

**Competency construct model for critical reading in non-literary texts based on the framework of the Indonesian National Qualification (KKNI)**

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**ABSTRACT**

The ability to read is a language skill that is very important in supporting general academic abilities. Based on research, most study programs at higher education institutions do not include critical reading as a subject. For this reason, this study aims to produce a construct model of critical reading competencies in non-literary texts which is used as a guideline for evaluating learning outcomes (LO) in critical reading classes. The present study is developmental research with the stages of preliminary study activities, literature studies, field analysis, and competency product development. The data source for the study is analysis of data needs to build critical reading competences. Results of the study show that there are five steps of activities carried out in critical reading, namely: 1) surveying the text, 2) understanding the contents of the text, 3) analyzing the text, 4) criticizing the text, and 5) evaluating and publishing. Step (1) determines the type of text to be criticized, identifying the identity and background of the author. Step (2) determines the theme of the text, shows the characteristics of the text, and states the main ideas of each paragraph. Step (3) identifies the structure of the text, states facts and opinions, determines the pattern of paragraph development, identifies relationships between main ideas and explanations, restates implied meanings, and understands the relevance of the relationships among text structures. Step (4) shows the discrepancy between the theme and the content, the description in each part of the text, the ideas in the paragraphs, the details of facts, and the author's arguments. Step (5) assesses the accuracy and suitability of the facts. The final stage is publication of results showing strengths and weaknesses of the text.

**Keywords:** construct model, critical reading, non-literary text

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**INTRODUCTION**

Reading skills, especially critical reading, are primary elements in the capital for achieving learning in any level. Subsequently, every learner, be they school or university students, are required to have decent competences in critical reading. Every educational level has prescribed competency standards concerning competency standards in the efforts to elevate learners' abilities in understanding the various text types; invariably for university students.

In order to achieve the determined competency standards for all students, the same processes are ideally subjected to the instructional planning, activities, and evaluation. It is therefore understandable that the Government has devised the National Standards of Higher Education (NSHE), completed with the Indonesian National Qualification Framework (INQF). The realization of NSHE and INQF is formed in the INQF-based curriculum. The Study Program of Indonesian Language and Literature Education has responded to the INQF policies and developed an INQF-based curriculum.

In the INQF-based curriculum of the Study Program of Indonesian Language and Literature Education, Department of Indonesian Language and Literature Education, Faculty of Languages and Arts, Yogyakarta State University, there are two subjects that are oriented to the development of students' reading competencies; they are comprehension reading and critical, creative, and syntopsis reading. In line with the proscription of the 2014 NSHE, all study programs in the university must

complete the learning achievements (LA) as a form of accountabilities. Management of every study program must formulate its LA as a responsibility to the stake-holders.

The 2014 NSHE carries eight national educational standards; namely: Output Competency Standard (OCS), Content Standard (CS), Instructional Process Standard (IPS), Resources and Facilities Standard (R&E S), Evaluation Standard (ES), Teacher and Education Employee Standard (T-E S) Learning Management Standard (LMS), and Education Expenses Standard (EES). Of these eight national standards, four are directly concerned with teachers; they are OCS, CS, IPS, and ES. One is content standard which is in the forms of assignments that can be assessed in the learning achievement (LA). Meanwhile, learning achievement (LA) itself refers to competences acquired by learners in every educational level through the internalization of knowledge, attitudes, skills, and accumulation of working experiences. In this case, learning achievement (LA) should be in the forms of descriptions of learning results which can function to map competencies (Government Rule No.8, 2012 concerning NSHE).

Learning achievement (LA) consists of four components; namely: attitude and value patterns, working abilities, knowledge and authority, and responsibility. The real forms of LA can be seen in the descriptions of what has been known, understood, and done by the learner after finishing the instructional processes in each level of the national qualification framework determined by the parameters of attitude, general abilities, specific abilities, and knowledge. Every level of the qualification framework is different among different levels of education, marked by the keyword of working-competency level. On the national qualification, the university-level qualification is stated as “in-depth mastery of specific theoretical concepts in general and more specifically concerning the subject matter” that include intellectual intelligence, noble deeds, and physical skills (NSHE, Undergraduate/Applied undergraduate level) with the keywords applying, analyzing, making a design, applying science and technology, problem solving.

Ideally, all subject matters in the educational level 6 in the NSHE-based curriculum should have the same formulations of LA complemented with learning outcomes for the same study program. However, NSHE formulations of learning achievements and learning outcomes have not been uniformed, including for the subject matter of Critical Reading. From the tracing survey conducted by Priyatni (2014) on the NSHE-based syllabi of Critical Reading of the Indonesian Language and Literature Study Programs in five teacher training universities (i.e. State Universities of Malang, Surabaya, Gorontalo, Yogyakarta, and Bandung), it is found that (1) only one institution, namely Yogyakarta State University, explicitly lists Critical Reading as a subject matter by name of Critical, Creative, and Synthesis Reading; (2) the other study programs in the other four universities do not include Critical Reading in their curricula, nor do they list creative reading as an explicit topic in the syllabus of reading; and (3) no reference books and materials for critical reading are found in the syllabi of the five institutions. Subsequently, even in the Indonesian Language and Literature Study Program of Yogyakarta State University, no learning achievement (LA) followed by learning outcomes are found that are measurable, systemic, and valid.

Ratanaruamkarn, *et al* (2023) conducted a study on the trends of the teaching methods in the learning of Critical Reading competences in Thailand. The study looked at the findings of research done within 2011 and 2022. The results were reported in two groups: methods and levels of teaching. Concerning the first, eight methods are found in Critical Reading; they are, among others, the GRS, QUEST analysis method, multimodal task method, CLIL model, Literary Analysis model, applied-linguistic method, and SQ5R. This shows that critical reading competencies are important and must become a concern for many parties. The importance of critical reading competencies is emphasized by Song (2021). In his study, Song finds that the use of the critical reading method can help change learners' ways of thinking and solving problems. Learners are led to analyze problems from various perspectives, communicate and discuss things with others, and make decisions.

Concerning reading competencies, and looking at the results of PISA survey in 2018, Indonesia lies at the 74<sup>th</sup> level, that is, the sixth ranking from the bottom. According to OECD, in the field of reading, around 27 per cent of Indonesian students have the 1b competency level, in which students can only complete the easiest reading-comprehension questions such as quoting information that is clearly stated in the text; for instance, from an easy and general title of a text or from a simple list. They show some sub-competences, or basic elements of reading literacy, such as understanding explicit sentences, but are not capable of integrating or applying this ability for longer texts or making

simple conclusions (Wuryanto & Abduh, 2022). On the other side, by looking at the syllabus of Critical Reading of the Indonesian Language and Literature Study Program, Yogyakarta State University, no uniformed formulation is found concerning the competencies and assignments or learning outcomes for critical reading. From looking at previous research, no formulation of competencies is found for critical reading that covers the whole indicators of critical reading competencies. It is therefore felt necessary to develop a construct of competencies that can be used to measure the competencies of critical reading.

There is no reason to ignore the development of reading activities and elevation of reading interests. Reading interests grow in every individual so that, in order to improve reading interests, awareness in each individual is needed. In developing countries, the level of reading interests in the society is notably high. Reading interest, therefore, becomes an important factor for the development of the country. Compared to ASEAN and other foreign countries, Indonesia still occupies a lower position in the case of reading interest. Internationally, Indonesia has an index of reading of 0.001. This means that, in every thousand people, there is only one person who has a high reading interest (Kasiyun, 2015). In spite of all of that, in the era of this fast development of information, reading activities for the mere understanding of information are not enough. This is because the present availability of various media does not only provide information that is decent and correct, but also one that is not good and incorrect, or even misleading. The ease in obtaining information from various sources, print or electronic, may lead to negative impacts. This can be minimized by the learning of critical reading since critical reading skills teach learners to analyze and evaluate texts, written or oral, found in their surroundings (Pratama, 2016). In order to eliminate information that is not good and not correct, by way of critical reading, one needs reading activities that measure and select various information pieces presented by the writers.

University students have the roles as agent of change, iron stock, and social control. For this, students need to be concerned with their surroundings so that they easily become aware of the problems of the society. Reading is therefore an essential need for students, and what is needed is the competency of critical reading.

The reading hierarchy is an activity and mastery level of a reading mastery. Critical reading is an activity and mastery level of a reading which is higher than comprehension reading. The competencies of critical reading can be developed by designing a plan for the development of critical reading. In the lesson *Developing Critical Thinking Skills*, it is mentioned that the planning of the development of critical reading can start with the development of comprehension reading competencies including 1) identifying main ideas, 2) pointing specific details, 3) making inferences, 4) drawing conclusions, 5) identifying author's tone, 6) identifying author's purpose, 7) evaluating structural features of the text, and 8) evaluating the strengths and weaknesses of an argument of a position.

Critical reading is a reading activity that needs convergent thinking. Richard & Elder (2006) explain that critical reading is an activity of reading that is done to evaluate a text by certain requirements. Meanwhile, Sultan (2018: 4) states that critical reading is a level of reading skills that is aimed at understanding the in-depth meaning of a text by applying critical thinking processes that involve the skills of analysis and evaluation to understand the thorough meaning of a text, both explicitly and implicitly. Evaluation is on the content and style of the text. This is in line with Subadiyono (2017) stating that one who has critical reading skills will be able to reach the literal interpretation of a text. A critical reader has the abilities to ask questions, give an analysis, and evaluate.

A different idea is announced by Wheeler in his article "*Critical Reading of an Essay's Argument*," as quoted from [http://web.cn.edu/kwheeler/reading\\_basic.html](http://web.cn.edu/kwheeler/reading_basic.html) that states that critical reading is an active reading activity marked by the reader's readiness to "*open mind*" by doing a reflection to question the validity of the text contents or doubt the information presented by the author. It is also mentioned by Wheeler (in Prayitni, 2011) that, in order to find answers to the doubts on the text contents, the reader has to read carefully, analyzing the text contents to find the author's logics, re-present the arguments that have been analyzed, question the arguments, and evaluate the validity of the arguments proposed by the author. The competencies of critical reading will become a capital for the reader to filter or avoid information that is incorrect and invalid, or even misleading/dangerous for the reader.

Critical reading is not only for understanding text contents, but is also for analyzing, comparing, synthesizing, and evaluating text qualities. Looking at the activities involved in critical reading, it can be said that critical reading requires critical thinking abilities. Meanwhile, critical thinking abilities are varied. As presented in her research results Riana (2021), critical thinking abilities are closely related to critical reading competencies. This is because, in reality, the two are closely related. The critical thinking abilities of readers are not the same.

Another definition of critical reading is given by DeBoer (1946), as quoted by AJuha (2010), in that critical reading is a reading activity that begins with the activity of determining the relevance between the topic of the text and its explanation. Another activity is evaluating the agreement between the facts and the sources of information used by the author. The next activity is evaluating the validity of the author's arguments. Nurhadi (2010) defines critical reading as a reading activity shown by the reader's abilities to critically manage reading materials to find the whole meaning of the text, both explicit and implicit, through the phases of knowing, understanding, analyzing, synthesizing, and evaluating. It is also emphasized that critical management of a text does not only capture its explicit meaning, but also find meaning between and behind the lines.

Critical reading is a reading activity that has certain characteristics. However, in general, critical reading is an activity of reading which is complemented with an activity of thinking. Harjasujana (2012) proposes three characteristics of a critical reader; namely: 1) having knowledge of the topic being read; 2) having the attitude of unhurried questioning and evaluating; and 3) not hurried in taking actions. Meanwhile, Nurhadi (2010: 59) explains that a critical reader is marked by 1) involving critical thinking when reading, 2) not taking for granted the information given by the author, 3) making the effort to come to the essential answers, 4) always managing the materials (information), not memorizing, and 5) doing the reading activity with the aim of preserving, to be applied not to be forgotten.

Nurhadi (2010: 59) also mentions that a critical reading competency is a reader's ability to critically manage reading materials to find the whole meaning of the text, both explicit and implicit, through the phases of knowing, understanding, analyzing, synthesizing, and evaluating. Critical management of a text means that, in the reading process, the reader does not only capture the explicit meaning within the lines, known as reading the lines, but also find the meaning between and behind the lines.

Considering the coverage of thinking activities that accompany critical reading, critical reading is conducted in a number of reading steps. Whelear in <http://web.cn.edu/kwhelear/readingbacic.html> explains five steps in critical reading. These are 1) pre-reading, 2) interpretative reading, 3) critical reading, 4) syntopic or synoptic reading, and 5) post reading.

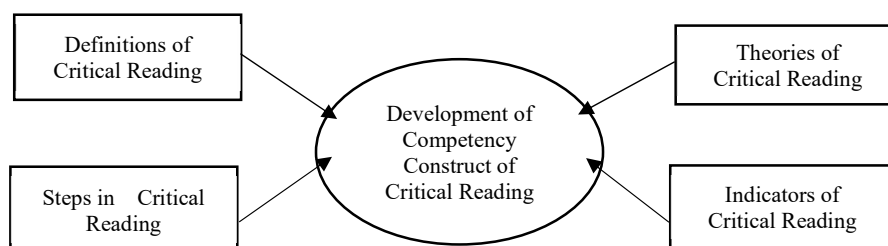
Meanwhile, the activities conducted by critical readers as explained in the university of Salisbury consist of seven steps. These are 1) previewing, 2) contextualizing, 3) questioning to understand and remember: asking questions about the content, 4) reflecting on challenges to one's beliefs and values examining one's personal responses, 5) outlining and summarizing: identifying the main ideas and restating them in one's own words 6) evaluating an argument: testing the logic of a text as well as its credibility and emotional impact, 7) comparing and contrasting with related readings: exploring likenesses and differences between texts to understand them better. (<http://www//salisbury.edu>.)

From the foregoing discussions of results of previous research and literature studies related to the importance of reading competencies, especially in critical reading, and to the steps and activities in critical reading, it can be concluded that a construct model is needed for critical reading of non-literary texts. Therefore, the present study is presented in the aim at developing a construct model of critical reading competencies of non-literary texts that can be used as a guideline to measure learning achievements (LA) for the subject critical reading.

## **METHOD**

This developmental study was conducted for the phase of descriptive qualitative research consisting of the preliminary phase and developmental phase producing a construct model for competencies of critical reading of non-literary texts. The preliminary phase of the research was conducted by way of a literature study and field study concerning the constructs of critical reading

competencies. The field study was conducted during the instructional processes of the class Critical Reading beginning from studying the syllabus, lesson plan, and competency construction. Meanwhile, the literature study was conducted by tracing the development of the competency constructs that had ever existed. The literature study covered the founding theories of the constructs and results of previous research studies related to the syllabus and instructional activities of the subject Critical Reading developed and implemented by the Indonesian Language and Literature Study Program. References for the development of the competency constructs consist of compilations of definitions, theories, and indicators of critical reading competencies used by researchers and experts that have not been formulated in a systematic construct or taxonomy. Phases of the development of the critical reading competency constructs are shown in Figure 1.



**Figure 1. Phases of the development of the critical reading competency constructs**

Field analyses were conducted by observing and interviewing the instructors during the instructional processes of the class Critical Reading in the Language and Literature Education Study Program, Yogyakarta State University. Questions were focused on the syllabus, class activities, assignments, and evaluation during the instructional processes. Based on the background needs and goal of the study, data resources for the developmental research were those concerning needs analyses for competency constructs for critical reading.

Product specification of the developmental study was in the form of a competency construct for critical reading in non-literary texts. This product specification can be described as (a) having the capability of being used for critical analyses of a wide variety of non-literary texts, and (b) competency construct or taxonomy of critical reading based on logical orders and competency assignments covering the domains of cognition, psychomotor, and affection.

## RESULTS AND DISCUSSION

### Results

#### *Findings of Preliminary Study*

The preliminary study is aimed at identifying the empirical picture of critical reading competency constructs that are used by instructors as instructional assignments in the Critical Reading classes. Besides competency constructs, other findings of the preliminary study are concerned with details of the instructional processes in the Critical Reading class. Results of this preliminary study are subsequently used as bases for the development of the critical reading competency construct. The following presents these findings.

#### *The Subject Critical Reading*

University students have the roles as agent of change, iron stock, and social control. This necessities students to have concern with the environments so that they will be able to understand and be aware of the problems of the society. For this, reading becomes a primary need for students to have and critical reading competencies are compulsory (Junining, 2017: 7). In this relation, Diana (2014) states that critical reading is a further step of intensive reading and a reading activity of the higher level. This is because ideas from books or other reading materials that they have understood well and in details, need to be responded on and, even, analyzed. Critical reading requires readers to be accurate, careful, and corrective to be able to find errors and unusual things in texts, both in terms of the contents and the language.

Learning of Critical Reading is a reading strategy that is aimed at understanding the contents of texts or reading materials based on rational evaluation through in-depth involvement coincident with the line of thoughts of the text writers, an activity of analysis which is highly reliable and valid. According to Wediasti (2021), three methods are known in critical reading; namely: (1) line reading, which is reading line by line in order to understand the meaning of the sentences in each line, (2) between-line reading, which is intended to understand what the text writer actually means to say, and (3) behind-the-line reading, which is intended to understand and evaluate things that can be applied in the critical reading process such that readers can read in the shortest possible time but acquire the most information of the texts. In order to achieve the intended tasks in critical reading, readers need to have enough practice up to the state when they are able to really capture the right information, both explicitly and implicitly, of the texts they read. Materials that can be used for practice in critical reading can be in the forms of various discourses such as articles, stories, dialogues, popular science discussions, and others.

In the present study, results of the observations and interviews during the data collection phase can be categorized into three groups. They are, first, the planning aspect; second, the class activity aspect, and third, the evaluation aspect. These aspects are presented as follows.

#### *Lesson Planning*

In the planning stage for class, one instructor is in charge of designing the instructional plan for the semester (IPS), another instructor develops the materials for IPS in the PPT Power-point format, and another instructor applies the PPT materials in class.

Number of the planned classes is generally 14, four classes for discussing the materials that have been designed and ten for face-to-face class meetings in 100 minutes for one session. However, since Critical Reading is a 4-csu subject, the class meets two days a week, one for theory and one for practice. Every instructor devises a class contract as a basis for evaluation during the last classes at the end of the semester.

In the beginnings of class, the instructor announces the reference book for the class. This primary reference is Adler's (1972) *How To Read A Book* of the reprinted edition, translated into Indonesian by Lala Herawati Dharma (2011). This book is used as a workbook by students and instructor for the entire semester. Another reference book is a module in Critical Reading written by Harjasujana (2012). Instructional activities are divided into two items of class: face-to-face interaction and practice. The instructional materials are designed into two types, literary texts and non-literary texts.

The use of *How To Read A Book* which is not planned for further directed instructional material makes students not focused on the understanding of the class materials, especially concerning the steps in critical reading activities. This is caused by the fact that the two reference books do not distinguish between literary texts and non-literary texts. Furthermore, the two books do not determine the specifications of the competencies that must be followed by students in the activities of the Critical Reading classes.

#### *Instructional Process*

The Critical Reading subject is taught by 4 to 5 teachers, one teacher is in charge of one class with 20 to 25 students. The class activities are divided into two phases, the first discussing the theories of critical reading and the second practising critical reading.

In the practice session, no differentiation is made whether students will do literary texts or non-literary texts. The basis for critical reading activities and analyses is the general method of critical reading applied in all types of texts, although, in fact, different types of texts may have different structures and characteristics.

In the implementation of the learning processes, no target is given in which analysis results can be used to motivate students and elevate their self-confidence by, for example, sending their book evaluation to be published in print or online media. This has the consequence that this 4-csu subject may not be interesting enough for students, completed with clear requirements and assignments, and have the expected specifications of critical products.

*Construct of Critical Reading Competencies*

In the field analyses, and during the preliminary study, no formulation is found on the construct of critical reading that can be used as reference for evaluating nor analyzing critical reading for non-literary texts. The only introductory reference is the one that is listed in the formulations of competency standards in the IPS developed by the instructor.

Other references can be found in the IPS of other classes developed by other teachers. These are lists of competency standards that are developed by teams of two teachers from two classes. Two other teachers form a team to develop competency standards on the basis of the learning needs, without showing the formulation of the requirements or assignments nor the competency construct that is expected.

***Results of the Literature Study Used as the Basis for Product Development***

The definition of construct, as used in this study, refers to the arrangement and thinking assignments of reading activities. The literature study is needed as a guideline and material in constructing the preliminary design of the development of the construction model of the competences of critical reading in non-literary texts.

Critical reading is a reading activity that involves critical thinking. There are previous research studies that are used as supporting references in the present study. One is by Prayitni (2011) about instructional materials that are used in critical reading and developed based on thinking competencies. The critical competences are developed by using the taxonomy of thinking mentioned by .Marzano. There are eight thinking skills that are used in the development of materials for critical reading. These are 1) focusing skill, 2) information gathering, 3) recalling skill, 4) organizing, 5) analyzing, 6) making generalization, 7) intergrating, and 8) evaluating.

The development of materials done by Prayitni (2011: 52) is focused for critical reading activities in accordance with the thinking taxonomy which ends in evaluation. It is in the form of an essay which is related to responsive activities and which makes use of multimedia.

***Description of the Products as an Outcome of the Development of a Construct Model for Critical Reading in Non-literary Texts***

Based on the preliminary study of the research, the literature review, and the reviews of the theories used in the study, a formulation can be proposed concerning the activity steps and reading competences that are used in the competency model of critical reading. These can be presented as follows: 1) reading activities, 2) competences that become parts of assignments, and 3) sub-competences that become indicators of assignments that are expected.

Some experts propose the phases in doing critical reading activities. One is the syntax of critical reading activities adopted by Wulandari, *et al* (2021) in their book, which consist of eight phases. These eight phases include (1) knowing the text critically, (2) understanding the text content critically, (3) making statements, (4) clarifying, (5) making conclusion, (6) predicting, (7) evaluating, and (8) conclusion and follow-up.

Activity steps in critical reading are the phases that are conducted by readers when doing critical reading. There are six steps in the reading activities; namely: 1) conducting a survey on the text, 2) understanding the text, 3) analyzing, 4) criticizing, 5) evaluating, and 6) publishing the results. Each of these steps has competences and sub-competences, which are assignments of the reading activities. The steps, competences, and sub-competences of the reading activities are shown in Table 1.

**Table 1. Construct of Critical Reading Competencies in Non-literary Texts**

Phases of the Activities in Critical Reading	Competence	Sub-competence
Surveying the text	Knowing text types	a. Determining the text type jenis b. Knowing the author c. Describing the author’s purpose d. Determining the author’s motivation e. Determining the context
Understanding the text	Understanding text contents	a. Understanding the theme of the text b. Showing text characteristics c. Writing down the main idea of each paragraph in the text

	Identifying text components	<ul style="list-style-type: none"> <li>a. Identifying text structure</li> <li>b. Identifying facts and opinions found in the text</li> <li>c. Identifying paragraph development pattern</li> <li>d. Identifying main idea and supporting ideas in each paragraph</li> <li>e. Logically and systematically restating implicit meaning intended by the author in each paragraph</li> <li>f. Showing the relevances of parts of the text structure together with the descriptions</li> <li>g. Showing the supporting arguments for the text characteristics</li> </ul>
	Analyzing the text	<ul style="list-style-type: none"> <li>a. Showing the discrepancy between the theme and the body of the text</li> <li>b. Showing the inconsistencies of the descriptions among the parts of the text</li> <li>c. Showing the incoherences among the paragraphs</li> <li>d. Showing the coherence between the main idea and supporting ideas of the text</li> <li>e. Showing the usefulness of using facts</li> </ul>
Criticizing	Criticizing text contents	<ul style="list-style-type: none"> <li>a. Showing the inconsistency between the title and the theme of the text</li> <li>b. Showing the inconsistency between the theme and the text contents</li> <li>c. Showing the discrepancies between the main idea and supporting ideas of the text</li> <li>d. Showing the discrepancies between the details of the facts and author's arguments</li> </ul>
Evaluating	Evaluating the text	<ul style="list-style-type: none"> <li>a. Showing arguments on the discrepancies between author's explanation and the text contents</li> <li>b. Evaluating the relevance of the use of facts and author's arguments</li> <li>c. Evaluating the accuracy of author's arguments and the used facts</li> </ul>
Concluding	Concluding text contents	<ul style="list-style-type: none"> <li>a. Stating all the author's descriptions briefly, logically, completely, and systematically</li> <li>b. Restating the text contents simply and systematically</li> </ul>
Publishing	Publishing results	Reproducing texts based on results of analyses, criticism, and evaluation completely, equally, logically, and honestly

**Discussion**

Product of the present study can be used as a model for developing a critical reading competency construct. There are six activity phases in doing a critical reading program. These are 1) surveying, 2) understanding text contents, 3) analyzing texts, 4) criticizing texts, 5) evaluating, and 6) publishing the results of the criticism.

These six critical reading phases are hierarchical in the sense that previous phases are related to and become a capital for stepping to the next phases. For example, the survey phase is done to



determine the text type which needs to be selected as the material target. Similarly, knowing the background identities of the text author becomes the stepping point to identify the author's motivation and purpose. Thus, starting from text survey, readers have acquired some ideas as a capital to predict the results of the upper phases.

The second phase is the comprehension step, understanding the contents of the text which has three hierarchical sub-competencies. These are 1) determining the theme of the text. Understanding the theme of the text will become a useful input for understanding the whole text. The theme of the text can also become a bridge to understanding the series of the main ideas of the paragraphs presented by the author; 2) showing the text characteristics, which can strengthen the assignment in the first sub-competence; and 3) writing down the main ideas of each paragraph in the text which is, again, supported by the previous two sub-competencies.

These activities help readers to make sure that the theme determined in the first activity is consistent with the description given in the text. Besides, it will also help readers in finding whether, in each paragraph, the author presents the main idea in an orderly manner and systematically so that it forms, with the other main ideas, the text theme which has coherence and unity.

The third phase is identifying text components marked by six sub-competencies which can be explained as follows: 1) Identifying the structure of the text. This activity is done to identify the structure of the text by analyzing the organization of the parts of the text in order to find the genre of the text. In 2), identifying facts and opinions used in the text, readers are helped strengthen their arguments whether the theme and main ideas in the text are supported by facts that are clear and valid. This activity will also give ideas and supports to readers when coming to the evaluation phase. In 3), determining the paragraph development pattern, the activity will help readers understand the author's line of thoughts. In 4), identifying the coherence between the main idea and supporting ideas, the readers will be helped in making sure that they correctly understand the explanation of the main idea in each paragraph. Activity 5) is restating implicit meanings given by the author. This activity is actually intended to make "vague" meanings correctly understandable for readers so that understanding of each paragraph is correct and complete. In 6), understanding the relations among the parts of the structure of the text is useful to identify the thematic line of the text. This activity is supported by the finding of the signals that mark the characteristics of the text from the arguments in the descriptions presented by the author.

The fourth phase is criticizing the text. In this phase, there are four sub-competencies that form the criticizing competency. These four activities are 1) showing the inconsistency between the theme of the text and the body of the text; This can be done by way of the previous activities concerning the text title, the text theme, and main ideas and supporting ideas; 2) showing inconsistencies among the descriptions of parts of the text, by stating whether or not there is inter-relations among the descriptions of the parts of the texts as seen from the function of each of the parts of the text; activity 3) referring to inconsistencies within and among paragraphs; if there are inconsistencies between main ideas and supporting ideas, it will show that the author's descriptions do not support the main ideas and it will also show the validity of the main information and supporting information; and 4) discrepancies between the factual details and the arguments presented by the author. Use of facts in a text is intended for strengthening the main ideas or the theme of the text. When facts do not fulfill this function, use of the facts will be meaningless. After the completion of these 1 to 4 activities, the next assignments will be evaluation which, again, is supported by the completion of all of the previous sub-competencies. Evaluation cannot be given subjectively.

The fifth phase is text evaluation. This phase is supported by three sub-competencies, all of which have relations to questions of relevance and accuracy. These include whether the facts that are used are accurate and support the descriptions presented by the author; whether facts that are given are relevant with the arguments given by the author; and whether the arguments proposed by the author support the validity of the descriptions.

The sixth phase contains two competencies: concluding and publishing. The first competency, concluding, is the activity that requires readers to state the whole of the text contents in statements that are brief, logical, and systematic. Another activity can be added in the form of stating the strengths and weaknesses of the text in objective and honest manners. The second competency is publishing. In this activity, students are to rewrite the entire results of the critical reading program in a text complete with strengths and weaknesses in order to give general pictures of the target text to future readers.

One of the previous research studies, by Novitria, *et al* (2017), gives nine phases to the critical reading activity. These nine phase are (1) skimming; (2) asking questions; (3) identifying facts and opinions; (4) identifying coherence; (5) identifying development of main idea; (6) identifying accuracy of content relations; (7) identifying spelling mistakes, inaccuracy of word choice, ineffectiveness of the use of sentences; and inaccuracy of paragraph development; (8) making conclusion; and (9) verification. This study uses the Dick and Carey model, and validation of the product includes three aspects: (a) feasibility of the concept of the model, (b) feasibility of the steps of the model, and (c) feasibility of the model towards comprehension level.

Compared to this previous study by Novitria, *et al*, the present study offers a construct model that has many similarities. For example, the survey phase in the present study is similar to the skimming phase in Novitria's. Then, Novitria's phase of identifying mistakes is the same as the criticizing phase in the present model. Both studies similarly have the phase of conclusion making. While Novitria's ends with verification, the present model ends with publication. These are some similarities and differences between the two models of critical reading competencies.

## CONCLUSION

From the foregoing discussions of the research findings of the study, a conclusion is proposed as follows. In order to develop critical reading competencies, a reading competency construct model is needed which is in accordance with the NSHE curriculum. In general, the construct model can be used as a guideline for evaluating the learning achievement (LA) of the subject non-literary text-based critical reading. Based on the research results of the present study, the construct model can be formulated into five phases; namely: 1) surveying the text, 2) understanding the text contents, 3) analyzing the text, 4) criticizing the text, 5) evaluating the text and publishing the results of the text criticism.

Phase (1), surveying the text, is intended to help students identify the background identities of the author of the text. Phase (2), understanding the text contents, consists of the activities determining the theme of the text, showing the characteristics of the text, and writing down the main idea of each paragraph of the text. In phase (3), analyzing the text, the activities are identifying the structure of the text, distinguishing between facts and opinions, stating the paragraph development pattern, restating implicit meanings, and understanding the relevances among parts of the structure of the text. Phase (4), criticizing the text, is concerned with finding inconsistencies among the theme of the text and the text contents, descriptions in each part of the text, ideas in the paragraph, details of facts, and the author's arguments. Phase (5) consists of two final steps. In the first, evaluation, the activity consists of evaluating the accuracy and correctness of facts. In the second, publishing, students are to write a text of their own, reporting the results of the text criticism, completed with showing strengths and weaknesses, in the intention to give a general picture of the text for future readers.

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