THE USE OF CRITICAL LITERACY APPROACH TO INTENSIFY THE STUDENTS' CRITICAL READING ABILITY AT THE SMPN 2 SUNGGUMINASA

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ARTICLE INFO	ABSTRACT
	The objective of the research aims to find whether the use of critical literacy approach is effective in improving the students' critical reading ability at the SMPN 2 Sungguminasa. The researcher used a pre-experimental method with one group pre-test and post-test, and data collection based on the test. The sample of this research was VIII.6 class which consists of thirty-four students. The sample was taken by using purposive sampling technique. Based on the findings of the research, the research findings indicate that improvement of the students' critical reading the use of a critical literacy approach at the eighth-grade students of SMPN 2 Sungguminasa was improved. It was proved by the mean score of the pre-test (64.14%) and the mean score of the post-test (83.44%); it showed that the students' critical reading in the post-test was higher than pre-test. Besides, the test value (13.980) which was higher than T-table value (1.692)

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INTRODUCTION

Reading is one of the processes of language skills which is very important to be learned by the students. Through this activity, the students can get information that they need and develop their knowledge. Moreover, the students were able to know what they did not know before. Richard (1998) stated that reading is the construction of meaning from a printed or written message. Based on the opinion, Reading is an activity that requires skill in understanding every word.

The curriculum is one thing that is very important for the creation of expected learning objectives. In curriculum 2013 aims to foster the character of students by having a noble character of faith and piety to Allah SWT, have good thinking skills, have a good personality that believes in yourself, and also have a sensitive soul to the surrounding environment. However, the reality in schools, especially for students of SMPN 2 Sungguminasa, is that many

students still have difficulty reading critically. So, this needs to support a critical literacy approach to be able to help students in critical reading.

In learning activities especially for students of SMPN 2 Sungguminasa, students find it difficult to explain the problems that occur around them. This is caused because students are not accustomed to analyzing or finding out about the causes, effects, and how to solve problems that are around them. Students find it difficult to determine the main ideas and explain each of the main ideas that have been determined.

To improve students in critical reading, this learning process is designed using the critical literacy learning approach. This approach is sourced from critical language awareness which aims to help readers reflect on power and domination issues found in a text (Hood, 1998). The critical literacy approach is oriented to develop reading ability at the level of critical understanding. This approach encourages students to think and evaluate reading texts and guides them to find the meaning hidden behind the texts. This approach has an emphasis on messages and view brought by a text from the power-related perspective (Roberge, 2013,p.1) The critical literacy approach is effective in teaching students how to analyze social issues and the relationship between unequal powers found in a text (Roberge, 2013,p.1).

Therefore, students need to be trained to be critical in reading with a critical literacy approach as an alternative to developing students' critical reading skills. The researcher formulated the research question as follows; does using a critical literacy approach increase students' reading literal comprehension?

RESEARCH METHOD

The researcher used quantitative data with pre-experimental by using one group pre-test and post-test design to know the students' reading literal comprehension through critical literacy approach at the SMPN 2 Sungguminasa. The instrument of this research was a reading test. For collecting data in this research used SPSS 22 application version

RESULT AND DISCUSSION

A. Result

Table 1. Mean score of the students' pretest and posttest scores on reading literal comprehension

Number of Students	Goal	The Students Mean Score	
		Pre-Test	Post-Test
34	Literal Reading Comprehension	64.14	83.44

Table 1 shows the mean score of the students in literal reading comprehension. Students mean scores in pretest and posttest in literal reading comprehension are 64.14 and 83.44. It can be seen in the chart below.
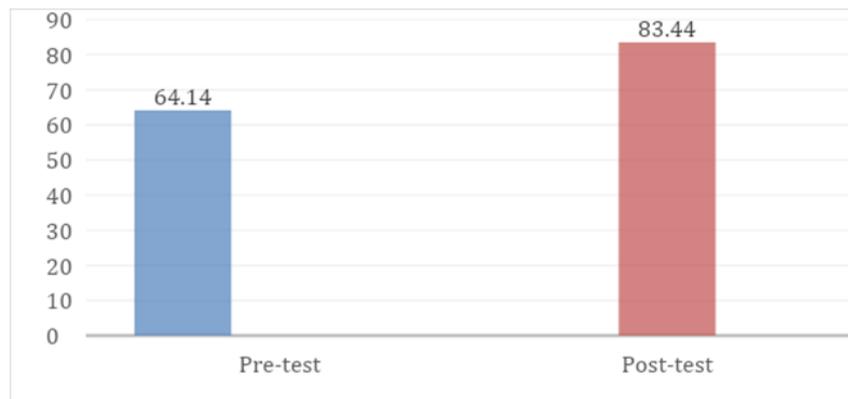
Figure 1. Chart Mean Score in Reading Literal Comprehension

Based on the chart above shows that the mean score of pretests is 64.14 and posttest 83.44.

Table 2. Frequency of the students' scores in literal reading comprehension

No	frequency	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100				
2	Very Good	86-95			16	47.1
3	Good	76-85			15	44
4	Fairly Good	66-75	18	52.6	3	8.7
5	Fair	56-65	11	32.3		
6	Poor	36-55	5	14.7		
7	Very Poor	0-35				
	Total		34	100.0	34	100.0

Table 2 shows the frequency and percentage of the students' score. There were 18 (52.6%) students who got fairly good, 11 (32.3) students got fair, and 5 (14.7%) students got poor. In addition, there was no students who got either very good or very poor categories. While in the posttest there 16 (47.1%) students got very good, 15 (44%) got good, and 3 (8.7%) got fairly good. There were no students who were in the fairy category, very poor. It meant that students' critical reading ability in the school was significantly improved after treatment.

Hypothesis Testing (T-test of Significant)

The hypothesis testing in the next step to get the conclusion of analysis of this research, the researcher committed a test in one class and was taught by using a critical literacy approach. So, to know the level of significance of the pretest and posttest, the researcher used T-test analysis on the level of significance (p) + 0,05 with the degree of freedom (dl)= N-1 where the N-number of subject (34 students) then the value of table is 1,692 the T-test statistic,

analysis of independent sample was applied. The research used program SPSS 24 to analyze the T-test

As for the hypothesis in this research H0 states that there is no significant difference between students' critical reading before and after treatment reading material by using Critical Literacy Approach in descriptive text of eighth grade students of SMPN 2 Sungguminasa in the academic year 2020/2021. While the alternative Hypothesis (H1) states that there is a significant difference between students' critical reading before and after reading material by using the critical literacy approach of SMPN 2 Sungguminasa in the academic years 2020/2021. Hypothesis test can be done after the normality and correlation test were done.

Table 3. Normality and Correlation

		Paired differences					t	df	Sig. (2-tailed)
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-posttest	-19.29412	8.04732	1.28010	-22.10196	-16.48627	-13.980	33	.000

Table 4. T-test Value of students Literal Comprehension

Variable	T-test	T-table	Comprehension	classification
literal comprehension	13.980	1.692	T-test> T-table	Significantly different

Table 3 and 4 showed that the *t*-test value for critical reading focused on the literal with *t*-test value was 13.980>1.692. It indicated that the result of the *t*-test value in all variables and indicators was higher than *t*-table value. It means that there was a significant difference between the results of the pretest in critical reading. Based on the result, it concluded that there was improvement of the students' critical reading dealing with critical literacy approaches.

DISCUSSION

1. The improvement of the students' critical reading literal comprehension

Literacy refers to the ability to read and write. This ability also cannot be separated from the ability to listen and speak. Thus, literacy is identical to the overall ability of language skills which consists of the ability to listen, speak, read, and write. Therefore, a person is said to be literate (educated), and he has a proficiency in language skills. The four language skills, namely reading and writing skills continue to learn, wave and be habituated consistently.

The critical literacy approach is oriented to develop reading ability at the level of critical understanding. This approach encourages students to think and evaluate reading

texts and guides them to find the meaning hidden behind the texts. This approach has an emphasis on messages and view brought by a text from the power-related perspective (Roberge, 2013,p.1) The critical literacy approach is effective in teaching students how to analyze social issues and the relationship between unequal powers found in a text (Roberge, 2013,p.1).

Critical literacy is approachable to develop ways of thinking and evaluate reading texts to get the meaning of the texts . A critical literacy approach can develop an awareness of thinking that can make the reader question the information based on what the author wants to convey.

Huang (2011) states that the critical literacy approach can be used to develop students' language skills with positive results. In reading, the critical literacy approach can improve the readers' ability to comprehend a text because it helps reveal hidden messages and perspective of the text.

Critical reading makes the reader more active in understanding the meaning that lies behind the text by evaluating the objectives, perspectives, and assumptions of the writer (Huijie, 2010,p.53) . In addition, Agustina (2008: 124), critical reading is reading that aims to find out the facts contained in the reading and then provide an assessment of these facts.

The critical reading activity is done to reveal the main ideas of a text, draw a conclusion from it and connect the information, predict its purpose, analyze the arguments, find different point of view, and evaluate ideas (Flemming, 2012)

Reading critically means we have to read in analysis and with judgment. According to Yusuf (2016) the critical reading does not mean focusing only on negative aspects, but the ability to analyses text correctly, good, or bad text According to Harjasujana (Dalman 2013: 122) also states that in the process of critical reading there are three ways of reading, namely:

a. Reading lines is reading line by line to be able to understand the meaning of the words of each line
b. Reading between lines, understanding analyzing the actual intent of the writer
c. Reading outside the line, aimed at evaluating and understanding the things that need to be applied in critical reading, readers will be able to do reading activities in a short amount of time, but obtain the complete and correct information.

2. The test of the students significant

Through the result pre-test and post-test, the result of t-test value of level significant (p)=0.05 with degree of freedom in literal (main idea) df=33. Indicated t-table value is 1.692 and t-table literal 13.980.

After calculating the value t-test the value t-test analysis, then is it compared with t-table value. As a result, the researcher finds that the value of t-test is higher than t-table. It means that null hypothesis (h0) is rejected, and alternative hypothesis (h1) is accepted because there is difference significant mean score of the test that have given by researcher by using critical literacy approach in reading class.

From the discussion above, it can be concluded that using a critical literacy approach is one of the teaching methods that can improve students' critical reading at the eighth grade of SMPN 2 Sungguminasa.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the improvement of the students' critical reading and the use of critical literacy approach at the eighth-grade students of SMPN 2 Sungguminasa was improved. It was proved by the mean score of the pretest (64.14%) and the mean score of the posttest (83.44%); it showed that the students' critical reading in the posttest was higher than the pretest. Besides, the test value (13.980) which was higher than T-table value (1.692)

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