



Application of Van Dijk's Model of Critical Discourse Analysis Strategies for CRITICAL Reading

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Abstract: Experts in the field of language instruction believe that the teaching technique used by lecturers has an impact on language learners' reading comprehension skills. As a result, one of the reasons for the instructional tactics employed in the teaching and learning process is that many English Department students are unable to grasp English texts. The purpose of this study is to discover the tactics used in the Higher Education English Department to teach reading comprehension of English texts. This study's target population included numerous English majors in R4D and R4C classes at Indraprasta PGRI University. Descriptive qualitative methods are used to process observation technique. The collected data is the data, tabulated and percentages are calculated. According to the findings of this analysis, the research respondents were drawn from one of two classes. The study's findings indicate that the critical reading strategy can improve students' comprehension of the text. They can appropriately interpret the text. This is demonstrated by an increase in grades when they took midterm and final exams.

Key Words: teaching technique; reading comprehension; application to Van Dijk's model

Abstrak: Para ahli di bidang pengajaran bahasa meyakini bahwa teknik pengajaran yang digunakan dosen berdampak pada keterampilan pemahaman membaca pembelajar bahasa. Akibatnya, salah satu alasan taktik pembelajaran yang digunakan dalam proses belajar mengajar adalah banyak mahasiswa Jurusan Bahasa Inggris yang tidak mampu memahami teks bahasa Inggris. Tujuan dari penelitian ini adalah untuk menemukan taktik yang digunakan di Departemen Bahasa Inggris Pendidikan Tinggi untuk mengajarkan pemahaman membaca teks bahasa Inggris. Populasi sasaran penelitian ini meliputi beberapa jurusan Bahasa Inggris pada kelas R4D dan R4C di Universitas PGRI Indraprasta. Metode kualitatif deskriptif digunakan untuk teknik observasi proses. Data yang dikumpulkan adalah data, ditabulasikan dan dihitung persentasenya. Berdasarkan temuan analisis ini, responden penelitian diambil dari salah satu dari dua kelas. Temuan penelitian menunjukkan bahwa strategi membaca kritis dapat meningkatkan pemahaman siswa terhadap teks. Mereka dapat menafsirkan teks dengan tepat. Hal ini ditunjukkan dengan adanya peningkatan nilai ketika mereka mengikuti ujian tengah semester dan ujian akhir semester.

Kata Kunci: teknik pengajaran; pemahaman membaca; model aplikasi Van Dijk

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INTRODUCTION

In education study, the one part of language abilities is reading. Meanwhile, critical reading is a method of reading that involves examining the author's motivations before evaluating the material included in the reading. We must consider the truth of the information mentioned during critical reading because not everything written is always truthful. This is not, however, intended to find the author's errors. As a result, critical reading is defined as reading done prudently, considerately, deeply, analytically. Reading skills are defined as the process of seeing a series of written symbols and deriving meaning from them. According to Goodman in Burke (2003:79), reading is a process of seeing and understanding what has been written. This refers to both receptive and productive skills because by reading information can be received and can be transmitted. It can be concluded that reading is a practice that the reader is expected to understand everything in the text or it is necessary that the reader needs to see everything in a certain part of the writing. Critical reading is a necessary technique.

There are three kinds of reading texts in general: scientific, semi-scientific, and non-scientific texts. For instance, articles, which are published in scientific journals, papers filed in research reports, theses, theses, dissertations, seminars, textbooks, and so on are examples of scientific reading. Newspapers, magazines, tabloids, and other print and digital publications are examples of semi-scientific or popular scientific reading. Non-scientific reading includes novels, comic books, short tales, play scripts, and the like. From this description, it is clear that scientific reading is the primary reading, while semi-scientific reading is additional reading. Students are in desperate need of it in order to sort material from books, journals, and internet article. Besides that, Chaffe (2002: 125) defines critical reading as the ability to assess problems, make smart decisions, and solve challenges. This is critical for students to make informed decisions on current societal issues. Furthermore, according to Ruddel (2005: 27), critical reading is the ability to assess data, produce and organize ideas, defend beliefs, make comparisons, draw conclusions, evaluate arguments, and solve issues. These are some of the fundamental traits that pupils must have. When pupils read critically, they take up on some of the author's intended meaning while criticizing others.

Critical readers are thus made mindful of the author's point of view, which may differ from the one they hold. This reading approach cannot be done on the spur of the moment. To fully master it, you must go through various phases. These steps involve remembering what was read, comprehending the reading, applying the reading material to real-world facts, analyzing the information gained, assessing the information, and developing a new innovation based on the knowledge collected. The capacity to study and assess a reading or material and make cogent arguments based on the results of the analysis and evaluation is referred to as critical reading. However, critical reading is not always employed to deliver critique or to identify errors in the writer's work.

In the other hand, critical thinking, according to Paul and Elder (2006: 196), is the art of thinking, the ability to assess complex thoughts and events using objectivity and consistency standards. Critical thinking activities encompass at least three levels: thinking analysis, thinking assessment, and thinking improvement. Students are required to not only study a text as it is, with the basis of critical thinking that is now used in learning. Students are encouraged to employ higher level thinking abilities in order to not only absorb but also assess the information included in the text.

Therefore, critical reading can be a useful strategy to help students learn how to become readers who have independent thinking, become active readers who have various strategies that ultimately help them to understand authentic texts. When applying critical reading, students think about their own reading process. Before and after they read the text, they reflect on the activity itself. They try to understand, how the writer feelings, information and beliefs can influence their reading of the text. They attempt to distinguish between effective and ineffective reading practices. When they come across a challenging literature, they use their earlier reading experiences to help them understand the subject matter.

Related to this present research, the My Love song lyric text was chosen by the researchers. This song is performed by the well-known boy band West Life. West life is an Irish boy band that was formed on July 3, 1998. They then split up in June 2012. However, they returned to the entertainment world in 2018. Brian McFadden, Kian Egan, Shane Filan, and Mark Feehily are among the members of

this band. West life released its first single in the month of April 1999, according to westlifeweb.com. In 1999, they released *Swear It Again*, a mini-album or EP. This debut album is credited with making them even more well-known. They were noted as having released multiple successful songs from 1999 to 2012, including *If I Let You Go*, *I Have A Dream*, *Seasons in the Sun*, *Fool Again*, *Against All Odds (Take a Look at Me Now)*, *My Love*, *Uptown Girl*, and others.

The capacity to critically analyze and assess reading and make cogent arguments based on the results of the analysis and evaluation is referred to as critical reading. However, critical reading is not always employed to deliver criticism or uncover errors in the writer or content producer, which indicates you grasp what the writer is trying to convey to the reader. The first step in critical reading is to imagine oneself as the writer's intended audience. You can better grasp the author's aims if you place yourself as the author's audience. This is because you will be able to understand their writing more quickly and easily because the author clearly wrote for his intended audience. The second thing is to read with an open mind, and to give the writer the opportunity to develop his ideas. Therefore, you can reflect them objectively when providing input. Then, by accepting with an open mind, we also have the opportunity to practice communication skills.

The third thing you can do is understand the title. This is related to discourse analysis, especially with understanding macro structure. According to van Dijk in Eriyanto (2001, 34), macro structure is the general meaning of a text which can be understood by looking at the topic of a text. The theme of this discourse is not only the content, but also a certain aspect of an event. From the topic, one can tell any problems and actions taken by communicators to overcome these problems. Actions, opinions, decisions can be observed in the macro structure of a discourse. In addition, as stated by Eriyanto (2005), the van Dijk model is the most extensively utilized of the many discourse analysis models established and developed by many specialists.

This might have been because van Dijk collaborated on discourse aspects that could be used and applied realistically. Van Dijk's model is known as social cognition. In accordance with Van Dijk's conceptual approach, a discourse is made up of many structures, each of which encourages one to another. As stated by Van Dijk (2005: 225), there are three layers of structure: The first is macro structure; that is, the broad meaning of a text that may be understood by looking at the topic of a text. The second is a text's superstructure is its framework. The arrangement of the structure and elements in a text as a whole, and the last is microstructure; that is, the meaning of the discourse as revealed by studying the words, phrases, propositions, and clauses relied on.

The researchers intended to look at R4D and R4C students' ability to read texts critically. As a result, the researchers coupled critical reading with discourse analysis. Teun van Dijk's critical discourse analysis was employed for the discourse analysis. Critical discourse analysis is meticulously carried out in order to strengthen students' critical literacy skills. Critical discourse analysis is required for diagnosing learning barriers related to each student's critical reading skills. The discourse formed in the classroom has a sufficient role strong to look for studies or things that state discourse and what happens in the classroom, especially reading comprehension classes. The aim of this course is for students to have the ability to study narrative texts. The researchers expect that by carrying out this research, lecturers will be able to investigate patterns in critical literacy classes that may influence students' critical literacy skills, particularly students with low abilities, by undertaking text analysis.

The reason for using van Dijk's theory of discourse analysis is because in van Dijk's view, all texts can be analyzed using elements as above. Even though it consists of various elements, all of these elements are a unity and are interconnected. The present research intends to use critical discourse analysis methodologies to help students analyze texts (in this case, a given song text). It is intended that in the future, the use of critical discourse analysis would aid students in interpreting the content of the text well. The present research intends to use critical discourse analysis methodologies to help students analyze texts (in this case, a given song text).

METHOD

This research is classified as qualitative descriptive approaches. The collecting data is by observation to the subject of the research. The subjects of this study were R4D and R4C students enrolled in the critical reading course during the odd semester of the 2012/2013 academic year of the English Language Program. They were given song text and analyze it and it would be understood.

The data in this study are words, phrases, clauses, and sentences that reflect language elements in the text of West Life's song *My Love*. Data was collected through observation and a review of the literature. Meanwhile, data analysis is carried out by collecting data, reducing data, presenting data, analyzing data, and making conclusions. A triangulation data validity test was utilized to validate the data used in the present research. The source triangulation method was employed in this investigation. According to Nugrahani (2014), source triangulation is: the data obtained by gathering data from various existing sources, because comparable or nearly identical data will be more believed if collected from many different sources.

RESULT AND DISCUSSION

There are numerous textual materials in the subject of knowledge. Linguistic analysis is a broad phrase that refers to a variety of research approaches used to interpret, and gain insight into texts. A piece of writing analysis occurs, frequently with the goal of relating the text to a larger political, cultural, intellectual and social context. The author exclusively discusses two categories of text material in this work: literary texts and cultural texts. Given that of the similarities, we chose both, and the various ideas utilized in literary texts can also be used in investigating cultural writings. Researchers utilize textual analysis to describe and interpret the qualities of the messages included in the text. The intended purpose of textual analysis is to describe what is written. Textual analysis is used to describe the written material, structure, and messages' significance, included in a text. Choosing the sort of text to be researched, obtaining the right material, and establishing the specific approach that should be taken for assessing text among the most significant challenges in textual analysis.

Linguistic changes in the social sciences have influenced educational research, especially critical discourse analysis, which is considered part of the research technique, and methods to language and text analysis derived from linguistics, philosophy of language, literary and cultural theory, sociology, and psychology. According to the research, critical discourse analysis is useful in among the different contexts. Critical discourse analysis is performed with care in order to improve students' critical literacy skills. Critical discourse analysis is required for diagnosing learning barriers related to each student's critical literacy skills. It is desired that students' critical literacy will not conflict with the teacher's ideology in critical literacy learning, and vice versa. Teachers can also undertake text analysis to investigate patterns in critical literacy classes that may influence students' critical literacy skills, particularly those who have poor abilities.

In the classroom, critical reading exercises will teach students to understand variety of texts. As a result, in order to exercise critical literacy in the classroom, it is required to watch the classroom discourse. To determine whether classroom discourse practices can be comprehended, critical discourse analysis is required. Students' knowledge of the classroom and the larger social environment is formed by paying attention to every statement, interaction, gesture, and decision that occurs in the classroom. As a result, the existence of critical discourse analysis is vital since it serves as an instrument for evaluation, like in the table below.

Table 1. Research Steps

Phase	Research Activities	Students Activity
Primary Research Step	- Giving the y Love text song to students to read.	Reading quickly to find the main idea to be achieved, namely by mentioning the idea that underlies the existence of the text
	- Inform students, how to find the main idea of the text, and make questions related to the text	
Questioning	- Telling students to find the new vocabularies	Pay attention to the lecturer's explanation regarding the summary of the story and the types of theories that may be used
	- Asking students to reread carefully. So they can be able to make find the meaning	
Read	- Finding out students' responses about the text	Students will be able to respond the text
Reciting	Students will find the literal and connotative meaning	They are to be able to answer the question that we give

The researchers expect, by using the table above, students will be able to: spot problems and locate the fulcrum of the problems discovered. Aside from that, pupils must be able to gather important information, make assumptions, and uncover implicit values. The researchers also expect that students will be able to understand and utilize language effectively, clearly, and in context, as well as interpret it. The first exam is conducted beforehand taking action against students, enrolled in the Critical Reading course. This test is designed to assess students' basic ability to analyze discourse in text, using the West Life's song My Love text. The document is analyzed by reading slowly and comprehending the text. At this point, the researcher has not yet supplied students any Critical Discourse Analysis actions. An overview of preliminary test results for comprehension.

Table 2. The First Research Result (30 students)

NUMBER OF STUDENTS	MASTERY	PERCENTAGE
0	90 - 100	0
2	80 - 90	6.67%
5	70 - 80	16.67%
9	60 - 70	30%
13	50 - 60	43.33%
1	< 50	3.33%

The second table shows that the first skill level of English Language Education students (R4C and R4D), participating in the Critical Reading class to learn texts song is rather low. It is deemed to be poor, because none of the 30 students who attended this class could properly examine it. The first action was carried out based on the data generated by students' initial ability to study the song text, and it began with planning to develop and grow students' abilities using Van Dijk's. Students' early abilities analyzed the song text, starting with planning to develop and improve students' skills using the Van Dijk model AWK approach. Students are instructed on how to use this type of approach by focusing on the information (word by word) and relating it to Van Dijk's theory. Students can only analyze the text literally in the first level. When the entirety of discourse is critically analyzed, it can be noted that the expressions in the song that are researched are tied to the relationship with the situation and social structures that define it as well as act to discover the hidden meaning of a text. This research shows that the media frequently has a vested interest in reporting something, so it must be thoroughly scrutinized. The students' progress can be seen from the table below:

Table 3. The Final Research Result (30 students)

NUMBER OF STUDENTS	MASTERY	PERCENTAGE
9	90 - 100	30%
11	80 - 90	37%
8	70 - 80	27%
2	60 - 70	6.67%

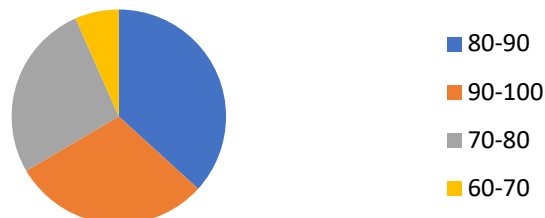
0	50 - 60	0
0	< 50	0

Based on as shown in the table above, there has been an increase in students' capacity to study song lyrics utilizing Van Dijk's critical discourse analysis method. There were no pupils in cycle I who achieved abilities in the very good category. In cycle II, however, 9 pupils received a score of 90 to 100. The present research shows how critical discourse analysis is able to help students in identifying and analyzing a text. Critical discourse analysis can detect and criticize the usage of connotative and implicit terminology and language.

In accordance with the research presented above, text comprehension is a process with sequential stages for understanding comprehensive information from a reading source, including both language and extra-linguistic information. Readers, in this case R4C and R4 D students, frequently struggle to understand an English work as a consequence of their basic knowledge deficiency of the source language. The subject matter of the text, the basis for creating the text, and a comprehension of the social and cultural context, provided in the text. In order that, learners are able to deeply analyze knowledge from the text. The application of critical understanding in observing the Critical Reading class is beneficial for improving awareness of common language processes.

The implementation of critical understanding in analyzing the Critical Reading class is helpful in increasing awareness of typical linguistic processes. The researchers discovered a link between using the technique of critical discourse analysis and critical literacy, which focuses on improving the ability to critically reflect on how language is used. Because it is consistent with the learning objectives, it is possible to separate the critical reading approach, the structural approach, and the communicative approach. In contrast to the structural approach, which emphasizes knowledge and forms of language, and the communicative approach, which emphasizes language usage for communication goals, the literacy approach emphasizes the ability to reflect on language use in context. The students' progress in analyzing the text critically can be depicted in the diagram below:

Second Research Table



Picture 1. Diagram Second Research Table

From the graph above, we can see the number of students who are starting to understand critical discourse. An overview of the discourse elements in this research is presented in the table below:

Table 4. Discourse Analysis		
DISCOURSE STRUCTURE	THINGS NOTED	ELEMENT
Macro Structure	Thematic Theme: Critical Reading using van Dijk's critical discourse analysis	Topic
Super Structure	Skematic: How are R4C and R4D students able to interpret texts critically	Scheme
Micro Structure	Stilistic:	Leksikon

How do students interpret and apply a new words in the text song	
Sintaksis: How those students chose the word, determined the clue of the hidden meaning	Pronouns used in the text, sentence forms and the coherence between sentences
Rhetoric	
This research must be able to show How does the songwriter highlight the idea in such a way that students can examine the hidden meaning in the text of the song My Love	Metaphor
Semantic Examining the meaning the song riter wish to emphasize in the wording of the My Love song. The songwriter must be able to supply detail on one side or make one side explicit while minimizing the complexity on the other.	Details, background and meaning of the sentence

CONCLUSION

After researching the R4C and R4D ability in critically understanding text by critical discourse analysis, The researchers conclude that:

1. Critical discourse analysis is multidisciplinary, allowing it to be applied in a variety of sectors and not just to bring out the hidden ideology behind a discourse. Critical discourse analysis can be used as a tool to assist students and teachers in achieving learning objectives, one of which is to promote critical thinking abilities, critical literacy competence, and critical language knowledge. Since the text is simply the outcome of a production that must also be examined, discourse that relies merely on text analysis is insufficient. It is also taken into account how a text is created in order for the reader to get knowledge. Discourse analysis is used in this study to describe sentence norms, language, and shared understanding. Discourse is then evaluated by considering what is forthcoming or inaccurate. This will refer to the microsystem's rhetoric, syntax, and semantics.
2. This research additionally proves that the term discourse applies to more than just reading. Critical discourse analysis additionally employs methods such as implicit coherence and assumptions once to get reasonable interpretations that are extremely in line with reality as well as the author's intended message. Someone who reads a text will be bound to enthusiasm to acquire knowledge or understand something or the author's goal. A discourse is associated with specific social situations. If language is viewed as discourse and social practice, it must be regarded as an in-depth research of the interaction between texts, processes, and social contexts.
3. Critical discourse analysis has the potential to be worked on and implemented in university language learning. Of course, lecturers must exert effort and ingenuity in order to alter critical discourse analysis so that it may be used as an acceptable instrument for strengthening students' abilities.

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