

The Effectiveness of a Critical Literacy Model to Improve Students' Critical Literacy Skills

Diyah Ayu Rizqiani¹, Sri Yuliani², Roziah³, Al Malikul Ikhwanda Putra⁴

¹ Universitas Islam Riau, Pekanbaru, Indonesia; diyah@edu.uir.ac.id

² Universitas Islam Riau, Pekanbaru, Indonesia; sriyuliani@edu.uir.ac.id

³ Universitas Islam Riau, Pekanbaru, Indonesia; roziah@edu.uir.ac.id

⁴ Universitas Dumai, Indonesia; wanda18.w1@gmail.com

ARTICLE INFO

Keywords:

critical literacy model;
critical literacy skill;
EFL reading class

Article history:

Received 2024-03-08

Revised 2024-03-28

Accepted 2024-06-03

ABSTRACT

In the current era of media saturation, the emphasis on teaching reading is on cultivating students' critical literacy abilities. This enables them to examine the specific social and political biases conveyed by an author and form a critical perspective on the topics addressed in a text. The objective of this study is to evaluate the efficacy of a critical literacy model in enhancing students' critical literacy abilities during English as a Foreign Language (EFL) Reading classes. A quantitative analytic method was employed for experimental study. The study was conducted in the English Language Education Study Program at a private university situated in Yogyakarta. There were 20 students in the sampling. The individuals in question were students in their fifth semester who enroll in the Critical Reading Class during the Odd Semester of the Academic Year 2022/2023. The data were acquired through the methods of observation, questionnaire administration, interviews, and reading assessments. The study's findings showed that the model was effective, as evidenced by the results of the independent T test indicate a statistically significant difference, with a significance level (two-tailed) below 0.05. In addition, the scores of the pre-test and post-tests in the experimental class surpassed those in the control class. The experimental group demonstrated a substantial improvement in their post-test score, achieving a gain of 3.64 points. In summary, the implementation of the critical literacy framework yielded significant improvements in students' critical literacy skills across various dimensions, including precision, coherence, profundity, analysis, and the identification of latent implications.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Diyah Ayu Rizqiani

Universitas Islam Riau, Pekanbaru, Indonesia diyah@edu.uir.ac.id

1. INTRODUCTION

Reading is a challenging skill for students in the EFL setting. Compare to the other language skills, it involves an active engagement between the reader and the text by incorporating several aspects, including prior knowledge, past experiences, and social, cultural, and political background. Furthermore, those factors build a student's understanding of a particular issue presented in a text. The role of reading is getting more important in this information era. Reading is no longer perceived as an activity to comprehend a text. In his book "Pedagogy for the Oppressed," Freire emphasizes the importance of reading as both an engagement with written text and an comprehension of the wider societal framework, represented by the expression "Analyzing both the written text and the surrounding environment." (Leal and Nascimento, 2019). Reading is considered as a process to raise awareness about various social problems that occur in society. In fact, teaching reading in EFL classes still only focuses on the text comprehension due to some reading problems such as low reading interest (Donal, 2015), limited vocabulary (Mohammad and Hasbi, 2021), linguistic problems (Lily, 2014), lack of reading habit (Iftanti, 2015), and lack of critical thinking skills (Jie, Yuhong, and Yuan, 2015); (Velayati, Muslem, Fitriani, and Samad, 2017).

The information era has led to major changes, especially in the educational aspect. Students have unlimited access to information from various sources; online as well as printed materials. Moreover, they are also an active user of social media for communicating and collaborating with people from all over the world. For this reason, students are required to have literacy skills. McLaughlin and Devoogd (2004) points out that being literate in the information era does not only mean having literacy. Students must possess the ability to employ critical thinking abilities in order to understand the underlying messages and assumptions that are disguised inside a text. In this regard, the aim of teaching reading in EFL classrooms today is no longer to develop student's communicative competence and teaching language skills discretely. Reading classes should equip students with critical literacy skills which help them manage information competently.

Critical literacy is more than just a learning approach. This reading exercise challenges commonly accepted texts or notions that are often unquestioned in everyday life. Since a text's objectivity is continuously questioned, critical literacy instruction must be incorporated into reading practice. It is important for readers to understand that texts always carry certain hidden ideas and reflect the author's point of view. The writers took their social and political issues into mind when they wrote the essay. Critical literacy is now recognized as an essential component in language education in various Western nations, including the United States, Canada, Australia, New Zealand, and several European countries. (Zhang, 2015). The educators in those countries adapted the tenets of critical literacy to develop critical classroom activities (Cadiero-kaplan, 2002). In the conventional reading class, the learning activities in a reading class focuses on word decoding and text comprehension. The teacher's instructions hinder the cultivation of culture, authority, and the capacity for critical thinking. The approach to teaching reading has shifted from solely enhancing students' communication skills to cultivating their critical language awareness in alignment with current language education trends.

The integration of critical literacy into the learning process could potentially benefit pupils to develop their abilities to analyze and question a text from a diverse point of view (Huang, 2011; Papadopoulos, 2017). To do so, students must use their critical thinking skills to explore ideas that go beyond texts. Integrating critical literacy into a reading lesson not only improves comprehension but also encourages children to read actively. The critical teachers consider the perspectives, backgrounds, and personal encounters of the students. For these reasons, there are many opportunities during the learning process to consider and evaluate the different perspectives on a given problem presented in the text.

Behrman (2006) implemented a widely recognized critical literacy strategy in the classroom. He integrated critical literacy into six educational assignments: The activities include: (1) reading supplementary materials, (2) reading other texts, (3) reading with a critical perspective, (4) creating a contrasting text, (5) conducting a research project based on student choice, and (6) participating in social activism. Students are assessed not only in accordance with their language proficiency and their text

comprehension, but also their voices, experiences, and histories. Therefore, instead of “learning to read”, it is better to focus on “reading to learn”.

In order to become critically literate, the students need to employ particular critical literacy skills when they read a text. Chambers and Radbourne (2015) classified critical literacy skills into eight categories namely: (1) Analyzing how a text constructs and treats its audience, as well as supporting or opposing the current quo, (2) Employing or considering contradictory and differing points of view to critique texts, (3) Challenging the inescapable fact of the disparity of power, (4) Uncovering the voices of people who have been marginalized or silenced, (5) Being involved in everyday politics through literacy, (6) Considering the circumstances and taking action to improve them, (7) Analyzing the processes by which the dominant group can acquire prevailing languages without undervaluing their language and culture, and (8) Examining how social activity, through challenging or revising cultural borders and discourses, could influence the existing discourse.

Some scholars defined critical literacy differently. Luke (2012) asserted that high-level comprehension in critical literacy necessitates learners to engage in critical analysis of written texts. Another concept of critical literacy was proposed by Coffey (2009). According to him, critical literacy refers to the capacity to actively and analytically assess written materials in order to understand and recognize instances of unfairness, authority, and disparity within human connections. In the same way, Yoon (2022) argued that critical literacy is the process of analyzing power through texts. The primary objective of critical literacy study is to analyses whose voice is amplified or diminished and how power is portrayed through linguistic patterns. Furthermore, Critical literacy is also believed of as an instructional approach which assists students in developing their critical perspective as they study languages (Luke and Dooley, 2011). Students can analyze the implicit messages conveyed by the author in a text and question the assumptions made by employing a critical literacy approach during a reading lesson. To put it another way, critical literacy holds that each text has an ideology of owning that expresses the author's viewpoint. To identify the social injustice shown in literature, build critical thinking skills, and question popular reading, students must use critical thinking.

The implementation of critical literacy in the classroom involves the utilization of critical literacy frameworks or models. Three basic critical literacy frameworks were developed by notable scholars. The initial critical literacy paradigm is the Four Resources Model, as proposed by Luke and Freebody in 1999. The proficient reader demonstrates four roles: the text encoder, who understands the relationship between spoken and written language; the text participant, who is familiar with the organization and management of written texts and selects visual elements to convey meaning; the text analyst, who recognizes that texts are constructed based on values, views, and interests and can contain bias, opinion, and viewpoint; and the text participant, who comprehends how different text types are constructed for specific objectives and can justify the methods used to achieve the desired genre-objective relationship.

The second critical literacy framework is the domination, diversity, access, and design model, as proposed by Janks in 2002. Domination can be categorized into two types: domination without access and domination without design. Access is classified into three categories: access without domination, access without variety, and access without design. Diversity can be categorized into three distinct forms: diversity without domination, diversity without access, and diversity without design. Design is categorized into three groups: design without dominance, design without accessibility, and design without diversity. This paradigm offers a comprehensive understanding of critical literacy, allowing students to extensively examine the connection between language, power, and the intricate nature of oppression as seen in many English language developments.

The final critical literacy framework is referred to as The Four Dimensions of critical literacy (Lewison, Flint, & Sluys, 2002). This approach emerged as a consequence of a thorough examination of critical literacy studies spanning three decades. The approach involves challenging conventional norms, examining other viewpoints, prioritizing sociopolitical concerns, and actively advocating for social justice. This paradigm, which is based on theoretical principles, uses the basic concepts of critical literacy.

All of aforementioned models were developed for the language learning in ESL setting. There are some factors which lead to the dearth of critical literacy model for teaching in EFL classrooms (Kim, 2016). Those factors are the dominant role of a teacher in a classroom, the classroom management, and the absence of critical literacy model which meets the characteristics of EFL students. It was documented that there are only two critical literacy models which were evolved for teaching reading class in EFL classroom (Abednia, 2015); and (Rizqiani, 2022). This study employed a critical literacy model which was developed by Rizqiani (2022) which is called Critical Literacy-Based Reading Instructional (CLBRI) Model. Unlike the other critical literacy models, CLBRI Model fits with the nature of the students in EFL classrooms, particularly in Indonesia. The model consists of six phases; (1) Familiarizing students with critical literacy, (2) Negotiated readings, (3) Getting the picture of the text, (4) Asking critical questions, (5) Discussing questions collaboratively, and (6) Writing a reflective journal. Based on responses of the students and lecturers in Critical Reading classes, they indicated that Critical Literacy-Based Reading Instructional (CLBRI) Model is very appropriate to be implemented in EFL reading class (the average score was 4.0). The model promotes student's learning motivation and interest, so that the students actively participated in all reading phases during the learning process.

On the other hand, critical literacy practices in EFL classrooms particularly in Indonesia are not well-documented. Gustine (2013) argued that language learning in Indonesia still focuses on a grammar-driven method that ignores the development of students' critical skills. There are some studies on critical literacy practice in Indonesian classrooms. The scholars focused on implementing critical literacy approach to teach English in Indonesian secondary schools (G G Gustine, 2013); examining the methods employed as well as the difficulties lecturers encounter when integrating critical literacy in reading classes at higher education levels (Hikmat, 2016); examining how the critical literacy method affects the critical reading abilities of prospective language teachers (Sultan, Rofiudin, Nurhadi, and Priyatni, 2017); the research includes the following: creating a critical reading model based on critical literacy as an instructional model (Rambe, 2017); developing teaching materials for critical literacy reading with a focus on cultural literacy (Damaianti, Damaianti, and Mulyati, 2017); examining the use of a prototype model that combines the Four Resources Framework and SQ3R to implement critical literacy (Setyaningsih, 2019); investigating strategies used by teachers to promote critical literacy among secondary school students (Gustine, 2018); and analyzing the application of critical literacy pedagogy principles in a reading class (Kurniawati, Sugaryamah, and Hasanah, 2020).

This study aims to examine the efficiency of the CLBRI model in teaching reading class, based on the problems indicated earlier. This study aimed to investigate the efficacy of the critical literacy model in enhancing students' critical literacy skills. Moreover, this study is anticipated to provide valuable understanding of the practicality of using the critical literacy paradigm in the instruction of English as a Foreign Language (EFL) reading courses.

2. METHODS

This study employed a quantitative approach, particularly a quasi-experimental study design utilizing a one-group pre-test and post-test design. Cook (2015) stated that quasi-experiment investigates the long-term effect to analyze the correlation among variables. This study utilizes a quasi-experimental research methodology as the researcher's objective is to analyze the impact of the intervention as held in the treatment phases. Also, the relationship between the cause (the critical literacy model) and the result (the development of the students' critical literacy skills) is demonstrated with a high degree of evidence.

This research design was carried out without randomization by involving selected participants into a particular group. The pre-test post-test design involved measuring the research participants both before and after they received a therapy in order to assess any changes that occurred. Furthermore, The pre-test was administered prior to the treatment, while the post-test was conducted subsequent to the treatment, in order to assess the impact of the critical literacy model on enhancing the students' critical literacy skills.

Group	Pre-Test	Treatment	Post-Test
Experiment	O1	X	O2
Control	O3	-	O4

(Adopted from Creswell, 2014)

Figure 1. Research Design

The researcher conducted this enrollment in a private university located in Yogyakarta. The study's sample consisted of 36 students enrolled in the English Language Education Study Program. They were the third-semester students enrolled in Critical Reading class during Odd Semester of academic year 2022/2023. There is no text provided. For this investigation, the researcher chose 19 students to be assigned to the control class. Also, A total of 17 students were chosen as research participants for the experimental class. The research participants were selected using the purposive sampling technique. The researcher chose individuals or groups who possessed expertise and experience regarding the topic. They also should have willingness and enthusiasm to join this research. Through purposive sampling, the researcher was able to choose the research participants which were able to provide rich data.

In order to obtain data, the researcher gave reading tests as The pre-test was administered to both the control and experimental classes. Following the administration of the pre-test, the researcher proceeded to provide the therapy to the experimental class. During the treatment, the researcher collaborated with the reading lecturer for teaching critical reading by using the critical literacy model. After conducting treatment, the researcher administrated the reading test as the Post-test conducted for both the experimental and control classes. The objective of the post-test was to assess the efficacy of the treatment. Ultimately, the researcher conducted a comparative analysis of the pre-test and post-test outcomes in order to assess the efficacy of the critical reading model. The data was examined using the Independent Sample T-Test (Arikunto, 2016).

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

- t = t – test (testing significance)
- Md = mean deviation between pre-test and post-test
- $\sum x^2 d$ = the sum of square deviation
- N = total number of students
- 1 = constant number

In order to assess the accuracy of the reading test, the researcher conducted a validity test using expert judgment and readability tests. First, expert judgment involved two reading lecturers from one of the state universities in Yogyakarta as the raters. The expert opinion results suggest that the reading test is valid (87.5%) to be administered in Critical Reading class by justifying some of the test items. Second, a readability test was conducted to measure how well the students understood the questions in the test items. There were five students involved in the readability test, they were students in the third semester of the English Language Education Study Program. The results of the readability test demonstrate that the reading test is readable, the students were able to comprehend every test item well. Following the validity test, the researcher proceeded to administer the reliability test in order to assess the consistency of the test item. It was administrated only to the valid test items by using Kuder Richardson (K-R. 20) because the reading test instrument is a dichotomous test. The reliability test shows that $r_{11} = 0.78$ ($r_{11} \geq 0.70$ means the test is reliable), therefore, it was safe to conclude that the test items in the reading test were reliable.

3. FINDINGS AND DISCUSSION

This section provides the descriptive data for the analysis of the pre-test and post-test, as outlined in Table 1.

Table 1. The Results of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	17	76	86	81.65	2.827
Post-Test Experimental Class	17	78	90	85.29	3.177
Pre-Test Control Class	17	65	76	70.53	2.939
Post-Test Control Class	17	70	78	73.18	2.744
Valid N (listwise)	17				

Table 1 indicates that the implementation of the critical literacy model had a good influence on the students' ability to analyze and evaluate texts critically. It could be seen Based on the outcomes of the descriptive statistics in table 1. The class average value in the experimental class was 81.65 and it was increased to 85.29. Following the administration of the medication, the students in the experimental class. Furthermore, The descriptive statistics reveal both the minimum and maximum scores in the pre-test. According to the data presented in table 1, the pre-test had a minimum score of 76. Meanwhile, the pre-test achieved a maximum score of 86. The post-test had a minimum score of 78 and a maximum score of 90. The modifications indicate that the deployment of the critical literacy model had an effect on the Critical Reading class. Additionally, the descriptive statistics were analyzed, and a normality test was conducted to see if the collected data came from a population that follows a normal distribution. The results of the normalcy test are displayed in table 2.

Table 2. The Results of Normality Test

Tests of Normality				
Class	Kolmogorov-Smirnov ^a			
	Statistic	df	Sig.	
Results of Pre and Post-Tests.				
Pre-Test Experiment	.191	17	.102	
Post-Test Experiment	.176	17	.168	
Pre-Test Control Class	.160	17	.200*	
Post-Test Control Class	.171	17	.200*	

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The researcher conducted the normality test from Kologorov-Smirnov. Table 2 indicates that The significance level (Sig.) was greater than 0.05, indicating that the acquired data followed a normal distribution. Following the normality test, the researcher proceeded to conduct the homogeneity test in order to evaluate if the two data sets were obtained from the same distribution. Table 3 displays the outcomes of the homogeneity test.

Table 3. The Results of Homogeneity Test

Test of Homogeneity of Variances				
Levene Statistic	df1	df2	Sig.	
.016	1	32	.900	

Table 3 shows that the significance based on the mean is more than 0.05, indicating that the collected data has passed the homogeneity test. The homogeneity test results indicated that the

acquired data exhibited a homogenous distribution, as they were generated from a comparable distribution.

Following the completion of the normality test and the homogeneity test, the researcher proceeded with the final analysis known as the independent T-test. The objectives of this test were to analyze the two samples from distinct groups and determine whether the samples exhibit dissimilarities. Moreover, the independent T-test is designed to evaluate these assumptions:

Ha: There is a notable impact of the critical literacy model on the student's critical literacy skills

Ho: There is no impact of the critical literacy model on the student's critical literacy skills

The results of the independent T-test are displayed in table 4.

Table 4. The Results of Independent T-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Implementation of CLBRI Model	Equal variances assumed	.016	.900	11.901	32	.000	12.118	1.018	10.044 14.192

Table 4 presents the Sig. (2 tailed) < 0.05 which meant that There was a statistically significant association observed between the two variables. The implementation of the critical literacy model has the different impacts on the student's critical literacy skills between the group of Students who were instructed utilizing critical literacy model than without using the critical literacy model in Critical Reading class. Therefore, it was safe to conclude that the alternative hypothesis is accepted because the critical literacy model was effective in improving the student's critical literacy skills.

The enhancement of critical literacy skills is evident in all aspects of critical literacy, including precision, coherence, profundity, analysis, identification of concealed messages, and implementation of proactive measures. The computation of the enhancement score in the pre-test and the post-test is displayed in table 5.

Table 5. The Improvement of Critical Literacy Skills

Indicators	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Accuracy	17.35	18.41	13.17	13.76
Clarity	17.11	17.29	13.64	14.47
Depth	14.70	16.64	14.58	15.29
Analysis	15.82	16.17	13.88	13.94
Uncovering Hidden Message	10.70	10.76	9.52	9.94
Taking Action	5.94	6	5.12	5.76
Average Score	13.60	14.21	11.65	12.19

Table 5 indicates that the critical literacy skill which obtained the highest improvement score (0.83) was clarity. Paul and Elder (2006) defined the total use of evidence, data, and examples to strengthen the arguments. In other words, clarity defines as the ability to identify and use the facts, data, and examples which were taken from the text to support the readers' arguments. As the students read an expository text entitled *In Search of Higher Ground: The World's Cities Must Take Action Against Rising Sea Levels, before it's too Late* in the post-test, they were able to find the evidence of rising the sea level in

Jakarta. They identified some natural phenomena which proved the decreasing quality of ground water in Jakarta due to water exploitation. To find more examples of the rising sea level which occurs to some cities around the world, the students compared and read other relevant articles from different sources such as scientific articles and also newspaper articles.

On the other hand, the lowest improvement score was obtained by analysis (0.06). According to Paul and Elder (2006), analyzing information accurately is considered essential for understanding the context and choosing the suitable evidence. The students in the Critical Reading class found developing critical literacy skills to be particularly tough, as many of them were only at the level of basic understanding. To achieve high accuracy, the readers must activate their critical thinking skills to criticize the author's bias, interpret fact and opinion, uncover the hidden message, challenge multiple perspectives, and also evaluate the social, cultural, historical, and political contexts. As the students read the text entitled *Indonesia's Child Prostitution Problems*, they struggled to find the relevant sources such as the similar articles adopted from a newspaper or magazine, which were important to comprehend the issue from the multiple perspectives as described in this following excerpt.

- Lecturer: Guys, do you bring the texts which have a similar topic?
(the students answered simultaneously that they brought the texts).....
- Student 9: I have one article Ma'am, judulnya "Police uncover horrific child prostitution syndicate in Jakarta".
 Artikel ini saya dapat dari Jakarta Globe tahun 2020.
 [I have one article Ma'am. The title of my article is "Police uncover horrific child prostitution syndicate in Jakarta". I got it from Jakarta Globe (2020)].
- Lecturer: All right, what is the article all about?
- Student 9: The article tells about ten teenagers who are forced to become a prostitute. They serve ten clients every day. These traders are the exploitation of children which provide huge profit.
- Lecturer: Do you think the author of your article has the same perspective about prostitution problems?
(the student kept silent)
- Student 9: I think my article supports the first article Ma'am
- Lecturer: Really?
 How do you know?
- Student 9: My article tells about prostitution in Jakarta Ma'am ehemmm.....

The excerpt demonstrated the struggle experienced by the students to find the relevant sources. In order to analyze the issue from the multiple perspectives, the students should find other resources, either from newspaper or magazine, which have the similar author's perspectives. Student 9, as seen in the excerpt, selected inappropriate article because the author in his another article had different point of view from the author of the article given by the lecturer.

The second highest improvement score in critical literacy skills was Depth (0.71). Paul and Elder, (2006) stated that Depth represents the involvement and interconnection which indicate the conscious thinking in several variables such as circumstances, setting, concept, and question. As the students achieved the literal comprehension, they had inadequate skills to correlate the objective and the concept presented in the reading text. For instance, the students read the text entitled *In Search of Higher Ground: The World's Cities Must Take Action Against Rising Sea Levels, before it's too Late*, they encountered difficulties in analyzing the author's social and political interests on the text production. Consequently, they assumed that this is simply a reading text which aims to inform the readers about the environmental issues in Jakarta.

Another critical literacy skill which was also challenging for the students in Critical Reading class was accuracy which obtained the improvement score 0.59. Paul and Elder (2006) defined accuracy as the accurate comprehension of the essential objective or ideas presented in the text. To achieve high accuracy, the students should be able to correlate their comprehension with the knowledge in the real world to build new insight on the related issue (Grabe, 2010). In fact, since they were lack of information on how child prostitution develops in the society these days and also the effects of child prostitution toward the children's psychological aspects, they analyzed the information in the text entitled *Indonesia's Child Prostitution Problems* inaccurately. Literal comprehension led them to comprehend the text, but they overlooked the social context where the issues happened.

Among the six critical literacy skills, taking action and uncovering hidden message are the heart of critical literacy skills. Engaging in action is regarded as a productive advancement due to the acquisition of fresh information (Lewison et al., 2002). To initiate or carry out a course of activity, the students do not need to join a social protest movement, but they need to do such a collaborative activity and a self-reflection. The progress score of taking action was 0.54. In taking the action, the students were required to perform certain action after reading a text. For instance, after they read a text entitled *Violence in Indonesia's Schools*, they prepared some steps to avoid the adverse effects of technology. They realized the two sides coin of technology. It might be beneficial for their life only if they can make use of technology properly. This study's findings support the earlier study conducted by Lee in 2011. He involved the pre-service teachers in Midwestern University, America to take action by reading a text critically, problematizing and examining the hidden assumption from the multiple perspectives.

The last critical literacy skill is uncovering hidden message. This skill leads Janks (2013) encourages students to engage in critical reading by going beyond the surface level of the text and questioning commonly accepted interpretations. The improvement score of uncovering hidden message was 0.42. To uncover the hidden message, the students need to achieve the critical comprehension to analyze the meaning which is constructed in the text. As they read a text entitled *In Search of Higher Ground: The World's Cities Must Take Action Against Rising Sea Levels, before it's too Late*, they confessed that they only knew few information about The transfer of the capital city to East Kalimantan. Consequently, they encountered a problem to analyze the social and political interests that underlie the capital city relocation plan. This study is consistent with the findings of a previous investigation conducted by Huang (2011). He assisted the students in interpreting the hidden message presented in the text, to reveal the hidden message inscribed by the author, interpreting how the author positions the readers, and comprehending the deep meaning of the author's voice.

Regarding the significance of critical literacy skills in developing the student's critical awareness, the lecturers can integrate some strategies in their reading class (Hikmat, 2016). Those strategies are using various texts which have different difficulty level of text, stimulating student's reading interest by involving them in the reading topic selection process, training the student's to create critical questions, discussing questions collaboratively, and asking the students to write a summary or a response paper. Similarly, in order to enhance their ability to analyze and evaluate information critically, the students must evaluate and question the information that they obtain from internet and printed information sources, challenge the common reading by trying to see a phenomenon from alternative perspective and discovering the relevant information sources to build a deeper understanding of a particular issue.

4. CONCLUSION

The findings of this study indicate that the critical literacy model is successful in enhancing the critical literacy skills of pupils. The critical literacy skills consist of six components: accuracy, clarity, depth, analysis, taking action, and revealing hidden messages. The implementation of the critical literacy model gave the significant impacts in term of depth and clarity. The model builds the students' critical arguments which were supported by data, facts, and examples, and also established the

interconnection between the text and the context. To do so, the students analyzed the information by reading the relevant articles from different sources to compare, contrast, and synthesize the information. This study also reveals that the students lack critical thinking skills to interpret the fact and the opinion, analyze the author's bias, read a text from multiple point of views, and also analyze the social and political interests on the text production. For those reasons, analyzing skill obtained the lowest improvement score in this study. Based on the findings of this study, it can be confidently stated that the adoption of the critical literacy model is feasible for the students in the intermediate level, although they require a training on how to correlate the topic and their previous experiences, develop a critical question, and write a self-reflective journal.

The constraint of this investigation is found in the variety of text types used in Critical Reading class. Due to the time constraint, the researcher only employed the argumentative texts during the treatment phase. Therefore, this study opens the feasibility for further researches. Another researcher might use the other text types such as expository text and news article. In addition, a critical literacy model might be implemented in the other Proficiency in language encompasses the abilities of comprehension, verbal communication, and written expression. Finally, the model is also possible to be integrated in the curriculum in the different educational levels such as in the kindergarten, elementary school, and also high school.

Acknowledgments: The researcher expresses gratitude to the students at English Language Study Programs who served as research participants, as well as to the colleagues who provided significant assistance throughout the data gathering and analysis procedure.

Conflicts of Interest: The writers assert that they have no conflict of interest.

REFERENCES

- Abednia, A. (2015). Practicing Critical Literacy in Second Language Reading. *International Journal of Critical Pedagogy*, 6(2), 77–94.
- Behrman, E. H. (2006). Teaching About Language, Power, and Text: A Review of Classroom Practices That Support Critical Literacy. *Journal of Adolescent & Adult Literacy*, 49(6), 490–498. <https://doi.org/10.1598/jaal.49.6.4>
- Cadiero-kaplan, K. (2002). Literacy Ideologies : Critically Engaging the Language Arts Curriculum. *Language Arts*, 79(5), 372–381.
- Chambers, J., & Radbourne, C. (2015). Developing Critical Literacy Skills through Using the Environment as Text. *Language and Literacy*, 17(1), 1. <https://doi.org/10.20360/g2fk58>
- Coffey, H. (2009). Critical Literacy. <https://doi.org/10.4018/978-1-6684-5022-2.ch003>
- Cook, T. D. (2015). Quasi-expermental design. In *Wiley Encyclopedia of Management* (pp. 1–2).
- Damaianti, V. S., Damaianti, L. F., & Mulyati, Y. (2017). Cultural Literacy Based Critical Reading Teaching Material with Active Reader Strategy for Junior High School. *International Journal of Evaluation and Research in Education*, 6(4), 312–317.
- Donal, A. (2015). Students Reading Interest (A case study at FKIP of the university of Pasir Pengaraian). *Journal of English Education*, 1(1), 23–31.
- Grabe, W. (2010). Fluency in reading — Thirty-five years later. *Reading in a Foreign Language*, 22(1), 71–83.
- Gustine, G G. (2013). Designing and Implementing a Critical Literacy-Based Approach in an Indonesian EFL Secondary School. *International Journal of Indonesian Studies*, 1, 2–21.
- Gustine, Gin Gin. (2018). a Survey on Critical Literacy As a Pedagogical Approach. *Indonesian Journal of Applied Linguistics*, 7(3), 531–537.
- Hikmat, M. H. (2016). Developing Students ' Critical Literacy in Reading Clss at an English Education Department in Indonesia. *The 1st International Conference on Language, Literature, and Teaching.*, 474–481.

- Huang, S. (2011). Reading "Further and Beyond the Text": Student Perspectives of Critical Literacy in EFL Reading and Writing. *Journal of Adolescent & Adult Literacy*, 55, 145–154. <https://doi.org/10.1002/JAAL.00017>
- Iftanti, E. (2015). Poor Reading Habit : At Glance Reflection. *Lingua Scientia*, 2(1), 35–38.
- Janks, H. (2002). Critical Literacy : Beyond Reason. *Australian Educational Researcher*, 29(1), 7–27. <https://doi.org/10.1007/BF03219767>
- Janks, H. (2013). Critical literacy in teaching. *Education Inquiry*, 4(2), 225–242.
- Jie, Z., Yuhong, J., & Yuan, Y. (2015). The Investigation on Critical Thinking Ability in EFL Reading Class. *English Language Teaching*, 8(1), 83–94. <https://doi.org/10.5539/elt.v8n1p83>
- Kim, S. J. (2016). Opening up Spaces for Early Critical Literacy : Korean Kindergarteners Exploring Diversity through Multicultural Picture Books. *Australian Journal of Language and Literacy*, 39(2), 176–187.
- Kurniawati, N., Sugaryamah, D., & Hasanah, A. (2020). Proposing a Model of Critical Literacy Program for Fostering Indonesian EFL students' Critical Thinking Skills. *Journal of Education and Learning (EduLearn)*, 14(2), 234–247. <https://doi.org/10.11591/edulearn.v14i2.15084>
- Leal, S., & Nascimento, M. (2019). The Importance of the Act of Reading: Theoretical- Methodological Convergences and Divergences with Paulo Freire. *Pro-Posições*, 30, 1–23.
- Lee, C. J. (2011). Myths about Critical Literacy : What Teachers Need to Unlearn. *Journal of Language and Literacy Education*, 7(1), 95–102.
- Lewison, M., Flint, A. S., & Sluys, K. Van. (2002). Taking on Critical Literacy: The Journey of Newcomers and Novices. *Language Arts*, 79(5), 382–392.
- Lily, Z. (2014). A Discussion of Linguistic Factors Relating to English Reading for Chinese Mongolian Students at Thong Dap University. *Studies in Literature and Language*, 9(3), 136–142. <https://doi.org/10.3968/5820>
- Luke. (2012). Critical Literacy : Foundational Notes. *Theory into Practice*, 51(4), 4–11. <https://doi.org/10.1080/00405841.2012.636324>
- Luke, A., & Dooley, K. (2011). Critical Literacy and Second Language Learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 1–17). Routledge.
- Luke, & Freebody. (1999). Further Notes on the Four Resources Model. Retrieved from www.readingonline/research/lukefreebody.html
- McLaughlin, M., & Devoogd, G. (2004). Critical Literacy as Comprehension: Expanding Reader Response. *Journal of Adolescent & Adult Literacy*, 48(1), 52–62. <https://doi.org/10.4324/9780203839713.ch40>
- Mohammad, Z. A., & Hasbi, M. (2021). Reading Difficulties in English as a Second Language in Grade Five at Saint Patrick's High School for Boys, Hyderabad-India. *Arab World English Journal*, 12(4), 521–535.
- Papadopoulos, I. (2017). Promoting Critical Literacy in the EFL Context: Implementing a Project to Young Learners. *European Journal of Language and Literature*, 7(1), 107. <https://doi.org/10.26417/ejls.v7i1.p107-120>
- Paul, R., & Elder, L. (2006). The Miniature Guide to Critical Thinking: Concepts & Tools. Retrieved from www.criticalthinking.org
- Rambe, Y. (2017). Development of Critical Literacy Based-Critical Reading Model as a Learning Model. *Journal of Indonesian Language Education and Literary*, 2(1), 73–82.
- Rizqiani, D. A. (2022). *Developing A Critical Literacy-Based Reading Instructional (CLBRI) Model for English Language Education Students*.
- Setyaningsih, E. (2019). Bringing Critical Literacy into Tertiary EFL Reading Class. *Indonesian Journal of Applied Linguistics*, 9(2), 297–307. <https://doi.org/10.17509/ijal.v9i2.20220>
- Sultan, Rofiudin, A., Nurhadi, & Priyatni, E. T. (2017). The Effect of the Critical Literacy Approach on Pre-Service Language Teachers' Critical Reading Skills. *Eurasian Journal of Educational Research*, 71, 159–174. <https://doi.org/10.14689/ejer.2017.71.9>

- Velayati, N., Muslem, A., Fitriani, S. S., & Samad, I. A. (2017). An Exploration of Students' Difficulties in Using Critical Thinking Skills in Reading. *Al-Ta Lim Journal*, 24(3), 195–206.
<https://doi.org/10.15548/jt.v24i3.298>
- Yoon, B. (2022). Critical Literacy for English Language Learners. In *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1740>
- Zhang, G. (2015). Learning Critical Literacy in ESL Classrooms. *Creative Education*, 6, 1316–1321.