

**TEACHERS' CONCEPTS AND STRATEGIES ON TEACHING
CRITICAL READING SKILLS AT ONE OF SENIOR HIGH
SCHOOLS IN TEBO**

THESIS

**Submitted as a Partial Fulfillment of the Requirements to obtain the
Master Degree in English Education Program**



Written by:

DINI EKA ANDESTINA

(P2A421016)

**MAGISTER OF ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JAMBI UNIVERSITY**

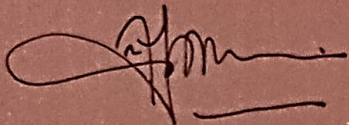
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APPROVAL

This thesis proposal entitled “**Teachers’ Concepts and Strategies on Teaching Critical Reading Skills at One of Senior High School in Tebo**”, which is written by Dini Eka Andestina, student number P2A421016. It has been corrected and approved to be tested in front of examiners.

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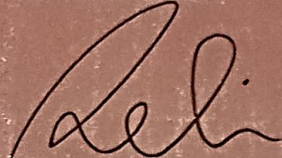
First Advisor



Dr. Nunung Fajaryani, S.Pd., M.Pd.

NIP. 198106182009122001

Second Advisor



Dr. Reji Handayani, S.S., M.Pd.

NIP. 198504032015042001

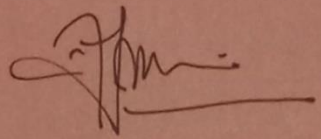
LETTER OF RATIFICATION

This thesis entitled “Teachers’ Concepts and Strategies on Teaching Critical Reading Skills at One of Senior High School in Tebo”, written by Dini Eka Andestina, student’s number P2A421016, has been defended in front of the board of examiners on and was declared acceptable.

The board of Examiners

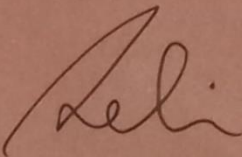
1. Dr. Nunung Fajaryani, S.Pd., M.Pd.
NIP. 198106182009122001

(Chair Person)

1. 

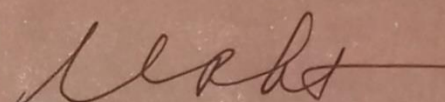
2. Dr. Reli Handayani, S.S., M.Pd
NIP. 198504032015042001

(Secretary)

2. 

Jambi, Januari 2024

The Head of
Master of English Education Study Program


Dr. Dra. Rachmawati, M.Pd.
NIP. 195907031987022001

DECLARATION OF ORIGINALITY

The undersigned below,

Name : Dini Eka Andestina

Student's Number : P2A421016

Study Program : Magister of English Education

Hereby declares the originality of thesis; The writer has not presented anyone else's work to obtain the university degree nor has the writer presented anyone else's words, ideas, or expressions without acknowledgment. All quotations were cited and listed in the bibliography of the thesis. If in the future this thesis statement is proven false, the writer is willing to accept any sanction complying with the determined regulation or its consequence.

This statement was made fully with awareness and responsibility.

Jambi, Januari 2024

The writer,



Dini Eka Andestina

NIM. P2A421016

MOTTO

“An Investment in Knowledge
Pays the Best Interest”

(Benjamin Franklin)

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In the name of Allah, the most gracious and the most merciful. First and foremost, I am thankful to Almighty ALLAH for giving me the strength, knowledge, ability, and opportunity to undertake this thesis and complete it satisfactorily, and also to our beloved prophet, Muhammad SAW, who becomes my inspiration. Then, this endeavor would not have been possible without my supervisors, Mrs. Dr. Nunung Fajaryani, S.Pd., M.Pd., and Mrs. Dr. Reli Handayani, S.S., M.Pd., who generously provided knowledge and expertise. The researcher is feeling thankful that they were guided and assisted by these tremendous thesis supervisors who have so much patience and concern in handling the researcher during the process of finishing the thesis. The researcher also would like to express my deepest gratitude to committee: Dr. Dra. Rosinta Norawati, M.A., Failasofah, S.S., M.Pd., Ph.D., and Delita Sartika, S.S., M.ITS., Ph.D. for the encouragement and insightful comments in my thesis.

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Jambi, January 2024

Researcher



Dini Eka Andestina

ABSTRACT

Andestina, D., E. (2023). Teachers' Concepts and Strategies on Teaching Critical Reading Skills at One of Senior High School in Tebo. A Thesis Magister of English Education Study Program Faculty of Teacher Training and Education Jambi University in Academic Year 2023/2024. The first supervisor is Dr. Nunung Fajaryani, S.Pd., M.Pd.. The second supervisor is Dr. Reli Handayani, S.S., M.Pd.

Keywords: Critical Reading Skills, Teachers' Concepts on Critical Reading Skills, Strategies in Teaching Critical Reading.

Critical reading skills is understanding a new insight by evaluating, contextualizing, and interpreting the meaning contained. Nowadays, being critical is a must to respond and avoid invalid information to make the passage's meaning understandable. This research is conducted to explore and explain teachers' concepts and strategies in teaching critical reading. The researcher applies qualitative with a case study approach. To gain the data, the researcher involves two English teachers in a Senior high School as the participants. So, interviews are used to know what are teachers' perceptions regarding the concepts on critical reading skills and observation sheets are used to make sure whether the participants apply strategy in critical reading or not. The results indicate that critical reading concepts are depth-understanding, personal response, and active reader. While, the teachers apply the strategy of previewing, questioning, and annotating as ways to support individual reading development. Therefore, the ability to critically read is vital for fostering a growth mindset through the implementation of specific strategies. This research could be recommended and serve as an additional reference and create a new understanding regarding the concept of critical reading.

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CHAPTER I

INTRODUCTION

1.1 Introduction

Reading is a series of interaction processes between the reader and the text in which readers develop, create, and construct meaning using their knowledge. Harmer (2005) said that reading occurred as the readers connected with the words and illustrations provided by the author. So, reading is a comprehension method that considers the value of the author's words, thoughts, ideas, and facts in assembling. One of the sub-skills of reading was critical reading. Critical reading is the process of reading texts to understand them fully. It involves asking questions about the author's intention, the text's structure and purpose, and the meanings of individual words and phrases.

Wallace (2003) stated that critical reading is a set of processes that focuses more on the interpretation of the text and it involves assuming the main issue, finding the strengths and weaknesses of the text, making a critique regarding the logic, argument, or sentiments expressed in the text, and did analysis towards the text. Critical reading has been one of the main factors for academic success. Critical reading aims to form judgments about the accuracy and validity of reading materials and how it worked based on correct criteria or standards. It was a skill that analyzed, interpreted, and evaluated the reading materials which helped to develop students' critical thinking skills. Improved critical reading skills were important for success in the academic field.

Wang (2009) found that a student must possess competent reading skills to generate implicit main ideas to understand a text's gist.

There are competencies in the 2013 curriculum: attitudes, knowledge, and skills. Attitude competence, knowledge, and skills could be seen from the development of student abilities including capacity-building reading, both in reading fluency and the ability to understand and analyze reading content. The interview was on January 7th, 2023, with one of English teachers at Senior High School in Tebo. The researcher classified multiple factors contributing to the low level of critical reading among senior high school students, including insufficient reading, lack of motivation, and limited curiosity about science, society, or politics. Other factors appeared that teaching critical reading was about understanding the contextual meaning regarding to a social function, text structure, and language features.

Numerous strategies for teaching critical reading can be applied to reading. According to Nasrollahi et al (2015), these strategies include annotating, previewing, scanning and skimming, distinguishing between facts and opinions, drawing conclusions, monitoring comprehension, summarizing, paraphrasing, synthesizing, and questioning. McWhorter (2012) also outlined critical reading strategies such as making inferences, differentiating between fact and opinion, identifying generalizations, recognizing tone, understanding the author's purpose, and detecting bias. Teachers can help students develop critical reading skills by using visual aids, modeling predictions, asking questions, and facilitating discussions. However, a

common issue arised when students struggle to comprehend the text, often due to translating it word for word without grasping its meaning. Many teachers ask students to read and answer questions without first ensuring their understanding, leading to low grades and perceptions of poor reading comprehension skills among students

Several researchers have conducted studies on Critical Reading Strategies, as evidenced by previous research. One such study was carried out by Shamida, Sidhu, and Nawi (2021) under the title "Postgraduate Students' Perceived and Actual Performance in Critical Reading Skills." The primary objective of this research was to evaluate postgraduate students' perceived and actual performance in critical reading skills. Another study by Al-Roomy (2021) titled "Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension" found significant effects of critical reading skills on students' reading comprehension across various levels. The research also highlighted students' perception of reading as an active and dynamic process that stimulates the use of higher-order thinking skills and draws on their prior experiences to approach reading materials.

To fill the gap between this research and the previous studies, the researcher focused on teachers' concept and strategies in critical reading that was experienced and applied by teachers. the researcher concentrated on exploring the concepts and strategies used by teachers in critical reading. Thus, considering the gap provided above researcher believed that this study would bring different results.

1.2 Statements of the Problems

Based on the background of the study, the following questions were covered in the study:

1. How are teachers' concepts on critical reading skill?
2. What are teachers' strategies in teaching critical reading skill?

1.3 Purposes of the Study

Based on the statements of problems, the purposes of the study would be focused on the points as follow:

1. To explore the teachers' the concept on critical reading skills.
2. To explain the application of critical reading strategies in teaching.

1.4 Significance of Research

The results of this research were expected to be both theoretically and practically significant. Theoretically, this research could be recommended and served as an additional reference and create new understanding regarding the concept of critical reading. Practically, this study will be beneficial for English teachers to provide their insight regarding teachers' strategies in teaching critical reading skills. The findings of this research can also be used as a guide or information source for people who are interested in similar fields of study. This can help them to carry out new research within the same context of discussion. Therefore, this research was expected to increase the knowledge and information about concept-critical reading skills and teaching critical reading strategies.

1.5 Scopes and Limitations

This study focused on teacher concepts related to critical reading skills and teaching critical reading strategies at one of Senior High Schools in Tebo. Researcher established this school to represent the data. This study was limited to two English teachers at one of Senior High Schools in Tebo. They already fulfilled the requirements, such as possessing a teaching certificate, five years or more teaching experience, and also are applied in teaching critical reading strategies.

1.6 Definition of Key Terms

1. Critical Reading Skill

Critical Reading is portrayed as “ideal reading” in which the readers try to interpret their knowledge of the text, Arici (2012). Critical reading is the process of accepting the meaning of the text by evaluating, analyzing, and conceptualizing so that the reader will obtain valid information or insight of the text. In this research, critical reading skill refers to the process of deeply comprehending a text for accurate information.

2. Critical Reading Strategies

Axelrod and Cooper (2002), stated that Preview, Contextualize, Outline, Analyze Opposition, Summarize, Paraphrase, Synthesize, Question, and Reflect are the most important applicable strategies for reading critically. In this research, critical reading strategies support English teachers in applying

their learning in teaching meanwhile it can assess some information needed in reading texts.

CHAPTER II

REVIEW OF LITERATURE

2.1 Reading Skill

Reading involves a complex cognitive process of interpreting symbols from written ideas to construct and comprehend precise meanings. Reading was defined as a cognitive process that involves deciphering symbols to arrive at meaning. Reading was an active process of constructing the content of words. Meanwhile, According to Cevdet, Cahit, & Halim (2010) stated that reading activity was an effective process redounding the information capacity of mankind, shaping ideas and beliefs, and acquiring personality. Meaningful reading helps readers direct information to their aims and focus their attention. In other words, reading was also a passive skill that requires an interactive process of comprehending meaning to obtain information and ideas from written text.

The strong foundation for students and the most important component was reading skill. Chettri and Rout (2013) stated that by reading students can get new knowledge to make themselves more educated. Nuttall (1996) suggests three major categories of reading skills: efficient reading skills, word attack skills, and text attack skills. Each category is explained below.

The word attack skill addressed of ability to understand orthographic symbols in speech. Students identify patterns that represent phonetic units such as phonemes, syllables, and words. Word Attack categorizes skills that students should understand,

such as recognizing syllable patterns, possibly turning strings into sounds, recognizing uppercase and lowercase letters, and recognizing word boundaries.

Understanding the importance of reading comprehension, such as being able to read from many experts with different perspectives, is important for reading teachers. Teaching reading in the classroom is useful knowledge and a good reference for learning how to deal with more important information. Reading is inferring activity from written symbols with common works of cognitive behaviors and psychomotor abilities; it is converting the writing into meaningful sounds (Demirel and Uahinel, 2006). The domain of comprehension should include, among other things, grammatical competence and knowledge of morphology, syntax, and mechanics. Comprehension also includes the ability to use context to obtain meaning, the ability to use the schema as a guide, the ability to use metacognitive knowledge, the ability to recognize text structure, and the ability to predict what comes next in the text.

Fluency skills are also important for students. Fluency is the ability to read accurately, fluently, and expressively. Fluent readers automatically recognize words without struggling with decoding problems. It helps students improve skills such as word recognition and high-frequency character cluster recognition, quick reading, and possession of a rich vocabulary.

Therefore, the strong foundation and the most important component for students to learn is reading skills. Teaching reading strategies is needed as a way in determining students' competence in understanding a text effectively. Commonly,

teachers tend to ask students to read aloud without realizing the real meaning of a reading text. So, teachers are recommended to use strategies to support their teaching effectively in reading. It also will assist students to acquire easiness in understanding the text. The teaching reading strategy will be explained further in the next point.

2.2 Concept of Critical Reading

A concept is a mental notion or idea used to help structure knowledge, making it easier and quicker to access. Another goal is restricting the understanding of specific definitions, concepts, or thoughts. While, critical reading involves reading to critically analyze the text and its underlying themes and ideas, both implicit and explicit. Additionally, critical reading involves thoroughly understanding texts by asking questions about the author's intention, the structure and purpose of the text, and the meanings of words and phrases. It also involves considering the context in which the text is written and how various audiences may interpret it.

Critical reading skills are categorized into three concepts, they are personal response, depth understanding, and active reading. The first concept is personal response, personal response is significant because it shows how readers interpret and derive meaning from a text based on their comprehension. It includes assessing the validity of the information and seeking clarification when needed. According to Sultan (2018), every reader should have the capacity to respond to the passage critically engaging analyzing, evaluating, and responding to an idea based on the information

given. Thus, personal response emphasizes the crucial role in creating meaning. Readers actively interpret texts and express their unique reactions and interpretations. Readers are prompted to consider their contributions to the text as readers, such as their experiences, knowledge, emotions, and concerns. Meaning is formed through the interaction between the reader and the text. The response process serves as the connection between the reader, the text, and the context. Reader response highlights the significance of discussion in refining the reader's initial thoughts, and the interpretation of texts as a thoughtful reaction that incorporates both the reader's world and the world of the text.

The second concept is depth-understanding. Critical reading involves a deep understanding of the text's content and analyzing the author's assertions, supporting evidence, arguments, and conclusions. This process engages in identifying the main concepts and viewpoints within the text, as well as interpreting and assessing the validity of the argument or conclusions. Tarigan (2013), supported that critical reading was about the process of reading to obtain depth-understanding which involved wisdom and evaluation without justifying the untruth information of a passage. Additionally, in terms of depth-understanding means a complete and thorough knowledge or grasp of a subject. Deeply understanding an issue means grasping the concept's nuances and interrelationships between different elements. At this level of cognition, readers have developed competencies beyond simple facts or surface-level comprehension and can explain the subject and its importance in detail.

The third concept is the active reader. In terms of active reader refers to involvement conducted by a reader to build communication between the reader and the text. According to Kurland (2000), explained that active reading recognizes what the text conveys, and then analyzes its contents to gain a complete understanding. They then reflected on the text by providing examples, arguments, eliciting sympathy, and creating contrasts to clarify information, and finally drawing conclusions based on the analysis conducted. In addition, Active reading involves reading to comprehend and assess its relevance requirements. Simply reading and re-reading the material isn't an effective way to understand and learn. Actively and critically interacting with the content can help you save time.

Critical reading is a vital talent for absolutely everyone, such as students. Mickulecky & Jeffries (2004) said that reading was crucial because it can improve students' overall language skills in English, help them think in English, expanded their English vocabulary, improved their writing, and provided a valuable way to learn new ideas, information, and experiences. Therefore, the ability to read had been seen as a valuable tool for students to enhance their understanding of the English language.

2.3 Teaching Reading strategies

Strategy is the art of devising or employing plans or stratagems toward a goal (Webster: 2018). The goal is for understudies to procure and utilize the information introduced in the content. Teaching Strategy can be defined as a method of planning or a series of activities designed to achieve a specific goal. Teaching strategy is the

teacher's plan in the teaching and learning process to achieve what has been planned. Antoni (2010) said that a teaching strategy is a generalized plan for a lesson or a lesson that includes structure, desired learner behavior, terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. The teacher's strategy is expected to be able to help students in developing reading skills in various ways or methods.

Simensen (2007), named the strategies "a real-life purpose and real-life expectation." The strategies are scanning, skimming, intensive reading, and extensive reading. The scanning strategy refers to reading speed to capture ideas in a text. It focuses more on understanding the main ideas. The skimming strategy refers to reading to get specific ideas from the text. This type of strategy is used to read the phone book. Intensive strategies aim to understand text for specific purposes. The students will understand the text well. On the other hand, the extensive strategy is to read as much text as possible. Because deep reading is not only for knowing the general meaning of the text, it is also used for enjoyment, such as reading a novel, magazine, and many others.

There are many strategies that teachers can use when they are teaching reading comprehension. According to Setiyadi (2006), some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading. In addition, teachers also may use other strategies such as developing the vocabulary of children, not continuing reading

without understanding, grasping the heart of the matter, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purpose, identify texts and tasks, and so on.

The teacher should use many strategies in teaching reading such as applying various methods, media, and games in order to keep the students interested. Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable to the learning experience and to use appropriate collaborative learning strategies.

Jeremy Harmer (2001) adds that there are two strategies in reading, which involve bottom-up strategies and top-down strategies.

2.3.1 Bottom-up Strategies

This strategy is described as a procedure that incorporates perceptual accuracy, sound, and the ability to discover a series of texts, words, spelling patterns, and other language units. Readers attempt to comprehend the text by constructing meaning from the smallest to the greatest components. Bottom-up reading does not address the entire reading process for proper understanding. Bottom-up reading is the strategy to interpret letters, sounds, words, and structures until the entire text is decoded to comprehend the meaning of the text, and it is often used in the lower-level reading process. This might explain why vocalized and sub-vocalized reading skills are acquired by a significant number of students. In sum, bottom-up reading strategies

involve analyzing the linguistics units. Readers attempt to comprehend the text by building textual meaning from the smallest to the greatest units, then changing prior information and making predictions.

2.3.2 Top-down Strategies

Top-down reading strategy is characterized as a reading procedure or psycholinguistics guessing game. Top-down reading strategies emphasize the importance of schemata, or prior experiences and background knowledge, in understanding a literary work. In top-down reading strategies, the reader must have knowledge, comprehension, and language skills that play a major role in interpreting the meaning of the text.

In the top-down strategy, reading can be learned by processing greater units of language focusing on the reader's knowledge. Thus, a reader integrates his knowledge into the reading. Distinctively from bottom-up, this strategy makes a reader produce meaning from a text.

Teachers are recommended to apply these strategies of expression when teaching reading in school. This strategy is expected to help students better understand the text and engage them in critical reading. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs.

2.4 Critical Reading Skill

Wallace (2003) defines critical reading as the set of processes that focuses more

on the interpretation of the text and it involves assuming the main issue, finding the strengths and weaknesses of the text, making a critique regards to the logic, argument, or sentiments expressed in the text, and do analysis towards the text. Kress in Wallace (2003) critical reading is an activity that requires the readers to find the detailed information, do analyze the text by replacing the general message of the text with the reader's personal interpretation, find the strengths of a text, its arguments, develop the students' thinking towards the main issue and make a critique relates to the issue. Koay (2015), critical reading is the process in which the readers must find the strengths and weaknesses of the text and the information contains in the text through a set of strategies.

Critical reading refers to careful, active, reflective, and analytic reading. It is a skill for discovering information and ideas within a text (Kurland, 2000). Critical reading provides learners the opportunity to think about and analyze the information critically which means being able to look at the context with a wider viewpoint linked to their critical understanding and getting the chance to evaluate the context they face.

2.5 Strategy Teaching Critical Reading

Edge (2011) has stated that non-critical reading focuses on linear activities to have a textual recognition of a text. It aims to logically comprehend a text as a systematic structure consisting of information, ideas, and opinions of the author. Meanwhile, critical reading is an analytic activity in which a reader intensively reads a text to identify text structures covering its information, values, assumptions, and

language usage during the reading process. When reading critically, a reader involves total interpretation and evaluation of a text. Therefore, different types of critical reading strategies can be used in the classroom. Critical reading strategies require teachers to be successful in the learning process. Nasrollahi et al. (2015) stated that annotating, previewing, contextualizing, outlining, summarizing, analyzing opposition, paraphrasing, synthesizing, questioning, and reflecting are the most appropriate critical reading strategies. Besides, Sousa (2014) also promoted critical reading strategies such as previewing, contextualizing, outlining and summarizing, questioning, reflecting, evaluating an argument and comparing and contrasting.

2.5.1 Annotating

Annotations refer to important reading activities for marking ideas in the text. According to Linkon (2008), basic critical reading strategies include annotating. It can also reflect how students react to the text. In this strategy, students begin by circling keywords and writing comments in the footer of the material. If you agree or disagree with an idea, you can underline the text. The next step is validation. You can exchange ideas with other students and teachers to deepen your understanding. This step ensures that students and teachers have a clear concept. The last is complete. Students are able to interpret holistic ideas from the text.

2.5.2 Previewing

The preview requires students to familiarize themselves with the text before reading it. Before reading, students look at pictures, titles, handwritten notes, and other

introductory material to get an overview. In the story text, students are introduced to characters, actions, and settings. The aim is to give students an impression of the text. According to Huang (2009), There are steps in previewing the narrative text. Firstly, the teachers introduce the text to the students by looking at the title, the picture, the heading, and the footnote. Next, the teachers and the students would identify and link those elements and making questions about what they already know about the text. The last, the teachers provoke the students to stimulate their interest and curiosity by guessing what the text will tell about.

2.5.3 Questioning

Questioning is about understanding what is read and providing an answer, ultimately by answering the item. According to Hamiloglu & Temiz (2012), questions could assess comprehension and help connect prior knowledge and stimulate the cognitive process. Questioning is a reading strategy that is taught to students to help them engage with the text. It helps the reader to clarify what students are reading and to better understand the text. Asking good questions is a way for students to monitor their own comprehension while reading.

Based on Wallace (2005), the most common questions to raise students' critical reading include: why is the topic being written about? how is the topic being written about? and what other ways of writing about the topic are there? These questions need students to activate their prior knowledge and high-order thinking skill.

2.5.4 Reflecting

Reflecting is concerned with the ideals and beliefs of the reader. The readers or the students will integrate what they have read into their comprehension. Typically, they highlight the passages that in some way contradict his attitude, beliefs, and standing. They might respond by agreeing or disagreeing. Additionally, they could evaluate the material by pointing out the ideas' advantages and disadvantages. Critical readers will not accept a viewpoint before understanding it. This does not, however, imply that they are not receptive to fresh perspectives.

2.5.5 Outlining and Summary

Outlining and summary are to identify the main ideas and represent them in the student's own words. An important element of the introduction and summary is that students must distinguish between main ideas and supporting ideas. First, students begin to outline the text, finding the main idea of each paragraph. Outlining requires readers to analyze and see the connections between information in order to link them appropriately. As a next step, students list the central ideas of each paragraph into coherent ideas. Finally, teachers help students transform the ideal into a new unit idea or text. Summarizing is the most important reading strategy for effective learning and better understanding.

2.5.6 Evaluation

Evaluation deals with how the student analyzes the text evidence of the subject matter (Suacillo et al..2016). A critical reader must carefully assess the importance and

acceptability of the read text, taking into account the author's subject and the validity of his arguments. The reader not only accepts the information but can evaluate and evaluate the author's arguments based on the text by comparing it with previous information or other references.

2.6 Level of Critical Reading

Critical Reading involves more than just acquiring the skill to comprehend messages; it also involves enhancing readers' critical thinking abilities by processing and refining information from the text and connecting it with their existing knowledge. Engaging in critical reading activities enables readers to comprehend scientific concepts and stay updated on advancements in knowledge. Critical reading for senior high school emphasizes the learning process based on a text. This ability assists the students with more understanding of the kind of text, the authors' objective, and the implied messages that have been revealed by authors. In response to the international education policy, The English Curriculum Standards for Senior High Schools (2017 Edition, 2020 Revision in China) (hereinafter referred to as "Senior High School English Curriculum Standards") emphasizes the significance of cultivating reading ability and thinking quality and also makes specific requirements for the cultivation of these two aspects, such as interpreting and judging the meaning of discourse and developing critical thinking. Furthermore, according to Curriculum 2013 focuses on 1) finding actual news, 2) finding the implied new view, 3) finding the atmosphere, 4) predicting, 5) differentiating between empirical and fantasy, 6) evaluating, 7) creating meaning, and 8) summarizing.

2.7 Previous Study

There have been several studies with similar topics in this research. Pratinidina (2021) examined Students' Critical Reading Strategies. This research aimed to describe

and investigate critical reading strategies used by students. This research applied a qualitative approach as a research design. This research was conducted in one of the private universities in Yogyakarta. The participants of this research were two English Education Department students who have taken a Critical Reading Literacy class. The data were collected from interviews. This research used thematic analysis to analyze the data findings. The findings of this research are levels of analysis, constant questioning, selecting information, and particularly highlighting as the main critical reading strategies that are used by the student. The second research is by Al-Roomy (2021) which examined Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension. The researcher used a quantitative design by using purposive sampling to choose research participants. The participants consisted of 80 male students university of English language department. This study aimed to investigate how critical reading skills can enhance students' reading comprehension while working in groups. In this research, data were gathered from an open-ended This study used questionnaire to distributed university students before the intervention, learning logs, and participant observations. The results of the study revealed significant effects of critical reading skills on students' reading comprehension at different levels. Students viewed reading as an active dynamic process that motivated the activation of higher-order thinking skills and helped students tap into their prior experiences to approach the reading materials. It also showed how implementing a rich repertoire of critical reading skills enabled students to overcome reading problems as they could read not just what is directly stated but what is being communicated between and

beyond the lines. The findings offered several pedagogical implications and recommendations for further research. The third research was from Astri Kartika Sari, Nur Afifah Drajati, and Teguh Sarosa (2019). Their research focused on the implementation of critical reading strategies in academic writing by using a case study that involved qualitative research. The participants of this study were fourth-semester students of the academic writing course which consisted of four male students and eleven female students. The results of this research showed that critical reading strategies are effectively to be implemented in the academic writing course because the strategies support the students in understanding the issue of their writing and building the students' arguments and critiques of an issue in the writing preparation. The fourth research was conducted by Yunus and Ubaidillah (2021) regarding EFL Teacher Educators' Experiences in Teaching Critical Reading: Evidence from Indonesia. That research examines teachers' conceptions of teaching critical reading with phenomenological study. The researcher looked at teacher educators' conceptions of teaching critical reading and how their teaching practices contribute to the development of students' critical reading skill. Data were gathered through in-depth interviews with nine teacher educators in a private university in Malang. The findings suggest that the teacher educators' conceptions of teaching critical reading, as geared by their lived experiences, involve basic conceptions of teaching critical reading, teaching critical reading from a philosophical lens, and critical thinking empowerment in reading classes.

This research was similar to Pratidiana (2021) and Sari, et al (2019) in terms of method and participant. Pratidiana (2021) used a qualitative method as the research design to examine students' critical reading strategies. Sari, et al (2019) also used a qualitative design with a case study approach on the implementation of critical reading strategies in academic writing. Yunus and Ubaidillah (2021) in their research also involved English teachers as the participant of research. Besides, this research was different from previous research in terms of the participants. Pratidiana (2021) involved two English Education Department students who have taken a critical literacy class, Al-Roomy (2021) chose university students as his participant to gather the data, and Astri Kartika Sari et.al (2019) is fourth-semester students' academic writing as the participants. Meanwhile, this research involved two English teachers as the participants at Senior High School Number 17 in Tebo. To fill the gap between this research and the previous studies, the researcher focuses on the concept and strategies in critical reading applied by teacher.

CHAPTER III

METHODOLOGY

3.1 Research Design

This research aims to explore the concept of critical reading and explain the application strategies in teaching critical reading that are applied by English teachers. Thus, the suitable design is qualitative. According to Creswell (2012), qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. In qualitative research, the researcher studied things in their natural settings, attempting to make sense of or interpret phenomena (Creswell, 1997). This research would use a case study approach since a case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. According to Creswell (2009), a case study was a strategy of inquiry in which the researcher explores in depth a program, event, activity, or process. Therefore, case studies offered an opportunity to learn from experiences and influence the practice of theories.

3.2 Setting of the Research

The research took place at Senior High School 17 Tebo, which is considered a new school as it was established in 2008. The researcher selected this school because it shared similar concerns about critical reading skills and teachers' strategies in critical reading. To confirm the presence of the issue, the researcher conducted preliminary research by interviewing an English teacher at the school. Therefore, the researcher identified multiple factors contributing to the low level of critical reading among senior high school students, including insufficient reading,

lack of motivation, and limited curiosity about science, society, or politics. The school's rapid development was evident in increasing the academic achievements of students. For instance, in 2022 a student achieved first place in an English debate at the district level.

3.3 Subject of the Research

The focus of this study was on English teachers at Senior High School 17 in Tebo. The researcher selected two English teachers due to their issues with critical reading. The researcher established specific criteria for selecting the research subjects, including having at least 5 years of teaching experience, teaching reading across various types of texts, possessing a teaching certificate, and encountering challenges with teaching reading.

3.4 Technique of Data Collection

Sugiyono (2010) argues that in qualitative research, data collection was carried out in natural settings and data collection techniques involved in-depth interviews and documentation. Referring to this understanding, researchers used data collection techniques as a way to obtain data through in-depth interviews and documentation. These steps served to facilitate researchers in the data acquisition process. In collecting data, the researcher interacted intensively with participants.

3.4.1 Interview

Creswell (1997) stated that an interview is a process to get an explanation by asking questions face-to-face between researcher and respondent using an interview guide. The interview aimed to answer research question one that relates

to teachers' concept of critical reading. In addition, the interview was used to explore participants' perceptions based on the interview sheet regarding the concept of critical reading skills. A semi-structured interview was applied for this research, in which the open questions enabled the researcher asked freely to the participants.

The interviews would be conducted individually, the researcher conducted an in-depth interview by using a smartphone to record participants' answers. The interview was done using Indonesian and English according to the participant's willingness. The interview frequency and duration would depend on the situation and response of the participants.

3.4.2 Observation

According to Ary et al (2010), observation was a basic method for obtaining data in qualitative research and the purpose was to understand complex interactions in a natural setting. Observation aimed to know the application strategies in critical reading. This research involved a non-participant observation sheet that provide indicators of strategies. Those indicators were annotating, previewing, questioning, reflecting, outlining and summary, and evaluation. Based on the learning process, every meeting was done for 45 minutes so observation was done in more than one meeting. Here, the researcher also used a smartphone to record the learning process audiovisual.

The researcher used an observation checklist that is adapted by Sausa (2014). The indicator of observation checklist consisted of annotating, previewing, questioning, reflecting, outlining and summarizing, and evaluating. Those

indicators would be used to make sure whether teachers teaching critical reading used strategies in the learning process.

3.5 Instrument of the Research

It is crucial to define the research instrument in this study. According to Arikunto (2010) to facilitate the research, a research instrument was chosen as an assisting tool to collect the data. Ary (2010) stated that the most common research instruments used in qualitative research are observation, interview, and document analysis.

The instrument of this research used an in-depth interview in the form semi-structured interview. Interviewing involves asking questions and getting answers from participants to collect the data. An interview is a conversation between the interviewer and the informant who will explain the answer to questions from the interviewer (Moleong, 2000). In this research, the researcher used semi-structured interviews. Semi-structured was chosen since the researcher wanted to make a comfortable and enjoyable environment during the interview. According to Moleong (2000), semi-structured interviews were defined as qualitative, open, and in-depth interviews that explore the depth of information.

The interview question in the interview guideline of this research was adopted from research carried out by Hidayatullah (2021). The interview guidelines in this research could be seen in the table below:

Table 3.1
Interview Guidelines

No	Aspect	Question
1	Teachers' Concepts of Critical Reading	<ol style="list-style-type: none"> 1. How do the teachers define the concept of critical reading skills? 2. What is critical reading? 3. How are students' comprehension in critical reading? 4. What is critical thinking 5. How are students' competencies in critical reading
2	Teachers' Strategies in Teaching Critical Reading	<ol style="list-style-type: none"> 1. What does the teacher do in teaching critical reading? 2. Why critical reading is important for students? 3. How do students retrieve the information from the text? 4. How do the teachers teach critical reading? 5. What are teachers' strategies for teaching critical reading? 6. What are the difficulties in critical reading for students?

This research also used observation to obtain rich information. Observation was a fundamental method for obtaining data in conducting qualitative research (Ary et al., 2010). Observation was used to seek data from the phenomena happening in the class activity. In conducting the observation, according to Creswell (2012), the researcher was classified into two kinds of observers; participant and non-participant observer. Participant observation was a method in which the researcher observed a group not only through observation but also by participating at their activities. While non-participant observation involved observing participants without actively participating. In this study, the researcher employed a non-participant observer because the subject of this research is an English teacher who taught students at Senior High School. In addition, observation was used to help the researcher to look atmosphere of the class directly by using the observation checklist that was attached in the appendix.

3.6 Technique of Data Analysis

The data analysis technique was the process of collecting data systematically to facilitate researchers in obtaining conclusions. Conclusions easily obtained when the data analysis technique is correct. According to Miles & Huberman (1994), the analysis consisted of three activities that occur simultaneously: data reduction, data display, and conclusions drawing/verification. The three lines were discussed further as follows:

3.6.1 Data Reduction

The first step was data reduction. Data reduction was defined as selecting, focusing, simplifying, abstracting, and transforming raw data that emerged from

written records in the field. Data reduction was utilized to address research question 1, which focused on teachers' strategies in teaching critical reading. This question was answered by analyzing and implementing various components. Hence, the researcher selected the relevant data pertaining to the issues addressed in this study. The data from the interviews was coded in order to facilitate the reduction process. If there was inappropriate data in the discussion, the researcher did not utilize it. Coding was used as a method of data reduction, in which the researcher described, examined, compared, conceptualized, and categorized the findings from the text of the interview results with English teachers.

3.6.2 Data Display

The third step is data display. The data display phase is done in the form of a brief description by using narrative text, it can also be in the form of graphics, matrix, and chart, Miles and Huberman (1994). This research will use interviews and observation to gain data since this statement makes sure that the data will be organized and arranged in relational patterns to make it easier in understanding the result. In this case, the data display will be used for the data interview and observation that have been formulated in research questions so the finding data will be written narratively.

3.6.3 Conclusion Drawing/Verification

After finishing doing data reduction and data display, the last step to analyze the data is drawing conclusion. According to Miles and Huberman (2007), the conclusion was the final activity of the data analysis process in designing all relevant and main points of result in one unity. Researchers made temporary

conclusions on each piece of data found while the research was in progress, and final conclusions can be made after all data was analyzed. In this step, the researcher concluded the result of the research based on research question one regarding the concept of teaching critical reading skills with understanding and implementing aspects. In addition, the researcher also concluded the result of research question two which was answered by using observation based on teachers' strategies in teaching critical reading.

3.6.Trustworthiness of Data

The use of trustworthiness of the data was necessary to be checked in order to reduce the researchers' opinions, prejudices, and biases about the data. To check the trustworthiness of the data, the researcher used triangulation. Miles and Huberman (1994) state triangulation was one of ways to get the finding in the first place by seeing or hearing multiple instances of it from different sources by using different methods and by squaring the findings with others. Denzin in Moleong (2006) revealed that there are four kinds of triangulation techniques: (1) source triangulation, (2) methodology triangulation, (3) investigator triangulation and (4) theoretical triangulation. Triangulation will be done by combining some data collection methods. In addition, Sugiyono (2008) stated that triangulation means the researcher used different methods in collecting data to get data from some sources. The purpose of triangulation is to verify the credibility of the data.

As stated above, in this research the researcher applied methodology triangulation. The researcher used methodology triangulation in order to check the credibility of the data by using different techniques such as observation and

interview. The interview was done first then conducted observation. The interview was done to explore the concept of teaching critical reading skills. While observation was done to know how the teacher applied critical reading in teaching.

CHAPTER IV

FINDING AND DISCUSSION

This research was intended to explore teachers' concepts on critical reading skills and teachers' strategies in teaching critical reading. The first point presented the findings of the research. The second point elaborated on the discussions of the research.

4.1 Research Findings

The interview of this research was conducted face-to-face with 2 participants, who were English teachers at SMAN 17 Tebo. The research findings consisted of two main points based on the research question stated in Chapter I. The first research question focused on the exploration of teachers' concepts on critical reading skills. The second question focused on teachers' strategies in teaching critical reading skills.

4.1.1 Teachers' Concept on Critical Reading Skills

According to English teachers who have participated in this research, they revealed the concepts of critical reading skills based on their perceptions and experiences while being an English teacher. After receiving their response, four interconnected themes emerged from the interview, based on indicators of participants' views on critical reading: 1) Depth Understanding, 2) Personal Response, and 3) Active Reading. Besides, the researcher also classified the themes from interviews, based on indicators of participants' implementation in teaching critical reading: 1) Annotating, 2) Previewing, and 3) Questioning.

Those concepts are classified into two indicators named teachers' concepts in critical reading skills and teachers' strategies on teaching critical reading skill. The concepts of critical reading skills were obtained from participants' perception that referred to how individuals observe and interpret things, particularly through their senses and it is individual's primary form of cognitive contact with the world around them. Hornby (2006), asserted that perception is an idea, a belief, or an individual's view to produce new understanding in interpreting an insight. Therefore, the existence of perception assists to make more narrowing and limiting of the concept critical reading. While, teachers' strategies on teaching critical reading were implementation that utilized as an indicator to know how the teachers apply the process of learning, especially in critical reading. Implementation involves executing planned and intentional activities to turn evidence and ideas into effective policies and practices that benefit people in practical situations. It entails putting a plan into practice. Koichu et al. (2019) regarded implementation as a change-oriented process of endorsing an action plan. In this view, implementation indicates an intended change in which relevant stakeholders notice a difference between a current situation and a desired situation. Stressing the importance of implementations is done to initiate a change and also make a difference between a current situation and a desired situation. To sum up, implementation is seen as closely related to the concept of innovation, and implementation research is defined as a systematic investigation into the adoption of new ideas in controlled environments or in real-world practice. To

make it understandable, below is the table of indicators consisting of various concepts.

Table 4 Themes and Sub-themes of Concept Critical Reading

	Theme
Teachers' Concepts in Critical Reading Skills	Depth Understanding
	Personal Response
	Active Reading
Teachers' Strategies in Teaching Critical Reading	Annotating
	Previewing
	Questioning

4.1.1.1 Depth Understanding

The first theme that emerged from the interview results was depth-understanding. This aspect focused on how the readers were able to gain the meaning comprehensive that was contained in the passage. Participants revealed depth understanding referred to evaluating activity, in order to have depth-understanding in clarifying a meaning. It was quoted by Participant 1:

hmm I, think critical reading is a process of understanding text deeply, it also depends on the kind of text. Then, real critical reading like developing and applying

understanding. then, what is it, the reader tries to understand the text deeply in order not to only accept the raw information but also to use their insight to determine the true information.

Based on the statement, it was contended that critical reading involved a deeper understanding of a text by evaluating its truthfulness or accuracy. To avoid invalid information, the readers could apply their understanding to determine the true information. Basically, individuals with deep understanding typically perform better in tests, exams, and their day-to-day work, as they can think critically about a topic and articulate their thoughts more effectively. Depth understanding was also the basis for mastering a subject and becoming an expert. Participant 2 conveyed the impact of depth understanding in critical reading:

“hmm, how to explain, the essential of critical reading impacted to readers’ depth-understanding and acceptance of a text. What can we do as a teacher training readers’ mindset of course through literacy and the various kind of books provide them become critical reading. Another reason, the essential of critical reading is to change someone to become better comprehension and develop critical thinking skills.

Participant 2 shared the impact of critical reading was interconnected with depth-understanding in trying to absorb text content. Critical reading required understanding to grow individuals’ mindsets through training literacy activities continuously. As a result, depth understanding provided a positive impact not only on having good comprehension but also on critical thinking skills. In addition, Participant 1 also shared the essential critical reading:

“ , , , I think, Critical reading reads an utterance deeper, not only reading but also providing a positive impact for the

reader. I believe if the readers had had a good critical reading, they would have had high curiosity about texts”

The essential of critical reading revealed by Participant 2 referred to the curiosity of the reader. Depth understanding is the ability to recognize the implications of the information at hand and to put it into a broader context. Therefore, individuals with high curiosity would keep seeking the truth of new insight to explore and expand their experience and understanding in critical reading skills.

Based on the statements’ participants, depth-understanding allows readers to increase their background knowledge about a topic. But in-depth reading requires readers to read for a narrower purpose, in order to understand the concepts or arguments of a text. According to Kress in Wallace (2003), critical reading is an activity that requires the readers to find detailed information, analyze the text by replacing the general message of the text with a personal interpretation, find the strengths of a text, its arguments, develop the students’ thinking towards the main issue and make a critique relates to the issue. Thus, readers made an effort themselves in gaining the meaning content of the passage, then they contributed by revealing the best arguments and problem-solving well.

4.1.1.2 Personal Response

Being a critical reader would contribute diverse interpretations in absorbing the meaning. The ability to respond of the information was also part of critical reading since it was related to individuals’ judgment, assessment, and

consideration based on information that they have read. This research personal response was gained from participant 1, quoting below:

“the real critical reading can be seen from the students’ answers that have been conveyed. It was expected to answer the question with the quality or suitability contexts, that’s it”

In this case, the researcher concluded that personal response referred to how the reader was able to contribute in answering questions then the questions were answered understandable. In addition, the personal response can be understood as an opportunity to respond the specific information. McDonald (2004) argued critical reading is an alternative way of reading that goes beyond the typical approaches to reading such as information processing or personal response. On the other hand, participant 2 also shared an argument that the concept of critical reading could contribute to problem-solving. It was stated below:

“, , , oh like this critical reading is how we can correlate text and current conditions so that the reader will be critical and able to respond regarding what is happening. So, Those are expected that readers can contribute to problem-solving”

To conclude, Participant 2 believed that personal response is regarded to connect the text with the nowadays conditions and also the ability to respond to the condition that was happening. Thus, personal response was a must to comprehend and assess the information wisely to make individuals more aware that validation of the condition required a strong effort. In addition, Participant 2 also claimed that critical reading involved correlating a text with current news thus readers should be able to accept and evaluate information correctly. Eventually, the result of critical reading can be contributed to problem-solving.

On the other hand, participant 2 also shared the importance of critical thinking in reading. Critical reading required to criticize the information and understand the author's meaning that was revealed in every word or sentence.

“ , , According to me, critical thinking is how individuals can give a response, reveal ideas, or criticize information. So, critical reading will correlate to critical thinking ”

That statement showed the correlation between critical reading and critical thinking where reading involves an active thinking process because it demands the readers to activate their thinking to process all information or messages from the printed symbols and then to relate the information with their prior knowledge during reading. Kurland (2006), claimed to process and understand the information found in the reading passages, the skills of thinking critically and reading critically work hand in hand.

4.1.1.3 Active Reading

The third theme discussed regarded active reading. Active reading was obtained by participants' perceptions of critical reading skills. This is due to active reading was the act of reading to understand and evaluate a text. It was often described as reading with a purpose. It is quoted by participant 2:

“ , , My expectation is, and I expect to my students become active readers and have high curiosity about current topics to increase their knowledge and experiences

According to Participant 2, being active reading was how to increase knowledge and experience by having curiosity regarding the current news. Active reading also helped the reader to broaden the understanding of a text in a certain

subject. Kurland (2001), argued that critical reading was related to close reading where the evaluation process in critical reading starts from reading carefully, observation carefully, and every idea, information, statement, or argument that had been revealed in a text. In critical reading, active reading engaged with the text by acknowledging its content, analyzing its meaning, reflecting on its elements through examples and arguments, creating contrasts to clarify issues, and ultimately drawing conclusions based on the analysis conducted. As a result, participant 2 also added that active reading did not support students, and preferred to be passive in learning. It was stated below:

“ , , Critical readers were able to interact with the texts. They do not only sit back and wait for the meaning of a text to come to them but work hard to obtain meaning or goal of the text by authors. In real conditions, students were lack of motivation for critical reading and preferred to be passive and avoid answering the questions, did want to contribute and share their arguments. They did not have courage and were afraid of making mistakes”

This view proved that there was no active reading to support critical reading skills. The participants revealed that students tended to be passive and did not have an interest in increasing critical reading skills. Consequently, lack of motivation, afraid of making mistakes, and avoidance of answering questions were the difficulties that hindered students from having a good ability to contribute good arguments or perceptions. Similarly, Gambrell (1996) mentioned that engaged readers tend to be more motivated, become knowledgeable and socially interactive, and be strategic in terms of balancing skill and will to read. Another

problem was also found by Participant 1 which experienced the students' passiveness in critical reading. It was quoted:

“ , , The reason why students are not active during lessons. hmm, it is a habit. Their habit did not support them in critical reading. They tend to be silent students, not curious about information or a text, and not interested in current information ”

Participant 2 provided the same argument that the students did not show as active readers in critical reading. The major problem was the students preferred to be silent and interested in the current information. On the other hand, being active reading should involve curiosity to confirm and judge the truth of information. The other significant problem was the readers' very limited ability to argue critically about a text. There were some occasions when students were tested for their ability to do critical reading and to respond critically to what they had read, but most of the time students seemed to be silent and could not give their genuine critical ideas and comments. It would be an indication that reader had not been engaged in reading in their academic life.

4.1.2 Teachers' Strategies on Teaching Critical Reading Skills

Teachers' strategies were implemented as action learning in teaching critical reading skills. Strategy was a way to support teachers in delivering the material and help teachers create meaningful learning. Based on interviews and observation, the researcher found three strategies that participants applied. They were previewing, annotating, and questioning. Observation was done on May 2nd -20th, 2023. During observation, the researcher played a nonparticipant observer who saw teachers' strategies in teaching critical reading. In this case, the researcher made sure whether the participants used strategy in teaching critical reading or not. Furthermore, the researcher used an observation checklist by using some indicators to determine which was strategy used in the learning process.

4.1.2.1 Previewing

Previewing was a strategy that involved reviewing a text before reading it in detail. It helped readers recall prior knowledge and set a purpose for, improving comprehension. Previewing can involve skimming the text and looking for various features and information that would help readers better understand the text. Based on the first classroom observation conducted on May 16th, 2023, in the Science class of Grade XI. The researcher observed the class from the back corner, starting at 11:15 a.m. and continuing until the end of the learning session at noon. The researcher made an observation checklist, took field notes, and recorded the audio during the lesson.

The researcher decided to focus on the topic of "Malin Kundang", which was already familiar to the students. This story from West Sumatra has been around for

a long time, so it was a powerful choice to tap into the student's background knowledge. This was evident during the learning process when the teacher showed a picture of Malin Kundang on the LCD projector and asked the students to guess what type of text it was related to. Some students eagerly shared their answer that it was a narrative text. The students had prior knowledge that narrative texts typically have a structure that includes orientation, complication, and resolution. Lastly, to clarify the students' understanding, the teachers also gave direct oral questions to ensure students could predict what the text talks about.

Based on the observation checklist teacher 1 used a previewing strategy to teach critical reading. Clarke and Silberstein (1977) cited in Carrell and Eisterhold (1983) said that a reader will have a better comprehension if they can relate the information they got from the text to their prior knowledge. Hence, having a schema was crucial for improving critical reading. Readers with more background knowledge related to the text will experience enhanced comprehension. Previewing is crucial for improving reading comprehension. The reader's understanding of a text will be enhanced if they possess more prior knowledge that is connected to the information presented in the text.

The participants used strategy previewing can also help readers understand how an author has organized information in the text. It was also confirmed by participants 1 in the interview section below:

“ , , Teaching critical reading needs a way so that the purpose of learning is revealed well. Commonly, I showed the picture at the LCD projector about the Earthquake to attract their motivation. Then, I asked students what is a suitable

kind of text based on pictures. Hmm, , next I give a little information first to them that those pictures are about explanation text. Then, the students linked their knowledge of a picture or material.

The result of the interview proved that the participant was aware that students still need certain treatments to attract them to be active readers. The aim of using strategy-assisted and promote the learning process. The first participant applied a critical reading strategy by previewing using an LCD projector to support learning and teaching. LCD projector was as media to build students' interest so that they would be involved in previewing pictures. According to Hermandra and Zulhafizh (2019) explained that the use of media can increase student willingness in the learning process. The media assisted the teacher in conveying the material to students more easily understood. As a result, the researcher found similarities in observation and interview that the participant was consistent which can be seen from the argument and her action in implementing critical reading learning. Furthermore, previewing was important because it enabled readers to get a sense of what the text was about and how it was organized before reading it closely. It can be done by paying attention to the title, subtitle, chart, picture, margin, and bold/italic words. Previewing was needed to get an impression of the text before reading in detail.

4.1.2.2 Questioning

Questioning strategies refer to the methods used to ask students questions to achieve learning objectives. In the process of teaching and learning, teachers need to assess students' abilities and comprehension of the material being taught.

Question strategy was used to stimulate students' curiosity about a subject and to encourage their active participation in lessons, which helps them to build their understanding.

Based on classroom observation was conducted on May 20th, 2023, in the Science class of Grade XI. The researcher observed the class from the back corner, starting at 11:15 a.m. and continuing until the end of the learning session at noon. The researcher made an observation checklist, took field notes, and recorded the audio during the lesson.

During the learning process, participant 2 taught about an explanation text with the title "How is Rain-formed?". Firstly, the teacher provided a text and guided students to understand a text. After understanding, the teacher tried to give some questions to students about "how is the process of rain-formed? And what are the impacts of heavy rain? Here, the goal of the questioning strategy was to check students' comprehension of a material. The teacher also asked students directly about the main idea of each paragraph and monitored how these questions evolved will increase comprehension. Students can convey their understanding of the question which was related to critical reading toward explanation text. There were only three students answered those questions correctly. Nevertheless, they still answered the questions with the words in the textbook, not with the understanding they created.

In this case, what the teachers should do was by providing the questions to stimulate them to be critical. Through questions, the teacher helped the students

uncover what has been learned, explore the subject matter, and enhance the discussion and interaction with others. Based on observation, teachers' questioning in the classroom; however, doesn't always play its proper role. In daily teaching, for example, there still exist some problems, such as asking without a response and asking just for asking. The students were sometimes not familiar with the certain vocabulary used by the teacher. It made it difficult for students to grasp the meaning of the questions. Consequently, the students become reluctant to respond to the teacher's question. They still keep silent even though the questions are nominated to them. The questions function to not only elicit the students' attention, but also stimulate students' critical reading (Tofade, Elsner, & Haines, 2013; Zhao, Pandian, & Singh, 2016). Furthermore, posing questions can broaden the students' thoughts to promote their critical reading in the classroom. In line with the interview section, participant 2 also used a questioning strategy to support teaching critical reading. The quotes proved below:

“ . . . I have given a topic about “Global Warming” to students, this topic can be categorized as famous. I guide students to read together and then translate every word or sentence together. I think it will help students understand the text's meaning well. After that, I give some questions to stimulate students to train them to give arguments or statements related to the topics. Even though the result is not all students able to answer it, and some students revealed incomplete answers. However, I should be aware that every student has his or her abilities and different interests ”

While the second participant used questioning to stimulate students' critical reading. He explained that questioning provided an opportunity to share their

arguments and thoughts freely. Wang & Gierl (2011) support that critical reading was the reading skills that involved a higher level of thinking in which the reader used a questioning attitude, logical analysis, and inference to judge the worth of what was read. According to Gilakjani & Sabouri (2016), the questioning strategy is a reading comprehension strategy that aids readers in figuring out the information, distinguishing the main ideas in the text, and making a conclusion based on information from the text. Murni (2013) affirmed it can improve students' awareness and control of their thinking. This strategy will promote students' thinking and understanding of the text being read. The questioning strategy is seen as a student-centered strategy. It stimulates readers, specifically students, to be curious about what they read.

4.1.2.3 Annotating

Annotating involved highlighting or underlining key pieces of text and making notes in the margins of the text. Annotations can be a systematic summary of the text that readers create within the document, a key tool for close reading that helps readers uncover patterns, notice important words, and identify main points, or an active learning strategy that improves comprehension and retention of information.

Based on observation conducted on May 17th, 2023, Participant 1 was teaching about explanation text with the title "How Do Fish Breathe" in the Social class of grade XI. Firstly, the teacher provided the text to analyze by reading and translating together. The teacher asked students to find the main idea and important information in every paragraph and then underline it. The teacher also asked

students to find difficult words and sentences that were not understandable. In the next steps, to know the students' understanding teacher asked to students to reveal what have they gotten and found based on the text. Here, students used their cognitive process or critical thinking skills to compare their understanding. Lastly, the teachers guided the students to make clear conclusions about the text. According to Zywica and Gomez (2008), annotation was related to highlighting the important statement or information such as the main idea, supporting details, keywords, definition, or transition of the text. For instance, the students are assigned to make a rectangle around the new or important vocabulary or double underline for main ideas and single underline for supporting details to help them comprehend the text. Furthermore, participant 1 also stated that annotating was one of the strategies to support practicing critical reading faster with a good understanding of a text. It was quoted below:

“ . . . what I do in teaching critical reading is ask them to make underline the difficult words or sentences. The students are also able to underline the words or sentences that change their minds. At the end of the reading, I and my students discussed together what they have understood and not understood ”

Basically, strategies critical reading was the process of improving readers' comprehension by doing literacy regularly. Strategies were ways to support readers or students in understanding and analyzing a text. Ariansyah and Fitrawati (2013) explain that annotation was one of reading strategies to improve reading comprehension. Therefore, similarities were found between observation and interview where Participant 1 engaged students to highlight a text for the main

sentence and the difficult sentence that not understood. Additionally, annotating aided students in understanding the text, actively participating in it, and becoming more engaged. It also helps students develop their reading style for future reading. By being able to analyze or assess the text they are reading, they will be better prepared for future reading, whether in higher grades, college, or the workplace.

4.2 Discussion

After having presented the findings of the research, the researcher was now to discuss the research discussion. The objective of this research was to find out teachers' concepts on critical reading skills and teachers' strategies in teaching critical reading. The participants in this research are two English teachers in SMA Negeri 17 Tebo. In this chapter, the discussion is based on the research questions given: 1. How is teachers' perception on critical reading? And 2. What are teachers' strategies in teaching critical reading? In this section of the research, the researcher discussed the findings and correlates them with related theories from previous studies.

There are two parts to this section. The first part of the discussion presented teachers' concepts on critical reading skills. The rest of teachers' strategies in teaching critical reading.

4.2.1 Teachers' Concepts on Critical Reading Skill

Based on previously presented data, there are several teachers' concepts obtained from participants' perceptions. Depth understanding is the first concept that relates to critical reading skills. Being a critical reader requires making reliable

observations, making inferences, and establishing rational hypotheses. This statement by Participant 1 claims that the concept of critical reading was understanding a text deeply without accepting the raw information before knowing the true information. The finding is in line with Ubaidillah and Yunus (2021), who reveal that critical readers not only absorb the meaning of the text but also look for other possible meanings to confirm their understanding of the text further. This result of the concept of critical reading is about checking the validity of information by understanding a text deeply. Based on Participant 1 and 2 reveal depth understanding of critical reading could have a positive impact on the reader since it contributes to enhancing the ability and also curiosity. In addition, depth of understanding is expected to grow individuals' mindsets through literacy activities continuously. That statement is similar to Ozensoy (2021) who viewed that critical reading skills have a positive effect on acquiring active citizenship skills, as they enable individuals to question what is happening in their environment, country, and the world. Traigan (2013) also supported that critical reading was about the process of reading to obtain depth-understanding which involved wisdom and evaluation without justifying the untruth information of a passage.

The second concept is personal response. A personal response generally involves several details that analyze, interpret, and make connections to the text that is read. An effective response is elaborated and well-supported with direct evidence from the text. In this view, personal response is how the readers can contribute to answering the question with specific information. According to participants, personal response in critical reading involves the ability to correlate current

information, allowing readers to absorb and evaluate the information wisely. Ozensoy (2021) viewed that critical reading skills have a positive effect on acquiring active citizenship skills, as they enable individuals to question what is happening in their environment, country, and the world. In addition, the participant opines that personal response correlates with critical thinking and critical reading where individuals can contribute the response by forming ideas or criticizing information. Therefore, Kurland (2006), supports that process and understand the information found in the reading passages, the skills of thinking critically and reading critically work hand in hand.

The third concept is active reading. Active reading refers to a process of deliberately engaging with the ideas and information in a text and often transforming that information into notes or other artifacts that record one's understanding of and response to the text. Active reading can be described as sustained inquiry, or as a reader having a dialogue with the author about the ideas within a text. While participants define active reading as an awareness of continuously doing literacy to make sure the current truth information. Kurland (2001), argues that critical reading is related to close reading where the evaluation process in critical reading starts from reading carefully, observation carefully, and every idea, information, statement, or argument that had been revealed in a text. In this case, the real active reader involves text by acknowledging its content, analyzing its meaning, reflecting on its elements through examples and arguments, creating contrasts to clarify issues, and ultimately drawing conclusions based on the analysis conducted. Since not all readers can show their activeness in reading

sometimes there is a reader who tends to be passive because of a lack of motivation and afraid of making mistakes. Similarly, Gambrell (1996) mentioned that engaged readers tend to be more motivated, become knowledgeable and socially interactive, and be strategic in terms of balancing skill and will to read.

4.2.2 Teachers' Strategies in Teaching Critical Reading

Based on the interview section, the researcher gained the information that teachers applied critical teaching in various ways, they are annotating, previewing, and questioning. Critical reading is the process of extracting information and ideas from a text. Based on an interview with Participant 1, she revealed that conducting critical reading in a class required a strategy to understand the passage clearly and avoid misunderstanding the meaning of a passage. In line with Nur and Fita (2019), Critical reading refers to the process in which students and teachers interact in the classroom to practice comprehension. Participant 2 shared his experience he used one of the critical reading strategies to support him in teaching. Therefore, the researcher concluded that a strategy used by participants was annotating, students made underlined for difficult meanings. Annotating assisted students in paying attention, understanding, and clarifying an important issue to maintain their concentration on what they are reading. In line with Daesang and Zena (2021), who found that annotating helped students visualize key points, break down complex texts, slow down their reading, increase focus, encourage critical thinking, and increase discourse. Questioning is also used by participant 2 while interview section. He explained that questioning assists him to stimulate students sharing their arguments or thoughts by answering the questions. Questioning provides students

a chance to think critically since questioning happens directly and continuously during learning. Gilakjani & Sabouri (2016), the questioning strategy is a reading comprehension strategy that aids readers to figure out the information, distinguish the main ideas in the text, and making a conclusion based on information from the text. Finally, participant 1 shared her experience that she had taught critical reading by using previewing. Previewing builds or activates the students' prior knowledge or experience related to the topic going to be discussed. This cases, participant uses previewing by using LCD projector as the media to assist her during teaching and learning. Previewing strategy is used to correlate students' previous knowledge with the material in order to involve students in reading critically. Carrell and Eisterhold (1983) also argue that a reader will have a better comprehension if they are able to relate the information they get from the text to their prior knowledge.

Besides, participants also shared their perceptions, critical reading was really close to critical thinking. They stated that critical reading was the first step in developing our arguments, interpretations, and analysis. On the other hand, critical thinking was a skill for evaluating information and ideas. Those statements were similar to Thuy (2015) and Gagne (1988). Critical reading is defined by Thuy (2015) as the process of making judgments in reading; evaluating the relevance and adequacy of what is read, while critical thinking refers to the ability to analyze information, determine the relevance of information gathered, and then interpret it in solving the problems (Gagne, 1988).

Based on observation sheet in collecting data the researcher has determined that the teachers utilized three important critical reading strategies. They are

annotating, previewing, and questioning. The strategies were supported by the theory from Nasrullahi (2015), who stated that annotating, previewing, contextualizing, outlining, summarizing, analyzing opposition, paraphrasing, synthesizing, questioning, and reflecting are the most appropriate critical reading strategies. According to McDonald in Tomasek (2009), stated that critical reading is one of the alternative ways in reading which requires the students' understanding beyond the common approaches to read, such as information processing or personal response towards the text.

The first participant used previewing strategy in teaching critical reading. Previewing is a reading strategy that involves recalling previously acquired information and establishing a clear purpose for reading. Before reading a text closely, previewing allows readers to gain an understanding of the text's content and structure. Based on participant 1 interview, revealed that the previewing strategy could assist in increasing students' understanding due to link prior knowledge of the text. This finding related to Agus et al (2020) there is a significant different in the descriptive text reading comprehension score between the students who were taught using the Previewing Strategy and students who were taught without the Previewing Strategy. It is similar to Agus et al (2020) who researched the effect of previewing strategy on reading comprehension, this finding also found that the using previewing strategy can help students to know the content of a reading text. The research was different, the researchers used descriptive text to know students' reading comprehension and involved students in a vocational school at tenth-grade

accounting class. This research used narrative text that focused on Malin Kundang's text and involved students in senior high school at eleventh grade.

The second strategy researcher found that teacher utilized annotating in implementing critical reading. Annotating is a critical strategy that teachers can employ to foster active engagement and interaction between students and a given text. Annotating is also a highly effective strategy that can be utilized by teachers and learners alike to foster student engagement and enhance their comprehension and grasp of the material they are reading. Besides, the strengths of annotating were able to help students visualize key points, break down complex texts, slow down their reading, increase focus, encourage critical reading, and increase discourse. Based on the first participant's statement conveyed that the act of annotating assisted students in focusing, comprehending, and retaining information from their reading. Additionally, it proved to be a time-saving technique and aided in the organization of important concepts and inquiries. In line with Zena et al (2021) who found that the annotating strategy increased student engagement, reading comprehension and thus academic achievement in social studies with involving 256 students and five English teacher in eight-grade social studies classes.

The third strategy in critical reading, participant 2 used questioning to implement critical reading. Questioning strategies refer to the techniques and methods teachers use to ask questions to encourage students to think critically and engage in the learning process. Effective questioning can help students tap into their existing mental models and build on existing knowledge. Based on observation, the researcher observed that the teacher used a questioning strategy by giving a text

with the title “How rain is formed”. That text was categorized as an explanation text. According to the teacher, he stated that questioning strategy was able to stimulate students in order to solve or satisfy their curiosity about a passage. The advantages of questioning strategy lie in their ability to encourage learning, enhance students' thinking abilities, promote clarity of ideas, ignite imagination, and motivate action. In line with Pratidini (2021) who found that critical reading strategies refer to levels of analysis, constant questioning, selecting information, and particularly highlighting. Ana and Yeni (2016) stated that questioning strategy helps students to achieve success and also assists students to increase reading comprehension. They provided Hortatory Exposition Text to apply the process of learning and it involved students of eleven grades at social class. Therefore, the questioning strategy contributes to understanding and clarifying the meaning of every word or statement.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

The previous chapter's findings and discussion have led to the presentation of conclusions regarding the teachers' definitions of critical reading concepts and teachers' strategies in teaching critical reading.

The teachers have diverse concepts regarding critical reading skills. Every participant provides their own explanations for the concepts of critical reading. Those concepts are divided into three categories. They are 1) Concept of Critical Reading skills, 2) Reading Competence, 3) Difficulties in Implementing Critical Reading Skill and 4) Strategies in Teaching Critical Reading Skills. The participants' perceptions had been analyzed based on the theories. One of the participants revealed his arguments that were not in line with the expert statements.

Besides, this research also revealed that participants employed some strategies in teaching critical reading. In total, there were three strategies that have been applied by two English teacher, they were previewing, annotating, and questioning. The teacher should have a good understanding of different critical reading strategies. These strategies can be used as an alternative when teachers face challenges in teaching reading. Additionally, these strategies can motivate and challenge students in their reading. By implementation critical

reading skills, the teaching of reading can become more meaningful for students.

5.2 Suggestion

Based on the mentioned conclusions, there were several suggestions, as the writer and the researcher, would like to propose to teachers and further researchers.

First, this research hopefully contributed to teachers or educators by reminding the importance of critical reading skills for students. Teachers need to prioritize the development of critical reading skills and possess expertise in this area. They should also enhance their teaching strategies and stay updated with advancements in educational technology. To make reading instruction more engaging, teachers should incorporate alternative strategies and interactive media. Additionally, teachers should continuously improve their own literacy skills as teaching reading is crucial for students' success in all subjects. A strong literacy foundation enables teachers to effectively employ various instructional approaches.

Second, additional research is required to expand on the topic of critical reading strategy in a wide range of areas. It is important to be specific in conducting comprehensive studies as critical reading is vital for everyone. The current study had limitations in terms of subject research and other factors, making it necessary for other researchers to continue the investigation. The researcher also encourages the sharing and discussion of this research, with the

hope that it will serve as a valuable reference and enhance readers' comprehension.

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APPENDIX
OBSERVATION CHECKLIST

Observation 1

Name : Teacher 1

Date : May 16th, 2023

Place : SMAN 17 TEBO

No	Indicators	Statements	Yes	No	Description
1	Annotating	<ol style="list-style-type: none"> 1. Teachers ask students to circle a word that needs defining 2. Teachers ask students to highlight an important phrase or sentence 3. Teachers ask students to give comments in the footer of the material 4. Teachers ask students to give a question when something is not understood. 			
	Previewing	<ol style="list-style-type: none"> 1. Teachers introduced the title, text feature, and general structure before reading the whole text 2. Students identified link elements and made questions what they already knew of the text 3. The teacher provoked students to stimulate 	✓		<ol style="list-style-type: none"> 1) Teacher opened the class with greeting, checked students' attendance, and give apperception to students 2) Teacher asked students to guess the kind of text and the

		<p>their interest and curiosity by guessing what text would tell about</p>			<p>generic structure of the text</p>
	<p>Questioning</p>	<ol style="list-style-type: none"> 1. Teachers give some questions to students to check students' comprehension of the text. 2. Teachers ask students to give a question about the text that is not understood. 3. Students in pairs question and answer the text. 			
	<p>Reflecting</p>	<ol style="list-style-type: none"> 1. Teachers stimulate students to make judgments (pro or cons) about the author's idea 2. The students will integrate what they have read into their comprehension 			
	<p>Outlining and Summary</p>	<ol style="list-style-type: none"> 1. Teachers ask students to outline the text for finding the main idea of the text. 			

		<ol style="list-style-type: none"> 2. Students list main ideas of each paragraph into coherent ideas. 3. Teachers help students to transform ideas into new unit ideas or text. 4. Teachers ask students to summarize the most important information 			
	Evaluation	<ol style="list-style-type: none"> 1. Students respond correctly because she or he understands the text. 2. Teachers evaluate students by asking their opinion about the text. 3. Students evaluate the author's arguments based on the text by comparing text with previous information or other references 			

Observation 2

Name : Participant 1

Date : May 17th, 2023

Place : SMAN 17 TEBO

No	Indicators	Statements	Yes	No	Description
1	Annotating	<ol style="list-style-type: none"> 1. Teachers ask students to circle a word that needs defining 2. Teachers ask students to highlight an important phrase or sentence 3. Teachers ask students to give comments in the footer of the material 4. Teachers ask students to give a question when something is not understood. 	 ✓ ✓		<ol style="list-style-type: none"> 1) The teacher opened the class with a greeting and checked students' attendance and apperceptions. 2) The teacher introduced material to students, then explained the material clearly 3) Teacher and students read and translated a text together 4) Teacher asked students to underline the main idea.
	Previewing	<ol style="list-style-type: none"> 1. Teachers introduced the title, text feature, and general structure before reading the whole text 2. Students identified link elements and made questions what they already knew of the text 			

		<p>3. The teacher provoked students to stimulate their interest and curiosity by guessing what text would tell about</p>			
	Questioning	<p>1. Teachers give some questions to students to check students' comprehension of the text.</p> <p>2. Teachers ask students to give a question about the text that is not understood.</p> <p>3. Students in pairs question and answer the text.</p>			
	Reflecting	<p>1. Teachers stimulate students to make judgments (pro or cons) about the author's idea</p> <p>2. The students will integrate what they have read into their comprehension</p>			
	Outlining and Summary	<p>1. Teachers ask students to outline the text for finding the main idea of the text.</p>			

		<ol style="list-style-type: none"> 2. Students list main ideas of each paragraph into coherent ideas. 3. Teachers help students to transform ideas into new unit ideas or text. 4. Teachers ask students to summarize the most important information 			
	Evaluation	<ol style="list-style-type: none"> 1. Students respond correctly because she or he understands the text. 2. Teachers evaluate students by asking their opinion about the text. 3. Students evaluate the author's arguments based on the text by comparing text with previous information or other references 			

Observation 3

Name : Teacher 2

Date : May 20th, 2023

Place : SMAN 17 TEBO

No	Indicators	Statements	Yes	No	Description
1	Annotating	<ol style="list-style-type: none"> 1. Teachers ask students to circle a word that needs defining 2. Teachers ask students to highlight an important phrase or sentence 3. Teachers ask students to give comments in the footer of the material 4. Teachers ask students to give a question when something is not understood. 			
	Previewing	<ol style="list-style-type: none"> 1. Teachers introduced the title, text feature, and general structure before reading the whole text 2. Students identified link elements and made questions what they already knew of the text 3. The teacher provoked students to stimulate their interest and 			

		curiosity by guessing what text would tell about			
	Questioning	<ol style="list-style-type: none"> 1. Teachers give some questions to students to check students' comprehension of the text. 2. Teachers ask students to give a question about the text that is not understood. 3. Students in pairs question and answer the text. 	✓		<ol style="list-style-type: none"> 1) The teacher provided a text dan guided students to understand the text 2) To check students' understanding, teacher gave some question. Such as how is the process of rain-formed? What are the impacts of rain? 3) Only three students convey the right answer 4) Teacher directly asked main idea of paragraph
	Reflecting	<ol style="list-style-type: none"> 1. Teachers stimulate students to make judgments (pro or cons) about the author's idea 2. The students will integrate what they have read into their comprehension 			
	Outlining and Summary	<ol style="list-style-type: none"> 1. Teachers ask students to outline the text for 			

		<p>finding the main idea of the text.</p> <p>2. Students list main ideas of each paragraph into coherent ideas.</p> <p>3. Teachers help students to transform ideas into new unit ideas or text.</p> <p>4. Teachers ask students to summarize the most important information</p>			
	Evaluation	<p>1. Students respond correctly because she or he understands the text.</p> <p>2. Teachers evaluate students by asking their opinion about the text.</p> <p>3. Students evaluate the author's arguments based on the text by comparing text with previous information or other references</p>			

INTERVIEW PROTOCOL

Title : Teachers' Concepts on Critical Reading Skills and Teachers' Strategies in Teaching Critical Reading at Senior High School in Tebo

Date : May 9th, 2023

Interviewer : Participant 1

No	Aspect	Question
1	Understanding	<p>1. How do the teachers define the concept of critical reading skills?</p> <p>Hmm, , menurut saya critical reading adalah proses memahami suatu bacaan dengan mendalam namun hal tersebut juga harus disesuaikan dengan teksnya. Critical reading yang sebenarnya itu ya seperti menerapkan dan mengembangkan suatu pemahaman terhadap teks. Jadi, pada akhirnya siswa tidak menerima informasi yang belum tentu valid adanya.</p> <p>2. What is critical reading?</p> <p>Pada dasarnya critical reading itu kegiatan membaca yang memerlukan pemahaman yang mendalam terhadap suatu bacaan.</p> <p>3. How are students' comprehension in critical reading?</p>

		<p>Saat ini siswa bisa mendapatkan informasi secara bebas ya, kalo mereka menerima informasi mentah begitu aja ya banyak yang sesat, banyak yang terjerat yakan karena mereka nggak menerapkan critical reading, karena critical reading itu kan memahami secara mendalam dan gak hanya sekedar membaca. Pada dasarnya anak jika sudah menerapkan critical reading maka mereka akan berfikir secara kritis. Dan rasa ingin tahu mereka pasti akan tinggi dan akan memiliki pemikiran yang bijaksana.</p> <p>4. How are students' competencies in critical reading?</p> <p>Kemampuan critical reading siswa rata-rata tidak suka membaca. Sekarang sangat-sangat tidak suka membaca. Jadi critical reading mereka jika tidak dibimbing atau guide ya mereka tidak akan memiliki inisiatif untuk membaca. Critical reading yang sesungguhnya itu kan bisa dilihat dari bentuk jawaban pertanyaan yang diutarakan oleh siswa ya. Yang diharapkan siswa itu</p>
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		<p>mampu menjawab bentuk pertanyaan apapun dengan jawaban yang berkualitas atau sesuai pada konteks. Namun, yang saya lihat siswa saya benar benar masih dalam kategori lemah dalam critical reading.</p> <p>5. What is critical thinking?</p> <p>Critical thinking proses bagaimana seseorang mampu menerapkan pemahaman mereka secara objektif. Akan selalu ada stimulus-stimulus dalam prosesnya. Salah satu contoh, Ketika saya menerapkan pembelajaran Hortatory Text, saya lontarkan beberapa pertanyaan: Apa yang membuat penduduk local (orang dusun) semakin kehilangan tanahnya? Atau Mengenai sampah, Apa yang bisa kita lakukan untuk mengurangi sampah? Tindakan apa yang bis akita lakukan untuk mengurangi sampah? Jenis pertanyaan seperti itu sebenarnya sederhana ya, namun tidak semua siswa mampu menjawab pertanyaan yang mendetail. Salah satu bentuk jawaba mereka adalah dengan</p>
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		<p>mengurangi penggunaan plastik, ya dengan jawaban yang simple dan tidak complex.</p> <p>Dan sebenarnya critical thinking mereka itu sangat lemah. Jadi kalo ditanyain critical thinking ya gak semua siswa sudah memiliki skill critical thinking.</p>
2	Implementation	<p>6. What does the teacher do in teaching critical reading?</p> <p>Kalo ini lebih ke cara ya, jadi biasanya kalo saya mengajar itu kan scanning dulu baru skimming menemukan informasi-informasi tertentu baru nanti masuk ke critical readingnya kalo scanning dan skimming itu kan belum ke critical reading ya. Nah Ketika di critical reading barulah memahami makna isi pada bacaan secara keseluruhan baik dari structure text, unsur kebahasaan, atau kalo misalnya di text hortatory atau discussion contoh lain dalam kehidupan sehari-hari, atau nanti menemukan kata yang sulit.</p> <p>Is that way working?</p>

		<p>Untuk beberapa anak ya berjalan tapi untuk beberapa lagi ya gimana ya karena motivasi itu sendiri.</p> <p>7. Why critical reading is important for students?</p> <p>Ya karena informasi sekarangkan sangat luas ya mba jadi siswa ini harus bisa menyaring kan, jadi anak bisa menyaring jika anak sudah bisa critical reading ya, rasa ingin tahu, mereka tu bisa maju kalo mereka critical reading kalo mereka gak critical reading ya mereka gak bisa maju dan alhasilnya mereka akan ketinggalan informasi banyakkan kalo mereka fokusnya cuma mau main game dan gak baca ya mereka gak bisa wisely mba. Mereka hanya mencari hiburan aja gak improve wawasan mereka.</p> <p>8. How do students retrieve the information from the text?</p> <p>Sebenarnya berdasarkan pengalaman, siswa saya belum benar benar menerapkan critical reading, critical reading hanya</p>
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		<p>dilakukan di dalam kelas dan tidak berlanjut di luar kelas atau di rumah. Meskipun sudah difasilitasi perpustakaan yg bisa gunakan untuk memperkaya wawasan mereka. Siswa hanya melaksanakan tugas berdasarkan instruksi tidak berdasarkan rasa ingin tahu atau inisiatif mereka.</p> <p>9. How do the teachers teach critical reading? Mengajar itu kan membutuhkan cara yang bertujuan untuk mencapai pembelajaran yang bermakna. Untuk mengstimulus pemahaman mereka saya coba untuk menampilkan beberapa gambar seperti gambar gempa bumi atau kejadian kejadian alam. Lalu, saya kasih tahu sedikit informasi bahwa gambar tersebut relate pada text explanation lalu sisanya siswa saya minta untuk menghubungkan pengetahuan atau apa yang mereka tau tentang text tersebut.</p> <p>10. What are teachers' strategies for teaching critical reading?</p>
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		<p>Apa yang saya lakukan dalam mengajar critical reading, biasanya saya meminta siswa untuk menggaris bawah suatu teks atau disebut dengan annotating. Mereka saya minta untuk menggaris bawah kata atau kalimat yang sulit untuk dipahami. Dengan cara itu membantu siswa untuk menambah vocabulary dan merubah pola pikir mereka pada suatu teks. Lalu pada akhir pembelajaran, saya dan siswa saya mendiskusikan bersama apa yang dipahami dan belum dipahami pada suatu bacaan</p> <p>11. What are difficulties in critical reading for students?</p> <p>Factor-faktor yang menghambat critical reading terkadang siswa tidak ingin ikut terlibat dalam pembelajaran lebih memilih passive. Hal itu disebabkan karena habit mereka yang tidak terbiasa dalam membaca sehingga mereka tidak memiliki rasa ingin tahu yang lebih dan tidak tertarik pada informasi terkini.</p>
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INTERVIEW PROTOCOL

Title : **Teachers' Concepts on Critical Reading Skills and Teachers' Strategies in Teaching Critical Reading at Senior High School in Tebo**

Date : **May 10th, 2023**

Interviewee : **Participant 2**

No	Aspect	Question
1	Understanding	<p>1. How do the teachers define the concept of critical reading skills?</p> <p>Konsep pembelajaran critical reading itu sebenarnya bagaimana kita bisa kemudian mengkorelasikan antara teks yang dibaca dengan kondisi saat ini sehingga dari hal tersebut siswa menjadi kritis dan bisa merespon terhadap hal-hal yang terjadi dalam masa-masa yang sekarang ini dan dari hal tersebut diharapkan memang siswa bisa memberikan kontribusi semacam problem solving atau penyelesaian masalah.</p> <p>2. What is critical reading?</p> <p>Pada dasarnya critical reading itu kegiatan membaca yang memerlukan pemahaman yang mendalam terhadap suatu bacaan.</p>

		<p>3. How are students' comprehension in critical reading?</p> <p>Pentingnya critical reading ternyata memberikan pada pemahaman dan penerimaan para pembaca pada suatu teks. Adapun cara yang dapat kita lakukan adalah mencoba mentraining pola pikir siswa dengan memberikan kegiatan literasi. Selain itu, critical reading dapat memiliki pemahaman yang baik serta dapat juga mengembangkan critical thinking.</p> <p>4. How are students' competencies in critical reading?</p> <p>Jika berbicara kompetensi. Critical reading untuk siswa ketika saya mengajar mereka masih dibawah standard. Pembelajaran bahasa Inggris ini sebagai bahasa kedua mereka yang masih sulit hingga di tahap ini. Mereka sering menemukan kesulitan dalam menguasai bacaan, khususnya mengenai vocabulary.</p> <p>5. What is critical thinking?</p>
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		<p>Menurut saya critical thinking adalah bagaimana seseorang mampu memberi respon, mengutarakan ide-ide, atau mampu mengkritisi sih. Maka dari itu akan berhubungan sekali antara critical reading dan critical thinking ini ya mba. Mengkorelasikan sesuatu berdasarkan critical reading setelah itu mengvalidasi menggunakan critical thinking.</p>
2	Implementation	<p>6. What does the teacher do in teaching critical reading?</p> <p>Melaksanakan pengajaran khususnya mengenai critical reading membutuhkan waktu. Dan apa yang saya terapkan ini tergantung bacaan yang saya gunakan dan harus hati hati si karena salah dalam memilih bacaan aja akan mempengaruhi ketertarikan siswa.</p> <p>7. Why critical reading is important for students?</p> <p>Critical reading penting sekali ya mba. Karena akan memberikan dampak yang sangat baik kepada siswa dalam memahami</p>

		<p>maupun penerimaan dalam suatu bacaan. Setelah itu, pentingnya critical reading juga bisa mendapatkan pemahaman yang lebih baik dan pastinya bisa mengembangkan critical thinking.</p> <p>8. How do students retrieve the information from the text?</p> <p>Saya berharap siswa saya akan menjadi pembaca yang active dan memiliki rasa ingin yang tinggi mengenai topic terkini untuk meningkatkan pengetahuan dan pengalaman mereka. Namun, pada kenyataannya siswa saya akan aktif jika saya memberikan intruksi terlebih dahulu dan memang siswa saya belum membaca suatu bacaan lebih mendalam. Ya bisa dibuktikan bentuk pertanyaan saya berikan ke mereka dan tidak semua menjawab pertanyaan dengan benar.</p> <p>9. How do the teachers teach critical reading?</p> <p>Saya pernah memberikan sebuah topik mengenai “Global Waring” ke siswa saya, topic ini dikategorikan lumayan terkenal.</p>
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		<p>Saya bimbing siswa saya untuk membaca bersama lalu mengartikan setiap kata atau kalimat bersama. Saya pikir itu akan membantu memahami makna bacaan dengan baik. Setelah itu, saya beri pertanyaan untuk memancing siswa agar bisa melatih mereka untuk berbagi argument atau pernyataan yang berhubungan dengan topik. Ya pada hasilnya, tidak semua siswa mampu menjawab pertanyaan dan beberapa siswa menyatakan jawaban yang tidak lengkap. Bagaimanapun juga, saya harus sadar bahwa setiap siswa memiliki kemampuannya masing-masing dan ketertarikan sendiri.</p> <p>10. What are teachers' strategies for teaching critical reading?</p> <p>Seperti yang saya jelaskan tadi, saya biasanya coba memmberikan pertanyaan-pertanyaan yang beragam agar siswa mau memberikan jawaban berdasarkan argument mereka.</p>
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		<p>11. What are difficulties in critical reading for students?</p> <p>Pembaca kritis itu mampu berinteraksi atau menikmati ketika mendalami suatu bacaan. Para siswa tidak hanya duduk dan menunggu untuk mengsuplay dalam mendapatkan dan memahami dari isi bacaan. Tetapi siswa harus mampu mendapatkan makna atau tujuan dari bacaan yang ditulis oleh penulis. Dalam keadaan yang sesungguhnya, siswa saya benar-benar kurang motivasi dalam meningkatkan critical reading dan cenderung lebih memilih passive dan menghindari untuk menjawab suatu pertanyaan dan tidak ingin berkontribusi argumentasi mereka. Siswa tidak memiliki keberanian and masih takut buat kesalahan.</p>
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