

THE COMPARATION OF STUDENTS' READING AND CRITICAL READING COMPETENCY IN JUNIOR HIGH SCHOOL

I Putu Marten Chrispayana

Ganesha University of Education, Singaraja, Indonesia
Email: martenchrispayana@gmail.com

ABSTRACT

The students' critical reading could be beneficial towards their reading competency. The present research was aspired to describe and compare the students' reading competencies and students; critical reading. The students' critical reading was laid on high-order-reading items across classes, text genres, and reading indicators. The design implemented was a descriptive and comparative research. The sample size of this research consisted of 121 student's altogether. The instrument used to collect data was that of a Reading Competency Test. The analysis techniques implemented in the research were Measures of Central Tendency and Simultaneous Comparison. The result of the analysis shows the students' reading competency mean score = 35.02 out of the total reading competency score = 100. The range on the reading competency is equal to 60.00. Therefore, the students' reading competency variability is very large (variance = 0.67). The analysis shows the simultaneous F test is 0.084. The significant score of 0.97 is higher than 0.05 which interpreted as if there is no significant difference between every class scores in term of answering reading test with higher order reading items. The score of reading competency implies that EFL teachers need to train their students intensively and extensively in reading processes to enhance their ability in determining the main ideas, specific ideas, textual references, and word and phrase meanings of both the descriptive and recount texts.

Keywords: Comparation, Students' Reading, Critical Reading

INTRODUCTION

According to the PISA 2012 as the international measurement also changed from paper-based-test into computer-based test that bring effect to the students as the volunteers (Breakspear, 2012; Zehner, 2019). An important thing in 2015 Indonesia fall into 64th position with 397 mean score in reading test overall. The students' result relates with their prior knowledge as they come from different places, this statement strongly relates with Indonesia geography which the country with the widest sea in the world (Ramos, 2016; Volante, 2017). The International Student Assessment Program (PISA), a three-year academic survey, ranked Indonesia in the bottom 10 of 70 countries in 2015 (Kurniawati, 2018). This means that literacy, mathematics, and science of Indonesian students are still

weak. And including HOTS questions in UNBK is intended to improve students' thinking skills.

Previous researches on reading are abundant in the literature. Uses PISA data from 2003 until 2015 showed that the descend score in reading test (Breakspear, 2012). Indonesia has essentially doubled its public investment in education in recent years but the outcomes are still very small. There are two main problems that caused the slow development in education sector. First is teacher certification and the second is school operational assistance, those combination have cost almost all of the public education allocation to make Indonesia globally competitive in 2030 but yet not shown the desire result.

The reading score of Indonesian' students look descend in 2018 PISA result and the decline of reading performance by girls

made it look similar to boys' performance (Schleicher, 2019). It can be translated if the improvement is not because the score of reading is risen significantly but by the change of the other types of volunteer. Low qualification of Indonesia's teacher was the major problem towards Indonesia's education system slow development (Varagur, 2019). Unfortunately, the mean score of reading in PISA just descending like in the 2015 with 371 mean score.

One of PISA score showed the young Indonesia readers failed to answer high-order-items. Meanwhile PISA Reading test on 2015 has showed Indonesia in the lowest place according to the PISA reading test. In the development time of student's competency of reading itself create the gap of the students with and without high reading skill. Reading skill taken an important part in the successful carrier of the children in the future (McGeown ; Duncan Griffiths ; Stothard, Sue E.2015). states that reading as a part of the four basic skill also provide many engagements to children success in other words the students' successful carrier is depend on their reading activity. In the other hand the result of the PISA test bring a big picture that the reading of Indonesian children in trouble. The Head of Education and Culture Ministry said that 10% of the 40 questions tested were included in the HOTS category. And it was only in 2018, which means that the percentage or difficulty level is expected to be higher in 2019. The despite of the PISA as the international measurement of reading skill become the turn point of the curriculum in Indonesia and become the reason of the developing newer and more compatible curriculum named Curriculum 2013.

The present research was aspired to describe and compare the students' reading competency, especially on high-order-thinking items in the Sekolah Menengah Pertama 5 Negeri (SMPN) Kuta Selatan. The reading competency was measured using high-order-thinking items beyond the cognitive domain levels of C1, C2, and C3; the affective domain levels of A1 and A2; psychomotor domain levels of P1 and P2. affective domain of levels A3 and A4; psychomotor domain of levels P3, P4, and P5. The text genres studied were of two types, namely: descriptive texts about a person, an animal, a place, a procedure, and recount texts about a personal experience and an

accident. The text indicators measured consisted of four aspects, namely the word meanings, the textual references, the specific ideas, and main idea. Sekolah Menengah Pertama 5 Negeri (SMPN) Kuta Selatan had been chosen as this research's location. The School located in the main Tourism Area in BADUNG Regency such as in Nusa dua and In Kuta which makes The School the indicator of how well the people handle tourism in the future. Sekolah Menengan Pertama 5 negeri also rank last in the UN in English that makes the research beneficial for the school. On the other hand, through the research people would have the main picture of the weakness of the students in reading through reading test that uses high-order item in it. The benefit will beneficial for the government, school, teacher and students themselves.

Critical reading is a reading technique to comprehend the main idea despite new vocabulary, unfamiliar tone and often complex subject matter (Valeé, 2016). critical reading is defined as reading for comprehension of high-order-thinking items which are focused on the four indicators of reading competency, namely: 1) the main idea that is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas are detailed pieces of information containing in the paragraphs, 3) textual references are pronouns in reference to specific nouns in the descriptive and recount texts, and 4) word meanings are the implicational words' and phrases' meanings.

This study was supported by several previous researches. The first study analyzes that the connotation of being critical and claims to cultivate critical reading skills (Liu, 2019; Sun, 2017). The second study determines measurement is important towards higher-order thinking. The study consists of Anderson and Krathwohl Blomm's taxonomy revised. The study intends to focus on multiple choice to measure cognitive level of the students. The result presents that the benefit of using multiple choice are valuable for the teacher and professional. The benefit of using multiple choices for higher-order thinking such as cognitive level it gives accurate assertion. The learners and developer also gains benefit in the more variation of the context of the multiple choice (Scully, 2017).

The third study investigates the correlation between critical reading and literary communication. The study provides literacy theories about reading in specific or in general. The result of the study is the relations of the reading and communication which established newer understanding about reading, for example critical reading that possesses a series of features from (Ionescu, 2016).

The fourth study investigates the efficient method of acquiring efficient-critical reading skills for students with. The study use reading group activity in the control group. The subjects of the study are the students of ninth, tenth and eleventh grade students. The result of the study are reading group activity is an effective reading method which can be applied in all schools especially in EFL situations and students have learned the effective-critical reading of the role-tasks offered by the group readings, and have gained other skills such as orienting their readings, making reading preferences, and distinguishing qualified works (Koçak, 2018; Yu, 2015).

The fifth study investigated whether critical reading can be boost with a specific material such as the students; personal experiences because critical reading is needed to prepare students for uncertain future. In this topic, the 2 large groups of first year course were picked. The result of the study shows that with a proper topic that got their interest the students more determine in reading the task in other words the topic also relate to their critical reading that need them to catch big idea or specific idea (Kahu, 2018; Sabet, 2018).

The sixth study examined whether negative or positive effect of using multiple text in teaching ring for the university students. The result shows that the benefits of using multiple text and the teacher also given the consideration of those text. The result of the study shows that students got their critical reading improved after the exposure to multiple texts. The reason of the student's improvement was that the students possible to use higher-order metacognitive skills, which enables them to comprehend with their learning outcome in reading test. The multiple texts also enables students to use the skills of analysis and also

evaluation, since the students use internal, external and experiential intelligence to process the information that they read in written formats. Critical reading is important by the students especially for immigrant which speaks different language other than English at home to offer enrichment for their collage completion (Suarcaya, 2017; Thomas, 2018).

RESEARCH METHOD

The design of this study was a descriptive and comparative research. The sampling technique used in this study was cluster-random sampling as the population in the present study. Data were analyzed, firstly descriptively, and then, inferentially by implementing a parametric statistics, namely: 1) central tendency measures, 2) measures of dispersion, and simultaneous comparisons across classes, text genres, and reading indicators, and 3) post-hoc multiple comparisons, and 4) trend analysis (Hinkel,et al.,1979; Glass & Hopkins, 1984; Gall, et al.,2007).

This study takes place in one of primary schools in Badung Regency. The study uses reading competency test to get the data. To maintain its validity, the researcher used Pearson Product Moment and the reliability of the data were analyzed by using reliability test by measuring Cronbach alpha. This is the table about the reliability measurement from (Candiasa, 2010).

After the instrument was validated, it was tried-out empirically for Readability, reliability, items difficulty, and also item discrimination. Readability was meant to check the students' understanding of the statements and/or questions in the Reading Competency Test items. The sample trial-out included 31 students in Sekolah Menengah Pertama Negeri 5 Kuta Selatan. The Reading Competency Test's reliability coefficient was computed using the K-21 formula (Candiasa, 2011)

FINDING AND DISCUSSION

In general, data analysis results regardless of the students' names and classes, are shown in the Table 1.

Table 1. Descriptive Statistics of the Students' Reading Competency

| No | Statistics Descriptive | Value |
|----|------------------------|-------|
| 1 | Arithmetic Mean | 35.02 |
| 2 | Range | 60 |
| 3 | Standard Deviation | 12.68 |
| 4 | Variance | 0.67 |
| 5 | Standard Error | 1.14 |

In general, the table shows the students' reading competency mean score = 35.02 out of the total reading competency score = 100. Categorically, the students' reading competency in high-order-thinking items are moderate on both the descriptive texts about a person, an animal, a place, a procedure and recount texts about a personal experience as well as an accident (in the range scores between 8 to 68).

The students' range score discloses another interesting fact about the Students' reading competency in Sekolah Menengah Pertama Negeri 5 Kuta Selatan. The range between the highest-scored and the lowest-scored students on the reading competency is equal to 60.00. Therefore, the students' reading competency variability is very large (variance = 0.67).

Data analysis shows the simultaneous F test is 0.084. When the arithmetic means of the students' reading competency are ordered from highest to lowest based on its indicators as shown in Table 4. The significant score of 0.97 is higher than 0.05 which interpreted as if there is no significant difference between every class scores in term of answering reading test with higher order thinking items. This is not surprising if the Indonesia Rank was descending in the last few years because the students are not capable of answering high-order-items questions in reading that weakness runs to the low achievement in their reading competency.

There were similarities to the previous researches with this research. Students in every class has similar result in pre-test then basically the competency of the student and this study are similarly low (Liu, 2019). The study with middle high school students as the participants (Sun, 2017). Students' critical reading in similar setting with the current study that is EFL setting. The previous studies were only got low similarities with the current study that transforms the current study to be very important for the research in the area to give

different result and open another area to be derived in the future In (Suarcaya, 2017).

There were differences relate with the previous stated researches. (Liu, 2019) states the students got improvement in answering the questions of reading after the treatment of Stylistic analysis. Stylistic analysis encourages students to improve their critical reading which then pursue them to the important values of the passage. Liu's study was done in the collage while the current study was done in junior high school. (Sun, 2017) determines that the study uses a graphic novel in teaching critical reading while the current study focus more on the higher-order thinking items. (Scully, 2017) developed the study on higher-order thinking items in the form of multiple choice while the current study focus one determines the student's reading competency towards higher order thinking items. The study form (Marina, 2016) explains the critical reading in different point of views. (Kocak, 2018) states reading group activity is an effective reading to support critical reading while the current study did not take any action into reading method in the classroom. In the study form (Yu, 2015) which investigates the difficulties relate to critical reading of the students. The study from (Kahu, 2018) investigates the material that being used by the teacher to engage students' critical reading. Sabet (2018) found that problem solving task is significantly effective in critical reading improvement and the study did not describe the result in higher-order items. The research from (Suarcaya, 2017) which investigated students' critical reading through reading test, written tasks and interviews while the current study focus on the reading competency, texts, reading indicators that being analyzed. That many stated differences just make the study valuable to be done.

CONCLUSION

This study found that Junior school students difficult in answering high-order-

items. the students' reading competency mean score = 35.02 out of the total reading competency score = 100 was the result of this research analysis. Categorically, the students' reading competency in high-order-thinking items are moderate on both the descriptive texts about a person, an animal, a place, a procedure and recount texts about a personal experience as well as an accident. The students are difficult in answering the reading test with higher -order thinking items. In the future to overcome the current situation the government should revise the curriculum and the school principle and the teacher must promote the learning situation with critical reading in it.

REFERENCES

- Adolfo Zárate Pérez. (2019). Critical reading skills in high school textbooks. *Revista Signos*, 52(99), 181-206. <http://dx.doi.org/10.4067/S0718-09342019000100181>
- Anderson, M. and Anderson, K. 2003. *Text Types in English 2*. Macmillan Education Australia.
- Anderson, L.W., & Kratwohl, D. R., (2001). *A Taxonomy for Learning, teaching, and Assessing; A Revision of Bloom's Taxonomy of Education Objectives*. Addison Wesley Lonman Inc.
- Barnet, S., & Bedau, H. (2013). *Critical Thinking, Reading, and Writing*. Bedford_St. Martin's
- Borst, A., & DiYanni, R., (2017). *Critical reading across the curriculum-* Wiley & Sons, inc.
- Bosley, L. (2008). "I don't teach reading": Critical reading instruction in composition courses. *Literacy Research and Instruction*, 47(4), 285-308. <https://search.proquest.com/docview/205337237?accountid=32506>
- Breakspear, S. (2012). *The policy impact of PISA: An Exploration Of The Normative Effects Of International Benchmarking In School System Performance*. Paris: Organisation for Economic Cooperation and Development (OECD). <https://search.proquest.com/docview/934354439?accountid=32506>
- Buku Panduan Guru Kurikulum 2013. (2017). *Buku Guru Bahasa Inggris When English Rings a Bell*. Edisi Revisi 2017
- Daniel, Johnie N. (2011). *Sampling Essential: Practical Guidelines for Making Sampling Choice*.
- Davenport, T., R., (2007). *Mastering the SAT Critical Reading Test*. 9780470042014, 047004201X. Hoboken, NJ: Wiley. <http://gen.lib.rus.ec/book/index.php?md5=BAD6B1D5117715CC779B124E58F65A25>
- Derewianka, B. (1990) *Exploring How Texts Work*. Primary Teaching Association.
- Candiasa, I Made. (2011). *Pengujian Instrumen Penelitian disertai Aplikasi ITEMAN dan Bigstep*. Universitas Pendidikan Ganesha.
- Creswell. J., W. (2013). *Research Design_ Qualitative, Quantitative, and Mixed Method Approaches*. SAGE Publications
- Fahim, M., & Barjesteh, H. (2018). *Critical Thinking: A Study Of Iranian Efl Reading Comprehension Performance*. *Leksika*, 5(2).
- Farber, N., K. (2006). *Conducting Qualitative Research: A Practical Guide for School Counselors*.
- Faisal & Krisna Suwandita. 2013. *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*. *Journal of Education and Learning*. Vol.7 (4) pp. 239-248.
- Gall, M.D. & Borg, W.R. (2007). *Educational Research: An introduction*. New York & Longman.
- Glass, G. & Hopkins, D. (1984). *Statistical methods in Education and Psychology*. Prentice-Hall Inc
- Gurria, A., (2014). *PISA 2012 Results In Focus: What 15-Year-Olds Know And What They Can Do With What They Know*. <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>
- Gurria, A., (2018). *PISA 2015 Results in Focus*. <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>

- George, A. L. and Bennett, A. (2005). *Case Studies and Theory Development in the Social Science*. MIT Press.
http://library1.org/_ads/1B217089C25FC5C202D392442436380A
- Hadi, A. (2019). Exploring preparation of pre-service teachers' english proficiency and pedagogy: Stories from an EFL teacher education program. *The Qualitative Report*, 24(8), 1946-1966.
<https://search.proquest.com/docview/2289659381?accountid=32506>
- Hinkle, D.E., Wiersma, W., & Jurs, S.G. (1979). *Applied Statistics for the Behavioral Sciences*. Houghton Mifflin Company, Boston
- Hansen, E.J. (2016). Reading comprehension. https://brage.bibsys.no/xmlui/bitstream/handle/11250/2396307/16-00400-21%20Masteravhandling%20-%20Reading%20comprehension%2C%20Elin%20Jorde%20Hansen.docx%2067995_1_1.pdf?sequence=1
- Ionescu, M. M. (2016). Critical Reading And Literary Communication. *International Journal of Communication Research*, 6(3), 239-243.
<https://search.proquest.com/docview/1850330270?accountid=32506>
- Jenner, L. (2016). Danish folktales, legends, & other stories. *Scandinavian Studies*, 88(4), 468-470.
<https://search.proquest.com/docview/1923997657?accountid=32506>
- Johnson, E., B., (2007). *Contextual teaching and learning*. Mizan Learning Center (MLC)
- Kahu, E., & Gerrard, H. (2018). The use of personal experience as a strategy for critical reading and writing. A practice report. *Student Success*, 9(3), 71-77.
<http://dx.doi.org/10.5204/ssj.v9i3.470>
- Kane, Thomas S. 2000. *The Oxford Essential Guide to Writing*. New York: Oxford University Press, Inc.
<http://www.fhk.ndu.edu.tw/mediafile/833/fdownload/486/787/2014-4-24-9-32-45-787-nf1.pdf>
- Karimi, L., & Veisi, F. (2016). The impact of teaching critical thinking skills on reading comprehension of iranian intermediate EFL learners. *Theory and Practice in Language Studies*, 6(9), 1869-1876.
<http://dx.doi.org/10.17507/tpls.0609.21>
- Kim, Kyung Ja. (2014). The role of teacher behavior in adolescents' intrinsic reading motivation. *Reading and Writing*, 27(9), 1547-1565.
<http://dx.doi.org/10.1007/s11145-014-9506-3>
- Koçak, M. (2018). An effective method of acquiring efficient-critical reading skills for students: Reading group activity. *International Association of School Librarianship. Selected Papers from the ...Annual Conference*, 1-11.
<https://search.proquest.com/docview/2257644502?accountid=32506>
- Kucer, S.B. (2005). *Dimensions of literacy: A conceptual base for the teaching of reading and writing*. Mahwah, NJ: Erlbaum.
- Kucer, S.B. (2014). *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings* 4th ed.
- Kurniasih, N. (2017). Reading Habit in Digital Era: Indonesian People do not Like Reading, is it True? Retrieved from https://www.researchgate.net/profile/Nuning_Kurniasih2/publication/318362570
- Kurniawati, S., Suryadarma, D., Bima, L., & Yusrina, A. (2018). Education in indonesia: A white elephant? *Journal of Southeast Asian Economies*, 35(2), 185-199. <http://dx.doi.org/10.1355/ae35-2e>
- Latifa, N. (2018). Teaching Narrative Text by Using Preview, Question, Read, State, and Test (PQRST) Technique. *English Education Journal (EEJ)*. 9(2), 243-260.
- Lipson, M.Y., Paris, S. G., and Cross, D. R. (1984). Informed Strategies for learning: A program to improve children's reading awareness and comprehension. *Journal of Educational Psychology*, 76, 1239-1252.
- Liu, K. (2019). Developing critical reading skills through stylistic analysis in

- integrated college english classroom. Theory and Practice in Language Studies, 9(3), 341-346. <http://dx.doi.org/10.17507/tppls.0903.13>
- M.F.Patel and M Jain. (2008). English Language Teaching. Jaipur: Sunrise Publisher & distributors
- Mcgeown, Sarah P; Duncan, Lynne G; Griffiths, Yvonne M; Stothard, Sue E. (2015). Exploring the relationship between adolescent's reading skills, reading motivation and reading habits. Reading and Writing, 28(4), 545-569. <http://dx.doi.org/10.1007/s11145-014-9537-9>
- Mukarto, Sujatmiko, Josephine, & Kiswara. 2007. English on Sky 2 for Junior High School Students Year VIII. Jakarta: Erlangga.
- Mukminin, A., Habibi, A., Prasajo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum reform in indonesia: Moving from an exclusive to inclusive curriculum. CEPS Journal : Center for Educational Policy Studies Journal, 9(2), 53-72. <http://dx.doi.org/10.26529/cepsj.543>
- Nirwanto, Rahmadi (2017) Critical thinking (CT) skill in reading class. In: The 1st INACELT (International Conference on English Language Teaching), 15-16 December 2017, State Islamic Institute (IAIN) Palangka Raya Indonesia.
- Ntereke, B. B., & Ramoroka, B. T. (2017). Reading competency of first-year undergraduate students at university of botswana: A case study. Reading & Writing, 8(1) <http://dx.doi.org/10.4102/rw.v8i1.123>
- Oda, AH., and Abdul-Kadhim, MR. (2017). The Relationship between Gender and Reading Comprehension at College Level. Journal of Basrah Research The Humanities sciences Vol. : 42- No . 6- Yr. 2017. <https://www.iasj.net/iasj?func=fulltext&aId=144091>
- Oshima, A. & Hogue, A. 1997. Introduction to Academic Writing (2nd Edition). New York: Addison Wesley Longman, Inc
- Purbawati, D., (2019). Mengenal HOTS, Bagaimana Caranya?. 25th November 2019. <https://akupintar.id/info-pintar/-/blogs/mengenal-hots-bagaimana-caranya->
- Ramos, R., Duque, J. C., & Nieto, S. (2016). Decomposing the rural-urban differential in student achievement in colombia using PISA microdata. Estudios De Economía Aplicada, 34(2), 379-412. <https://search.proquest.com/docview/1961801957?accountid=32506>
- Rosa, Rusdi Noor.at.al.2008. English for General Purpose: A course for University Students. Padang: Sukabina Offset.
- Sabet, M. K., Zafarghandi, A. M., Prasajo, L. D., Idi, A., & Karkaraq, A. N. (2018). The Effect of Problem Solving Task on Critical Reading of Intermediate EFL Learners in Iranian Context. International Journal of Applied Linguistics & English Literature. <http://dx.doi.org/10.7575/aiac.ijalel.v.7n.1p.99>
- Schleicher, A., (2019). PISA 2018: Insights and Interpretations. Retrieved from <https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>
- Scully, D. (2017). Constructing multiple-choice items to measure higher-order thinking. Practical Assessment, Research & Evaluation, 22, 4. <http://dx.doi.org/10.7275/swgt-rj52>
- Snow, C. (2002). Reading for understanding (interactive Components of Text Comprehension). https://books.google.co.id/books?hl=en&lr=&id=R1t9btYnK_EC&oi=fnd&pg=PR1&dq=Snow.2002
- Suarcaya, P., & Prasati, W., D. (2017). Investigating Students' Critical Reading: Critical Literacy in EFL Setting. Electronic Journal of Foreign Language Teaching, 14(2), 220-232. <https://e-flt.nus.edu.sg/v14n22017/suarcaya.pdf>
- Suarmika. (2010). Determinasi konsep diri, motivasi berprestasi dan disiplin belajar

- terhadap hasil belajar ipa SD se-kecamatan buleleng.
https://webcache.googleusercontent.com/search?q=cache:http://pasca.undiksha.ac.id/ejurnal/index/php/jurnal_pendas/article/viewFile/952/703
- Sudrajat, D. (2018). Developing Critical Reading Skills for the Information and Enjoyment. *IJOLTL* (2018), 3(1): 147-158. <https://10.30957/ijoltl.v3i2.453>.
- Sun, L. (2017). Critical encounters in a middle school english language arts classroom: Using graphic novels to teach critical thinking & reading for peace education. *Multicultural Education*, 25(1), 22-28. <https://search.proquest.com/docview/2007680390?accountid=32506>
- Talebi, M., & Marzban, A. (2015). The effect of teaching critical reading strategies on advanced iranian EFL learners' vocabulary retention. *Theory and Practice in Language Studies*, 5(3), 572-580. <http://dx.doi.org/10.17507/tpls.0503.17>
- Vallée, M. (2016). *Teaching Critical Reading*. California: University of California. <http://gsi.berkeley.edu/teachingguide/reading/guiding.htm>
- Varagur, K. (2019). Indonesia education lags behind region. (). Washington: Federal Information & News Dispatch, Inc. Retrieved from Research Library <https://search.proquest.com/docview/2326900759?accountid=32506>
- Vdovina, E & Gaibisso, L., C. (2013). Developing Critical Thinking in the English Language classroom: A Lesson Plan. *English Language Teachers' Association (ELTA SERBIA)* 1(1). <http://eltajournal.org.rs/wp-content/uploads/2013/12/VII-Developing-Critical-Thinking-in-the-English-Language-classroom.pdf>
- Volante, L., Klinger, D., Bilgili, Ö., & Siegel, M. (2017). Making sense of the performance (dis)advantage for immigrant students across canada. *Canadian Journal of Education*, 40(3), 229-361. <https://search.proquest.com/docview/1952360700?accountid=32506>
- Wallace, C. (2004). *Critical Reading in Language Education*. New York, NY: Palgrave Macmillan. <http://gen.lib.rus.ec/search.php?&req=critical+reading&phrase=1&view=simple&column=title&sort=def&sortmode=ASC&page=2>
- Yu, J. (2015). Analysis of critical reading strategies and its effect on college English reading. *Theory and Practice in Language Studies*, 5(1), 134-138. <http://dx.doi.org/10.17507/tpls.0501.18>
- Zehner, F., Goldhammer, F., Lubaway, E., & Sälzer, C. (2019). Unattended consequences: How text responses alter alongside PISA's mode change from 2012 to 2015. *Education Inquiry*, 10(1) <http://dx.doi.org/10.1080/20004508.2018.1518080>