Critical Reading Skills Through Multimodal Text to Upper-Class Students in Elementary School

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Critical reading is currently a hot topic of discussion in the world of education, especially in elementary schools as research material. Critical reading skills in primary schools are currently low. The purpose of this study is to describe the ability of students regarding critical reading through multimodal text and to explain the impact of critical reading on upper-class students through the multimodal text. This research was descriptive qualitative. The research locations were *SD Muhammadiyah 10 Tipes* and *SD N Serengan 1*. The respondents of this study comprised of the principal, teachers, and upper-class students. Data collection techniques used passive direct observation, interviews, questionnaires, and documentation. The data analysis techniques used were data reduction, data presentation, and conclusion drawing. Data validity was done with source triangulation and technique triangulation. There were two research results: 1) The ability of upper-class students to read critically through multimodal text. The results of critical reading skills of upper-class students through multimodal texts were good enough, with the percentage scores of 24.73%, and 55.78%. From the results of these percentages, it could be seen that students did not fully understand multimodal texts, and students still needed regular guidance from the teacher in understanding the multimodal text. 2) The obstacles of learning how to read critically in upper-class students were that there were still some students who did not understand critical reading and multimodal texts. Students had difficulty accepting the purpose of the media presented, and the lack of facilities and infrastructure to support learning activities through multimodal text was also a problem.

Keywords: *Critical Reading, Multimodal Text*

INTRODUCTION

The initial ability sharpened at the elementary school level is the ability to read. Fluent reading does not guarantee the ability of students regarding critical reading. Reading learning becomes one of the learnings that not only sharpens the ability to understand written messages but also trains students' thinking skills. Through reading activities, students can understand knowledge/science and follow the development of science. To improve the reading ability of Indonesian students, the government designed the GLS (*Gerakan Literasi Sekolah*/School Literacy Movement) program, which aims to build a culture of literacy from an early age through the habit of reading at school. It is in line with the opinion of Alwasilah (2012), who states that language education should be intended as critical literacy development. The critical literacy in question includes critical and analytical attitudes and skills to understand and interpret oral texts and written texts. Literacy is the ability to read and understand texts, graphs, tables, and diagrams in various contexts (Pamungkas, 2017). Related to the explanation, one of the ways to improve the ability to think critically and creatively is through reading activities.

Critical reading is the activity of criticizing readings and arguing about these readings, whether the information contained in the reading is considered correct or in accordance with the developing issues so that the reader does not only understand the contents of the reading (Ates, 2013). Critical reading is essential to the success of learning. Thus, good critical reading skills can be used as material to describe students' critical thinking skills (Douglas & Hegelheimer, 2007). Critical reading is a skill that needs to be possessed by students at the elementary school level. Critical reading requires active involvement in reading texts in a way that is deeper and more complex than superficial and mechanical ways (Wheller, 2007). Therefore, critical readers have the following characteristics. First, in reading activities, they demonstrate the ability to think critically. Second, they do not merely accept what the author says. Third, critical reading is an attempt to find the ultimate truth. Fourth, critical reading is always involved with problems regarding ideas in the reading. Fifth, reading results to be remembered and applied are not to be forgotten (Utami, Ratna, & Chan, 2012)

Alderson, (2005), Cassany (2006), and Westwood (2008), divide the level of understanding of reading products into three levels: the level of reading comprehension that is literal, inferential, and critical. The first level of comprehension of reading in a literal level is considered as "being able to understand the factual information presented in the next section." The second reading comprehension level is inferential reading, which "means that the reader can go beyond the text and infer other details." The third level of reading comprehension in the critical level of reading is that "the reader is able to judge what he is reading."

In the era of the industrial revolution, reading activities also evolved. Reading books or what is often referred to as reading texts, now has a more modern look. The diverse reading of texts is one of the good ways to increase interest in reading for millennials. Various forms of contemporary texts can be found in this modern era. One form of the content text can be called

multimodal text. Chen (2010) defines multimodal as an understanding of verbal and visual semiotic sources that can be used to realize the types and levels of dialogic engagement, and dialogical involvement in a textbook. Yus (2006) argues that "the notion of multimodality in which modality is understood as modes of meaning, such as the mode of image, the mode of speech and the mode of space. Text is multimodal when they consist of more than one mode of meaning." Based on this statement, it can be understood that a text is called multimodal if it consists of more than one meaning. Multimodal texts allow language learners to read comprehensively through the use of different learning channels (Verhoven & Perfetti, 2008). Multimodal Text is an interdisciplinary approach to the communication and representation of language which can combine two or more semiotic systems (Forceville, 2007).

Research conducted by Pratama (2016) was entitled, "*Pengembangan modul membaca kritis dengan model instruksi langsung berbasis nilai karakter*/Development of critical reading modules with direct instruction models based on character values." Based on the data obtained through observation, interviews, and questionnaires, students were able to master critical reading skills through goal formulation, and competencies related to the mastery of critical reading skills. The results showed that critical reading modules with character-based direct instruction models could improve students' critical reading skills. Therefore, the purpose of this research is to describe the ability of students to learn to read critically through multimodal text and to explain the impact of critical reading on upper-class students through the multimodal text.
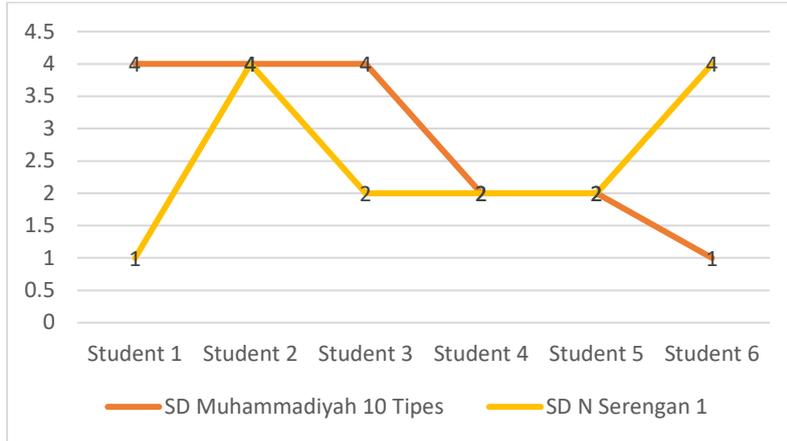
METHOD

This research used descriptive research in the form of words, images, and not numbers so that the data presentation was explorative, detailed, and clear by using qualitative methods. Written or spoken words and observed behaviour of a person are the results of research procedures based on the phenomena that occur (Moleong, 2007:4). In this study, there were four data collection techniques: The Ability Test, Observation, Documentation, and Student Self Evaluation. The most essential step in the research was data collection techniques. Data collection techniques include observation, interviews, questionnaires, and documentation, as conveyed by Sugiyono (2007:209). The study was conducted at *SD N Serengan 1* and *SD Muhammadiyah 10 Tipes*, with a total of 12 upper-class students. Widoyoko (2005:2) states that the ability test is a tool to measure or collect information on the characteristics of an object, which can be in the form of the ability of students, attitudes, interests, and motivation. The ability tests were carried out to determine the ability of students to understand the given reading text and whether students can deduce the purpose and essence of the reading text. Observation activities were performed to see the implementation of teacher learning with students.

RESULTS AND DISCUSSION

Level of critical reading skills of upper-class students through Multimodal text

This research was carried out based on the analysis of the reading ability of upper-class students through learning to read in class. Critical literacy, which is based on critical theory, believes that "there are certain interests behind the text," in which these interests can only be expressed and interpreted by taking a critical approach. Critical reading involves several levels of understanding simultaneously because it is at the highest level in understanding a text. The reader is not just reading and knowing the information in the text, but also can conclude and judge what is read. In critical reading learning, students are required to determine the paragraph of reading, which means that students must be able to determine the main idea so that they know the contents of the reading (Sorot, Penelitian, & Riau, 2015). Thus, good critical reading skills can be used as material to describe students' critical thinking skills, and high critical reading skills will cause high critical thinking skills as well because the implemented critical reading activities naturally stimulate critical thinking skills.

Information obtained from the study of critical reading skills of upper-class students through multimodal texts was by giving questions in accordance with the reading text given to 12 students from *SD Muhammadiyah 10 Tipes* and *SD N Serengan 1*. The following data was obtained:

Figure 1.1 Students' Critical Reading Skills through Multimodal Text

Information: 0 – 1   : Lack   2,1 – 3 : Good
              1,1 – 2 : Enough   3,1 – 4 : Very Good

From the figure above, the data can be explained as follows:

From the six students who answered in different elementary schools, the results showed that student 1 and 6 in SD Muhammadiyah 10 Tipes and SD N Serengan 1 achieved good skill; student 2 and 3 in SD Muhammadiyah 10 Tipes were lacking, and in SD N Serengan 1 were very good; student 4 in SD Muhammadiyah 10 Tipes was lacking and in SD N Serengan 1 was

enough; students 5 in SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed the same results. With the results achieved, SD Muhammadiyah 10 Tipes was good, and SD N Serengan 1 was very good.
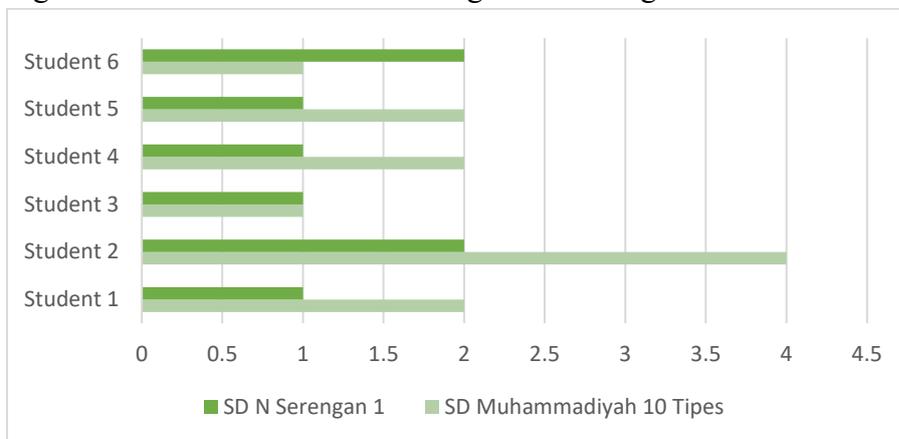
Figure 1.2 Students' Critical Reading Skills through Multimodal Text

From the figure above, the data can be explained as follows:

From the six students who answered in different elementary schools, the results showed that student 1 and 6 in SD Muhammadiyah 10 Tipes were very good, while in SD N Serengan 1, they were lacking. Student 2 at SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed the same results, with very good achievements. Student 4 and 5 at SD Muhammadiyah and SD N Serengan 1 show the same results, namely, with a lack of achievement. Then, student 6 at SD Muhammadiyah 10 Tipes showed a lack of achievement, while SD N Serengan 1 showed very good achievement. The overall results for SD Muhammadiyah 10 Tipes and SD N Serengan 1 were good.
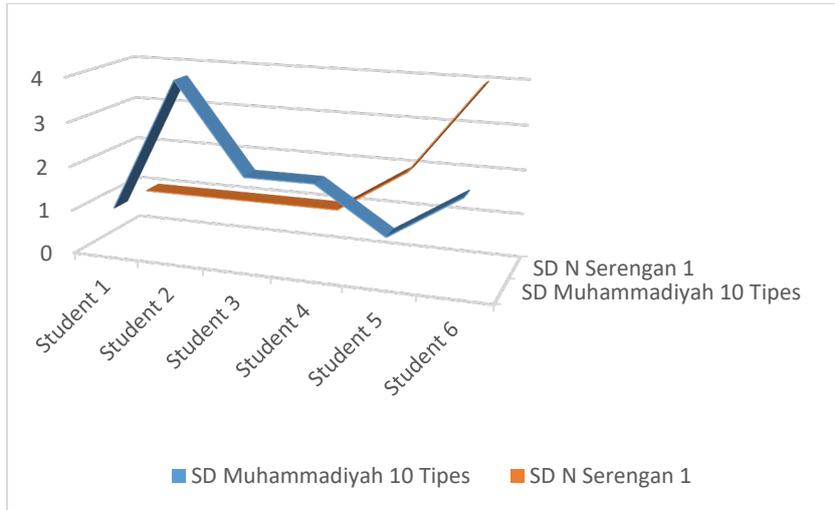
Figure 1.3 Students' Critical Reading Skills through Multimodal Text
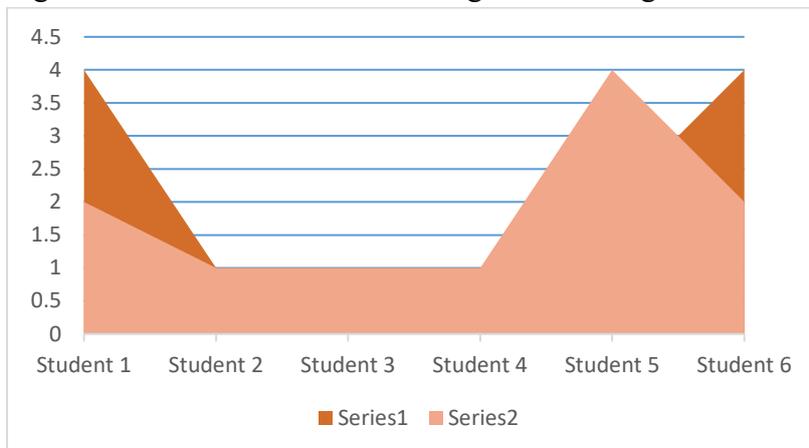
From the figure above, the data can be explained as follows:

Of the six students who responded in different elementary schools, the results showed that student 1 at SD Muhammadiyah 10 Tipes was very good, and at SD N Serengan 1 with enough achievement. Student 2, 4, and 4 at SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed the same achievement, which was still lacking. Student 5 at SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed the same results, with very good achievement. Student 6 at SD Muhammadiyah 10 Tipes showed very good achievement, and at SD N Serengan 1 was enough achievement. The overall achievement in SD Muhammadiyah 10 Tipes was good, and in SD N Serengan 1, it was enough.

Figure 1.4 Students' Critical Reading Skills through Multimodal Text

From the figure above, the data can be explained as follows:

From 6 students who answered in different elementary schools, student 1, 4, and 5 in SD Muhammadiyah 10 Tipes showed enough achievements, and in SD N Serengan 1 showed a lack of achievement results. Student 2 at SD Muhammadiyah 10 Tipes showed very good results, and at SD N Serengan 1 showed enough results. Student 6 at SD Muhammadiyah 10 Tipes showed a lack of results, and at SD N Serengan 1 showed enough results. The overall results achieved at SD Muhammadiyah 10 Tipes were good, and SD N Serengan 1 was enough.
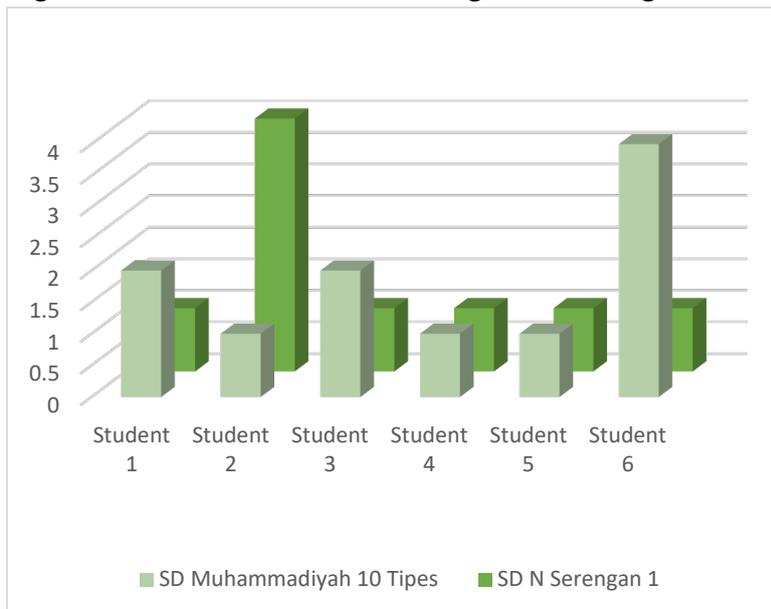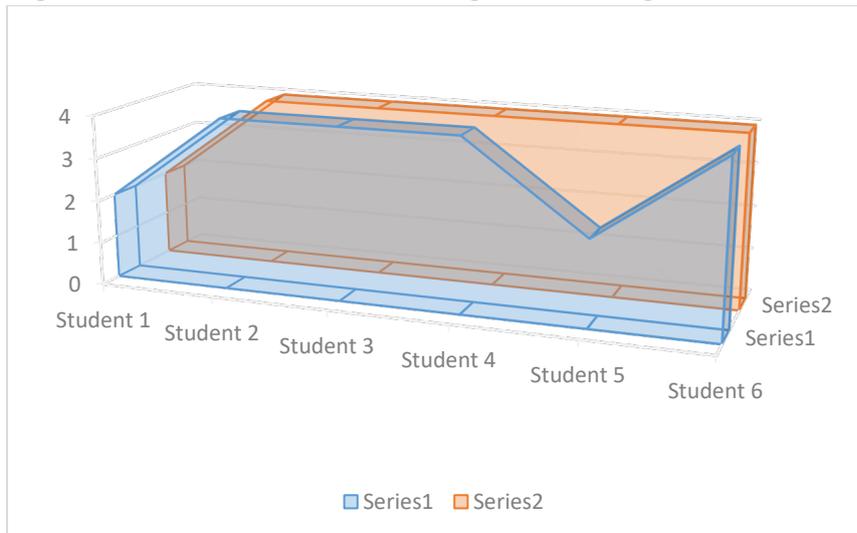
Figure 1.5 Students' Critical Reading Skills through Multimodal Text

From the figure above, the data can be explained as follows:

Of the six students who answered in different elementary schools, student 1 at SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed the same achievement, which was lacking. Student 2 at SD Muhammadiyah 10 Tipes showed good results, and SD N Serengan 1 showed a lack of results. Students 3 and 4 at SD Muhammadiyah 10 Tipes showed enough results, and at SD N Serengan 1 showed a lack of results. Student 5 at SD Muhammadiyah 10 Tipes showed a lack of results, and at SD N Serengan 1 showed enough achievement results. The overall results in SD Muhammadiyah 10 Tipes, and SD N Serengan 1 were enough.

Figure 1.6 Students' Critical Reading Skills through Multimodal Text

From the figure above, the data can be explained as follows:

From 6 students who answered in different elementary schools, student 1 and 3 in SD Muhammadiyah 10 Tipes showed enough achievement results, and SD N Serengan 1 showed a lack of achievement results. Student 2 at SD Muhammadiyah 10 Tipes showed a lack of results, and at SD N Serengan 1 showed very good results. Students 4 and 5 at SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed a lack of results. Student 6 at SD Muhammadiyah 10 Tipes showed very good results, and SD N Serengan 1 showed a lack of results. The overall results for the SD Muhammadiyah 10 Tipes and SD N Serengan 1 were enough.

Figure 1.7 Students' Critical Reading Skills through Multimodal Text

From the figure above, the data can be explained as follows:

Of the six students who answered in different elementary schools, student 1 at SD Muhammadiyah 10 Tipes and SD N Serengan 1 showed enough results. Students 2, 3, 4, and 6 at SD Muhammadiyah 10 Tipes showed good results, and at SD N Serengan 1 showed very good results. Student 5 at SD Muhammadiyah 10 Tipes showed enough achievements, and at SD N Serengan 1 showed very good results. The overall achievement results for the Tipes Muhammadiyah 10 Elementary School were good, and in SD N Serengan 1 was very good results.

The first aspect the researchers wanted to know was the analytical skills possessed by students. To do so they posed questions relating to 2 (two) different texts, namely "Japanese Culture" and "Reading Culture in Indonesia." The second aspect the researchers wanted to know was the ability of students to understand the contents or readings in the text "Japanese culture" and "Reading culture in Indonesia." The third aspect that the researcher wants to know is the ability of students to express opinions about the text being read. From this data, it was explained that most of the students who had studied at SD Muhammadiyah and SD N Serengan 1 showed different results. At SD Muhammadiyah 10 Tipes, the average ability of students was quite good, which was seen through how students answered clearly and in detail. Whereas, in SD N Serengan 1, the average ability of students was still lacking, which was seen through the way

students answered in a repeated way and even left the discussion. Overall, the ability of students to understand multimodal texts is still lacking. It is consistent with what was said by upper-class teachers at SD Muhammadiyah 10 Tipes and SD N Serengan 1 that the students' ability to understand a text was still low, and still needed regular guidance in terms of understanding a text.

From the results of the questionnaire that was filled out by 12 students from two different elementary schools, it can be concluded that the average student understanding of critical reading comprehension through multimodal text was quite good, by providing details of the percentage score as follows:

Figure 2.1 Results of Student Self Evaluation Data at SD Muhammadiyah 10 Tipes and SD N Serengan 1
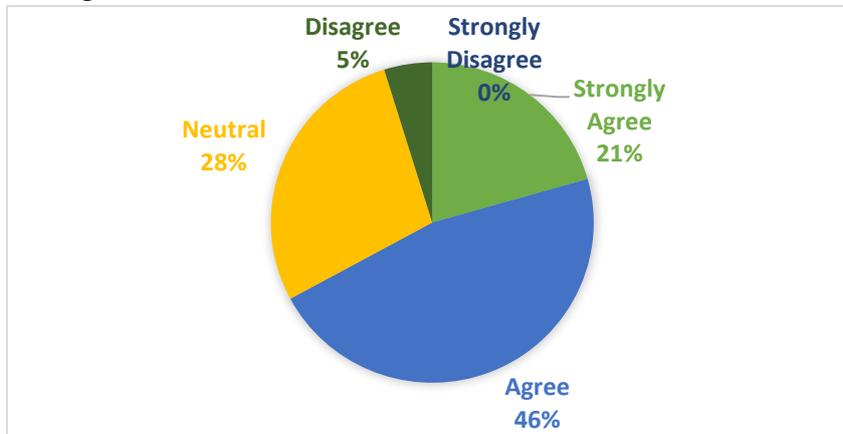
The results of self-evaluation filled out by 12 upper-class students from elementary school was closely related to the data obtained from the ability test. In aspect number 1 (one), the researchers wanted to analyse the ability to interpret a text. Some students at SD Muhammadiyah 10 Tipes and SD N Serengan 1 agreed that they could interpret a text. Aspect number 2 (two) showed the average student was able to apply concepts into reading by following the reading instructions and determining the main ideas; however, some students disagreed that they could follow the instructions and determine the main ideas of reading. In the third aspect, namely the ability to analyse a reading, students could investigate the logic of reading, determine the facts and opinions of the reading, investigate the message of the reading text, and students could understand the essence of reading. Aspect number 4 (four) with the ability to make conclusions showed that students agreed: students could make conclusions. In aspects 5 (five) and 6 (six), some students agreed that they could assess reading and could find other references to look for truth in a text.

From the results, it can be concluded that students from SD Muhammadiyah 10 Tipes and SD N Serengan 1 understood enough about understanding critical reading through multimodal texts with a percentage score of 24.73% and 55.78%. From the results of the percentage above, it can be seen that students did not fully understand multimodal texts. From the data, it can be

explained that most of the students who had studied showed quite good results, with this study discussing the understanding of critical reading through multimodal texts of upper-class students. Students did not fully understand what critical reading was. Critical reading is the activity of criticizing readings and arguing about these readings, whether the information contained in the readings is considered correct or in accordance with the developing issues. From the data that has been collected, it shows that students still needed guidance in understanding critical reading; thus, it can be concluded that students' understanding of critical reading comprehension through multimodal texts of upper-class students was still lacking and needs regular guidance by teachers.

Barriers of critical reading learning of upper-class students

In the world of education, critical reading learning has obstacles for students. In the learning process, the obstacles of critical reading are that there are still some students who do not understand what critical reading is, and that the children still have difficulty accepting the intent of the media presented. The lack of facilities and infrastructures to support critical reading learning through multimodal texts is in accordance with what was explained by the upper-class teachers at SD Muhammadiyah 10 Tipes and SD N Serengan 1.

The research entitled "*Hubungan antara kemampuan membaca kritis dalam pembelajaran penemuan dan kemampuan berpikir kritis siswa/*The Relationship Between Critical Reading Skills in Learning Discovery and Students' Critical Thinking Skills." Based on data obtained through a questionnaire, student interest and reading habits show a low number. Only about 47.37% of the entire sample expressed interest in reading, and around 21.05% are accustomed to reading. The relationship of that research with this present research is that both of them examine the critical reading skills of students. The difference is the method used (M.uttaqiin, 2015).

The research entitled "*Penggunaan bahan Multimodal mengenai topik sosial untuk memperdalam kompetensi sosial siswa/*The Use of Multimodal Material on Social Topics to Deepen Students' Social Competence." The results showed that the use of multimodal texts with social content made students gain social competence. The relationship of that research with this present research is that they both use multimodal text to determine students' abilities. The difference is the topic used by the researchers (Martínez Lirola, 2016).

CONCLUSION

Based on the results of the research and the discussion that has been described, it can be concluded that critical reading is a reading activity carried out in-depth to obtain information and can analyse, evaluate, and filter the information obtained. Whereas, what is meant by multimodal text, is a text consisting of more than two semiotics, such as pictures, videos, music,

websites, etc. The display presented does not only contain text, but also contains links to images, illustrations, graphics, and a combination of modern navigation technology.

Based on the results of the research and the discussion that has been described, it can be concluded that:

1. The ability to read critically through multimodal texts of upper-class students was quite good, which is demonstrated through the exact percentage of scores of strongly agree (23.6%), agreed scores (56.8%), a percentage of neutral (33.6), and a percentage of disagree (5.7%). With the results of these data, it can be concluded that students at SD Muhammadiyah 10 Tipes and SD N Serengan 1 lacked an understanding of critical reading learning through multimodal text. The data was obtained from a questionnaire distributed by researchers to students about critical reading through multimodal texts.

2. Barriers to critical reading learning activities were that there were still students who did not understand what critical reading was, and that students still had difficulty accepting the purpose of the media presented, as well as a lack of facilities and infrastructure.

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