STUDENTS' CRITICAL READING STRATEGIES : THEMATIC

ANALYSIS

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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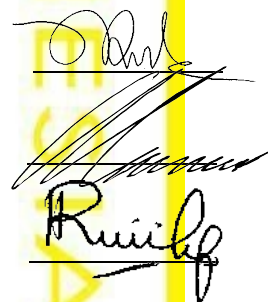
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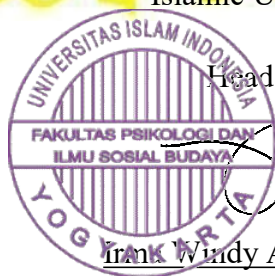
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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not

contain any work of others except those cited in quotation and references, as a

scientific paper should.

Yogyakarta, 17th March 2021

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MOTTO

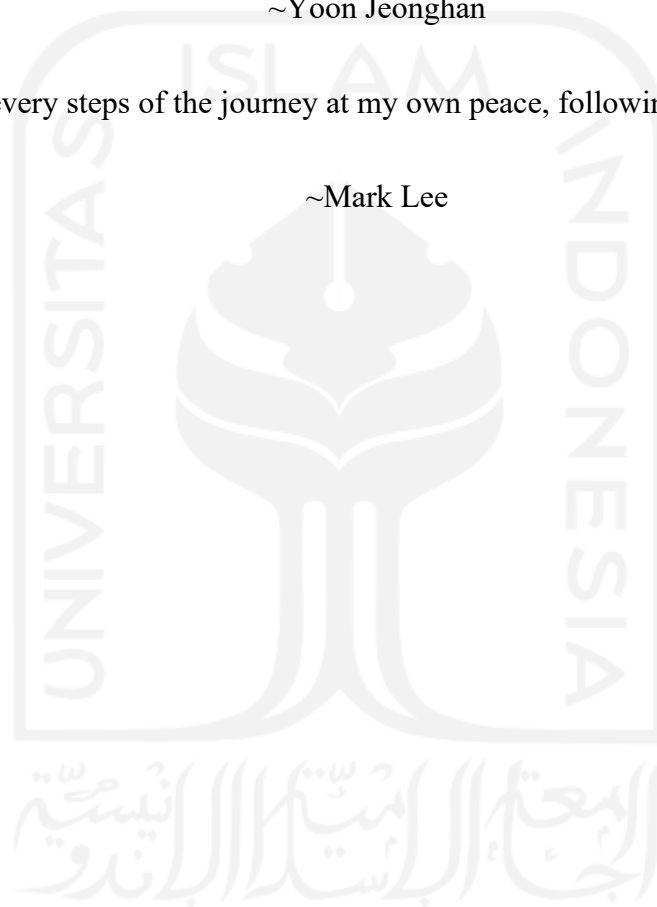No matter how hard it is, or how hard it gets, I'm going to make it

~Les Brown

Go in the flow but continue to proactively put in effort

~Yoon Jeonghan

Enjoying every steps of the journey at my own peace, following my own rhythm

~Mark Lee

DEDICATION

I dedicate this thesis to myself, who is always in a stable and happy condition to work on it. I also dedicate it to my parents who always believe in me. Those who never force me and always support the path I choose, my thesis supervisor who helped me work on my thesis, and my lovely friends who became my support system during my college days. I hope this thesis is a good start for me to continue my journey of my future.

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Furthermore, this research is still far from perfect and it needs a lot of improvement so that recommendation and suggestion are highly appreciated. Besides, I hope that this research could be beneficial for the readers. *Amin Ya Rabbal 'Alamin.*
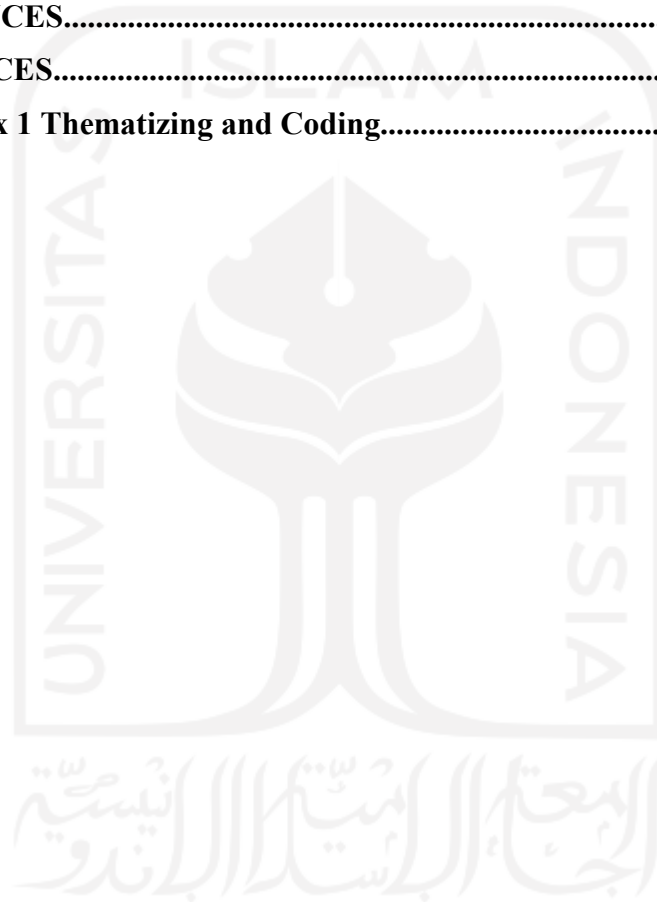
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ABSTRACT

The aim of this research is to describe and investigate critical reading strategies used by students. This research employs a qualitative approach as a research design. This research was conducted in one of private universities in Yogyakarta. The participants of this research were two English Education Department students who have taken Critical Reading Literacy class. The data were collected from interviews as the main source in this research. This research used thematic analysis to analyze the data findings. The findings of this research are levels of analysis, constant questioning, selecting information and particularly highlighting as the main critical reading strategies that used by the students. Furthermore, the critical reading strategies such as highlighting and the way students identify the misinformation help students to increase awareness in order to avoid misinformation that may exist in the articles that they read.

Keywords: *Critical reading strategy, Reading Class, Thematic Analysis*

CHAPTER 1

INTRODUCTION

This chapter present an introduction of the research. It contains background of the study, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Reading plays a significant role in students' academic life. Various kinds of information are obtained through reading. However, the amount of information obtained makes students aware of the importance of filtering information. Filtering information itself conforming to Palme (1998) is tools to find the most valuable information, so that people can spent a limited time on interesting and valuable documents. In other words, indeed filtering information is important to avoid undesirable things because many information that spread have a non-licensed, that is the information that spreads are included as false news, fake news or hoaxes.

For students, it is particularly important to be able to sort out the information obtained. According to Kuta (2008) and Tovani (2000) in Nasrollahi, et al (2015) critical reading strategies offer a variety of strategies, such as Annotating, Previewing, Scan& Skimming, Facts vs. Opinions, Drawing Conclusions,

Monitoring One's Own Comprehension, Summary, Paraphrase, Synthesizing and Questioning. The critical reading strategies mentioned can be used to help students sort out information carefully to avoid misinformation, such as fake news.

Douglass (2017) also shared that reading comprehension is particularly important for preparing children to become critically literate, it helps children accurately understand and interpret information by making connections between what they read and what they already know, working out what is important, and spotting the difference between fact and fiction. So, critical reading can be an alternative way to improve students' thinking skills.

As stated by Georgiadou, et.all (2018) the need to develop greater awareness of the problems created in the post-truth era is urgently needed, especially in the post-truth era where there is a lot of fake news spreading. Dwijandono (2017) also figure out the importance of educating students about hoaxes. In his research he defines five steps that can be applied in advanced reading classes to sensitize the students to suspicious elements of hoax news and increase their critical thinking skills. In previous study by Haryati et.al (2017) her result showed students critical thinking increased significantly from 6.45% to 72,2% by using hoax news to develop student's interpretation, analysis and identification ability. Interpretation, analysis and identification itself are part of critical reading strategies. In line with Larking (2017) the results of the research survey have clarified that there is evidence that students can use critical reading strategies in their control, although there is a need for prior instruction. So that it can be concluded that students can

use critical reading strategies to help their knowledge when they read some text but still students need more instructions and practice using.

Seeing the results of such previous studies, students' critical thinking need to be improved by critical reading to make students more careful in receiving information for example make students more aware of misinformation such as fake news but there are not so many answers have been found that mention regarding what kind of critical reading strategies that students use for it. To full fill this gap based on the critical reading strategy described by Kuta (2008) and Tovani (2000) in Nasrollahi, et al (2015) which are believed to be able to encourage students to think critically since students can share their opinion when criticizing it, this research aims to investigate what are critical reading strategies that can be used to help students sort out and understand information. So that, the main purpose of this research is to answer what are critical reading strategies that can be used to help students sort out information carefully.

1.2 Formulation of the Problems

In this research the writer formulates the problem of the study as follows:

- What are critical reading strategies that can be used to help students sort out information carefully?

1.3 Aims of the Study

The main aims of this study are to answer what are critical reading strategies that can be used to help students sort out information carefully.

1.4 Significance of the Study

There are some benefits expected from this research which are conceptual nd empirical. For the conceptual benefits, this research can be recommendation and serve as additional reference for future researchers who are conducting similar research. Then, for the empirical benefits, this research is expected critical reading strategy can be one of alternative way to help students to sort out information carefully to avoid misinformation, expected to help teachers to teach the students to be more carefully in receiving information by using critical reading strategies, and share the knowledge about critical reading strategies.

CHAPTER 2

LITERATURE REVIEW

This chapter present about related and relevant studies of this research. It also contains a theoretical framework that is given in order to make this research more understandable.

2.1 Critical Reading Strategy

In college life, to complete each reading task students needed to find information from trustworthy sources. However, the vast amount of information obtained should makes students aware of the importance of filtering information to avoid undesirable things, but this will be difficult if students' reading skills are low. In looking for the information needed, students need strategies in reading so that they do not waste too much time. In this case, the reader does not swallow the information that is obtained completely but also thinks, interprets and evaluates it.

As stated by Flynn (1987) in Combs (1992) critical reading is an interactive process that combines several levels of thought. In keeping with Juniardi (2017) critical reading is deeper and more complex engagement with the text, it is more active way of reading. It can be said that an interactive process occurs when because the reader does not only read but also communicates with written statements such as "What is the relationship of paragraph 1 and paragraph 2?", "What is the connection between lines 3 and 5?", "Why do the authors emphasize these words?". Simply, read the lines, read between the lines and read beyond the lines, so the reader can reflect and deciding what to believe or do. It can be concluded that a critical reading is a process of analyzing, interpreting and,

sometimes, evaluating the larger meanings of a text and how those meanings are created by the text. When students read critically, students use their critical thinking skills to question both the text and their own reading of it.

For several people, critical reading is hard. They said if they read critically it makes you think twice. Based on that statement, that is why there are critical reading strategies. Harida (2016) states "Critical reading strategies is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts". So, critical reading strategies will help the reader to find deep information from the text.

Based on all these facts, the following steps are suggested by Tovani (2000) to assist student critical reading critically process: Reader need to set a purpose of reading before reading a text, previewing the text, give an attention to print features and text structures, highlight the text while you read, make connections between the text and reader personal experience and knowledge, monitor comprehension of the text, and summarize the key points when reader finished reading. In brief, as argued by Kuta (2008) and Tovani (2000) in Nasrollahi, et al (2015), the critical reading strategies are Annotating, Previewing, Scan&Skimming, Facts vs. Opinions, Drawing Conclusions, Monitoring One's Own Comprehension, Summary, Paraphrase, Synthesizing and Questioning.

Kuta (2008) and Tovani (2000) in Nasrollahi, et al (2015) divide the critical reading strategies to 10 strategies. First, annotating, is the action to highlight the word or phrase in the text, it is such as reading reaction to and questions about a text directly on the page. Second, previewing, is kind of getting overview of text

structure, text cues, pictures, and personal experience prior to reading a text. Third, scan and skimming, is finding out the key features of the reading and reading to get only the gist of the text. Fourth, facts vs opinions. Facts can be proved, undisputed, have concrete evidence and opinion is refers to a belief, a value, can be argued. Fifth, drawing conclusions, is looking for a clue in the text, thinking about what those clues trigger in prior knowledge, and making a prediction. Sixth, monitoring, is a strategy that monitoring understanding by checking to see if the text makes sense. Seventh, summarizing, is briefly present the main ideas of the text such as write a paragraph or more that presents the main ideas in your own words. Eighth, paraphrasing, is restate and clarify the meaning of a few sentences from the text. Reread the passage to be paraphrased and look up unknown words. Translate information into your own words. Ninth, Synthesizing is combine ideas and information selected from different texts. Look for patterns among your sources, possibly supporting or refuting your ideas or those of other sources. The last, questioning, is write questions while you read a text for the first time, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. From ten strategies, the reader can choose what strategy that suitable with them to read a text and the reader can use more than one critical reading strategy.

2.1.1 The Application of Critical Reading Strategies

The amount of information that comes from various sources causes an "explosion of information" everywhere so that the information received is unstoppable and makes people often overwhelmed, which over time causes people

to be lazy to study and examine information. Therefore, it is necessary to have critical thinking developed by every community. The development of critical thinking itself can be grown by critical reading. By reading critically, the information received can be filtered beforehand due to multiple layers of thought processes. As stated by Flynn (1987) in Combs (1992) critical reading is an interactive process which uses several levels of thought simultaneously. In short, layered thinking processes like these can become useful tools for acquiring new information in a new situation.

In education field, critical reading strategies can be used to assess students' reading comprehension, to evaluate whether the students understand the texts they read or not, especially for students, it is particularly important for them to be able to sort out the information so students can avoid misinformation, for example one of the most dangerous misinformation is fake news or hoax. Students should be introduced to the concept of hoax and how to identify it. The teacher can explain to the students the definition of hoax and then show them some examples of hoax.

Because of the convenience that offered by the internet is rather dangerous, it is therefore necessary to improve the critical thinking of each individual through critical reading. To ease the development of critical thinking through critical reading, as stated by Roe et all., (1991) in Combs, (1992) "The critical reading task should be approached with an open-minded, problem-solving attitude and critical readers should constantly ask questions about the text they are reading.". In this way, the reader is not only a reader but also an observer of their reading.

There are relevant studies that have been done previously related to this research. First research conducted by Georgiadou, et.all (2018) the results show it is imperative to develop awareness and curricula for critical literacy. Not only students but also people in general need to be able to distinguish between credible and reliable information, untruthful or malicious information. The researchers stated that university-level educational institutions need to introduce critical literacy in all their lecture programs.

The second research conducted by Haryati, et. all (2017) the results show that hoax news is a learning material that can promote students' critical thinking. In this research, students critical thinking increased significantly from 6.45% to 72,2% by using hoax news to develop student's interpretation, analysis and identification ability. The researcher used essay test as the instrument to assess students' critical thinking which adopted the model of Holistic Critical Thinking Scoring Rubric (HCTSR).

Then third researched is conducted by Dwijandono (2017) about five steps that can be applied in advanced reading classes to sensitize the students to suspicious elements of hoax news and increase their critical thinking skills. The techniques suggested by the researcher have been used and it proven that there is such a way to avoid hoax news through critical reading. The researcher also stated that the steps of the lesson are aimed at raising the students' awareness of the critical attitude toward news.

The fourth research is conducted by Larking (2017) the results of the research survey have clarified that there is evidence that students can use critical reading

strategies in t heir control, although there is a need for prior instruction. So that it can be concluded that students can use critical reading strategies unconsciously to help their knowledge when they read some text but still students need more instructions and practice using.

2.2 Theoretical Framework

In general, this research consists of some key constructs related to the students' critical reading strategy.

Table 2.2. Theoretical Framework

Subject	Key-Concepts	Key-Components	Sub-Components
Critical Reading Strategies	Critical reading is an interactive process which uses several levels of thought simultaneously (Flynn, 1987 in Combs, 1992). Therefore, critical readers should constantly ask questions about the text they are reading (Roe et all., 1991 in Combs, 1992)	• Several levels of thought • Constant questioning	• Analysis • Synthesis • Evaluation
	Harida (2016) states "Critical reading strategies is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts".	• Assessing Information through Critical Reading	• Selecting Information

According to Axelrod and Cooper (2002), Annotating, Previewing , Scan&Skimming, Facts vs. Opinions, Drawing conclusions, Monitoring, Summarizing are the most important applicable strategies for reading critically. (Nasrollahi, 2015)	• Critical reading strategies	• Kind of critical reading strategies

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discussed about the methodology of the study. It contains the research design, setting and participant, data collection, data analysis technique, and trustworthiness.

3.1 Research Design

The researcher chooses a qualitative design because it best serve to answer the questions and the purposes of the study. This reason is supported by Cresswell (2012) "Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore." It means, qualitative research is concerned with developing explanations of a phenomena therefore qualitative design is suitable to use. Researchers need to dig up as much information about the variables of the interviewee to get the results of in-depth interviews. According to Jackson et.al (2007) "Qualitative research is primarily concerned with understanding human beings' experiences in a humanistic, interpretive approach." Thus, In order to obtain in-depth data, an approach such as interview is needed to get a lot of information from the interviewee, so that the interview becomes the most appropriate and the main method of data collection, then the results of the interview will be transcribed and interpreted by the researcher to produce descriptive data. Similarly, Cresswell (2012) also stated that the criteria of qualitative design are exploring a problem trying to develop detailed understanding of a central phenomenon, then having the literature review, state

the purpose and research questions, collecting data from a small number of participants, after that analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, and the last steps writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

Meanwhile, the thematic analysis method is implemented because the flexibility to describe and to explain the data analysis. Braun & Clark (2006) defines thematic analysis as a method for identifying, analyzing, and reporting the pattern (themes) within data. Researcher chooses a thematic analysis as a method is mainly because the flexibility to use in a case to describe and explaining the descriptive data, also thematic analysis is facilitating for novice researcher to find the answers from the data. As stated by Braun & Clark (2006), thematic analysis can produce rich and detailed data from flexible research tools.

3.2. Setting and Participant

In this study, the researcher involved 2 of students from private universities in Yogyakarta who have taken Critical Reading Literacy class. The participants for this research is English Education Department students who have taken Critical Reading Literacy class. Participants are selected who have criteria relevant to the research aims/questions of a given study. Purposive sampling is used in this study because it is more appropriate in accordance with the research objectives to solve the research problem. Purposive sampling is a technique in qualitative research to use limited resources to be more effective in identifying and sorting

information-rich cases (Patton, 2002). Purposive sampling is designed to provide information-rich cases as participants are those who have the required status, experience, or knowledge of interest to the researcher. It involves identifying and selecting individuals or groups of individuals who have special knowledge about or are experienced with the phenomenon of interest (Cresswell & Plano Clark, 2011).

The researcher take 2 students from 1 class with criteria based on the final grade of the student for 1 semester, students with high achievement and low achievement are the 2 selected participants. The use of the final grade in one semester to choose sampling is in order to see the comparison of the answers given by students, are there differences in answers regarding critical reading strategies like what students use in reading. The interview were conducted at the place that has been agreed on.

3.3. Data Collection

Data collection techniques for this research is done through interview. According to Gay (2012:386) an interview is a purposeful interaction in which one person obtains information from another. With this technique, researchers are expected to be able to get in-depth information from interviewees. Interviews can provide information that researcher couldn't get through observation, such as observation information about past events. The interview model is unstructured interview, as stated by Gay (2012:386) "the unstructured interview is little more than a casual conversation that allows the qualitative researcher to inquire into

something that has presented itself as an opportunity to learn about something at the research setting." Researcher have provided ten questions generated from and based on several other researchers' theories. Of the ten questions that have been provided, as the interview goes on it is expected that there be questions outside the set of question. Most of the data collected from interviews is in the form of texts, either oral or written.

Table 3.3 Interview Questions

Subject	Key-Concepts	Key-Components	Interview Questions
Critical Reading Strategies	Critical reading is an interactive process which uses several levels of thought simultaneously (Flynn, 1987 in Combs, 1992). Therefore, critical readers should constantly ask questions about the text they are reading (Roe et all., 1991 in Combs, 1992)	Several level of thought	1. When you read a text do you read a text slowly or just scanning? Why do you do that? Is it hard to get a point of the text? 2. In reading, you not only just read a text but also think about the text. A researcher said when you read text, there are several levels of thought simultaneously; Analysis, Synthesis, Evaluation. What do you think of this strategy? 3. How do you break down (analyze) the text so you can read easily? When you have an idea in your mind about the text that you read, how do you combine (synthesis) your idea to be one surely idea? To make the text clearly understand, how do you draw the conclusions?
		Constant questioning	4. When you read a sentence in a text that looks odd, so that makes you think of the sentence, how do you respond to the situation? Will you not think about it or look for the common thread

		contained in the sentence and relate it to the next sentence or the previous one in the text? What do you do if you are curious about one sentence that makes you wonder? Then when you find such anomaly and the reading does not match what you expect, how do you handle it?
Harida (2016) states "Critical reading strategies is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts".	Assessing information through critical reading	5. How do you find that the statement from the text needed to be analyzed? Which part of the text do you analyze? Is it only through the title? Or are there any other parts? Why do you do that? How do you draw conclusions from the text?

6. Do you have your own way to identify hoaxes? What are those ways? Why using those strategies? What kind of hoax characteristics do you recognize?

7. How do you know if the news is hoax or contained fake information? Which part of the text that probably indicate as hoax? Why do you think so? |
| According to Axelrod and Cooper (2002), Annotating, Previewing , Scan&Skimming, Facts vs. Opinions, Drawing conclusions, Monitoring, Summarizing are the most important applicable strategies for reading critically. (Nasrollahi, 2015) | Kind of critical reading strategies | 8. There are several critical reading strategies that mentioned by researcher; annotating, previewing, scan & skimming, facts vs opinions, drawing conclusions, monitoring and summarizing, paraphrasing, synthesizing, and questioning. How is your strategy to read a text critically? |

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9. Which of these strategies is the easiest to use? Which one is most challenges to use? Which one do you often use and why?

10. How can your critical reading strategy affect your reading?

3.4 Data Analysis Technique

After the data from the interview is collected, the results of the interview is transcribed by the researcher and then analyzed. The data is analyzed using thematic analysis method. According to Braun and Clarke (2006) "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set." The process starts to look for patterns of meaning and issues of potential interest in the data. The endpoint is the reporting of the content and meaning of patterns (themes in the data). Transcribe the data should begin in phase one, then make a brief note of ideas and the potential coding schemes and continue to the coding/analysis process.

Braun and Clarke (2006) divide step by step doing thematic analysis as 6 phases, there are familiarizing the data as phase 1 like repeated reading of the data by transcribed the interview result, phase 2 is generating initial codes by the interesting point of the interview, after that searching for themes as phase 3, in this phase the analysis is widened, from code-shaped points collected into one to form a theme. It may be helpful at this phase to use visual representations to help sort the different codes into themes. Phase 4 is reviewing themes, it begins when devised a set of candidate themes, and it involves the refinement of those themes. Phase 5 defining and naming themes, in this phase it's time to perfect the theme by filtering it. Then analyze it and identify each theme. The last, phase 6 producing

the report by telling the complicated story of the data in a way which convinces the reader about the benefits and validity of the analysis.

After data analysis, the data collected being reduced and simplified. The mass of data has to be organized. Organizing data must be done to make it the researcher easier to sort out the suitable data for use, whether reduced or reconfigured. Miles and Huberman (1994) describe data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data is not only to be condensed and minimized for the sake of manageability but also be modified in such a way so that it can be understood to the research. As supported by Krippendorff & Bock (2009), they stated "Human error is highly involved in data analysis, since there is the risk for researchers to misinterpret the data gathered, thereby generating false and unreliable conclusions."

3.5 Trustworthiness

As stated in Shenton (2004), one such author is Guba, who proposes four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study. By addressing similar issues, Guba's constructs correspond to the criteria employed by the positivist investigator such as credibility (in preference to internal validity), transferability (in preference to external validity/generalizability), dependability (in preference to reliability), and confirmability (in preference to objectivity).

In this study, credibility be used as proof of trustworthiness. As cited from Anney (2014) "Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985)." It can be concluded that a research can be seen its authenticity depending on the level of credibility measurement itself. The researcher studied the data from the raw interview material of the participants until a theory-informed themes emerged to support the phenomenon being studied from the participant's perspective. The credibility of the findings and the interpretation of researchers with various sources (audiences or groups) that are the source of the data is very concerned about to ensure that the research results are valid

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter discussed about the findings of the research. It contains the findings, thematizing and coding, and discussion.

4.1 Findings

This section discusses the main findings found by researchers when conducting research on students' critical reading strategies. In this study, researcher interviewed two participants who were English Language Education students who had taken Critical Reading and Literacy (CRL) class. Both participants have different categories of final scores from the critical reading and literacy courses. S1 is the student with the highest score and S2 is the student with the lowest score. Interviews were conducted with researchers throwing several questions related to critical reading and literacy to students.

As the results of this study, the researcher found that there were many kinds of critical reading strategies used by participants that help them to sort out information carefully, there were 12 types of strategies used by participants, including scanning (SCAN), reading slowly (RS), taking note (TN), highlights (HL), Facts vs Opinions (FO), underline (UN), summarizing (SUM), coloring (COL), combine ideas (COM), paraphrase (PR), and synthesizing (SYN). Of the 12 strategies, it was found that respondents most often used highlights (HL) and underline (UN). Participants were able to select information (SI) with their several

level of thoughts, which is analysis (SLOT-LA) triggered by curiosity which made participants constantly questioning (CQ) about the articles they read.

Furthermore, in this study the themes that participants were less prominent were several levels of thoughts; synthesis (SLOT-SYN) and evaluation (SLOT-EVA). In the process, respondents not really aware of synthesis and evaluation in the level of thinking that the respondents are experiencing. So that this is not so highlighted because of the lack of information that respondents have. The two respondents had similar answers in synthesis and evaluation. In synthesizing the two respondents both re-read each paragraph and then linked the ideas from each paragraph, while for evaluation, the two respondents both took important points in the text they read.

4.1.1. Thematizing and Coding

The researcher has divided the variations of the respondents' answers into several categories. Each answer has a theme that has been categorized based on the results of the researchers' analysis of the answers given by participants based on their experiences in learning critical reading and literacy. Then, the researchers sorted the categories based on the ranking of how many of these themes were trending or frequently mentioned by respondents during interviews, from the most to the least. This study has four major themes and one sub-themes which will be discussed in the discussion section.

Table 4.1. Thematizing and Coding

Construct	Theme	Sub-Theme	Code	Total Trend
Several Levels of Thought	Levels of Analysis	-	SLOT-LA	12
Constant Questioning	-	-	CQ	10
Assessing Information Through Critical Reading	Select Information	-	AICR-SI	27
Critical Reading Strategies	Kind of Critical Reading Strategy	Highlighting	CRS-KCRS-HL	16

In the previous table, the researcher shows examples of the coding based on the thematizing process. Furthermore, the researcher will show the meaning of coding in the table below.

Table 4.2. Coding Translation

CODE	TRANSLATION
S1	Student 1
S2	Student 2
SLOT	Several Levels of Thought
LA	Levels of Analysis
CQ	Constant Questioning
AICR	Assessing Information through Critical Reading
SI	Select Information
CRS	Critical Reading Strategies
KCRS	Kind of Critical Reading Strategy
HL	Highlighting

4.2 Discussion

In this section, the researcher will elaborate on the interview results with the theories elaborated from the previous chapter.

4.2.1 Student's Several Level of Thought

Flynn (1987) stated in Combs (1992), there are several levels of thought, analysis, synthesis and evaluation. Like a grade level, analysis becomes first of thought, which when it is linked into the reading process, analysis is the first ability students use when they see the text. Based on the Cambridge dictionary, analysis is the process of studying or examining something to learn more about it. In this study, from the three types levels of thought initiated by Flynn, only the analysis was mostly done by students.

In the interview, the writer started by asking what the students did for the first time reading the text—both S1 and S2, by reading the title first.

> **"Read the title"** (SLOT-LA/S1-16)
>
> **"Read the title and see the text at a glance"** (SLOT-LA/ S2-15)

Reading the title while receiving a text is the first step of reading. Usually, the title contains the contents of the text. Reading the title is a part of what is commonly called previewing, which is part of critical reading. In simple terms, previewing means familiarizing yourself with reading material. Huang (2009) defines previewing as the activity provided to equip readers with essential background knowledge for understanding what readers next to read. In this way,

the reader begins thinking about any experiences that may have related to the subject.

S1 added that even though S1 read the title first and thought that the title already represented the reading content, S1 still read the entire text, though S1 already had background knowledge of the text because S1 did not want any information to be missed. Meanwhile, S2 also felt that the text title did not really describe the text's entire content.

> "I keep reading slowly. **The problem is that you don't know if the text contains new information or not. I was afraid that later if there was new information,** when I was asked by the lecturer then I answered that I didn't know because I read only briefly, which actually the text is contained new information. Then I don't really understand the meaning of the text if I just read it at a glance" (SLOT-LA/S1-22)

> "**I'm not sure it's just the title, so the assumption is still unclear, but I already know what the text is about**" (SLOT-LA/S2-16)

To clarify, the writer asked whether only reading the title could find out the text's main content and cause it not to read the entire text or not, both S1 and S2 answer keep reading the entire text to get a better understanding of the text.

> "**If there are instructions, maybe I read it more slowly so I understand the meaning of the text.** The problem is that sometimes while reading paragraph 1 then we want to continue reading paragraph 2 but our minds are still stuck in paragraph 1" (SLOT-LA / S1-18)

> "For example, I want to read paragraph 1, **then understand paragraph 1 first and then continue to the next paragraph**" (SLOT-LA / S2-28)

In their daily lives, based on the above interview results, the two students entered a stage in the analysis process, Camangian (2013) introduced five levels

of analysis. First is explicit, which requires reading for facts, seeking information straight from the reading. Second is implicit, means makes inferences based on suggested meaning, the clues from context, and reading between the lines. Third, theoretical that is philosophical or conceptual interrogations are used to explain the meaning of texts. Fourth is interpretive, this analysis is based on readers' emotional and intuitive responses to the analysis conducted on the prior levels of analysis. Then the last is applicable, this level of analysis looks to arrive at practical implications. These five levels of analysis discuss articles that students read by challenging students to understand the central ideas of the text, connecting concepts to their reality, and extrapolating useful ideas to be applied in students' daily lives.

This analysis process can lead students to become active readers, critical readers. In critical reading, the analytical skills that students can do when reading a text-based on Correia (2006) in Munawaroh (2013) can be like analyzing where and when the text was written, why the text was written, what is the content of the text and to whom the text is addressed. Therefore, the strong analytical skill of students in reading texts can lead students to read better.

4.2.2 Students Constant Questioning

From a very young age, children actively seek to understand the world by asking adults constant questions. This is a natural human trait. Through adult help and observation skills, children get answers to their questions. Children's sense of

curiosity makes them active to thirst for answers, so they often ask the same questions.

According to Massey (2003), when readers realize the need to understand the text further and begin to understand it in questioning the text, it means that students are mentally active to become active readers. For example, students will ask a text that is being read with "What does the writer of the text want us to know?", "How can I check the facts in this text?", "What is missing from the text?" or "How could the text be not like this?". Questions like that make students active readers.

In facing a text that arouses curiosity, both S1 and S2 answer that they will reread the text to connect each text's common threads so that their questions are answered.

> "**Read on for understanding, what this is about.** Then the interesting part is usually the problem conflict, right? We are curious and definitely want to read it again. How could it happen like this. **So like rereading**" (CQ / S1-40)
>
> "**Reread**" (CQ / S2-35)

Chang and Millet (2013) stated that in their research, students who read the text repeatedly could better understand the content of the text than students who only read the text once. When students want to reread the text, this is where students start to question the text they are reading.

Questioning is a strategy that readers use to engage with the text. Questioning technique helps the reader to explain and understand what is being read. Palincsar

and Brown's (1984) in Pressley and Gaskins (2006) made clear that the reader could be taught to use questioning to understand the text. In line with Pressley and Afflerbach (1995) in Setijawati (2013) questioning text during reading helps students to think critically about the purpose of reading to get a meaning from the text that is being read.

The need to fulfil the curiosity of every question posed by students, makes students connect it with their background knowledge to get points to connect with each paragraph in the text to get answers. S1 expressed an opinion that background knowledge could help them easily digest the content of each paragraph.

> "Oh, we already know a few, mba, but if it's like the hm scientific one or the discovery of something, that's what we don't know, maybe eee..it's more difficult but **if it's a topic that you already know quite a bit or it's general knowledge maybe it's more easy to digest and more connected because it means the topic is about this**" (CQ / S1-20)

> "Of course, even if there is one paragraph that doesn't understand, **there must be some points that make us 'oh yeah it reminds me of something'** even if it's like a word or a sentence that doesn't really understand, it's like they can be related to one another" (CQ / S1-37)

S1 felt that if there were a paragraph that made it strange, S1 would seek answers to the previous paragraph's discrepancies and then linked it to each paragraph to obtain complete information, as did S2. However, S2 added that if they did not find the clue or answer to the question, S2 would ask the teacher for help.

> "Yes, mba, I'll go back to read the previous paragraph, because **if I don't read it again, the information will be gaps**" (CQ / S1-38)

> "**Just read it again until you find which one is odd**, maybe ask the lecturer or who understands it" (CQ / S2-34)

What has been done by S1 and S2 is a characteristic of critical readers that is able to raise questions while reading. Wallace (2003) added that a critical reader carries out a thinking process to form connections between context and personal knowledge to gain understanding. Generating or asking questions about a text helps students clarify their thinking and better understand what they are reading.

4.2.3 Assessing Information Through Critical Reading (Selecting Information)

Reading is like a conversation between the writer and the reader. It means the writer expresses the idea through printed pages or online pages and the readers try to catch the idea by using words. In obtaining information, not all readers can grasp the meaning intended by the writer in one reading process because not all writers convey the aim of the text on point and in easy-to-understand words. Writers can use idioms in the text, especially if the writers write the ideas in language that differs from the reader's first language, it makes the reader more difficult to grasp the point of the text.

S1 representing S2 revealed that the text given by the lecturer was a text that was full of implied meaning so that students had to think critically to know what was

> "There are lots of texts and **the text is also quite stiff, mba, which is basically full of the implied meaning**" (AICR-SI/ S1-6)

> "**My lecturer often gives texts that are rarely heard and implied** so that we are provoked to think critically about what the text means" (AICR-SI/S1-74)

Students need to read more than once to help students access information or make conclusions from their reading, especially in reading with implicit meaning. So, in this case, students need to read critically. As stated by McDonald in Tomasek (2009), critical reading is an alternative way of reading that requires student understanding beyond the common reading approaches, such as the personal background to text. Critical reading is more than reading casually. It more active because it is a deeper and more complex to engage with a text (Juniardi, 2007).

To assessing or obtain information, students need to engage with the text they read to find the linkage between each sentence in the text, such as analyzing paragraphs one by one to select appropriate information. However, analyzing text requires extra thinking time. When S1 feels the reading is odd and does not get complete information, S1 reread part of the issue in the text. Meanwhile, S2 reread the most complex part for S2 which made S2 little confused.

> "The first, **paragraph whose topic has never been heard**, mba, I must be more curious, then ... the topic of the problem is beyond what I expected." (AICR-SI/S1-45)

> "Maybe **part of the problem** mba, the cause could be, what is the cause of the problem, then what is the end result?" (AICR-SI/S1-47)

> "**Part of the problem**" (AICR-SI/S1-51)

> "**The most complex part and perhaps one that is arguably not very clear**" (AICR-SI/S2-41)

Not until the analysis, S1 and S2 reread the entire text to interpret and evaluate the text. With thoughts like "What is the relationship of paragraph 1 and paragraph

2?", "What is the connection between lines 3 and 5?", "Why do the authors emphasize these words?" make students reread the entire text so that they can draw a common thread from each paragraph of text to make complete conclusions.

> "Taking the conclusion, yes according to what I've imagined earlier, **my opinion is based on what is called e ... the text that I understood earlier by reading the facts**, mba" (AICR-SI/S1-55)

> "**Looking for the conclusion while rereading**, the important points are well chosen" (AICR-SI/S2-42)

Conforming to Talebi (2015) critical reading provides students with the opportunity to think and analyze information critically. It means being able to see the context with a broader perspective related to their critical understanding and get the opportunity to evaluate the context they are facing, by thinking "what is missing from the text?". The readers should pay attention to several aspects such as how they understand the words and information from the text, understand the ideas and details, and then be able to make conclusions as a form of information that is accessed from the text.

In an article, there is a lot of information obtained. Therefore the ability to filter information is needed to get a good article to read and free of the hoax. To find information in the text, first, understand the main ideas and details of the text, find out information by identifying facts or opinions, know the author's purpose in writing the text, understand the tone and bias of the text, and summarize the text that is read. They are based on the concept of ideas suggested in critical reading strategies (Harida, 2016).

One of the most dangerous misinformation is fake news or hoax. The main reasons fake news or hoaxes are such a big deal is that they are often so trustworthy that they can easily spread with the thought "sounds right". Hoaxes are mostly written to create a shocking emotional response, whether it is fear or anger that causes someone to panic and spread it unintentionally. Which is the aim of the spread to question the truth, but because it was accepted by many people, it caused various reactions. The approach to hoaxes must be rational and critical. An article to get reader engagement must start with an interesting article title or headline, readers must be careful when finding articles with interesting titles, which may contain click bait. When reading, be more critical by asking "Why am I interested in reading this article? Is there anything missing from this reading? Does this reading fit my point of view? Am I triggered to share this news with others? Why?". All posts that attract attention have the opportunity to become viral, that is why it is so important to double-check what has been read.

When the writer asked how to indicate an article or text contained hoaxes in it, the two students answered that there was a click bait in the title or a headline that was too excessive and ended up manipulating the reader.

> "Usually, the text that is **a hoax is manipulating**, using adjectives that are too excessive. In order to influence the thinking of a group of people, **it's usually like using an excessive amount of adjectives like for example, very dangerous**…………………" (AICR-SI/S1-56)
>
> "Yes, the headline is because…. too ... too over, **a click bait**" (AICR-SI/S1-62)
>
> "**Usually there is mostly click bait from the title**" (AICR-SI-/S2-54)

Click bait web content is designed to entice people to click on a link to an article also often misrepresentative and therefore risks spreading distortion of the truth (Xing, 2016). Article writers usually use click bait to create a 'curiosity gap' between the content being read and the readers. Excessive click bait can become a hoax if the reader does not receive the information critically. Click bait on headlines is a major contributor to the spread of fake news on the internet because it is often misleading and unverified and rarely corrected (Silverman, 2015)

In the past, print media were the main source of information, now they are slowly being replaced by online media, which can present information quickly and in real-time. Dissemination of information through online media is one of the sources where hoaxes can spread quickly. In the interview, S1 shared the experience of receiving hoaxes in the form of chats sent by a friend to a group chat. The story that S1 experienced proves that hoaxes contain news that gives the reader a shocking effect by bringing ambiguous news that leaves a big question mark after reading it because there are no other details that can be verified so that the news is considered unclear. S2 also said the same thing, that hoaxes are news with no clear source.

> "**Usually from the hoax text, there is a command line, right?** What is it like ... e ... yesterday I got the text from a friend, not   text, just one sentence, like this "**Don't leave the house** …" Batam is close to Singapore, the next text said "Don't leave the house because Singapore will rain disinfectants so that Covid will disappear." But that's all. **There are no other details** as to whether Indonesia will be affected or not. **No detail about where did   it   come from, then there's no date either, it just   says** **"tomorrow".** We also don't know the truth, and it   just says "tomorrow". What if someone reads it late? It could

interpret tomorrow for the next tomorrow, right?"
(AICR-SI/S1-59)

"An unclear news" (AICR-SI/S2-49)

The two students were quite critical in accepting this hoax phenomenon; both realized not to swallow articles or reading texts that could not be verified. From the S1 story, the information received by S1 from a friend is not clear because it is not clear where the source of the news first appeared, there is no certainty on the date of it, there only says "tomorrow" which feels so ambiguous. Nor is there any legal source that can verify it. So it is clear that the information is fake news or hoaxes.

"Just read, **keep checking** whether it's complete or not, **where is the source from**, marked a little, underline if there is something strange" (AICR-SI/S1-65)

"I just **compare** it usually, and when I reread it more carefully then find words that I think are disturbing, then I mark that words. It's the same as usual reading, but like being more careful, underlining the ambiguous words so that they **can be compared with other sources**" (AICR-SI/S2-51)

Kuta (2008) and Tovani (2000) in Nasrollahi, et al. (2015), promote annotating in the critical reading strategies. Annotating is the action to highlight the word or phrase in the text; it is such as reading the reaction to and questions about a text. When students feel strange with their reading, students mark the part that they think is odd and seek clarity from the part that has been marked. S1 and S2 both try it by checking the sources first.

In looking for news sources to verify hoaxes, the two students did not only stick to one source but also searched for other sources to compare information on topics suspected of being fake news with relevant and legal sources.

> "The trick is to **read from other sources with the same topic**, mba, if it's not a hoax, there must be legal sites that share it according to their respective organizations, like for example the BMKG is about earthquakes, right? If there is unclear news about an earthquake, just check with BMKG to make sure, if for example it's already at BMKG, try looking again from other sources, compare it. That's how I can confirm it." (AICR-SI/S1-67)

> "Usually **compared to other texts on the same topic**" (AICR-SI/S2-46)

> "**Because many hoaxes only explain the same topics without any evidence**" (AICR-SI/S2-50)

What has been done by S1 and S2 is the application of critical reading strategies in identifying hoaxes. Besides highlighting, S1 and S2 also use comparison and contrasting strategy. Confirm on Salisbury University's (2009) in Cequeña presents seven strategies: previewing, contextualizing, questioning, reflecting on challenges to your beliefs and values, outlining and summarizing, evaluating, and comparing and contrasting. Comparing and contrasting is described as exploring the similarities and differences between two or more texts to understand them better. From different reading sources, the reader differentiates and links various texts to read texts to analyze their similarities and differences. Furthermore, Allen (2004) describes the process of comparing and contrasting as a tool to assist in making a concept clear by asking the reader to think deeply about the text to determine similarities and differences.

4.2.4 Highlighting as a Critical Reading Strategy

As argued by Kuta (2008) and Tovani (2000) in Nasrollahi, et al. (2015), the critical reading strategies are Annotating, Previewing, Scan&Skimming, Facts vs Opinions, Drawing Conclusions, Monitoring One's Own Comprehension, Summary, Paraphrase, Synthesizing and Questioning. Of the 10 strategies proposed, in the interviews, the two students mentioned highlighting and underlining, which are part of annotating as critical reading strategies used. Both students admitted that the use of annotating is beneficial for remembering the point of the text. The use of colour in annotating is also intended to differentiate each marking's purpose based on its colour.

> "…...**highlighting** words that you don't understand"
> (CRS-KCRS-HL/S1-74)

> "**Highlight, but maybe the color is different,** for example pink color is a sign that is easier to understand, not highlighting which is already understood."
> (CRS-KCRS-HL/S1-85)

> "Just **underline** the important points"
> (CRS-KCRS-HL/S2-33)

> "Moreover, **underlining** is really important"
> (CRS-KCRS-HL/S2-68)

Highlighting or underlining are both techniques in annotating. Annotating is marking text activity to indicate that the marked part is important or something that the reader does not understand. Annotating can be done by highlighting a sentence using a highlighter, underlining a phrase, circling a word, or making small notes on the remaining pages. The annotation process helps readers track ideas and questions and supports a deeper understanding of the text. Annotating is a strategy that uses while reading, and it

promotes active reading that helps the reader to reach a deeper level of engagement to the text (O'Donnell, 2004). Suzanne (2011) added that annotating helps keep track of the impressions, ideas, reactions, and questions of the reader in the reading process. It makes the readers dialogue with the text.

In the interviews, S1 and S2 frequently mentioned highlighting and underlining as a critical reading strategy often used. For highlighting, students' tool is the highlighter, while for underlining students use pencils or pens, either black or other colors. Highlighting and underlining are both reading marking activities; the difference is that highlighting gives a more striking colour than underlining because it produces a thicker line of colour.

> "I think it makes a difference. For example, I used another strategy before but I didn't understand, I didn't get it, so that means the strategy can't be used by me, like for example, if it's just summarize, without highlighting it will definitely forget, "What was that about?" like that **so usually if I want to write it down and highlight it, I remember "oh this is what needs to be noted"** like that"
> (CRS-KCRS-HL/S1-102)

> "**Underline is the main thing**, so I know which one I have to pay attention to, so that it will look right when compared to other news from other media"
> (CRS-KCRS-HL/S2-73)

Highlighting improve students memory performance (Yik et al., 2019). Based on students' experiences, S1 and S2 agree that highlighting can improve students' concentration on reading, thus helping students focus on points in the text and easily remember them. Also, Agusta, Amir, and Wahyuni (2014) added the application of annotating when reading has its own advantages, such as help

readers concentrate, pay attention to and understand important points. It enables

the readers to catch and understand implied meaning in the tex

CHAPTER V

CONCLUSSION AND RECOMMENDATION

This chapter describes the summary of the research based on the findings and the discussion. It is also followed with the recommendation for the future research in educational learning especially in critical reading.

5.1. Conclusions

The conclusions of this study was based on the findings and discussion of the students' critical reading strategies from two students who had taken the critical reading class and had different final scores. The findings of this study are levels of analysis, constant questioning, select information and particularly highlighting as the main critical reading strategies that used by the students. In this study it was found that the level of thinking of the two students was mostly done at the level of analysis, where both of them started looking for information in the text by reading the title first, as a form of previewing, which then continued reading the entire text, if needed the students would relate it to their experience and background knowledge.

To satisfy their curiosity, the two students will re-read the text, then look for the points from each paragraph, so that they can find answers their curiosity. Questioning is a strategy that can engage students with the text and help students to explain and understand what is being read. In assessing or obtaining

information, students need to engage with the text they read such as analyzing paragraphs one by one to select appropriate information. .

In this study, it was found that the role of highlighting as a critical reading strategy was to help students sort out information carefully. Highlighting is useful for marking parts of an article that students find odd or make students confused when reading it. In that situation, after marking the part that the students thought was odd, S1 and S2 both try it by checking the sources first. The two students were not stuck in one source only but also looked for evidence from other relevant and legal sources.

In seeking information from various sources, students have to filter information, one of the ways is by highlighting, this process supports students to get a deeper specific understanding of the highlighted sentence, students will find out more about this to reach a deeper level of engagement to the text so that it is easy to comparison and contrasting the topic of the sources found. S1 and S2 agree that highlighting can help students to improve reading concentration because students focus on the highlighted sentences.

Based on these findings, there was no significant difference between the two participants, S1 and S2 in what kind of critical reading strategy they used. Even though the two students had different score in the class, both of them did not realize that they were doing critical reading with the process of accessing information called the critical reading strategy. During the interview, the two students generated different enthusiasm for answering questions, S1 as the student

with the highest score added many personal stories based on their experiences, so that a lot of information could be extracted from S1, in contrast to S2, S2 often provided information only according to with the questions asked. However, it was found that both students often used highlighting as the most frequently used critical reading strategy.

The researchers concluded that the critical reading strategies such as highlighting and the way students identify the misinformation it help students to increase awareness in order to avoid misinformation that may exist in the articles that they read. Students can do many things to be an active and critical readers. Whatever it is, one important point that every reader should have is they willingness to apply it in reading activity. Being active and critical readers can give some advantages for them and support their effort to have a good ability in reading.

5.2. Recommendation

Based on the findings, the researcher wants to suggest some recommendations that can help further researchers in developing research in critical reading strategies. Since this research is qualitative and only examines two students who have taken the Critical Reading Literacy class in one class, as recommendation, the researcher recommends that the research can be developed into quantitative research implicate students in higher education in reading class for example in international program.

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APPENDICES

Appendix 1 Thematizing and Coding

THEMATIZING AND CODING INTERVIEW

Respondent	Line	Transcript	Construct	Theme	Code
S1	16	Baca judulnya	Several levels of thought	Layers of Analysis	SLOT-LA/S1-16
	18	Kalo mungkin misalkan belum di kasih waktu buat baca agak cuma apa cuma skimming gitu scanning gitu mba cuma kalo misalkan dibilang baca kalo misalkan udah ada instruksi mungkin bacanya tuh kayak lebih pelan supaya ngerti gitu maksudnya apa, soalnya kadang-kadang kan gini nih misalkan ada beberapa paragraf -beberapa kalimat- di satu paragraf pas baca tuh masih pas baca di paragraf pertama udah lanjut ke paragraf kedua	Several levels of thought	Layers of Analysis	SLOT-LA/S1-18

	19	Sedangkan pas baca paragraf kedua pikirannya masih di paragraf pertama gitu jadi menghindari hal kayak gitu lebih milih pelan sih mba bacanya	Several levels of thought	Layers of Analysis	SLOT-LA/S1-19
	22	Karena yang tadi kata mba bilang, belum tau kalau di teks itu ada informasi baru atau ngga. Tau-taunya ada informasi baru, kan jadinya kayak pas ditanya terus ngga tau, kita juga jadinya ngga terlalu paham makna satu teks itu apa kalo misalkan cuma ngelewatin itu aja	Several levels of thought	Layers of Analysis	SLOT-LA/S1-22
	31	kalo misalkan ada yang ngga di mengerti oh mungkin bisa dibaca ulang	Several levels of thought	Layers of Analysis	SLOT-LA/S1-31
	32	kayak perteks gitu terus dingertiin cuma ya itu lambat sih mba jatohnya ehm.. terus kalo misalkan nemuin kata yang ngga dimengerti, mungkin dicari atau kita bisa simpulin sendiri ini berarti apa ya	Several levels of thought	Layers of Analysis	SLOT-LA/S1-32
S2	7	Gimana ya modelan teks-nya, teks-nya itu kayak part novel gitu cuman separagraf	Several levels of thought	Layers of Analysis	SLOT-LA/S2-7
	10	Iya kak lumayan kok masih bisa dibaca, heeh ngga formal-formal banget tapi ya kadang bisa dibedakan mana teks yang formal mana yang ngga	Several levels of thought	Layers of Analysis	SLOT-LA/S2-10

	13	Ngeanalisa teksnya dulu sesuai instruksi dari dosen	Several levels of thought	Layers of Analysis	SLOT-LA/S2-13
	15	baca judulnya terus liat teksnya sekilas	Several levels of thought	Layers of Analysis	SLOT-LA/S2-15
	16	belum yakin kan baru judul jadi anggapannya masih belum jelas, tapi udah tau teks itu tentang apa	Several levels of thought	Layers of Analysis	SLOT-LA/S2-16
	28	Misal aku mau baca paragraf 1 nih kak, terus pahamin dulu paragraf 1 nya baru bisa lanjut ke paragraf selanjutnya	Several levels of thought	Layers of Analysis	SLOT-LA/S2-28
S1	33	biasanya sih diulang mba yang teks paragraf satu tadi diulang kalo udah ngerti baru lanjut ke paragraf dua soalnya kalo nanti paragraf dua aja takutnya kita ngga ngerti teks itu secara runtut	Several levels of thought	Synthesis	SLOT-SYN/S1-33
S2	30	Pas lagi baca paragraf dua, sambil balik lagi baca ke paragraf satu dikit-dikit, biasanya sih aku gitu	Several levels of thought	Synthesis	SLOT-SYN/S2-30
S1	35	biasanya pasti nginget-nginget poin yang ada di teks itu, biasanya tuh poin yang gampang diinget itu misalkan nama hari, nama orang, tanggal atau kayak bener-bener kejadian yang konfliknya itu dimana, gitu sih mba ngingetin itu. Bisa juga abis baca itu kalo misalkan udah	Several levels of thought	Evaluation	SLOT-EVA/S1-35

		dapet idea apa yang penting-penting itu dimana bisa ditulis lagi atau ditulis lagi sih mba kayak udah nginget yang tau dimana, yang penting ditulis, diringkas gitu			
S2	32	Setiap paragrafnya itu diambil point pentingnya	Several level of thought	Evaluation	SLOT-EVA/S2-32
S1	20	Oh kita kan udah tau beberapa kan mba tapi kalo misalkan kayak yang hm scientific atau yang penemuan ini itu, itu kan kayak ngga tau, mungkin eee..itu lebih ke susah tapi kalo ke topik yang udah lumayan tau atau itu pengetahuan umum mungkin itu lebih gampang buat dicerna dan lebih nyambung karena berarti topiknya tentang ini soalnya	Constant questioning		CQ/S1-20
	37	Pasti, walaupun satu paragraf itu ada yang ngga ngerti, pasti kayak ada beberapa poin lah yang oh iya walaupun kayak kata atau satu kalimat aja yang ngga ngerti pasti kayak bisa disambung-sambungin gitu.	Constant questioning		CQ/S1-37
	38	Iya sih mba bakal balik kayaknya soalnya kalo misalkan gatau juga ntar bolong-bolong ngertinya	Constant questioning		CQ/S1-38
	40	Dibaca terus dipahamin, ini tuh tentang apa,	Constant questioning		CQ/S1-40

		terus tuh kayak pasti kan yang buat menarik itu misalkan kayak konflik masalahnya gitu kan mba. Kok bisa ini kejadiannya kayak gini gini gini. Kayak dibaca ulang			
	46	Eh ternyata ini beda, berarti kayak baca lagi aja supaya tau detailnya gimana	Constant questioning		CQ/S1-46
	96	Heeh, ehm ya terima aja sih mba soalnya itu kan yang udah dibaca, dibacanya juga pelan-pelan terus juga dengan mengerti dari paragraf-paragraf, yaudah berarti itu bener	Constant questioning		CQ/S1-96
S2	34	Dibaca lagi aja sampai nemu mana yang janggal terus mungkin tanya ke dosen atau siapa yang ngerti	Constant questioning		CQ/S2-34
	35	Dibaca ulang	Constant questioning		CQ/S2-35
	36	Iya kak dibaca ulang siapa tau ada yang kurang jelas	Constant questioning		CQ/S2-36
	38	Kalo bisa sih ganti topik yang dibaca, tapi kalo ngga bisa ya baca aja, baca sampai ngerti. Tapi tetep paling ngga ngerti apa yang dibaca	Constant questioning		CQ/S2-38
S1	6	Banyak dan teksnya juga teks yang lumayan kaku gitu mba yang pokoknya maknanya tersirat gitulah	Assessing information through critical reading	Select Information	AICR-SI/S1-6

45	Paragraf yang …. yang pertama topiknya belum pernah didenger gitu kan mba, pasti kayak lebih penasaran, terus yang … yang masalahnya itu diluar dari apa yang aku ekspektasiin gitu	Assessing information through critical reading	Select Information	AICR-SI/S1-45
47	Part poin masalahnya mungkin mba, penyebabnya bisa jadi, penyebab apa yang ada dari masalah itu, terus akhirnya akibatnya gimana, gitu sih mba	Assessing information through critical reading	Select Information	AICR-SI/S1-47
49	Biasanya nih mba kalo dari critical reading itu sendiri, ehm.. kan itu kan belajarnya kayak berdua atau bertiga nah biasanya kalo udah nih opini aku kayak begini nih berarti, ditanya ke temen, eh menurut kalian gimana begini begini begini, kalo misalkan dia sependapat yaudah berarti apa namanya, yakin gitu. Terus kalo misalkan emang ngga, ya nanya lagi ke orangnya, yang penting butuh diskusi sih mba kalo misalnya kayak gini karena juga apa namanya gak meyakinkan dosen kalo ah bacaan anak ini udah bener, gitu belum tentu	Assessing information through critical reading	Select Information	AICR-SI/S1-49
51	Bagian dari masalahnya	Assessing information through critical reading	Select Information	AICR-SI/S1-51

	52	Ehmm ….. kadang-kadang kembali juga, karena ya itu mba kalo misalkan kadang-kadang ngga kembali, apa namanya ceroboh gitu, oh ngga balikk lagi ke parameternya, oh ternyata salahnya tuh karena kurang liat judulnya kayak atau kurang liat introductionnya gitu	Assessing information through critical reading	Select Information	AICR-SI/S1-52
	53	Ehm … ngga begitu sih mba, soalnya kan kalo judul cuma gambaran umum dari isi teksnya	Assessing information through critical reading	Select Information	AICR-SI/S1-53
	55	Ngambil kesimpulannya, ya sesuai dengan apa yang aku udah imajinasiin tadi sama yang pendapat aku dengan berdasarkan apa namanya e… teks yang aku tadi ngertiin dengan baca fakta-faktanya gitu mba	Assessing information through critical reading	Select Information	AICR-SI/S1-55
	74	Dosenku itu lebih sering ngasih teks-teks yang jarang didenger terus yang isinya itu tersirat biar kita dipancing untuk berpikir kritis maksud dari teks itu apa	Assessing information through critical reading	Select Information	AICR-SI/S1-74
S2	39	Paragraph yg ada di jurnal sih biasa nya	Assessing information through critical reading	Select Information	AICR-SI/S2-39
	41	Part yang paling kompleks dan mungkin yang bisa dibilang ngga terlalu jelas	Assessing information through	Select Information	AICR-SI/S2-41

				critical reading		
	42	Kesimpulan nya sembari di baca ulang ya point penting nya di pilih dengan baik	Assessing information through critical reading	Select Information	AICR-SI/S2-42
	43	Biar lebih jelas terus kalo udh nemu point nya itu kaya enak ajaa	Assessing information through critical reading	Select Information	AICR-SI/S2-43
	45	Soalnya kadang kan kalo baca 1x itu kurang jelas trus pas baca berulang kali baru dapet yg pas	Assessing information through critical reading	Select Information	AICR-SI/S2-45
S1	56	Biasanya tuh teks yang hoax itu memanipulasi gitu ya mba.. apa pasti pake adjective yang terlalu berlebihan. Supaya me… apa namanya, mempengaruhi pemikiran sekelompok orang, biasanya tuh kayak menggunakan adjective yang berlebihan kayak misalkan very dangerous. Padahal harusnya kan seorang penulis ngga harus gitu-gitu banget, kecuali argumentative gitu kan, padahal harusnya mereka mentralisir dengan memberikan informasi yang bener. Kalo misalkan hoax pasti gitu, terus ngga ada nama, ngga ada subjek terus juga tempat sama tanggalnya mungkin cuma dikosongin gitu aja kayak bilang di…. e… ngga	Assessing information through critical reading	Select Information	AICR-SI/S1-56

		dijelasin detail tempatnya gitu kayak cuma di salah satu di indonesia gini gini gini, itu kan kita ngga tau dimana?			
	57	Kalau misalkan tempatnya dibilang secara detail mungkin itu oh bisa, dan juga sumbernya. Kalo misalnya sumbernya udah terpercaya, oh itu pasti ya bener gitu.	Assessing information through critical reading	Select Information	AICR-SI/S1-57
	59	Dari biasanya dari teks teks hoax gitu ada kalimat perintah gitu ngga sih mba, kayak apa tuh namanya.. e….. kemarin tuh aku dapet kan teks dari temen, bukan teks sih, cuma satu kalimat aja gitu, kayak gini bilangnya "Jangan keluar rumah…" kan batam deket sama singapur nih mba, terus dibilang"Jangan keluar rumah soalnya singapur mau adain hujan desinfektan supaya covid itu ilang." Tapi tuh udah cuma itu aja. Ngga ada dibilang apa namanya, itu positif bakal terkena dampaknya di indonesia, soalnya jaraknya deket gini gini gini, ngga ada dibilang begitu, ngga ada dikeluarin sumbernya dari mana, terus juga ngga ada tanggalnya juga, cuma bilang besok. Iya kalo orang salah kirim atau telat kan, bisa besoknya lagi kan	Assessing information through critical reading	Select Information	AICR-SI/S1-59

62	Iya headline-nya karena …. terlalu … terlalu lebay gitu clickbait	Assessing information through critical reading	Select Information	AICR-SI/S1-62
65	Yang tadi aja kayak cuman baca terus ini tuh lengkap apa ngga, ada sumbernya dari mana gitu sih mba, ditandain dikit, digarisin kalo ada yang aneh	Assessing information through critical reading	Select Information	AICR-SI/S1-65
67	Caranya baca dari sumber lain yang topiknya sama gitu mba, kalo misalkan itu .. bukan hoax pasti ada situs-situs yang legal yang nge-share itu juga, sesuai dengan organisasinya masing-masing gitu lah, kayak misalnya BMKG itu kan tentang gempa gitu gitu kan, kalo misalkan yang lain-lain gitu mungkin dibaca di tempat lain gitu sih mba buat ngeyakini gitu	Assessing information through critical reading	Select Information	AICR-SI/S1-67
69	Iya mba tapi yang sumber lainnya harus bener valid gitu, bukan dari sumber yang salah juga maksudnya sumber yang belum.. 100% terverifikasi lah	Assessing information through critical reading	Select Information	AICR-SI/S1-69
71	Nah aku juga langsung baca di Batam Post gitu, ngga ada berita kayak begitu ngga ada. Terus biasanya juga ada kan instagram yang tentang tentang gitu, misalnya @semuatentangbatam gitu, dia pasti nge-share ee…	Assessing information through critical reading	Select Information	AICR-SI/S1-71

		informasi-informasi yang emang udah valid gitu				
S2	46	Biasa nya di bandingkan dengan teks yg lain dengan topik yg sama	Assessing information through critical reading	Select Information		AICR-SI/S2-46
	49	Yaa model berita yang kurang jelas gitu	Assessing information through critical reading	Select Information		AICR-SI/S2-49
	50	Karena banyak yang hoax itu dia cuman menjelaskan topik yg itu-itu aja tanpa ada bukti	Assessing information through critical reading	Select Information		AICR-SI/S2-50
	51	Ngebandingin aja sih biasanya, sama kalo pas lagi baca itu lebih teliti lagi sama kata-kata yang menurutku ganggut itu aku tandain. Sama kayak baca biasa, tapi kayak lebih hati-hati aja, garisin kek kata-kata yang ambigunya itu biar bisa dibandingin	Assessing information through critical reading	Select Information		AICR-SI/S2-51
	54	Kebanyakan clickbait dari judul biasanya	Assessing information through critical reading	Select Information		AICR-SI/S2-54
S1	13	abis baca teksnya terus dikumpulin teksnya baru ntar dikasih soal eh maksudnya ditanyain eee…soal mengenai teks itu karena kan kita juga banyak di awal disuruh skimming sama	Critical reading strategies	Kind of critical reading	Skimming	CRS-KCRS-SKIM-SCAN/S1-13

		scanning gitu		strategies	Scanning
	22	Tetep baca pelan-pelan.	Critical reading strategies	Kind of critical reading strategies	Reading Slowly	CRS-KCRS-RS/S1-22
	36	Iya, karena kalo ngga nulis poin tuh bakal ilang bakal lupa. Misalkan kayak kita buat catatan misalkan ngga dikasih warna atau ngga inget aja gitu, pasti item semua pasti kayak susah di… di hafal tuh susah gitu	Critical reading strategies	Kind of critical reading strategies	Taking note	CRS-KCRS-TN/S1-36
					Highlight	CRS-KCRS-HL-/S1-36
	42	Ehmmm.. gimana ya.. kayak mungkin lebih baca ke teks-teksnya itu kan misalnya di teksnya itu ada yang opini ada yang fakta gitu kan mba, terus tuh lebih fokus ke faktanya, oh ternyata ngga yang kayak aku bayangin berarti yaudah bener teksnya. Karena juga yang di tampilin disitu fakta bukan opini penulis	Critical reading strategies	Kind of critical reading strategies	Facts vs opinions	CRS-KCRS-FO/S1-42
	74	tentang bedain fakta sama opini, seinget aku, terus nge-underline kata yang ngga ngerti	Critical reading strategies	Kind of critical reading strategies	Highlight	CRS-KCRS-HL/S1-74

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	75	Yang kayak tadi aku bilang sih mba kayak lebih facts vs opinion sama summarizing	Critical reading strategies	Kind of critical reading strategies	Facts vs opinions Summa rizing	CRS-KCRS-FO-S UM/S1-75
	77	Iya highlight sering juga kan abis di highlight terus dibuat summarize-nya	Critical reading strategies	Kind of critical reading strategies	Summa rizing	CRS-KCRS-SUM /S1-77
	79	yang namanya summarize kalau misalkan menurutku itu harus di parafrase karena kalau summarize masih pake bahasa dari teks itu, itu kayak sama aja kurang di mengerti, misalkan udah baca ditulis ulangnya, dibuat kesimpulan di catatan itu pakai bahasa itu sendiri	Critical reading strategies	Kind of critical reading strategies	Summa rizing	CRS-KCRS-SUM /S1-79
	80	Yang paling mudah highlight mba	Critical reading strategies	Kind of critical reading strategies	Highlig ht	CRS-KCRS-HL/S 1-80
	82	Karena biar lebih mudah mengingat	Critical reading	Kind of critical	Highlig	CRS-KCRS-HL/S

		strategies	reading strategies	ht	1-82
85	Highlight, tapi mungkin misalkan kayak warnanya ni mba beda warna gitu, yang ini tandanya lebih mudah mengerti, bukan highlight yang udah dipahamin gitu	Critical reading strategies	Kind of critical reading strategies	Highlight	CRS-KCRS-HL/S 1-85
86	Iya coloring	Critical reading strategies	Kind of critical reading strategies	Highlight	CRS-KCRS-HL/S 1-86
88	Hmm…kayaknya itu deh mba yang combine ideas	Critical reading strategies	Kind of critical reading strategies	Combine ideas	CRS-KCRS-COM/S1-88
89	Karena kalau misalkan di combine tapi yang di awal tadi, misalkan berat nih mba teksnya, tapi yang diawal tadi belum ngerti-ngerti banget, atau yang diawal tadi belum diinget. Belum diinget banget dengan cara meng-highlight gitu-gitu tuh ntar bakal lupa juga gitu, gimana mau combine kalau misalnya diinget aja tuh susah gitu	Critical reading strategies	Kind of critical reading strategies	Combine ideas	CRS-KCRS-COM/S1-89
90	Detail sih mba, kalau misalkan ngga detail kan	Critical reading	Kind of	Highlig	CRS-KCRS-HL/S

			strategies	critical reading strategies	ht	1-90
	91	Oh iya synthesizing	Critical reading strategies	Kind of critical reading strategies	Synthes izing	CRS-KCRS-SYN /S1-91
	97	Highlight	Critical reading strategies	Kind of critical reading strategies	Highlig ht	CRS-KCRS-HL/S 1-97
	98	Pake highlight tuh karena lebih mudah diinget tadi mba	Critical reading strategies	Kind of critical reading strategies	Highlig ht	CRS-KCRS-HL/S 1-98
	102	Menurut aku ngasih sih mba, soalnya kalo misalkan sejauh ini, ehm dulu tuh, ehm misalkan dulu pernah pake strategi yang lain tapi tuh ngga masuk, kalo misalkan ngga masuk kayak yaudah berarti ini ngga bisa, kayak cuman di summarize gitu aja tapi tuh tanpa di highlight, pasti itu bakal lupa, "eh tadi tentang apa aja ya?" gitu. Biasanya kan kalo udah di highlight kalo sambil dicatet, udah di highlight,	Critical reading strategies	Kind of critical reading strategies	Highlig ht	CRS-KCRS-HL/S 1-102

		jadi "oh ini yang perlu dicatet" gitu					
	104	Ditulis tangan sih biar lebih baik, soalnya kalo dibiarin dipikiran gitu aja kadang-kadang bisa lupa	Critical reading strategies	Kind of critical reading strategies	Taking a note	CRS-KCRS-TN/S 1-104
	106	Mungkin ini bisa pake strategi dari facts and opinion	Critical reading strategies	Kind of critical reading strategies	Facts vs opinion s	CRS-KCRS-FO/S 1-106
	107	Lebih baca ke..misalkan udah baca nih mba yang penting-penting tapi tanpa di highlight gitu misalkan "oh ini tadi inget nih yang pertama apa aja gitu kan inget-inget dikit tapi ternyata itu opini gitu terus juga apa namanya kata-katanya terlalu manipulasi, ah berarti ini ngga usah terlalu dihirauin gitu	Critical reading strategies	Kind of critical reading strategies	Highlig ht	CRS-KCRS-HL/S 1-107
	108	Itu mungkin kalo misalkan kayak di twitter atau di instagram kan pasti teksnya jumlahnya lebih pendek gitu kan mba. Misalkan kayak cuma satu, dua, tiga kalimat gitu. Mungkin itu bisa di skimming	Critical reading strategies	Kind of critical reading strategies	Skimmi ng	CRS-KCRS-SKI M/S1-108
S2	18	Baca pelan-pelan	Critical reading strategies	Kind of critical	Readin g	CRS-KCRS-RS/S 2-18

					reading strategies	slowly	
	19	Biar tambah ngerti aja apa meaning teksnya itu	Critical reading strategies	Kind of critical reading strategies	Reading Slowly	CRS-KCRS/S2-19
	20	Takutnya ada missing part kalo cuma scanning kak	Critical reading strategies	Kind of critical reading strategies	Scanning	CRS-KCRS-SCAN/S2-20
	33	Garis bawahin aja point yang penting kak	Critical reading strategies	Kind of critical reading strategies	Highlight	CRS-KCRS-HL/S2-33
	39	Perlu cari fakta sama data nya biar menghindari hoax	Critical reading strategies	Kind of critical reading strategies	Facts vs opinions	CRS-KCRS-FO/S2-39
	59	Paraphrase	Critical reading strategies	Kind of critical reading strategies	Paraphrasing	CRS-KCRS-PR/S2-59

	61	Kayak nge-summary	Critical reading strategies	Kind of critical reading strategies	Summarizing	CRS-KCRS-SUM/S2-61
	62	Lebih sering soalnya biar ngga terlalu sama aja jadi ya sedikit di paraphrase	Critical reading strategies	Kind of critical reading strategies	Paraphrasing	CRS-KCRS-PR/S2-62
	63	Sering nge-underline	Critical reading strategies	Kind of critical reading strategies	Highlight	CRS-KCRS-HL/S2-63
	64	Yang paling mudah underline, pharaprase sama summary	Critical reading strategies	Kind of critical reading strategies	Highlight Paraphrasing Summarizing	CRS-KCRS-HL-PR-SUM/S2-64
	68	Apalagi nge-underline itu, penting banget sih	Critical reading	Kind of critical	Highlight	CRS-KCRS-HL/S

		kak	strategies	reading strategies	ht	2-68
	73	Nge-underline itu sih kak yang utama, jadi tau mana yang harus aku perhatiin, biar keliatan juga pas nanti dibandingin sama berita lain dari media yang lain	Critical reading strategies	Kind of critical reading strategies	Highlight	CRS-KCRS-HL/S 2-73
	74	Iya kak, perhatiin dulu aja beritanya seperti apa, dari situ kan keliatan kayak ada yang janggalnya, baru nanti dibandingin, cari sumber yang lebih akurat lagi	Critical reading strategies	Kind of critical reading strategies	Facts vs opinions	CRS-KCRS-FO/S 2-74

CODING TRANSLATION

S1	Student 1	CON	Conclusion	HL	Highlight
S2	Student 2	CRS	Critical reading strategies	FO	Facts vs opinions
SLOT	Several levels of thought	HI	Hoax identification	UN	Underline
ANA	Layers of Analysis	KCRS	Kind of critical reading strategies	SUM	Summarizing
SYN	Synthesis	SKIM	Skimming	COL	Coloring

EVA	Evaluation	SCAN	Scanning	COM	Combine ideas
CQ	Constant questioning	RS	Reading slowly	PR	Paraphrase
AICR	Assessing information through critical reading	TN	Taking note		