



Efl Teachers' Concepts on Critical Reading Skills and Their Critical Reading Strategies At MAN 1 Polewali Mandar

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ABSTRAK

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 informant of 3 English Teacher at MAN 1 Polewali Mandar, technique of analysis used data reduction, display data and conclusion. The result of this research were as follow: 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 text and learning activates during classroom.

BACKGROUND

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.

Suggest that it is necessary to integrate critical 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.

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.

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).

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. Based on the background of the study, the following questions are covered in the study: How do English EFL Teachers develop their critical reading skills that contribute to their teaching. What is the impact of the EFL Teachers' knowledge of critical reading skills and the use of these critical reading strategies in teaching in the classroom.

METHODOLOGY

The research methodology used 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 behaviour of subjects without influencing or understanding the circumstances that occur.

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.

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.

FINDINGS

English EFL Teachers develop their Critical Reading Skills That Contribute To Their Teaching

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:

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.

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.

Critical Reading Skill:

a. Annotating

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.

b. Previewing

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 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 concise summaries, and reinforce their understanding of the text's structure and content.

f. Evaluation

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.

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.

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.

Informant stated that:

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

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 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.

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 result:

1. 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
2. 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
3. Teachers who pose thought-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

4. 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
5. 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
6. 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 instruction to meet individual learning needs effectively.

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. 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.

DISCUSSION

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. 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 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. 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. Moreover, teachers employ strategies to address vocabulary challenges, such as pre-teaching key vocabulary or providing contextual clues within the texts. This approach supports students in overcoming language barriers and enhances their ability to comprehend texts more independently.

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.

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

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 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. 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 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.

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.

CONCLUSION

EFL Teachers' Concepts on Critical Reading Skills and Their Critical Reading Strategies at MAN 1 Polewali Mandar, the researcher draw conclusion that: 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 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 text and learning activates during classroom

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