Development of Critical Literacy Based-Critical Reading Model as a Learning Model

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Abstract

The aim of this study is to develop a model of critical reading based on critical literacy as an instructional model in teaching Reading at SMAN (Senior High School) 1 District Bombana, in Southeast Sulawesi. It needs to do a needs analysis, assessment of teaching materials are being used and are already in use, the development of models of teaching materials, test the feasibility of the model, and test the effectiveness of the design of the model. This study is a developmental research. The study design was qualitative and quantitative. An experiment in this study was small and large groups. Results of the study revealed the following. First, the teaching materials that were already being used in the subjects of Reading had not met the expectations of English teachers so that required an approach, skills, and reading different types of activities. Second, teaching materials that were already being used in Subjects Reading characterized only do the questions on the grounds of practicality. Third, the product model of teaching materials developed based on the principles of pedagogic critical literacy. Fourth, based on expert review on the models of these materials to be feasible with some small notes. Fifth, readability test results showed that the model of teaching materials had a reading level appropriate to the level of English proficiency level of students. Sixth, the results of testing the effectiveness of product models showed that a model of teaching materials teaching materials critical reading proven effective in improving students' critical reading skills.

Keywords: teaching model, teaching materials, reading, critical literacy, critical reading

A. Introduction

Student as a learner must have the ability to read. Such an important role of reading ability is increasingly needed along with the increasing frequency, number, type, and various ideological contents in the information to be read in this globalization era. Therefore, students really need to be equipped with the ability to read in line with these demands.

The ability to read is expected, first, to help students to absorb, process, and communicate such information critically to become valuable knowledge (Wells, 1987: 109-123). Second, the ability to read can help students to effectively learn and utilize socially formed forms of representation and communication. With the reading ability, students will actively process and

evaluate all the information so that they can make a decent decision, then the students are involved in social transformation rooted in the socio-political aspect, in the end, the student has awareness that information in various forms of discourse / text as political entities and not value-free (Giroux, 2010).

The combined teaching materials must be based on a study of the nature of language and the essence of language learning, especially in terms of the nature and approaches of reading and reading learning. These two basic beliefs determine the direction of the teacher's role, the role of the students, and the learning process of reading as well as the characteristics of the instructional materials combined. Critical literacy is chosen as the fundamental point of view of this resource. Selection of the point of view has an effect on the characteristics and form of teaching materials.

Based on the background of the problem above, the focus of this research is the development of critical reading model based on critical literacy as a model of learning for students of SMAN 1 Bombana. The focus of the research is described again into several subfokus: 1) the need of teachers and students to read the material at SMAN 1 Bombana, 2) analyzing the teaching material model used by teachers and students in Reading Subject at SMAN 1 Bombana, 3) materials in the critical reading model in the Reading teaching at SMAN 1 Bombana, 4) level of readability of critical reading material model as developed instructional material, 5) readability level of critical reading material model with developed critical literacy point of view, and 6) effectiveness of teaching material model Reading critically with the point of view of the critical literacy of the development results in the first grade students of the 1st semester of SMAN 1 Bombana.

From the problems that can be identified then formulated the problem of research. The main problem of this research is "How is critical reading model based on critical literacy as a model of learning in teaching reading?" Specifically, the problem is formulated as follows: 1) how is the need of reading material according to teachers and students at SMAN 1 Bombana ?; 2) how is the reading material ever used by teachers and students at SMAN 1 Bombana on Reading Subjects ?; 3) how is the model of reading material critical from the point of view of critical literacy at SMAN 1 Bombana ?; 4) how is the experts' judgment about the critical reading material model with the critical literacy point of view developed at SMAN 1 Bombana ?; 5) how is the level of legibility of the texts in the critical reading material model with the critical literacy point of view developed at SMAN 1 Bombana ?; 6) how is the effectiveness of critical reading material model with critical literacy point of view developed to improve students' critical reading ability SMAN 1 Bombana?

B. Literature Review

The model is a simple representation of something complex so that something becomes easier to run. Ruddell, Ruddell, & Singer in Tracey & Morrow (2006: 13-14) distinguish between theory and model. A theory is an explanation of a phenomenon, whereas a model serves as a metaphor for explaining and representing a theory. Theories are more dynamic than models and theories explain how a model works. A model is often static and represents a small part and a dynamic process. The model can perform two representational functions. Models can be representations of certain parts of the world that depend on the nature of the world. The model can be a model phenomenon or data model. Instead the model can represent a theory in the sense that the model interprets the laws and axioms of the theory. These two noses are not stand alone because a model can represent both noses (Roman & Hartmann, 2012). In this study, the model does not refer to one type of representation model but contains both, which is a representation of phenomena and theories in the context of education and language teaching-learning, especially the development of teaching materials model.

The teaching materials are a very important element in supporting learning well. The teaching material is referring to everything that teachers or students use (McGrath, 2002: 7; Tomlinson, 1998: 2) to facilitate language learning and to improve language knowledge and experience (Cunningsworth, 1995: 7). While the development of teaching materials is what the authors, teachers, or students do to provide a range of input experiences designed to improve language teaching and learning.

One of the most important teaching materials is reading material. Reading is the ability to understand exactly what is written and interpret the information by involving different goals, strategies and reading processes (Grabe & Stoller, 2002: 9-11). Reading is also an eloquent process done by the reader by combining information from a text and a background of his or her knowledge to build a meaning in order to understand the information. Meaning is neither in the

text nor on the reader, but is a transaction/negotiation between the two (Nunan, 2003:68).

Furthermore, there is a fundamental link between reading comprehension and critical literacy. Critical literacy has a long history. Critical literacy originally stemmed from a critical social theory developed by thinkers from the Frankfurt School (Larson & Marsh 2005: 40). Critical social theory is characterized by the first critique of positivism that discourages thought with rational instruments and separates facts from value and gives little attention to human consciousness and action; Secondly, concern for the relationship between theory and society / praxis, which seeks a theory that allows connecting institutions, daily activities and the power that shapes the larger society in terms of economic relations, industrial culture, and individual psychology (Siegel & Fernandez, 2000:144).

Critical literacy later surfaced in the mid-20th century with the emergence of Paulo Freire with a literacy education program that developed into a critical pedagogic. Freire (1996) based his pedagogy on several concepts. First, literacy education should raise the critical awareness of the learner; or in other words, reading not only understands what is written but connects the words with the knowledge of the world. Second, Freire emphasizes the importance of dialogue between teachers and students with an equal relationship in the learning process resulting in a meaningful learning process. Thirdly, teaching should respect the background of students' knowledge and avoid "banking models of education" or the teaching process as if the teacher simply filled the blank head of students (Larson & Marsh, 2005:41).

C. Methodology

This research was conducted at SMAN 1 Kabupaten Bombana by involving teachers who had been and were teaching English-Reading subjects. This study generally began in February 2016 until June 2016. The target of data collection for needs analysis was teachers who taught and had taught reading subjects, and students of SMAN 1 class X in Bombana District-Southeast Sulawesi.

The research approach applied in this research was research and development. The research methods used namely: 1) survey research applied to identify the needs of teachers and students, 2) content analysis methods applied to analyze teaching materials ever used by teachers, 3) expert analysis method conducted to see the level of eligibility of developed materials, and 4) experimental method applied to see the effectiveness of application of teaching materials developed in improving reading ability with critical literacy point of view.

Broadly speaking, the research data was grouped into two types, namely quantitative and qualitative data. The data analyzed in this research namely 1) data of teacher and student requirement identification, 2) data of available teaching material analysis, 3) evaluation data and input of instructional material, 4) test data of teaching material effectiveness, 5) expert test data, 6) Test legibility questionnaire data, and 7) text readability test data. Data 1 and 4 were grouped with questionnaires which were then analyzed descriptively. Data 2, 3, 7 were grouped into the classification table. Data were analyzed using T test. Technique of data analysis for 2, 3, and 7 was content analysis.

The framework for developing this resource model adapts the steps suggested by Borg & Gall (1979) as a major step and the steps are detailed with reference to the development steps of language materials suggested by Jolly & Bolitho & Richards (2001). These steps are simplified into three stages: first, preliminary research consisting of research and information gathering; Second, the planning and production model consisting of initial product planning and development; And the third evaluation and revision model consisting of initial field testing, small group testing, and large group test/operational test.

D. Findings and Discussion
1. Findings
Results of Need Identification with Teacher Respondents

The result of requirement identification indicates that the function of teaching materials according to most of the teachers as respondents is as a facility that facilitates the learning process and teaching materials as a reference in learning activities. Based on the questionnaires, teachers want instructional materials that: 1) contain at least a guideline for the use of teacher handbooks, 2) the content of learning to pay attention to the contexts that allow critical thinking, 3) in accordance with the purpose of reading learning in high school that is able to criticize the information received , 4) keeping up with the times, 5) attracting students, 6) enabling student activation, 7) material to be easily obtained, 8) relatively ready to use in the condition of the learning facilities at a minimum high school. (1) using the same approach poly

that is a test preparation approach e.g TOEFL books and reading materials that focus on reading questions, (2) material is too easy and boring, and (3) is considered less useful for Students because they have not been able to help students to think critically. Teachers who stated that there are barriers to the use of teaching materials related to the vocabulary ability of the students are about 15 (75%), whereas there are no obstacles (25%). The subjects that are considered the most interesting teachers are mainly songs. Other subjects selected by teachers for relevance reasons are environmental issues and other social issues.

Results of Identification of Needs with Student Respondents

Based on the choice of statements provided, 87% of respondents disagreed with the statement that the textbooks had been in accordance with the students' wishes and 84% stated that the materials in the textbooks were less able to improve their reading skills. This is related to the percentage (92%) which states that the material is boring because many repetition of the material from the learning process on the previous reading (reading). Similarly, respondents who agree on the statement of the topic or theme of reading less attention to the interests and needs of students by 78%. The most prominent free appraisal of students is that textbooks bore students and the lack of skills that can be used in everyday life. The reasons they point out are: the number of repetitions of material taught in the previous reading. Other assessments put forward by students are that the book is less interesting, incomplete to meet the needs of students, the explanation in textbooks is not complete, and the physical appearance of the book is not good.

Results of Teachers' Materials Analysis

The reading material used by the teacher consists of one teaching material on the market. The teaching material is in the form of a teacher handbook which is a learning material for reading high school English Class X produced by the Ministry of Education and Culture and a supplementary book entitled Longman Prepartion Course for TOEFL, Reading Power, English for Students.

The three instructional materials are based on the access aspect of the book showing the availability of table of contents, explanations of words, indexes, and other explanations that make it easier for students to use the book. The design aspect relates to the fundamental thinking of the preparation of teaching materials. Since the two sample books do not have a teacher's book, the rationale of the book can only be seen from the preface of the author of the book and the organization of the whole book. There is no sample book that lists the basic theoretical concepts in the preface. The preface in the three books reveals the importance of practice in reading learning, but it does not include sufficient explanation of how and how to conduct an assessment of practical tasks.

Initial Model Design

This produced critical reading material is designed for students and teachers in English-Reading subjects at SMAN 1 Bombana District. The critical reading material is designed in two main sections, which are guides for teachers and student books. The teacher's guide consists of two main points, namely (1) theoretical and practical guidance of reading learning methodology, especially critical literacy-based reading learning; and (2) lesson plan lesson plans. The teacher's guide serves as a guide for the implementation of critical literacy-based literacy learning.

The student book design per unit has the following structure: (1) the title of the competency unit; (2) learning objectives per unit taken from the results of the classification of learning analysis; (3) preliminary information on instructional materials; (4) text models; (5) linguistic explanations related to texts; (6) language training related to competency development per unit; And (7) tasks (performance performance) to train and evaluate the achievement of competencies.

Broadly speaking, early models of critical reading materials consist of faces, learning units, and supporting materials. The face consists of a preliminary explanation of the contents and systematic presentations, theoretical foundations, practical (situational) considerations, usage instructions, and covers. The parts of the learning units consist of two face-to-face sessions with each of the learning stages on each face-to-face. Each stage of learning has been determined learning time. The supporting materials section includes a list of words / mini-glossary, answer key, literacy learning tools, and pretest and posttest questions. These three elements are a unity of products that are mutually supportive and interrelated. The concise form of the model can be seen in chart 1 below.
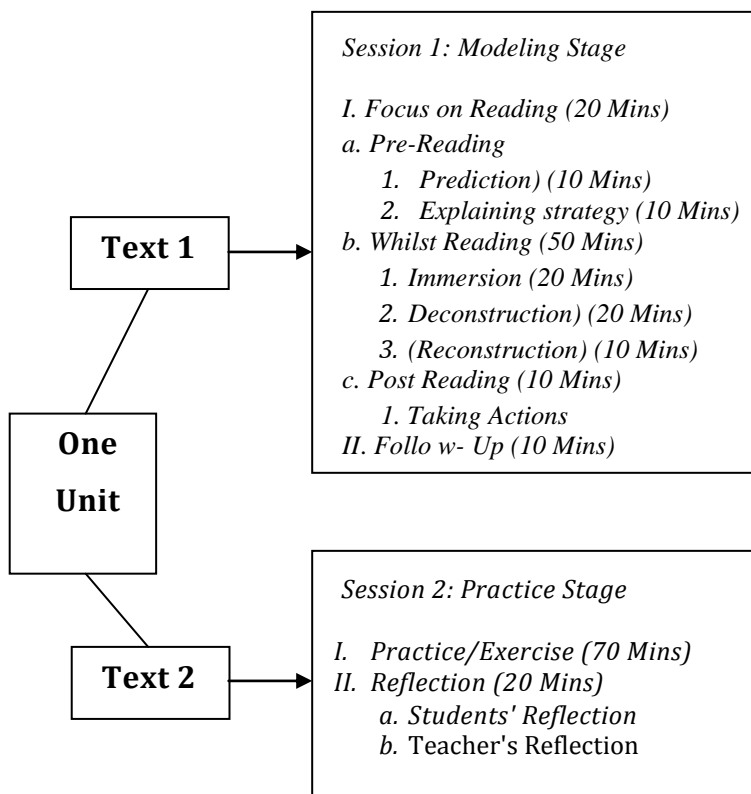
> *Session 1: Modeling Stage*
>
> *I. Focus on Reading (20 Mins)*
> *a. Pre-Reading*
>   *1. Prediction) (10 Mins)*
>   *2. Explaining strategy (10 Mins)*
> *b. Whilst Reading (50 Mins)*
>   *1. Immersion (20 Mins)*
>   *2. Deconstruction) (20 Mins)*
>   *3. (Reconstruction) (10 Mins)*
> *c. Post Reading (10 Mins)*
>   *1. Taking Actions*
> *II. Follo w- Up (10 Mins)*

Text 1

One Unit

Text 2

> *Session 2: Practice Stage*
>
> *I. Practice/Exercise (70 Mins)*
> *II. Reflection (20 Mins)*
>   *a. Students' Reflection*
>   *b.* Teacher's Reflection

Chart 1: Initial Model Design of Critical Reading Material

Part I: Introduction
Initial explanation of content and systematic presentation, practical (situational) considerations, instruction manual, and cover.

Part II: Units of Learning
(Pattern / Structure / Learning Stages)
Critical literacy Lesson Framework

Session 1: Modeling Stage
I. Focus on Reading (20 Mins)
  a. Pre-Reading

    1. Engaging Students Thinking (Prediction) (10 Mins)
    2. Explaining critical literacy strategy (10 Mins)
  b. Whilst Reading (50 Mins)
    1. Guiding Students Thinking (Immersion) (20 Mins)
    2. Extending Students Thinking (Deconstruction) (20 Mins)
    3. Orienting Students to Alternative Perspectives (Reconstruction) (10 Mins)
c. Post Reading (10 Mins)
    Taking Actions
II. Follow-Up (10 Mins)

Session 2: Practice Stage
    I. Practice/Exercise (70 Mins)
    II. Reflection(20 Mins)
      a. Students Reflection
        b. Teacher's Reflection

Part III: Learning Materials
Additional
Glossary, Key Answer, literacy learning, tools, posttest questions

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Chart 2: Initial Model Frame of Comprehensive Critical Reading Materials

Model Feasibility (Theoretical and Empirical)

The feasibility of the developed model has been tested theoretically by conducting expert test/evaluation and legibility test. The model developed is feasible based on the criteria listed in the assessment instrument used. These criteria are operationalized into three aspects (aspects of objectives and approaches, publicity aspect, and design aspects), which are translated into 40 indicators. Assessors agree (100%) that critical reading model based on critical literacy as a model of reading learning has adequately illustrated the profit of teaching materials produced, realistic to be developed and in accordance with the learning needs.

Test Results Product Legibility Model of Teaching Materials

The *Fry* formula is used to view the legibility of the initial draft material. The *Fry* graph shows the teaching materials can be used for students at SMAN 1 Bombana. Furthermore, based on the difficulty level of most respondents (students) said the sentence in the text easily understood means the text of the model of teaching materials can be read well by students.

Empirical Feasibility

Product feasibility based on empirical aspects is tested through evaluation by developers and user teachers, field trials on small groups, and field trials in large groups.

Preliminary Field Test Results (Test Validation and Revision)

The results of field tests used to see the response of respondents or teachers as users indicate that in general can be said that the model of teaching materials is quite effective to use. Based on open questions, the teaching materials model is considered positive by the respondent because it has advantages in terms of: (1) clearer when used because of the more specific directives of the book ever; (2) teacher books are helpful in classroom learning; (3) how to assess language skills in teacher manuals is very useful for teachers to assess students' language competence; (4) organizing learning units with competence themes more logical and clear in supporting the achievement of learning objectives; (5) student reading criteria readability available and easy to use; (6) has taken into account language politeness, a muft cultural approach, and a positive value; In accordance with the latest approaches, such as contextual, constructivism, authentic assessment, and portfolio; and introducing the use of language in politics.

In addition to having a positive value, the initial teaching materials model has drawbacks, namely: (1) there are images that do not fit with Eastern culture; (2) there is information that is too high for students in a Western context; (3) books should be printed more colorfully than books printed by the publisher; (4) information on grammar related to the theme of competence should be more reproduced; (5) information on difficult vocabulary needs to be included in the book.

Small Group Field Test Results

From the process of implementation and observation of implementation in small groups obtained positive data about critical reading model as literacy learning model that is based on critical literacy. Firstly only a few parts need to be removed and adjusted, and not combined with the addition of information or tasks to the material of this model. This indication shows that in general the contents of the Critical Reading Model as a model of good literacy-based reading learning.

However, the operationalization of this model still has weaknesses, especially in the allocation of time allocation at each learning stage so that at the beginning of learning seem to force the students to complete the learning activities at that stage consequently the students are not able to maximally complete the learning activities. The way out is spontaneously when the teacher's learning tries to give time for the next learning activity. The implications of this weakness are the time constraints in each learning stage making the learning rigid and impressed hastily therefore the teacher adjusts the student's learning speed to the total time allocated.

Field Test on Large Groups

Operational field trials in large groups were conducted to determine whether the product model of the teaching materials was ready to be used operationally in the field without the presence of the researcher. The results of the observations show some findings. First, the allocation of time is twice ninety minutes according to the range of materials and learning activities in this model. The teacher has enough time to explore step by step learning process. Similarly, when students encounter difficulties can get adequate assistance from teachers.

Operational Field Test (Test of Effectiveness)

Operational field test or effectiveness test determines whether the product model of teaching materials is ready to be used operationally in the field without the presence of the researcher. Prior to statistical testing, both paired t test and t test two free samples, prior to the pre-paid test, the normality test. As for the calculation, the researcher in this case using the tool of statistical application program in the form of SPSS 16 software. The prerequisite test result stated that the assumption of normality and homogeneity is fulfilled, so it can be continued by statistical hypothesis test, paired t-test and t-test of two free sating samples.

Therefore, the steps taken to answer the question are: first, perform the analysis of posttests results of the students both in the experimental group and in the control group. The analytical technique used is to perform statistical test parametric t test berpasanngan (paired t-test). This analysis is taken to test whether there is a significant difference between the value of pretest and postes value. If the statistical test results are significant then the meaning is the learning process is done effectively. After passing statistical tests using SPSS obtained, tcount = -7,623, df = 18 and p-value = 0.000 < 0.05, which means there is a significant difference between pretest value and postes value, hence means that the learning process is done otherwise Run effectively. Second, perform a comparative analysis between student learning outcomes in the experimental class and student learning outcomes in the control class. The analytical technique used is to perform statistical test parametric t test two free samples (independent Nest). This analysis is taken to test whether there is a significant or no difference between student learning outcomes in the experimental class and student learning outcomes in the control class. If the average of student learning outcomes in the group is higher than the control group, and the results of statistical tests are significant, then the meaning is that the use of critical reading models in learning English-Reading subjects is considered effective in improving the quality of student learning outcomes. After passing statistical test by using SPSS obtained tcount = -7.623, df = 18 and p-value = 0,000 < 0.05, meaning there is significant difference between postes value of experiment class and postes value in control class. This means that the use of critical reading models in learning English-Reading subjects is considered effective in improving the quality of student learning outcomes in the experimental class.

Final Model

After going through the stages of research and development and has been tested validity, practicality, and effectiveness through a series of trials, this model of critical reading is considered as final. This reading model is entitled "The Critical Literacy Based-Critical Reading Model as a Learning Model." This critical reading model consists of three major parts, namely: the introduction, learning activity units of three models, and supporting materials. These three parts are one mutually supportive unit.The introductory section is a user manual or guide. Learning units are the subject matter of learning in the form of handouts. Supporting material is a reference or reference for teachers and students that can be used in completing tasks in learning units.

Text 1

One Unit

Text 2

Session 1: Modeling Stage

I. Focus on Reading (20 Mins)
a. Pre-Reading
   1. Prediction) (10 Mins)
   2. Explaining strategy (10 Mins)
b. Whilst Reading (50 Mins)
   1. Immersion (20 Mins)
   2. Deconstruction) (20 Mins)
   3. (Reconstruction) (10 Mins)
c. Post Reading (10 Mins)
   1. Taking Actions
II. Follo w- Up (10 Mins)

Session 2: Practice Stage

III. Practice/Exercise (70 Mins)
IV. Reflection (20 Mins)
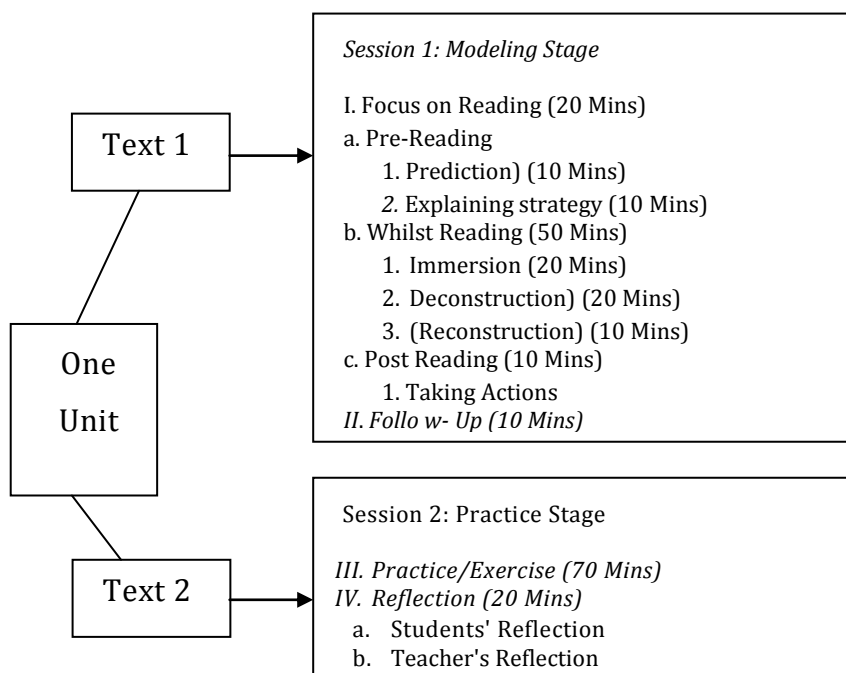   a. Students' Reflection
   b. Teacher's Reflection

Chart 3: Final Design of Critical Reading Model

Introduction
Front Cover
Back Cover
Table of Content
French Page
Background
Map of Model
Model Description
Users Manual

Units of Learning
Model 1 Song Lyrics
Phase A: Modeling
I.   *Pre-Reading (Prediction)*
      A. *Engaging Students Thinking*
      B. *Explaining critical literacy strategy*
      C.*Demonstrating*
II. *Whilst Reading (Immersion)*
      Guiding Students Thinking
III. *Extending Students Thinking (deconstruction)*
IV. *Post Reading (Reconstruction)*
      Phase B: Practice
V. *Practfce/Exercise*
      Phase C: Teacher's Reflection
      Model 2 Beauty and Body Image in Media Portrayal
      Model 3 Democracy
      Additional Materials
      Assignment Manual
      Glossary
      Answer Key
      Additional
      Opinion vs Facts
      Strategy and Technique of Critical Literacy Learning

Chart 4: Final Design of the Reading Model based on Critical Literacy as a Learning Model

2. Discussion

There are a number of limitations in this study regarding the methods and findings obtained. In addition, in the development and implementation of these instructional products, there are also a number of supporting and inhibiting factors. Likewise, this critical reading model product has its strengths and weaknesses.

This critical reading model was developed in accordance with the context and needs of teachers and students in grade X of SMAN 1 Bombana. So the product of teaching materials produced from this research has not been published on a large scale or for example to reach users of various backgrounds of the environment.

The pilots study of critical reading models in research and development is characterized by experiments accompanied by in-depth observations and interviews conducted solely by the researchers / developers themselves. This limitation is thought to affect the scope of the study. So that research activities are conducted in one place and time is limited to allow for intensive monitoring of researchers. Such situations cause the information of the research results to come only from a narrow range as well. In addition, the subjectivity of evaluations by developers may occur even though they may be reduced by the use of assessment instruments.

Control over other variables is not done in the experimental process. The same is true for different test as the test phase of product effectiveness of other variables is not controlled. This allows further research to be conducted with more stringent variable controls. Therefore, more detailed aspects of this model such as graphic design and image quality were not tested in the experiment. This also explains that in the process of model development is not done modification to these aspects. Consequently, this study can not provide information about the effects of those aspects.

Factors that support this development research are the context of students and teachers. The

context of a homogenous student can help approach the developer to focus more on themes of interest to all students. It can not be denied that there are differences in English proficiency, including in reading ability. The difference is not an inhibiting factor because it can be handled by the availability of supporting materials such as small dictionaries, answer keys, and other supporting materials. Furthermore, the variation in the qualifications of teachers involved in this research is helpful in providing input on the methodological issues of teaching and the critical reading of the model reading. More specifically when large group field trials, the teacher can complete all learning activities as planned in the lesson plan.

The findings obtained in the needs analysis are not entirely implemented in teaching materials developed due to limited limiting demands such as graphical aspects. The product of this critical reading model after going through the general evaluation stage is a combination of theoretical aspects and field needs with the ability of the developer to generate the model and the ability of the user to utilize and modify or adapt the model.

The product of this critical reading model is felt to still have flaws. Directives and commands at each stage of learning are sometimes still needed to be explained by the teacher to avoid misunderstanding of students. The readability with critical literacy is different from that of conventional reading. Therefore, teachers are advised to always remind students of the principles of reading by the handler. In addition, teachers should have awareness of certain topics that may lead to student rejection means that teachers should have complete information and understand the socio-cultural background of students.

E. Conclusion

The conclusions obtained from the results of the identification of needs with teachers as respondents showed that the textbook ever used in the subjects of English-Reading is less in line with expectations of teachers and students. The results of the identification of needs with the students as respondents showed that the teaching materials are sometimes too easy and difficult and boring because the pattern of the content of the materials is same. What researchers can do in developing this critical reading model based on needs identification is that the textbook consists of teaching materials for teachers and teaching materials for students, the content of learning addresses issues appropriate to the context of students, keeping up with the times And examples of lessons learned. Giving assignments and exercises that enable students to overcome the material that is too easy and boring is to give weight the level of difficulty of teaching materials and choose text that adds insight cognitively and affectively. Meanwhile, to overcome the occurrence of repetition of the material then the material is developed specifically with the point of view of critical literacy in the form of a template that can be adapted. Things that can not be done adequately by researchers is about the desire of students who like books rich with illustrations.

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