

CHAPTER I

INTRODUCTION

1.1 Background

English is a global language in everywhere. Considering the importance of English as a global or international language, Indonesian government has recommended English as one of the foreign languages. In education, learnt at schools English has been chosen as one of the subject that should be mastered by the students in junior high schools, senior high schools, and universities.

English becomes the first foreign language and the compulsory subject in Secondary Schools (Depdiknas: 2017) as cited in Nur'aeni (2018). It covers four basic language skills consisting of listening, speaking, reading and writing which have to be mastered by students. As one of the language skills, reading is considered as the most important skill in learning a foreign language (Mc Donough and Shaw's, 2017). Students can develop their knowledge and get a lot of types of information related to their studies through reading academic books, newspapers, magazines, advertising, and social media.

Reading is the basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process. According to Grabe and Stoller (2018), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

A common mistake in reading is without a standard method, and therefore often while reading a text the reader preoccupies himself with the thoughts and dynamics in it. As a result, it fails to fully understand the content or logic content from the author (the writing he reads). In fact, the main purpose of reading is to understand the mind of the writer. The key conceptis critical reading namely reading critically by using 'standard tools' in critical reasoning so as to help understand reading or reasoning products effectively.

Based on the informal interview with students in the preliminary research at the fourth grade at Cokroaminoto Palopo University, the researcher found the students' use Critical Reading, most of them were able to find the meaning of the words and the sentences. They also understanding the content of the texts. Beside that, the researcher also saw that the teacher in learning process giving task to translate the texts, there are many students who use critical reading and many students who do not use it.

Critical reading is a way of reading by looking at the author's motives and then assessing the information contained in the reading. In critical reading we must think about the truth of the information discussed because not everything written is always true. Therefore, critical reading is also interpreted as reading that is done wisely, with consideration, in-depth, evaluative, and analytical. With reading activities at all levels students of education that require students to have the ability to read critically.

Based on the description above, the researcher intends to conduct research entitled "An Analysis of Critical Reading by the English Students of the fourth Semester at Cokroaminoto Palopo University"

1.2 Problem Statement

In particular, the researcher formulates the problem statement of this research as follows is "How is the students' critical reading of the fourth Semester English Education Study Program at Cokroaminoto Palopo University?"

1.3 Objectives of the research

Related to the problem statement above, the major objective of this research is to find out the English students critical reading of the fourth Semester English Education Study Program at Cokroaminoto Palopo University.

1.4 Significances of the Research

The result of this research is expected to give some contributions especially for the students, the lecturer, and the next researcher. The result will be used as follows:

1. For the students

The researcher it is hope through this research that it can provide benefits to students understand what they should comment on criticize when doing critical reading on a text.

2. For the English lecturer

The researcher hopes this research can give a new reference in teaching Reading, the lecturer will be more critical in providing information also reviewing each learning text that will be given to students.

3. For the next researcher

The researcher intends to bring significant references to the next researcher as a reference for further studies on a similar topic.

1.5 Scope of the Research

Here researcher investigates a critical reading, and focus on knowing to which critical reading, whether it is the meaning or idea of the reading text and analyze and evaluate the existing information structure in the reading text. especially news text.

1.6 Operational Definition

To get a general understanding of the title of the research, the researcher gives the definition of the key term related to the title:

1. Reading

Reading is a verbal process interrelated with thinking, that we do to obtain information.

2. Reading Comprehension

Reading Comprehension is an activities to understand the meaning of what we read based on English reading material.

3. Critical Reading

Critical Reading is the ability to analyze and evaluate reading, information, or content and provide argument. Deep understanding and be able to describe and interpret texts appropriately.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Reading

a. Definition of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2019) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or intended by the writer, the reader can get the message, and the writer's meaning sense.

Reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides writing, speaking and listening . Those skills must be learned all by English language learners . Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension , enrich vocabulary According to Elizabeth (as cited in Irawan 2020) reading is the process of constructing meaning from print and from other symbol.

Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proofreading is so difficult when you are very familiar with the ideas you hardly need to read the words at all.

Reading is interactive process as conversation because both reader and writer depend on each other. The interaction is complicated by the fact that the writer is absent at the time of reading, so he gets no feedback and cannot know what parts of her text will cause misunderstanding. He has to guess and shape the text accordingly, but as he never knows who the readers will be, he will never completely succeed Nuttal (2019). Based on explanation above, it's can be concluded that reading means

a process between the readers to understanding the messaging that is written from the text.

According to Nuttall (as cited in Atikah, 2019), there are many kinds of definition about reading. Because of many people use the term reading in different ways. Nuttall classified reading in short definition into these groups:

- 1) Understand interpret meaning sense etc.
- 2) Decode decipher identify etc.
- 3) Articulate speak pronounce etc

In reading, students should acquire the reading skill. They need to be able to do a number of things with a reading text. Harmer (as cited in Kudsiyah 2019) said that the student should be able to scan and skim a text. In scanning the text, they do not have to read every word and line to find detailed information. It means glancing rapidly through a text either to search for specific information. They will get general idea of what text is about by casting their eyes over its surface.

Reading is the most effective communication tool which is used throughout life, starting from the first class average of five years. Information is an effective way to develop skills. Mental abilities such as comprehension, understanding, interpretation, judgment, analysis-synthesis making, assessment are developed with accurate, fast and continuous acquisition of reading skills. Life and civilization, largely based on the success of individual in the reading and writing. Reading, is one of the main sources which is feeding and improving the idea. To become aware of the individual's individuality depend on the winning of the reading power. Recognize words, to find the meaning of words to comprehend or to interpret the reading material, read quiet with the appropriate speed reading for purpose of reading and material, read aloud, read books effectively, get pleasure from reading, reading to develop the ability to use to meet individual interests and needs, to maintain rich and varied experiences through reading, improve continuous reading interests, to understand current events, meet needs and requirements, intellectual needs, improve themselves, meeting individual and social requests and a hobby type of struggle can be ranked among the purposes of reading.

From the explanation above concluded Reading is an interactive process which readers construct a meaningful representation of a text using effective reading strategies. Reading is a complex process of which a reader constructs, to some degree a message enclosed by a researcher in graphical language. By reading, people able to know many information because reading is a window of the world. Recently, most of information and knowledge are available in newspapers, magazines, book, etc. Books can contain tremendous ideas and can be numerous sources of ideas, Generally, reading is a process to obtain much information. Reading is central to the learning process. By reading activity, people may gain important information that is not presented by teachers in the classroom, and he added that the reader is an active participant who has an important interpretive function in the reading process. It means that in the cognitive model, people as readers are more than passive participants who get information while an active text make itself and it is meanings known to them.

b. The Purpose of Reading

Reading should have a purpose, because someone is reading with a purpose, tend to be more understanding than people who do not have goals. Because reading is an active activity, responding to the meaning of what is read then read the main goal is to search for and obtain information, including the content, understand the significance of reading. Everyone has a different goal in reading. Set a goal to read the reader is influenced by many factors, including the needs, conditions, and situations read. There are some of the opinion at experts on the purpose of reading.

According to White (2019) mentions the existence of three kinds of the purpose of reading :

- 1) To add insight or knowledge that is factual .
- 2) To increase the intellectual power .
- 3) To get pleasure or to get entertainment

From the explanation above concluded the purpose at reading is to obtain information from the text. Which includes the contents, understanding the meaning

of reading. Its means, meaning (sense) is closely related to the purpose or we intensively in reading.

c. The Importance of Reading

Reading is one of the most important skills in learning language besides listening speaking, and writing According to Damian (2018) reading is an activity that involves greater level concentration and gives conversational skill to reader. It acquired a lot of knowledge. Besides, reading can improve students' attention span and comprehension In general there are two reasons why reading is important in daily life:

- 1) Reading will help to achieve some clear aim or information . It means that reading is one of the ways to get information.
- 2) Reading is needed for career, for study purposes, or simply for pleasure. Teacher an students reads a book to improve their knowledge and people read comic, magazine, or novel for pleasure.

For language teaching, reading is useful for language acquisition . It can help to improve students English ability. Brown (2017) said that reading competence is important because it undelines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship.

From the explanation above concluded reading competence is important because increased reading ability indicate the success of a students in other subject areas. If their reading good, others must be good too.

d. The Reading Models Process

The models can be placed in one of the three categories : bottom–up, topdown, and interactive (Harris & Sipay, 2018 : 6) A discussion of the three models now follows:

1) Bottom-up reading

Bottom up reading at the reading process view reading as basically a translating, decoding or encoding process. Here the reader starts with letters or larger units, and as he attends to ther he begins to anticipate the words they spell.

When the words are identified, they are decoded to inner speech from which the reader derives meaning in the same way as listening.

2) Top-down reading model

The students applying this type of reading model views reading as a linear process, although the process moves from the top, the higher the mental stages down to the text itself. The reading process is driven by the students mind at work on the text. Right after knowing the title and the author of the reading selection, the students mind is working, predicting the content of the reading selection, and while reading the text, his/self mind is still working, checking and conforming his / her prediction to finally correct the new information if it does not meet his / her expectations. For this reason, this type of reading model is called reader – driven model.

3) Interactive reading model

in the interactive reading model there is a simultaneous impact between the bottom up and top down reading processes on comprehension. Like the top - down model, interactive reading is a reader - driven model. It is not a linear but rather cyclical view of reading a text. Textual information and students mental activities (including syntactic, lexical semantic, and pragmatic information) have a simultaneous and equal impact on comprehension.

From explanation above concluded there are three reading models process which can support a students' ability to read text, The reading process is driven by the students mind at work on the text. When the words are identified, they are decoded to inner speech from which the reader derives meaning in the same way as listening.

e. The Technique of Reading

1) Skimming .

Skimming is taking the most important information from the page without reading all the words. Gideon (2017) argues that skimming the text can be very helpful when the readers could get the gist of what is being written about, without all the details. When the reader skimming certain page, they look for and

apprehend upon words that appear to give the main meaning. Readers also skim when time is short or when they need to understand the general ideas but not the particulars of certain article of book. Skimming takes the notion of passing by some words to another level. In the act of skimming, the readers focus only on the substantial ideas and skip over the insignificant, marginal, and indegligible parts. The technique of skimming is reading outline (overview) to get an of the contents of the book (Harmer 288), Method of rapidly moving the eyes over text with the purpose of getting only the main idea and a general overview of the content. Speech is often important when the you are reading. You may have a lot to read but not much time. For this kind of reading you usually do not want to know and remember everything. You only want to find out something about the book or article. According to Beatrice and Linda (2018) skimming is helpful wher you want to find out quickly about the writer.

2) Scanning

Scanning is very fast reading. When you scan, you skip over many words. You look for some information as quickly as you can. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. You often do not need to read every word. If you learn to scan, you can learn to read and understand faster. Scanning is to read a text quickly in order to locate a specific item of information (Harmer. 288). We using scanning to discover certain details that we need. Scanning is strategy used by all readers to find relevant information in a text (Brown : 209). Assessment of scanning is carried out by presenting test - takers with a text an requiring rapid identification of relevant bits of information.

From the expalanation above concluded, there are two technique of reading which students can use, the readers look for and apprehend upon words that appear to give the main meaning. Readers also skim when time is short or when they need to understand the general ideas but not the particulars of certain article of book, and also the readers look for some information as quickly as you can. Scanning is especially important for improving your reading.

2. Reading Comprehension

a. Definition Reading Comprehension

Reading comprehension is one of the keys to get knowledge and information because in general a lot of knowledge and information which written and only by reading it we can get a knowledge of what has been written it either from books, newspaper, magazines or other print media.

Reading comprehension is a capability that must be owned by a person in obtaining information from a written text. This capability is not difficult for us to have if we read the text using the Indonesian language, and a little bit difficult if the text using a language other than Indonesia. Example English language, of course we must have English language skills if you want to understand the reading text in English.

Reading comprehension is the goal instruction in reading and recognition is a means to help achieve that goal Choate (as cited Ade 2020). According to Hornby in Irawan (2020) reading comprehension means reading with the power of understanding of the printed symbols .

Alderson (2018 : 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2017 : 14) comprehension is the process of making sense of words, sentences and connected text. Comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

From the explanation above concluded, reading comprehension is is a capability that must be owned by a person in obtaining information from a written text, and a little bit difficult if the text using a language other than Indonesia. Example English language, of course we must have English language skills if you want to understand the reading text in English.

b. The main purpose of reading is comprehends the text she / he read.

According to Doyle (2019), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text. Schumm (2017 : 223) said that comprehension process involves an understanding. of words and how these words are used to created meaning. Comprehension entails three elements, they are :

1) The reader who is doing the comprehension

To comprehend the text, a reader must have a wide range of capacities and abilities. These included cognitive capacities , motivation and various . types of knowledge.

2) The text that is to be comprehended

The features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in. the text. When there are too many of these factors are not matched to the readers ' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3) The activity in which comprehension is a part

A reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge that the reader have.

Another consequence of reading activities is finding out how to do something Rubbin (2018 ; 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meanings and verbal reasoning. Without word meaning and verbal reasoning , there could be no reading comprehension, without reading

comprehension, there would be no reading. From these concept basically, it can be understood that reading need comprehension .

Reading and comprehension are regarded as one activity that cannot be separated. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

From the explanations above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading. comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading.

Reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of word, sentence, and paragraph as well as sense relationship among the ideas (Simanjuntak, 2018:

Reading comprehension is also simply known as a kind of thinking process which requires the reader to make inferences from the text.

Reading is a developmental process. A reader starts reading to develop the basic skill of language learning and then gradually reading acquires complexities. Briefly speaking a reader starts from the simple and goes to the complex which means from the literal level to the level of appreciation. According to a commonly acknowledged view there are three levels of comprehension. They are as under : Literal Level, Interpretation Level, Critical Level.

In the light of the above view regarding the levels of comprehension an attempt is made to enlist the components of reading comprehension as under. It should, however, be clarified that the list offered here is not complete

or final. In view of local circumstances and situations, minor changes can be had.

Attempt is made for proper development of reading comprehension, the pupil will be able to perform such activities as mentioned below:

- a) To recognize the meaning of the printed words.
- b) To follow the instructions and act accordingly.
- c) To answer the questions asked on the material read.
- d) To arrange events and thoughts in a proper sequence.
- e) To understand the meaning of words in the context of sentence.
- f) To find out the central idea of the paragraph.
- g) To draw inference from the material read.
- h) To correlate the present reading material with the past experiences.
- i) To understand the motive of the author.
- j) To supply a proper title to the material read.
- k) To answer questions set on the maps , charts , graphs and tables.
- l) To understand the relation between the various thoughts.
- m) To express the details of the material read in a concise way .
- n) To translate the material read.
- o) To differentiate between facts and propaganda.
- p) To expand the thoughts or ideas in one's own language.
- q) To interpret the reading material with reference to one's experiences.
- r) To assimilate thoughts and concepts and produce them as and when needed.
- s) To compare and contrast various reading materials.
- t) To draw judicious conclusions.
- u) To generalise from one's experiences.

A superficial look at the above list of components reveals that they are in a hierarchial order as already discussed in the preceding paragraphs . From the component a discussed above it can be determined that reading comprehension can be increased step by step and in accordance with the reader's.

Reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.

c. Reading Comprehension Aspects

According to Nuttal (2018), there are five aspects of reading comprehension which the students should comprehend a text. locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

1) Determining Main Idea

The main idea is a statement that tells the author's point about the topic According to Longan (2017) , said that finding main idea is a key to understand a paragraph or short selection . The main idea is usually. located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener,2017). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main dea of a passage is, and where the main idea is located.

2) Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2020). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3) Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2020). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact,

one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

4) Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2017) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. Detail Information The last type of question that is usually found in reading test is detail question or information. This question used to check students ability stated in the text.

From the explanation above concluded, there are four reading comprehension Aspects, The students may get confused to see what the main idea of a passage is, and where the main idea is located, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation, and also It means that the clues in the text will help students to build assumption and draw conclusion. Detail Information The last type of question that is usually found in reading test is detail question or information.

d. Reading Comprehension Problem

To comprehend a text, Westwood (2018 : 31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. Reading difficulty refers to problem associated with reading and it was causing to fall behind in terms of reading

requirements within the classroom (Oberholzer, 2020). It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability.

Moreover, Kuswidyastutik (2018) said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions . The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage . The researcher considers that those questions are also the basic difficulties that are face by the students in comprehending the text.

According to Oakhill (2019) he shows that one general problem that less skilled comprehends seems to have is making inferences from text. These difficulties include: (a) inferring information that is only implicit in a text; (b) making inferences to connect up the ideas in a text; (c) inferring the meanings of particular words from context. Three studies discuss about the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include main idea.

According to Latulippe (2017) there are two groups of words that give problems on reading comprehension to students of a second language: references and connectives.

1) References

References are words or phrases that are used as substitutes for words or phrases used either before or (less often) after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases

2) Connectives

Connectives are words that are used to link (connect) ideas together in some kind of relationship . Connectives can be used to signal a cause expected result relationship in which the result follows logically from the cause.

From the explanations above concluded, there are some problems of reading comprehension there are many students find difficulties in comprehending the English text. Reading difficulty refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom, such as references and connectives.

3. Critical Reading

a. Definition of Critical Reading

Having heard about critical reading, people may think about critiquing text or others. Yet, critical reading is a 'critical' attitude of reading. It refers to a careful, active, reflective, analytic reading (Kurland, 2020). Critical reading is a reading technique to comprehend the main idea despite new vocabulary, unfamiliar tone and often complex subject matter (Valeé, 2018). In other words, it is a reading strategy in comprehending a context as a whole within a text. Once we fully understand a text, then we can put ourselves in which side of our view towards the text. Zhang (2018) offers another definition about critical reading: I took critical reading to mean that reading is a social process, where the social context, social role of the author, the text and the reader, identities of L2 readers, the different schemata that readers and writers bring into the reading event and the way the text is responded, interpreted and analyzed, all have important roles to play in helping the readers understand the text.

According to Blair (2020) and Nauman (2019), critical reading is a term used to describe the kind of deeply engaged reading. This kind of engagement can be achieved by interacting with the text such as marking up the text, making annotations on the margin or questioning it. There are some reasons why people doing this interaction (Blair, 2020):

- 1) to find the actual meaning or information of the text
- 2) to discover the meaning implied by the language of the text and how the actual meaning exist in the larger context

- 3) to consider how the text can have a deeper meaning and how it fits into various real context

Critical reading is different from critical thinking. Critical reading is a technique for discovering information and ideas within a text while critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe (Kurland , 2020). Critical thinking is one step more difficult than critical reading. It comes after the critical reading and deals with affective aspect. However they stand along together because without getting critical reading, there will not be critical thinking. Importantly, critical reading is important to be integrated to help students in understanding the text and to develop some reading minor skills, especially for EFL students who need to develop decoding and vocabulary skills in order to read better (Zhang , 2018). It is also because critical reading develops the affective aspect which many class lack of it .

From the explanation above concluded, critical reading can also be seen as a social process in which the reader interacts with the text by responding, interpreting and analyzing. From that definition, it can be inferred that there are some points of critical reading that influence the reader understanding, such as the discourse (social context), the quality of the target language or L2 (identities of L2 readers), the reader and the author knowledge (schemata), the reading strategy and its outcomes (the way the text is responded, interpreted and analyzed).

b. Critical Reading Technique

Valeé (2018) proposes 4 main steps of critical reading which need at least three times reading. The steps are as follow:

- 1) previewing: by skimming and predicting, annotating and
- 2) analyzing: by making note and analyzing the main idea and supporting idea,
- 3) reviewing: re - reading by accounting the note and unfamiliar words, responding: by summarizing or discussing with others.

(Valeé, 2018). Moreover, in order to read critically, a reader can also answer some questions whilst reading , such as (Rice, 2020):

a) The author / writer purpose

In this part, the reader should try to find out or guess about the target reader of the text, the writer's point of view, whether any current issue or particular philosophy influence the writer , and others .

b) Content

There are some points to check the reader comprehension about the content of the text . In this case, a reader should find out and highlight:

(1) the main theme (thesis or argument), (2) main points used to support the theme , (3) the evidence / explanation used to support the main points , (4) the accuracy and credibility of evidence, (5) aspect of topic that the writer concentrates on, (6) the biases, (7) the relation of the contents to the topic, and (8) the text style (persuasive, narrative, etc).

In spite of answering some questions whilst reading, a reader could also use several combinations of reading strategy, The combinations are :

a) Previewing

In this strategy, the reader should skim the text to answer the following questions .

(1) What is the purpose for reading ? (2) What can the title tell about the text ? (3) Who is the writer ? (4) How is the text structured ?

b) Annotating

This strategy needs a slow and careful reading because the reader has to : (1) mark the thesis and main points of the text , (2) mark the key terms and unfamiliar words, (3) underline the important ideas and memorable images, (4) write questions / comments in the margin of the text, (5) write any personal experience related to the text, (6) mark the confusing parts of the text, and underline the source and check for relevancy, credibility and accuracy.

c) Summarizing

When the reader should summarize the treat, she / he should be able to find : (1) the main idea, and (2) the text style the writer used to develop the idea and how its parts relate each other. To analyze the text style, the reader has to consider the writer evidence, the writer assumption, the writer bias, and the source used .

d) Re – reading

A reader should at least re- read the text for 3 times. (1) The first is for general idea. (2) The second is for comprehension and annotating. (3) The third is for making sure the reader understand the text.

e) Discussing it with others.

Giving respond to the text in which it can lead to the critical thinking. Based on a case study held by Correia, she develops some questions to be answered while a reader reading in order to encourage critical reading (Correia, 2018)

f) General question for the text analysis

(1) Where and when was the text written? (2) Why was it written? (3) What is the text about? (4) Who is the text addressed to? Who s prob readers? (5) What genre is the text? (6) Does the author establish an interactive, friendly relationship with the readers or is he / she distant, formal, and impersonal? (7) Are there elements of promotional discourse, such as positive evaluative words?

g) Lexical choice

(1) What kind of vocabulary predominates in the text? (Are there formal, technical words or and colloquial expressions? (2) Does the vocabulary appeal to emotions , or is it logical and argumentative? (3) Are there words that are ideologically significant? (4) What metaphors are used? What purposes do they serve in the text?

h) Grammar

(1) What verb tenses are used and why? (2) Which subjects are described using the passive or active voice and why? (3) Are the agents of the actions explicit or implicit?

i) Visual element

(1) What visual resources are used besides the text (colors, symbols, figures)? (2) In what ways do the illustrations relate to the text? (3) What socio - cultural aspects can be identified in the visual signs?

j) Gender issue

(1) Does the text contain signs of asymmetry in male female relationships? (2) Are there traces of sexism? (3) Are there signs of stereotyped attitudes?.

From the explanations above concluded, there are some technique that build critical reading. Using marking system and reading without distraction are needed to come reading critically.

c. Critical Reading Tasks

According to Cambridge Advance Learner's Dictionary, a task is a piece of work to be done. This definition is very general and regarding to the pedagogy, Nunan offers another definition (2018 : 4) :

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

From Nunan's definition, it can be inferred that task is a series of activities done in class but not all activities are task. Task is activity which has clear purpose which can be completed in three steps of activities : beginning, middle and an end. Fees (2018 : 124) defines task as follow : A task is a goal - oriented activity which reflects a social purpose and is defines task as follow : A task is a goal - oriented activity which reflects a social purpose and is designed to provide opportunities for communication. Tasks should establish criteria whereby the performance is judged This is one means of integrating assessment by teachers and learners into the course Hence when students get a reading task, they are not just simply read a text. There is task to be done in reading a text and there should be an assessment of it.

There are some phases in reading task. According to Correia (2019) proposes three phases in conducting reading task. The phases consist of:

- a) Pre - reading discussion in order to introduce the topic and prepare the students to the text.
- b) While - reading task by giving instruction I give the students purpose for reading and to guide them as they read.
- c) Post - reading exercise by providing a set of comprehension. questions, discussion or summary assignment.

In addition, Hammer (2018) suggests three main steps in designing reading activity. They are pre - reading, whilst - reading and post - reading. According to Harmer (2018), 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 (Aebersold and Field, 2017). Whilst - reading is the main step then the students read for comprehension. And after that, the students do the post - reading activity to monitor their comprehension.

Therefore, in designing critical reading task, the critical reading approach should be integrated in general reading task. Critical reading strategies should be implemented into three main steps. Previewing can be implemented in pre- reading phase. While annotating, analyzing and reviewing should be integrated with while

reading instruction. And the responding step is similar with the post- reading exercise. Hence, there is a balance between critical reading steps and the phases of reading task.

Based on three reading phases, Correia (2017) offers a model in encouraging critical reading in EFL class. First is conducting warm - up activity by introducing the theme and topic and making prediction of what the text will about to activate students ' prior knowledge. Second is initiating a reciprocal questioning as the pre - reading activity. In this technique, students are asked to predict some questions that can be answered in the text. This technique also serves the purpose for reading. The third, as the while - reading activity, students read the text by paying attention on the detail information to answer their questions. The last, discussion is held in order to analyze the text, including the reason why their questions can be answered and otherwise.

Since critical reading is an engaged reading, the activities should encourage the reader to able to connect with the text. In teaching critical reading for high school, Nauman (2021) designs a set of strategies which promote engagemen with the text and each set contains activities that build the ability to read critically and write effectively. They are :

- a) Interacting with a text The activities are underlining key phrases, writing questions or comments in the margins, noting word patterns and repetitions, circling unknown words, and keeping track of the story or idea as it unfolds
- b) Making connections to stories
The activities include making a story chart, connecting stories to events in one's own life, and speculating on the meaning or significance of story incidents.
- c) Shifting perspectives to examine a text from many viewpoints
The activities include examining point of view, changing the point of view, exploring various versions of an event, forming interpretations, comparing texts, and asking "what if" questions.
- d) Studying language and craft in a selection
The possible activities are understanding the figurative language, examining how the writer uses words, and studying a variety of types of literature.

- e) Studying the author, focusing on his or her life and work

The activities for this strategy are reading what the author says about his or her work, reading what others say about the work making inferences about connections between the author's life and work, analyzing author's style, paying attention to repeating themes and topics in several works by one author, identify the author's purpose and point of view as well as distinguish fact from opinion.

Moreover, Ali (2019) proposes a set of process that is used to engage students in critical thinking, critical reading, and critical writing.

On the other hand, Pierce (2019) summarizes some common critical strategies which are used in teaching critical reading. They are :

- a) Previewing the reading assignment
- b) Having the students write a response to the text (making notes) in the margin
- c) Designing a focused , informal writing task based on the reading
- d) Monitoring compliance or instruction ..

In reading critically, a critical reader has to complete the following tasks (Kurland, 2020):

- a) Addresses a specific topic .
- b) Defines terms
- c) Presents evidences
- d) Uses common knowledge
- e) Able to explain exceptions
- f) Shows causes and effects
- g) Able to draw conclusion.

Margie (2019) also proposes some question types that require critical reading skills 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. (Collins, 2018). Therefore, teachers should facilitate students the environment to promote critical reading. According to Margie (2019), 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.

From the explanations above concluded, there are some critical reading tasks such as The activities include examining point of view, changing the point of view, exploring various versions of an event, forming interpretations, comparing texts, and asking "what if" questions.

e. How to apply Critical reading

a) Focusing Skill

Focusing skills are the ability to select important information and ignore unimportant information. Focusing skills function as the first step in the thinking process and as an initial bridge to move on to the next thinking process. Through this activity, you are invited to read thoroughly, then determine the main problem of the text and determine the purpose of writing.

b) Information Gathering Skills

Information gathering skills are skills that are used to raise awareness of the substance or content of the text you read for use in subsequent cognitive processes. There are two activities you do to master the skill, gathering information, viz

(1) observing

(2) formulate questions. Through this activity 2, you are invited to observe and find the essential content points of the text and answer critical questions to integrate the essential content points of the text that you have found.

c) Memory Skills

Memory skills are activities or strategies that are carried out consciously to store information in long-term memory and efforts to secure this information. There are two activities that you do to master the skill of remembering, viz (1) linking essential information items to one another so that they are meaningful and easy to

remember and stored in long-term memory,(2) formulate conclusions/assessments on the essential points that you have found so that they are easy to recall.

d) Organizing Skills

Organizing skills are skills in compiling information so that it is easily understood and presented effectively. There are four activities that you do to master organizational skills, namely, (1) compare (2) clarify, (3) sort, (4) present. Through this activity, you are invited to compare, classify, arrange sequences, and make precise visualizations of the information items that you have found.

e) Analyzing Skills

Analytical skills are used to clarify information by examining its parts and relationships. There are four activities that you do to master the skill of analyzing namely. (1) identifying attributes and components, (2) identify patterns and relationships, (3) identify the main idea, (4) identify errors. Through this activity 5 you are invited to determine the pattern of developing the main idea, and make various errors in the text you are reading.

f) Generalizing Skills

Generalization skills are conclusions about the whole which are compiled from the knowledge that someone already has. There are three activities that you do to master generalization skills namely (1) concluded, (2) predict , (3) elaborating. Through these six activities, you are invited to make appropriate conclusions, predictions, and elaborations regarding the points of information that you have found.

g) Integrating Skills

Integration skills are skills of putting together relevant parts or aspects of a solution, understanding, principle, or composition. There are two activities that you do to master the integrating skill namely (1) make a summary, (2) reconstruct. Through this activity you are invited to put together the points of information that you have found by summarizing and reconstructing them.

h) Evaluating Skills

The skill of evaluating involves judging the rationale and quality of the ideas from the text you read. There are two activities to master evaluating skills viz (1) establish criteria, (2) verify. Setting criteria is setting the reference used to assess the

text. Verifying is the activity of providing an assessment of the quality of writing using the criteria you have chosen.

From the explanation above conclude, The eight core thinking skills are continuum skills, which you need as a critical reader so that you can collect information, then process the information critically, analyze, generalize, and integrate it to gain a thorough understanding of the content of the reading, and followed by an attitude towards ideas. the author. It can be concluded, when we want to criticize reading, we must pay attention to the following things:

- a) Recognize the characters in the reading and their characteristics
- b) Restate the main idea of the paragraph
- c) Restate comparative facts, elements of causal relationships, and character traits
- d) Able to interpret implied meaning
- e) Interpret the main idea of the paragraph
- f) Interpret the main idea of the paragraph
- g) Distinguish facts or details of reading
- h) Interpret supporting ideas
- i) Critically understand the causal relationship
- j) Understand critically the elements of comparison

Table 1.2 Rubric of critical reading test

Aspect of Assessment	Scoring developing		
	Emerging	Developing	Mastering
A summary of the texts' contents (including their meaning and main idea)	Avoid attempting to summarize or ascertain a text's essential theme.	well-written summary of the material, however certain aspects are obvious.	Summarize the content succinctly, highlighting the key points that are significant to the text.
	1	2	3
Considering context and assumptions	Not take into account the content with their presumptions	Take into account the text with the suppositions, but don't elaborate on their current suppositions	Expand on the assumptions made in the text by taking into account the assumptions.
	1	2	3
Communicate own perspective, hypothesis or guess	unable to offer the author feedback and recommendations	an give the author's perspective and suggestions, but it's not entirely obvious	can clearly communicate views and suggestions to the author.

(Source from Brown 2018)

2.2 Previous Studies

Below are some scientific works that have similarities with this research:

1. Icmez, (2019) A case study of critical reading and motivation in EFL classrooms. shows that there are increases in reading skills' competence, participation, and communication among the participants as well as the increase on reading motivation. This study explores the ways in which Critical Reading (CR) practices can be adapted to traditional EFL reading lessons to increase student motivation. More specifically, this research aims at identifying the role of three main features of CR courses in increasing motivation, decreased external control, giving room for the students' own realities in classroom procedures, and optimal arousal. The study was conducted with ELT preparatory year students. The findings point out that adapting these three features into EFL reading lessons

enhances student motivation. However, the results also show that for students with high self-efficacy and high English proficiency, traditional reading lessons will lack the essential novelty of CR courses, which is mastering a new skill, within the adaptation. Thus, this study suggests that for students with high levels of English proficiency, provided that the former two features are supported through tasks designed to raise optimal arousal to compensate for the lack of novelty in traditional reading classroom, students' intrinsic motivation will be increased for EFL reading lessons.

2. Correia (2019) also shows that critical reading evokes a high enthusiastic of the students participation. In other words, critical reading improves the students' motivation in English reading classroom. Exploring how classroom attributes affect student satisfaction and performance in higher education classrooms continues to be a critical initiative among educators and researchers. Although specific classroom attributes and their impacts on student satisfaction and performance have been investigated independently, a holistic investigation of many of these attributes and their individual and cumulative impacts on student perceptions of their learning environments is missing. This paper takes a statistical approach to assess ambient, spatial, and technological attributes that can be found in higher education classrooms through an online survey conducted in six classrooms in a university. The paper provides insight for future evaluation of higher education learning environments by linking two Likert scales: one rating student satisfaction with classroom attributes and the other rating the impact of these attributes on student performance, and by analyzing the relationships between reported perceptions and student evaluations of different conditions. The results revealed that student perceptions rely heavily on spatial attributes, specifically visibility and furniture, and ambient attributes, specifically air quality and temperature, which are highly impacted by the design, management and maintenance of classrooms. The paper also investigated the impacts of non-classroom factors, including gender, seating location, cumulative GPA, college year and expected course grade, on student perceptions of learning

environments. Results showed that perceptions of visibility, acoustics and furniture were more sensitive to non-classroom factors, followed by temperature, air quality, artificial lighting, room layout and software.

3. The Third From Lestari (2021) about The impact of Teaching Critical Reading Strategy to improve The Reading Skills, Her paper reported the result of a research that the comprehension under the second grade students of madrasah tsanawiyah Baiturahmah in reading especially in linguistic problems, they are in vocabulary, structure and spelling is low. The participants of this research consisted of two classes with 27 and 30 students for each class. The technique of this research use Based on the qualitative data, the researcher used simple statistic analysis to process the data. develop a good material, materials developer needs to evaluate the previous materials being used by using the criteria of good materials. This study aims to evaluate the critical reading materials at English Language Department of Universitas Negeri Padang based on Cunningsworth checklist. This research was a descriptive study using a quantitative approach with the instrument of data collection technique using a questionnaire.
4. The last From Fajar Sukmana (2021) about An Evaluation of Critical Reading materials at English language Department. His paper reported the result of a study that the students have not felt yet the role of family in supporting, paying attention, guiding and monitoring the learning and the achievement of the students in learning English. This research used qualitative design. The participants this research consisted of 26 participants. Technique of data analysis is used to explain the information or data that were obtained, and the data can be comprehend by the writer or anybody who wants to know the result of the research and analyzing the data, the researcher used percentage formula to describe the data and then analyze them qualitatively. the students reading ability in term of literal improve after teaching critical reading strategy. the students reading ability in term interpretive after reading strategy.measure nature and social phenomena observed. Students' literal reading comprehension using

critical reading strategies are distinct in the pre-test and post-test. Students had poorer understanding of the major concept in the pre-test, but after using the critical reading approach, they had a better understanding of the main idea.