

Critical Reading Literature Review

1stArif Setiawan¹, 2ndSarwiji Suwandi², 3rd Muhammad Rohmadi³

{arifsetiawan@student.uns.ac.id¹, sarwijiswan@staff.uns.co.id², mamad_r76@staff.uns.ac.id³}

University Sebelas Maret, Surakarta, Indonesia^{1,2,3}

Abstract. Technological advances have had an impact on the abundance of information resources that are balanced by reading skills. One of them is with critical reading skills in understanding and interpreting information. Literature review research aims to find and explain research articles that are indexed by The Science and Technology Index (SINTA). The article under review is an article that contains the concept of "critical reading." The study identified and reviewed 78 articles, and after being reviewed there were 26 articles that met the criteria for analysis. The study used is a systematic literature review and meta-analysis as a model of inclusion and exclusion analysis. The results found that (1) in 2016 was the year most published articles on critical reading, at least there have been six articles published. While in 2020 and 2021 there was a decrease in Article publications; (2) the most dominant research subjects related to critical reading are research articles that discuss the ability and skills of Critical Reading are students; (3) there are three authors and researchers who intensely study and discuss critical reading, the five authors and researchers are Nuria Reny Hariyati, Hespi Septiana, and Endah Tri Priyatni.

Keywords: Literature Review, Critical Reading

1 Introduction

Chandra et al., explains that reading the substance is in understanding information through the vehicle of textual discourse[1]. Reading activities are carried out in an effort to enrich the knowledge accumulated from various sources of textual discourse. Mastery of science is then used as an important capital in adapting to the 21st century[2]. This happens because in the 21st century the severe challenge is the rapid globalization and symptomatic information in all sectors of life whose estuary is in the mastery of information and knowledge sources (Muttaqiin & Sopandi, 2016). One of the challenges is the digitization of information that causes changes in the delivery of information from text to digital [3]. This fact is what makes people have to respond well and wisely [4].

From this fact, the proliferation of information occurs, which is a phenomenon of community necessity to be able to perform selective actions in selecting and sorting information critically and selectively[5]. This happens because it results in our abilities and skills in being critical and ssektif to the information that is now widely scattered [6]. Through this critical and selective attitude, each individual will be actively involved in critical reading activities carried out selectively with the aim of participating in preventing the consumption and dissemination of false and incorrect information[7]. However, the reality on the ground shows that people have not been able to be critical and selective in understanding the information conveyed through digital devices [8]. This fact, for example, can be identified in the low critical reading skills of the community [9].

From this fact, critical reading skills are important to be built and oriented in the world of Education. Nofitria et al., explained that critical reading skills should be the main focus in the implementation of education in Indonesia [10]. The national standard on education (SNP) also asserts that reading and writing skills should be built through educational activities in schools [11]. From here, one of the substances of education is to build the ability and critical reading skills in learners [12]. This can be studied also in the dignity of Education which naturally emphasizes reading skills in students in an effort to overcome the problem of low reading culture and reading literacy in students [13].

This lack of reading culture will have a bad impact on education. This happens because with the low reading culture, all forms of information that are present in the community are presented in written form, cannot be understood and interpreted properly. This will certainly have a negative impact on the process of implementing progress-oriented education (Dianti, 2013). This is where, the importance of the role of all parties, especially the government, in assessing the various processes of learning to read conducted in schools (Priyatni, 2014). In this way, education can play a role in improving and developing critical reading skills in students through educational activities in schools [14].

In the context of this reality, there have been many studies and research related to the importance of critical reading skills in education [7]–[11], [15]–[19]. There is also research focused on improving and developing learners' critical reading skills conducted through Class Action Research conducted by Usman [20]. There are also other studies on critical reading skills conducted in the form of descriptions [21]–[23], as well as experimental research, both true experiments and pseudo-experiments [5], [23]–[28]. The various studies and researches that have been carried out have substantively formulated the importance of critical reading skills in education.

Therefore, based on the review and the results of the study, it is necessary to assess critical reading skills in the form of systematic literature review (SLR). Through this SLR, it will be obtained findings and images related to the findings of interrelationships that have been conducted that discuss critical reading skills. The purpose of this study was carried out in an attempt to explain and compare various studies in journal articles on the topic of critical reading skills. As for some of the points targeted in the study include (1) the year of publication, (2) the subject of research, and (3) the author. Through this research is expected to contribute to a more comprehensive design to develop critical reading skills, as well as provide a basis for research focused on non-research texts.

2 Research Methods

The research carried out is included in the systematic literature review (SLR) research, which is a type of research that uses techniques in identifying, reviewing, evaluating, and analyzing various relevant and current information in the literature to answer the problems that will be studied by the research [29]. One of the important objectives of systematic literature review (SLR) research is to reconstruct a variety of information and the latest science on various topics or specific issues in a systematic and transparent manner that is the focus of study in research [30]. With this purpose, the process of finding information in this study is based on the article. Articles from the results of the study were reviewed by researchers using the term "critical reading" in the open knowledge maps Search menu. The "search" menu on the open knowledge maps page (<https://openknowledgemaps.org/index>). through the menu "search" the researchers then enter the keyword "critical reading". From here, the search engine will find and display all

articles that contain the word "critical reading" in the title, abstract, content, or references. The Data obtained in the form of * PDF*, which is then synchronized into the Reference Manager (Zotero) in the form of*RIS*.

From the data that has been collected, then the next data classification activities will be carried out with the aim of visualizing the data. This data visualization is done with the aim that the data that has been collected will be more transparent and communicative. For this reason, the researchers then used the software VOSviewer. With the use of this vosviewer software, the keyword "critical reading," can be quickly identified, and here the researchers found and identified 26 articles that became the source of data in this study. From that data source, inclusion and exclusion models were developed that were used as reporting items in systematic reviews and meta-analyses (PRISMA) [31].

Furthermore, the article as a source of data that has been accumulated and identified, then the next step is to group the research data. From this grouping, an in-depth study is then carried out with the aim of concluding the process. The inclusion criteria used by researchers in finding and identifying critical reading articles include (1) articles published between January 2010 and December 2021; (2) articles published in Indonesian and English; (3) articles are research articles; and (4) articles relating only to critical reading. The inclusion criteria in the Article Search are illustrated as Figure 1.

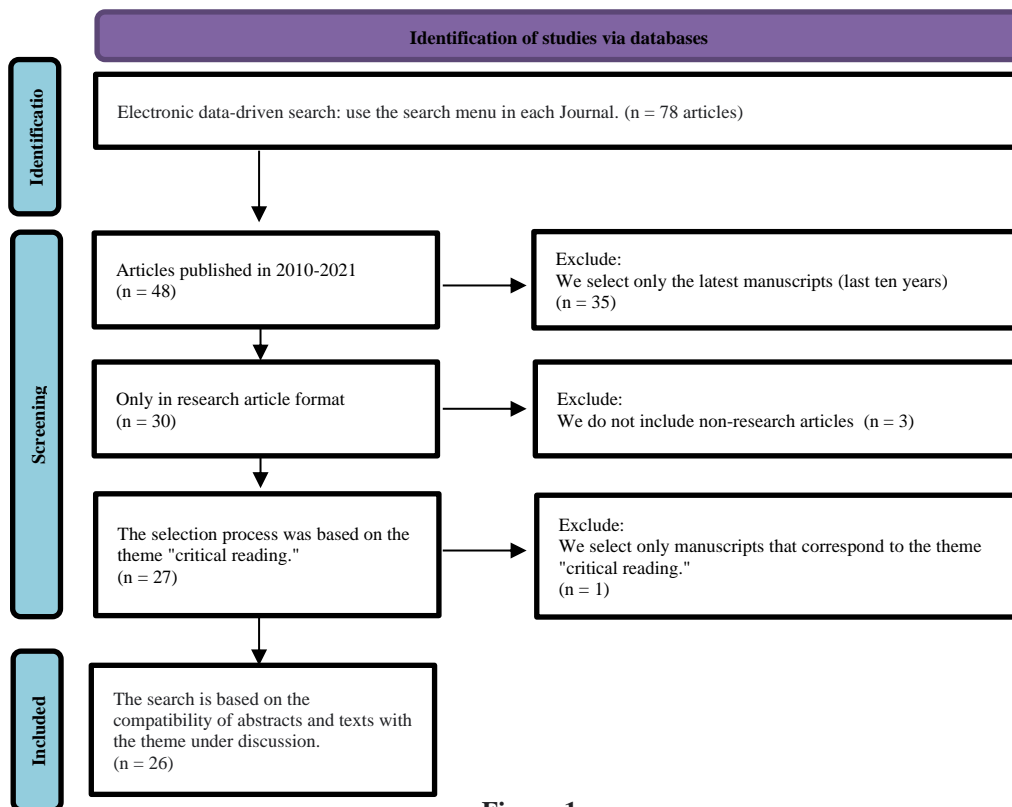


Figure 1.
Systematic Review flowchart (PRISMA flowchart for systematic literature review)

3 Result and Discussion

3.1 Year Of Publication

In Figure 2 below presents and identifies various articles that have been published from 2012 to 2021. From Figure 2, it can be identified that the spread of publications that occurred during the range of 2012-2021. Here it appears that the publication of various articles related to critical reading has not changed significantly. Significant changes began to occur in 2016 and 2017. In these two years the number of publications of research articles that discuss critical reading increased significantly. There have been at least five articles on critical reading published in 2016 and 2017. This condition did not continue in 2018-2021. This year the publication of articles that discuss critical reading has decreased to 1 article published in 2018, 3 articles published in 2019, 1 article published in 2020, and 2 articles published in 2021. Details of changes in the publication of research articles related to critical reading are described in Figure 2.

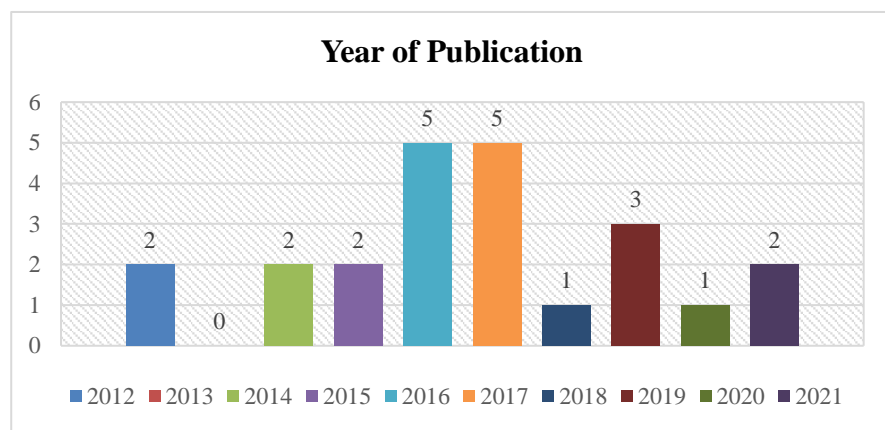


Figure 2. Year Of Article Distribution

In Figure 2 above explains that research articles are more done by discussing the issue of critical reading skills in relation to the reality of human resources in the 21st century. The fact that human resources in the 21st century today is very dependent on activities in accessing information and science quickly. Activities that will then have an impact on improving the comprehensive understanding of individuals in understanding and interpreting various information and science carefully [32]. All information access processes presented in the article are discussed in the context of critical reading. That is, critical reading is used as an important tool in reading various information and knowledge activities in which it involves reading activities with critical analysis and evaluation mechanisms. Through this critical reading, the process of Science and information readers will be based on the quality of information content and text style in its presentation because information and science are understood based on criteria that can be justified through critical analysis and evaluation activities [33].

In addition, based on Figure 2 above, it can be identified that the critical reading skills that are always the process of evaluation and analysis thinking mechanisms will itself assess the quality of the text that conveys information based on predetermined standards, namely standards based on the components of information substance and writing style in the article [15]. Here, it can be identified that the process of evaluation mechanism in critical reading, in itself, will condition the reader to carry out various reading activities that are carried out carefully, actively,

analytically and reflectively. This reading process activity can be characterized and interpreted from readers who do reading activities by using or empowering critical thinking skills, which is an attitude in thinking that does not necessarily accept the truth of the content of information in science in the text. This critical reading is also done with the principle of prudence in reading to check the truth and accuracy of the content of the reading. From here, critical reading also involves the activity of dissecting the text and information into parts that are used as a basis in building and identifying arguments logically based on the repetition of arguments, and activities in evaluating the quality of the argument as a whole [15].

Thus, based on the above explanation, it can be identified that the ability and skills of Critical Reading are mandatory for each individual to master. This is important because in today's technological era, every individual, in their daily lives, will easily obtain and obtain information, and the information must be read critically in order to identify its validity and credibility. From here, based on the results of this study, it can be found that critical reading skills have been widely discussed by research articles published from 2012 to 2021. With this publication, it is hoped that it can be used as an important evaluation material for each individual in an effort to continue to develop and improve studies and research related to critical reading issues in the future. From this study and research, it can make an important contribution in efforts to increase human resources in the era of technology.

3.2 Research Subjects

Meanwhile, in Figure 3 below explains and identifies that on an ongoing basis the subjects discussed in the research presented in the article are dominated by student subjects; after students are followed then sequentially by students of Class X of Senior High School (SMA; students of Class VII of junior high school (SMP); followed by students of Class V of Elementary School (SD); students of Class VIII of Junior High School (SMP); and students of Class XI of Senior High School (SMA) with a total of 2. This of course shows that the first position of the most research subjects are students, with a total of 8 research articles; then five high school students, especially students of Class X High School; and students of Class VII junior high school with 3 research articles; and subjects of Class V elementary school students; and junior high school teachers. The explanation can be observed in Figure 3 below.

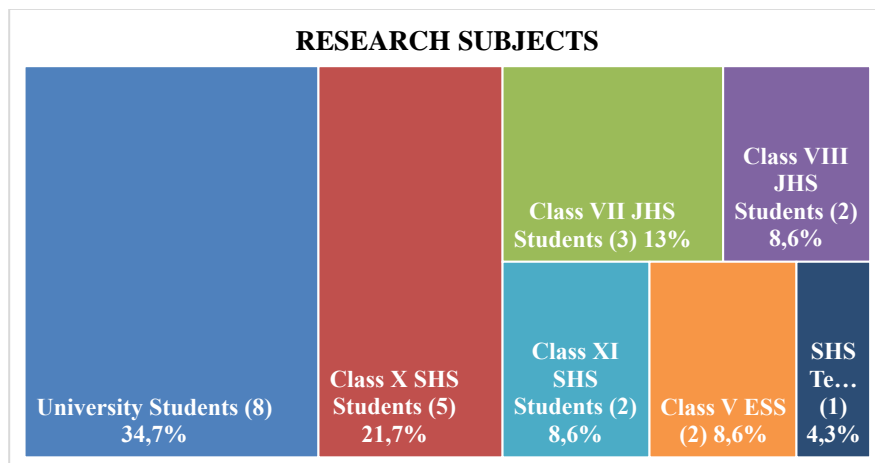


Figure 3. Research subjects frequently used in research on critical reading skills

Based on Figure 3 in the aats, it can be explained and identified that there are significant differences in terms of the number of research subjects studied in the research article. Here it appears that students become one of the most numerous and most dominant research subjects generated as research subjects related to critical reading skills and abilities. This statement is consistent with [19] which states that the ability and critical reading skills substance is a process of activity in reading. Reading that is done with a very long one because when reading critically, the reader performs various cognitive activities such as understanding, analyzing, criticizing and evaluating various qualifications. Starting from the qualification of language, reasoning, emotions, structure and style of the author.

Based on this fact, it can be identified that the ability and critical reading skills ideally have also been built and owned since students at the high school level [23]. This is because the ability and skills of critical reading is actually an inseparable element in the activity of critical reading that is always done correctly. In this critical reading, the reader is required to perform reading activities with a cognitive basis in evaluating, criticizing, and analyzing the content of the reading he read [32]. This important finding explains that the subject of fifth grade elementary school students, becomes an important part in the development of critical thinking abilities and skills [6].

3.3 Authors

In Figure 4 below presents the dissemination of information related to authors who conduct research on critical reading problems whose Article results are then published. Based on Figure 4 can be obtained an idea that the spread or distribution of authors is relatively evenly because of the 26 articles with critical reading problems are all written by different authors. From these data, only one article and author was identified, namely Imam Agus Basuki, whose article was written in collaboration with five other authors. From these findings, it can be explained that the ability and critical reading skills of substance is a relatively new problem topic to be studied and discussed in research. This is in line with that expressed by Cahyanto et al., and Utami et al., which explains that the ability and skills of critical reading skills substance is an issue and problems that need to be studied, researched, and discussed as an effort to improve critical thinking skills in the midst of an abundance of information delivered through digital devices[15], [28].

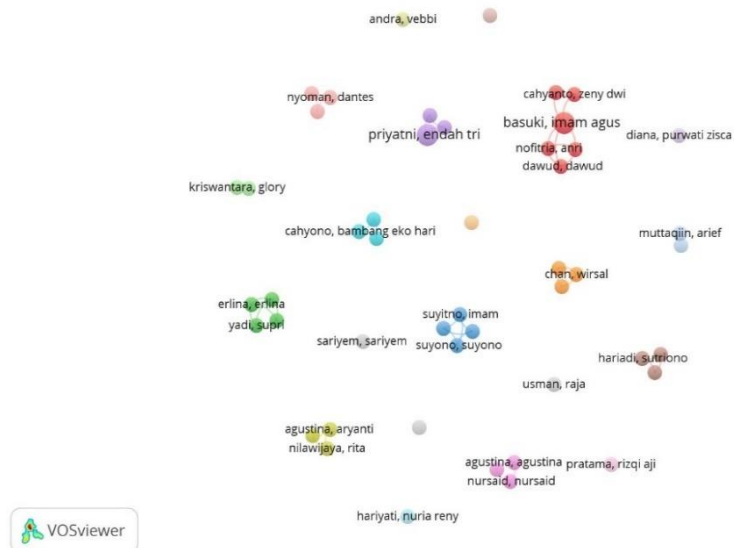


Figure 4. Distribution of the author in the article critical reading skills

Based on Figure 4, it can be explained that important findings can be reviewed using VOSviewer in the context of their relationship with each article author. Here it can be interpreted that based on the distribution of authors, Figure 4 shows that there is an unusual section because there is a part of the article that was only written by one author who conducted a study and analysis of the ability and critical reading skills. This is one of the important findings in this study because research and studies related to the ability and critical reading skills are still very minimal in fact carried out collaboratively. From here, then in Figure 4 describes the findings of the important findings of the analysis of VOSviewer in the background of the author related to the research topic as follows: (1) Nuria Reny Hariyati, (2) Hespri Septiana, (3) Endah Tri Priyatni, (4) Arief Muttaqiin, (5) Imam Agus Basuki, and (6) Zubaedah Wiji Lestari. Of the five authors who have a publication history that reviews the ability to read critically as many as 4 articles are (1) Nuria Reny Hariyati, followed by (2) Endah Tri Priyatni and (3) Hespri Septiana with a total of 3 articles, and in the last position there are (4) Zubaedah Wiji Lestari, (5) Imam Agus Basuki, and (6) Arief Muttaqiin with a total of 2 articles.

After being studied and elaborated more comprehensively, it can be identified that the five authors who conducted critical reading studies and research turned out to have the same publication track record, namely research publications related to critical reading skills whose articles are widely published in national journals and accredited by SINTA. For example, Nuria Reny Hariyati who has had four publications of articles that assess critical reading skills, among others: (1) implementation of critical reading strategies at the Surabaya pharmacy Academy to support literacy skills towards the Industrial Revolution Era 4.0 (2018); (2) critical reading textbook: radicalism in the perspective of Critical Discourse Analysis (2019); (3) ASCO (analyzing, solving problems, and comparing) implementation of critical reading learning (2019); and (4) the correlation of 4C Critical Reading (Communication, Collaborative, Critical Thinking, and Creativity) with the ability to counteract radical literacy in Higher Education (2019). While Endah Tri Priyatni has three publications that examine critical reading skills with the Title (1) development of critical reading materials based on responsive intervention (2014); (2)

development of critical reading materials based on responsive intervention with multimedia (2011); (3) Critical Reading and critical literacy (2010). Hespi Septiana has three publications reviewing critical reading skills with the Title (1) Correlation of 4C Critical Reading (Communication, Collaborative, Critical Thinking, and Creativity) with the Ability to Counteract Radical Literacy in Higher Education (2019); (2) ASCO (analyzing, solving problems, and comparing) implementation of critical reading learning (2019); (3) textbook critical reading: radicalism in the perspective of Critical Discourse Analysis (2019).

From this it is illustrated that the authors and researchers who discuss the issue of the ability and skills of critical reading in their publication articles are researchers who have been concerned with the issue of critical reading. This indicates that critical reading is an issue that must be studied in depth in a study whose results are published. Researchers and authors continue to conduct studies and research on critical reading because critical reading is a much-needed skill in this digital age. Improvement and development of critical reading needs to be implemented in education so that research studies on critical reading are still widely associated in the context of Education.

4 Conclusion

Based on the findings and discussion above, the conclusion of this study is the fact that systematic literature review research was conducted in an attempt to find and explain related publications in the last ten years of research articles that discuss critical reading skills. Here it was found that in 2016 was the year to publish the most articles on critical reading, at least there have been six articles published. Meanwhile, in 2020 and 2021, there was a decrease in Article publications. While the most dominant research subjects related to critical reading are research articles that discuss the ability and skills of Critical Reading are students. This happens because the ability and critical reading skills are positioned precisely and must be mastered with complexes by students. In dinjau from the author of the article, it can be identified that there are three authors and researchers who intensely study and discuss critical reading, the five authors and researchers are Nuria Reny Hariyati, Hespi Septiana, and Endah Tri Priyatni. All three are researchers and authors who publish a lot (as many as ten articles) that discuss critical reading skills.

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