THE ROLE MOTIVATOR AND STRATEGIES LITERACY LEARNING CRITICAL READING OF PRIMARY SCHOOL

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Abstract. Criticality creates curiosity in students. Students are taught to understand thinking patterns to recognize forms of language literacy. Students are expected to analyze knowledge, process information critically and reconstruct thinking patterns creatively. Students are taught to make decisions rationally in solving problems. Critical thinking is a way of exploring intelligence by comparing several things to reach conclusions in solving problems. Teachers can use various learning strategies so that students think critically. Reading is a bridge to see the development and progress of science. Education is part of scientific progress. Critical reading goes a long way in turning readers into creative researchers. Critical reading skills strengthen the ability to identify research strengths and weaknesses and highlight gaps in analysis. The ideas that emerge from this process help translate informed responses based on critical reading into future research studies that can advance science. Honing critical reading skills makes it possible to assess and integrate information into writing. Teachers have the potential to be students' learning partners in understanding creative and critical thinking patterns. Teacher strategies to develop a culture of critical thinking and critical reading to understand literacy are very important. There needs to be a special strategy in developing the concept of critical thinking. The strategies used include collaborative learning consisting of Cooperative Integrated Reading And Composition, Reading Tournament Strategy, Investigation Group Strategy, Critical Reading Jigsaw Strategy, Critical Schemata Strategy, and Persuasive Transformation Strategy. Reading literacy is understood as a form of contemporary discourse that students must have. The criticality of literacy as a discourse of science becomes a means for students to think creatively, find out and solve problems. The role of the teacher is to be a supporter in the learning process. The teacher's role as a guide and motivator is the main foundation in critical reading. The role of the teacher as a facilitator in critical reading learning is expected to gain student learning experience. The teacher's role is to facilitate students to have meaningful learning experiences.

Keywords: *role of the teacher; strategy; literacy; and critical reading*

A. INTRODUCTION

Critical reading skills are a form of reading skill that shows a high level of understanding. Through critical reading skills, readers are expected to have the ability to understand meaning comprehensively. Readers are required to understand the meaning behind the text. Critical reading skills involve the ability to analyze, synthesize, and evaluate reading. Teachers are one of the spearheads of education. The role of teachers is very large in achieving student achievement. The important role of teachers will further expand if teachers also act as literacy promoters. Apart from

playing a big role in achieving student achievement, great teachers should be role models for literacy for their students. There are many ways that can be taken, some of which can be realized through: teachers as literacy drivers, teachers as reading role models; teachers as writing role models; teachers write and publish works; and teachers carry out research. There is no doubt that the role of teachers as literacy drivers is very necessary. Apart from that, reading is believed to be the key that will open the door to goodness and knowledge which play a role in shaping a person's character.

In literacy programs at schools, teachers should be role models for students, especially in terms of reading. If teachers want their students to read, modeling in terms of reading must continue to be made explicit and outlined. In other words, teachers need to show interest in reading and also read with students. Teachers need to read a variety of reading sources in order to improve their personal competence and the quality of learning. In order to obtain information from reading sources optimally, teachers need effective reading strategies.

Literacy is the ability to interpret information critically so that everyone can access science and technology as an effort to improve their quality of life. The Ministry of Education and Culture's National Literacy Movement roadmap (2017) defines literacy as follows: Literacy is a series of reading, writing and speaking skills, numeracy skills, and skills in accessing and using information. Literacy acts as a social practice whose implementation is influenced by context. Literacy is applied as a learning process with reading and writing activities as a medium for reflecting, investigating, asking and criticizing the knowledge being studied. Literacy is used as the use of texts that vary according to subject, genre and level of language complexity.

Based on the Word Economic Forum (2016), children need 16 skills to be able to survive in the XXI century. The sixteen skills are translated into basic literacy (how students apply Literacy Learning Model for Beginning Readers 3 literacy skills for everyday life), competence (how students respond to complex challenges), and character (how students respond to environmental changes they). In the scope of character, strengthening character education refers to the five main values. These five values include religious values; nationalist values; the value of independence; the value of mutual cooperation; integrity value.

The Master Design of the School Literacy Movement contains six literacy skills that an individual must have, namely reading and writing literacy; numeracy literacy; scientific literacy; digital literacy; financial literacy; and cultural and civic literacy. These six literacy skills are integrated into every subject at school, especially elementary school subjects which use a thematic curriculum. Reading and writing literacy is a basis for understanding the development of knowledge readability. A correct understanding of literacy and how to instill literacy skills in educators absolutely must be mastered so that educators do not simply carry out literacy activities without a meaningful goal. Something related to the development of life skills can be said to be literacy itself.

B. MATERIAL & METHODS

This research uses a qualitative approach. This research aims to investigate more deeply the role of teachers and critical reading literacy learning strategies to understand students' readability. This research also investigates in depth what are the obstacles and supports for teachers in improving elementary school students' critical reading literacy skills. The research method used is qualitative. Researchers provide comprehensive descriptions, examine words, report in detail the opinions of respondents and conduct research in natural situations (Iskandar, 2009). Qualitative research has the freedom to determine informants according to the direction of the research (Kristantono, 2006.)

C. RESULT & DISCUSSION

Critical reading is a part of reading that involves critical thinking. Critical reading cannot be separated from critical thinking. Barnet & Berdau (2014) say that critical readers must be able to (1) determine the topic; (2) determine the author's explicit and/or implicit arguments; and (3) analyze, evaluate, and explain various facts in the text that are connected to other texts. In a critical discourse perspective, a reader must be able to relate language as a social practice and also have an interest in the relational relationship between language and power (Wodak, 2001).

Critical discourse uncovers how power elites enforce, maintain, legitimize, excuse, or ignore social inequality and injustice (van Dijk, 1993; 1997; 1998). Readers from a critical discourse perspective indeed critically read the text until it is 'complete'. In this case, they read the text behind and beyond the texts. So far, the word critical has a negative impression. This is because the word critical is juxtaposed with 'people who like to find fault'. However, in this case critical reading is not reading in order to find errors in the author or the content of the reading. Critical reading has a philosophy to find the real truth. Therefore, in critical reading one relies on a lot of data and literature to criticize a reading. The data and comparative literature are used so that our interpretation as readers is objective and able to provide a resolution to a problem.

Readers and writers are described as active learners who use knowledge and strategies to solve problems. Adherents of this theory believe that the mind functions. They estimate that information begins with a series of information processing, sensors, short-term and long-term memory, in which there is a mechanical control process to observe the learning process. Adherents of this theory also strengthen their argument by citing the opinion of Hayes, Kintsch, & Rumelhart (in Tompkin, 2006: 11) that reading and writing are cognitive processes and a two-way process of understanding information, between what the reader knows and what is written in the text. and what is read. The application of cognitive theory in reading has given rise to guidelines for the implementation of this theory within the framework of the meaning of instruction/literacy which is divided into (1) reading and writing are creation processes; (2) the interaction between readers and writers (text) is individual; and (3) reading and rewriting is a strategy for understanding a read text. In cognitive theory, there are a number of factors involved in the reading process, one of which is metacognition. Metacognition in reading is often interpreted as the reader's knowledge about strategies and the ability to expand knowledge to monitor the reading process carried out (Vacca & Joanne, 1989:220).

Learning to read is a reading process that emphasizes the importance of students building a representation of reality regarding the content of the reading they do themselves (Brown, 2010: 13). Readers must find and process the information they find if they want to understand the information contained in the text they read. Meanwhile, Baker & Brown stated that readers who have metacognitive abilities have these characteristics, including: (1) understanding the purpose of reading by understanding statements in the text, both explicit and implicit; (2) identify important factors of text messages; (3) focus on the content/main of the text; (4) monitor activities continuously to determine capability measures; (5) using independent questions related to the content of the text to measure the achievement of reading goals; and (6) make corrections to the contents of the text if you find things that are not correct.

The use of cognition to understand information was also emphasized by Slavin that to understand the information contained in the text they read, students must be more active individually than in group learning, while Willis said that the reading process which is related to the cognitive process is a process which is related to how the brain works. understand/study written information. In order for critical reading skills to be sharpened, there are seven criteria that must be considered, namely (1) Reading the text carefully and looking for clues about the author

(educational background, political background, work background, and historical background), (2) Comprehension towards the 'surface' of the text, not what is actually in the text because the author has an interest in writing, (3) Determining the main topic that is actually discussed by the author, (4) Looking for other similar literature as comparative material in order to carry out "intersubjectivity ", (5) Looking for reference sources that have higher authority, (6) Reading behind the text and beyond the text. For this reason, it must be understood, namely (1) the socio-culture when the text was written; (2) who is the ruler; and (3) who is controlled, and (7) Able to understand whether the content of the text is in the quality category, not plagiarized, not fabricated, and not falsified (Ahmadi and Reny, 2016).

The Role of Teachers as Guides and Motivators of Critical Reading in Elementary Schools

In teaching activities, a teacher has an important role to help the knowledge taught be easily accepted by students. The role of the teacher focused on in this research is the role of the teacher as a guide and motivator in improving critical reading skills.

Teacher as Guide

The teacher's role as a guide is one way to help students who experience difficulties in learning (Nurhasanah et al, 2021:36). It is assumed that teachers must have attitudes including: a) Helping students who experience difficulties. Be it personal, study or social problems. a) Helping students who are experiencing difficulties. Be it personal, study or social problems. 62 b) Developing students' potential through creative activities in various fields of science. c) Give love to students without discriminating. d) Motivate students in learning.

The teacher's role as a guide must be as fair as possible in the learning process. The role of the teacher as a guide is a teacher who is able to understand the nature or characteristics of each individual (Kamal, 2013: 6-10). By getting used to reading, you will improve your critical reading skills. In the reading corner there are books available, some of which come from the library, such as story books, scouting books and other science books. The purpose of the various books provided in the corner is so that students are not monotonous about what they read. In accordance with the purpose of reading put forward by Tarigan, the 64 purpose of reading is to get unique and interesting things from reading so that it is necessary to read (Tarigan, 2015: 9-11). That way, students will get used to reading and have the impact that students will have broad scientific insight. Referring to Albert's statement in Tarigan that, critical reading is a type of reading that is done carefully, wisely, in detail, evaluatively and analytically, and is not a reading activity that only looks for mistakes (Tarigan, 2015: 92).

With literacy activities, it is hoped that questions or arguments will arise within students regarding what they are reading. Another effort made by teachers is by giving rewards or forms of appreciation to students who dare to ask questions and put forward arguments. These rewards can be in the form of praise and small items such as candy. Reward is a teacher's way or strategy to stimulate students' critical reading skills. Teachers think that giving rewards to students will have a big influence in increasing their learning motivation so that they will be more enthusiastic in learning activities.

Teachers are obliged to provide assistance to students so that they are able to find their own problems, solve their own problems, know themselves, and adapt to their environment. Students need teacher help to overcome personal difficulties, educational difficulties, difficulties in choosing a job, difficulties in social and interpersonal relationships. Therefore, every teacher needs to understand well group guidance techniques, individual counseling, information gathering techniques, evaluation techniques, research statistics, personality psychology, and learning psychology. If a student faces a problem that the teacher is unable to provide assistance with in solving it, then ask a guidance expert to provide guidance to the child concerned.

Teachers as Motivators

Teachers as motivators in improving critical reading skills. According to Kamal, students who have low knowledge and have not achieved the desired competency does not mean that the student is stupid, but rather that the student has lost their motivation to learn (Kamal, 2013: 6-10). The teacher's role in motivating students to read is very important and influences their critical reading skills. The efforts made by the homeroom teacher are to provide motivation or encouragement before learning is carried out. This motivation contains fun things to increase enthusiasm for learning before the learning process is carried out.

Providing motivation is not only done in the classroom, but teachers use WhatsApp groups consisting of parents and students to remind them to study, at least do reading activities at home. The role of WhatsApp groups for teachers includes the following: 1) As a reminder for students to continue studying at home. 2) As a means of communication between teachers and parents at home so that it can be done at any time without having to meet. 3) Make it easier for teachers and parents in students' learning activities both at school and at home. 4) As a medium for discussion and sharing between teachers and parents.

Teachers use this tool to motivate and focus students on the teacher in front of the class, such as the teacher reading the text, explaining the text, and even questioning the text. With this media, participants will be more confident and brave in expressing their opinions in front of their friends. Critical reading is reading that has the aim of finding out the facts in a reading and then providing an assessment of the facts. Readers not only get information but think critically about discussing the problems contained in the information (Agustina, 2008: 124). In critical reading, people also carry out critical thinking processes. Critical thinking is a method of thinking processes that is able to improve the quality of the mind by dealing with the structures inherent in the mind and applying intellectual standards (Fisher, 2009). Critical thinking skills are skills that require students to assess information obtained through online, offline media, the workplace, and at home (Erdogan, 2019). In several studies, the results of analysis related to social media can be used as teaching material for critical reading learning. This is done at the tertiary level with variations that are in accordance with the vision and mission of the tertiary institution.

The teacher's role as a motivator is to be open. Teachers must take actions that are able to encourage students' desires with all their strengths and weaknesses. Teachers respond positively to students' opinions. Teachers show attention to student problems. In line with the shift in meaning from teacher-oriented learning to student-oriented learning, the role of the teacher is experiencing a shift as the role of the teacher as a motivator is strengthened.

Critical Reading Learning Strategies in Elementary Schools

Strategy is a teacher's way of carrying out the teaching and learning process. Learning is a teaching and learning process that involves teachers, students and teaching materials and is guided by the curriculum. A learning strategy is a plan that contains a series of activities designed to achieve certain educational goals (Sanjaya, 2006: 124). Furthermore, according to Dimyati (2006: 7) learning strategy is a learning activity that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently according to the applicable curriculum. In learning strategies there are efforts to acquire and process knowledge, skills and attitudes. There are several reading learning strategies that can be applied in elementary schools, including:

1.   Cooperative Integrated Reading And Composition (CIRC)

The CIRC strategy is the result of TAI's cooperative learning development (Slavin, 2005). Learning to read using the CIRC method consists of 3 important elements, namely basic activities related to direct learning, reading comprehension lessons and integrated written language arts. All these activities, students learn in heterogeneous study groups. All activities involve presentations

from the teacher, team exercises, independent exercises, pre-assessments, additional exercises, and tests. The CIRC strategy basically aims to improve students' ability to understand reading content while developing their ability to write reproductions of the reading material they read. The CIRC method can help teachers combine reading and writing activities as an integrative activity in implementing reading learning. Learning to read using the CIRC strategy can be stated as follows.

a.   Pre Reading Stage

The teacher introduces the story that the students will read. The story provides stimulus and is related to the environment and students' minds and After the story is introduced, students are given a story package consisting of a story book. There are a series of activities that they have to do in their groups. Students form small groups and take turns reading books.

b.   Reading Stage

1) Reading in pairs

At this stage students read the story silently and then take turns reading the story aloud with their partner.

2) Write the story structure

At this stage students receive questions from the teacher regarding story problems, for example: characters, plot, setting, conflict and problem solving contained in the story. The stories that students read become the main idea in critical reading. The teacher's questions are a simulation to answer and criticize the story reading.

3) Read aloud

The students were asked to find difficult words in the story. Some students read aloud. Students from other groups listen and write down difficult words and discuss their respective arguments.

4) Meaning of words

The meanings of various difficult words they found in the story were then determined. Each group will discuss with other groups various interpretations.

c.   Post Reading

1) Retell the story

After the entire story has been read and discussed in groups, students are asked to create a synopsis of the story. This synopsis is an embodiment of the critical reading skills of each group in reading.

2) Examination by the partner

The synopses made by students are then exchanged with their friends so that each other can check the accuracy of the synopses made by their colleagues. If students have completed all of these activities, their partner gives the student an assignment form indicating that they have completed the assignment.

2.   Reading Tournament Strategy

This strategy is a development of the cooperative learning model initiated by Slavin. According to Slavin (2005) the cooperative learning model is a learning model that prioritizes the existence of groups. Each student in the group has a different level of ability (some are high, medium and low). The cooperative learning model prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning goals. All learning models are characterized by a task structure, goal structure and reward structure. In the learning process using the cooperative learning model, students are encouraged to work together on a common task and must coordinate their efforts to complete the tasks given by the teacher. The main aim of the reading tournament strategy is to improve students' ability to understand reading and at the same time measure the level of cooperative performance of students in groups. Apart from that, this method

also aims to develop social and individual character in students. The stages of the reading tournament strategy are derived from Slavin's version of the cooperative Team Game Tournament model with a number of modifications. The stages of the tournament method for reading the modified results are as follows.

a. Pre Reading Stage

    1) Preparatory stage

        The teacher prepares material along with learning tools including process worksheets

    2) Material presentation stage

        At this stage the teacher provides a general description of the content of the reading that will be studied by students.

b. Reading stage

    1) Group activity stage Students arrange their seats based on the groups determined by the teacher.

    2) Academic tournament stage The teacher groups students (who have homogeneous academic abilities from heterogeneous groups) in a tournament table.

    3) Score calculation stage. Score calculation is carried out based on the correct answers made by each student.

3. Investigation Group Strategy

The investigative group cooperative reading learning strategy was first designed by Hebert Thelen. This method was then perfected by Sharan and his colleagues at Tel Aviv University. In implementing reading learning, this method is very appropriate to use in extensive reading activities. In this case, students investigate various kinds of discourse in order to find relationships between these discourses. The final goal is that students are able to make a reading report sourced from various reading sources as a form of their understanding of the reading material they read. In investigative groups students work through 6 stages. The six stages of the investigation group in learning to read are as follows.

a. Pre Reading Stage

    1) Topic selection, At this stage students choose a particular subtopic to investigate.

    2) Planning assignments, At this stage students and teachers plan procedures, assignments and specific learning objectives according to the subtopics that the group has chosen.

b. Reading Stage

    1) Carry out an Investigation, At this stage students carry out investigations to collect various information through reading activities.

    2) Analysis and synthesis and preparing the final report, At this stage, students begin to analyze and evaluate various information from the previous stage and begin to design how this information can be presented in an interesting way to their friends.

    3) Presenting the Final Report At this stage students present the results of their investigation.

c. Post Reading Stage

Evaluation At this stage students provide feedback on the assignments they have completed, especially regarding the effectiveness of the learning experiences they have had.

4. Critical Reading Jigsaw Strategy

Jigsaw reading learning is a type of reading learning that encourages students to be active and help each other in mastering subject matter to achieve maximum achievement. This learning combines reading, writing, listening and speaking activities so that apart from improving students' reading skills they can also improve other language skills. The stages in the jigsaw method are as follows.

a. Pre Reading Stage

1) Group formation stage The teacher groups students into small, heterogeneous groups.

b.   Reading Stage

1) Expert group work stage, After students are grouped into several groups, in this jigsaw each group member is given the task of studying certain material.

2) Home group work stage: At this stage, each group representative returns to his or her home group to explain to his/her group friends about the material that has been discussed in the expert group, so that all group members can understand the material assigned by the teacher.

c.   Post Reading Stage

1) Evaluation stage At this stage students are given a test (quiz) by the teacher with the aim of finding out the abilities that students have in understanding material using the jigsaw type cooperative learning method.

5.   Critical Schemata Strategy

This reading learning strategy is actually a model created based on the stages of the reading learning process as stated above. This reading strategy is very suitable for teaching critical reading skills. The stages of critical reading can be described as follows.

a.   Pre Reading Stage

1) Apperception At this stage the teacher introduces the discourse theme that students will learn during learning. The reading material used should be argumentative or problem-based reading material. Students are able to apply

2) Brainstorming At this stage students are assigned to brainstorm their ideas in terms of solving problems surrounding the discourse theme. After students write or convey their ideas, then students are assigned to read the discourse that has been provided.

b.   Reading Stage

1) Reading Discourse At this stage students are assigned to record all important ideas related to problem solving efforts related to the theme read by the teacher.

2) Make a concept map. This activity is a continuation of the discourse reading activity. After reading, students must be able to organize the main ideas in a concept map in a structured manner so that they form a framework of ideas which consists of three main parts, namely facts in the reading, opinions in the reading, and solutions produced through students' thinking activities.

3) Fact-Opinion-Solution Discussion At this stage students are required to be able to distinguish facts and opinions argumentatively as well as respond to these facts and opinions based on their own point of view.

c.   Post Reading Stage

1) Critical Writing, At this stage students develop a piece of writing that criticizes the reading material they have read.

6.   Persuasive Transformation Strategy

The transformation strategy is a reading learning strategy that ends with involving students in changing the genre of discourse they read into another type of genre. The teaching materials used to implement this strategy should be persuasive discourse. The main aim of implementing this strategy is to improve students' reading skills through creating new genres from the discourse they have read. The steps for implementing this strategy are as follows.

a.   Pre Reading Stage

1) Building Curiosity At this stage the teacher asks questions about what things students don't know about the reading material so they want to know.

2) Guiding Questions The teacher asks students to turn these desires into questions that they must answer during the learning process.

b.   Reading Stage

1) Answering guiding questions At this stage students read the discourse using screen reading techniques or scanning reading techniques in order to be able to answer the questions they have created.

2) Persuasive Discussion, At this stage students discuss to formulate various efforts they can make in order to persuade other people to be interested in their ideas.

c.   Post Reading Stage

1) Changing Genres. Based on the ideas generated at the discussion stage, students write an advertisement or create an attractive and persuasive poster.

D. CONCLUSION

There needs to be a special strategy in developing the concept of critical thinking. The implementation of the strategies used includes collaborative learning consisting of Cooperative Integrated Reading And Composition, Reading Tournament Strategy, Investigation Group Strategy, Critical Reading Jigsaw Strategy, Critical Schemata Strategy, and Persuasive Transformation Strategy. Reading literacy is understood as a form of contemporary discourse that students must have. The criticality of literacy as a discourse of science becomes a means for students to think creatively, find out and solve problems. The role of the teacher as a guide (to guide students in training and improving critical reading skills with efforts such as forming pre-learning literacy activities and providing rewards or praise during the implementation of learning so that they have the courage to express their opinions). The role of the teacher as a motivator (becoming a motivator for his students by providing support and encouragement before each lesson using available media such as a sound system and mic). Learning to read is a reading process that emphasizes the importance of students building a representation of reality regarding the content of the reading they do themselves. Readers must find and process the information they find if they want to understand the information contained in the text they read. Considering the importance of learning to read in elementary school and the many benefits that can be obtained from reading activities. So it is necessary to improve reading learning in elementary schools. One effort that can be made to improve reading learning in elementary schools is by implementing reading learning strategies that are effective and not boring.

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