DEVELOPING READING ASSESSMENT TO IMPROVE STUDENTS' CRITICAL LITERACY

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Abstract

The main topic of this paper is critical reading assessment. The problem discussed is the essential development of reading assessments that are used as critical reading teaching materials (assessment as learning). This paper aims to analyze theoretical studies and develop reading teaching that enables increased critical thinking and reading. The method used in this paper is a bibliographic method with the theoretical study of critical thinking and critical reading. The paper recommends encouraging students to read texts critically and develop self-thinking skills through critical reading questions.

Keywords: *Assesment, Critical Thinking, Critical Reading*

INTRODUCTION

In the era of industrial revolution 4.0, the mastery of information became the key to success in all life areas. With the development of digital technology in information and communication, information is spilt from various sources. Searching for information is so easy to do. However, rapid changes in information technology do not necessarily make changes in learning in schools. Changes have been made in the development of the curriculum (Kurikulum 2013 Revisi 2016), namely that information is no longer a goal of education but as a starting point for further learning activities (Rizkia *et al.*, 2021). The provision of information (knowledge) by teachers has shifted to how teachers help students as educated people and independent learners through students' thinking skills. This is the primary motivation of this paper to develop the ability to think critically in reading teaching.

Unfortunately, the people of Indonesia have not made reading a source of information. UNESCO data said the interest in reading Indonesian people is very concerning, only 0.001 per cent. Out of 1,000 Indonesians, only 1 person is diligent in reading (DPR-RI, 2021). Indonesia's literacy mapping also produces data: based on PISA 2018, Indonesia's literacy rate ranks 62nd out of 70 countries, based on the World Culture Index Score 2018 survey, the reading interest craze of Indonesian people is ranked 17th out of 30 countries. Badan Pusat Statistik (Central Statistics Agency) data 2019 released the eradication of illiteracy only reduced by 110,000 in one year (*Gerakan Literasi, Langkah Kecil Bangun Peradaban - Kompas.com*, tanpa tanggal).

Still, based on data released by the Central Statistics Agency (BPS) in 2019, the population of Indonesia aged over 15 years who read newspapers only 55.11% (2014: 15.06%). Meanwhile, those who read magazines or tabloids 29.22% (2014: 6.92%), storybooks 16.72% (2014: 4.38%), school textbooks 44.28% (2014: 20.49%), and those who read science books only 21.07 % (2014:

14.08). Data in 2009 showed that Indonesians read to get new information 18.9% of the total population, while in 2014 it was 17.03% (http://www.bps.go.id). In 2009 television was dominant to be the source of information (90.3%), followed by radio (23.5%); then in 2021 it can be ascertained dominance achieved by devices in the network.

Data from BPS shows a decrease in reading Indonesian people; however, the problem of reading ability becomes eternal whatever reading media is chosen, both print and electronic. The decline of reading has become a serious thing that needs to be immediately improved in various ways, especially through education. Widyamartaya (1992) argues that in education, reading is an activity that must be done. It can even be said that reading is at the heart of education (Farr, 2013). This indicates that education cannot succeed well without reading activities.

Teaching reading should keep children motivated to read and ultimately have reading skills that are useful for the daily life and professional lives of students in the future. The teaching that makes students learn today is based on Vigotsky's social learning theory with the concept of zone of proximal development. Vigotsky's key concepts of social learning theory that are important issues are potential developments called Zone Proximal Development (ZPD) and scaffolding. Students are declared to be progressing learning if moving from ZPD towards new and higher zones. This ZPD movement is in dire need of the help of others (teachers, adults, better friends) known as the concept of scaffolding. This concept is also known as Vigotsky's social constructivism. That is, reading teaching must focus as a thinking activity guided by teachers through critical reading. One form of this guide is how to develop essential thinking assessments in critical reading.

Critical Thinking

Critical thinking, according to Klooster (2001), is structured on five aspects, namely: independent thinking, information as a starting point and not a purpose of critical thinking, the relationship between problem solving and critical thinking, the search for arguments, and the improvement of critical thinking as a social process. Critical thinking is independent thinking. Students should think for themselves; Students need to be able to argue personally. Personal understanding here does not mean opinions must be original but rather a matter of the inner relationship between the mind and students' personal views based on the values students understand. Students are trained to express opinions freely for logical and personal reasons. Klooster stressed the importance of information as a starting point, not as an educational goal. Before students arrive at the application of critical thinking, an adequate amount of information must be obtained. That is, critical thinking applications can only be achieved through understanding information. This shows a close link between literacy and critical thinking.

Critical thinking is also closely related to problem-solving. People are always curious. But the facts show that the older the student becomes, the lower the curiosity (Lipman, 2017). Lipman discusses why this decline may be due to students' activities and interest in school as a significant factor in this decline. He mentions a school environment that is uniform, uninspiring, and often does not provoke thought-provoking.

Brookfield (2017) describes critical thinking as a process arranged in four stages. The first stage is called "assumption hunt". Assumptions are principles that are often taken for granted without critically based on our judgments and actions. In critical thinking, it becomes crucial to state certain assumptions that influence our actions. If assumptions are realized, it is easy to evaluate the suitability and accuracy of the assumptions as the second stage. The third stage of the critical thinking process is in line with the problem-solving aspect of Klooster(2001), which is to look at things in a different perspective. All of these stages will lead to the main goal of critical thinking, which is to judge things for a grateful reason. Lipman (2017) refers to it as "taking informed actions".

Although many approaches to critical thinking are different, there are similarities to each other. In line with Brookfield, Moore & Parker emphasizes the idea of the principle of critical thinking on consideration of a true or not claim (Moore and Parker 2020). A claim is a statement that we communicate. Testing claims is the key to critical thinking(Dewey. 1909 and Glaser. 1941).

The characteristics of critical thinking are developed through metacognition, thinking about thinking "thinking about one's thinking" (Paul dan Elder, 2011). Paul & Elder describes critical thinking as "analyzing and evaluating the results of thinking to improve it".

Reading

Teaching Indonesian in schools aims to meet the needs of students as members of society. The need for language skills in order to be used to live in the modern Indonesian era. One such need is reading skills. This is important because it can be said that it is almost impossible in an excellent daily life in the modern world without adequate reading skills. This reading skill is used to read existing texts, such as writing in various mass media, journals, announcements, forms, pamphlets, reports, and data on multiple exchanges.

Reading activities as a communication process, then there are writers and readers as communicating parties, reading content as a communicate information, and the text itself, which is the language of writing as a means of communication. As Widdowson says, reading is "the process of getting information via print" (Alderson. dan Urquhart, 1984). In reading, because communication is done indirectly (nonface-to-face communication), the reader is very dominant in digging and interpreting the information in the text. The data captured by the reader is related to the schematic structure of the knowledge he has. The reader applies schematic frameworks to textual objects, examples – information presented and produces the modifications necessary to combine or align with the reader's knowledge structure. In other words, the knowledge that the reader has determines the interpretation of the meaning of the reading or text. Schemata is a pattern of behaviour obtained from trying to adapt itself to the demands of its environment.

Soedarso says that reading is a complex activity by exerting many separate actions (Soedarso, 2000). Reading is essentially a thought process; reading is actually like a process when someone is thinking and reasoning. In the process of reading, aspects of thinking such as remembering, understanding, distinguishing, comparing, finding, analyzing, organizing, and ultimately applying contained in the reading are seen.

Students' reading skills are not essentially the result of teacher guidance given at once but given continuously. Another thing that can be done is to provide provisions to dig and foster skills independently. This means that the reading skills must be grown and built in a planned manner.

Reading, often aligned with listening, is included in receptive skills. Describing reading as a receptive skill can be misinterpreted as a passive activity in the classroom. Reading involves an active mental process. Two processes are dynamic, almost simultaneously with the visual identification of the elements of language; reading includes understanding the ideas brought about by the aspect of language and the whole text. Therefore, reading words without understanding the concept carried is tantamount to "decoding"; Reading accurately includes reading and understanding (Ur, 2012).

Critical Literacy

Mastery of reading and writing has long been known as literacy. Concerning the development of information technology, the emergence of other forms of media and literacy relates to many conditions other than printed forms such as visual, audio, digital, and other formats. If literacy is understood as the ability to encode and understand texts, critical literacy goes even further. It is believed that not everything written in newspapers, the internet, and other sources is objective truth. It becomes crucial if learning is related to critical literacy. Thus, the application of critical literacy requires critical and analytical thinking while reading and interpreting texts together by questioning social and information contexts (Van Duzer dan Cunningham, 1999).

Burns & Hood describes the focus of critical literacy as the ability to ask questions as a reader (Burns dan Hood, 1998). However, one aspect of critical literacy that escaped was observed; text relating to the student experience and life. There are three rules put forward by Callison (2003), namely: (1) do not believe everything that is read; (2) Do not only read what you already believe; and (3) through a critical selection of what is read, heard, and observed, apply action to change yourself and your society for the better.

Wallace (1998) highlights the importance of discussing the interdependence relationship between authors—texts—readers as a basis for better understanding key ideas in critical reading. In this regard, the application of linguistic theory in the teaching of reading becomes relevant and underlines that students can only make a personal contribution if given space. The right atmosphere can cause students to feel challenged to think critically in reading tasks.

the types of questions and reading tasks on both objective and subjective assessments (group discussions, personal responses). We can conclude that teachers can improve critical thinking and reading in reading the text by applying dialogical communication between the reader and the author. Concerning problems that may arise due to different socio-cultural backgrounds, critical reading approaches can turn them into advantages, namely being critical based on students' concepts and experiences of diverse backgrounds to analyze and interpret the text. Abednia states that critical reading focuses on personal experience to interpret a text, until there is a transition from "merely searching for meaning to the search for self" (Abednia, 2015). According to McDonald, critical

reading requires in-depth text analysis rather than traditional reading approaches that focus on word recognition, information processes, and student responses (McDonald, 2004).

Paul & Elder is of the view that critical readers always focus on improving their thinking skills. This is why critical reading literature refers to high-level concepts of thinking or understanding (Paul dan Elder, 2011). So, naturally, critical reading will apply higher-order thinking skills by reading analytically, inference and reading a text critically by comparing the content of the text intertext (Khabiri dan Pakzad, 2012).

IMPLEMENTATION

Text in the context of education (teaching reading) is not just a source of factual information: text—a tool used to improve students' critical thinking skills. The type of task or question that requires students to think is not just remembering the content of the text. From the study of theory from Klooster (2001) and Brookfield (2017), to improve critical reading by paying more attention to

Brookhart proposes three standard processes in implementing high-level thinking assessments (HOT, higher-order thinking), namely: (1) present something for students to think about, usually, in the form of introductory text, visual, scenario, source material, or some problem; (2) use new material (novelty)—as new knowledge for students; and (3) distinguish between difficulty level (easy to complex) and level of thinking (lower-order thinking or recall versus higher-order thinking) (Brookhart 2010).

Considering the theories and researches described above, here is an example of a reading test to develop critical thinking skills in Indonesian:

Teks Eksplanasi 2: (Sekuensial)
Peristiwa Metamorfosis Kupu-kupu

Ayo pelajari daur hidup kupu-kupu secara rinci, terdiri atas empat tahap kehidupan. Semua kupu-kupu memiliki "metamorfosis lengkap" untuk menjadi kupu-kupu dewasa, yaitu telur, ulat atau larva, kepompong, dan kupu-kupu dewasa. Setiap tahap memiliki tujuan berbeda - misalnya, ulat perlu makan banyak, dan kupu-kupu dewasa untuk mereproduksi.

Tahap pertama: telur
Pertama kali dalam sebuah proses metamorfosa akan diawali dengan dari bagian terkecil dan dalam hal ini mulai dari telur.

1. Kupu-kupu betina biasanya akan meletakan telurnya di bagian bawah daun pada tumbuhan yang dia senangi karena dengan demikian induk kupu-kupu akan mudah mengawasi telurnya.
2. Telur ditempelkan ke bagian daun dengan menggunakan semacam zat lem dan saat ini para peneliti belum mengetahui apakah yang menjadi bahan pembuat lem tersebut.
3. Lem dari induk kupu-kupu sangat kuat bahkan lebih kuat dibandingkan dengan telur maupun dengan daunnya itu sendiri.
4. Hari ini dilakukan supaya telur tetap aman dan tidak muda dimangsa oleh predator. Telur kupu-kupu juga dilengkapi dengan kulit keras yang akan membuat telur aman dari suhu panas dan dingin. Tahap ini berlangsung hingga beberapa minggu atau beberapa bulan.

Bahasa - Peristiwa Metamorfosis Kupu-kupu

B8_2018_Eksplanasi_07
Pertanyaan nomor 7:
Apakah maksud penandaan warna penonjolan pada butir (1), (2), dan (3) menurutmu?

Kunci Jawaban:
Maksud penandaan warna pada kata *lem* menunjukkan bahwa kata tersebut menjadi sangat penting dalam fase pertama (telur) metamorfosis kupu-kupu.

Pembahasan soal:
Penandaan (*highlight*) berfungsi untuk menonjolkan kata atau kalimat yang ditandai.

Ulat
Fase ini merupakan fase yang mungkin paling tidak disukai oleh banyak orang karena setelah telur kupu-kupu menetas akan berubah menjadi larva atau ulat.

1. Ulat memiliki ukuran dan warna yang berbeda-beda tergantung dari induknya. Ulat memiliki kegiatan utama dan mungkin bisa dibilang satu-satunya kegiatan yaitu makan.
2. Makanan utama dari sebagian besar ulat adalah dedaunan hijau segar yang mengandung gizi dan nutrisi. Hal ini dikarenakan karena ulat akan mempersiapkan diri pada masa pengasingannya supaya tidak lapar dan haus.Ulat memiliki racun dan bentuk yang mengerikan hal ini berfungsi untuk melindungi dirinya dari

para predator. Ulat memiliki 3 pasang kaki tetap yang berfungsi menahan dirinya.

3. Ulat merupakan salah satu hewan yang paling ditakuti oleh banyak orang ini karena bentuknya dan efeknya jika terkena kulit.

4. Jika kulit terkena ulat biasanya akan langsung gatal dan alergi karena adanya racun dari kulit dan bulu ulat. Selain itu ulat juga memiliki warna yang bermacam-macam namun biasanya menyeramkan seperti hitam, merah, orange, kuning, hijau dan coklat.

5. Ulat juga bisa menggembungkan kepalanya supaya predator tidak memangsanya. Racun yang didapatkan juga bisa berasal dari tumbuhan beracun yang sengaja dia makan. Setelah ulat cukup besar hingga panjangnya 5 cm maka dia siap untuk melakukan perjalanan selajutnya yaitu dengan semedi menjadi pupa atau kepompong.

Bahasa - Peristiwa Metamorfosis Kupu-kupu

B8_2018_Eksplanasi_08

Pertanyaan nomor 8:

Pilihlah pernyataan yang menurutmu tepat sesuai teks di samping:

(1) cara ulat melindungi diri adalah dengan warna, racun, dan perilaku yang mengejutkan.

(2) ulat berupaya selamat dari pemangsa agar dapat menjalani tahap kehidupan berikutnya yaitu menjadi kepompong.

(3) jenis racun pada ulat ditentukan oleh warna hitam, merah, orange, kuning, hijau dan coklat.

(4) pada saat ulat mampu menggembungkan kepalanya, itulah pertanda bahwa ulat siap menjadi kepompong

Pilihlah
A jika (1) dan (3) benar
B jika (2) dan (4) benar
C jika (1), (2), dan (3) benar
D jika semua benar

Kunci jawaban: C

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