

**EXPLORING CRITICAL LITERACY PRACTICES OF AN INDONESIAN
COLLEGE STUDENT: A CASE STUDY**

A Thesis Proposal

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in
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STATEMENT OF WORK'S ORIGINALITY

This is to certify that to the best this thesis, with the exception of what is specified in the references and citations, is my own work and does not contain the work of others.

This thesis has not been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledged.



MOTTO

“It is possible to commit no mistakes and still lose. That is not a weakness; that is life.”-

Captain Jean-Luc Picard

“Live to fight another day.”- Demosthenes

“You don’t get what you deserve, you get what you negotiate.”- Chester Karrass

DEDICATIONS

I dedicate this thesis to:

1. My family, especially father and mother, I sincerely thank you for your endless support and prayers that you always pray for me until this moment. I never imagined that I would be able to finish with the target I had set from the beginning, but because of your support and encouragement, I kept going and did not give up easily in writing my thesis.
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Finally, the researcher is fully aware that this thesis is still far from perfect, therefore constructive criticism and suggestions can be accepted with humility. Hopefully writing this thesis can provide benefits for readers and the progress of science specifically in the field of English Education.

Wassalamu'alaikum Warohmatullohi Wabarokatuh

Yogyakarta, 06 April 2022

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Helpia Addina Karobi

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ABSTRACT

Critical literacy is an ability that helps readers find information and understand text, by changing the perspective that is usually used, then reading the text from various points of view, and understanding the text that has been read. This is important to implement, moreover, there is still a lack of critical literacy research in Indonesia. The purpose of this study was to determine the critical literacy practices of college students in Indonesia. Case study is used in this research to explore critical literacy practices of college student in Indonesian. Data were collected through semi-structured interviews 4 times, the first to third interviews were conducted online while the fourth interview was conducted offline. In addition, data analysis was carried out by thematic analysis, which was used to identify themes. The results of the study indicate that it is possible for someone to practice critical literacy because she has had the habit of reading since childhood, she always tries to understand the meaning of the text, then identifies the implied words in and looks for the relationship between the text and other texts. Furthermore, this study provides an explanation of how a college student practices critical literacy for academic and non-academic purposes because this study explores the critical literacy practice of a college student in Indonesian which she has been doing so far.

Keywords: Critical literacy Practices, Case Study, Meaning- Making

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Critical literacy is an instructional approach, that advocates the adoption of critical perspectives toward text. According to Dozier, Johnston and Rogers (2006), critical literacy is an alternative language that allow students to explore hidden messages in a text and question the status quo in a text. It means to encourages readers to question, explore, or challenge the power relationships that exist between authors and readers. Although in critical literacy it's about social injustice, is unfair practice occurs in society. Basically, social injustice is a relative concept of the injustice that society claims in the distribution of rewards, burdens and other incidental inequalities based on the world view of humanity. It examines issues of power and promotes reflection, transformative change, and action.

The use critical literacy practices make students more socially sensitive through criticism of various forms of injustice that exist. This understanding cannot be achieved if students are not given the opportunity to explore and construct knowledge. Based on Freire (1970) in critical pedagogical techniques, this can create a space where students and teachers contribute together in learning, not only students receive lessons from the teacher, but also share the learning context for everyone to build, know, and interrogate knowledge theories.

The theory of "critical literacy" has been put forward by social critical theorists who are concerned with exposing social injustices and inequalities. According to Beck (2005) critical learning theory or critical pedagogy applies the

principles of critical social theory to the learning field and take on the task of examining to reproduce inequality and justice. These critical theorists' comment that unequal ties of power are common, and the leader are the ones usually choose what truth can be privileged. Critical social theorists are concerned about the existence of oppressive and unfair relationships caused by the traditional form of school, and criticize traditional learning models, generally placing teachers in front of classrooms who have and disseminate knowledge to students to learn or receive data Giroux (1987).

Parlindungan (2017) argues that social and cultural aspects of life can directly contribute to critical literacy development. The conception has shifted from a primary activity in education, formal literacy in the school environment to a wider opportunity in a social and cultural context, and it can be seen exclusively the differences between the two. The idea of critical literacy education occurs in various settings for literacy applications, the position of parents, and a variety of readings available, these are significant major predictors for the continuity of critical literacy development. This improvement can be achieved both in schools and the community, by taking advantage of the many opportunities that exist in the area, which creates bonds of newcomers, hybridity and intertextuality.

Through the application of critical literacy, students and teachers can learn to appreciate the similarities and differences that they have with each other (Clarke and Whitney, 2009). With critical literacy, students can discuss social problems and other design methods if they can be useful in their environment. Critical literacy is a pedagogy that is understood socially and culturally. It engages teachers and

students in dialogue that links their lives to reading. Which makes readers question and disagree when reading a text and examining the bonds of power contained in Freire's (1970) real-life and fictional stories. Critical literacy also encourages critical thinking and social action. Through critical literacy, it is also one of the most effective ways to make the brain more developed. Learning through critical literacy also helps students to improve their sense of justice and social equality, which starts with individual experiences and the environment then extends globally and historically (Cowhey, 2006).

However, only a few have examined the practice of critical literacy in EFL classrooms and notes on critical literacy are rare (Shin and Crookes, 2005). The critical literacy approach in EFL learning has not been explored. Also, critical literacy is considered incompatible with the culture of Asian students who have a Confucian-based educational / cultural background (teaching philosophy to improve morals and maintain human ethics) when referring to (Shin and Crookes, 2005) study. The pedagogy of critical literacy in the context of EFL is still being questioned in Asian countries. There have been only few studies explaining the practice of critical literacy in Asian countries in the context of EFL (Kuo, 2009; Shin and Crookes, 2005). Therefore, it is important to explore how in the learning process and the challenges that may be faced in doing critically in EFL classes. This research it tries to describe clearly about how students with critical literacy practices orientation in daily life. This research using qualitative methods, and data collection using individual interviews. The participant from students of English education study program of the universities in Yogyakarta.

1.2 Formulation of the Problems

One research questions that guided this study is:

How does the participant practice critical literacy in daily life?

1.3 Objective of the study

The objective of this study to explore critical literacy practices in daily life.

1.4 Significance of the study

The results of this study will provide contribution to the student of critical literacy practices in classroom. This research is useful for teachers to be able to experience in teaching critical literacy. And this research is useful for students more critical in reading and can be reference for the next researchers.

CHAPTER II

LITERATURE REVIEW

2.1 Critical Literacy

Due to the different theoretical basis, there is no single definition of “critical literacy” (Green, 2001). Literacy is considered as a social practice in critical literacy (Gee, 1999). The various meanings and functions of critical literacy are shaped by the power relations and social relations of the people involved in it. Critical literacy is considered as an activity in which a form of writing/text becomes part of the interaction of the participants and the process of interpreting the text. Critical literacy in reading texts uses 'understanding construction of texts and discourses, and deconstructed to change material, social and semiotic relations Luke and Dooley (2011). Construction is how to understand and find every meaning in a text, which aims to build the text and discourse. Deconstruction is how the reader describes the purpose of the content of the reading, against using the understanding or knowledge we have or changing a text and discourse itself. Looking for intrinsic and extrinsic elements in a text, intrinsic elements in the form of plot, setting, characterizations and themes, then on extrinsic elements in the form of social aspects, cultural aspects and aesthetic aspects. Reconstruction is rewriting or combining between two texts with the understanding, and then looking for links between the texts read before and the texts that have been read. After that, the reader looks for the relationship between the text that was read with what has been read previously Luke and Dooley (2011).

Which is interpreted in the practice of critical literacy that when reading a passage is a process of understanding between sentences in a reading. Despite the fact that critical literacy does not have a fixed definition, these main aspects have been described in the literature. It should be remembered that these main aspects or principles may take different forms depending on individual's orientation to critical literacy.

Meanwhile, critical literacy involves not only observable events, but also the values and behaviors of the people involved in the literacy practice (Barton, Hamilton, and Ivanic, 2000). Barton, Hamilton, Ivanic explain the relationship between critical literacy and social practice. In simple language, social practice is more abstract, because it involves values, attitudes, feelings, and social relationships, while critical literacy is a component of social practice that can be seen and observed. In a broad sense, critical literacy refers to the ability to read texts beyond their basic meaning. Indirectly, it means that it is a reflective text approach to understanding work ideology (Luke, 2012) such as in power (Janks, 2010), inequality, and injustice (Comber, 2015). Text is likened to a "vehicle through which individuals communicate" in the actual critical literacy. One with the other uses codes and community representatives (Robinson, 2003). Thus, the common understanding that critical literacy focuses on unequal power ties, injustice and social equality to support diverse student differences. Critical literacy is understood as a method of questioning the status quo and challenging existing knowledge in the social order (Gee, 1999).

There are also researchers who argue as Kenneth Burke (1984) has said, critical literacy is an attitude towards historical values, or about the hopes of a new society against the forces currently in power, as proposed by Paulo Freire. Shor and Freire (1987) or the denial of mastered knowledge, in (Michel Foucault's, 1980) ideas. Critical literacy motivates students to become active meaning-makers by creating a learning environment in which textual critique is stressed and multiple perspectives are encouraged, explored, and respected. Kellner and Share (2007) state that the term critical literacy includes the ability and knowledge of content, and acquiring the tools and intellectual capacity to participate in social practice. In their research, Kellner and share emphasize that in essence the practice of critical literacy is shaped by the social environment with certain characteristics it has. Therefore, it is natural that literacy is highly dependent on the context, the set of regulations, and the results of the social environment. In simple terms, critical literacy can be understood as a way of learning through reading comprehension. The practice of critical literacy is comprehensively defined as a person's ability to understand the implied words in a reading, where individuals can get the information and how to evaluate, use and communicate the information they have obtained in an appropriate way Behrman (2016). Lupton (2008) concluded that critical literacy can facilitate individual engagement with social practices. From this explanation, literacy is considered as a social act in the use of language, in the larger culture that develop us as a major part, while critical literacy is explained as "learning to read and write is part of the process of becoming clear on one's experience, which is in oneself we are in certain historically constructed power relationships" Anderson and Irvine (1982). It was

further explained that critical literacy uses cognitive and social aspects in reading and aware of every oppression to makes changes and fights for what is their right (Kucer, 2009). These cognitive, social, and critical aspects are called equal and include the same level of importance in understanding critical literacy fully. Giving agreement to the statement, Sousanis (2015) also conveys on how to analyze how they relate and the ability to see events from various other points of view, and to know the essence of each point of view. The importance of critical literacy with these various concepts needs to be applied in various levels and types of education, both from basic-higher and formal-informal.

Based on the above definition, it can be concluded there is no definite understanding of critical literacy because there are many opinions of researchers about the meaning of critical literacy. Critical literacy is considered as an action that not just reading a text, in the broad form of critical literacy is an action to understand the basic meaning in a text and interpret the contents of the reading. It was also explained that the relationship between critical literacy and social practice is interrelated because social practice involves values, attitudes, feelings, and social relationships, while critical literacy is a component that is more deeply observed in social practice. Critical literacy has a great influence on social practices in its environment, because in practice literacy is related to social values in responding to a reading. As Jones (2006) states, “literacy” is likened to a pair of glasses which means being able to see beyond the ordinary, which is interpreted as an understanding that language and text practices are always informed by beliefs and ideological perspectives consciously or otherwise. Critical literacy focuses on

unequal power ties, injustice and social equality in a reading. In another definition of critical literacy is an attitude towards historical values, or about the expectations of a new society towards the power that is in power. However, other terms regarding critical literacy include the ability and knowledge of content, and acquiring the tools and intellectual capacity to participate in social practice, in essence the practice of critical literacy is shaped by the characteristics of the social environment it has. From an understanding of the many meanings of critical literacy, it can be concluded that literacy is considered a social act in the use of language. It is clear that critical literacy uses the cognitive and social aspects of reading to recognize each oppression, make changes, fight for their rights, the ability to see events from different perspectives, and to know the essence of each point of view.

2.2 Studies of Critical Literacy Practices in College Students Settings

Following Shin and Crookes' previous study (2005) which explored critical literacy practices in the context of college students in Korea and Taiwan. They explain critically oriented material and conduct critical discussions on the given topic, it provides an opportunity for these students to develop their English skills. The findings of this study indicate that these college students, although their English skills are limited, can produce active discussions in critical dialogue using English.

Based on McLaughlin and Allen (2002) previous study explains that have design learning using a five-step instructional framework, namely explaining, demonstrating, guiding, training, and practicing. During the process, students can make the question and challenge the text and the teacher provides a critical

perspective. The result of the study is that teachers and students are able to describe what they know about critical literacy and how it can help them to understand the text. Despite the positive findings regarding the use of five-step instructional framework, teaching critical literacy needs to be continuously reviewed and refined because it is dynamic (Coffey, 2008). In other words, teachers need to constantly innovate and evaluate their critical literacy teaching.

In the Indonesian context, the literature that discusses critical literacy is still limited, especially in learning English at the university level. Refers to Gustine (2013) previous study leading to the practice of critical literacy in the context of college students conducted in Indonesian which are classified as lacking in critical pedagogical literature. Then, Gustine (2018) conducted a study that serves to examine knowledge of critical literacy and their efforts in developing a critically oriented classroom. The results of the study found that most of the teachers did not have a clear idea how to improve critical practice in the classroom, it help students become more critical, and the strategies they used to provide a critical classroom.

The students were given a picture book containing social issues and asked to read it and then asked to have a group discussion. This study suggests that picture books containing social issues can effectively introduce English learning to college students and contribute students to be active in critical practice. The results can be improved critical literacy curriculum comes from their own resources/culture to critical social practices and critical attitudes, but in an college students setting it is not necessary to include all of them for critical instruction. Although, Kuo (2009) on the previous study, he has explored to some extent the critical learning of non-

English primary students in Taiwan, this study does not have a clear description of the critical literacy knowledge of both students and teachers.

Critical literacy practices can be transformative and contribute to change unfair living habits and problematic social practices. Thus, students who engage in critical literacy from an early age are likely to be able to contribute to a more socially just world by becoming more informed in making informed decisions that address issues of power and review, practice democratic citizenship, and develop skills. to think logically and act ethically. Based on previous studies that explored the practice of critical literacy, the right learning method can achieve learning targets. Research that discusses the practice of critical literacy is rather difficult to find in the Indonesian context. To fill up this gap, the present study focused on exploring a college student's critical literacy practice.

2.3 Theoretical Framework

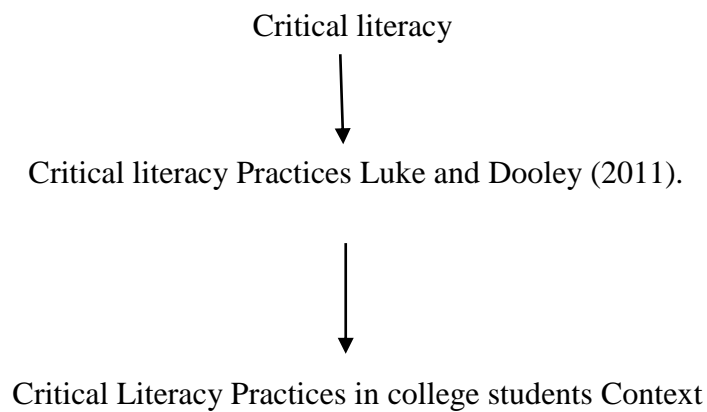


Figure 2.3 Theoretical Framework

CHAPTER III

METHODOLOGY

This chapter will explain the methodology of the study. It includes research design, setting and participant, data collecting technique and data analysis technique.

3.1 Research design

This present study implemented case study as research method because the purpose of this study to explored critical literacy practices of college student from University in Yogyakarta. Using a case study to dig deeper into data because the focus of this research is on critical literacy practices. The case study is the right design because the methods, reasons, goals, and forms of critical literacy practices from the participants can be explored more fully and in depth. Critical literacy practices can be assessed from students' critical abilities when reading texts, assessing the possibility of social injustices that exist in the texts or social systems that build and maintain these social inequalities and injustices Lankshear and McLaren (1993). In the other words, this design can help the present study objective because critical literacy practices can be explored thoroughly. To obtain information on participant's English learning, background and perception of critical literacy through the interview stage (Merriam, 1998). Therefore, the present study uses case study to be the research design.

3.2 Data Preparation

3.2.1 Data Sources

The data were taken using individual interviews method. Data retrieval can be taken online via WhatsApp or offline according to the participant's agreement because it is still in the COVID-19 outbreak situation. However, efforts are made to collect data using offline interviews, to obtain complete and clear information.

3.3 Setting and Participant

In this study, only one participant would be interviewed whose pseudonym name is Lala. She is a 5th semester student at a private university in Yogyakarta. In addition, she is from the city of Tangerang, which is located just west of the capital city of Indonesia, namely DKI Jakarta, and is the largest city in Banten province and the third largest in the Jabodetabek area after Jakarta and Bogor. The interview will be conducted online via zoom and whatsapp, via zoom will be conducted to question the interview questions that have been presented. Furthermore, via whatsapp is used to confirm if there are some interview results via zoom that are not yet clear. In daily life, Lala uses Bahasa Indonesia in communicating with her parents and her friends both in her hometown and Yogyakarta. Lala really likes learning English, considering that when I contacted her for the first time, she used Indonesian which was slightly mixed with English language.

The qualification for choosing Lala as a participant is because she loves to read book, especially with the genre of mysterious and romance. When she read the book which is interesting to her, she can finish it in one or two days.

Her hobby in reading books is also supported by her parents who have also liked to read books since a long time ago, and Lala has been accustomed to reading books since she was three years old by her parents. During reading, she also has difficulty in understanding the reading, she will re-read the book and then understand it slowly. If the reading book is written in English with many words that cannot be understood, she translates it on Google Translate. She perceives that reading critically is an important thing that she usually does while reading a text. She also likes to discuss with her friends that also have the same interest genre of books. She usually discusses the contents of the story in the book, if she cannot immediately understand the book in one time reading. She felt that her love of reading had an impact on her lectures which earned her a GPA of 3.60. Besides she likes reading, in her spare time, she also likes to draw and color. She is also active in the organization, the organization about journalist. In the organization they always share about hot news, after that discuss and giving opinion about issue. The last activity after they discuss is to draw conclusions which would be displayed on the organization's social media. Therefore, researcher is interested in exploring Lala's critical literacy practices.

3.4 Research Instrument

This study would be used the construct of Critical Practices Luke and Dooley (2011). The following questions are intended to serve as a basis for the findings, followed by further questions to make the findings more in-depth:

Table 3. 4 Table Interview Question

Theory	Conceptual Definition	Construct	Interview Questions
<p>Critical literacy Practice s by Luke and Dooley (2011)</p>	<p>Critical literacy in reading texts uses 'understanding construction of texts and discourses, and deconstructed to change material, reconstruction is social injustice and semiotic relations.</p>	<p>1. Construction of text and discourses.</p> <p>2. Deconstruction of text and discourse. (Intrinsic and extrinsic meaning).</p> <p>3. Reconstruction of text and discourse.</p>	<p>1. How do you understand a text?</p> <p>2. What aspects do you pay attention to when reading a text?</p> <p>1. How do you understand the elements contained in a text you read?</p> <p>2. How do you combine one text with understanding from another text?</p>

			<p>3. And how do you find the relationship between the text you are reading and the text you have read before?</p>
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3.5 Data Collection

Data collection was conducted with individual interview online via zoom. The first interview was conducted via zoom asking about the interview question with a time of 30 minutes. The second interview was also carried out via zoom to ask again about the interview question in more depth. And for the 3rd and 4th interviews, it was conducted via WhatsApp to confirm some missing. In this study, the researcher uses case study method because it is referring with the objective of study. The next step is to explore critical literacy practices in the participants' daily life. The practice of critical literacy in this study is defined as the practice of how a student understands the content of reading, finds social injustice in the text and the process of interpreting the text. Therefore, interviews would conducted to facilitate

research in collecting more in-depth data and can make participants feel more clearer in providing the answers requested.

Description of codes:

Critical literacy Practices by Luke and Dooley (2011)

Discourses: DS

Text: TT

Reading: RG

Deconstructed: DC

Social: SC

3.6 Data Analysis

The method used in data analysis is thematic analysis to find out something about people's views, opinions, knowledge, experiences or values. Before analyzing the data, the researcher would transcribe, code, and analyze the data. Researcher has conducted data research, especially regarding the participants' critical literacy practices for academic purposes and then organized the data into certain titles. Next, the researcher showed the results of this study and the interview transcripts to the participants to ascertain whether the data were appropriate or not.

3.7 Trustworthiness

According to Creswell and Miller (2000) validity is the strength of qualitative research, it is based on the accuracy of research findings from the point of view of researchers, participants, or readers or an account, to ensure accurate

data, criteria which will be the focus criteria of this column. Credibility is defined in the truth of research study findings and it is evident in the correct interpretation of data in the present study.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

Data analysis was carried out by thematic analysis and the researcher had read the data many times to be able to find the themes that will be presented in this chapter. From these data, Lala has been fond of reading and has a habit of reading since she was in junior high school. She likes to read novels in the romance and mystery genres, but she also likes to read on the internet to find information. She has always developed her reading habits since she was a child, which is also supported by her environment. When she entered Higher Education, she began to understand that the practice of critical literacy changed her own personality for the better.

4.1.1 The Reason for Lala's doing Critical Literacy Practices

Lala has reasons for her critical literacy. There are many reasons behind this practice. She explained that this habit has existed since she was in high school. The underlying thing is because of her habit in reading books since middle school, she always spends time reading books. She thinks that reading books can relieve boredom. Another thing behind her practice is support from the environment, because the environment in her family has also accustomed her since childhood to love reading books like novels and English books. She finished many books since a long time ago. Her parents like to buy novels with mysterious and romantic genres

because they know Lala likes these two genres of books. Not only novels, her parents also like to give story books that contain knowledge. However, when she was around her parents, she was unable to give an argument, because she knew her parents thought she did not have more knowledge than them. So, she is better off agreeing to whatever her parents think, rather than giving her a rebuttal that just becomes a problem.

When she was in high school, she also met a friend of the same frequency who both liked reading books of the same genre. She always discussed many things with her friends. She and her friends always discuss something new they know, such as news that just went viral. For example, at that time, they discussed and gave each other arguments according to their views. Unconsciously, the discussions they often had made her become critical, because she felt that she was a person who was able to stick to her views, and was able to give rebuttals when it didn't suit her. When she read the book “Remember Dhaka by Lulany”, the novel is a story about the journey of a main character who is played by a man. Through a series of events, he joined as a volunteer as a teacher in Bangladesh. Insight a lot, not just from one side only. First, the struggle and the story of him, who, from an apathetic teenager, became very empathetic to the environment. It is the story of the main character who has to struggle in Bangladesh, as a developing country. The novel does not only describe the poverty of Bangladesh, which still has conflicts with other countries, and how the exclusivity of education is felt there. The other side is described as rich in the country's culture, how the nature and personality of the people there are kind and friendly. She asks her friends to join in reading the book,

and after finishing reading the novel, she usually discusses each other's opinion about the novel with her best friend and what conclusions can be drawn. Then, when she reads novels, she always tries to understand every meaning that appears in every word or reading in the novel, such as in interpreting "educational exclusivity", which is criticized as giving the meaning of "special education". According to the meaning of "critical literacy", namely, the ability of a person to get a better understanding of something, and that she does every time she reads a book. Her critical literacy practice plays an important role in making it easier for her to understand a reading.

“The practice of critical literacy makes it easy for me to understand an issue or reading that I am reading, like I am a person who has a great curiosity, every time there is an issue, I always think "I have to know first what the issue is" There I would have to find out first, usually look for info on the internet, or read in the newspapers.”

Since that, she has become a critical person because she discusses with friends or other people, and she always expresses her opinion with her thoughts. If other people do not agree, she will definitely ask them to explain the reasons why they do not accept her opinion and listen to other people's views.

When she started to enter college, she entered an organization. There she felt that she is suitable to join the organization because she was there to express her aspirations/views, and in the organization was a place for us to read a book and discuss about issues or news. When she entered the organization, it was also very helpful for her in the practice of critical literacy, because as long as she had joined the organization, the people with her often invited her to discuss many things with

each other. Starting from the latest issues, even about news on a platform that is considered a hoax or the truth is not yet known. In the organization, there are many areas for sharing and a strong reason for joining the organization is because people are aware of other people's opinions. Like the discussion of corona virus '19, a global virus Pandemic, a lot of news has emerged about this pandemic. There was a long discussion and debate in that discussion, because some other people thought that the corona virus was indeed a disease that arose due to human greed of animal. From the discussion, Lala criticized the news. In the organization always read a book, because in the organization do is reading a book together. The activity after read the books is to discuss and they make a conclusiocn in the form of an essay which would later be published by the organization to be displayed on their social media. The organization also honed her critical literacy practice, because it really honed her ability to be able to understand existing readings and understand every word that has a hidden meaning. The reason Lala practices critical literacy is because she thinks it is in line with her life goals and she must have these habits that will help her shape herself in the future.

When Lala was studying in semester 3, she also received a CRL (Critical Reading and Literacy) course. While in this class, she really has the freedom to shares opinions according to her views. In this course, it is also very helpful in her critical literacy practices. The lecturers really helped her in her critical literacy practice, because when she asked something and she did not know, the lecturer always answered well until she understood it. That is the reason to makes her keep doing the practice. While in class, it is a place for her to be able to give opinions on

her views, and always give rebuttals when she is debating. With this class, she will know how to give correct responses and rebuttals when arguing. The course also asks you to read a lot of articles on the internet which will later be useful as the new knowledge that she did not know previously, as a provision for the students. Basically, she likes to discuss tough issues like politics or feminist ones. For the mayor circle of friends, they usually avoid discussing tough issues because they think it is not important to them, and yes, she ended up joining an organization where people really like discussing an issue. It makes her a critical person because she has found the environment according to her mindset. The reason for her to remain consistent in carrying out this practice is because this practice must be possessed within herself.

4.1.2 The Strategy Lala Practiced her Critical Literacy

This literacy practice was an important thing for Lala. Therefore, in practice, Lala has a strategy for doing critical literacy. The way to understand the content in the reading text, she read it entirety. Reading entirety means how she can understand the entire content of the reading.

A. Re-read

In this strategy, she would use a re-read method to understand and find the purpose of the reading. By doing a re-read, namely the method of rereading important things that appear, to get the important points in the text. She often does when many foreign words appear in the text she reads. Re-read is a strategy used to understand a text, because the basis for being able to criticize a text is to understand

it first. And to be able to understand all the contents of the text is to read it again 2-3 times. The re-read method she uses is skimming, which is a reading technique to get the main idea that may be at the beginning, middle or end of the reading. According to her, using this method is effective to be able to quickly understand the reading and critical literacy practices. Lala also explained that the re-read strategy made her more able to master the information, because she already understood the contents of the reading.

B. Identify the Meaning of Text

Lala explained that she always uses identifies the meaning of text to the next strategy to do her critical literacy practices. Identification is conducted by first looking at the topic and then distinguishing whether the article is explaining the definition of the topic or just giving an opinion on a topic. Identifying information from a text is one of the important steps that must be taken to understand both the content, message, and context of a text.

The identification strategy that Lala does is by identifying the core that will be conveyed by a reading, namely looking for the contents of the text in the form of ideas, thoughts or information. To identify the core of the text, it must be started by distinguishing the main sentence and the supporting sentence. The next step is to identify the theme that is carried out. The way is to understand first the essence of the text, then find out the main idea that can be used as a theme later. Then identify using 4W1H (What, Who, Where, When and How), which means we have to find out what was discussed, for whom this text was made, where this text was

made, when this text was made and how to describe the text. The last is to identify the relationship of one idea or part with other parts, which is to identify the content of the text from each part and then look for the relationship that appears in the text.

“Usually, if I identify it by looking at the topic first and then distinguishing whether this paper is explaining the definition or just providing an opinion on a topic. And to examine text or for example podcasts or others. That is by finding out who the information was made by, for whom and what is the purpose of the text. Even if in the way I usually does, I doesn't understand the content, I usually asks her friends and then discusses it.”

Because to understands the content of the text is do identify a text. After that look the relationship between the existing texts. That way it will be easy to be able to identify and the information you want to know can be easy to find.

C. Discussing

The next strategy that Lala does is discussing. Discussing really helps her to be able to understand what she has not previously understood and gain new knowledge or information that she knows.

“Discussions are held about how we can draw appropriate conclusions about the problem or reading being discussed. Discussion is not about giving each other views and feedback, but how we can understand why they might have that view, which is different from ours. Therefore, discussions are held so that we can find the right things that can be held accountable for each other. “

Discussing with people or friends is very influential in making her critical and this is very helpful in her critical literacy practice. Lala always looks on the internet like “Google” and books for references to find information, because looking for references on the internet is very important, because she thinks there is still not enough knowledge, so she has to read often to increase knowledge or just

as a preference. From the references that have been obtained, it is used as a provision for the future if she finds the issue again. The first thing she does when looking for information on the internet is by comparing the information from various news sources. After that, she will identify which news can be used as the right reference. References are useful as provisions in a discussion, and there must be different views that emerge from each reference. Therefore, she cannot eliminate the values that exist in each of the old and new references. This critical literacy practice helps her to be able to see the preferences that arise from each reference she gets. When there is something new that she does not know, she immediately looks for it first to find out the truth. Lala also explained that the CRL (Critical Reading and Literacy) class was also taught and given examples of how to break down a reading or issue following Hillary Janks theory, in the theory proposed by (Hillary Janks, 2000) using several components, namely domination, access, diversity, and design. But she usually only uses 3 components, domination, access and diversity.

“Domination it means how to see power relations are behind the issue, and analyze why the issue was raised and why the reading was created. Next, there is access, the explanation is about the analysis related to the message from the issue where does it lead? Who got impact? What is the impact of this issue? Lastly, diversity, this explanation is related to how to analyze existing diversity and values and how do you react to it and what position should you take?”

She always uses 3 components (domination, access and diversity) to understand the content of the reading, because it really helps her to be able to understand the reading. Information is what has its own value and which certainly has a different value from us or a different view, which makes us have to compare

it with the value we have. If discussion, there are pros and cons in giving views on an issue. Usually, she listens first to the opinion of her discussion partner. If there are different views, then she will explain and give clear and relevant reasons, and does not ask her discussion partner to agree with her opinion, usually only express from her point of view and give a clear explanation of what we can be certain of. Because the practice of critical literacy is how we understand a text, what is done is to identify every word that appears in a text. Thus, from various readings/topics, what she has to do is to find out the truth first, as seen from various sources, then, understand each role or character that appears in each character. From these steps, she usually starts guessing which is the main character, which is the supporting and supporting character. The organization that she participates in is the one that plays an important role in the practice of critical literacy that she does, because the organization she participated has given her a lot of provisions in these practices.

“In the organization, it teaches how I can analyze an issue. Then what I can see is what side we need to criticize, and what we explore, from there we can know how we respond to the case, and the works of art. we in the press agency make news or determine what kind of attitude.”

Lala explained about her views on people in the organization. Some people agreed with her views and some people disagreed. Members in the organization always give rebuttals to Lala, which she always accepts. It trains her to be critical, to be able to accept and understand other people's opinions. With them often discussing and arguing about things like that, it really helped her in her literacy practice. In the organization, she participates in many activities that train her to

become a critical person. The strategy carried out in the organization is that they often share stories and then look together to identify the news being discussed. The thing that must be owned to be able to identify is to understand first the news that is being discussed. During the sharing of stories / news, there must also be pros and cons, which make us able to give strong and valid reasons. That really helps Lala become a critical person for receiving information. As long as the organization always share their opinions and views with each other and make conclusions. It unconsciously trains and helps in the practice of critical literacy. Critical literacy practices teach how can accept the opinions of others who have different views. The organization that she joined was also very supportive of her practice. Thought that it was an advantage to Lala, so that, in the end, she was given the trust to be appointed as the leader of the organization.

D. Make a Conclusion

The last thing is how to make a conclusion from what has been read. Lala explained that she always makes a conclusion after finishing reading. The way she makes a conclusion with reading the whole and already understanding the contents of the text. After that, she takes the important points or purpose. After highlighting the important points that have been found which she will identify, and then she can only draw a conclusion. Her goal is to always draw conclusions after reading, so that she can draw important points that can be drawn after reading, and sometimes the conclusions she gets after reading a book will be summarized and then posted on her social media. She does it if she finds a reading book that is full of many

meanings. That way, on social media, other people can also see the conclusions that are made into beautiful sentences strung together by Lala, and in her social media also contains an opinion on a news or issue that is currently being reported. This will also help train her to practice critical literacy activities that she does.

She used to think that she should derive output from whatever she already knew. Gradually, she began to learn that not all knowledge can be implemented into real life. Therefore, she actively seeks knowledge and information as much as possible so that her knowledge does not stop only at what she knows. For example, in the political issues that appear in the news about corruption that occurs in her country and the games that are in politics carried out by high-ranking officials in this country, she realizes that she will not be able to solve the problems that arise in her country. She can only give responses to existing political issues and become lessons for them when becoming a leader.

"That way at least I learn that the knowledge I have can affect my life, and let me know what I can and can't do with my life."

4.1.3 The Impact of Critical Literacy Practice of Lala in Daily Life

Lala's efforts to consistently practice critical literacy greatly affect her now and in the future. She thinks that she must remain consistent in carrying out this practice, because for her it is important to actively engage in understanding the meaning of a word and enrich her knowledge of current issues. The organization she participates in plays a major role in her critical literacy practice. According to

the existing members of the organization, Lala is now a wise person, always listens to the opinions of others, can make the right decisions at once and can be held accountable for it. She feels that this organization is the right fit for her, because most people like to read books, so it is more comfortable and convenient to share. In presenting an issue, try not to exaggerate or understate it because it will be detrimental to a party, so it is better for us to explain what it is.

“The most important thing with her practice is so that it is not easy to accept hoax news without finding out the truth, then becoming a person who can understand each other's opinions or views.”

It's very influential in change the personal self. She felt a lot of influence. Starting from her, many people said that she is now a wise person, because she was very receptive to suggestions. Meanwhile, she used to be a person who was considered very selfish. Lala felt that she was someone who should always be considered right, indirectly making her now have many friends who are suitable to be discussed with. Another benefit she feels now to be a person asks a lot of people, which makes it considered active in class, because she always asks questions during online classes, so she often gets a definite plus from the lecturer. The personality she has now is because she practices critical literacy, she has become a person with a critical personality, because everything now must be carefully considered. The context of reading that has owned from the previous reading it has a different preference. So, to find its purpose maybe reading it many times until understand the text. She strongly believes that, as a human being, one must have an understanding of her critical literacy practices, because this practice is very helpful

in thinking. For example, when talking about life where everyone has a different mindset from others, this practice can give a positive mindset in judging people.

Especially when talking about life, there are so many things that happen every day that make her see the need for continuous updates on topics that are relevant to the latest issues. This belief arises because she is always consistent in carrying out her literacy practices. The next benefit is that we certainly will not easily accept news whose truth cannot be ascertained, which means it will not be easy to accept hoax news. Then, we know a lot of knowledge, because of the curiosity that we indirectly have. Indeed, there is a reason behind Lala's frequent practice of critical literacy in various ways. She explained that her practice of critical literacy greatly affected her life to the extent that it had an impact on her life goals. This practice, we also take advantage of being able to make her self-worth better. In other words, other people have a good view of the personality she has.

“By practicing critical literacy, it really affects the personality that I have now, because it affects how I take attitudes, think and how to judge things.”

Finally, maybe being a critical person is also very helpful when reading, because it will definitely be easy to understand the reading. The environment really influences this practice. According to Lala, this really relates to her personality and sometimes it reflects how much background knowledge we have, giving feedback according to the knowledge we have for sure, like sharing knowledge usually falls.

4.2 Discussion

Findings from current research that can be supported by previous research are discussed further in this section, such as Lala's views during critical literacy practices, and critical literacy practices that make Lala a person who wants to know a lot and be a critical person.

Lala always tries to understand the meaning of every word that appears in the text. She always searches first for any information she receives, looking for the values in the text. This finding is supported by Massey and Haefner (2004), critical literacy in social studies is very important to identify the meaning of text, make connections with prior knowledge, and analyze their understanding. The study by Massey and Haefner (2004), state to identifies the information is with finding out, for who the information was created, and what the purpose of the information. This ensures that Lala always criticizes every text she reads. It can be seen that she uses several ways to understand the text such as finding out what the text is about, the values, the purpose of the writer writing, the type of text, and the relationship between the text. In the other text, how to find the similarities and differences in the texts, when she doing this strategy, she explained that she would draw conclusions from the information she got from the text and she had to find out the truth of the information first and then be able to receive the information. When Lala understands the content of the text, she practices critical literacy because her goal is not only to read the text. However, she tries to find and understand the relationship between the text and the related text so that she can be sure whether she should accept or oppose the information. This result in this dimension, is also

related to the study conducted by Morgan (1997) critical literacy is the ability to analyze texts: to investigate "cultural and ideological views that appear in the text". Various representations of reality in texts and interpretations are the main focus of investigation in critical literacy through 'interrogation' from the text.

In addition, Lala's critical literacy analysis has matured because she has often practiced it since she entered college. It is revealed that she has various ways and strategies to practice critically which are not only limited to texts. She always discusses a lot of things with her friends who help her expand her knowledge, it doesn't stop there she always argues about things that are not clear. She often discussed with her friends or lecturers to practice her critical literacy, which made her understanding of the text.

In addition, the organization she participates in plays an important role in her critical literacy practice, various strategies within the organization are carried out that make her consistent in carrying out this critical literacy practice. This critical literacy practice not only helps her in academics but also in non-academics, such as in her social environment. The findings of this study relate with previous study from Bartholomae (1986), critical literacy practices hold a crucial role in knowing the process behind knowledge is constructed and is used to connect with other academic contexts. Lala always looks for various information that she does not know by looking for articles on the internet and then reading them until she understands them. Then usually Lala will identify the text she gets on the internet. Then she tried to find books with the same context but with different values.

Therefore, in this study, strategies of critical literacy practices develop by Luke and Dooley (2011), critical literacy in reading texts uses 'constructs of understanding texts and discourses, deconstructed to change material, and reconstructed to represent and transform material, social and semiotic relations'. When Lala has a dialogue with the text, she practices her critical literacy implementing the construct, then looking for the elements contained in the text, not just reading the text. The practice of critical literacy makes Lala understand the purpose of the text and why the text is made in such a way. In addition, Lala stated that she had to go through the process of making meaning and understanding the text to be able to understand every text she reads. This finding has similar results with the previous study conducted by Freebody and Luke (1990), state that making meaning in reading is connecting content between texts, and expressing ideas. Making meaning and expressing ideas through texts is important because it plays an important role in understanding texts and looking for relationships between texts. She believes that understanding texts is one of the essential things to succeed in critical literacy practices.

In implementing deconstruction, she does it by understanding the elements contained in the reading, including linguistic elements and how she gives a point of view about the text. The indication is in line with Luke (2000) statement deconstructed is how to analyze element the text and the social, cultural fields that exist in the text. The results of this study, Lala shows how she analyzes the elements in the text, which include the intrinsic and extrinsic elements. Then after that, she will take what views will be taken on text. This present of this study relates with

the previous study from Luke and Dooley (2011), deconstruction also guides the effects of the commonplaces or views of people.

In implementing reconstruction, when she read, she will relate reading preferences to other preferences of the text. The result of this study is different from the result from (Shin and Crookes, 2005), which describe that reconstruction is encourages contemplation in constructing discourse on the text. However, she tries to find the relationship between texts and other texts so that she can be sure whether she should accept or oppose the information. How text can be recreated with a different view. In this case, how to be able to interpret the text and how to be able to relate the values that belong to different texts.

Following from Lala's explanation, she has a way of understanding the content of the text she got in the CRL class (critical, reading and literacy) by using the 3 strategies stated in Hillary Janks' article. The strategy is Domination, Access, Diversity and Design, but she only uses 3 (Domination, Access and Diversity). Refers to Janks (1993), domination is awareness to prepare readers to ask critical questions: why did the writer or speaker make this choice? Whose interests do they serve? Who has power or no power over the language used? This critical literacy analysis is used to understand how language can work to position readers in the interests of power. It assumes Thompson's (1990) critical ideological theory, which sees power as a negative and productive view that gives rise to unjust social relations. Second, referring to Gee (1990) access are to analysis regarding the message of the issue? Who will be affected by it? What is the impact of this issue? The last, what is conveyed by Gee (1990) Diversity relates to various social

identities embedded in various social institutions, aiming to provide the need and means to be able to reflect on our own ways of saying, doing, thinking, and judging. In simple terms, information is how to have its own value and which certainly has a different value from us or a different view, which makes us have to compare it with the values we have.

Overall, Lala has shown great awareness to consistently practice critical literacy and that is why she knows what strategies to practice critical literacy. From Lala's practices, it is proven that she can have a great curiosity and always wants to develop every knowledge she has, this is what makes her improve her critical literacy practice. She said that she would continue to consistently practice critical literacy in the future, because according to her the practice of critical literacy had a significant impact on her personality. Like the difference in responding to a text or news, a change in the way of thinking in assessing a situation and most importantly in the way she behaves. This is what makes her to continue to practice critical literacy throughout her life.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to determine the critical literacy practices of college students in Indonesia. The findings of this study reveal that Lala has often practiced critical literacy since she entered college, she has often practiced critical literacy with texts and discourses. She often looks for information that is not fully known on the internet, the aim is to be able to develop her knowledge. She has her own motivation to be able to consistently do this practice. Discussing with friends and in her organization is an important aspect that causes her to practice critical literacy. In addition, the practice of critical literacy that Lala does greatly affects her life in terms of the way she thinks, the way she takes a view, the way she assesses a situation and how she takes an action that can be accounted for. Lala has been accustomed to read since she was a child by her parents, which made her reading habit develop and made reading books as an activity she likes to do.

Critical literacy is a concept and practice that seeks to express the language of the world's unequal power relations and help marginalized people, those who have no voice and power, all for social justice. Critical literacy is done by learning the language and power structures that play a role in everyday communication. The benefit of this kind of literacy is the ability to develop ownership of the texts they read and the words they use in everyday communication.

This study shows that Lala is able to practice critical literacy after she always discusses with her friends and also the organizations she participates in, because discussion really helps her in developing knowledge and knowing many things that were previously poorly understood. Moreover, this practice is able to make it easy for Lala to understand every intrinsic element in every reading she reads. With the practice of critical literacy, it also helps to be able to understand and identify the implied meaning of the text. Therefore, one needs to understand and identify the linkages between texts and strategies as the first step in critical literacy practice.

5.2 Suggestion

This study has several limitations that must be considered by future researchers. First, in this study only one person participated. Future researchers need to involve more participants to develop current critical literacy practices in the literature, which can further expand the literature. Future researchers should explore participants' critical literacy practices in depth to have broader data. The present study only used the interview transcript as the data. Thus, for future researchers, it is hoped that the results of this study can be used in the preparation of further relevant and more varied research design.

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APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Yolla Amelia
Umur : 20
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswa


Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **"EXPLORING CRITICAL LITERACY PRACTICES OF AN EFL STUDENTS IN INDONESIA: A CASE STUDY"** dan bersedia untuk:


1. Diwawancarai terkait dengan topik penelitian
2. Didokumentasikan dalam proses interview dalam bentuk foto
3. Direkam selama proses wawancara dari awal sampai akhir wawancara
4. Dimintai bukti-bukti kegiatan critical literacy practices dalam bentuk catatan, tugas, hasil pekerjaan selama kegiatan membaca yang pernah dilakukan, riwayat pada internet dan sejenisnya.
5. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan Kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 29 Januari 2022

Peneliti,

(Helpia Addina K)

Partisipan,

(Yolla Amelia)

Appendix 2 Interview Transcript

INTERVIEW DATA TRANSCRIPTION

Interviewer: Helpia Addina Karobi

Interviewee: Lala

Time: 30 January 2022

Place: Zoom

Length of Interview: 120 minutes

R: Researcher

P: Participant

R/P	Data Number	Interview Transcript	Themes
R		Ketika kamu sedang membaca sebuah teks, namun tidak bisa langsung memahami konten bacaan dengan 1 kali membaca, jadi bagaimana cara kamu untuk memahami isi konten dalam sebuah teks? dan apakah cara yang kamu lakukan itu dapat sangat membantu kamu untuk memahami konten dalam teks tersebut?	
P	001	Ketika saya membaca, yang pertama kali saya cari tau yaitu konten bacaan nya. Menurut saya untuk dapat memahami sebuah konten dalam bacaan, yang pastinya harus membaca secara keseluruhan, dan walaupun misalkan hal tersebut belum tercapai, atau konten nya belum bisa saya pahami, biasanya saya bakal Re-read atau membaca ulang	Strategy: Understanding the content Strategy: Re-read

		<p>bacaannya dan yang biasa saya lakukan yaitu menentukan purpose dari bacaan tersebut lalu menarik kesimpulan apa isi konten pada bacaan tersebut. Selama saya membaca menggunakan Teknik ini sangat membantu saya untuk memahami isi konten dalam bacaan.</p>	
R		<p>Ohh brarti biasa nya kamu membaca ulang sampai paham ya? Apakah kamu melakukan identifikasi juga pada kontennya?</p>	
P	002	<p>Iyaa gitu sih biasanya kak. Biasanya kalo saya melakukan identifikasi itu dengan cara melihat terlebih dahulu topik nya lalu membedakan apakah tulisan ini sifatnya menjelaskan definisi atau hanya memberikan pandangan terhadap suatu topik</p>	<p>Strategy: Identifying the topic</p>
R		<p>Tapi kalo misalnya dengan cara itu ternyata kamu belum memahami jugak isi konten dalam bacaan tersebut, apa kamu mencari referensi atau akan berdiskusi dengan orang lain?</p>	
P	003	<p>Kalo pun dengan cara yang biasa saya lakukan, saya belum memahami isi kontennya, biasa nya saya nanyak sama</p>	<p>Understanding: Discuss</p>

		temen dulu sih, sekaligus berdiskusi, dan ditambah dengan pengetahuan saya tentang topik tersebut dari yang saya pernah pahami sebelumnya. Terakhir yang saya lakukan pastinya mencari referensi di internet tentang hal yang belum saya pahami.	Understanding: Find out the References
R		Apakah berdiskusi dengan temenmu itu membantu?	
P	004	Lumayan membantu sih, soalnya kan diskusi buat mahami bacaannya dan sekaligus dapet pengetahuan baru sih biasanya.	Understanding: Discuss
R		Nah kan setelah kamu udah tau cara untuk memahami isi konten dalam sebuah bacaan, biasanya apa aspek-aspek/elemen yang kamu teliti Ketika membaca?	
P	005	Karena konten nya ini critical literacy, jadi mengikuti sesuai kelas CRL (Critical Reading and Literacy) sebelumnya, kalo dosen saya itu memberi contoh bagaimana kita ngebreakdown sebuah bacaan ataupun issue itu dengan teori Hillary Chaney, nah didalam teori yang dikemukakan oleh Hillary Chaney menggunakan beberapa komponen yaitu	Undestanding: References

		<p>ada domination, access, diversity and, design. Nah tapi saya biasa nya hanya menggunakan 3 komponen aja, domination, access and diversity. Jadi biasa nya saya mengexamine dari teks ataupun misalkan podcast ataupun yang lainnya. Informasi itu tuh dibuat oleh siapa, siapa yang membuat teks tersebut. Untuk mengakses itu dari bacaan ataupun informasi itu, itu tuh diarahkan ke siapa dan untuk apa purpose-nya (?), kalo diversity mungkin akan in line dengan pertanyaan selanjutnya, jadi informasi itu gimana caranya punya value tersendiri dan yang pastinya punya value yang berbeda dari kita ataupun pandangan yang berbeda, yang membuat kita harus compare dengan value yang kita punya. Dari situ kita bisa paham konten dari bacaannya.</p>	<p>Strategy: Examine the text</p> <p>Strategy: Identifying the information</p>
R		Nah brarti hanya 3 komponen yang biasa dipakai ya? Dri 5 yang disebutkan	
P	006	Iyaa biasanya 3 sih, sebenarnya design dan redesign tuh penting jugak untuk mengexamine sebuah teks, cuman kegiatan saya stiap membaca, saya hanya menggunakan 3 komponen itu aja, dan	

		menurut saya 3 komponen itu yang penting.	
R		Kalo boleh tau apasih perbedaan dari masing- masing komponen yang sudah disebutkan tadi?	
P	007	Ooh iyaa, sependek pengetahuan saya, karena lupa dikit. Kalo ‘Domination’ menggambarkan bagaimana informasi itu tuh disuarakan dan siapa yang membuat, misalkan kita bahas tentang tagline corona virus “Ingat keluarga mu dirumah” terpotong lanjutan via wa	
R		Kalo untuk design and redesign itu apa dan apa kelebihanannya?	
P	008	Lanjutan via wa	
R		Berarti dengan komponen tersebut sangat berguna untuk meneliti isi bacaan ya? Nah kalo kamu lagi membaca pasti ada tema, tokoh dan lain lain, nah saya mau nanyak kamu tau ga itu termasuk dalam apa?	
P	009	Iyaa bener, biasanya dengan menggunakan aspek-aspek yang saya gunain sangat berguna untuk saya memahami bacaan Ketika membaca.	

		Setausaya itu termasuk dalam unsur intrinsik sih kak	
R		Nah benar, Jadi gimana sih cara kamu untuk menemukan intrinsic meaning dalam sebuah bacaan?	
P	010	Kalo untuk gimana saya untuk bisa menemukan intrinsic meaning dalam sebuah bacaan, karena pada dasarnya intrinsic meaning itu artinya unsur pembangun atau unsur penting yang ada dalam sebuah bacaan. Dan biasanya itu based on the text, saya lebih milih untuk mencari purposenya ataupun main idea yang dibahas dalam bacaan tersebut. Tapi biasanya ga bisa langsung dapat menemukan, nah biasanya saya jugak mencari referensi di internet tentang bacaan yang sedang saya baca, nah dari situ biasanya saya banding kan dan sesuaikan dengan yang saya butuhin. Setelah itu baru deh biasanya saya dapet intrinsic meaning dari teks.	Strategy: Find the purpose Understanding: Find out the References
R		Selain yang udah kamu jelasin diatas, ada ga cara lain untuk kamu dapat menemukan intrinsic meaning based on the text?	

P	011	<p>Sebenarnya kan basic untuk dapat mudah menemukan intrinsic meaning harus memiliki skill kritis dalam membaca yang pastinya, balik lagi Ketika saya berada di smt 3 mendapat mata kuliah CRL (Critical Reading and Literacy) saat berada dikelas ini benar-bener kita bebas berpendapat sesuai pandangan kita, di mata kuliah ini juga sangat membantu ngajarin saya untuk dapat kritis dalam membaca. Dari itu saya jadi terbiasa untuk membaca dan memahami bacaan dengan mudah. Nah maka dari itu menurut saya untuk dapat mudah menemukan intrinsic meaning selain yang saya sudah jelaskan diawal, kita harus memiliki skill kritis dalam membaca.</p>	<p>Reason: Exercise literacy practices</p>
R		<p>Berarti kegiatan membaca dan kemampuan kritis dalam membaca itu muncul sejak di kuliah?</p>	
P	012	<p>Kalo untuk kegiatan suka membaca sebenarnya sudah sejak SMP, cuman genre nya itu lebih suka yang romance, misteri dan cerita fiksi. Untuk kemampuan membaca kritis itu sebenarnya dari lama, cuman kan setiap berpendapat terkadang tidak semua</p>	<p>Texts: Types</p>

		<p>orang memiliki pandangan yang sama dengan kita, dan dulu jadi selalu mendengarkan apa pendapat orang lain dibanding pandangan kita sendiri. Nah Ketika kuliah baru memiliki wadah atau tempat untuk dapat berpendapat sesuai pandangan kita terhadap sebuah issue atau permasalahan yang sedang dibicarakan. Dan ranah untuk sharing itu banyak dan saya jugak masuk organisasi yang orang nya tuh aware terhadap pendapat orang lain. Basically, saya tuh sukak membahas issue issue yang berat like politik atau yang berbau feminist, untuk dilingkungan pertemanan jurusan biasanya mereka menghindari untuk membahas issue berat karena mereka pikir itu ga penting bagi mereka, dan ya saya akhirnya masuk organisasi yang emang orang nya suka membahas issue-issue seperti yang saya bilang, dan disitu membuat saya menjadi pribadi yang kritis karena saya udah menemukan lingkungan sesuai dengan pola pikir saya.</p>	<p>Reason: Environment</p>
R		<p>Sangat menarik, brarti kamu sampai masuk organisasi yang emang orang nya kritis atau sesuai dengan diri kamu yah?</p>	
P	013	<p>Iyaaa kak bener, karena kayak nyambung aja kalo untuk berdiskusi</p>	

R		Ketika lagi membahas sebuah issue yang sedang hangat, pasti punya pandangan sendirikan dalam menanggapi issue tersebut, yang mau saya tanyain gimana jika saat berdiskusi kamu memiliki pandangan yang berbeda dengan teman diskusi mu, apa yang akan kamu lakukan?	
P	014	Memiliki pandangan yang berbeda itu pasti sih kak, pasti ada pro dan kontra dalam memberi pandangan terhadap sebuah issue dan itu hal biasa. Biasanya yang saya lakukan itu mendengar pendapat teman diskusi saya terlebih dahulu, jika berbeda pandangan maka saya jelaskan dan beri alasan yang jelas dan relevant, dan saya ga minta buat teman saya setuju dengan pendapat saya, saya biasanya hanya mengutarakan pandangan saya saja dan memberi penjelasan yang jelas pastinya. Dari hal tersebut juga membuat mempererat pertemanan sih, kayak bonus nya gitu, jadi saling mengerti satu sama lain.	Understanding: discuss
R		Berarti banyak manfaat ya dari kegiatan kamu menjadi orang yang kritis.	

P	015	Iyaa bener kak, kayak saya jadi ga gampang menerima berita hoax, karena pasti sebelum saya menerima berita itu, pasti saya cari tau dulu kebenarannya di internet apakah berita itu valid. Dan Ketika membaca sebuah buku pun pasti saya mencermati masing-masing tokoh cerita yang diperankan dalam bacaan tersebut kayak apa peran dia dicerita itu dan apa kesimpulan yang dapat diambil,yang saya rasakan itu sih.	Understanding: Find the valid information Text: Identifying the figure
		Ohh I see, kalau untuk pengalaman kamu ngobrol dengan orang yang baru kamu temui dengan membahas sebuah issue itu biasanya gimana?	
P	016	Kayaknya mungkin ke ranah nya dulu dimana, kalau kita mengobrol sehari hari dengan seseorang atau mengobrol akademik yaa pengetahuan yang kita punya secara sadarkan mencerminkan kita saat kita berbicara. Menurut saya ini bener-bener relate pembawaan diri kita juga kadang itu mencerminkan gimana kita itu memiliki background knowledge yang seberapa banyak, kita memberi tanggapan jugak dengan sesuai pengetahuan yang kita miliki pastinya, kayak sharing tentang pengetahuan sih biasanya jatuhnya.	Understanding: Thought

R		<p>Nah kalo semisal kamu ketemu teman nah itu pasti punya pengalamannya yang beda kan dalam sebuah konten/konten jadi gimana diskusinya?</p>	
P	017	<p>Kalau sejauh ini, mungkin ada sisi baik dan buruknya, nah di sisi baik ini ada beberapa teman-teman saya yang open untuk membicarakan tentang pengetahuan maupun isu maupun happening, dan pembahasannya santai, ringan walaupun misalkan kita ada salah persepsi kita cari masing – masing dan kita akhirnya punya conclusion kayak ternyata oh isu ini mempunyai suatu masalah yang seperti ini.</p> <p>Kemudian di sisi buruknya saya pernah mempunyai bacaan mengenai biografi seseorang, orang itu berpetualang di sebuah negara, dan ketika saya mengobrolkannya dengan teman saya tentang negara tersebut, ketika saya mengobrolkan perihal negara tersebut mempunyai kasus yang bermacam – macam, orang itu langsung mengjudge obrolan saya dengan kalimat “ emang anda pernah pergi ke negara itu “, nah itu yang bikin saya panas, padahal kan buku itu adalah jendela dunia dari baca aja itu sudah poin plus buat saya karena saya sudah paham dengan keadaan</p>	<p>Understanding: Discuss</p>

		<p>permasalahan di negara itu tapi temen saya tidak open pada saat kita membahas persoalan obrolan keadaan negara tersebut. Mungkin itu sisi buruknya yang kadang suka menjengkelkan but ok, biasanya orang seperti itu tidak cocok untuk berdiskusi lagi bareng saya, karena kayak dia langsung menjudge tanpa knowledge, tapi sih emang orang yang ngomong seperti itu karena dia ga punya pengetahuan tentang issue itu.</p>	
R		<p>Iya bener jugak sih, jadi biasanya lebih nyaman berbagi experience nya itu di lingkungan mana nih? Lingkungan kuliah, Lembaga pers atau keluarga?</p>	
P	018	<p>Both sih, tapi kalau di keluarga ga banyak bahasan masalah dari luar sih, mungkin pada saat nonton berita aja sih biasanya, kayak nanggapin berita gossip para artis gitu dan tidak terlalu sering di keluarga karena sering merantau sejak SMP sih. Kalau di lingkungan kuliah jugak pasti pembahasannya seputaran kuliah aja, jarang membahas obrolan luar karena yang udah saya jelasin diatas, kalau lingkungan pertemanan saya di jurusan itu kayak menghindari pembahasan berat. Nah kalo di Lembaga pers itu kayak jadi diri saya, ngerasa ini loh tempat yang cocok buat saya, karena</p>	<p>Meaning-making: Thought</p>

		orang nya jugak kebanyakan yang sukak baca buku, jadi lebih enak aja sih buat sharing dan menurut saya pada kritis orang nya. Tapi ya sama aja sih semuanya tergantung ranah pembahasannya aja cocoknya dimana, gitu sih kak.	
R		Kalo boleh tau kamu ikut organisasi apa? Dan apa manfaat dari organisasi tersebut?	
P	019	Saya ikut Lembaga pers di univ, kalau di lembaga pers buku bacaan apapun yang jadi critical readingnya, mungkin kalau di lembaga pers situ adalah analisis wacananya gimana saya bisa menganalisis sebuah isu, kemudian apa yang bisa saya liat sisi apa yang perlu kita kritisi, dan apa yang kita ulik, dari situ kan kita bisa tau bagaimana kita menyikapi kasus tersebut, dan karya karya kita dalam lembaga pers itu membuat berita ataupun menentukan sikap seperti apa. Karena pasti setelah membaca, di Lembaga pers itu minta kita untuk membuat sebuah karya atau essay tentang gimana kita menanggapi berita itu tanpa mendiskriminasi atau menjatuhkan pandangan orang lain.	Strategy: Analyze the issue
R		Berarti sama hal nya dengan kalau misalnya merelate kan sebuah konten	

		dengan experience kamu itu dari berbagai hal ya?	
P	020	Yang pastinya iya, cuman disesuaikan juga dengan pengalaman yang udah kita dapat apakah sesuai dengan konten yang sedang dibahas atau tidak. Kita cermati dulu kontennya apa baru sesuai kan dengan experiences yang kita punya dan dengan knowledge yang kita miliki mengenai konten tersebut. Biasanya saya gitu sih ka, menyesuaikan aja yang pastinya.	Experiences
R		Ohh begitu, penuh pertimbangan ya. Oh, ya tadi kamu diatas ada bahas tentang conclusion atau kesimpulan, biasanya gimana sih cara kamu menarik kesimpulan dari bacaan yang sudah kamu baca?	
P	021	Kalau tentang conclusion pastinya itu bakal dilakuin sih sama saya kalo udah selesai membaca sesuatu, saya bakal membuat conclusion yang membenarkan itu dari pandangan saya, atau kalau pun sesuatu itu tidak bisa di benarkan, mungkin informasi itu akan saya jabarkan dalam berbagai prespektif entah itu dalam pembicaraan ataupun naskah. Yang Kembali lagi saya sesuaikan dengan knowledge yang saya miliki, dan walaupun saya tidak terlalu paham, saya	Strategy: Make the conclusion

		pastinya mencari tau dulu baru saya bisa menarik kesimpulan.	
R		Berarti kayak lebih rinci ya, pertama kamu membaca, menjabarkan, mencari intinya lebih dulu, baru menarik kesimpulan, seperti itu?	
P	022	Sayarang lebih begitu, Pertama kan pastinya membaca dulu kemudian kalo udah dapat nih purpose atau mind pointnya lalu di breakdown, kemudian yang jabarkan apa yang ingin di suarakan, siapa yang punya power, terus akses nya, value apa yang mau di tekankan disitu dan untuk mendapatkan yang pastinya kita harus paham dulu pembahasan dalam bacaannya itu apa, terus nanti biasanya dari purpose itu kan bisa dilihat kesimpulan apa yang bisa kita ambil.	Strategy: Understanding the text
R		Kalo In case nya ini dari beberapa bacaan/ topik itu gimana penyesuainnya?	
P	023	Jadi kalo dari beberapa bacaan/topik, yang pertama saya lakuin itu pastinya mencari dulu kebenarannya tuh gimana dari berbagai sumber, setelah itu saya baru bisa mendapatkan kesimpulan. Jadi in line dengan topiknya.	Strategy: Find the truth from other source
R		Jadi kayak mencari referensinya dulu, kemudian membuat conclusion dari topik nya ya?	

P	024	Iyaa kak, saya pasti cari referensi yang sesuai dengan topiknya, dan mencari referensi yang valid. Karena kalau salah mencari referensi, nanti setelah membuat karya itu jatuhnya hoax dan itu tidak boleh terjadi.	Understand: Find out the References
R		Kalo untuk mengambil sikap untuk menanggapi sebuah issue?	
P	025	Yaa mungkin dari itu yaa sama kayak yang tadi, dari conclusion ketika saya mempunyai conclusion dengan cara menyikapinya yaitu saya take bold stand, walaupun enggak, saya bakal menerangkan dengan jelas, tanpa mengenderisasi suatu informasi yang saya pahami. Dan kalo nanti nya dianggap pandangan itu buruk dan walaupun tidak benar yaa tetap di sampaikan saja apa yang ada di informasi tersebut. Karena pasti akan ada pro dan kontra dalam menanggapi sebuah informasi, cuman bagaimana cara kita aja untuk memberikan penjelasan yang sesuai dengan fakta yang ada, tidak melebihkan atau mengurangi isi informasi tersebut. Karena menurut saya melebihkan tau mengurangi itu bakal merugikan suatu pihak, jadi lebih baik kita menjelaskan apa adanya, walaupun ada yang tidak setuju atau dianggap	Strategy: Explain the information Meaning- making: Thought

		buruk ya diterima saja, tanpa harus menjatuhkan pandangannya.	
R		Kalau menyikapi atau berdiskusi sebuah isu bersama teman atau seseorang, Bagaimana cara mengambil sikap sesuai pandangan kamu itu seperti apa?	
P	026	Kalau misalkan kontennya lagi conversation yang pertama saya lakukan biasanya yaitu dengerin dulu pendapat dari teman diskusi, dan kalo misalkan dia berpendapat duluan yaa dengerin juga, tapi semisal dia nanyak gimana dari sudut pandang saya, yaa saya bakal kasih disclaimer di awal dulu seperti menjelaskan menggunakan kata “menurut saya seperti ini” dan bakal saya tambahkan seperti “kenapa saya mikir seperti itu, karena blablabla”, dan “menurut saya begini begini”. Saya juga menghindari omongan yang langsung tidak setuju, karena sikap yang baik dalam berdiskusi itu saling mendengarkan pandangan satu sama lain, dan mencernanya. Karena kita hidup di negara dengan banyaknya suku dan ras, yang membuat kita pasti punya banyak perbedaan dan pengetahuan yang membuat kita harus punya sikap toleransi juga pastinya, dan begitu pula yang harus kita lakukan saat berdiskusi dengan	Understanding: Discuss

		seseorang, kalo dia punya pendapat atau pandangan tersendiri yaa di terima walaupun dalam hati itu tidak sesuai dengan pandangan yang kita miliki. Yang penting kita bisa saling menghargai satu sama lain.	
R		Misalnya temen diskusi kamu tidak setuju dengan apa yang kamu omongkan, gimana kamu mengambil sikap?	
P	027	Semisal dia masih tidak setuju, saya tanya dari perspektif nya dia sekali lagi, dan saya tanya kenapa dia mempunyai pola pikir seperti itu, biasanya kita juga sudah bisa menyimpulkan “oh berarti yang bener yang ini”, tapi kalau misal nya tetep tidak terselesaikan kita mengambil kesepakatan dan mengambil 1 keputusan yang bisa kita tanggung bersama – sama. Untuk menghindari nanti kalau ada kata-kata yang nanti bisa jadi berselisih.	
R		Kalau dari contoh buku bacaan, bagaimana cara penyelesaiannya?	
P	028	Sebenarnya kalau dari buku bacaan itu asalkan kita bisa memberikan analogi yang baik dan kita bisa memberikan praktek praktek akademik yang lain dalam memberikan tanggapan, menurut saya itu aman aman aja.	

R		Lalu, bagaimana pandangan atau tanggapan kamu dengan kritis dalam membaca?	
P	029	Kalau ditanya tanggapan mungkin saya bisa lebih jelasin ke manfaat dari menjadi kritis dalam membaca yah, kalau menurut saya menjadi orang yang kritis itu penuh dengan benefit. Benefit yang pertama, yang pasti kita tidak akan mudah menerima berita yang kebenarannya belum bisa dipastikan, yang artinya tidak akan mudah menerima berita hoax. Lalu, kita banyak mengetahui pengetahuan, karena rasa ingin tau yang secara tidak langsung kita miliki. Terakhir, mungkin dengan menjadi orang yang kritis jugak sangat membantu saat membaca, karena pasti akan dengan mudah memahami bacaan. Menurut saya lingkungan sangat mempengaruhi banget dengan praktik tersebut.	Meaning-making: Thoughts
R		Lalu bagaimana tanggapan kamu dengan orang yang tidak melakukan hal itu?	
P	030	Kalo menurut saya itu Kembali ke diri masing- masing ya, sesuai kebutuhan jugak. Kalo saya karna basic nya emang suka membaca, jadi secara tidak langsung saya menjadi pribadi sekarang yang kritis. Tapi ya mungkin dengan	

		orang yang tidak melakukan praktik kritis, mungkin bakal dengan mudah menerima berita hoax krna tidak mencari terlebih dahulu kebenarannya, yang sering terjadi di Indonesia sendiri. Dan pendapat saya sebenarnya praktik kritis dalam membaca itu harus ditanam sejak kecil, atau mungkin di sekolah seharusnya ada mata pelajaran yang mengajarkan tentang praktik ini, karena ini penting itu kita miliki dalam diri, gitu sih kak hehehe	Meaning-making: Thought
R		Praktik atau kebiasaan kamu ini tumbuh berasal dari mana? Apakah lingkungan keluarga atau kuliah? Dan apa yang membuat kamu menjadi pribadi yang kritis?	
P	031	Mungkin karena emang saya pada dasarnya suka membaca sih, jadi ya awalnya tumbuh dari diri saya sendiri. Tapi beranjak dewasa, saat dijenjang SMA saya menemukan teman sefrekuensi yang sama-sama suka membaca, nah saat itu suka berdiskusi mengenai bacaan yang sudah kami baca. Sering memberi pandangan masing-masing, yang langsung membuat saya tersadar,” ohh iyaa berarti setiap masing-masing kita itu bisa memiliki beda pandangan walaupun membaca buku	Understanding: Discuss

		<p>yang sama”. Dari situ kami menjadi mengerti satu sama lain, karena saling bisa terima pendapat atau pandangan yang berbeda. Setelah masuk jenjang perkuliahan, saya masuk sebuah forum atau Lembaga pers yang dimana emang di forum tersebut memiliki kegiatan kita membahas sebuah isu, lalu setelah itu kita membuat sebuah essay atau berita untuk di terbitkan. Nah selama di Lembaga pers jugak membuat saya banyak tau informasi terkini, karena setiap ada berita viral kita pasti langsung membahas dan adu argument sesuai pandangan kita, mungkin itu ya yang sangat membantu saya bisa menjadi pribadi kritis, dibantu oleh lingkungan itu sendiri dan Lembaga pers.</p>	<p>Understanding: Discuss</p>
;R		<p>Apa yang melatarbelakangi mu dengan praktik membaca kritis yang kamu miliki?</p>	
P	032	<p>Kalo ditanya melatarbelakangi, mungkin saya sendiri pun secara tidak sadar melakukan praktik itu. Saat dimata kuliah CRL baru tau cara praktek critical literacy itu seperti apa, sepemahaman saya itu gimana cara kita untuk memahami sebuah teks dengan mengidentifikasi setiap kata yang muncul di sebuah teks tersebut. Kayak</p>	<p>Strategy: Identifying the words</p>

		<p>gimana sih cara kita buat menemukan arti kalimat tersembunyi yang ada di setiap bacaan, nah gimana cara memahaminya, sepemahaman saya begitu. Ya pada dasarnya emang saya orang nya suka membaca dan suka berdebat atau beradu argument, walaupun berargumen itu pasti dengan memberi alasan yang relate atau sesuai lah dengan norma yang ada dan tidak menjatuhkan pendapat orang lain.</p>	<p>Strategy: Provide valid reasons</p>
R		<p>Kamu tadi menyinggung mengenai bahwa praktik literacy kritis itu adalah cara untuk mengidentifikasi stiap kata dalam teks, nah itu maksud nya gimana?</p>	
P	033	<p>Karna untuk kita dapat memahami teks itu kan pada dasarnya kita harus melakukan identifikasi dulu, baru ohh ini loh maksud dari teksnya. Kalau kita tidak melakukan itu, pasti susah untuk memahami bacaannya. Dilihat dari artinya "Identifikasi" yang artinya yaitu Tindakan mencari tau, meneliti dan menemukan. Nah saat membaca hal yang pertama kali dilakukan pasti mencari tau dulu nih yang belum kita pahami, setelah memahami baru deh bisa menarik kesimpulan, itu merupakan hal dasar yang harus dilakukan dalam praktik kritis dalam membaca.</p>	<p>Strategy: Identifying the text</p>

R		Iyaa bener sih, oh iya kan kamu bilang kalo kamu suka membaca nih, nah biasanya untuk membaca 1 buku itu bisa menghabiskan waktu berapa hari untuk menyelesaikannya?	
P	034	Hmm tergantung genre dan tebal bukunya sih, kalau misalnya genre nya ga terlalu saya suka ataupun bertele-tele mungkin saya akan lama sih menyelesaikannya, bisa 1 minggu mungkin. Tapi kalau genre yang saya suka yang penuh misteri atau thriller dan romances itu saya paling cepat 1 hari bisa kelar, paling lama 3 hari. Nah tergantung juga dengan ketebalan bukunya, kadang ada genre buku yang saya suka tapi buku tebal banget dan alur ceritanya bikin greget itu bisa saya selesaikan dalam 2 hari sih, soalnya saya kepoan gitu, kalo dah baca rasanya pengen tau akhir ceritanya langsung.	Texts: Types
R		Berarti cepatnya kamu menyelesaikan buku itu tergantung genre yang kamu suka atau engga yah? Jadi kalo untuk buku akademik itu gimana?	
P	035	Iyaa kak pastinya, apalagi genre yang kayak penuh misteri gitu saya suka banget, kayak tertantang aja untuk menyelesaikan membacanya. Genre yang romance juga saya suka, tapi yang	Text: Types

		ga terlalu bertele- tele juga atau yang terlalu di dramatisir.	
R		Ohh begitu, berarti kamu anaknya sukak suatu hal yang menantang yah	
P	036	Iyaa bener bangettt	
R		Nah saya mau nanyak biasanya kalo membaca pasti ada plot twist atau kesimpulannya kan, nah apakah kamu setiap selesai membaca akan membuat kesimpulan sendiri dari buku yang sudah kamu baca?	
P	037	Iyaa pasti sih, kayak menerka ohh ternyata bagini ceritanya, karna ternyata kan setiap membaca buku yang penuh dengan misteri itu pemikiran kita diawal pasti akan berbeda pada cerita akhirnya. Biasanya saya pahami dulu setiap peran atau karakter yang muncul pada masing-masing tokoh gitu, dari situ saya biasanya mulai menerka- nerka pemeran utama nya yang mana, pemeran pendamping dan pembantu yang mana. Karna pasti dalam buku yang genre nya misteri itu pasti ada yang jahat nya dan ada yang baiknya, nah biasanya plot twist yang sering saya temui yang diawal saya anggap orang baik ternyata orang jahat nya, nah saya sering kayak gitu.	Strategy: understanding the Characterization
R		Berarti sering tak terduga ya plot twist nya?	

P	038	Iyaa bener, kayak ga sesuai yang saya bayangin diawal cerita, yang ternyata berbeda gitu akhirnya.	
R		Owkey deh, Kalo alasan kamu memilih critical literacy practices sebagai cara buat kamu untuk memahami suatu hal tuh karena apa?	
P	039	Karena menurut saya dengan melakukan praktik literasi kritis itu membuat saya mudah memahami sebuah isu ataupun bacaan, kayak saya tuh jadi orang yang punya sifat pengen tau nya itu besar, setiap ada isu pasti selalu mikir “saya harus tau dulu nih kebenaran isunya bagaimana” nah dari situ saya pasti mencari tau terlebih dahulu, mencari infonya di internet biasanya, atau baca-baca koran sih. Kalo berdebat sama orang jugak lebih merasa memiliki otak lah untuk berdebat atau sanggahan, karna saya dah cari tau dulu nih tentang isu yang lagi hangat dibicarakan.	Strategy: Understand the text Undestanding: Find out the References
R		Berarti kamu juga suka sampai membaca koran buat mencari info ya?	
P	040	Nggak all the time juga sih saya baca korannya, kayak kalo lagi dirumah aja, karna pasti ada koran, nah kalo ada berita yang lagi heboh diperbincangkan pasti bakal ada dikoran, nah saya suka baca deh sesekali.	

R		Ohh begitu, jadi dari kebiasaan praktik critical literacy mu yang sangat baik, apa yang membuat kamu tetap konsisten melakukan kegiatan tersebut?	
P	041	Kalo ditanya kenapa konsisten juga saya bingung, karena kaya ya saya ngerasa itu udah menjadi kebiasaan saya aja, dan saya rasa diusia sekarang kita harus banget sih menjadi kan praktik literacy critis ini habit dalam kehidupan kita, kalo ditanyak knapa? Ya jawabannya seperti yang udah saya jelasin diatas, agar kita tidak mudah menerima berita hoax tanpa mencari tau kebenerannya, trus jadi pribadi yang bisa saling memahami pendapat atau pandangan orang lain, kayak mikir “ohh iyaa ternyata begitu yang benar, selama ini yang saya pikir itu salah ternyata”, nah setelah praktik itu saya lakuin saya baru sadar. Jadi secara tidak sadar saya jadi pribadi yang selalu melakukan atau tetap melakukan itu.	Meaning-making: Thought
R		Secara tidak langsung kamu merasakan kegunaan dari praktik literasi kritis ini ya?	
P	042	Iyaa bener banget begitu kak.	
R		Trus, Apakah dengan critical literacy practices ini memiliki pengaruh besar dalam hidup mu menjadi pribadi yang lebih baik?	

P	043	Iyaa sangat berpengaruh pastinya, banyak banget pengaruh yang saya rasain sih, mulai dari saya banyak dibilang orang menjadi pribadi yang bijak, saya sangat menerima saran orang karena saya yang dulu itu ngerasa kalo saya itu orang yang egois banget, pokok nya saya ngerasa saya orang yang selalu benar, saya juga jadi banyak temen sih sekarang hehehe.	Meaning making: Thought
R		Kalau untuk dibidang akademik ada pengaruhnya ga?	
P	044	Ada dong pastinya, saya jadi sering mempertanyakan banyak hal saat kelas online kepada dosen, jadi sering mendapat nilai plus pastinya dari dosen. Karena saya sering mempertanyakan yang saya anggap belum saya paham banget dan sering mengemukakan pendapat jugak sih, sedangkan saya dulu itu takut banget untuk bertanya karena takut salah, tapi sekarang saya malah banyak tanya.	Meaning- making: Thought
R		Bagus juga ya, ternyata banyak dampak positif yang kamu rasakan. Pertanyaan selanjutnya itu, bagaimana sih cara kamu mencari hubungan antar teks yang kamu baca dengan yang pernah kamu baca sebelumnya?	

P	045	Ini buku nya bebas yang genre apa aja ya?	
R		Mungkin bisa genre yang akademik gitu contohnya	
P	046	Yang pastinya yang akan saya lakuin itu adalah menggunakan pengetahuan yang sudah saya miliki dari bacaan yang sebelumnya saya baca sebagai referensi saya dengan buku yang sedang saya baca. untuk bagaimana cara mencari hubungan antar teks, mungkin saya akan membuat ringkasan terlebih dahulu, baru mencari topik utama apa yang ada pada masing-masing buku, lalu baru mencari hubungan teks yang sama yang ada pada bacaan yang saya baca sebelumnya dengan yang sedang saya baca. Karena pasti bacaan yang terdahulu itu jugak pasti memiliki preferensi yang berbeda dengan yang sekarang, jadi mungkin dengan membaca nya berkali-kali sampai paham adalah cara untuk dapat menemukan tujuannya.	Understanding: References Strategy: Re-read to find the goal
R		Berarti kamu juga sering melakukan hal itu?	
P	047	Tidak terlalu sering sih, cuman sometimes kalau saat kelas suka diminta untuk sering baca- baca artikel gitu. Jadi pernah ditugaskan melakukan kegiatan itu.	

R		Biasanya isu apasih yang sering kamu diskusikan dengan teman mu?	
P	048	Biasanya aku suka diskusi tentang isu politik sih, permainan yang ada di dalam politik kan banyak ya, nah biasa nya aku kepo untuk tau semua tentang hal itu. Dan sering baca berita atau di internet buat dapet informasi nya. Setelah itu diskusi deh di organisasi bareng-bareng, ngebahas sesuai dengan pandangan masing- masing.	
R		Apasih biasanya yang di dapet dari diskusi itu?	
P	049	Yah hanya bisa memberi tanggapan aja sih terhadap issu politik yang ada dan menjadi pelajaran untuk nya Ketika saya menjadi seorang pemimpin. Dengan begitu setidaknya saya belajar bahwa pengetahuan yang saya miliki dapat memengaruhi hidup saya, dan membuat saya tahu apa yang boleh dan tidak boleh dilakukan untuk hidup saya	
R		Menurutmu practices literacy kritis punya kontribusi besar ga dalam perubahan pribadi kamu yang sekarang?	
P	050	Yang pasti iya sangat berpengaruh, da itu juga alasan yang membuat untuk tetap konsisten dalam melakukan praktik ini. Karena banyak berperangu dalam	

		perubahan pola pikir, bertindak dan menilai sesuatu yang ada di depan pastinya.	
R		Ohh begitu, terima kasih banyak ya sudah mau meluangkan waktu untuk di interview	

