

**EFL TEACHERS' CONCEPTS ON CRITICAL READING SKILLS  
AND THEIR CRITICAL READING STRATEGIES AT  
MAN 1 POLEWALI MANDAR**



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**A THESIS**

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Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, nor has it been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

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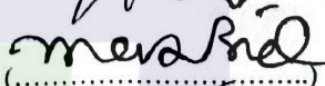


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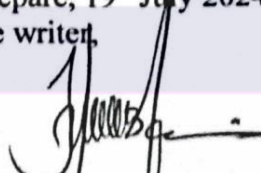


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## ABSTRACT

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Critical reading skills refer to the ability to analyze, evaluate, and interpret texts effectively. These skills go beyond basic comprehension and involve a deeper engagement with the content. The research aimed to examine what things EFL Teachers use to develop their critical reading skills and to find out what impacts arise for EFL Teachers and students when they apply the knowledge and strategies of critical reading

This research used Qualitative research with study cases approach with source of data primer and secondary data with the informan of 3 English Teacher at MAN 1 Polewali Mandar, technique of analysiss used data reduction, display data dan conclusion.

The result of this research were as follow; English EFL Teachers develop their critical reading skills that contribute to their teaching actively students showed critical reading skills proved by engaging in practices such as annotating, previewing, questioning, reflecting, outlining, summarizing, and evaluating which teachers enhance students ability using materials effectively contributing students critical reading skills. The impact of the EFL Teachers's knowledge of critical reading skills and the use of these critical reading strategies in teaching showed good impact toward students' ability especially for teachers possess, who has a strong understanding about critical reading techniques such as identifying main ideas, analyzing arguments, evaluating evidence, and synthesizing information which teacher can create enriching learning experiences for students through structured activities and guided discussionsdeeper engagement with test and learning activates during classroom

**Keywords:** EFL Teachers', critical reading skills, critical reading strategies

## ABSTRACT

Name : Citra Resmi Megania  
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Title : Konsep Guru Bahasa Inggris tentang keterampilan membaca kritis dan strategi membaca kritis mereka di MAN 1 Polewali Mandar

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Keterampilan membaca kritis mengacu pada kemampuan untuk menganalisis, mengevaluasi, dan menginterpretasi teks secara efektif. Keterampilan ini melampaui pemahaman dasar dan melibatkan keterlibatan yang lebih dalam dengan konten. Penelitian ini bertujuan untuk menguji hal-hal apa yang digunakan oleh Guru Bahasa Inggris untuk mengembangkan keterampilan membaca kritis mereka dan untuk mengetahui dampak apa yang muncul bagi Guru Bahasa Inggris dan siswa ketika mereka menerapkan pengetahuan dan strategi membaca kritis.

Penelitian ini menggunakan pendekatan penelitian kualitatif dengan pendekatan studi kasus dan menggunakan sumber data primer dan data sekunder dengan informan dari 3 Guru Bahasa Inggris di MAN 1 Polewali Mandar. Teknik analisis yang digunakan adalah reduksi data, tampilan data, dan kesimpulan.

Hasil dari penelitian ini adalah sebagai berikut; Guru Bahasa Inggris EFL mengembangkan keterampilan membaca kritis mereka yang berkontribusi pada pengajaran mereka secara aktif siswa menunjukkan keterampilan membaca kritis terbukti dengan terlibat dalam praktik seperti memberi tanda, melihat pratinjau, mempertanyakan, merenung, menguraikan, merangkum, dan mengevaluasi yang meningkatkan kemampuan siswa menggunakan materi secara efektif yang berkontribusi pada keterampilan membaca kritis siswa. Dampak pengetahuan Guru Bahasa Inggris tentang keterampilan membaca kritis dan penggunaan strategi membaca kritis ini dalam pengajaran menunjukkan dampak positif terhadap kemampuan siswa khususnya untuk guru yang memiliki pemahaman yang kuat tentang teknik membaca kritis seperti mengidentifikasi ide utama, menganalisis argumen, mengevaluasi bukti, dan mensintesis informasi yang memungkinkan guru menciptakan pengalaman belajar yang memperkaya bagi siswa melalui kegiatan terstruktur dan diskusi terpandu, meningkatkan keterlibatan yang lebih dalam dengan tes dan aktivitas belajar selama di kelas.

**Kata kunci:** Guru Bahasa Inggris, keterampilan membaca kritis, strategi membaca kritis

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# CHAPTER I

## INTRODUCTION

### *A. Background*

The availability of the internet today helps students easily access different types of information online. Just type in keywords and information will appear easily from many different sources. However, problems begin to arise when students use this information by directly copying and pasting it for reference in school assignments, without filtering the information, and even participating in spreading hoaxes bluff. The copy-paste phenomenon in students is the result of a lack of critical reading ability. This phenomenon is also supported by the characteristic of Indonesian students that they tend not to enthusiastically exchange ideas and accept these ideas without first evaluating them. Of course, this is really worrying and causes great harm to Indonesian education.<sup>1</sup>

In the world of education in Indonesia, the development of critical reading in the school curriculum has not previously been well socialized. However, critical reading has now become a national goal of education, as stipulated in Government Regulation No. 17 of 2010 and supported by the policy of the Ministry of Education and Culture which states that the curriculum from 2013 aims to develop passive learning towards critical learning. One way to improve critical reading is to read critically, states that critical reading meaning that through critical reading, the reader will be able to evaluate, follow and understand what you are reading. In addition, suggest that it is necessary to integrate critical

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<sup>1</sup> Cantoni-Harvey, Gina. *Content Area Language Instruction: Approaches and Strategy*. (Massachusetts: Addison-Wesley Publishing Company, Inc. 1987)

reading into the classroom teaching and learning process to train students to think critically and that applying critical reading in reading activities in class is also very important to improve students' research ability deeper into the meaning and emotions of the text. Research related to critical reading in Indonesia was largely conducted by previous researchers, of whom focused on improving reading comprehension using the HOTS strategy, seeks to explore students' difficulties, strategies, and their thinking in important areas in reading and 6 people implemented inquiry-based learning strategies to improve thinking abilities students criticize. Different from previous research, this study aimed to explore the strategies EFL Teachers use to improve students' critical reading abilities. It is also important to conduct this research so that it can help the government evaluate the learning outcomes based on HOTS that have been implemented by EFL Teachers in schools.

Up to now, in English teaching, especially reading, students only read text, look up vocabulary and only answer text comprehension questions.. Therefore, students' opportunities for critical reading are limited. So, as explained earlier, the main key that can improve students' critical reading ability is the EFL Teachers. The strategy of integrating critical reading by EFL Teachers is a key point in achieving Indonesia's educational goals according to Ministerial Regulation No 17 of 2010 and shaping students' character as a higher generation of the nation. Critical reading is reflective thinking that requires a process of reflection and consideration of a conclusion or information. Additionally, critical reading is the process of evaluating information, ideas, or suggestions and considering the consequences of an action or thought before evaluating whether the idea is reasonable or useful. Making decisions based on information is considered part of

critical reading. Critical reading is the competent and proactive interpretation and evaluation of observations and communications, information and arguments, while states that critical reading skills include includes the ability to review, understand, analyze, synthesize, interpret and evaluate.

From several opinions related to critical reading, it can be concluded that critical reading is a form of analysis, evaluation, interpretation, generalization and the ability to make decisions about a certain issues. A critical thinker will present logical arguments and accurate sources as evidence during his argument, he will also focus on deciding whether to believe or not, a thinking person. The critic can also express his thoughts clearly and when expressing his opinion, he will first consider who is a Public person is and will choose the right words for him. Many EFL Teachers believe that children will automatically develop critical reading skills as they grow older and gain more experience in different areas of knowledge through reading in school and throughout life - same thing, but this view is disputed by many people. One of them believes that critical reading should and can be taught to students and that, in fact, schools have a responsibility to develop critical reading abilities in citizens. Although critical reading is difficult to observe, teach, and measure, the EFL Teachers's role in developing students' critical reading is important, because students Students will be able to become more critical in their thinking and reading if they are given the necessary space and the opportunity to express your ideas.

Developing students' critical reading can be done by reading critically. Critical reading is different from other types of text reading such as skimming or scanning which do not require deeper thinking. Critical reading can be defined as a way of looking at a text and analyzing what the author says and what methods

the author uses to communicate messages or ideas in the book. Critical reading means reading analytically, that is, asking questions and reflecting on the reading material at hand. There are three different principles between the critical reading model and the general reading comprehension model. The first principle is that critical reading is a skill-based challenge that draws on multiple cognitive psychological models that emphasize basic abilities. Second, critical reading does not treat the reader as a native or does not read authentically, like an instructional text, or vice versa. Third, there is nothing special about critical reading, which means that the writer's communication will be closely tied to the impact of his writing on the reader. The aim is to bring together the author and the reader, to understand the author's text scheme from the meaning of the text.

Critical reading theory states that critical reading (and writing) is critical reading applied to the process of reading and writing. For the critical reading movement, critical readers recognize the various ways in which each text exists and each unique feature of a writer's unique creativity. Critical reading skills in reading include reasoning (reasoning) where students are invited to express ideas or opinions with the connecting word because (because), questioning (questioning) where students are required to ask deeper questions and not focus on the text and the answers to these questions will be found through analysis, recognizing context (finding out the context) means that students will see from various perspectives or points of view, Predicting the content of the text (predicting the content of the text) where students can compare previous knowledge by predicting the content of the text. Several studies have also concluded several strategies in critical reading, including previewing, contextualizing, outlining and summarizing, questioning, reflecting, evaluating an



argument, and comparing and contrasting related readings (comparing with what was read). Another strategy that can be done is to use reading-skill strategies (skimming and scanning, asking questions, reviewing, using a dictionary, re-reading the text, taking notes, looking for main information, paraphrasing, summarizing, evaluating, comparing texts, identifying facts and opinions) and using non-reading strategies (forced to read, relax, discuss with friends reading interesting passages, and explore students' knowledge and experiences).

Reading lessons can vary whether or not an EFL Teachers teaches students important reading comprehension skills. In reality, all students can read, but understanding the text and reading its full meaning will certainly lead to good reading comprehension increase. Students can not only understand text but also analyze, summarize, and evaluate what they read. It cannot be denied that reading comprehension skills in school play a very important role in 21<sup>st</sup> century teaching and learning to survive in the era of globalization. Students become critical thinkers and readers. It prepares you for the role of a citizen and decision maker in real life. For 21<sup>st</sup> century students, important reading skills have been normalized. On the other hand, most EFL Teachers do not integrate critical reading into their lessons. Several studies have shown that most EFL Teachers do not consider reading an important skill and feel incompetent. Additionally, most high school students lack critical reading and advanced thinking skills.

Additionally, EFL Teacherss tend to focus on word attack, comprehension, and fluency skills. EFL Teacherss only encourage reading instead of understanding more about how students read. It will soon make sense for EFL Teacherss to teach their students important reading comprehension skills. Instruction in critical reading skills in diverse classrooms with reading

backgrounds. Critical reading skills require students to read beyond what is written, evaluate whether ideas are good or bad, and ultimately draw conclusions. In other words, not only is the text good or bad, but its interpretation is also important. Skills needed for critical reading include investigating, reasoning, solving problems, finding cause and effect, making judgments or conclusions, distinguishing fact from opinion, and identifying author's point of view. Additionally, critical reading comprehension encourages students to use high-level cognitive processes from Bloom's Taxonomy. Therefore, when implementing a critical reading approach, EFL Teachers need to have specific strategies to engage students more actively in the classroom. EFL Teachers need to be aware of their critical reading comprehension skills and strategies. From experience, most EFL Teachers have poor critical reading ability and are not interested in critical reading. Some other studies suggest that EFL Teachers still lack comprehensive critical reading strategies. On the other hand, many studies have shown that EFL Teachers do not adequately develop critical reading skills in the classroom. The survey concluded that EFL Teachers still lack awareness of critical reading strategies, even though they feel incompetent. Additionally, they often only teach reading using textbooks and do not provide interactive reading materials. Therefore, EFL Teachers should use and become familiar with critical reading skills.

This study focuses on EFL Teachers' concepts related to critical reading skills and strategies for teaching critical reading in MAN 1 Polewali Mandar. The researchers conducted the study at MAN 1 Polewali Mandar to represent the data set. The survey was limited to 2 (two) EFL Teachers from MAN 1 Polewali Mandar who met the requirement. For example: Teaching license, more than 5

years of teaching experience, minimum S1 training. In this case, the researcher also reviewed some of the courses taught by the person in charge to find out the results of the study.

### **B. *Research Questions***

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

1. How do English EFL Teachers develop their critical reading skills that contribute to their teaching?
2. What is the impact of the EFL Teachers's knowledge of critical reading skills and the use of these critical reading strategies in teaching in the classroom?

### **C. *Objective of Research***

Based on the problem, the research objectives will focus on:

1. Examine what things EFL Teachers use to develop their critical reading skills
2. To find out what impacts arise for EFL Teachers and students when they apply the knowledge and strategies of critical reading

### **D. *Significant of Research***

The results of this study are expected to have both theoretical and practical significance. Theoretically, this study will provide more information about the

concept of EFL Teachers' critical reading skills and EFL Teachers' critical reading strategies. In fact, the results of this study will be informative to anyone interested in this research. For students, this study aims to provide more information about critical reading so that they can use it to support their academic work. Research should provide further evidence of the skills and applicability of critical reading comprehension.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

Literature reviews help researchers explain current knowledge and provide rational literature. This chapter introduces reading skills, reading instruction strategies, critical reading concepts, and critical reading strategies. These points are clearly explained below.

#### A. *Previous Related Research Findings*

The writer tried to link on the basis of previous research that had been there and considered relevant to the research that researcher will do. Research the former is expected to provide clear assumptions about differences in research studied with previous research:

1. First research question from Dini Eka Andestina which title of “*Teachers’ Concepts and Strategies on Teaching Critical Reading Skills at One of Senior High Schools in Tebo*”. This research result showed 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.<sup>2</sup>

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<sup>2</sup> Dini Eka Andestina “*Teachers’ Concepts and Strategies on Teaching Critical Reading Skills at One of Senior High Schools in Tebo*”. (Magister of English Education Study Program Faculty of Teacher Training And Education Jambi University)



2. Second research question from Hamzah Puadi Ilyas which title of “*Elements of Critical Reading in EFL Teachers’ Instructions*”. The result showed that teachers’ reading instructions only belonged to such categories as identifying, analyzing, summarizing, and guessing. Aside from that, the instructions for the four categories were the same. It appeared that EFL teachers lacked creativity and innovative ideas. There were still elements or categories of critical reading that had not yet been utilized or explored. These findings prompted the inclusion of critical reading instruction design skills in teacher education. After all, critical thinking has long been emphasized in national education as a means of developing responsible citizens and avoiding becoming a victim of false information.<sup>3</sup>
3. Third research from Baharudin Adu which title of “*EFL Students’ Critical Thinking and Their Reading Comprehension Ability: A Study Case of Students in SMP Negeri 2 Baubau*”. This research showed that the investigation can be concluded that there was a strong relationship between the capacity of EFL students to think critically and their comprehension of reading. It is suggested that EFL students develop their critical thinking skills because they are necessary for reading comprehension as well as other language skills in language learning.<sup>4</sup>
4. Fourth research from Rosdiana which title of “*An Overview of Critical Reading Strategies to EFL Students*”. This research showed that Critical Reading Strategy in teaching English, especially in reading comprehension. Critical Reading is a strategy that provides students with instructional support

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<sup>3</sup>Hamzah Puadi Ilyas which title of “Elements of Critical Reading in EFL teachers’ Instructions”. Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA (Uhamka)

<sup>4</sup>Adu, B., Nur Melansari, & Fatima Azzahra. (2023). EFL Students’ Critical Thinking and Their Reading Comprehension Ability: A Study Case Of Students In SMP Negeri 2 Baubau. *Surakarta English and Literature Journal*, 6(2), 218–232. <https://doi.org/10.52429/selju.v6i2.110>

before, during, and after reading process. The students with critical reading skills have the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, and ignore facts which don't. As readers make sense of what they read, they use various relationships of ideas to aid recognition and fluency. Critical reading includes the ability to evaluate ideas and synthesize what one reads. They are the ability to see relationships of ideas and use them as an aid in reading.<sup>5</sup>

5. Fifth research from Muh Yunus which title "*EFL Teacher Educators' Experiences in Teaching Critical Reading: evidence from Indonesia*". The result showed 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. The study also documents that teaching critical reading encompasses higher order thinking skills enacted in the process of reading. Practically, the study's findings call for the enactment of pedagogic trainings for teacher educators in order to construe their basic tenets of teaching critical reading, the philosophies behind such a teaching practice, and the empowered learning activities in the reading classes.<sup>6</sup>

According to previous research above which conducted by various scholars provides a comprehensive insight into the diverse approaches and challenges associated with teaching critical reading skills in EFL contexts.

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<sup>5</sup>Rosdiana. An Overview of Critical Reading Strategies to EFL Students. *Getsempena English Education Journal* , 2(2), 19-28. <https://doi.org/10.46244/geej.v2i2.688>

<sup>6</sup>Muh Yunus, "*EFL Teacher Educators' Experiences in Teaching Critical Reading: Evidence from Indonesia*" *Journal on English as a Foreign Language* 11(2):422-441

Dini Eka Andestina's study reveals that teachers possess varied concepts regarding critical reading, categorized into the overall concept of critical reading skills, reading competence, difficulties in implementation, and teaching strategies. Hamzah Puadi Ilyas highlights the lack of creativity in EFL teachers' reading instructions, emphasizing the need for innovative teaching strategies to cover unutilized elements of critical reading. Baharudin Adu establishes a strong relationship between EFL students' critical thinking abilities and their reading comprehension, suggesting the importance of developing critical thinking skills for overall language learning. Rosdiana's research underscores the significance of critical reading strategies, providing instructional support throughout the reading process and enabling students to evaluate the credibility of texts. Muh Yunus discusses the teacher educators' experiences in teaching critical reading, focusing on higher-order thinking skills and the philosophical aspects of critical reading instruction.

The relevant between those researches and this research were from EFL teachers' concepts on critical reading skills and their strategies are multifaceted and require a holistic approach to be effective. At MAN 1 Polewali Mandar, teachers' concepts on critical reading should encompass a broad understanding of reading competence, address implementation challenges, and employ diverse and innovative teaching strategies. By integrating the insights from these studies, EFL teachers at MAN 1 Polewali Mandar can enhance their critical reading instruction, foster students' critical thinking, and improve their reading comprehension abilities, ultimately contributing to the development of more informed and discerning readers.

#### **B. *Some Pertinent Ideas***

## 1. The Concept of Reading

Reading is one of the language skills that has many different definitions such as: reading is one of the general language skills and is a component of written communication.<sup>7</sup> Reading is an active skill and it involves constantly guessing, predicting, verifying and asking questions.<sup>8</sup>

Clark and Silberstain in define reading as an active cognitive process of interacting with the written word and monitoring understanding to establish meaning. Reading is the instantaneous recognition of different written symbols, the simultaneous association of these symbols with existing knowledge and the understanding of the information and ideas being communicated.<sup>9</sup> This means that as readers interact with the print, their prior knowledge combines with the visual (written) information and allows them to understand the message information. Therefore, reading is really a conversation between writer and reader. Reading is a dynamic process in which elements interact with other elements outside the text: in this case, especially with the reader's knowledge of the experiential content of the text.<sup>10</sup> . Reading can be considered an “interactive” process between the reader and the text leading to automaticity or (fluency) in reading. During this process, the reader interacts dynamically with the text when trying to extract meaning and when using different types of knowledge: linguistic or

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<sup>7</sup> Trochim, W. M. K., & Donnelly, J. P. Research Methods: The Essential Knowledge Base. *In Research Methods: The Essential Knowledge Base*. 2016

<sup>8</sup> Antoni, N. *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*. Indonesia: Indonesia University of Education. (2010).

<sup>9</sup> Clark and Silberstain, *Introduction to Research in Education*. (Boston, MA: Cengage Learning. 2020)

<sup>10</sup> Huang, H., D. “Previewing and EFL Reading Comprehension”. (*The Journal of ASIA TEFL*, 6 (1), 57-84. 2019)

systemic knowledge (through processing bottom-up) as well as diagram knowledge.

Reading is one of the important language skills (listening, reading, writing and speaking) that every individual must learn and master. By reading, one can interact with emotions and thoughts, gather information, and improve one's scientific knowledge. According to Tarigan reading is a process used by readers to understand the writer's purpose through writing.<sup>11</sup> Thorndike in Nurhadi argues that reading is a process of reflection and reasoning. This means that when readers read text, they are using their brains to think and reason. Based on the above definition, the writer comes to the conclusion that reading can be defined as a complex process carried out by the reader to understand the writer's goals. Additionally, when reading Procedure, the reader uses his or her brain to think and reason.<sup>12</sup> Reading is one of the important aspects for students, especially English. By reading, students can gain a lot of information and knowledge. According to Ramelan reading is a good activity for learners, reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read.<sup>13</sup> Reading plays very important parts in our life. Through reading we can explore the world, countries that have never been visited before, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. If the students' reading skill is poor they are very likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have good reading skill, they will have better

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<sup>11</sup> Aebersold, Jo Ann & Field, Mary Lee. *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. (Cambridge: Cambridge University Press. 1997)

<sup>12</sup> Alagozlu, Nuray. Critical Thinking and Voice in EFL Writing. (Retrieved from [www.asian-efl-journal.com](http://www.asian-efl-journal.com) on November 2010)

<sup>13</sup> Aşilioğlu, B. The Importance of Critical Reading for Cognitive Learning and The Ways to Improve It. *Dicle University Journal of Ziya Gökalp Education Faculty*, 11(1), 1–11. 2008.



chance in their study at school. From the above statement, we know the importance of reading for students at school and after graduating from school. Students read books or other resources for a variety of purposes, and some experts recommend certain reading goals based on their perspectives. Reading purposes into two types: reading for entertainment and reading for information. Reading for pleasure means it is intended to follow a story and appreciate the “sound” or rhyme of a literary text. Additionally, Kharsen in Mickulecky and Jefries states that regularly reading for pleasure can help students improve their knowledge. By reading for entertainment, students can increase their vocabulary, reading speed, Improve students' reading ability comprehension and writing ability. Additionally, they can gain more knowledge, finding examples of various ways of speaking or writing. Reading for information means that the reader reads a variety of texts to extract a certain amount of information.<sup>14</sup>

There is some target reading, which is:

1. Read for details Fact  
Students read to know or learn about author's invention or to solve the author's problem.
2. Reading for main ideas  
Students read the text to find out “why the topic is good or interesting, then problems about the story and write a summary of the story.”
3. Sequence or Organized Reading  
Students read text to find out “what happens in each part of the story in each episode and solve story problems.”
4. Reading to classify

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<sup>14</sup> Wallace, C. Reading and Expertise. In Expertise in Second Language Learning and Teaching (pp. 85–103). Palgrave Macmillan UK. [https://doi.org/10.1057/9780230523470\\_5](https://doi.org/10.1057/9780230523470_5) 2005

Students read text to classify certain information or actions of the writer in the text or paragraph.

5. Reading to Infer

Students read to learn the conclusions of actions or ideas in the text. Improving students' reading ability

6. Read to compare or contrast

Students read to compare the plot or content of the story if it has similarities or even contrasts.<sup>15</sup>

From the above definitions, the author comes to the conclusion that reading is a process of understanding the messages available in the text. In other words, reading is a process of getting meaning intended by the author from printed or written information. During this process, the readers combine his language skills and knowledge of the real world to grasp the meaning.

## 2. *The Concept of Reading Comprehension*

In general, the concept of teaching reading can be grouped into three aspects: traditional, cognitive, and sociocultural.<sup>16</sup> The traditional view of EFL reading focuses on texts as independent objects consisting of words arranged grammatically. In the classroom setting, literacy educators seek to teach reading by focusing on the comprehension of each passage through the use of discrete point testing tasks that create text. In short, the traditional view focuses only on understanding the text itself. The general emphasis of EFL reading instruction is

<sup>15</sup> Suacillo, M. C. I., Um, S., Velasquez, J., Villaflores, H., & Cequena, M. Critical Reading Strategies, Reading Comprehension and Writing Performance of ESL College Students: a Correlational Study. *International Journal of Advanced Research*, 4(9), 610–623. <https://doi.org/10.21474/ijar01/1526> 2016.

<sup>16</sup> Wallace, C. Critical Reading in Language Education. In *Critical Reading in Language Education*. <https://doi.org/10.1057/9780230514447> 2003.

on word knowledge. Therefore, EFL classroom activities aim to improve students' mastery of grammar and vocabulary. To demonstrate, a text is presented as a support for EFL teaching, which ignores understanding of the text itself. Therefore, EFL Teachers view texts as self-contained objects consisting of words and grammar. On the other hand, the cognitive perspective views reading as a skill that can be divided into a set of sub-skills related to both decoding and comprehension. Readers are considered experts when they understand what they read and they are considered active recipients of the information contained in the text. The meaning resides in the text itself, and the reader's goal is to reproduce that meaning.<sup>17</sup>

This cognitive perspective on teaching reading EFL is insufficient to help students understand a text critically.. The need to express social roles in reading is very important, known as sociocultural theory proposed. This theory posits that learning and development should be integrated into social events and facilitated by interactions with other people, objects, and events in cooperative contexts.<sup>18</sup>

The sociocultural perspective views reading as a social process. Accordingly, to interpret a text, readers must be mediated by cultural and social factors, in addition to exposing them to micro-level skills.<sup>19</sup> The application of social and cultural factors in reading aims to construct new knowledge from what the reader reads. This reading process may include skepticism, questioning, scrutinizing claims, being open, identifying the problem or question, making

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<sup>17</sup>Shuttleworth, M. Descriptive Research Design. Retrieved June 16, 2015. 2008

<sup>18</sup>Linkon, S. Critical Reading Strategies. <http://digital.maag.yzu.edu:8080/xmlui/handle/1989/136?show=full> 2008

<sup>19</sup> Kadir, N. A., Subki, R. N., Haneem, F., Jamal, A., & Ismail, J. The Importance of Teaching Critical Reading Skills in a Malaysian Reading Classroom. The 2014 WEI International Academic Conference Proceedings, 208–219. 2014

connections, interpreting evidence, asking hypothetical questions , adopts a different perspective and elaborates.<sup>20</sup>

Reading involves complex cognitive processes that interpret written symbols of ideas to construct accurate meaning and understanding. At the same time, skills are structured behaviors acquired through training and performed according to specific requirements. In this case, good reading requires organized behavior in the practice and performance of reading, and must be motivated by specific needs. EFL Teachers should teach students cognitive skills such as text analysis instead of asking them to read the text aloud. Furthermore, according to Kadir in the classroom, children can practice four reading skills to add meaning to their reading. EFL Teachers should not only focus on reading skills but should try to integrate all four reading skills. These reading skills are divided into word attack skills, comprehension skills, fluency skills, and critical reading skills. Word attack skills involve the ability to understand the orthographic symbols of a language. Students recognize patterns that represent units of speech such as phonemes, syllables, and words. Word attack skills are divided into categories for students to understand. Recognize syllable patterns, change strings to random sounds, recognize upper and lower case letters, and recognize word boundaries.

According to Olson and Diller reading comprehension is the term used to define the skills necessary to understand and apply information contained in a written document. Clark and Sandra define reading as an active cognitive process that increases with understanding of the written word and monitoring equipment is established. Argues that reading can be defined as an individual's ability to

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<sup>20</sup> Huang, H. D. Previewing and EFL Reading Comprehension. Spring, 6(1), 57–84. 2009

perceive visual form: associate that form with sounds and/or the resulting meaning from the cover and from the reader.<sup>21</sup>

Comprehension helps students use existing knowledge to understand what they read. Areas of understanding should include knowledge of grammatical, morphological, syntactic and mechanical competence, for example. Comprehension also involves the ability to derive meaning from context, the ability to use images as aids, the ability to use metacognitive knowledge, the ability to recognize the structure of text, and predict the rest of the text. Language skills are also important for students. This allows students to improve skills such as word recognition, regular recognition of letter groups, speed reading, and a broader vocabulary.

“Understanding is facilitated by reading appropriate materials, intellectual curiosity”<sup>22</sup> and a desire to learn.. The definition of understanding can be stated as follow: the student's ability to find, interpret, and use ideas understanding.”

Likewise, comprehension is the student's ability to discover, interpret, and apply knowledge gained through experience to that reading experience. Heilman states that reading comprehension is a process of thinking about ideas in writing through interpretation and meaningful interaction as a multifaceted process influenced by many skills thinking and language.

Kennedy states:

“Reading comprehension is a thinking process in which students select factual information or ideas from printed materials, deciding how it is

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<sup>21</sup> Hamiloglu, K., & Temiz, G. The Impact of Teacher Questions on Student Learning in EFL. *Journal of Educational and Instructional Studies in the World of Educational and Instructional Studies in the World*. 2012

<sup>22</sup>Brown, H. Douglas. *Principles of Language Learning and Teaching*, 4th ed. New York: Pearson Education Ltd. 2000

related previous knowledge that you have acquired and judges their appropriateness”<sup>23</sup>

From the comments, the author concludes that, to quickly understand a selected reading, one must use information to draw conclusions and read critically, understand the figurative meaning, and determine the purpose of the author, evaluate the ideas presented, and apply the ideas to real-life situations.

On the other hand, critical reading ability is related to advanced reading comprehension. These skills help students analyze, synthesize, and evaluate what they read. Learning to read is not enough to discover and know language. EFL Teachers often ask students to read text aloud without understanding the real purpose. EFL Teachers should use these four skills to make reading meaningful. However, for students to master these skills, they must be exposed to and taught how to read critically. Essential reading skills are discussed in more detail in the next section.

### ***3. The Concept of Reading Strategies***

This extensive literature review highlights strategies for teaching reading that make up the foundational aspects of critical reading. Before discussing reading strategies, it is important to know the following differences between the two terms ability and strategy. According to Hudson reading strategies can be defined as the interactive process of deriving meaning from relevant text while reading skills operate within the context of reading strategies. In short, reading comprehension and strategy are two elements that support each other.

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<sup>23</sup> Bell, Judith. *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. Buckingham: Open University Press. 1999.

Additionally, Hudson also classifies reading strategies such as predicting, previewing, summarizing, monitoring, rereading, reflecting, and evaluating as being taught consciously. Therefore, strategies can also help students by making them easier to understand.

Simensen calls this strategy “realistic goals and realistic expectations” and also refers to more beneficial reading instruction strategies. Strategies include scanning, skimming, focused reading, and deep reading. Scanning strategy is linked to reading speed to grasp ideas from text. The focus is on how to understand the main idea. Skimming strategy refers to reading to get specific ideas from a text. This type of strategy is used to read phone books. Targeted strategies aim to understand text for a specific purpose. The more detailed students understand the text, the better their performance will be. On the other hand, an expansion strategy involves reading as much text as possible. Deep reading is not only used to understand the general meaning of a sentence, it also helps you read novels, magazines, etc.<sup>24</sup>

Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. EFL Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension. It is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy.<sup>25</sup>

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<sup>24</sup> Aşlıoğlu, B. The Importance of Critical Reading For Cognitive Learning And The Ways to Improve It. Dicle University Journal of Ziya Gökalp Education Faculty, 11(1), 1–11. 2008.

<sup>25</sup> Brown, H. Douglas. Principles of Language Learning and Teaching, 4th ed. New York: Pearson Education Ltd. 2000



### a. Predicting

First strategy for improving reading comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experience and knowledge to make predictions and form ideas as they read.<sup>26</sup> This strategy also allows for greater student interaction, which increases their interest and improves their understanding of the text. It is important to compare the results of the real text with the prediction process, as this will help learners improve their comprehension. Without this aspect of the prediction process, improving student understanding is. Some of the approaches to predicting teaching are EFL Teachers modeling, predicting throughout the text; with partners, with graphic organizers, or by using note marks throughout the text. Use titles, table of contents, images and keywords as a predictive strategy. Another important prediction strategy is to ask students to predict at specific points in the text, evaluate the prediction, and revise the prediction if necessary.<sup>27</sup>

### b. Visualization

Another strategy that good readers use to understand text is visualization. Visualization requires the reader to construct a picture of what is being read. This image is stored in the reviewer's memory, as is the representation of the reader's interpretation of the text.<sup>28</sup> EFL Teachers can encourage students to visualize the setting, characters, and action of a story and ask them to draw pictures or write about the images that come to mind after viewing the text.

### c. Making Connections

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<sup>26</sup> Cantoni-Harvey, Gina. Content Area Language Instruction: Approaches and Strategy. (Massachusetts: Addison-Wesley Publishing Company, Inc. 1987)

<sup>27</sup> Ariansyah, M., & Fitrawati. Annotation Strategy for Teaching Reading Comprehension of Exposition Texts. *Journal of English Language Teaching*, 1 (2), 181-195. (2013).

<sup>28</sup> Wigfield, A. Literacy Engagement and Motivation: Rationale, research, teaching, and assessment. (2017).

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. “Text-to-Text, Text-to-Self, Text-to-World” is a strategy that helps students make connections. Students can make text-to-self connections through drawing, making a chart, or writing. EFL Teachers can ask students if they have ever experienced anything similar to the events described in the text. Students can make text-to-text connections by drawing, creating diagrams, writing, and arranging graphics. These text-to-text connections can be based on how characters in the story relate to each other or how story elements relate across stories. Students can make connections between text and the world by drawing, creating diagrams, writing, or arranging graphics. The connection between the text and the world can be made by comparing the characters in the story with the characters of today or by comparing the content of the text with today's world.<sup>29</sup> Giving a purpose to students, reading by asking them to find connections would help them comprehend the ideas better in the text.

d. Summarizing

The summarizing process requires readers to determine what is important while reading and to condense information into their own words (Adler, 2001). During the synthesis process, students will be able to distinguish main ideas from supporting ideas. Distinguishing relevant knowledge from unrelated knowledge is another point in the synthesis process that will help students' ability to understand text better. Summarizing is a strategy that helps students organize ideas even in long reading passages that are often considered intimidating to students.

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<sup>29</sup>Fisher (Eds.), Handbook of Research on Teaching The English Language Arts (pp. 57–84).

e. Asking questions

Readers can use questioning before, during, and after reading. The questioning process requires readers to ask questions to construct meaning, improve understanding, find answers, solve problems, find information, and discover new information.<sup>30</sup> In this strategy, students return to the text throughout the reading process to find answers to questions posed by the EFL Teachers before, during, and after reading. Using this strategy, students practice differentiating fact-based reasoning questions. or based on the reader's existing knowledge. Uses student-generated questioning strategies; Text segments are integrated and thus improve reading comprehension.<sup>31</sup>

f. Inference

Inference refers to reading between the lines. Students must use their own knowledge as well as the information in the text to draw their own conclusions Through inference, students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use images to create meaning Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences

EFL Teachers should use this set of strategies when teaching reading in schools. This helps students understand the text better and encourages critical reading. However, EFL Teachers are typically unaware of all these strategies. According to Hudson successful reading requires testing comprehension throughout the reading activity. Execution of this strategy involves the reader as an active agent in the process of understanding. Therefore, if teaching reading

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<sup>30</sup>Hudson, T. Teaching Second Language Reading. *ELT Journal*, 63 (1), 89-91. (2008).

<sup>31</sup>Mikulecky, B.S. & Linda, J. More Reading Power. *Reading for Pleasure, Comprehension*. (2004).

activities is not challenging and strategic, students will not become effective readers. Therefore, they become unable to read critically.

#### ***4. Concept of distinctions between reading and critical reading***

Reading is a complex cognitive process of decoding symbols to construct or derive meaning (text comprehension). Critical reading is a form of linguistic analysis that does not take a given text at face value but involves a closer look at the claims being made as well as the supporting arguments and possible counter-arguments. Critical reading is a complex skill that helps readers discover more information and ideas in a text. "It means reading with the goal of gaining a deep understanding of a material, whether fiction or nonfiction. It is the act of analyzing and evaluating what you read as you progress or reflect". While reading is defined as a process of understanding text without going beyond the text by asking questions, making inferences, distinguish between facts and opinions, and evaluate the writer's words, ideas, and intentions. According to the Center for Writing at the University of Toronto Scarborough, these are the main differences between reading and critical reading:

***Table 1. The Main Differences Between Reading And Critical Reading***

<b>Aspect</b>	<b>Reading</b>	<b>Critical reading</b>
<b>Purpose</b>	<b>To get a basic grasp of the text.</b>	<b>To form judgments about HOW a text works.</b>
<b>Activity</b>	<b>Absorbing/Understanding</b>	<b>Analyzing/Interpreting/Evaluating</b>
<b>Focus</b>	<b>What a text SAYS</b>	<b>What a text DOES and MEANS</b>

<b>Questions</b>	<p>What is the text saying?</p> <p>What information can I get out of it?</p>	<p>How does the text work?</p> <p>How is it argued?</p> <p>What are the choices made?</p> <p>The patterns that result?</p> <p>What kinds of reasoning and evidence are used?</p> <p>What are the underlying assumptions and perspectives?</p> <p>What does the text mean?</p> <p>Is the text effective?</p> <p>How can I use it to develop my own argument?</p>
<b>Direction</b>	<b>WITH</b> the text (taking for granted it is right)	<b>AGAINST</b> the text (questioning its assumptions and argument, interpreting meaning in context)
<b>Response</b>	Restatement, Summary	Description, Evaluation      Interpretation,

*Table 2. The different between critical reading and non-critical reading*

<i>Non-critical reading</i>	<i>Critical reading</i>
To non-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text.	To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter. Critical readers thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.
A non-critical reader might read a history	A critical reader might read the same

<p><b>book to learn the facts of the situation or to discover an accepted interpretation of those events.</b></p>	<p><b>work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding</b></p>
<p><b>Non-critical reading is satisfied with recognizing what a text says and restating the key remarks.</b></p>	<p><b>Critical reading goes two steps further. Having recognized what a text says , it reflects on what the text does by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole, means, based on the earlier analysis</b></p>

### ***5. The Concept of Critical Reading***

Reading critically does not necessarily mean critiquing what you read. Reading and thinking critically does not mean "criticizing" an idea, argument, or writing - saying that it is wrong or imperfect in some way. Reading critically means interacting with what you read by asking yourself questions like "What is the author trying to say?" or "What is the main argument presented?". Critical reading involves presenting a reasoned argument that evaluates and analyses what you have read. Being critical, therefore in an academic sense means advancing your understanding, not dismissing and therefore closing off learning. To read critically is to exercise your judgement about what you are reading that is, not taking anything you read at face value. When reading academic material you will be faced with the author's interpretation and opinion. Different authors will,

naturally, have different slants. You should always thoroughly examine what you read and look for limitations, omissions, contradictions, oversights, and arguments against what you read. In an academic setting, as a student, you will need to understand different perspectives and make your own judgments based on what you have read. Critical reading goes beyond what the text says, it also involves thinking about what the text describes and analyzing what it actually means, in the context of your research.<sup>32</sup>

Critical reading involves presenting a reasoned argument to evaluate and analyze what you have read. Therefore, to be critical - in the academic sense - means to advance one's understanding, not to reject and thereby end learning. Critical reading is the ability to analyze ideas, summarize ideas, evaluate texts, discuss pros and cons, and discuss cause and effect (Hudson, 2008). Critical reading also involves asking critical questions and analyzing evidence that supports a belief.<sup>33</sup> Critical reading requires the reader to think about the text, clarify and reconstruct its meaning. At this stage, we consider the act of reading as a process of constructing meaning. This requires advanced textual thinking skills. An important task of the reader is to comment and evaluate the content of the text. Critical readers also recognize that facts and opinions can change. In short, critical reading is defined as the process of actively constructing meaning from a text, including interpretation, argument, analysis, judgment, and evaluation. Before we continue, we need to know the principles of critical reading to strengthen our ideas.

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<sup>32</sup> Simensen, A. M. *Teaching a foreign language: Principles and Procedures*. (In Research Methods: The Essential Knowledge Base. (2019)

<sup>33</sup>Wallace, C. *Critical Reading in Language Education* (1st ed). (Great Britain: Antony and Rowe Ltd. 2020)



- a. First, in critical reading, the emphasis is less on cognitive models than on distinct types of abilities. Furthermore, its emphasis differs from that of strategies, in that critical reading focuses less on individual responses to texts but on collectively negotiated responses, accordingly, in the classroom context, texts are interpreted collectively through discussions around the text.
- b. Second, critical reading does not necessarily marginalize non-native readers when they read authentic and non-pedagogical texts, but quite the opposite. Because they are not the primary recipients of texts written for native readers, foreign and second language learners may be more aware of how texts position readers, i.e. how they are presented or the preferred model is integrated. in text. Without being invited to rally around a text's ideological position, L2 readers are arguably in a stronger position to both perceive and resist it.
- c. Thirdly, critical reading does not push the reader to get caught in the author's communicative intent rather it encourages the reader to challenge the schemata called up by the text. The author is not the sole or ultimate judge of a text's meaning.
- d. Fourthly, critical reading involves critiquing not just the logic or argument expressed in texts but the ideological assumptions supporting them.

Finally and most importantly, critical readers do not just comment metacognitively, showing awareness of the cognitive strategies they make use of, but also metacritically. In metacritique, we are prepared to offer challenge to our own attitude to the text, aiming to gain some overall distance on our interpretations and the possible reasons for them.

Mather and McCarthy describe the foundations of critical reading skills itself:

- a. Ideas should be evaluated logically using evidence.
- b. The quality of evidence should vary. Before presenting evidence, the quality of the evidence should be assessed.
- c. There is no guarantee that an idea is 100% true, even if experts claim it to be true.
- d. Critical reading requires an open mind. That means anything can change or happen. Critical thinkers therefore believe that facts and theories are subject to change.

This helps explain what critical reading looks like. EFL Teachers need to be aware of their critical reading skills to teach reading beyond their ability to understand individual words. A good understanding of the concept of critical reading can be of great benefit to EFL Teachers. Critical reading ensures that EFL Teachers are prepared to implement critical reading in the classroom. Identifies essential reading skills for similar questions that help EFL Teachers read in the classroom. They are listed below.<sup>34</sup>

- a. You must evaluate the text and not get all the information directly.
- b. While reading, the reader must have a positive or negative attitude toward the content being read to make comments and discussions.
- c. Critical reading means being neutral while reading or being critical right before reading.
- d. Critical reading involves reading a variety of texts and sources to enrich existing knowledge.

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<sup>34</sup>Huang, H. D. Previewing and EFL Reading Comprehension. Spring, 6(1), 57–84. 2009.

- e. Critical reading involves thinking from different angles and perspectives.
- f. Critical reading involves evaluating a text using background knowledge.

Teaching critical reading is necessary and important for teaching and learning in the 21st century. It would be beneficial to evaluate current media information. However, information on the Internet and in many media is not necessarily accurate or reliable.

**Purpose.** Wallace asserts that the goals of critical reading as an educational project can be seen as linguistic, conceptual/critical, and cultural. First, the linguistic goal is to help students understand the nature of the ideological meanings contained in the texts, expressed through the use of language. The aim is to engage students' grammatical knowledge not to facilitate the reading process but to facilitate reflection on the impact of language choice. In the case of developing conceptual/critical skills, the goal is to develop what Wells calls cognitive literacy, which means being able to go beyond the text to develop logical arguments around it. Wells notes that even students will do this if given the opportunity, for example, to discuss not only the events but also the meaning of those events, as described in the sentences story. They will make cognitive and critical connections to their own lives, and you could call this the beginning of critical literacy in in that children not only understand but also put questions and challenges some of these implications. Written text, unlike verbal interaction, provides stable reference points for this general debate. Furthermore, the discourse surrounding the text itself becomes “critical” to the extent that it is explanatory, reflective, and does not take its own premises for granted.<sup>35</sup>

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<sup>35</sup> Mcmillan, J. H. Fundamental Assessment Principles for Teachers and School Administrators. In Practical Assessment, Research, and Evaluation (Vol. 7). <https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1091&context=pars> 2000

Finally, when considering the cultural implications of a critical reading orientation, although the texts used in a critical reading course may be highly culturally specific, the goal is not to teach students knowledge of English and French or German culture, but to promote a better understanding of cultural assumptions and practices, similarities and differences beyond national borders. Indeed for the EFL Students, one of the most valuable aspects of the course is the opportunity to share different cultural perspectives; to see, for example, what is common ground as well as to observe and acknowledge readings taken from different cultural perspectives.

**Practice.** How the principles and purposes of critical reading are taught in practice depends on the level and circumstances of the learners involved. With lower level learners or with children, one can rely on the principles of critical literacy, paying less attention to hidden grammatical details than to the hidden images of the text .

Comber for example, describes her work with elementary school-aged children where she invited them to ask questions about images of mothers, all of whom are white, blonde and middle class, who dominate ads for “Mother's Day Gifts.” Arizpe et al. discuss the strong interpretations of picture books provided by students, including learners with little or no written knowledge of English.<sup>36</sup>

They show how students are able to investigate visual texts analytically, as revealed not by verbal responses but through drawings. In this way, Arizpe et al. have begun to demonstrate in very practical ways multimodal interactions between reader and text. In considering some of the differences suggested here between conventional and critical reading, some skeptics of the Critical Reading

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<sup>36</sup>Chaudron, Craig. *Second Language Classroom*. (Cambridge: Cambridge University Press. 2021)

project pose a more radical distinction by arguing that critical reading is not reading at all, that analysis of texts is not what we normally understand by reading.

In short, we might want to make a difference between reading a text analytically and 'being a reader of', for example, *The Sun* or *The Guardian* which will involve a generally convergent, co-operative stance, for the obvious reason that because we are regular readers of these texts, they reflect and reinforce our existing ideological, even aesthetic preferences. Indeed, a prominent journalist at the now famous rival newspaper contemptuously referred to *Guardian* readers as "gatekeepers". The question of reader loyalty and preference raises the question of the extent to which we are willing or able to use the texts of which we are readers. Clearly it is especially important to criticize what we usually take for granted as common sense, because it is consistent with our current worldview.

Therefore, an important goal of critical reading is to help the reader change perspective, that is, to move from being a reader of the text to using the text for critical purposes. In this way, critical reading or the use of texts can take place alongside ordinary reading.<sup>37</sup>

Critical reading is also important because the text presents a specific idea and does not contain a single meaning. Readers may or may not accept their opinion as correct. Furthermore, the ability to read critically depends on the fact that technology in the field of information and communication has developed rapidly. Easy access to print and electronic media such as newspapers, magazines, television and social networks. However, the information is not

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<sup>37</sup> Temiz, G. The Impact of Teacher Questions on Student Learning in EFL. *Journal of Educational and Instructional Studies in the World of Educational and Instructional Studies in the World*. 2012

always accurate and is not easy to rely on. Therefore, critical reading is required to obtain and select appropriate information content.

Today's classrooms need to emphasize teaching important reading strategies. Because critical reading is critical reading, it cannot be used in all situations in which students are learning. EFL Teachers have to teach. It does not maximize students' thinking and does not teach them to become critical readers.<sup>38</sup> Therefore, EFL Teachers engagement in critical reading strategies is very helpful for students.

Critical reading as the entire process that focuses more on the interpretation of the text and includes solving the main question, finding the strengths and weaknesses of the text version, provide criticism of the logic, arguments or emotions expressed in the text and conduct textual analysis.<sup>39</sup> Kress in Wallace critical reading is an activity that requires the reader to find detailed information, analyze the text in replace the general message of the text with interpretation reader's individuality, find the strengths of a text, its arguments, develop students' reflection on the main issue, and provide criticism related to the issue.

Koay critical reading as a process in which the reader must find the strengths and weaknesses of the text and the information contained in the text through a set of strategies. Wallace gives goals of critical reading and he divides those goals into three main goals, which are linguistic, conceptual or critical, and which culture. Linguistics has a certain purpose, which is: to help students

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<sup>38</sup> Mcmillan, J. H. Fundamental Assessment Principles for Teachers and School Administrators. In Practical Assessment, Research, and Evaluation (Vol. 7). <https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1091&context=pars> 2000

<sup>39</sup> Ubaidillah, M. F. EFL Teacher Educators' Experiences in Teaching Critical Reading: Evidence From Indonesia. *Journal on English as a Foreign Language*, 11(2), 422-441. <https://doi.org/10.23971/jefl.v11i2.3133> 2021

understand the nature of ideological meanings attached to texts and to acquire students' grammatical knowledge. Concept or criticism has a number of purposes, namely: It serves to develop the student's epistemological abilities, which means that the student can go beyond the text and develop theories strong argument for the text and also helps students discuss issues of meaning of the events described in the text and make cognitive and critical connections to their lives.<sup>40</sup>

Culture is used to promote awareness of cultural assumptions and practices, similarities and differences across national borders. The second of the cultural goals of critical reading is that students have the opportunity to observe a new culture and share different cultural perspectives. There are certain elements of critical reading described by Wallace and Wraythose are: trying to work out the author's aim, trying to work out the structure of the argument, trying to identify the main claims made, adopting a skeptical stance towards the authors' claims and checking that those claims are supported by appropriate evidences, assessing the backing for any generalizations made, considering how the authors define their key term and checking whether they are consistent in using them or not, considering what underlying values may be guiding the authors and influencing their claims, keeping an open mind, willing to be convinced, find the instances of irrelevant or distracting material, and for the absence of necessary material, and identify any literature sources to which the authors refer.<sup>41</sup>

Meanwhile, Kurland in his site [www.criticalreading.org](http://www.criticalreading.org) defines some elements in critical reading, those are: interpretation and assertion of underlying

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<sup>40</sup>Willingham, D. T. Critical Thinking: Why Is It So Hard to Teach? Arts Education Policy Review, 109(4), 21–32. <https://doi.org/10.3200/AEPR.109.4.21-32> 2008.

<sup>41</sup>Donnelly, J. P. Research Methods: The Essential Knowledge Base. *In Research Methods: The Essential Knowledge Base*. 2016



the text meaning. The interpretation covers two terms, the first is recognizing a text as a presentation.<sup>42</sup>

It has several elements, such as: the existence of a beginning, middle, and end, the use of illustrations to explicate remarks, the use of evidence to support remarks, the use of stylish language to portray topics, and organization, or a method of sequencing remarks – such as whether chronological, different aspects of topic, steps in logical order. The second part describes the elements embedded in the text, these elements are: the nature of the example – what the example is, the nature of the evidence – what kind of authority is invoked, the type of evidence provided and the nature of the choice or terms – which type of term applies to which subject.

According to Peters the critical reading strategy includes steps. They (1) read for understanding (2) interpret text (3) evaluate text and (4) write. While Barnet and Bedau (2014, p.) identify four stages in the critical reading process, here are the stages mentioned.<sup>43</sup> There are four stages in the critical reading process, which are being previewed; overview for thesis writing; read with carefully: consolidate, highlight, annotate, summarize and paraphrase.

The passage emphasizes the importance and methodology of critical reading skills in educational contexts, particularly focusing on how educators can effectively teach these skills to learners of varying levels. Critical reading goes beyond basic comprehension to involve deep analysis, evaluation, and interpretation of texts. For instance, with younger or less advanced learners, the focus may shift from grammatical details to understanding visual elements and

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<sup>42</sup>Noor, N. Identifying the Critical Reading Strategies Employed by Iranian EFL Learners. *SSRN Electronic Journal, January*. <https://doi.org/10.2139/ssrn.2491033> 2015.

<sup>43</sup>N'amadi, K. A. Guide to Teaching Reading at The Primary School level; 2005. In *ERIC*. <https://eric.ed.gov/?id=ED495644> 2005.

questioning implicit messages within texts, as illustrated. This approach encourages students to not only understand what they read but also to critically assess the underlying assumptions and implications of the information presented.

It distinguishes between conventional reading, which is passive consumption, and critical reading, which involves actively challenging and interpreting texts to uncover multiple layers of meaning. Teaching strategies include guiding students through structured activities such as annotation, summarization, and evaluating sources, fostering their analytical and critical thinking abilities. In today's digital age, where information is abundant but not always reliable, these skills are essential for students to navigate and make informed judgments about the information they encounter. Thus, critical reading serves as a foundational skill that equips learners to engage critically with texts, fostering deeper understanding and empowering them to apply their insights across various aspects of their academic and personal lives.

Critical reading skills are crucial in educational settings for their ability to enhance students' comprehension and analytical capabilities beyond surface-level understanding. The passage underscores the significance of these skills and explores how educators can effectively impart them to learners, adapting methods based on students' age and proficiency levels. For instance, when teaching younger or less advanced learners, the focus may shift away from intricate grammatical details towards interpreting visual elements and questioning implicit messages within texts, as exemplified by the work of Comber. This approach

encourages students not just to absorb information but to actively engage with and critique it, thereby developing their critical literacy skills.<sup>44</sup>

Moreover, the passage draws a distinction between conventional reading, which typically involves passive consumption of texts, and critical reading, which requires readers to actively interrogate the content, identify underlying assumptions, and evaluate arguments. By guiding students through structured activities such as annotation, summarization, and the evaluation of sources, educators help cultivate these essential analytical and critical thinking abilities. These strategies empower students to delve deeper into texts, extract nuanced meanings, and construct well-supported interpretations.

In today's digital era, where information is readily accessible yet often lacks reliability, the ability to read critically becomes even more imperative. Critical reading equips students with the tools to discern between credible and biased sources, thereby enabling them to make informed decisions and judgments based on evidence. Beyond academic contexts, these skills are essential for navigating everyday life, where understanding and evaluating information accurately are crucial skills for success.

Ultimately, critical reading serves not only as a means to comprehend texts more deeply but also as a foundational skill that fosters independent thinking, promotes intellectual curiosity, and prepares students to engage meaningfully with diverse perspectives and complex issues in both their academic pursuits and personal lives. By emphasizing these skills in educational practices, educators

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<sup>44</sup>Hudson, T. *Teaching Second Language Reading*. (ELT Journal. <https://doi.org/10.1093/elt/ccn061> 2008)

contribute to the development of well-rounded individuals capable of critically analyzing information and contributing meaningfully to society.

## 6. *Critical Reading Strategy*

Different types of critical reading strategies can be implemented in the classroom. Critique Its Reading Strategy requires EFL Teachers to become facilitators of successful learning. Nasrollahi found that commenting, predicting, contextualizing, interpreting and summarizing, contrasting analysis, interpreting, synthesizing, questioning, and reflecting were the most appropriate critical reading strategies. It also encourages important reading strategies such as previewing, contextualizing, paraphrasing and summarizing, asking questions, reflecting, evaluating arguments, and comparing and contrasting. Finally, the following strategies are adjusted. Scores are used, sorted and displayed below.<sup>45</sup>

### a. Previewing

Preview requires students to become familiar with the text before reading. Before reading, students view and preview photos, titles, handwritten notes, and other introductory materials. In historical texts, students learn about characters, plot, and setting to teach students the meaning of the text. According to Huang previewing a narrative text involves several steps. Before you start reading, you must first know the author and the text. Ask questions like: Who is the author? What are the author's qualities? Why was it written and when? What kind of text is this? What type of publication is this? How important is the title?

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<sup>45</sup>Coughlan, M. Undertaking a Literature Review: a Step-by-Step Approach. In *British journal of nursing* (Mark Allen Publishing). <https://doi.org/10.12968/bjon.2008.17.1.28059> 2008

Previewing helps you prepare to anticipate debates, understand the topic under discussion, and track references.. Then you need to use both scanning and skimming strategies to navigate; chapters, sections, subheadings, illustrations, introductions, and conclusions. On the other hand, EFL Teachers communicate the text to students by examining titles, images, headings, and footnotes. EFL Teachers and students then identify and connect these elements and ask questions about what they already know about the text. Finally, the EFL Teachers stimulates students' interest and curiosity by asking them what the text should say.

b. Annotating

Annotating refers to the important reading activity of highlighting ideas in the text. According to Linkon one of the main reading strategies involves annotation. It can also reflect how students respond to the text. With this strategy, students simply circle keywords and begin by writing comments about the material at the bottom of the page. You can underline text if you agree or disagree with the opinion. The next step is revision. You can share it with other EFL students and EFL Teachers for deeper understanding. This step ensures EFL students and EFL Teachers have a clear concept. The latter is decisive students can interpret the overall idea of the text itself. This was clearly taught by the researcher in the readings. According to Diyanni annotation involves actively reading the text while reading and highlighting, circling or writing certain key words, as well as the meanings of unknown words (synonyms and antonyms) and definitions in the margin.<sup>46</sup>

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<sup>46</sup>Ubaidillah, F.M. EFL Teacher Educators' Experiences in Teaching Critical Reading: Evidence from Indonesia. *Journal on English as a Foreign Language*, 11 (2), 422- 441. (2021).

Based on Sousa in when using this strategy, learners will pay attention to unknown words and not skip unknown words in the text. Learners must also have a pencil in hand to "annotate" their text. Key information is indicated by keywords or symbols in the margin. Another useful step is to write short summaries in the margins at the end of subsection and trace or retrace the steps in the process using the figures in the margins; Additionally, learners are allowed to write questions in the margin next to the answer section and acknowledge any ideas that challenge public knowledge, beliefs, or attitudes.<sup>47</sup>

They were also allowed to record any personal experiences related to thinking about the topic. Any words that identify voice, tone, attitude or personality should be highlighted, circled or underlined, and any information or evidence that identifies historical, biographical or cultural context should be acknowledged of text. Learners also learn to make connections with other sources they have read about the topic.

To stay focused and maintain important reading, annotate as you read there are a number of techniques that readers can use to annotate text:

- 1) Underline or highlight important terms.
- 2) Circle the meaning and definition.
- 3) Note definitions and keywords in the margins.
- 4) Signal where important data is located with symbols or keywords in the margins.
- 5) Write brief summaries at the end of subunits.

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<sup>47</sup>Willingham, D. T. Critical Thinking: Why Is It So Hard to Teach? Arts Education Policy Review, 109, 21–32. Accessed <https://doi.org/10.3200/AEPR.109.4.21-32>. (2008).

- 6) Write down questions in the margin beside the section where the answer can be found.
- 7) Use numbers in the margin to indicate steps that are in a process

### c. Questioning

Definitive answers with a comprehension question and answer to the problem. According to Hamiloglu & Temiz questions help assess understanding, connect existing knowledge, and stimulate cognitive processing. Questions are also classified into high-level thinking questions and low-level thinking questions. Teaching and learning in the 21st century focuses on challenging holistic thinking. However, low-level reasoning questions are still included to test students' general knowledge.

According to Wallace the most frequently asked questions to improve students' critical reading skills are:

- 1) Why write this topic?
- 2) How is the topic written?
- 3) What other ways are there to write about this topic?

The above questions require students to apply existing knowledge and advanced thinking skills.

### d. Outlining and summarizing

Elaborating and summarizing means identifying the main ideas and expressing them in the student's own words. An important element in explanations and summaries is that students must distinguish between primary and secondary ideas. Try to condense an article or essay into a short summary, the thesis statement into a short title, and important paragraphs into a few keywords. Next,



describe the work by listing the thesis statement, subheadings for the main sections, topic sentences, supporting arguments, and any important supporting details such as examples or evidence. First, students find the main idea for each paragraph and start sketching the text. The explanation forces the reader to analyze and see the relationships between the information in order to properly connect the information. The next step is for the students to list the main ideas in each paragraph into a coherent list of ideas. Finally, the EFL Teachers helps students reorganize the list of ideas into new unit ideas or text. Summarizing is the most important of all reading strategies for effective learning and better comprehension.

The strategy of annotating is a critical reading technique that enhances comprehension and engagement with texts, particularly in educational settings. Annotating involves actively marking and commenting on key elements within a text to deepen understanding and promote critical thinking. According to Linkon annotating serves as a method for students to highlight important ideas, underline significant passages, and jot down their own reflections or questions directly on the text. This process not only aids in immediate comprehension but also encourages students to actively interact with the material, making their thinking visible and facilitating deeper insights.

The practice begins with students circling keywords, underlining pertinent details, or writing brief comments in the margins. This initial step helps them identify crucial information and formulate initial reactions. Furthermore, as highlighted by Diyanni annotations can include explanations of unfamiliar terms, connections to other texts or personal experiences, and reflections on the author's tone or argumentative approach. Such annotations serve as reference points for

future discussions and analyses, fostering a more nuanced understanding of the text's content and structure.<sup>48</sup>

The expert also explains that emphasizes that annotating promotes active reading by discouraging students from skipping over challenging or unfamiliar words and encouraging them to engage with the text more deeply. By requiring learners to interact physically with the text whether by marking, summarizing, or questioning—annotating encourages them to become more critical readers who actively seek to uncover meaning and context.

In educational contexts, EFL (English as a Foreign Language) teachers play a crucial role in guiding students through the annotation process. They facilitate discussions around annotated texts, encouraging students to share their interpretations and insights. This collaborative approach not only reinforces comprehension but also enhances students' ability to articulate their thoughts clearly and justify their interpretations with evidence from the text. Through annotation, EFL teachers can effectively scaffold students' learning experiences, helping them develop essential skills in textual analysis and critical thinking that extend beyond the classroom. Thus, annotating stands as a powerful strategy in fostering active, engaged readers who approach texts with curiosity, discernment, and intellectual rigor.

Help learners self-correct errors by rereading the text, checking topic sentences, identifying main ideas, and connecting paragraphs together. Research on this topic has also identified a number of learning text and contextual factors that influence the success of L2 lexical inference Participants first looked for key information in their readings, then turned to style, details, and examples in

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<sup>48</sup>Alison, W. *Critical reading and writing for postgraduates*. London: SAGE Publications Ltd. (2011).

subsequent readings. In cases where participants are asked to summarize a specific passage or text, they will want to look for the main points. An important way to test participants' comprehension of text is to summarize the text they have read. By synthesizing a text, participants were able to find and note the main points of the text. They restate a summary that reflects the author's point of view, purpose, intent, and key details in their own words.<sup>49</sup>

Additionally, they can also eliminate information that seems redundant or trivial from their reading assignment summary. The synthesis process promoted their understanding of the text because they required the ability to reconstruct the meaning of the text in their own words. Synthesis allows participants to analyze and revise the original text. To understand the material, they must reread it as many times as necessary, paying attention to unfamiliar words at the same time.

Helping learners self-correct errors and improve comprehension involves several key strategies, particularly in language learning contexts. One effective method is to encourage learners to reread the text multiple times, focusing on different aspects with each pass. Initially, learners can look for key information and grasp the overall structure of the text. They then move on to identifying topic sentences, which encapsulate the main idea of each paragraph, and connecting these ideas to understand how they flow throughout the text.

Research, such as that by Brown highlights the importance of these strategies in enhancing lexical inference in second language acquisition. Participants in studies often engage in multiple readings to delve deeper into the style, details, and examples presented in the text. When asked to summarize passages, learners are prompted to extract and synthesize the main points

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<sup>49</sup>Linda, J. *More Reading Power. Reading for Pleasure*, (Comprehension. 2021)

effectively. This synthesis process not only tests comprehension but also reinforces understanding by requiring learners to articulate the author's perspective and purpose in their own words.

Moreover, the synthesis of a text involves eliminating redundant or trivial information from the summary, thereby sharpening learners' focus on the core content and main ideas. By restructuring the text in their own words, participants engage in a critical analysis that deepens their grasp of the material. This analytical approach encourages them to revisit unfamiliar words or concepts, ensuring a comprehensive understanding through repeated engagement with the text. Encouraging learners to reread, identify main ideas, connect paragraphs, and synthesize information promotes active learning and deeper comprehension in language acquisition. These strategies empower learners to self-correct errors, improve retention, and develop proficiency in both reading and understanding complex texts in their target language.

e. Evaluate

Assessment relates to how students analyze how the text proves the material. The discerning reader should carefully assess the importance and acceptability of the text being read given the author's topic and the soundness of the discussion. Readers not only receive information, but are able to evaluate and evaluate the authors' claims in the text by comparing them with prior knowledge and other references.<sup>50</sup>

- 1) Evaluate meaning by asking what is the common ground? How is the message transmitted? What are the support points?

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<sup>50</sup>Walker, D. *Introduction to Research in Education*. (Boston, MA: Cengage Learning. 2018)

- 2) Assess authority by asking if the author is an expert? Is the evidence from the appeal reliable? Is the evidence convincing? Is the use of evidence reasonable??
- 3) Evaluate the argument by asking whether I agree? If not, can I refute it? Are there any good examples?

#### f. Reflecting

Provide offers that reflect the confidence and values of our readers. Readers or students relate what they read to their own understanding. They usually highlight paragraphs that in some way challenge their attitudes, beliefs, and status. You can reply with agreement or disagreement. You can also make judgments about the text. Differentiate between good and bad ideas. Critical readers don't believe until they understand a point of view. But that doesn't mean they aren't open to new visions. Reflect the historical and social significance of the text or the author's arguments: their influence on social issues, academic discourse, etc. How can these ideas change the world? Also, reflect on your personal learning by asking yourself, what did I learn from this? How can I use this to achieve my goals in this life? Here's a breakdown and expansion on these strategies based on your points:

##### 1) Evaluate Meaning

This involves assessing the content of the text by considering what constitutes common ground, how the message is conveyed, and identifying the supporting points that underpin the author's argument. It requires readers to delve into the core meaning of the text and understand its implications.

## 2) Assess Authority

Readers evaluate the credibility of the author by questioning their expertise in the subject matter. They scrutinize whether the evidence presented is from reliable sources, if it convincingly supports the arguments, and if the use of evidence is logical and fair. This critical assessment helps readers gauge the trustworthiness of the information.

## 3) Evaluate the Argument

Critical readers analyze the coherence and persuasiveness of the author's argument. They consider whether they agree with the argument, if they can present counterarguments effectively if necessary, and assess the quality of examples used to support the argument. This step encourages readers to engage actively with the text's assertions and logical reasoning.

## 4) Reflecting

Reflection involves readers relating the content of the text to their own experiences, beliefs, and values. They may highlight passages that challenge their preconceptions or affirm their viewpoints. Reflection also extends to considering the broader implications of the text in historical or social contexts, pondering its impact on societal issues or academic discourse. Additionally, readers reflect on their personal learning from the text, considering how the insights gained can be applied to their own goals and understanding of the world.

These critical reading strategies collectively empower readers to go beyond surface comprehension. They encourage active engagement with the text by

questioning, evaluating, and reflecting on its content and implications. By employing these strategies, readers enhance their ability to analyze texts critically, understand different perspectives, and apply their insights meaningfully in various contexts. Several lists of critical reading strategies were compiled, many of them overlapping. Finally, ten critical reading strategies were sorted out which is shown in Table 3.

**Table 3. Critical Reading Strategy**

<b><i>Critical Reading Strategies</i></b>	<b><i>A summary of the strategies</i></b>
<b>Annotating</b>	<b>Reading reactions to and questions about a text directly on the page.</b>
<b>Previewing</b>	<b>Getting an overview of text structure, text cues, pictures, and personal experiences prior to reading a text</b>
<b>Scan&amp;Skimming</b>	<b>Finding out the key features of the reading and reading to get only the gist of the text</b>
<b>Facts vs. Opinions</b>	<b>Facts can be proved, undisputed, have concrete evidence and opinion refers to a belief, a value, can be argued</b>
<b>Drawing Conclusions</b>	<b>Looking for clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction.</b>
<b>Monitoring</b>	<b>Monitoring for understanding by</b>



	checking to see if the text makes sense
<b>Summarizing</b>	<b>Briefly present the main ideas of the text. Write a paragraph or more that presents the main ideas in your own words</b>
<b>Paraphrasing.</b>	<b>Restate and clarify the meaning of a few sentences from the text. Reread the passage to be paraphrased and look up unknown words. Translate information into your own words</b>
<b>Synthesizing</b>	<b>Combine ideas and information selected from different texts. Look for patterns among your sources, possibly supporting or refuting your ideas or those of other sources</b>
<b>Questioning</b>	<b>Write questions while you read a text for the first time, you will understand the material better and remember it longer if you write a question for every paragraph or brief section</b>

Based on the above steps, some reading strategies can build critical readings. The use of grading systems and distraction-free reading are necessary to achieve critical reading ability. Additionally, to read critically, the reader can also answer certain questions while reading, such as:

a. Author/writer's purpose

In this, the reader must try to discover or guess about the target audience of the text, the writer's point of view, whether a current issue or a particular philosophy influences the writer and others.

b. Content

There are a number of points that test the reader's understanding of the content of the text. In this case, the reader must discover and highlight:

1. the main topic (thesis or argument),
2. the main points used to support the topic,
3. Evidence/explanation is used to support the topic argument main points,
4. accuracy and reliability of evidence,
5. aspects of the topic the author focuses on,
6. biases,
7. relationships between content and topic and
8. style of text (persuasive, narrative, etc.)

Based on a case study by Correia, she develops a number of questions to answer while the reader reads to encourage critical reading (Correia, 2006):

a. General questions for analyzing literature version

1. Where and when was the text written?
2. Why was it written?
3. What is the text about?
4. Who is the document addressed to?
5. Who are its likely readers?
6. What genre does the text belong to?
7. Does the author establish an interactive and friendly relationship with the reader or is the author distant, formal and objective?

8. Are there elements of advertising speech, such as positive review words?
- b. Vocabulary selection
1. What type of vocabulary predominates in the text? (Are formal, technical, or colloquial?)
  2. Does the vocabulary appeal to emotions, or is it logical and argumentative?
  3. Are there any words that have ideological meaning?
  4. What metaphors are used?
  5. What are they used for in text ?
- c. Grammar
1. What tense is the verb used and why?
  2. Which subject is described in the passive or active voice and why?
  3. Is the agent of the action explicit or implicit?
- Visual elements
1. What visual resources are used outside of the text (colors, symbols, shapes )?
  2. How do illustrations relate to the text?
  3. What sociocultural aspects can be identified through visual signs?
- d. Questions about gender
1. Does the text show signs of asymmetry in the relationship between men and women?
  2. Are there any traces of gender discrimination?
  3. Are there signs of stereotyping?

**C. *The tools of critical reading***

Critical reading, as an advanced skill, is the ability to deeply understand information, analyze its presentation, determine the writer's purpose beyond words, and determine his or her point of view, to improve its meaning and finally apply it.. This ability to read critically is a process, so the reader is required to master certain essential tools to become a good critical reader through a series of mental processes..

According to Giltrow, the tools of critical reading are:

1. Active reading

Discovering denotative meaning and identifying main ideas and supporting details brings the active reader closer to the idea writer's meaning compared to our usual speed reading

2. Irony, sarcasm and humor

Irony and sarcasm highlight the gap between what is and what should be..

3. Argumentative Hypotheses

A hypothesis postulates that something is so obvious that it does not need to be explained or proven.

4. Identify the writer's personality (voice)

The writer's presence in a written work is called character. One of the most important clues about personality is found in the writer's tone.

5. Identifying purpose

Identifying purpose by identifying description, narrative, exposition, and argument is a fairly easy reading task discovered by asking, "What does this piece of writing do?" Recognizing arguments and identifying development strategies will clarify the flow of the text.

6. Identify point of view and purpose

After finding the purpose related to the situation surrounding the writing, carefully observe the writer in relation to his or her topic. The writer's point of view can be objective or subjective. When a writer writes objectively, he separates himself from the written word and relates facts, events, and data.

#### 7. Evaluating Arguments

Argument refers to the content of a piece of text: its topic, its main claims, supporting evidence or development, and its organizational strategies. Evaluating this type of argument means making statements that summarize and describe the evidence and organization. Being an active and thoughtful reader also means identifying formal argumentation strategies (types used to advance views on a topic at hand) and recognizing flaws in arguments.

#### 8. Analyze Critically

Reading actively, like writing well, becomes easier the more you do it. As a first step, a checklist or series of questions can help readers refine their critical reading abilities. Asking your own questions will focus your important skills. Make sure you have questions to help you identify.

#### 7. *Critical Thinking*

The recent years have witnessed an increasing interest in developing critical thinking skills of students in order to improve their thinking and learning abilities and help them to succeed in their educational goals.

According to Peirce improving students' critical thinking skills will help students: Improve their thinking about their course work use sound thinking on tests, assignments, and projects in their courses have the strategic, analytical, problem solving, and decision-making skills they need when they are at college

have the strategic, analytical, problem solving, and decision-making skills they need when they move to the workplace. The term 'critical thinking' when used by educators has varied meanings in different contexts whether in formal logic courses, where it has a precise meaning; when applied to arguments or in casual discussions in a faculty lounge about students' struggles to grasp the course content, where the term is used more loosely to simply mean good thinking.<sup>51</sup>

The term critical thinking is known as censorious or fault finding in most contexts today, but as Marker puts it, the word critic comes from the Greek *Kriticos* and Latin *Criticus*, meaning able to discern or separate. It is this sense of critical that we have in mind discerning or discriminating; thought characterized by careful analysis and judgment”.<sup>52</sup> In other words, “critical thinking is the ability to fully understand a concept, consider different ideas about a problem or idea without being influenced by propaganda or other fraudulent methods, and promote it » Considering the concept of critical thinking broadly, refused to limit himself to a single definition, as he wished to develop a comprehensive concept of critical thinking, including ideas from many different fields and perspectives. Among its various definitions is thinking about your thinking while you are thinking to improve your thinking.<sup>53</sup>

## 8. *Critical Reader*

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<sup>51</sup>Arıcı, A.F. *Reading Education, 3rd Edition*. (Ankara: Pegem Akademi. 2021)

<sup>52</sup>Fitrawati. Annotation Strategy for Teaching Reading Comprehension of Exposition Texts. *Journal of English Language Teaching*, 1 (2), 181-195. (2013).

<sup>53</sup>Coughlan, M. Undertaking a Literature Review: a step-by-step approach. (In British journal of nursing. British Journal of Nursing, 17 (1), 38-43. 2021)

Critical readers respond to the text in their own voice, they ask questions, they connect the text to other sources, they think of examples to reinforce or challenge the text, they apply ideas, develop them or elaborate, they link the text to their ideas. One's own intentions or experiences.<sup>54</sup>As Luke stated, students must engage in co-construction of the meaning of the text in order to truly engage in reading.

In fact, good readers engage in the reading process with particular assumptions: that what they read will relate to a coherent whole, that it will consist of “layers of meaning”, that the ideas read are linked to other ideas they have that they have encountered and that are personally relevant to them.<sup>55</sup>Before, they were good readers, they looked at what they needed to read, paying attention to aspects like title, author, and chapters, then they put that reading into a category.

As they read, they ask questions, recall interesting elements of the text, and describe their reading experience pointed out that reading can be seen as an interaction between the reader, the author, and a personal assessment of the quality, value, accuracy, and truthfulness of what is read Comprehensive reading is said to include four stages: recognition, comprehension, response, and integration.<sup>56</sup>

The critical reader, Dechant said, reads all literature in an interrogative manner. “it asks questions clearly, verifies the authenticity of documents,

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<sup>54</sup>Wigfield, A. *Literacy Engagement And Motivation*(Rationale, research, teaching, and assessment. 2020)

<sup>55</sup>Hudson, T. Teaching Second Language Reading. (ELT Journal, 63 (1), 89-91. 2021)

<sup>56</sup>Karadağ, R. Primary School Teacher Candidates' Views towards Critical Reading Skills and Perceptions of their Competence. (*Procedia - Social and Behavioral Sciences*. 2021)



evaluates the author's reputation, looks for errors in reasoning, and develops sensitivity to the truth or falsity of statements What is presented”.

### 9. *Critical Reading Task*

Critical Reading Task According to the Cambridge Advanced Learner's Dictionary, a task is a part of work that has to be done. This definition is very general and related to pedagogy, Nunan gives another definition:

Tasks are classroom exercises that require learners to understand, apply, produce or interact in the target language while their attention is focused on mobilizing grammatical knowledge to express meaning and their aim is to convey meaning rather than manipulate form. The task must also have a sense of completion, can stand alone as a communicative act in its own right, with a beginning, middle and end.

From Nunan's definition, it can be inferred that a task is a series of activities performed in the classroom, but not all activities are tasks. A task is an activity that has a clear goal and can be completed in three stages of the activity: the beginning, the middle, and the end. Fee defines a mission as follows:<sup>57</sup>

A mission is a goal-directed activity that reflects a social purpose and is designed to provide opportunities for communication. The task must establish criteria to evaluate performance. Here's how to integrate teacher and learner assessment into the course.

Therefore, when students are given reading tasks, they are not just reading a text. There is a task that needs to be accomplished when reading a text and there needs to be an evaluation of it. There are certain stages in the reading task.

According to Correia proposes three stages in performing the reading task. The stages include:<sup>58</sup>

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<sup>57</sup>Renandya, W.A. *Methodology in Language Teaching*. (USA: Cambridge University Press. 2022)

<sup>58</sup>Donnelly, J. P. *Research Methods: The Essential Knowledge Base*. (In Research Methods: The Essential Knowledge Base. 2018)

- a. Pre-reading discussion to introduce the topic and prepare students to read the text.
- b. Task during reading by providing instructions to give students reading goals and guide them in reading.
- c. Post-reading exercise by providing a series of comprehension questions, discussion, or summary exercises.

In addition, Hammer suggests three main steps in designing reading activity. They are pre-reading, whilst-reading and post-reading. According to Harmer pre-reading activity is activities before reading. This activity is important to establish the purpose of reading and to evoke students' prerequisite knowledge or content schema as well as to increase students' interest -reading is the main step then the students read for comprehension. Students then do a post-reading activity to check their understanding. In addition, Olszowy mentions a number of ideas to help students become effective critical readers.<sup>59</sup>

Because critical reading is participatory reading, activities should encourage readers to connect with the text. When teaching critical reading in high school, Nauman designed a set of strategies that promote engagement with text and each set includes activities that build critical reading and effective writing abilities. These are:<sup>60</sup>

- a. Interact with the text Activities include underlining key phrases, writing questions or comments in the margins, noticing word patterns and repetition, circling unknown words and follow the story or idea as it unfolds.

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<sup>59</sup>Wallace, *Reading and Expertise. In Expertise in Second Language Learning and Teaching. Palgrave Macmillan 85-103UK.* (Accessed [https://doi.org/10.1057/9780230523470\\_5](https://doi.org/10.1057/9780230523470_5). 2015)

<sup>60</sup>Woolley, *Reading comprehension: Assisting children with learning difficulties.* (New York, NY: Springer Science+Business Media. 2021)

- b. Making connections with stories Activities include creating a narrative picture, relating stories to events in one's own life and speculating about meaning or significance importance of details in a story .
- c. Changing perspectives to look at a text from multiple viewpoints Activities include examining viewpoints, changing viewpoints, exploring versions differences of an event, forming interpretations, comparing texts and asking "what if" questions.
- d. Studying language and craft in selection Possible activities are understanding figurative language, examining how writers use words, and studying literary genres .
- e. Research the author, focusing on his life and works Activities in this strategy include reading what the author says about his work, reading what others say about his work , to infer the connection between the author's work. Life and work, analyze the author's style, pay attention to themes and themes that are repeated in several works by the same author, determine the author's purpose and point of view as well like and distinguish the events of the view

On the other hand, Pierce summarizes some common critical strategies used in teaching critical reading. These are:

- a. Preview the reading
- b. Have students write responses to the text (notes) in the margin
- c. Design a focused, informal writing based on the reading
- d. Conformity check or instructions.

When reading critically, the critical reader must complete the following tasks:

- a. Address a specific topic.

- b. Definition of terms.
- c. Present evidence.
- d. Use general knowledge.
- e. Exceptions can be explained.
- f. Show cause and effect.
- g. Able to draw conclusions.

Margie also suggests several types of questions that require reading skills needed to improve students' reading comprehension skills. They are:

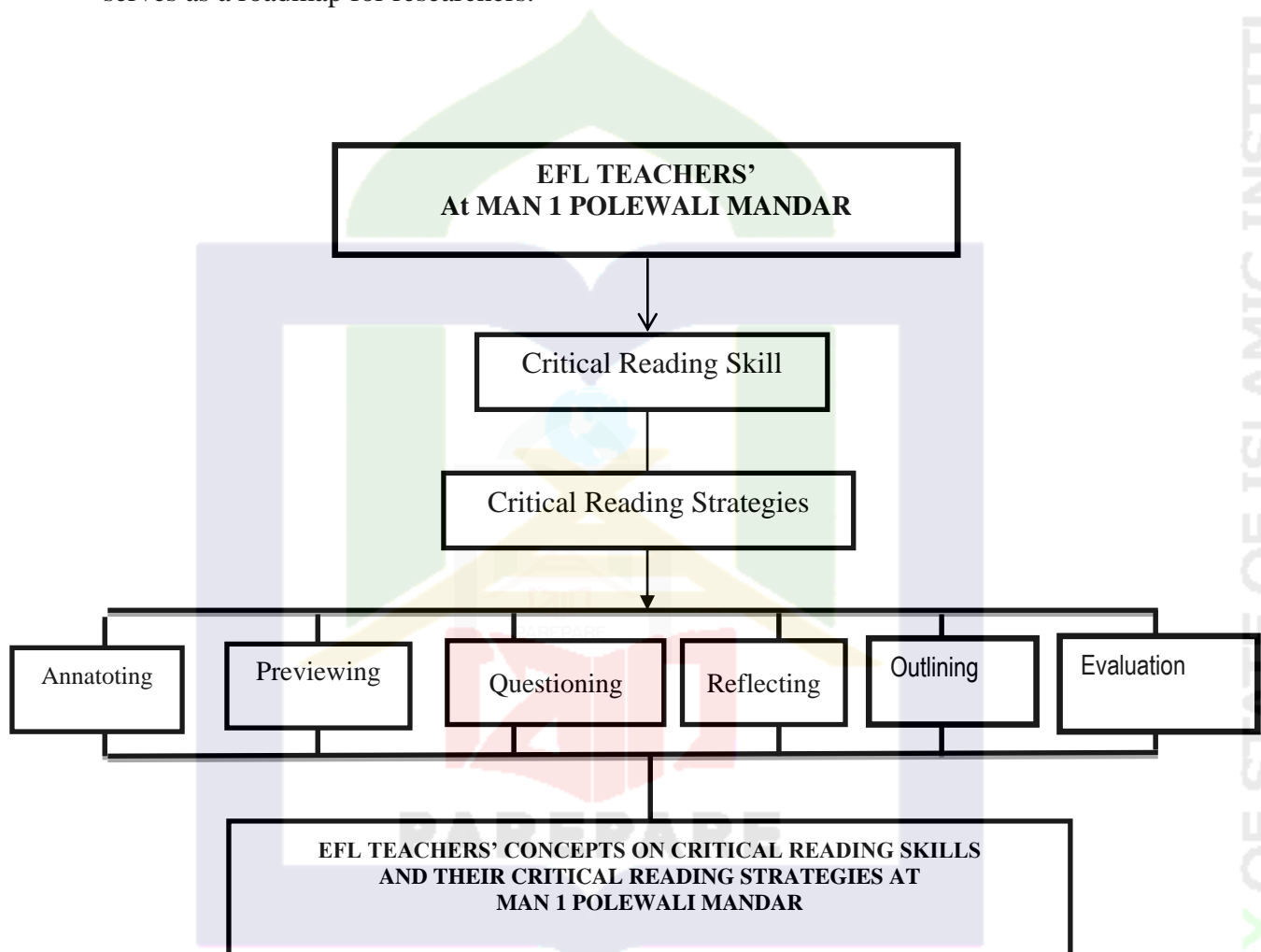
- a. Making an inference
- b. Determining the author's purpose
- c. Using context clues to define a word
- d. Determining the tone of the text
- e. Making predictions about what will happen next

Moreover, creating an appropriate classroom atmosphere in order to encourage students to question, make prediction and organize their thoughts to build new ideas are necessary for promoting critical reading.

Therefore, teachers should facilitate students the environment to promote critical reading According to Margie critical reading is important to be taught in school. It is because critical reading allows students to take information and determine what the author wants his readers to gain from reading which is essential in real learning which nowadays much new knowledge are presented in written form.

### **C. Conceptual Framework**

According to Suryabrata that conceptual framework is a theoretical structure or model that guides the research process by providing a framework for understanding, analyzing, and interpreting data within a specific field of study. It serves as a roadmap for researchers.<sup>61</sup>



**Figure 1 Conceptual Framework**

<sup>61</sup> Suryabrata, S. *Metodologi Penelitian*. (Jakarta: Raja Grafindo Persada. 2018)

## CHAPTER III

### RESEARCH METHODS

#### **A. *Design of The Study***

Research design represents the connection to work together on a research project. The research design aims to structure the study and show that all the important parts of the research project work together and relate to the underlying research question. For this study, we chose qualitative research that describes the research method. Qualitative methods involve collecting data from a variety of sources to gain a deeper understanding of a topic, including opinions, perspectives, and attitudes. In addition, descriptive research is a scientific method to observe and explain the behavior of subjects without influencing or understanding the circumstances that occur. In this study, researchers will develop:

1. How to develop their critical reading skills.
2. The impact of the critical reading skills and strategies

#### **B. *The Subjects of The Study***

The subjects of this study were three EFL Teachers from MAN 1 Polewali Mandar. Research subjects are research participants and information is collected in the form of data. The researcher chose EFL Teachers in MAN 1 Polewali Mandar because their problem was related to critical reading comprehension. A purposive sampling method was used to determine survey objectives. The

participants consist of three EFL Teachers, each of whom had at least 5 years of teaching experience, were able to teach reading in different types of texts, had pedagogical degrees, had difficulty teaching reading by reading, and so on.

### ***C. Data Collection Techniques***

Research data are EFL Teachers' definitions of critical reading concepts and critical reading teaching methods collected from his three EFL Teachers at MAN 1 Polewali Mandar. Data were collected through classroom observations and interviews with EFL Teachers. To minimize data collection, researchers validated data across subjects using subject triangulation.

#### **1. Techniques And Instruments**

Researchers use techniques and tools when collecting information and data to complete research results. Observations and interviews are triangulation survey techniques for validating data. In addition, we will discuss them below.

#### **2. Observation**

To facilitate understanding of the study, a tour of the classrooms was conducted. Observation is the most important and diverse type of research method in the social sciences. On the other hand the main method is observation. We collect data through qualitative research and generate data through interactions between participants. Observation can be divided into full participant, participant as observer, and observer as participant. Participants interacted entirely with the researcher focused on the context of the double action, concealing the researcher's role from the participants so as not to disrupt their normal activities. During this time, participants, as observers, interacted with the researchers who were actively participating in the event and experienced the event in a similar way. The latter



term refers to researchers as participant-observers, who may interact closely with subjects to establish rapport but do not actually engage in the behaviors and group activities. Based on the description above, the researchers used observers as participants. Therefore, this study observed reading teaching activities in the classroom. Each subject was observed once. The researchers will observe with two of her EFL Teachers in the MAN 1 Polewali Mandar course this semester.

### 3. Interview

On the other hand, an interview is a direct verbal communication between the researcher and the respondent aimed at gathering relevant information through conversation with the informant. Interviews are one of the most basic and popular data collection methods. It is used to collect data about people's opinions, beliefs, and emotions. It also categorizes interviews into structured interviews, semi-structured interviews and unstructured interviews.

A structured interview is a premeditated interview that focuses on specific goals to obtain specific information. All participants were asked the same questions but with some flexibility in the order. Researchers often create a list of questions of limited length, most of which cannot be answered with a simple “yes or no” answer.

Similar to structured interviews, semi-structured interviews are often modified during the interview process. Semi-structured interviews also included open-ended questions. Midway through the interview, researchers may edit your questions to include more information and focus on the thinking patterns of certain respondents. Unlike the previous type, unstructured interviews arise from conversational situations. Can be used in impromptu interviews with respondents. This type of interview requires the researcher to ask questions creatively to collect

detailed and detailed information and data. Researchers should also ensure that the conversation remains relevant to the topic of the question.

In this study, the author chose a semi-structured interview method. Semi-structured interviews provide researchers with verbal data that can be edited during the interview process. Interviews were used after classroom observations.

A few examples should also be mentioned to clearly illustrate this study.

The following are examples of maintenance policies:

1. What do EFL Teachers think of critical reading?
2. Why is critical reading important for students?
3. Why is critical reading relevant to teaching and learning today?

Additionally, interview guidelines and checklists were used for data collection. The following table provides a brief description of data collection techniques and tools.

#### 4. Steps to Collect the Data

The researcher will create his interview guide and checklist that will be used in this study. This validation is based on the Interview Guide for Consultants. The Interview Guide will be revised based on the consultant's comments and suggestions. Below are highlights of the data collection process.

1. Create an observation checklist
2. Observe in class
3. Create a conversation guide on your topic
4. EFL Teachers interview.
5. Analyze and compare real world data from interviews and observations.
6. Draw conclusions from the scan results.
7. Data Analysis

By analyzing data, researchers can determine the conclusions of their research. There are three main terms in data analysis. These are data reduction, data representation, inference, and verification. These procedures were optimized to collect data from the interviews and observations under study.

The first step is data presentation, in which researchers visualize all the data from observations and interviews. Interview data were transcribed into text and observation data were presented as descriptive text. The second step is data reduction. It's all about observing raw checklist data and maintenance instructions that help you easily organize the important parts. Researchers can also reduce irrelevant data. The latter is decisive. Researchers determine answers to each research question based on the data. The researchers also had the opportunity to compare it with previous studies. The researchers provided their assessment and perspective on the study results. This is where data triangulation is necessary to ensure the accuracy and relevance of the research.

#### **D. Technique of Data Analysis**

There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion.<sup>62</sup>The researcher present the data after all interview conducted and followed this step below:

##### **1. Data Reduction**

Reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary.<sup>63</sup> Then, the next thing did by the researcher was finding the data

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<sup>62</sup>Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2019)

<sup>63</sup>Ansori, M. *Metode Penelitian Kuantitatif Edisi 2*. (Airlangga University Press. 2020)

which are related with the research objectives and finding the pattern of it. Here the data related with the research were the data from observation, and interview.

## 2. Data Display

The next step was presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order action based on her understanding.<sup>64</sup> The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data.

## 3. Conclusion and Verification

Conclusion and Verification This stages show the final result of the research. It consist of conclusion and verification.<sup>65</sup> The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher the infers the research finding into a single overall conclusion accordingly the research data.

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<sup>64</sup>Jaya, I. *Pedoman Penelitian Pendidikan*. (Jakarta: Prenada Media Group, 2019)

<sup>65</sup>Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua* (Jakarta: Kencana Prenada Media Group, 2017)

## CHAPTER IV FINDINGS AND DISCUSSIONS

### A. Findings

This findings explained about the result of the observation, interview with relevant to the concept of this research about English EFL Teachers develop their critical reading skills that contribute to their teaching. Here the result of data coding of interview categorized as result below:

#### 1. English EFL Teachers develop their critical reading skills that contribute to their teaching

According to the findings after conducting interview to the classroom activities, there were some findings may become result findings referred to the first concept of the research that:

Indicator of Observation	Result Observation
Teaching Reading processed	The observation revealed that teachers at MAN 1 Polewali Mandar actively engage in teaching reading processes that emphasize critical reading skills. This includes methods such as annotating texts, previewing content before reading, asking probing questions to stimulate deeper understanding, fostering reflection on reading materials, and guiding students in outlining and summarizing key information. These strategies were observed

	to be integral in helping students develop their critical reading abilities
<b>Classroom Activities</b>	<p>Classroom activities observed included structured approaches to teaching critical reading. Teachers facilitated discussions where students compared their interpretations of texts, engaged in summarizing exercises to distill main ideas, and wrote conclusions based on their analysis. These activities were designed to encourage students to think critically about the texts they read, fostering analytical skills and enhancing comprehension</p>
<b>Critical Reading Skill</b>	<p><b>a. Annotating</b></p> <p>Teachers encourage students to circle or underline keywords in the text. This practice helps students identify and highlight important information within the reading material, promoting active engagement and focused reading.</p> <p><b>b. Previewing</b></p> <p>Teachers instruct students to analyze various text elements such as pictures, titles, characters, plots, and setting before diving into the main reading. This pre-reading strategy helps students establish</p>

context and anticipate the content, enhancing their comprehension and critical thinking about the text.

**c. Questioning**

Teachers provide questions that go beyond assessing general understanding. These questions are designed to provoke deeper thought, prompting students to analyze the text critically, make connections, and draw conclusions based on evidence from the reading.

**d. Reflecting**

Teachers stimulate students to make judgments about the author's ideas by evaluating the pros and cons presented in the text. This reflective practice encourages students to consider different perspectives, develop their own opinions, and engage in critical analysis of the material.

**e. Outlining and Summarizing**

Teachers guide students to distinguish main ideas from supporting details in the text and then summarize these key points. This activity helps students organize their thoughts, condense information into



	<p><b>concise summaries, and reinforce their understanding of the text's structure and content.</b></p> <p><b>f. Evaluation</b></p> <p><b>Teachers assess students' comprehension and critical thinking skills by recalling their background knowledge related to the topic. This evaluation method allows teachers to gauge students' grasp of the material and their ability to apply critical reading strategies effectively.</b></p>
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According to the observation result above, the researcher focused on the explanation with English EFL teachers develop their critical reading skills by engaging with a variety of texts, analyzing them, and understanding different perspectives. This process enhances their ability to think critically and evaluate the material they encounter. By improving their critical reading skills, teachers can better interpret and assess the content they teach, making their explanations clearer and more effective. Several question asked by the research about what does the teacher do in teaching reading to the informant, the informant which English teacher at MAN 1 Polewali Mandar stated that:

Of course, when I teach reading, I use the textbook and other teaching material such as magazines, newspapers, and so forth. After the students and I read the text together, we analyze the text together. However, students still got difficulties in reading because they do not know the meaning of the text. Moreover, they are addicted to using the mobile phone dictionary to translate the text.<sup>66</sup>

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<sup>66</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

Based on the interview stated that English teacher at MAN 1 Polewali Mandar explains their approach to teaching reading. They use a variety of materials, including textbooks, magazines, and newspapers, to provide diverse reading experiences. After reading a text together with the students, they engage in a collective analysis of the text, discussing its content and meaning.

Despite these efforts, the teacher observes that students still face challenges in understanding the texts. One significant issue is that students often do not know the meaning of the words in the text, which hampers their comprehension. Additionally, the teacher notes that students have become reliant on using mobile phone dictionaries to translate the text, suggesting a dependence on translation tools rather than developing their own language skills. Another informant stated that:

Before teaching reading, I usually ask the students to find the unfamiliar word. After that, I ask the students to understand paragraph by paragraph. I also use textbooks to teach reading to the students.<sup>67</sup>

This interview, another English teacher shares their method for teaching reading. Before starting a reading lesson, the teacher asks students to identify any unfamiliar words they encounter in the text. This step helps students focus on new vocabulary that may hinder their understanding. After addressing these unfamiliar words, the teacher guides the students in understanding the text paragraph by paragraph. This approach breaks down the reading material into manageable sections, making it easier for students to grasp the content incrementally. The teacher also mentions using textbooks as a primary resource for teaching reading.

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<sup>67</sup>Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024

This structured approach aims to build students' vocabulary and improve their overall reading comprehension by gradually working through the text and clarifying any challenging words or concepts along the way. Another English teacher also stated that:

The teachers teach reading by the theme of text such as narrative, hortatory exposition text, descriptive text, and narrative text. While knowing the theme of the text the students should identify the generic structure of the text. Teaching reading also asks the students to identify the topic idea, supporting the idea, and concluding sentences. However, commonly the teachers read for the students or explaining the text to the student.<sup>68</sup>

According to the informant which stated that another English teacher describes their approach to teaching reading through thematic texts. They use various types of texts, such as narrative, hortatory exposition, descriptive, and narrative texts, to provide diverse reading experiences. Understanding the theme of each text helps students contextualize and engage with the material.

The teacher emphasizes the importance of identifying the generic structure of the text, which includes elements like the introduction, body, and conclusion. This structural awareness aids students in comprehending how different parts of the text function together to convey meaning. Additionally, the teacher guides students in identifying the main topic, supporting ideas, and concluding sentences within the text. These skills are crucial for understanding and analyzing the text's content. Another question about what is critical thinking, informant stated that:

I think critical thinking is the way students understanding something in their ways<sup>69</sup>

The informant provides a succinct definition of critical thinking. According

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<sup>68</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

<sup>69</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

to the informant, critical thinking is the process by which students understand something in their own way. This implies that critical thinking involves personal interpretation and independent analysis, allowing students to form their own perspectives and conclusions rather than simply accepting information at face value. It emphasizes the importance of individual cognitive processes in making sense of information, reflecting a deeper, more personalized engagement with the material. This definition underscores the value of fostering unique and self-driven approaches to learning and problem-solving among students. Another teacher said:

Critical thinking is an ability to understand a message or idea in the text by using their cognitive way.<sup>70</sup>

Another teacher defines critical thinking as the ability to understand a message or idea in a text by using one's cognitive abilities. This means that critical thinking involves using mental processes such as analysis, evaluation, and synthesis to comprehend and interpret the information presented in a text. It emphasizes the use of higher-order thinking skills to go beyond surface-level understanding and engage deeply with the material. This definition highlights the importance of cognitive engagement and intellectual effort in grasping the underlying meanings and concepts within a text. Another informant also stated that:

Critical thinking is the ability to understanding the text deeply by understanding the main idea and topic idea in the text.<sup>71</sup>

The informant describes critical thinking as the ability to deeply understand

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<sup>70</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

<sup>71</sup>Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024

a text by grasping its main idea and topic idea. This means that critical thinking involves not just reading the words, but also comprehensively analyzing the core message and central themes of the text. It emphasizes the importance of identifying and understanding the primary concepts and arguments presented. This definition highlights the role of critical thinking in achieving a thorough and nuanced comprehension of reading material, enabling students to engage with and reflect on the text at a deeper level. Informant also give question about what is critical reading, informant stated that:

Critical thinking is activities such as summarizing the text, making conclusions by using students' understanding of their critical way. They construct their understanding and deep meaning of their word.<sup>72</sup>

The informant discusses critical reading, explaining that it involves activities such as summarizing the text and making conclusions based on the students' critical thinking skills. They highlight that critical reading requires students to actively engage with the text, using their understanding and analytical abilities to construct a deeper meaning. By summarizing the text, students distill the main points and essential information. When making conclusions, they apply their critical thinking to interpret and evaluate the text, forming their own insights and perspectives. This process helps students develop a thorough and personalized comprehension of the material, demonstrating the connection between critical reading and critical thinking. English teacher stated that:

Critical reading is the ability to find the main idea of the text and construct students' understanding.<sup>73</sup>

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<sup>72</sup> Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

<sup>73</sup> Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024

According to the interview that the English teacher defines critical reading as the ability to identify the main idea of a text and construct a meaningful understanding of it. This process involves recognizing the core message or theme that the text conveys and using that information to develop a deeper comprehension. The teacher highlights that critical reading is not just about identifying key points, but also about building a cohesive and insightful understanding based on those points. This approach enables students to engage thoughtfully with the text, fostering their analytical and interpretative skills. Informant also stated that:

Critical reading is reading by giving an argument of the text, and analyzing the problems.<sup>74</sup>

The informant describes critical reading as a process that involves engaging with a text by presenting arguments and analyzing its underlying issues or problems. This definition emphasizes an active approach to reading, where the reader not only comprehends the text but also evaluates its content critically. By presenting arguments, students are encouraged to articulate their interpretations and perspectives on the text, fostering a deeper engagement with its themes and ideas. Analyzing problems within the text suggests a focus on identifying challenges, contradictions, or complexities that require thoughtful examination. Overall, this definition underscores the role of critical reading in developing students' ability to think critically, argue persuasively, and analyze texts rigorously. Another question about what should teachers understand about critical thinking, informant stated that:

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<sup>74</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

The teachers should ask the students to get used to reading because learning English is not easy for the students. The students should be active to read a lot so. Critical reading and critical thinking need a large amount of reading.<sup>75</sup>

The informant emphasizes the importance of regular and active reading habits for students learning English, noting that it is not an easy task. They suggest that students need to engage actively with reading materials to develop their skills in critical reading and critical thinking. The informant highlights that critical reading and critical thinking skills are cultivated through extensive exposure to texts. By reading widely and regularly, students can familiarize themselves with different writing styles, vocabulary, and ideas, which in turn enhances their ability to analyze and interpret texts critically. This approach encourages students to become proactive learners who actively seek out opportunities to read and apply their understanding in various contexts. Informant also stated that:

The teacher should understand that teaching reading should make students understand well the text what they have read. The teachers should use higher-order thinking skills to conduct critical thinking.<sup>76</sup>

The informant emphasizes that effective teaching of reading should prioritize ensuring that students truly comprehend the texts they read. This involves more than just surface-level understanding; it requires students to grasp the deeper meanings, main ideas, and implications of the text. The informant suggests that teachers should employ higher-order thinking skills in their instruction to foster critical thinking among students. Higher-order thinking skills

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<sup>75</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

<sup>76</sup>Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024



involve activities such as analysis, evaluation, and synthesis, which encourage students to engage deeply with the content, question assumptions, make connections, and draw conclusions based on evidence. Another teacher also stated that:

Before the teachers teach critical reading, they should make sure that students have enough pronunciation skills, understanding the whole idea in the text, understanding the question of the text, and making the conclusion.<sup>77</sup>

The teacher underscores several foundational aspects that should be addressed before engaging in critical reading instruction. *First*, they highlight the importance of ensuring that students have sufficient pronunciation skills. Clear pronunciation aids in understanding the text fluently, which is crucial for effective comprehension and analysis. *Secondly*, the teacher emphasizes that students should grasp the overall idea presented in the text. This involves understanding the main themes, concepts, and arguments conveyed by the author. Without a solid grasp of the text's overarching message, students may struggle to engage critically with its content. *Thirdly*, the teacher mentions the importance of understanding the questions posed by the text. This likely refers to comprehending any explicit or implicit questions or prompts within the text that guide the reader's analysis and interpretation. Another question about why does critical reading is important for the teachers, informant stated that:

It is also very vital to the teachers. Critical reading hopefully helps the teachers to make teaching reading more than teaching by translating the text.<sup>78</sup>

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<sup>77</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

<sup>78</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

The informant underscores the importance of critical reading skills not only for students but also for teachers themselves. The informant suggests that critical reading is crucial because it enables teachers to go beyond mere translation of text during reading instruction. Instead of simply translating words and sentences, critical reading encourages teachers to engage deeply with the content, analyze the underlying meaning, and consider the broader context and implications of the text.

Teachers can enhance their instructional strategies. They can effectively guide students in understanding the nuances of language, interpreting complex ideas, and drawing connections between different texts and concepts. This approach transforms reading instruction into a more meaningful and intellectually stimulating process, where students are encouraged to think critically, question assumptions, and develop their own interpretations.

Another informant also stated that:

Sure, Critical thinking is important because the students need to use their understanding to take an idea from the text.<sup>79</sup>

The informant emphasizes the significance of critical thinking in the context of reading and understanding texts. They assert that critical thinking is important because it allows students to use their understanding to extract ideas from the text. This suggests that critical thinking involves more than just comprehending the words on the page; it involves actively interpreting, analyzing, and synthesizing information to derive meaning and insights from the text.

Students are encouraged to go beyond surface-level understanding and to delve deeper into the text's content, structure, and implications. They are

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<sup>79</sup> Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

prompted to question assumptions, evaluate arguments, and form their own perspectives based on evidence and reasoning found within the text. This process not only enhances students' comprehension skills but also fosters their ability to think independently and critically about the information they encounter. Informant also stated that:

I think critical reading is important to the students. Because it makes students interesting in reading. I think critical reading is important to the teacher because the teachers need to teach reading, they have to be mastering all different kind of text<sup>80</sup>

The informant highlights the importance of critical reading for both students and teachers. Firstly, they suggest that critical reading is crucial for students because it fosters an interest in reading. By engaging critically with texts, students are encouraged to explore and analyze content in depth, which can make the reading experience more stimulating and rewarding. This approach not only enhances their comprehension skills but also cultivates a habit of active learning and intellectual curiosity.

Secondly, the informant indicates that critical reading is important for teachers because it equips them with the necessary skills to effectively teach reading. Teachers need to be proficient in understanding and navigating various types of texts from narratives to expositions so they can guide students through different genres and styles. Mastering critical reading enables teachers to interpret texts accurately, identify key themes and ideas, and effectively communicate these concepts to their students. Another question about how do the students read the subject critically, informant stated that:

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<sup>80</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

The students could get the ideas from the text by analyzing the paragraph by paragraph than concluding the ideas.<sup>81</sup>

The informant suggests a structured approach to extracting ideas from a text. They propose that students can effectively understand and derive ideas from a text by analyzing it paragraph by paragraph. This method involves breaking down the text into manageable sections, examining the content, identifying key points or arguments within each paragraph, and then synthesizing these insights to form conclusions about the overall ideas presented in the text.

Students are encouraged to engage actively with the material, comprehend its structure and flow, and discern the author's main points or messages. This approach not only promotes a deeper understanding of the text but also enhances critical thinking skills by prompting students to evaluate and interpret information systematically. Informant stated that:

The teachers should make sure that the students have a good understanding of the text. Nowadays problems are students only read the text, not understanding the text.<sup>82</sup>

The informant addresses a common challenge in education: the gap between reading and true comprehension. They emphasize that teachers should ensure students not only read the text but also genuinely understand it. The informant highlights a prevalent issue where students may go through the motions of reading without fully grasping the meaning or significance of the material.

This observation underscores the importance of active reading strategies and comprehensive teaching methods. Teachers are encouraged to employ techniques

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<sup>81</sup> Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

<sup>82</sup> Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

that promote deeper engagement with the text, such as guided discussions, comprehension checks, and reflective activities. By assessing students' understanding through these methods, teachers can identify areas where comprehension may be lacking and provide targeted support to help students connect with and interpret the text more effectively. Informant also stated that:

Before reading critically, the students possess the ability to understand the text comprehensively. It is crucial because when students still lack the vocabulary they will find it difficult to understand the text.<sup>83</sup>

The informant emphasizes a foundational requirement for critical reading: students must first possess a comprehensive understanding of the text they are reading. They argue that this prerequisite is crucial because without a solid grasp of the text's vocabulary and content, students will struggle to engage critically with its ideas and themes.

The informant's perspective underscores the importance of literacy skills and vocabulary development as foundational elements for effective reading comprehension and critical analysis. When students have a strong command of vocabulary, they are better equipped to comprehend the nuances of language, interpret complex ideas, and draw meaningful conclusions from the text. This prepares them to engage in higher-order thinking processes such as analysis, evaluation, and synthesis. Another question about how do the students retrieve the information from the text, informant stated that:

The students usually use dictionaries to understand word by word. However, it is difficult for them if they do not know the meaning of the text. The question below the text will assess the students' understanding.<sup>84</sup>

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<sup>83</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

<sup>84</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

The informant discusses how students typically retrieve information from a text and the challenges they face in doing so. They note that students often rely on dictionaries to understand unfamiliar words, indicating a common strategy for decoding individual words in the text. However, the informant highlights a significant difficulty: if students lack overall comprehension of the text, simply understanding individual words may not be sufficient to grasp the full meaning or context.

The informant suggests that assessing students' understanding through questions related to the text can help gauge their comprehension beyond literal translation. These questions are designed to prompt students to engage with the content more deeply, encouraging them to analyze the text's main ideas, themes, and implications rather than just its vocabulary.

The informant's perspective underscores the importance of supporting students in developing both vocabulary skills and overall comprehension abilities. Effective teaching strategies may include providing context, discussing key concepts, and guiding students through activities that promote critical thinking and deeper engagement with the text's content. This approach aims to enhance students' ability to retrieve and interpret information effectively from their reading experiences. English teacher also stated that:

The students only read by reading aloud the text. They rarely have a deep understanding of the text. The teachers should give the students treatments such as give them a clue of the unfamiliar words.<sup>85</sup>

The English teacher identifies a common issue where students primarily

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<sup>85</sup> Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

engage with text by reading aloud, which may not necessarily lead to a deep understanding of the material. Reading aloud can help with pronunciation and fluency but may not always facilitate comprehension of the text's meaning, themes, or underlying ideas.

The teacher suggests providing treatments or strategies to support students in developing deeper understanding. One such approach is giving clues or hints to help students decipher unfamiliar words. By providing contextual clues or explanations, teachers can assist students in connecting new vocabulary to their existing knowledge and understanding.

This method not only enhances students' vocabulary acquisition but also encourages them to think critically about the meaning of words within the context of the text. It promotes active engagement with the material, moving beyond surface-level reading to more meaningful comprehension and interpretation. Informant also stated that:

By identifying a main and supporting idea in the text, the student could well understand the text.<sup>86</sup>

The informant emphasizes a strategy for improving students' comprehension of texts: identifying the main and supporting ideas. This approach involves teaching students to recognize the central theme or thesis of a text, which is typically conveyed through the main idea. Additionally, students learn to identify supporting ideas that provide evidence, examples, or explanations that bolster the main idea. By focusing on these key elements, students are encouraged to engage in a systematic analysis of the text. They learn to discern between essential

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<sup>86</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024



concepts and secondary details, thereby gaining a clearer understanding of the author's message or argument. This process promotes critical thinking as students evaluate the relevance and significance of each idea in relation to the overall meaning of the text. Another question about how do the teachers teach critical reading, informant stated that:

The teachers usually ask the students to find the main ideas from each paragraph. When the students could identify the main idea of each paragraph it will be easy to make conclusions.<sup>87</sup>

The informant describes a method that teachers use to teach critical reading skills, focusing on identifying main ideas within each paragraph of a text. This approach begins with asking students to extract and comprehend the central theme or argument presented in each paragraph. By systematically identifying these main ideas, students are guided towards a deeper understanding of how individual paragraphs contribute to the overall structure and message of the text.

The informant suggests that once students can effectively pinpoint the main idea of each paragraph, they can more easily synthesize this information to draw conclusions about the text as a whole. This process encourages students to engage in analytical thinking, where they evaluate the significance of each main idea and consider how they collectively support or develop the author's overarching message. Teacher also stated that:

The teachers teach reading commonly by analyzing the main ideas and topic ideas. Besides them, the teachers teach students by asking them to make conclusions. In narrative text, the teachers also could ask the students to identify the moral value of the text. Meanwhile, the teachers could ask the students to identify the pros and cons of discussion text.<sup>88</sup>

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<sup>87</sup> Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

<sup>88</sup> Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024

The teacher outlines various strategies for teaching reading comprehension, particularly focusing on analyzing main ideas, identifying topic ideas, making conclusions, and applying specific approaches to different types of texts.

Firstly, the teacher emphasizes the importance of analyzing both main ideas and topic ideas. This involves helping students identify the central themes or arguments within a text (main ideas) as well as broader subject areas or issues addressed by the text (topic ideas). By understanding these elements, students can grasp the overall content and purpose of the reading material more effectively. Informant also stated that:

The teachers could teach critical reading by providing some questions to the students to access their understanding.<sup>89</sup>

The informant suggests a method for teaching critical reading: providing questions to students to assess their understanding of the text. This approach involves the teacher preparing thoughtful and probing questions that prompt students to reflect deeply on the content they have read. These questions are designed not only to gauge comprehension but also to encourage students to analyze the text critically, draw connections between ideas, and evaluate the significance of the information presented.

Teachers can guide students through a process of inquiry and reflection, helping them to articulate their thoughts, justify their interpretations, and apply their knowledge in meaningful ways. This approach supports active learning by fostering engagement with the text beyond mere surface-level understanding.

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<sup>89</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

**2. The impact of the EFL Teachers' knowledge of critical reading skills and the use of these critical reading strategies in teaching in the classroom**

The impact of EFL (English as a Foreign Language) teachers' knowledge of critical reading skills and their effective use of these strategies in the classroom is profound. When teachers possess a strong understanding of critical reading techniques, such as identifying main ideas, analyzing arguments, and evaluating evidence, they can guide students to read more deeply and critically. Here the observation results:

Indicator Observation	Result
<p><b>1. Annotating</b></p>	<p>Teachers who effectively annotate texts help students engage actively with the material by highlighting key points, making notes, or marking important passages. This practice encourages students to focus on significant details and deepen their understanding of the text's content and structure</p>
<p><b>2. Previewing</b></p>	<p>Teachers who guide students in previewing text elements like pictures, titles, and key features before reading help them establish context and predict content. This strategy enhances students' ability to comprehend the text more effectively by providing them with initial clues and setting expectations for what they will encounter</p>
<p><b>3. Questioning</b></p>	<p>Teachers who pose thought-</p>

	<p>provoking questions beyond basic comprehension foster critical thinking skills among students. By prompting students to analyze the text, make connections, and evaluate perspectives, teachers encourage deeper engagement and enhance students' ability to interpret and critique information</p>
<p>4. Reflecting</p>	<p>Teachers who stimulate students to reflect on the author's ideas by considering pros and cons promote critical analysis and judgment. This practice encourages students to develop their own opinions, evaluate arguments, and articulate their understanding of the text's implications or significance</p>
<p>5. Outlining and summarizing</p>	<p>Teachers who teach students to outline main ideas and summarize key points help them organize information effectively. This process strengthens students' ability to identify essential information, clarify their understanding, and communicate concisely about the text's content and structure</p>
<p>6. Evaluation</p>	<p>Teachers who evaluate students' comprehension by assessing their background knowledge related to the topic enable personalized learning experiences. This approach helps teachers gauge students' understanding, address misconceptions, and adapt</p>

	<b>instruction to meet individual learning needs effectively</b>
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According to the observation above, the interview can be explained that why critical reading does is important for the students, informant stated that:

Of course, critical reading is important to the students because it is a kind of cognitive process to be a critical reader and it is very important to understanding the subject study. Also, the students can understand the moral value and passage.<sup>90</sup>

Based on interview that the importance of critical reading for students in several key ways. Firstly, critical reading is described as a cognitive process that enables students to become more discerning and analytical readers. By engaging in critical reading practices, students develop skills to evaluate, question, and interpret texts more deeply, which enhances their overall comprehension and ability to engage with academic content effectively.

The informant suggests that critical reading is crucial for understanding the subject of study. This indicates that by critically analyzing texts, students not only grasp the explicit information but also uncover underlying themes, arguments, and implications within the material. This deeper understanding contributes to their academic success by facilitating a more comprehensive grasp of the subject matter and promoting higher-order thinking skills.

The informant mentions that critical reading helps students understand moral values and passages. This suggests that through critical reading, students can identify and reflect upon ethical or thematic messages embedded in literature or informational texts. This aspect of critical reading fosters empathy, ethical

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<sup>90</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

reasoning, and cultural awareness among students, enriching their personal growth and broadening their perspectives. English teacher also stated that:

It is very important for the teacher. Because the teachers should teach them. Before the teachers teach critical reading, the teachers should get the concept of critical reading and critical thinking.<sup>91</sup>

Based on informant that the English teacher underscores the significance of understanding critical reading and critical thinking concepts as essential prerequisites for effective teaching. The teacher suggests that for educators to successfully teach critical reading skills to their students, they themselves must first grasp the foundational principles and techniques of critical reading and critical thinking. By familiarizing themselves with these concepts, teachers are better equipped to design instructional strategies that promote deeper engagement with texts, encourage analytical thinking, and foster independent learning among students. This preparation allows teachers to guide students in developing skills such as analyzing arguments, evaluating evidence, and synthesizing information skills that are crucial for academic success across various subjects.

The teacher's emphasis on teachers' understanding of critical reading and critical thinking highlights their role as facilitators of learning. When teachers possess a strong grasp of these concepts, they can effectively model and scaffold the process of critical reading for their students, helping them to navigate complex texts, extract meaningful insights, and engage critically with information. Another question about what are teachers' strategies to teach critical reading, informant stated that:

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<sup>91</sup> Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

Usually, I ask the students to compare their understanding by discussing. Each student's understanding is different, it is important to compare their understanding and giving feedback. I also ask the students to make a resume and write a conclusion. When the students can conclude and summarize the text of course they understand the text deeply.<sup>92</sup>

Informant stated that describe a methodical approach to fostering deep understanding among students through discussion, summarization, and conclusion writing. Firstly, the informant emphasizes the importance of facilitating discussions among students to compare their individual understandings of the text. This collaborative approach allows students to articulate their interpretations, exchange perspectives, and refine their comprehension through peer interaction.

The informant incorporates activities like summarizing and writing conclusions as tools to assess and deepen students' understanding. By requiring students to distill the main points of the text into a concise summary and formulate conclusions based on their analysis, the informant promotes higher-order thinking skills. These tasks encourage students to synthesize information, identify key ideas, and demonstrate their comprehension in written form.

Another English teacher stated that:

There are many activities could the teachers do to conduct critical reading such as circling the unfamiliar word, identifying the pros and cons, and many more.<sup>93</sup>

The English teacher outlines various activities that they employ to facilitate critical reading skills among students. *Firstly*, circling unfamiliar words allows students to identify vocabulary they don't understand, prompting them to seek

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<sup>92</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

<sup>93</sup>Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024



clarification or look up definitions to enhance comprehension. This activity encourages students to actively engage with the text at a linguistic level, ensuring they grasp the meanings of key terms necessary for understanding the overall content. *Secondly*, the teacher mentions activities like identifying the pros and cons within texts. This approach is particularly relevant in argumentative or persuasive texts where students can analyze different viewpoints, evaluate the strengths and weaknesses of arguments presented, and develop their critical thinking abilities by weighing evidence and reasoning.

Informant also stated that:

The teachers commonly teach reading by asking them to look at the title, picture, and text elements. This activity introduces the students to the text before they are deeply reading. At the end of the reading section, the teachers ask the students to conclude the ideas. It is needed for the teachers to guide the students to link each of the ideas into their understanding.<sup>94</sup>

Based on interview that the informant describes a structured approach that teachers use to teach reading comprehension effectively. *Firstly*, the informant mentions that teachers often begin by prompting students to examine key elements such as the title, pictures, and other text features before delving deeply into reading the text. This preliminary activity helps orient students to the topic and context of the text, providing them with initial clues and background information that can aid in comprehension.

After engaging with the text, the informant notes that teachers then guide students to summarize or conclude the main ideas. This step encourages students to reflect on what they have read, synthesize key information, and articulate their

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<sup>94</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

understanding in a coherent manner. By summarizing or concluding the ideas, students demonstrate their comprehension and ability to extract the central themes or messages conveyed by the text.

The informant emphasizes the importance of teachers guiding students to link these ideas into their overall understanding. This process involves helping students connect the individual elements and insights gained from reading into a cohesive understanding of the text as a whole. It encourages critical thinking as students consider how different parts of the text relate to one another and contribute to the overarching meaning or purpose. Another question about what makes critical reading difficult for students, informant stated that:

I think critical reading is difficult for students. Commonly, the problems faced by the students are their lack of vocabulary. Of course, when the teachers would expose critical reading to the students they should have good basic vocabularies to understand the text first.<sup>95</sup>

Based on the interview that the informant acknowledges that critical reading can pose challenges for students, primarily due to difficulties related to vocabulary. They highlight that many students struggle with critical reading because they lack a sufficient grasp of the vocabulary necessary to comprehend the text deeply. The informant emphasizes the importance of teachers ensuring that students have a strong foundation in basic vocabulary before introducing them to critical reading skills. This foundational knowledge is crucial because it enables students to understand the words and concepts presented in texts, which in turn facilitates their ability to engage critically with the content.

Vocabulary gaps early on and providing support to build students' word

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<sup>95</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

knowledge, teachers can enhance their readiness for critical reading tasks. This may involve pre-teaching key vocabulary, using context clues to infer meanings, or encouraging students to use dictionaries or other resources to expand their understanding of unfamiliar words.

Informant stated that:

Commonly there a ding problem is the students' lack of vocabulary and only read the text word by word.<sup>96</sup>

The informant's statement highlights two common challenges faced by students in reading: vocabulary deficiencies and a tendency to read word by word. Firstly, many students encounter difficulties in comprehending texts due to limited vocabulary. Without a sufficient grasp of words and their meanings, students may struggle to grasp the overall message and nuances of the text, hindering their ability to engage deeply with the content.

*Secondly*, the informant notes that some students read word by word, focusing solely on decoding individual words rather than understanding the text as a cohesive whole. This approach can impede comprehension as it may overlook the connections between ideas, the structure of sentences, and the broader context provided by the text. Another question about what makes critical reading difficult for the teachers, informant stated that:

When teachers face students with less interest in reading and they also lack vocabulary. The teachers should motivate them and making teaching reading more important.<sup>97</sup>

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<sup>96</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

<sup>97</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

The informant statement addresses a situation where students show less interest in reading and struggle with vocabulary deficiencies. In such cases, the informant suggests that teachers play a crucial role in motivating students and emphasizing the importance of reading instruction. Address low interest in reading, teachers can employ motivational strategies such as connecting reading material to students' interests and daily lives, incorporating engaging and relevant texts, or using interactive and creative approaches like group discussions or multimedia resources. By making reading enjoyable and personally meaningful, teachers can help cultivate a positive attitude towards reading among students. English teacher also stated that:

Teaching reading is difficult because commonly students only depend on online dictionaries. They do not use the cognitive process to understanding the text even more they are being lazy while reading a long text.<sup>98</sup>

English teacher highlights several challenges they face in teaching reading comprehension to students. The teacher points out that many students overly rely on online dictionaries when encountering unfamiliar words in texts. While dictionaries can be helpful tools for vocabulary acquisition, dependence on them may hinder students from engaging in deeper cognitive processes necessary for comprehensive understanding. This reliance on quick translations can lead to surface-level comprehension without truly internalizing the meaning and context of the text. The teacher expresses concern about students' tendency to become lazy when reading longer texts. This observation suggests that some students may struggle with sustained attention or motivation when faced with extensive reading

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<sup>98</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

materials. This can impact their ability to engage critically with the content, make connections between ideas, and extract deeper meanings from the text.

Informant stated that:

Yes of course, commonly the teachers ask the students to read the text but they do not know the meaning of the single word. It is quite hard to teaching reading because the students commonly get difficulty in understanding word by word.<sup>99</sup>

The informant discusses a common challenge encountered by teachers in teaching reading comprehension: students often struggle with understanding the meanings of individual words within texts. This difficulty can hinder their overall comprehension and ability to engage deeply with the material. The informant suggests that teachers commonly assign reading tasks to students without ensuring they understand each word in the text. This approach may result in students grappling with comprehension issues as they encounter unfamiliar vocabulary or struggle to decipher the meaning of specific words. Another question about why does critical reading is suitable for nowadays teaching and learning, informant stated that:

I think critical reading is needed for nowadays learning. Because nowadays the students' reading only depends on the dictionary to understand the text, they do not use the cognitive process to get certain ideas from the text. Nowadays learning the most important is the students should able to give arguments through the text for success in all school subjects.<sup>100</sup>

The informant emphasizes the importance of critical reading skills in contemporary learning contexts. The informant observes that many students today rely heavily on dictionaries to understand texts, which can limit their engagement

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<sup>99</sup>Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024

<sup>100</sup>Teacher1, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 13<sup>th</sup>, 2024

with the cognitive processes necessary for deeper comprehension and critical thinking. By focusing solely on word-for-word translations, students may miss the opportunity to extract nuanced ideas, analyze arguments, and develop independent interpretations of the text.

The informant underscores that critical reading skills are essential for success across all school subjects. They argue that in today's educational environment, students need to be able to articulate arguments supported by evidence drawn from texts. This indicates that proficiency in critical reading not only enhances comprehension but also equips students with the ability to synthesize information, evaluate perspectives, and construct well-supported arguments in various academic disciplines.

Informant stated that:

Nowadays the students need to enrich their literacy to face the 21st-century era in which there is a lot of information and they need to access any information through the world.<sup>101</sup>

According to the informant that teacher underscores the critical importance of literacy skills in preparing students for the demands of the 21st-century era. In today's rapidly evolving digital landscape, access to vast amounts of information is unprecedented, requiring students to possess robust literacy skills to navigate, evaluate, and utilize information effectively. The ability to read critically, comprehend diverse texts, and discern reliable sources amidst a sea of information is essential for informed decision-making, academic success, and lifelong learning. Moreover, as technology continues to shape communication and

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<sup>101</sup>Teacher2, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 14<sup>th</sup>, 2024

knowledge dissemination globally, literacy extends beyond traditional reading and writing to encompass digital literacy skills. Students must be adept at evaluating online content, understanding digital formats, and utilizing technology tools for research and collaboration. This proficiency not only enhances their educational outcomes but also prepares them for future careers where digital literacy is increasingly indispensable.

Informant statement that:

Sure, because reading is more important to enrich knowledge and general knowledge. Learning a foreign language like English needs more reading text book from many resources.<sup>102</sup>

The informant underscores the critical role of reading in enriching knowledge and acquiring general knowledge, particularly in the context of learning a foreign language like English. The informant acknowledges that reading serves as a fundamental tool for expanding understanding across various subjects and disciplines. By engaging with textbooks and resources from diverse sources, students can deepen their comprehension of topics, develop language proficiency, and broaden their cultural and global awareness.

The informant implies that through consistent reading practices, students can enhance their ability to access and assimilate information effectively, thereby supporting their educational goals and personal growth. By emphasizing the importance of reading in language acquisition and knowledge enrichment, the informant advocates for integrating reading as a central component of language learning curricula, enabling students to build a solid foundation for success in

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<sup>102</sup> Teacher3, *English Teacher at MAN 1 Polewali Mandar*, Interviewed May 15<sup>th</sup>, 2024



their academic and professional endeavors.

The impact of EFL (English as a Foreign Language) teachers' knowledge of critical reading skills and their effective use of these strategies in the classroom is substantial and multifaceted. Firstly, when teachers are well-versed in critical reading techniques, such as analyzing arguments, evaluating evidence, and interpreting complex texts, they can guide students to read more deeply and critically.

EFL teachers' knowledge and effective use of critical reading skills have a transformative impact on students' academic development, language proficiency, critical thinking abilities, and overall engagement with learning. By cultivating these skills in the classroom, teachers empower students to become proficient readers, independent learners, and capable communicators in English, preparing them for success in both academic and professional contexts.

## **B. Discussion**

### **1. English EFL Teachers develop their critical reading skills that contribute to their teaching**

According to the findings, the research explained more detail about EFL Teachers develop their critical reading skills that contribute to their teaching, English EFL teachers at MAN 1 Polewali Mandar develop their critical reading skills in ways that significantly enhance their teaching effectiveness. By actively engaging with a variety of texts, including textbooks, magazines, and newspapers,

these teachers immerse themselves in diverse reading experiences. This practice not only broadens their own understanding of different genres and writing styles but also sharpens their ability to critically analyze and interpret complex content. Through systematic text analysis and discussions with students, these teachers deepen their insights into how texts are structured and how meaning is constructed. This enhanced understanding enables them to guide students more effectively through the process of reading comprehension and critical thinking.

These teachers apply their developed critical reading skills to dissect texts, identify main ideas, and extract key information.<sup>103</sup> They integrate this analytical approach into their teaching methodologies, emphasizing the importance of identifying themes, understanding textual structures, and guiding students through comprehensive discussions that go beyond surface-level comprehension. By modeling critical reading strategies and fostering an environment where students are encouraged to engage critically with texts, these teachers empower their students to develop similar skills. This approach not only supports students in becoming more proficient readers but also equips them with essential critical thinking abilities necessary for academic success and lifelong learning. Overall, the development of critical reading skills among English EFL teachers at MAN 1 Polewali Mandar enhances their instructional capabilities, enriches classroom interactions, and cultivates a deeper appreciation for literature and information among their students.

Developing critical reading skills among English EFL students at MAN 1

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<sup>103</sup> Cooper, *Reading critically, writing well: A reader and guide*. (Bedford: St. Martin's, 2021)

Polewali Mandar, several key activities are implemented to foster deep engagement with texts and enhance comprehension. Firstly, students are actively involved in analyzing various types of texts, such as narrative, expository, and descriptive texts.<sup>104</sup> They are encouraged to identify main ideas, supporting details, and underlying themes within these texts, thereby honing their ability to extract and interpret information critically.

Students participate in structured discussions and group activities that require them to articulate their interpretations and perspectives on the texts they read. These discussions encourage students to evaluate different viewpoints, question assumptions, and support their arguments with evidence from the text. By engaging in collaborative learning environments, students not only strengthen their comprehension skills but also develop confidence in expressing their insights and analyses.

Additionally, teachers integrate reflective practices into the learning process, prompting students to summarize and synthesize their understanding of texts through written assignments or oral presentations. These activities challenge students to think critically about the content they have read, organize their thoughts coherently, and draw meaningful conclusions based on their interpretations.<sup>105</sup> Moreover, teachers employ strategies to address vocabulary challenges, such as pre-teaching key vocabulary or providing contextual clues

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<sup>104</sup> Jacobs L. C., *Introduction to Research in Education (English Edition)*.(Canada: Nelson Education, Ltd. 2021)

<sup>105</sup> Facione, *The disposition toward critical thinking: Its character, measurement, and relation to critical thinking skill*. (Informal Logis. 2020)

within the texts. This approach supports students in overcoming language barriers and enhances their ability to comprehend texts more independently.

The activities aimed at developing critical reading skills among students at MAN 1 Polewali Mandar emphasize active engagement, collaborative learning, reflective practice, and targeted support in vocabulary development. These efforts not only cultivate a deeper understanding of texts but also equip students with essential skills in critical thinking, analysis, and interpretation that are vital for academic success and lifelong learning.

Students' critical reading skills improve, it signifies significant advancements in their ability to engage with and comprehend texts at a deeper level. This enhancement typically manifests through several observable outcomes in their reading practices and academic performance.<sup>106</sup> Firstly, improved critical reading skills enable students to discern main ideas more effectively within texts of varying complexity. They become adept at identifying key arguments, themes, and supporting details, which enhances their overall comprehension and ability to extract essential information from the text.

Students develop stronger analytical abilities as they engage critically with texts. They learn to evaluate the reliability of information, assess the validity of arguments, and detect biases or inconsistencies within the text. This analytical prowess allows them to approach reading more skeptically and thoughtfully, which is crucial in developing a nuanced understanding of diverse perspectives and viewpoints. Enhanced critical reading skills empower students to synthesize

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<sup>106</sup> Jenkins J. R. Oral Reading Fluency As an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. (*Scientific Studies of Reading*, 5(3), 239-256. 2021)

information from multiple sources and draw connections between different texts or concepts.<sup>107</sup> They become proficient in comparing and contrasting ideas, recognizing patterns, and synthesizing information to form well-supported conclusions or interpretations. This capability not only enriches their understanding of individual texts but also equips them with the skills needed to engage critically with complex academic materials across various disciplines.

Students' critical reading skills improve; they also become more proficient communicators. They can articulate their analyses and interpretations effectively through written or verbal means, demonstrating clarity in presenting their ideas and supporting arguments with evidence from the text. This communication skill is essential in academic settings and prepares students for future professional endeavors where critical thinking and effective communication are highly valued.

According to the expert of critical reading which stated that the development of critical reading skills among English EFL teachers plays a significant role in enhancing their teaching effectiveness at MAN 1 Polewali Mandar. By immersing themselves in a wide range of texts such as textbooks, magazines, and newspapers, these teachers engage in diverse reading experiences. This practice not only expands their understanding of various genres and writing styles but also sharpens their ability to critically analyze and interpret complex content.<sup>108</sup>

Critical reading involves analyzing ideas, summarizing concepts, evaluating texts, discussing pros and cons, and exploring cause and effect at EFL teaching at

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<sup>107</sup> Nida. Developing Students' Critical Thinking through an Integrated Extensive Reading Program. *TEFLIN Journal*, 30 (2).

<sup>108</sup> Hodges, *A Dictionary of Reading and Related Terms*. (Newark, Delaware: International Reading Association. 2018)

MAN 1 Polewali Mandar. It requires asking critical questions and analyzing the evidence supporting a belief. The process includes interpreting, arguing, analyzing, judging, and evaluating the text. Principles of critical reading include focusing on distinct abilities rather than cognitive models, interpreting texts collectively through discussions, challenging textual schemata, and critiquing ideological assumptions. Critical readers are metacognitively and metacritically aware, offering challenges to their own interpretations and attitudes towards texts.

Based on the explanation above, it supported by the expert statement that Critical reading skills are built on the logical evaluation of ideas using evidence, assessing the quality of evidence, maintaining an open mind, and acknowledging that facts and theories can change. These skills ensure EFL teachers are prepared to implement critical reading in the classroom, helping students develop essential reading skills and analytical abilities.<sup>109</sup> The integration of critical reading in EFL teaching at MAN 1 Polewali Mandar enhances teachers' instructional capabilities, enriches classroom interactions, and cultivates a deeper appreciation for literature and information among students. This practice aligns with the broader academic understanding of critical reading as a process of constructing meaning, evaluating evidence, and advancing knowledge through critical engagement with texts

## **2. The impact of the EFL Teachers' knowledge of critical reading skills and the use of these critical reading strategies in teaching in the classroom**

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<sup>109</sup> Husna, Nida. Developing Students' Critical Thinking through an Integrated Extensive Reading Program. *TEFLIN Journal*, 30 (2) (2019).

The impact of EFL (*English as a Foreign Language*) teachers' knowledge of critical reading skills and their effective implementation of these strategies in the classroom is profound and multifaceted. When EFL teachers possess a strong understanding of critical reading techniques such as identifying main ideas, analyzing arguments, evaluating evidence, and interpreting complex texts they play a pivotal role in shaping students' academic development and language proficiency. By integrating these skills into their teaching practices, teachers empower students to engage more deeply with English-language texts, fostering not only improved comprehension but also enhancing critical thinking abilities.

According to the expert that effective use of critical reading strategies enables teachers to guide students in navigating and understanding challenging texts across various subjects and genres. This approach not only enhances students' ability to extract key information but also encourages them to evaluate the credibility of sources, discern underlying themes, and synthesize diverse perspectives.<sup>110</sup> This active engagement with texts not only strengthens students' language skills but also nurtures their analytical capabilities, enabling them to approach learning with a more discerning and reflective mindset.

The effective implementation of critical reading strategies in classrooms at MAN 1 Polewali Mandar demonstrates how these strategies can significantly enhance students' academic capabilities. According to experts, the effective use of critical reading strategies enables teachers to guide students in navigating and understanding challenging texts across various subjects and genres. English EFL

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<sup>110</sup> Gronlund, *Measurement and Evaluation in Teaching (5th Ed.)*. (New York: Mc Millan Publishing Co., Inc. 2015)



teachers actively engage students in critical reading activities by involving them in the analysis of different text types, including narrative, expository, and descriptive texts. By doing so, students are trained to identify main ideas, supporting details, and underlying themes, honing their skills in extracting and interpreting information critically. This method aligns with the expert perspective that critical reading strategies help students evaluate the reliability of information and assess the validity of arguments, which are essential for understanding complex content.

Moreover, the impact extends beyond language proficiency. By teaching critical reading, EFL teachers equip students with essential skills for lifelong learning and academic success. Students learn to formulate and articulate well-supported arguments, analyze complex information, and draw informed conclusions skills that are indispensable in higher education and professional environments.<sup>111</sup> This proficiency in critical reading also fosters independence in learning, as students become more adept at self-directed study and research, effectively preparing them for the challenges of a globally interconnected world.

EFL teachers' understanding and application of critical reading skills promote a dynamic classroom environment where learning is collaborative and interactive.

<sup>112</sup>Teachers employ various strategies such as annotation, questioning techniques, and reflective practices to scaffold students' learning experiences, ensuring that each learner can engage meaningfully with the material. By encouraging discussions, guiding summarization exercises, and fostering peer interactions, teachers cultivate a supportive learning community where students feel

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<sup>111</sup> Facione, "The Disposition Toward Critical Thinking: Its Character, Measurement, and Relation to Critical Thinking Skill". (2021)

<sup>112</sup> Dubay, *The Principles of Readability*. (Costa Mesta: Impact Information. 2021)

empowered to explore ideas, challenge assumptions, and deepen their understanding through dialogue and reflection.

According to the expert stated that the integration of critical reading skills into EFL instruction not only enhances students' linguistic competence but also nurtures essential cognitive and academic skills. EFL teachers, through their expertise and dedication, play a crucial role in equipping students with the tools they need to succeed academically, think critically, and thrive in a diverse and rapidly evolving global society.<sup>113</sup> By emphasizing the importance of critical reading, teachers not only enhance students' proficiency in English but also prepare them to become informed, engaged, and effective communicators and thinkers in the 21st century.

EFL (English as a Foreign Language) teachers' knowledge of critical reading skills and their effective use of these strategies in teaching at MAN 1 Polewali Mandar significantly impact students' learning outcomes and overall academic development. At MAN 1 Polewali Mandar, where the focus is on fostering comprehensive language proficiency among students, the role of EFL teachers in cultivating critical reading abilities is pivotal.

Group activities at MAN 1 Polewali Mandar encourage students to articulate their interpretations, question assumptions, and support their arguments with evidence from the text. This collaborative learning environment mirrors the expert recommendation of fostering an environment where students engage actively with

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<sup>113</sup> Basaran, M. "Reading Fluency as an Indicator of Reading Comprehension. Educational Science"(Theory & Practice, 13 (4). 2020)

texts.<sup>114</sup> By modeling critical reading strategies and creating opportunities for students to practice these skills, teachers at MAN 1 Polewali Mandar enable students to develop their analytical capabilities and approach learning with a more discerning and reflective mindset.

EFL teachers at MAN 1 Polewali Mandar who possess a strong understanding of critical reading techniques are able to guide students through complex English texts with greater clarity and depth. By teaching students how to identify main ideas, analyze arguments, evaluate evidence, and interpret nuanced meanings, these teachers empower students to engage more critically with academic materials. This approach not only enhances students' comprehension of English-language texts but also cultivates their ability to think analytically and independently.

The effective implementation of critical reading strategies in classrooms at MAN 1 Polewali Mandar not only strengthens students' language skills but also nurtures their analytical capabilities. This comprehensive approach aligns with expert insights, demonstrating how critical reading can be leveraged to foster a more discerning and reflective mindset among students, ultimately preparing them for academic success and lifelong learning.

The effective implementation of critical reading strategies in classrooms at MAN 1 Polewali Mandar enriches the learning experience by encouraging active participation and deeper engagement with learning materials. According to the expert stated that teachers employ a variety of instructional methods, such as

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<sup>114</sup> Razavieh, A. *Introduction to Research in Education (English Edition)*.(Canada: Nelson Education, Ltd. 2010)

annotation, previewing, questioning, and summarizing, to scaffold students' understanding and facilitate meaningful interactions with the text. Through structured activities and guided discussions, teachers create an environment where students can explore different perspectives, debate ideas, and construct well-supported arguments based on evidence from the texts they study.<sup>115</sup>

The impact of EFL teachers' knowledge of critical reading extends beyond language acquisition. By fostering critical thinking skills, these teachers prepare students to navigate the complexities of academic content across various subjects. Students learn not only to extract information but also to evaluate its relevance and reliability, which are crucial skills for academic success and lifelong learning.

EFL at MAN 1 Polewali Mandar, teachers who are proficient in critical reading skills play a vital role in shaping students' academic and intellectual growth. By integrating these skills into their teaching practices, these teachers empower students to become proficient readers, effective communicators, and critical thinkers in English and beyond. This approach not only enhances students' language proficiency but also equips them with essential skills for success in their educational journey and future careers.

The relevant between this research and another research that Visualization requires the reader to construct a picture of what is being read. This image is stored in the reviewer's memory, as is the representation of the reader's interpretation of the text.<sup>116</sup>EFL Teacherss can encourage students to visualize the

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<sup>115</sup> Cooper, *Reading critically, writing well: A reader and guide*. (Bedford: St. Martin's. 2020)

<sup>116</sup> Kabillan, M. K. *Creative and critical thinking in language classroom*. (The Internet Journal, Vol. VI, No. 6. 2021)

setting, characters, and action of a story and ask them to draw pictures or write about the images that come to mind after viewing the text.



## CHAPTER V

### CONCLUSSION AND SUGGESTION

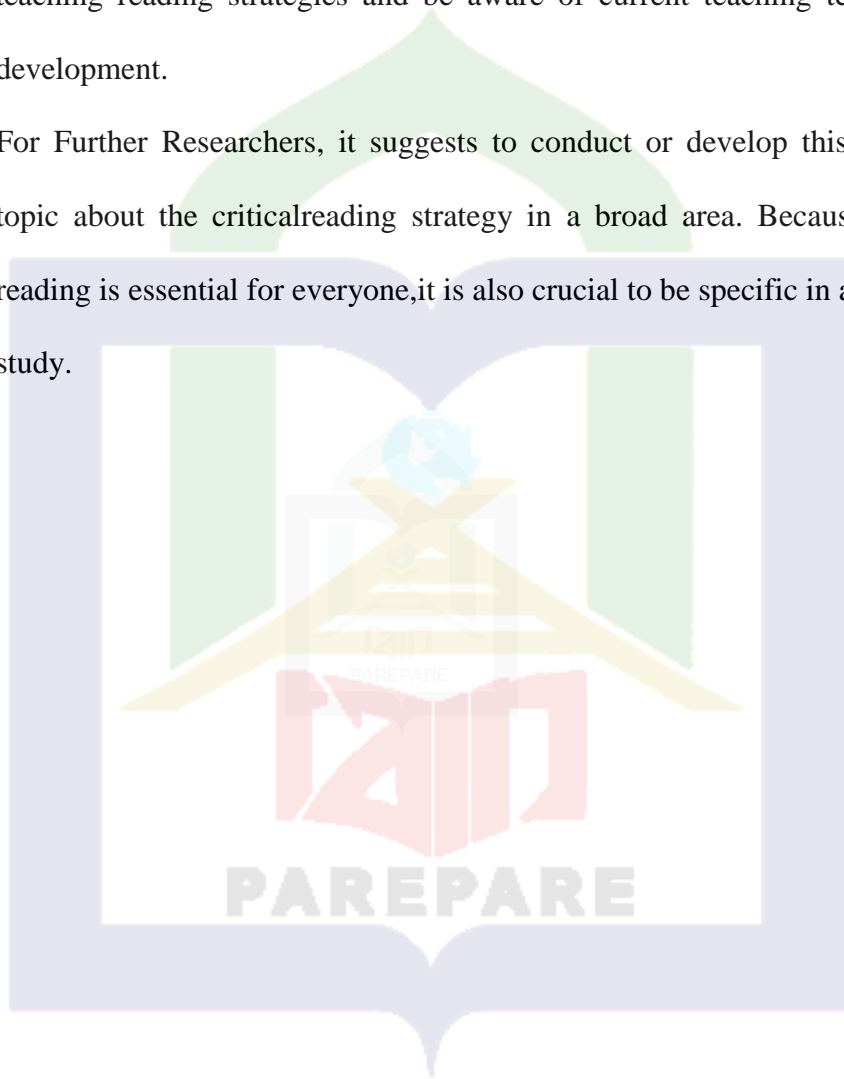
#### **A. CONCLUSION**

According to the findings about EFL Teachers' Concepts on Critical Reading Skills and Their Critical Reading Strategies at MAN 1 Polewali Mandar, the researcher draw conclusion that:

1. English EFL Teachers develop their critical reading skills that contribute to their teaching actively. Students showed critical reading skills proved by engaging in practices such as annotating, previewing, questioning, reflecting, outlining, summarizing, and evaluating which teachers enhance students ability using materials effectively contributing students critical reading skills.
2. The impact of the EFL Teachers's knowledge of critical reading skills and the use of these critical reading strategies in teaching showed good impact toward students ability specially for teachers possess a solid grasp of critical reading techniques such as identifying main ideas, analyzing arguments, evaluating evidence, and synthesizing information which teacher can create enriching learning experiences for students through structured activities and guided discussions. Deeper engagement with test and learning activates during classroom.

#### **B. SUGGESTION**

1. For English Teacher, It suggest to full attention to critical reading skills. Because criticalreading skills are the highest level of thinking, teachers should be skillful in this strategy. The teachers also have to improve their teaching reading strategies and be aware of current teaching technology development.
2. For Further Researchers, it suggests to conduct or develop this research topic about the criticalreading strategy in a broad area. Because critical reading is essential for everyone,it is also crucial to be specific in any major study.





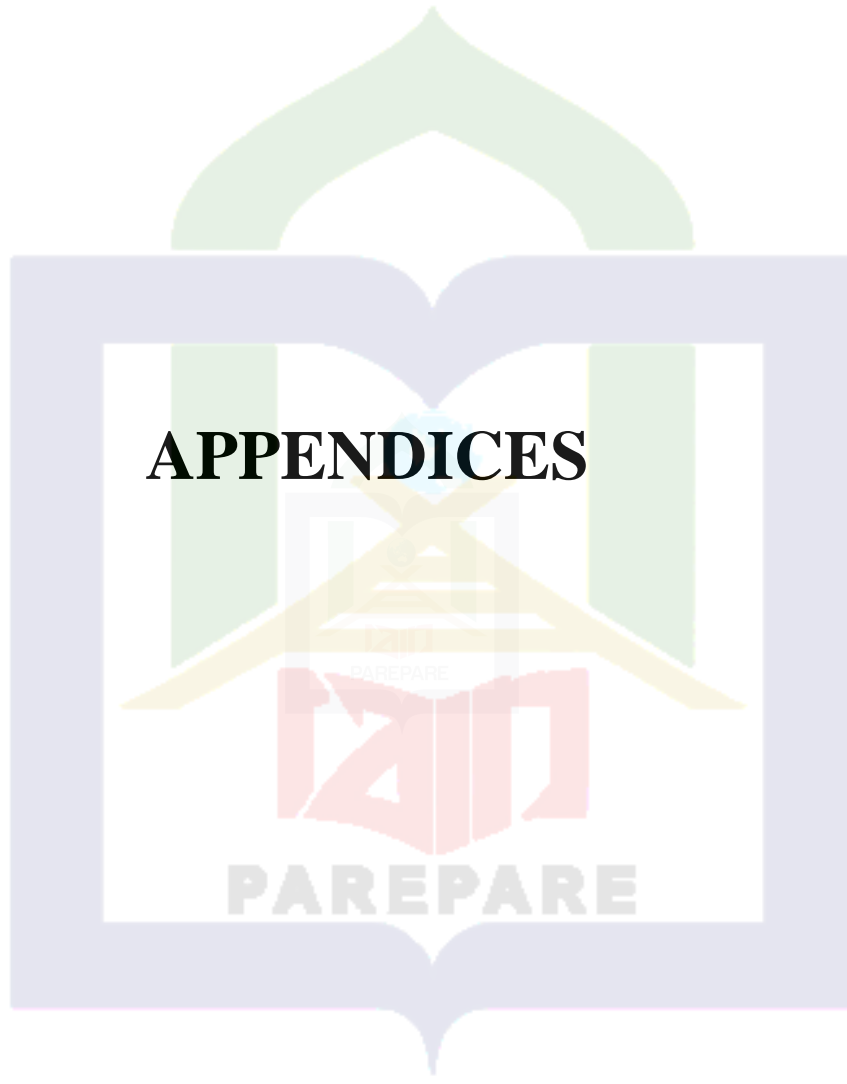
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Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 19 Juli 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 22 Juli 2024  
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    - a. Surat permohonan sdr. CITRA RESMI MEGANIA
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Alamat : LABUANG KEC. BANGGAE TIMUR  
KAB. MAJENE

Untuk melakukan penelitian di MAN 1 Polewali Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Mei 2024 sampai selesai dengan Proposal berjudul "EFL TEACHERS' CONCEPTS ON CRITICAL READING SKILLS AND THEIR CRITICAL READING STRATEGIES AT MAN 1 POLEWALI MANDAR"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar,  
Pada tanggal 21 Mei 2024  
Kepala Dinas Penanaman Modal Dan Pelayanan  
Terpadu Satu Pintu,



**J NENGAH TRI SUMADANA, AP, M.Si**

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**Tembusan :**

1. Unsur forkopin di tempat





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jenis Kelamin : Perempuan  
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Berdasarkan surat Permohonan izin penelitian Nomor :  
500.16.7.2/0314/IPL/DPMPTSP//2024, benar yang tersebut namanya di atas melakukan  
Penelitian pada Madrasah Aliyah Negeri (MAN) 1 Polewali Mandar dengan judul Proposal  
**"EFL TEACHERS' CONCEPTS ON CRITICAL READING SKILLS AND THEIR  
CRITICAL READING STRATEGIEST AT MAN 1 POLEWALI MANDAR"** terhitung  
mulai Mei 2024 sampai selesai.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Mapilli, 02 Juli 2024  
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Judul : The impact of EFL teachers' concept and strategies on their  
critical reading skills at MAN 1 Polewali mandar  
Penulis : Citra resmi megania  
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Benar telah diterima pada **Jurnal Kolaboratif Sains Volume 7, Nomor 5738/JKS-Umpaluvii/2024**) yang telah terakreditasi SINTA 5.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An. Ketua LP2M  
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Documentation









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