms. Akbari (2007) once noticed that CP is “not much has been done to bring it down to the actual world of classroom practice” (p. 276). His statement is in line with Mambu (2012) arguing that the integration is still lacking in Indonesian ELT context. Another criticism came from Crookes (2015) arguing that only teachers having significant experience and understanding in this field that could “digest this material, see it as practical, and want the version that does not gloss over the problematic reality but is congruent with the experiences they have had and the direction of change they wish to” (Crookes, 2015, p. 495). The argument is proven by the fact that the three integration in Morgan (2004), Pessoa & De Urzêda Freitas (2012), and Mambu 2016 were performed by CP practitioners.

However, some recent undergraduate studies in Indonesia have identified some critical pedagogy practices in EFL schools. Ikhtiar (2016) mentioned issues regarding the marginalized group in the context of economy and language from a public junior high school. In the same year, Ariyanti (2016) found out that the teacher in a vocational school observed
bringing up the issue about bullying. In the following year, Puspita (2017) mentioned the integration of religious faith issue, and to some extent racism, regarding the governor election in Jakarta in a Christian-based junior high school.

It is interesting to know the fact that critical pedagogy has been brought into practice by teachers. However, it has not been clearly identified whether those teachers are critical pedagogy practitioners. The idea of the implementation of critical pedagogy was concluded through the integration of social justice issue and the spirit to lead to a social change in the teaching and learning process identical with the notion of critical pedagogy (Akbari, 2008).

Derived from my curiosity regarding the integration of critical pedagogy, this study aims to explore the factors contributing to the teachers’ decision in incorporating social justice issues, despite their unawareness of the existence of the notion of critical pedagogy, and how these factors have the significance to shape their practices regarding the integration. I do hope, by conducting this research, I could provide more examples of critical pedagogy practices and the significance of integrating it. Furthermore, if possible, I expect this study could present cases of how critical pedagogy is implemented by teachers who are not critical pedagogy practitioners.

REVIEW OF LITERATURE

Language Teacher Cognition

As Borg (2003) once mentioned that “teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs” (p. 81), teacher cognition comes as a sub-discipline of applied linguistics studying the complexities of teachers’ mental lives. The notion of teacher cognition is defined by Borg (2003) as he refers to “the unobservable cognitive dimension of teaching - what language teachers think, know
and believe and its relationship to instructional decisions” (p. 81). This field mainly focuses on two objectives: the study of the cognitions themselves; and the relation between the cognitions and teaching practices (Kubanyiova & Feryok, 2015).

The study of cognitions: Elements

Borg (2015) provided a figure showing factors that might contribute to the teachers’ cognition (see Figure 1). Schooling is related to teachers’ experiences in their educational background. He mentioned some earlier studies conducted in the 1990s (for example Johnson, 1994; Numrich, 1996; Woods, 1996; Eisenstein-Ebsworth & Schweers, 1997; Borg, 1999) supporting the idea of how schooling could shape the teachers’ cognition. Levin (2015) talking about the sources of teachers’ belief, as one of the focuses of teacher cognition study, refers to her earlier studies mentioning a factor such as personal experiences as K-12 students. Levin also mentioned experiences during their teacher education programs included as professional coursework, another element from Borg’s framework.

Hill (2014) defines professional coursework as “the pre-service and in-service training teachers receive before certification and after” (p. 16). Borg (2015) used the term “pre-service” to refer to “those engaged in initial teacher education programmes (at undergraduate or postgraduate level) and who typically have no formal language teaching experience” (p. 58), while “in-service teachers” is defined as “those who have completed their initial training and work in classrooms” (p. 87). The effect of professional coursework may affect the existing cognition.
Figure 1. Borg’s (2015) elements and processes in language teacher cognition.

Contextual factors that include “the larger social, political, and economic climate as well as the immediate school context” (Levin, 2015, p. 51) also play a significant role in shaping teachers’ cognition. Burns (1996) mentioned three contextual levels in her study: institutional, classroom, and instructional contexts. The institutional context includes the "ways in which particular organisational ideologies or philosophies were interpreted by the teachers" (p. 158). The second context deals with teachers’ "personal philosophies, thinking, attitudes, beliefs and expectation" (p. 158). While the third is more about instructional
matters such as instructions, tasks, materials, and teachers’ role in classroom interactions. These three levels are interdependent.

As shown in Borg’s (2015) theoretical framework, schooling defines the initial cognition. Later, it is affected by their professional coursework that might reshape the former cognition. This formed cognition underlies teachers’ classroom practices as the practices were also shaped by the contextual factors. The interaction between the cognition and the classroom practices, also influenced by the contextual factors, lets the teachers’ cognition keep evolving. The relation between the cognition and the teachers’ practices is explored in the second objective of teacher cognition study.

**Language Teacher Cognition and Practices**

Researchers who concentrate on this field are interested to explore “the extent to which teachers’ stated beliefs correspond with what they do in the classroom” (Phipps & Borg, 2009, p. 380). Li and Walsh (2011) argued that “teachers’ beliefs directly affect both their perceptions and judgments of teaching and learning interactions in the classroom, resulting in a range of classroom practices” (p. 40). The study of the relationship between the cognition and the practices may result in two ways: congruence, and incongruence.

Li and Walsh (2011) once investigated teachers’ belief and practices in Beijing. Performing a qualitative study employing observations and post-observation interviews, they got varied results. Their first participant claiming herself as an inexperienced teacher due to her only two years teaching experience shows a congruency between the stated beliefs and her classroom practices. Her belief regarding the idea of teacher-centered learning process is confirmed through the way she dominates the classroom interaction.

However, Li and Walsh’s (2011) second participant presented a different result from their first participant. Observing an experienced EFL teacher who has been teaching for 22 years, they found out that the congruence between the stated belief and the classroom
practices is not always the case. The belief of the idea that developing communication skills should come first before the cognitive one is not in line with his practices revealing that he occasionally opposed his own belief. The teacher actually intended to let the students improve their communication skills by retelling a story they had been exposed to in turn using their own words themselves. However, due the fact that the students face difficulties in conveying what they want to say, the teacher started to ask questions to elicit the story.

Another study regarding this incongruence was conducted two years earlier by Phipps and Borg (2009) introducing the term “tension.” It is used by referring the discrepancy between teachers’ stated beliefs and what they do in their classroom practices in a positive perspective. Their study was conducted by interviewing and observing three EFL teachers to figure out their beliefs regarding grammar teaching and how those beliefs are carried on their teaching practices. They found that the practices are not always in line with their stated beliefs as they compare these beliefs and the practices.

The tensions appeared in their study were primarily caused by two major factors: “student expectations and preferences, and classroom management concerns” (p. 387). The teacher might think that gap-filling exercises are less beneficial. However, considering the fact that the students are more easily managed and the use of this kind of exercises meets students’ expectation, regarding the use of their bought course book, the teacher finally decided to perform against the stated belief.

The study teachers’ cognition has been done in several focuses. Borg (2015) has summed up studies about teacher cognition related to grammar in his fourth chapter. His fifth chapter focuses on literacy instruction talking about the cognition in reading and writing. Limited studies focusing on critical pedagogy, one of the sub-disciplines of applied linguistics, have been conducted. In relation to teacher cognition, as far as I could find, there
are only two studies clearly discussed these two fields altogether: Crookes (2015), and Kubanyiova and Feryok (2015).

**Critical Pedagogy**

Critical pedagogy is defined as “a way of doing learning and teaching” and “deals with the questions of social justice and social change through education (Akbari, 2008, p. 276). The integration of critical pedagogy in classroom can be performed by noticing some points summarized by Akbari (2008, p. 282):

The great potential CP has in curriculum development and student empowerment will be actualized only when education, and by extension ELT, develops the required attitude, starts at the local level, and acknowledges the significance of learners’ experiences as legitimate departure points in any meaningful learning enterprise.

Such efforts have been performed by the teacher observed by Ikhtiar (2016). Basing his research on the combined framework provided by Akbari (2008) and Aliakbari and Faraji (2011), he figured out that critical pedagogy can be also implemented in English learning process in Indonesia. The implementation is concluded by matching those points mentioned by Akbari with the teacher’s classroom practices. Several topics such as patriarchy and socio-economic were raised in the classroom derived from the junior high school students’ experience regarding their family and local markets in the city. The result of the study is against Crookes’ (2015) claimed that it is only CP practitioners who are able to perform critical pedagogy in their classroom.

**The Theoretical Framework**

Due to a lack investigation on teachers’ cognition focusing on critical pedagogy, this study would explore the elements shaping teachers’ cognition in integrating social justice issues, indicating critical pedagogy, and its classroom practices. The framework of this study is synthesized from Borg’s (2015) elements of teacher cognition (Figure 1) and the study of
the relation of teachers’ cognition and practices from Phipps and Borg (2009) as shown in Table 1 below:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Stated Cognition</th>
<th>Observed practices</th>
<th>Explanation given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schooling</td>
<td>Professional coursework</td>
<td>Contextual factors</td>
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<td>A</td>
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</table>

*Table 1 The theoretical framework*

**The Study**

This research addresses these two following questions:

1. What are the factors shaping teachers’ cognition in integrating social justice issues in their learning?
2. How do these factors shape their pedagogical action?

As the research aims to explore attitudes, behavior and experiences (Dawson, 2009) that also characterize teacher cognition studies, a qualitative study were performed to address the question. The study focuses on teacher’s belief, the factors that shape it, and how these factors shape their teaching practices in relation to the integration of social justice issues.

**Context and Participants**

This study employed purposive sampling where the participants were selected on the basis of certain criteria through a questionnaire developed and conducted by Mambu & Pattiwael (2017) in their proposed study. The participants were two in-service EFL teachers who have evidently integrated social issues in their English learning based on interview data elicited earlier by Mambu and/or Pattiwael. First participant is Ms. White (a pseudonym). She
is 47 years old, having 26 years of teaching experience, and now teaching in different junior high school. Meanwhile the other one is Mr. Brown (a pseudonym). He is 56 years old, having 33 years of experience in teaching English, and now teaching in a senior high school. Both schools are in Salatiga, Central Java.

Data Collection and Procedure

This study was conducted in five stages. The first and the second stages were performed by Mambu and Pattiwael. The first one was an open-ended questionnaire (see Appendix 1) spread in order to identify to what extent high school teachers in Salatiga know about critical pedagogy. The second one was an interview aimed to elicit the background knowledge of the teachers believed to have potencies or experiences in relation to the integration of critical pedagogy.

The next stage was a pre-observation interview conducted to explore the elements or factors shaping teachers’ cognition in integrating social justice issues in class. This pre-observation interview is based on Borg’s (2015) framework exploring teachers’ prior learning experience during their schooling and professional coursework, and the classroom practices especially as they become in-service teachers. Additionally, the interview explored their perspective towards the integration of social justice issues. Ms. White’s pre-observation interviews were conducted at October 31st, 2017 and January 16th, 2018. While Mr. Brown’s was at February 7th, 2018.

Fourth, the study employed class observations to figure out the real practice of the integration focusing on how the explored cognition from the previous interview is brought into classroom practices. The observations for Ms. White were performed at January 20th and 22nd, 2018. Meanwhile, the observation sessions for Mr. Brown were performed four times at February 14th, 21st, 28th, and March 7th, 2018.
The last stage is post-observation interview. It was conducted after the observation aimed to look for a justification of how the stated cognitions shaped of certain factors are in-line with the real practices, or an explanation if there is any possible “tension” between the two. Ms. White’s was at February 12th, while Mr. Brown’s was at March 12th, 2018. All of the interview sessions were recorded, while the class observations were audio and video recorded.

**Data Analysis**

In order to address the first question, the recorded pre-observation and the post-observation interview were transcribed verbatim in Bahasa Indonesia, but they were translated to English. Later on, the data collected from the three stages of data collection will be presented in different sections according to the participants and be sub-headed as follows:

1. The pre-observation interview results were placed under the theme “stated cognition”, a generalization of the theme “stated belief” by Phipps and Borg (2009). It presents the stated cognitions owned by the participants and the factors contributing to them that were classified based on the framework proposed by Borg (2015).

2. The observation is displayed under the theme “observed practices” (Phipps and Borg, 2009) and is adjusted based on the stated beliefs obtained from the first-stage interview. This section also presents either the congruence or the tension between the stated cognition and the real classroom practices.

The discussion will be sub-headed based on the topic of the classroom discussion during the observation and be based on these themes: stated cognition, observed practices, and the explanation. The stated cognition part will provide teacher statements of how they think the lesson should be and the factors contributing. The observed practice will explain the
real classroom practices. The explanation part will explain the inter-relation between the beliefs and the practices, possible tension and the factors contributing to it.

**FINDINGS**

It was mentioned earlier that the participant selection was based on the questionnaire developed by Mambu and Pattiwael (2017) identifying several teachers claimed to be a CP practitioner. However, after having several interviews to the participants, the results show the existence of a deviation of how CP is defined compared to the way it is supposed to make sense of and practiced.

Being asked about how Ms. White defined critical pedagogy, she explained that being critical is when the children are able to perform something extra beyond the teacher-prepared material. The extra performance on the part of the students would later be integrated in the next teaching and taught as an enrichment material, a portion beyond the core material with a higher level of difficulties. In addition, she also said the idea of critical students means that the teacher is not their sole or only source of learning.

While Mr. Brown defined CP as:

… is a teaching approach attempting to help the students questioning. So, here, definitely, critical here means nurturing the students to be active in the learning process itself. Mmm, actually (it) is not far from the methods developed recently. It obviously makes the students active, and the teacher is more on being a facilitator. (post-observation interview)

Despite the deviation, social justice issues topics to some extent were integrated. The following section shows the findings presented in a separate part according to the participant. Every part presents the result obtained through the pre-observation interview and the observation. The pre-observation interview data was placed under the sub-title “stated cognition,” while the observation was placed under the sub-title “observed practices.”
Ms. White, The Students’ Friends

Stated Cognitions

Experiencing Authoritarianism

Ms. White’s cognition was affected by the ways of teaching of the participant’s former English teachers. During the first pre-observation interview, Ms. White recalled her experience in English classes during her high school period. She explained about most teachers’ way of teaching which seemed to be authoritarian.

In my school era, the relationship between teachers and students were not as it is nowadays where the students dare to be more expressive. That time, the students had to obey the teachers, so whatever the reasons were, at the end the students were the ones to blame. On the other hand, that kind of relationship could control (the class). (1st pre-observation interview)

However, Ms. White was more interested in one of her former English teachers named Pak Purwadi Antoro who gave less restriction to the students. Ms. White illustrated his way of teaching by using a “freedom scale.” From zero to five, Pak Purwadi Antoro got three, while most teachers were in one or two, or even zero. Ms. White mentioned that by having such less restricted situation, the learning was more comfortable, that she regarded as an important point in learning English. Being inspired by Pak Purwadi Antoro, she prefers having a close relationship to the students.

Believing The Idea That The Capability of Criticizing Characterizes a Critical Student

Despite the experience of having teachers with less freedom as elaborated in the previous session, Ms. White tends to give the students a space even to criticize her, as long as it is done properly. Therefore, whenever she made a mistake especially in the English learning process, the students will not hesitate to express how the thing is supposed to be done. It is all because Ms. White assumed that the capability of criticizing the teacher is one
of the characteristics of a critical student even though teachers are assumed to hold more power than the students.

The Expectation of a Class Where The High Intelligence Students Could Help The Lower Ones

A teacher has an authority to create a teaching activity that will help his or her delivering the materials. In this case, Ms. White designed a game called “Speak Up or Stand Up.” In this game, the teacher will give each student a question. For those who can answer the questions will sit down, while those who cannot will stand up for a while. Those who are standing will be given another question until they can answer correctly and will later be allowed to sit down. When there is only one standing student left, the teacher added an extra rule. It is that if the last standing student cannot answer the question, the whole class has to stand up. This condition will urge the sitting students to help the one still standing.

Believing The Idea That The Closer Someone To His/Her Enemy, The Easier The Enemy To Defeat

To know an enemy we do need to be close, don’t we? If you are closer to the enemy, you will be able to defeat them more easily. So actually from the negative, which is regarded as negative for other parties, for me being close makes me able to transfer more easily what I am delivering. By being close, everything will go, will run very well. (2nd pre-observation interview)

Contextualizing the general strategy of defeating enemy in her classroom, the teacher also believes in the idea of the closer the teacher’s relationship to the students, the easier she transfers the English lesson. It does not mean that the teacher considered her students as enemies. This belief means that even an enemy can be defeated more easily by having a closer relationship, how much more shall it work to the students when it comes to transfer English materials. Therefore, despite the common belief that the teacher should stand in a
higher position than the students, Ms. White chooses to narrow the gap between her and the students for the sake of delivering the materials.

**Believing The Idea That Punishments Will Educate Students**

... it is like when there is someone violating the code of conduct, there must be a punishment, for example a simple act like yawning with a mouth covered. I usually execute the punishment by doing ‘jenggit’. (1st pre-observation interview)

Punishment does not necessarily physical punishment, yet punishment can be in a form of repeating the sentence. It is included as a punishment yet an educating one. (1st pre-observation interview)

Ms. White agrees in the idea of giving punishment for the sake of educating the students. The punishment itself is varying starting from repeating an English sentence to the so called as “jenggit,” the act of giving a little pinch to the hair located near the ear. “Jenggit” is performed when the students disobey the school and social ethics.

**Observed Practices**

**A Teacher Close To The Students**

Ms. White has a close relationship with the students shown by the act of having a smooth conversation with the students, sharing jokes together, and calling the students by their names (Ms. White-Class Observation 1). Furthermore, since Ms. White is close to the students, it was true that the students could grasp the materials really well shown by the ability of the students to answer every question given by Ms. White. (Ms. White-Class Observations 1 and 2)

**A Teacher Using The Authority Allowing The Higher Intelligence Students Helping The Lower Ones**

In the previous section about the cognition of using the teacher’s authority allowing the higher intelligencers help the lower ones, I mentioned that Ms. White will use “Speak Up or Stand Up” activity. However, during the observation session, Ms. White preferred using
another method in order to create the situation where the students could help each other. Whenever a student found a difficulty, Ms. White gave the other students a chance and even encouraged them to help their friend in need. (Ms. White-Class Observation 1)

Applying Punishments

Ms. White performed “jenggit” to a student speaking harshly in the class and intended to do it to a student yawning in the class with a mouth uncovered which was regarded as impolite in the society (Ms. White-Class Observation 1).

Mr. Brown, The Humanist Teacher

Stated Cognitions

A Teacher Integrating Humanism Related Topics

During the pre-observation interview session, Mr. Brown mentioned the integration of humanism related topics in the song interpretation material. The reasons of the integration were, first, his own preference on humanism related issues, and, second, the recent curriculum requires the students to accomplish the basic competences in relation to spiritual competence (K1) and also social competence (K2). The example mentioned are the use of songs such as “We Are The World” by Michael Jackson and Lionel Richie which was created for a charity concert due to the Ethiopia crisis back in the year this song was composed. Another song is “Don’t Cry for Me Argentina” composed by Andrew Lloyd Webber and Tim Rice researching the life of Argentinean leader Eva Perón, a former first lady of Argentina and also a feminist and charity activist. The last one is a song entitled “And I Love You” by Harmony interpreted as the story of Mother Teresa.

Observed Practices

There Was No Humanism Related Topics Integrated

Observations were done four times. The first three were conducted while the material taught was about hortatory exposition. The activities were mostly group and individual
projects. Meanwhile, the last observation on was talking about the next chapter: song interpretation.

During the hortatory exposition material the topic integrated were mostly about the facilities of the school and the city. Meanwhile, in the song interpretation, the song used was entitled “Stoney” talking about love. Neither humanism nor social justice issues integrated during the two chapters.

**DISCUSSION**

As elaborated in the findings, both of the participants had their own definitions of critical pedagogy. It can be concluded that their version of CP is leaning to the assumption that CP is a state where the learning process is more student-oriented. CP is defined as how the students hold more portions in the learning process compared to the teacher and how the teacher does not become the sole source of the learning.

Crookes (2015) had mentioned that only CP practitioners could optimize the practice of CP. However, in this case, even though both of the participants claimed that they perform critical pedagogy, their practices seemed not to be obvious. It was probably caused by their limited understanding of what a critical pedagogy is. However, despite the limited understanding of critical pedagogy itself, CP practices were identified in the teaching. The stated cognitions of the two participants here were affected by two out of three factors proposed by Borg (2015) which are “schooling” and “classroom practices.”

As expected, the relationship between the stated cognitions and the real practices resulted in two ways: congruence and tensions. Table 2 below presents the whole information about the teachers’ process of forming cognitions in the relation to the integration of social justice issues topics, which characterizes critical pedagogy. The organization was based on Phipps and Borg’s (2009).
**Stated Cognitions**

Ms. White showed it in the way she lives the spirit of critical pedagogy by avoiding marginalization. Being influenced by her schooling experience and real classroom practices for years, she found it was more effective as she narrowed the power gap between the students and the teacher. She chose not to agree with the idea of keeping the distance between the two parties for the sake of maintaining teacher’s authority, despite the fact that she to some extent keeps the gap to achieve expected values. Her cognition is in line with Paulo Freire in Horton and Freire (1990) stating that “if the authority of the teacher goes beyond the limits authority has to have in relation to the students’ freedom, then we no longer have authority. We no longer have a freedom. We have *authoritarianism*” (p.61).

The rest of the cognitions were affected by classroom practices. According to Burns (1996) the factors could be categorized as “classroom context” dealing with "personal philosophies, thinking, attitudes, beliefs and expectation" (p. 158). The teacher’s own way of thinking apparently held a significant influence for the integration of social justice issues in Ms. White’s cognitions. Figure 2 below presents the schema of the stated cognition of Ms. White.
While Ms. White showed CP practices through her way of teaching, Mr. Brown tended to integrate topics related to CP. Being affected by factors under the notion “classroom practices” (Borg, 2015) Mr. Brown made his “learners aware of issues faced by marginalized group” (Akbari (2007, p.6). The factors include “institutional context” and classroom context” (Burns, 1996). The former context was identified through the way Mr. Brown interpreted the institutional belief which was, in this context, the curriculum. Meanwhile, the latter was identified through the personal belief of the teacher himself.
Through the song interpretation, the students were brought to know the story behind certain song. Therefore, by integrating songs like “Heal The World”, “Don’t Cry for Me Argentina”, and also “And I Love You”, the students were made aware of the issues faced by, for example, people live in poverty. Mr. Brown’s stated cognition forming process is illustrated by Figure 3 below.

**Observed practices**

It was mentioned earlier that the relationship between the stated cognitions and the practices results in two ways: congruence and tension. Figures 4 and 5 display the relationship between the stated cognitions and the practices of both participants.
### Cognitions, Correlation, Observed practices

<table>
<thead>
<tr>
<th>Schooling</th>
<th>1. A teacher having a close relationship to the students</th>
<th>a. The teacher is close to the students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A teacher not immune to critics</td>
<td>(no observed practice)</td>
<td></td>
</tr>
<tr>
<td>3. Using the authority allowing the higher intelligence students helping the lower once</td>
<td>b. Encouraging the students to help their friends</td>
<td></td>
</tr>
<tr>
<td>4. The closer the teacher to the students, the easier the teacher transfers the materials</td>
<td>(refer point a)</td>
<td></td>
</tr>
<tr>
<td>5. Applying punishments</td>
<td>c. Applying “jenggit”</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 4.** Participant 1’s congruence and tensions in social justice issues integration

<table>
<thead>
<tr>
<th>Classroom practices</th>
<th>1. A teacher integrating humanism related topics</th>
<th>a. No humanism related topics</th>
</tr>
</thead>
</table>

**Figure 5** Participant 2’s congruence and tension in social justice issues integration

The congruence could be seen through the real classroom practices that were in line with the stated cognitions. Ms. White showed her close relationship with the students recognized by the act of having a smooth conversation with the students, sharing jokes...
together, and calling the students by their names. She gave the students a chance and even encouraged them to help their friend that faced difficulties. In addition, Ms. White also performed “jenggit” to a student speaking harshly in the class and intended to do it to a student yawning in the class with a mouth uncovered which was regarded as impolite in the society.

However, congruence is not always the case. During the observation, it was found that there were two cognitions which were against each other identified as a tension. The tension occurred between the cognition of being close to the students and applying punishments. Having a close relationship with the students can be defined as the act of narrowing the gap between the teacher as the major power holder and the students as the minor ones. However, the act of applying punishments can be identified as the effort maintaining the status of a person holding more power in class. Similar to Ms. White, Mr. Brown’s practices also showed a tension. Even though Ms. White mentioned that he preferred integrating humanism related topics in the material, during the observation session no humanism topic was integrated.

Explanation Given

This section provides justification of the tension occurred between the stated cognitions and the observed practices. As mentioned before that there was a tension between two cognitions in Ms. White’s practices. Being interviewed in the post-observation interview session, Ms. White explained that she made a distinction when she is supposed to play a role as a friend and in some cases, still, as a teacher. Her role as a friend is performed in transferring English materials. Meanwhile, in terms of teaching behavior, she will play her role as a teacher. This capability of switching identity allows her to have a narrowed gap on one hand and to maintain the gap on the other hand.
Different from Ms. White, Mr. Brown had two reasons in relation to the absence of the humanism topics integration. During the hortatory exposition material, Mr. Brown preferred topics such as school’s and city’s facilities due to students’ mastery of the topics. It was expected that as the students master the topic well, the arguments given would not get blank during the discussion since they had no good idea related to the issue.

Another reason was that during the song interpretation lesson, the reason of not integrating humanism related topics was caused by Mr. Brown’s teaching sequence. The observation was done in the beginning of the lesson where Mr. Brown focused more on introducing the lesson and gave some sort of attraction so that the students will be enthusiastic during the following teaching sessions. Therefore, Mr. Brown chose to sing in front of the class while playing guitar and harmonica. He preferred singing “Stoney” due to the low level of complexity of the song in term of vocabulary, tempo, and the content itself so that it would be easier to interpret during the introduction section.

The factors mentioned by the two participants can be categorized as “classroom practices” (Borg, 2015). Ms. White’s was caused by the two personal beliefs, the belief of being close to the students and the belief of applying punishments, which were against each other. Meanwhile the factors affected Mr. Brown’s existing cognition were included in “instructional context” (Burns, 1996). It is defined as “the thinking and reflections which went about specific forms of … the resources and the material used and teacher’s own role in managing various forms of classroom interaction” (Burns, 1996). The thinking and reflections were carried out due to factors such as the limited students’ background knowledge about the humanism related topic and the level of difficulty of the teaching session that will affect the quality of the learning. Table 2 summarizes the whole cognition forming process of the two participants related to the integration of social justice issues as one of the features characterizing critical pedagogy.
<table>
<thead>
<tr>
<th>Stated Cognition</th>
<th>Observed Practices</th>
<th>Explanation Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ms. White</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher close to the students</td>
<td>Experiencing authoritarianism</td>
<td>The teacher were close to the students but still applied punishment (&quot;jenggit&quot;) too</td>
</tr>
<tr>
<td>A teacher applying punishments</td>
<td>Personal belief that punishment will educate the students</td>
<td>-</td>
</tr>
<tr>
<td>A teacher using the authority allowing the higher intelligence students helping the lower ones</td>
<td>The expectation of a situation where the students can help each other</td>
<td>Encouraging the students to help each others</td>
</tr>
<tr>
<td>A teacher not immune to criticisms</td>
<td>Personal belief that the capability of criticizing characterizes a critical student</td>
<td>(There was no situation requiring the criticism)</td>
</tr>
<tr>
<td><strong>Mr. Brown</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher integrating humanism related topics</td>
<td>The curriculum requires the accomplishment of basic competences related to spiritual competence (K1) and social competence (K2)</td>
<td>No humanism related topics</td>
</tr>
<tr>
<td></td>
<td>Mr. Brown’s preference of humanism related topic</td>
<td>-</td>
</tr>
</tbody>
</table>

Table. 2 Participant 1 and 2’s cognitions and practices
CONCLUSION

Exploring the elements shaping teachers’ cognition in integrating critical pedagogy and how CP is brought into practices, this study managed to find interesting findings. Factors such as the experience during the schooling period have been identified in influencing teacher’s cognition. Learning from the good practices and avoiding the bad ones have constructed Ms. White’s way of teaching. Mentioned also are the factors such as teacher’s personal belief as identified from Ms. White’s practices, and the curriculum demand and students’ background knowledge from Mr. Brown which are categorized as classroom practices factor.

However, this study has several limitations. The lack of teachers’ understanding of the notion of critical pedagogy might limit the amount of CP integrated in the practices. Fortunately, despite the fact that the teachers did not have a complete idea of what critical pedagogy is, social justice issues integration that represents critical pedagogy can still be identified in the study. The limited time of the research also have impacts in the exploration. The observations were only done in, maximum, two topics.

It is highly recommended for the further research to have a better selection of the participants, to find the ones that really master critical pedagogy. Otherwise, it is suggested for the next research to arrange a framework that suits such an anomaly where the participants only have limited, or even do not have, understanding of the notion of critical pedagogy, yet is potential to have its practices in their classes. Moreover, the further studies might acquire more various findings if the range of time is extended. Therefore, more topics can be discussed, and more integration of critical pedagogy can be identified.

In addition, this study has an implication. It was mentioned before in the discussion section the factors affecting teachers’ cognition related to the integration of social justice issues. Being classified based Borg’s (2015) theoretical framework, they were identified as
“schooling” and “classroom practices”, but not with the “professional coursework” (see Figure 1). Therefore, considering the noble spirit held by critical pedagogy, the researcher suggests promoting the education of critical pedagogy through teachers’ professional coursework in order for teachers to have an alternative approach to integrating attempts to reflect on realities in a critical way in their pedagogical practices. Therefore they could “digest this material, see it as practical, and want the version that does not gloss over the problematic reality but is congruent with the experiences they have had and the direction of change they wish to” (Crookes, 2015, p. 495).
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I thank my God for having you all.
REFERENCES


APPENDIX A

KUESIONER UNTUK MENGETAHUI IDENTITAS PEDAGOGIS GURU BAHASA INGGRIS

Kuesioner ini dibuat dengan tujuan menggali informasi tentang identitas pedagogis dan profesional guru-guru Bahasa Inggris berdasarkan apa yang mereka laporakan dan harapkan/idealkan.


Data Biografi

Nama

Jenis kelamin

Sekolah tempat Bapak/Ibu mengajar

Pendidikan terakhir : S-__ program studi
  di

Pengalaman mengajar : ______ tahun sebagai guru _______(isi dengan honorer/CPNS atau tetap/PNS)

Identitas Pedagogis Guru Bahasa Inggris

1. Bagaimanakah Anda mendeskripsikan diri Anda dalam kaitannya sebagai guru Bahasa Inggris?

   Tampak: Saya adalah guru Bahasa Inggris yang ______________________

   ______________________


2. Apa (suka) pendekatan pengajaran dan pembelajaran Bahasa Inggris yang Anda gunakan di kelas?

   [ ] Communicative language teaching  [ ] Lexical approach
   [ ] Task-based language teaching  [ ] Pendekatan lainnya (tolong sebutkan)
   [ ] Critical pedagogy

3. Apa yang melatarbelakanginya penggunaan pendekatan pengajaran dan pembelajaran Bahasa Inggris yang Anda pilih di no. 2 di atas?
Tanggapan: __________________________________________

____________________________________________________

4. Tema-tema apa saja yang dibahas Bapak/Tamu selama pembelajaran bahasa Inggris dengan siswa?
   Tanggapan: __________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

5. Kegiatan pembelajaran seperti apa yang Bapak/Tamu gunakan untuk membelah temu-tema yang Anda tulis untuk menjawab nomor 4?
   Tanggapan: __________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

6. Apakah Anda diharuskan (misal: oleh pemerintah) menggunakan buku ajar Bahasa Inggris tertentu?
   Jika ya, apa tanggapan Anda?
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   Jika tidak, apa yang Anda lakukan untuk mengembangkan bahan ajar?
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
7. Apa (saja) prinsip Anda dalam mengelola kelas?
Tanggapan:


8. Mengapa, menurut Anda, siswa perlu belajar Bahasa Inggris?
Tanggapan:


9. Dalam hal apa saja Anda melihatkan peran siswa di kelas Bahasa Inggris Anda?
Tanggapan:


10. Apa (saja) prinsip Anda mengenai penilaian pembelajaran Bahasa Inggris (atau English language assessment)?
Tanggapan:


11. Pembelajaran Bahasa Inggris macam apa (saja) yang Anda harapkan siswa lakukan di luar kelas?
Tanggapan:


Terima kasih atas waktu dan partisipasi Bapak atau Ibu dalam penelitian ini.