

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.