

## **Critical Literacy in Arabic Language Learning: (The Implementation of GBA SFL in Improving Critical Reading Ability)**

**Mamluatul Hasanah<sup>1</sup>, Ahmad Mubaligh<sup>2</sup>, Risna Rianti Sari<sup>3</sup>, Alfiatus  
Syarofah<sup>4</sup>, Hasyim Amrullah<sup>5</sup>, Muhammad Yasin Fatchul Barry<sup>6</sup>**

Universitas Islam Negeri Maulana Malik Ibrahim Malang<sup>1,2,3,4,5,6</sup>  
hasanah@uin-malang.ac.id<sup>1</sup>, abaelma@gmail.com<sup>2</sup>, risnariantisari@uin-  
malang.ac.id<sup>3</sup> alfiatussyarofah@uin-malang.ac.id<sup>4</sup>, hasyimamrullah@uin-  
malang.ac.id<sup>5</sup>, yasinuinmalang@gmail.com<sup>6</sup>

### **Abstract**

This research aimed to create a prototype of the construction of learning to read Arabic with a critical literacy approach based on the SFL GBA and its implementation in learning reading skills. The systemic functional linguistics' genre-based approach (SFL-GBA) was used to foster a critical attitude towards reading in the scope of Arabic Language Education students' reading skills. The method used was action research, with the hope that PBA students of UIN Maulana Malik Ibrahim Malang could have critical reading competencies. The results of this study demonstrated a prototype of the construction of learning Arabic reading skills with a critical literacy approach based on the SFL GBA and the guidance of the prototype implementation in the Arabic reading skills class. After this action, students could find out the types of text, the structure, and linguistic features of the text, to later be criticized according to the data they got.

**Keywords:** Critical literacy; systemic functional linguistic; genre based approach; critical reading

### **Abstrak**

Penelitian ini bertujuan untuk membuat prototipe konstruksi pembelajaran membaca bahasa Arab dengan pendekatan literasi kritis berbasis SFL-GBA dan implementasinya dalam pembelajaran keterampilan membaca. Linguistik sistemik fungsional (LSF) pendekatan berbasis genre digunakan untuk menumbuhkan sikap kritis terhadap keterampilan membaca siswa Pendidikan Bahasa Arab. Metode yang digunakan adalah action research, dengan

harapan mahasiswa PBA UIN Maulana Malik Ibrahim Malang dapat memiliki kompetensi membaca kritis. Hasil penelitian ini menunjukkan prototipe konstruksi pembelajaran keterampilan membaca bahasa Arab dengan pendekatan literasi kritis berbasis linguistik sistemik fungsional pendekatan berbasis genre dan implementasinya di kelas keterampilan membaca bahasa Arab. Setelah tindakan ini, siswa dapat mengetahui jenis teks, struktur, dan ciri kebahasaan teks tersebut, untuk kemudian dikritisi sesuai dengan data yang mereka peroleh.

**Kata kunci:** Literasi kritis; linguistik sistemik fungsional; pendekatan berbasis genre; membaca kritis

## Introduction

The concept of literacy has evolved from being only related to reading and writing. Nowadays, it has expanded to become a term used for various fields such as information literacy<sup>1,2</sup>, digital literacy<sup>3,4,5</sup>, health literacy<sup>6,7</sup> and others. One that will be discussed in this paper is critical literacy. Critical literacy was chosen as an effort to raise awareness among youth. In this case, students understand more about language diversity<sup>8</sup>. Besides, critical literacy is needed for

---

<sup>1</sup> Mandi Goodsett, "Best Practices for Teaching and Assessing Critical Thinking in Information Literacy Online Learning Objects," *The Journal of Academic Librarianship* 46, no. 5 (September 2020): 102163, <https://doi.org/10.1016/j.acalib.2020.102163>.

<sup>2</sup> Timo Gnams, "The Development of Gender Differences in Information and Communication Technology (ICT) Literacy in Middle Adolescence," *Computers in Human Behavior* 114 (January 2021): 106533, <https://doi.org/10.1016/j.chb.2020.106533>.

<sup>3</sup> Caroline Tagg and Philip Seargeant, "Context Design and Critical Language/Media Awareness: Implications for a Social Digital Literacies Education," *Linguistics and Education*, November 2019, S0898589818304236, <https://doi.org/10.1016/j.linged.2019.100776>.

<sup>4</sup> Elena Domínguez Romero and Jelena Bobkina, "Exploring Critical and Visual Literacy Needs in Digital Learning Environments: The Use of Memes in the EFL/ESL University Classroom," *Thinking Skills and Creativity* 40 (June 2021): 100783, <https://doi.org/10.1016/j.tsc.2020.100783>.

<sup>5</sup> Emilia Djonov, Chiao-I Tseng, and Fei Victor Lim, "Children's Experiences with a Transmedia Narrative: Insights for Promoting Critical Multimodal Literacy in the Digital Age," 2021, 12.

<sup>6</sup> Carli A. Zegers et al., "The Psychometric Testing of the Functional, Communicative, and Critical Health Literacy Tool," *Patient Education and Counseling* 103, no. 11 (November 2020): 2347–52, <https://doi.org/10.1016/j.pec.2020.05.019>.

<sup>7</sup> Jade McNamara et al., "Revision and Psychometric Validation of a Survey Tool to Measure Critical Nutrition Literacy in Young Adults," *Journal of Nutrition Education and Behavior* 52, no. 7 (July 2020): 726–31, <https://doi.org/10.1016/j.jneb.2020.01.015>.

<sup>8</sup> Raith Zeher Abid and Shakila Abdul Manan, "Integrating Corpus Linguistics in Critical Literacy Pedagogy: A Case Study of Lance Armstrong's Transformation from a Titleholder to a Fraud," *Procedia - Social and Behavioral Sciences* 208 (November 2015): 128–37, <https://doi.org/10.1016/j.sbspro.2015.11.189>.

students so that they are not discriminated against and can control their social behavior considering that today's information retrieval is not limited to conventional media but extends to technological advances such as the internet which has various manifestations such as YouTube, social media, and others.

Besides the reasons for the benefits above, the facts related to the level of reading ability of the Indonesian people, especially children aged 9-14 years, based on research conducted by PISA<sup>9</sup> (Program for International Student Assessment) in 2015 are still low, namely 42.3%. Whereas on the other hand, based on a 2012 McKinsey Global Institute's study<sup>10</sup>, Indonesia is positioned as one of the 7 countries that have the most prominent economic embassies in the world by 2030. This data is both a challenge and an opportunity that must be taken seriously by the Indonesian people. One of them is the effort to improve the quality of literacy which will be the focus of this research.

In addition, internationally the world has established this literacy movement since 1967 and the 2018 literacy movement took the theme "Literacy and Skill development" and for this year the theme taken is "Literacy and multilingualism". In the national context, the Indonesian government has established the National Literacy Movement (GLN) since 2016 as an implementation of the Minister of Education and Culture Regulation number 23 of 2015. In line with the foregoing, the 2013 revised 2017 curriculum has defined literacy as a goal that must be achieved in the curriculum other than character and competence. Based on this, students of the Arabic Language Education Department, one of the main competencies of the teacher, must understand very well how it is implemented in learning Arabic.

The researchers have reviewed several articles related to critical literacy. Among them are the applications of seven principles for teaching critical literacy with an inquiry-based approach<sup>11</sup>. The critical literacy has also been researched to broaden students' views about literacy and deepen their understanding of critical literacy and the use of communication language in the classroom<sup>12</sup>, as well as critical literacy for students with special needs<sup>13</sup>, which is a critical literacy speaker, developing the discussion even in the following years.

---

\* Corresponding Author Email: risnariantisari@uin-malang.ac.id

<sup>9</sup> PISA result 2015. OECD 2018

<sup>10</sup> Oberman, Roul. At.all (2012). *The Archipelago Economy Unleashing Indonesia's Potential*. McKinsey Global Institute

<sup>11</sup> Yiola Cleovoulou and Pamela Beach, "Teaching Critical Literacy in Inquiry-Based Classrooms: Teachers' Understanding of Practice and Pedagogy in Elementary Schools," *Teaching and Teacher Education* 83 (July 2019): 188–98, <https://doi.org/10.1016/j.tate.2019.04.012>.

<sup>12</sup> Minda Morren López, "Linking Community Literacies to Critical Literacies through Community Language and Literacy Mapping," *Teaching and Teacher Education* 87 (January 2020): 102932, <https://doi.org/10.1016/j.tate.2019.102932>.

<sup>13</sup> Ying Guo, Jaclyn M. Dynia, and Mark H.C. Lai, "Early Childhood Special Education Teachers' Self-Efficacy in Relation to Individual Children: Links to Children's Literacy

One of the manifestations of critical literacy in education is critical reading. Critical reading reflects a person's intellectual attitude. This is because the input and output in communication are determined by the reading process. Scientists argue that creative thinking can lead to creative reading.<sup>14,15,16,17</sup>

Besides, there are several studies that confirm that critical reading can improve reading skills,<sup>18, 19, 20, 21, 22, 23, 24, 25</sup> several methods are used in this improvement. such as storytelling<sup>26</sup>, Assessment<sup>27</sup> and inquiry-based<sup>28</sup>.

---

Learning,” *Early Childhood Research Quarterly* 54 (2021): 153–63, <https://doi.org/10.1016/j.ecresq.2020.09.002>.

<sup>14</sup> Kamal Heidari, “Critical Thinking and EFL Learners’ Performance on Textually-Explicit, Textually-Implicit, and Script-Based Reading Items,” *Thinking Skills and Creativity* 37 (September 2020): 100703, <https://doi.org/10.1016/j.tsc.2020.100703>.

<sup>15</sup> Kate Wilson, “Critical Reading, Critical Thinking: Delicate Scaffolding in English for Academic Purposes (EAP),” *Thinking Skills and Creativity* 22 (December 2016): 256–65, <https://doi.org/10.1016/j.tsc.2016.10.002>.

<sup>16</sup> Narges Kamgar and Esmail Jadidi, “Exploring the Relationship of Iranian EFL Learners’ Critical Thinking and Self-Regulation with Their Reading Comprehension Ability,” *Procedia - Social and Behavioral Sciences* 232 (October 2016): 776–83, <https://doi.org/10.1016/j.sbspro.2016.10.105>.

<sup>17</sup> Zuzana Tabačková, “Outside the Classroom Thinking Inside the Classroom Walls: Enhancing Students’ Critical Thinking Through Reading Literary Texts,” *Procedia - Social and Behavioral Sciences* 186 (May 2015): 726–31, <https://doi.org/10.1016/j.sbspro.2015.04.042>.

<sup>18</sup> Ferdi Akın, Özlem Koray, and Koray Tavukçu, “How Effective Is Critical Reading in the Understanding of Scientific Texts?,” *Procedia - Social and Behavioral Sciences* 174 (February 2015): 2444–51, <https://doi.org/10.1016/j.sbspro.2015.01.915>.

<sup>19</sup> Emhemad Masoud Albeckay, “Developing Reading Skills through Critical Reading Programme amongst Undergraduate EFL Students in Libya,” *Procedia - Social and Behavioral Sciences* 123 (March 2014): 175–81, <https://doi.org/10.1016/j.sbspro.2014.01.1412>.

<sup>20</sup> Muhammad Din, “Evaluating University Students’ Critical Thinking Ability as Reflected in Their Critical Reading Skill: A Study at Bachelor Level in Pakistan,” *Thinking Skills and Creativity* 35 (March 2020): 100627, <https://doi.org/10.1016/j.tsc.2020.100627>.

<sup>21</sup> Erol Duran and Esra Yalçıntaş, “Review of the Critical Reading Education in the Primary Schools1,” *Procedia - Social and Behavioral Sciences* 174 (February 2015): 1560–66, <https://doi.org/10.1016/j.sbspro.2015.01.788>.

<sup>22</sup> Le Ha Van, Chong Su Li, and Roselind Wan, “Critical Reading in Higher Education: A Systematic Review,” *Thinking Skills and Creativity* 44 (June 1, 2022): 101028, <https://doi.org/10.1016/j.tsc.2022.101028>.

<sup>23</sup> Muhammad Din, “Evaluating University Students’ Critical Thinking Ability as Reflected in Their Critical Reading Skill: A Study at Bachelor Level in Pakistan,” *Thinking Skills and Creativity* 35 (March 2020): 100627, <https://doi.org/10.1016/j.tsc.2020.100627>.

<sup>24</sup> Kamal Heidari, “Critical Thinking and EFL Learners’ Performance on Textually-Explicit, Textually-Implicit, and Script-Based Reading Items,” *Thinking Skills and Creativity* 37 (September 2020): 100703, <https://doi.org/10.1016/j.tsc.2020.100703>.

<sup>25</sup> Zahra Bakhtiari Moghadam, Mehry Haddad Narafshan, and Massoud Tajadini, “Development of a Critical Self in the Language Reading Classroom: An Examination of Learners’ L2 Self,” *Thinking Skills and Creativity* 42 (December 2021): 100944, <https://doi.org/10.1016/j.tsc.2021.100944>.

To reach the level of critical reading, apart from the methods above, of course, a proper learning approach is needed. SFL GBA is used to help students improve their critical reading skills because critical reading competencies include the ability to perform analysis and synthesis and also to construct a re-understanding of texts. So, critical literacy based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach), hereinafter referred to as SFL GBA, is the right choice. The GBA SFL approach to language learning is often referred to as interventionist pedagogy. This is due to teacher intervention that has to be done a lot by teachers in language learning.

Critical reading is reading actively intending to identify arguments, weigh evidence, evaluate sources, look for conflicts of interest, and question underlying assumptions<sup>29</sup>. Critical reading is also defined as a higher-order thinking process as a result of individuals learning to use language more constructively through skilled questions (Hafner, 1974: 40 in<sup>30</sup>). Critical reading is understood as active reading. In this construct, reading is not just a skill, but a social process, criticism, and interpretation. It is called that because the reading process is actually an interaction between readers and writers, and when this is implemented in the class, we will call the class the interpretative community.

Whereas the genre pedagogical approach (GBA) which is inspired by functional systemic linguistics (SFL) is an approach that positions the teacher as an expert on language systems and functions, while students act as trained people so that in the learning process the teacher carries out explicit teaching, which helps students learn the language until they achieve the specified goals. The SFL GBA model suitable for use in Indonesia is the Rothery (1996) model which has 4 stages in one learning cycle, namely building knowledge of fields, modeling, joint construction, and independent construction.

This study aims to construct prototypes of learning to read Arabic with critical literacy approaches based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach) and implement them in improving critical reading competence in Arabic reading learning in the Arabic Language Education Department?. Meanwhile, the focus of the research is how is the

<sup>26</sup> S. Dilek Belet and Sibel Dala, "The Use of Storytelling to Develop the Primary School Students' Critical Reading Skill: The Primary Education Pre-Service Teachers' Opinions," *Procedia - Social and Behavioral Sciences* 9 (2010): 1830–34, <https://doi.org/10.1016/j.sbspro.2010.12.409>.

<sup>27</sup> Fateme Akbarzade Haromi, "Teaching through Appraisal: Developing Critical Reading in Iranian EFL Learners," *Procedia - Social and Behavioral Sciences* 98 (May 2014): 127–36, <https://doi.org/10.1016/j.sbspro.2014.03.398>.

<sup>28</sup> Cleovoulou and Beach, "Teaching Critical Literacy in Inquiry-Based Classrooms."

<sup>29</sup> Manuel Vallee, *Critical Reading in Social Sciences. Teaching Guide for Graduate Student Instructor*, 2016.

<sup>30</sup> Haromi, "Teaching through Appraisal."

construction of learning to read Arabic with critical literacy approaches based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach)? And how is the implementation of critical literacy based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach) in improving critical reading competence in learning to read Arabic in the Arabic Language Education Department.

This research will be divided into two stages, namely the construction stage represented by the first problem formulation, and the implementation stage represented by the second problem formulation. At the construction stage, what to be followed is to compile a prototype of learning critical reading skills with the SFL GBA-based critical literacy approach. At the implementation stage, the research design chosen was Action Research. This design was chosen because the basic objective of this research is how the PBA students of UIN Maulana Malik Ibrahim Malang have the competence to read critically and thoroughly. The main features of this action research model are cyclical, open-ended, systematic, and exploratory.

Data, data sources, and technical data collection in this study are illustrated in the following table:

**Table. 1** Data, data sources, and technical data collection

<b>Formulation of the problem</b>	<b>Data Form</b>	<b>Data Source</b>	<b>Data collection technique</b>
How is the construction of learning to read Arabic using the critical literacy approach based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach)?	<i>Prototype of learning to read using the Critical literacy approach to SFL GBA with components</i> - <i>Stages of learning</i> - <i>Learning activities</i> - <i>Competence</i>	BA students (at the needs analysis stage)  References related to Critical Literacy, Critical Reading, and SFL GBA	Google form (open questionnaire) Interview via phone and WA Documentation
How is the implementation of critical literacy based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach) in	Prototype implementation stages, each cycle consisting of planning, action, observation, and reflection	Learning documents at ICP Department: PBA  The learning process at	Documentation

improving <b>critical reading</b> competence in reading learning in the students of UIN Maulana Malik Ibrahim Malang?	ICP	Observation
	Department: PBA	
	Learning Outcomes at students	Portfolio
	Department: PBA	

To analyze data on the formulation of the first problem, the researcher used qualitative content analysis which was adapted from Krippendorff with the following procedure:

1. Reading references related to Critical Literacy, Critical Reading, Systemic Functional Linguistics, and Genre-based Approach (raw observation)
2. Performing units (unitization) which includes assigning units, separating data according to its boundaries, and identification for subsequent analysis. In this case, the researcher identifies data related to three predefined inferences, namely the stages of learning, learning activities, and competence.
3. Determine the data to be analyzed (sampling)
4. Make notes of predetermined data for analysis (recording)
5. Reducing data. This stage is carried out by the researcher simultaneously with the unitization stage. In this case, the researcher sorts and chooses which data is relevant to answer the problem formulations posed in this study
6. Make inferences (find out what is meant by data) against the data that has been identified. In making this inference the researcher uses analytical constructs.
7. Perform analysis.
8. Perform validation. To arrive at valid findings, researchers have carried out validation adapted from Lincoln and Guba, namely continuous observation, utilizing sources outside of the analyzed data (triangulation) and discussion with experts (peer debriefing).

From the analysis model above will be discussed with the following pattern:

**Table. 2** The analysis model

Learning Stages	Learning Activity	Competence
<i>Building Knowledge of Field</i>	<ul style="list-style-type: none"> <li>• Students are introduced to various types of texts</li> <li>• Reads quietly and reads aloud</li> </ul>	Ability to interpret a text

	<ul style="list-style-type: none"> <li>• Identify important phrases</li> </ul>	
<i>Modeling of Text</i>	<ul style="list-style-type: none"> <li>• Describe the type of text</li> <li>• Describe important structures and phrases</li> <li>• Find the main idea of the text</li> </ul>	Ability to analyze and make text inference
<i>Join Construction of Text</i>	<ul style="list-style-type: none"> <li>• Describe text components</li> <li>• Construct text</li> </ul>	Exploring and constructing text
<i>Independent Construction</i>	Constructing new text	Create new text

The data analysis for the formulation of the second problem whose research design is Action Research is represented by a moment of reflection that focuses gradually on structuring the data to improve the reflection at the next stage, to identify themes, text choices, or practices at the next stage. Because the cycle and reflection on action research have to go naturally. Formative analysis occurs in all processes and actions. By reflecting, the researcher will have authentic insights that will help in interpreting the data. One of the data analysis techniques recommended in action research is the qualitative analysis technique, one of which is the interactive analysis technique developed by Miles and Habermen which consists of activity components; data reduction, data display, and conclusion<sup>31</sup>.

## Findings and Discussion

### Prototype Construction of learning to read Arabic with critical literacy approach based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach)

This section aims to find a prototype of learning to read Arabic with a critical literacy approach based on SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach. What is meant by prototype in the context of this research is an initial sample of a learning design, namely a plan or specification to build a system for the implementation of an activity or learning process. The preparation of this prototype is based on adjustments to the procedures carried out at Stanford with the prototype preparation procedure according to Schork and Kirchner, namely with the following steps:

<sup>31</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publication, 1994).

**First: empathizing** (need analysis) is a process to understand the parties who will use the prototype which in the context of this research are the PBA students of UIN Maulana Malik Ibrahim Malang. There are important principles that must be understood in this process if it is based on Stanford University procedures, namely interviewing, protecting interview results, finding out, and trying to be understanding and not judgmental. This stage in the world of language learning is often referred to as needs analysis. This needs analysis is distributed to students in the form of a google form with the link <https://forms.gle/m6a2CiNiAW5zxEh36>. Exposure to the results of this analysis included their perspectives on existing approaches and student literacy development.

As many as 40% stated that the current approach was appropriate, 36% stated that they did not know exactly what approach was used in learning Arabic, and 13% of them stated that the current approach should be changed because it could not accommodate the needs of students in learning Arabic while the rest say it is better if it is developed. The results of reading from this data lead to information that more than 50% of the suitability of the approach has not been felt, which means that a renewal of the approach is still needed in the Arabic learning process.

Understanding the student mindset related to learning maharah al-qira'ah, will inform the psychological condition of the students who will use this prototype. This data is very encouraging, because 90% of students prefer learning reading skills and are aware of the importance of reading, even among them (41.1%) have learned to criticize texts. This data provides opportunities even though it is predictive, for the enthusiasm of students when this prototype is implemented. This data is also strengthened by other data related to student opinions about the urgency of reading skills which they think will result in their mastery of knowledge when their reading skills are at a low level.

To offer a new approach, of course, they must also consider how they need a new approach. Based on the questions posed by researchers, the following are the responses of students via Google Forms, of which 76% stated that they needed a new approach. After data related to the desire for a new approach were detected, then questions were asked about what kind of approach they wanted. The answer that dominates is their need for an approach that leads them to understand the content of the text and leads them to think critically. And according to them, one thing that can lead to critical thinking is the right approach.

Understanding the students' initial conditions regarding a new approach that will be offered in the prototype is very important as information on the starting point of the design. The data shows that more than 50% do not know critical literacy, 34% know but do not apply it, and there are 5% who know and

apply it very well. This data suggests that the critical literacy prototype in the maharah al-qira'ah learning that will be offered must start from the initial stage, to foster a mindset until later it becomes a culture.

**Second: Define** (reconceptualization). The next step that must be done is to define the word reconceptualization chosen from several related terms so that it is in accordance with the research objectives. References to the reconceptualization are the following key questions:

1. What is meant by critical reading in the context of this research
2. Why is critical literacy selected for framing?
3. Why choose SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach)
4. Why PBA UIN MALANG

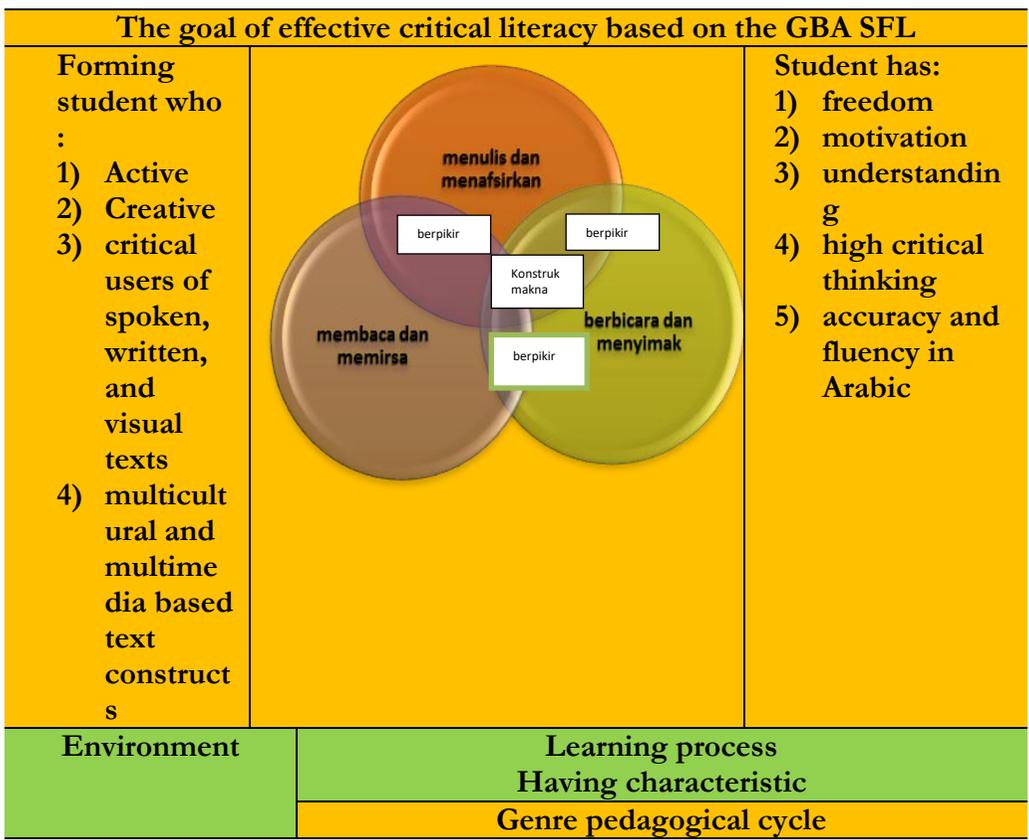
The questions above can help reconceptualize existing concepts so that they can be developed in the critical reading learning process of PBA students of UIN Maulana Malik Ibrahim Malang.

**Third: Ideate.** This process is the stage where researchers brainstorm to find creative solutions. It is at this stage that the idea as the basic material for the prototype is built.

**Implementation of SFL (Systemic Functional Linguistic) and GBA (Genre Based Approach) critical literacy in improving critical reading competence in learning to read Arabic in the ICP (International Class Program)**

The formulation of the second problem will be answered with the last two stages of the Stanford University prototype design, namely Prototype and Test. The determination of this planning framework is based on the prototype formulation found in the first formula, with the following framework:

<p><b>Arabic Learners</b> (Critical Reading Skills)</p> <p>knowledge, experience, personal and cultural identity, physical, emotional and intellectual development, family relationships</p>
<p><b>Teacher/Lecturer</b></p> <p><i>Reflective beliefs, understandings, and practices, based on current research</i></p>
<p><b>Assessment and planning of learning instructions</b></p> <ol style="list-style-type: none"> <li>1) Ongoing assessment: before, during and after the learning process takes place</li> <li>2) Student involvement in assessment, and student reflection on how to increase diversity, fairness, and opportunities for students to demonstrate knowledge and skills</li> <li>3) Literacy teaching and assessment are integrated throughout the curriculum</li> </ol>



<p><b>Are:</b></p> <ul style="list-style-type: none"> <li>➤ Intellectual challenge</li> <li>➤ Flexible</li> <li>➤ Interactive</li> <li>➤ Interesting/relevant</li> <li>➤ Risk free</li> </ul>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>➤ choice of grouping technology and multimedia</li> <li>➤ inclusive, rich and varied resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ assessment for learning</li> <li>➤ modeling and demonstrating</li> <li>➤ differentiated instructions</li> <li>➤ high level thinking</li> <li>➤ integration of reading, writing, speaking listening, and thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inquiry learning</li> <li>➤ Critical literacy</li> <li>➤ collaborative learning</li> <li>➤ cross-curricular</li> <li>➤ connection block of time</li> </ul>
<b>International Recognition</b>			

**requires professional and inclusive communication with all partners, discussing :**

- |                             |                                    |
|-----------------------------|------------------------------------|
| ➤ shared vision and culture | ➤ family and community involvement |
| ➤ scoring                   | ➤ targeted resources               |
| ➤ class practice            | ➤ professional learning            |
| ➤ support for all students  | ➤ joint leadership                 |

The final step is a test which consists of establishing a planning framework, compiling teaching materials, and practicing the learning process. The purpose of this planning is as a reference for implementation and makes it easier for researchers to monitor the success rate of implementation, both in process and outcome. This planning accommodates all the stages that will be passed later in the implementation. It needs to be informed that this prototype will be a long-term implementation guide which will later be implemented as a whole until critical literacy becomes a culture for UIN Maulana Malik Ibrahim Malang students.

Objective: This study aims to implement Critical Literacy by using the SFL GBA approach to improve the critical reading skills of PBA students. After implementing the previously designed prototype in six meetings consisting of two genre pedagogical cycles as follows:

Meeting Learning Cycle 1: Descriptive Text

1	<i>Building Knowledge of Text (BKoF)</i>
Purpose	Students know the structure of the descriptive and grammatical text used in the descriptive text
Subject	<p><b>Descriptive text (النَّصُّ الوَصْفِيّ)</b> is a text that describes a person or thing as it is, how a person or thing looks, feels, or sounds.</p> <p><b>The social function</b> of descriptive texts in this chapter is to provide detailed information about objects.</p> <p>Descriptive text structure includes general description (الوصف العام) and special description (الوصف الخاص)</p> <p><b>Jumlah ismiyah and jumlah fi'liyah</b>            Jumlah ismiyah (nominal sentence)  <b>Form:</b> muftada + khabar  <b>Function:</b> to assign a law to something  <b>Meaning:</b> forming the meaning of tsubut (constant) and dawam (continuous) for example</p>

الحمد لله رب العالمين

If the khabarnya consists of isim fail or isim maf'ul, for example, وَأَنْوَاعِهَا الْخَتْلَفَةُ, the nature of mukhtalifah (various) is a trait inherent in wa anwa'uha, without time limitation (past, medium or future)

If the khabarnya fi'il as an example وَأَنْوَاعِهَا اخْتَلَفَتْ, the word ikhtalafat is in the form of fi'il madhi, it means that the kinds have been different (past time) Jumlah fi'liyah (verbal sentence)

**Form:** Fi'il + fa'il / fi'il + naib al-fa'il

**Meaning:** There is a time limit (past, present, and future)

Fi'il in jumlah fi'liyah can be either active or passive. The characteristics of jumlah fi'liyah depend on the fi; il used, fi'il madhi (past form) forms characters, while fi'il mudhari (present and future) forms tajaddud (renewal)

Learning steps	<ul style="list-style-type: none"> <li>- The lecturer explains the meaning of the descriptive text</li> <li>- The lecturer explains the social function of the text, which is to describe something or someone in detail</li> <li>- The lecturer explains the grammatical that is commonly used in the formation of descriptive texts</li> <li>- The lecturer explains the new vocabulary that will be obtained by students in the next process</li> </ul>
Learning outcomes	<p><b>Students know the type of text, namely descriptive text, when to use descriptive text, and the structure of the descriptive and grammatical text is suitable for use in descriptive text</b></p>
2	<i>Modeling of Text</i>
Purpose	students know direct examples of descriptive text that are in accordance with the text structure
Subject	Text is taken from the Arabic textbook of MA class XI (Kemenag)

المَجْمَعُ التِّجَارِي

المَجْمَعُ التِّجَارِي مَكَانٌ تَبَاعٌ فِيهِ الْحَاجَاتُ الْيَوْمِيَّةُ، مَكَانُهُ نَظِيفٌ

وَجَمِيلٌ، وَفِيهِ أَفْسَامٌ مُتَعَدِّدَةٌ، وَهِيَ قِسْمُ الْخَضِرَوَاتِ وَقِسْمُ الْمَأْكُولَاتِ وَقِسْمُ الْمَلَابِسِ، وَالْمُعَامَلَةُ فِيهِ لِاتِّحْتَاكِ إِلَى الْمُقَابَلَةِ بَيْنَ الْمُشْتَرِي وَالْبَائِعِ. يَكُونُ مَكَانُ الْمَجْمَعِ التِّجَارِيِّ نَظْمِيًّا وَ مُرْتَبًا وَجَمِيلًا، لِأَنَّ فِيهِ مُوظَّفِينَ يَنْظِمُونَ كُلَّ مَكَانٍ فِيهِ وَيُرْتَبُونَ الْأَشْيَاءَ عَلَى الرُّفُوفِ طَوَّلَ الْوَقْتِ. يَسْتَطِيعُ النَّاسُ أَنْ يَشْتَرُوا فِي قِسْمِ الْخَضِرَوَاتِ الْقَوَاكِ الْمُنَوَّعَةَ مِثْلَ الْبُرْتَقَالِ وَالْعِنَبِ وَالتُّفَّاحِ وَالْجَوَافَةِ وَغَيْرِ ذَلِكَ، وَكَذَلِكَ الْخَضِرَاوَاتِ وَاللُّحُومِ الطَّازِجَةِ، وَسَعُرُ كُلِّ مِنْهَا حَسَبَ الْوِزْنِ، مِثْلَ سَعْرِ اللَّحْمِ وَهُوَ مِائَةٌ أَلْفَ رُؤْيِيَّةٍ لِلْكِيلُو الْوَاحِدِ.

وَيَجِدُ النَّاسُ فِي قِسْمِ الْمَأْكُولَاتِ السُّكَّرَ وَالزَّيْتَ وَالسَّيَّ وَالْقَهْوَةَ وَالْحَلِيبَ وَغَيْرَ ذَلِكَ. سَعْرُ السُّكَّرِ خَمْسُونَ أَلْفَ رُؤْيِيَّةٍ لِلْكِيلُو الْوَاحِدِ، أَمَّا الزَّيْتُ فِيسْتُونَ أَلْفَ رُؤْيِيَّةٍ لِلتَّرِ الْوَاحِدِ.

وَأَمَّا فِي قِسْمِ الْمَلَابِسِ فَيَسْتَطِيعُ النَّاسُ أَنْ يَشْتَرُوا الْمَلَابِسَ الْمُنَوَّعَةَ، مِثْلَ الْمَلَابِسِ لِلْأَطْفَالِ وَالْمَلَابِسِ لِلْكِبَارِ وَغَيْرِ ذَلِكَ، وَقَبْلَ أَنْ يَشْتَرُوا الْمَلَابِسَ، يَسْتَطِيعُونَ أَنْ يُجَرِّبُوهَا فِي الْعُرْفَةِ الْمَعْدَّةِ لِقِيَاسِ الْمَلَابِسِ.

الْمُعَامَلَةُ فِي الْمَجْمَعِ التِّجَارِيِّ لِاتِّحْتَاكِ إِلَى الْمُقَابَلَةِ بَيْنَ الْمُشْتَرِي وَالْبَائِعِ؛ لِأَنَّ الْمُشْتَرِي يَسْتَطِيعُ مَعْرِفَةَ سَعْرِ الْأَشْيَاءِ الَّتِي يَخْتَاكِ إِلَيْهَا مُبَاشَرَةً، وَيَدْفَعُ ثَمَنَهَا لِلْمُحَاسِبِ. وَبِذَلِكَ يَشْعُرُ النَّاسُ بِالسُّرُورِ عِنْدَ شِرَاءِ حَاجَتِهِمْ فِي الْمَجْمَعِ التِّجَارِيِّ.

Learning steps	<ul style="list-style-type: none"> <li>- The lecturer provides examples of descriptive text</li> <li>- Students read the given text</li> <li>- Students understand the descriptive text</li> <li>- Students map the text structure</li> </ul>
Learning outcomes	<b>Students know examples of descriptive text and can map the available text according to the descriptive text structure</b>
3	<i>Joint Construction of Text</i>
Purpose	Students together with the lecturer make descriptive text with a predetermined theme
Subject	"الأطعمة الإندونيسية" This theme was chosen based on a joint determination by lecturers and students,
Learning steps	<ul style="list-style-type: none"> <li>- The lecturer invites students to choose a theme that will be used as descriptive text</li> <li>- The lecturer begins to utter one sentence, according to the structure of the descriptive text</li> </ul>

- Students take turns contributing sentences to complete the text
- Students determine which are general descriptions and which are special descriptions

Learning outcomes **Students have been able to develop their own ideas and are arranged in descriptive text as follows as examples and others are attached**

#### الأطعمة الإندونيسية

الأطعمة الإندونيسية هي أنواع الأطعمة المتنوعة الخاصة من إندونيسيا. وهناك الخصائص في كل الدائرة. واحد منهم هو gado-gado من جاوا الوسطى. و لحم راندانج (rendang) من مينانغ كبو سومتر الغربية. راندانج هو الطعام الذي مصنوع من اللحم المطبوخ في وقت طويل. وهناك الطعام جاء من الجوا الغربية الذي سمي بأودادينج (odading) وهذا الطعام المشهور صنع من نشوي و بيضة ثم طبخ بالزيت و يباع بثمان رخيص. بخلاف ذلك هناك أنواع مختلفة من rendang رندانغ الدجاج ، رندانغ الماعز ، وغير ذلك. والأطعمة الخاصة من جاوا الغربية أيضا هي empal gentong والمشهور بالحاج افود (H. Apud) التي تقع في شريبون. وهناك طعام مشهور في خارج البلاد جاء من إندونيسيا، يعني "Tempe" يشتره كثير من ناس البلاد الأخرى مثلا إفريقيا، إنجلترا وغيرها. ثم في الجوا هناك طعام تقليدي الذي سمي بلوبيس (lupis) وطعام مشهورة في جوي شرقية مثل Soto من لامونجان، عادة ما يتم تقديم هذا الطعام في حفل زواج. وهناك الطعام المشهور في مادورا يعني sate. صنع هذا الطعام من اللحم الدجاج أو الغنم أو البقرة. واما في جاوي الوسطى خاصة في مدينة الفاطي هناك 'sego gandum' صنع هذا الطعام من اللحم البقرة. وهناك طعام يكمل أكثر من الأطعمة ما ذكر من قبل وهو مكروميس (kerupuk) إذا نذهب إلى بايونجي نجد rujak soto روجاك سوتو هو طعام مصنوع من روجاك (rujak) و سوتو (soto) وهذا طعام مشهور هناك. في منطقة يوجياكارتا يوجد طعام خاص يسمى ب (gudeg) مصنوع من فاكهة الكاكايا الصغيرة الأطعمة الإندونيسية.

4 *Independent of Text*

Purpose

- Train students to write descriptive texts independently
- Train students to be critical in reading peers' texts

Subject

Descriptive text

Learning steps	<ul style="list-style-type: none"> <li>- The lecturer repeats the knowledge obtained by students from the BkoF process</li> <li>- The lecturer assigns students to make descriptive text independently by choosing the theme they want</li> <li>- Students read the writings of their peers</li> <li>- Students criticize peers' writing</li> </ul>
Learning outcomes	After writing independently, then reading the texts of their peers and students have been able to criticize productively

### Exposition Text Learning Cycle

1	<i>Building Knowledge of Text (BKoF)</i>
Purpose	Students know the structure of persuasion and grammatical texts used in persuasion texts and various kinds of persuasion texts.
Subject	<p>النَّصَّ الإِقْنَاعِيَّ الحِجَاجِيَّ</p> <p>تعريف</p> <p>تُطَلَّقُ لَفْظَةُ حِجَاجٍ وَمُحَاجَجَةٌ عَلَى الْعِلْمِ وَمَوْضُوعِهِ، وَمُؤَدَّاهَا دَرَسَ تَقْنِيَّاتِ الْخُطَابِ الَّتِي تُوَدِّي بِالذَّهْنِ إِلَى التَّسْلِيمِ بِمَا يُعْرَضُ عَلَيْهِ مِنْ أَطْرُوحَاتٍ، وَرُبَّمَا كَانَتْ وَظِيفَتُهُ مَحَاوَلَةٌ جَعَلَ الْعَقْلَ يُدْعِنُ لِمَا يُطْرَحُ عَلَيْهِ مِنْ أَفْكَارٍ، أَوْ يَزِيدُ فِي دَرَجَةِ ذَلِكَ الْإِذْعَانَ إِلَى دَرَجَةِ تَبَعْتِ عَلَى الْعَمَلِ الْمَطْلُوبِ، هُوَ إِذَا نَوْعٌ مِنَ النَّصُوصِ التَّوَاصُلِيَّةِ، يَرْمِي إِلَى إِثْبَاتِ قَضِيَّةٍ، أَوْ الْإِقْنَاعِ بِفِكْرَةٍ مُعَيَّنَةٍ، أَوْ إِيْصَالِ رَأْيٍ، أَوْ السَّعْيِ إِلَى تَعْدِيلِ وَجْهِهِ نَظْرٍ، مِنْ خِلَالِ الْأَدِلَّةِ، وَالشَّوَاهِدِ، وَالْبَرَاهِينِ الْعَقْلِيَّةِ</p> <p>مقومات</p> <p>يَعْتَمِدُ النَّصُّ مِنْ أَجْلِ التَّأثيرِ فِي الْقَارِئِ عَلَى طَرَحِ قَضِيَّةٍ مُعَيَّنَةٍ، وَتَقْدِيمِ الْحُجَجِ الْمُنطِقِيَّةِ وَالْعَقْلِيَّةِ، كَمَا يَلْجَأُ كَاتِبُ النَّصِّ الْإِقْنَاعِيِّ إِلَى إِيرَادِ الْمَعْلُومَاتِ وَالْوَتَائِقِ، أَوْ الْاسْتِعَانَةِ بِأَرَاءِ الْخُبْرَاءِ وَالْعُلَمَاءِ لِدَعْمِ وَجْهِهِ نَظْرِهِ. غَالِبًا مَا يَسْتَخْدِمُ الْكَاتِبُ فِي هَذِهِ النَّصُوصِ ضَمِيرَ الْمُتَكَلِّمِ (الضَّمِيرِ الْأَوَّلِ)، أَوْ ضَمِيرَ الْمُخَاطَبِ (الضَّمِيرِ الثَّانِي). أَمَّا الرِّوَابِطُ الَّتِي نَجِدُهَا بكَثْرَةٍ فِي النَّصُوصِ الْإِقْنَاعِيِّ، فَبِهَا الرِّوَابِطُ الْمُنطِقِيَّةُ عَلَى مَخْتَلَفِ أَصْنَافِهَا، وَخَاصَّةً: رِوَابِطُ الْمُقَابَلَةِ، وَالْإِسْتِقْرَاءِ، وَالْإِسْتِنْتِاجِ، كَمَا نَجِدُ فِيهَا الرِّوَابِطَ السَّبَبِيَّةَ (مِثْلُ: لِهَذَا، لِذَلِكَ، لِأَنَّ، بِمَا أَنَّ، نَتِيجَةُ ذَلِكَ، بِسَبَبِ... إلخ)، وَالرِّوَابِطَ الشَّرْطِيَّةَ (مِثْلُ: إِذَا، شَرْطُهُ أَنْ، إِنْ يَكُنْ... إلخ).</p> <p>مبني النَّصِّ الْإِقْنَاعِيِّ</p> <p>هناك ثلاثة أنماط من النَّصِّ الْإِقْنَاعِيِّ، هي:</p>

(١) أن يُبرهن الكاتب على قضيئته، ويأتي بحججه المقنعة، ثم يطرح الرأى المخالف، ويُقنِّده، ويُبطل حججه، معتمداً على الأمثلة، والشواهد، ليخلص إلى بيان صحّة رأيه.

(٢) عكس المبني الأول، أي تفنيد الرأى المخالف، ثمّ الإتيان بالحجج والبراهين التي تدعم رأى الكاتب.

(٣) أن يطرح الكاتب قضيئته، وحججه، دون عرض الآراء المخالفة، كي يترك للقارئ استنتاج خطل تلك الآراء.

#### أنواع النص الإقناعي

للنص الإقناعي ثلاثة أنواع تنبثق من أنماط الكتابة المذكورة أعلاه، وهذه الأنواع هي:

(١) النصّ البرهاني: يُحاول كاتبه إثبات قضيئة مُعيَّنة، وإقناع القارئ بصحّة رأيه.

(٢) النصّ الدحضى: يُحاول كاتبه تفنيد رأى ما، وإثبات عدم صحّته.

(٣) النصّ المقارن: يُقارن بين وجهي نظري مُختلفتين، ويُوازن بينهما، ثمّ يُغلب واحدة منهما على الأخرى.

Learning steps	<ul style="list-style-type: none"> <li>- The lecturer explains the meaning of persuasion text</li> <li>- The lecturer explains the social function of the text, which is to express an argument for an idea</li> <li>- The lecturer explains the grammatical that is commonly used in the formation of persuasion texts</li> <li>- The lecturer explains the new vocabulary that will be obtained by students in the next process</li> </ul>
Learning outcomes	Students know the type of text, namely persuasion text with 3 types, namely exposition text, rebuttal text, and comparison text, when to use this type of text, the structure of the persuasion text and grammatical which is suitable for use in persuasion text.
2	Modeling of Text
Purpose	Students know direct examples of persuasion texts that are in accordance with the text structure
Subject	<p>هيا لتزرع الأشجار</p> <p>الأشجار مهمة، علينا أن نحافظ عليها، وأن نمأل عالمنا بها. رغم ذلك نجد أن الأشجار تقطع كل يوم في جميع أنحاء العالم.</p>

الشجرة هي العنصر الأساسي المكون للغابات. للغابة فوائد كثيرة؛ منها الحفاظ على استقرار التربة ومنع الانهيارات الأرضية والتصحر وحماية شواطئ العالم، وحتى استقرار هضاب الرمال في الصحراء... يعيش في الغابات حوالي ٩٠% من جميع الكائنات الحية المقيمة في البر. توفر أيضا الغابات الأخشاب، وعلف الحيوانات، والزيتون، والصمغ بأنواعه، والعقاقير الطبيعية، والظل. لكن مع الأسف، اجتراً الإنسان على الغابة فقطع أشجارها وأحرق مساحات منها ليزرعها وليستفيد من الأخشاب بإسراف بالغ

الأشجار مهمة أيضا لأنها تحافظ على العالم كله لامتصاصها ثاني أكسيد الكربون وإخراج الأوكسجين، ويعتبر قطع الأشجار أخطر من عوادم السيارات ودخان المصانع على البيئة، فالأشجار هي رئة العالم، ولها دور الأكبر في الحفاظ على هوائه. فالشجرة الواحدة تنتج سنويا أروسيجينا يكفي لتنفس أسرة من أربعة أفراد لمدة عام، وكلما قلّت الأشجار قل الأوكسجين المتاح لنا جميعا، فتعالوا نتنفس بحرية

لما لا نتحرك ويزرع كل واحد منا شجرة؟ دعوتنا هذه يا أصدقائي جزء من حملة برنامج الأمم المتحدة للبيئة الذي ينادي بزراعة مليار شجرة في عام ٢٠٠٧ تحت شعار "ازرع عالمك ... حملة المليار شجرة"

Learning steps	<ul style="list-style-type: none"> <li>- The lecturer provides examples of persuasion texts</li> <li>- Students read the given text</li> <li>- Students understand persuasion texts</li> <li>- Students map the text structure</li> </ul>
Learning outcomes	Students know examples of persuasion texts with exposition text types and can map the available text according to the persuasion text structure
3	Joint Construction of Text
Purpose	students together with the lecturer create persuasion texts with theme أهمية الأشجار لتوفير الظل
Subject	"أهمية الأشجار لتوفير الظل"
Learning steps	<ul style="list-style-type: none"> <li>- The lecturer determines the theme that will be used for making persuasion texts together</li> <li>- The lecturer asks one of the students to make a thesis on the theme</li> <li>- Students express arguments both facts and opinions</li> <li>- Students make a recitation of the thesis speech</li> </ul>

	and arguments above
	- Students determine the structure of the persuasion text
Learning outcomes	أهمية الأشجار لتوفير الظل الأشجار مهمة في توفير الظل في محيطنا ، لأنه إذا لم تكن هناك الأشجار فسوف نشعر بشدة الحرارة من الشمس مباشرة، حرارة الشمس خطيرة لصحة الإنسان لاسيما لجلدنا. الأشجار جزء لا يتجزأ في حياة الإنسان. تزرع الأشجار في المدن والحضر للحصول على الظل، هناك العديد من الحركات من الحكومة والمجتمع لزراعة الأشجار يمكن لأشعة الشمس أن تلحق الضرر بالجلد ، وتبحث منظمة الصحة العالمية (WHO) عن ٩٠ في المائة من الأشعة فوق البنفسجية ، لذا فإن الأشجار ضرورية لحماية البشر من مخاطر الأشعة فوق البنفسجية. لذلك الأشجار مهمة ومساهمة في حياة الإنسان، وعلينا أن نزرع الأشجار حتى تستطيع الأجيال بعدنا منافعها في حياتهم المستقبلية.
4	Independent Construction of Text
Purpose	Train students to write persuasion texts independently
Subject	Writing Persuasion Text
Learning steps	- The lecturer repeats the knowledge obtained by students from the BkoF process - The lecturer assigns students to independently create persuasion texts with theme أهمية الأشجار لجمال البيئة
Learning outcomes	The result is attached and shows the expected ability, namely being able to compile text with criteria

The result of the above research is in line with Abbaszadeh's research that the genre-based approach can be applied in second language learning<sup>32</sup>. And this research is supported by the result of research on reading skills that are based on the ACTFL and CEFR standards<sup>33</sup> so, that they can help with

<sup>32</sup> Zahra Abbaszadeh, "Genre-Based Approach and Second Language Syllabus Design," *Procedia - Social and Behavioral Sciences* 84 (July 2013): 1879–84, <https://doi.org/10.1016/j.sbspro.2013.07.052>.

<sup>33</sup> Ammar Zainuddin, Imam Asrori, and Miftahul Huda, "Tahlil Maáyir Ta'lim al-Qiraáh Li al-Nathiqin Bi Ghairih Fi al-Árb Wa al-Gharb (Rusyd Ahmad Thuáimah, al-Majlis al-Imriki Li Ta'lim al-Lughat al-Ajnabiyyah Wa al-Majlis al-Urubiy Li Ta'lim al-Lughat al-Ajnabiyyah)," *Arabiyatuna: Jurnal Babasa Arab* 6, no. 1 (May 15, 2022): 327, <https://doi.org/10.29240/jba.v6i1.3148>.

difficulties and become a solution for learners from maharah qira'ah<sup>34</sup> in increasing maharah qiraah, there are many methods that can be used besides the one applied above, including the amtsilati method which was carried out at darul falah ismic boarding school Jepara.<sup>35</sup> In addition to the selection of a new approach to learning Arabic, namely SFL GBA, according to the characteristics of second language learning, this approach can also lead to critical literacy of students. This critical literacy is useful for both students and lecturers who teach a second language<sup>36</sup> because it can improve language skills. SFL GBA-based critical literacy can also improve students' critical reading skills. There are several studies on methods and approaches that can deliver second language learners, including the use of the inquiry approach<sup>37</sup> and the story method<sup>38</sup>, all of which have succeeded in improving the critical reading of second language learners.

## Conclusion

Based on the research process and data exposure in the previous chapter, the findings of this study were the first construction of critical literacy prototypes to improve the critical reading skills of PBA UIN Malang students with the Pedagogical Genre Approach (Systemic Functional linguistic and Genre-based Approach) is designed by analyzing the needs of users of the pedagogical model and Genre Need Analysis as well as reconceptualizing the theory developed based on 4 pillars (focus on critical reading, focus on language learning (pedagogy genre), component of reading and interpretive community).

The second was the prototype implementation is carried out in three stages, namely the determination of the planning framework, the preparation of teaching materials, and product testing which shows the results of an increase in students' critical abilities with indicators of being able to understand text forms and their functions and being able to construct new text according to their needs.

---

<sup>34</sup> Sahrani Sahrani and Salis Hilda Yoviyani, "Al-Áwamil al-Lughawiyah Wa Ghair al-Lughawiyah Li Shuúbat Qiraáh al-Nushush al-Árabiyyah (Bahts Maidany Fi al-Shaf al-Tsamin Bi Ma'had Mathla' al-Anwar Pontianak)," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 11, 2022): 235, <https://doi.org/10.29240/jba.v6i1.3713>.

<sup>35</sup> Ach. Sholehuddin and Mualim Wijaya, "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (May 14, 2019): 47, <https://doi.org/10.29240/jba.v3i1.708>.

<sup>36</sup> Anitha Thalib Mbau and Bambang Sugeng, "Critical Literacy for ELT in Indonesia: What EFL Teachers Should Be Aware Of," *Journal of English Language Teaching and Linguistics* 4, no. 2 (August 29, 2019): 143, <https://doi.org/10.21462/jeltl.v4i2.255>.

<sup>37</sup> Cleovoulou and Beach, "Teaching Critical Literacy in Inquiry-Based Classrooms."

<sup>38</sup> Dilek Belet and Dala, "The Use of Storytelling to Develop the Primary School Students' Critical Reading Skill."

## References

- Abbaszadeh, Zahra. "Genre-Based Approach and Second Language Syllabus Design." *Procedia - Social and Behavioral Sciences* 84 (July 2013): 1879–84. <https://doi.org/10.1016/j.sbspro.2013.07.052>.
- Abid, Raith Zeher, and Shakila Abdul Manan. "Integrating Corpus Linguistics in Critical Literacy Pedagogy: A Case Study of Lance Armstrong's Transformation from a Titleholder to a Fraud." *Procedia - Social and Behavioral Sciences* 208 (November 2015): 128–37. <https://doi.org/10.1016/j.sbspro.2015.11.189>.
- Akın, Ferdi, Özlem Koray, and Koray Tavukçu. "How Effective Is Critical Reading in the Understanding of Scientific Texts?" *Procedia - Social and Behavioral Sciences* 174 (February 2015): 2444–51. <https://doi.org/10.1016/j.sbspro.2015.01.915>.
- Albeckay, Emhemmad Masoud. "Developing Reading Skills through Critical Reading Programme amongst Undergraduate EFL Students in Libya." *Procedia - Social and Behavioral Sciences* 123 (March 2014): 175–81. <https://doi.org/10.1016/j.sbspro.2014.01.1412>.
- Bakhtiari Moghadam, Zahra, Mehry Haddad Narafshan, and Massoud Tajadini. "Development of a Critical Self in the Language Reading Classroom: An Examination of Learners' L2 Self." *Thinking Skills and Creativity* 42 (December 2021): 100944. <https://doi.org/10.1016/j.tsc.2021.100944>.
- Cleovoulou, Yiola, and Pamela Beach. "Teaching Critical Literacy in Inquiry-Based Classrooms: Teachers' Understanding of Practice and Pedagogy in Elementary Schools." *Teaching and Teacher Education* 83 (July 2019): 188–98. <https://doi.org/10.1016/j.tate.2019.04.012>.
- Dilek Belet, S., and Sibel Dala. "The Use of Storytelling to Develop the Primary School Students' Critical Reading Skill: The Primary Education Pre-Service Teachers' Opinions." *Procedia - Social and Behavioral Sciences* 9 (2010): 1830–34. <https://doi.org/10.1016/j.sbspro.2010.12.409>.
- Din, Muhammad. "Evaluating University Students' Critical Thinking Ability as Reflected in Their Critical Reading Skill: A Study at Bachelor Level in Pakistan." *Thinking Skills and Creativity* 35 (March 2020): 100627. <https://doi.org/10.1016/j.tsc.2020.100627>.
- . "Evaluating University Students' Critical Thinking Ability as Reflected in Their Critical Reading Skill: A Study at Bachelor Level in Pakistan." *Thinking Skills and Creativity* 35 (March 2020): 100627. <https://doi.org/10.1016/j.tsc.2020.100627>.

- Djonov, Emilia, Chiao-I Tseng, and Fei Victor Lim. "Children's Experiences with a Transmedia Narrative: Insights for Promoting Critical Multimodal Literacy in the Digital Age," 2021, 12.
- Domínguez Romero, Elena, and Jelena Bobkina. "Exploring Critical and Visual Literacy Needs in Digital Learning Environments: The Use of Memes in the EFL/ESL University Classroom." *Thinking Skills and Creativity* 40 (June 2021): 100783. <https://doi.org/10.1016/j.tsc.2020.100783>.
- Duran, Erol, and Esra Yalçintaş. "Review of the Critical Reading Education in the Primary Schools1." *Procedia - Social and Behavioral Sciences* 174 (February 2015): 1560–66. <https://doi.org/10.1016/j.sbspro.2015.01.788>.
- Gnambs, Timo. "The Development of Gender Differences in Information and Communication Technology (ICT) Literacy in Middle Adolescence." *Computers in Human Behavior* 114 (January 2021): 106533. <https://doi.org/10.1016/j.chb.2020.106533>.
- Goodsett, Mandi. "Best Practices for Teaching and Assessing Critical Thinking in Information Literacy Online Learning Objects." *The Journal of Academic Librarianship* 46, no. 5 (September 2020): 102163. <https://doi.org/10.1016/j.acalib.2020.102163>.
- Guo, Ying, Jaclyn M. Dynia, and Mark H.C. Lai. "Early Childhood Special Education Teachers' Self-Efficacy in Relation to Individual Children: Links to Children's Literacy Learning." *Early Childhood Research Quarterly* 54 (2021): 153–63. <https://doi.org/10.1016/j.ecresq.2020.09.002>.
- Haromi, Fateme Akbarzade. "Teaching through Appraisal: Developing Critical Reading in Iranian EFL Learners." *Procedia - Social and Behavioral Sciences* 98 (May 2014): 127–36. <https://doi.org/10.1016/j.sbspro.2014.03.398>.
- Heidari, Kamal. "Critical Thinking and EFL Learners' Performance on Textually-Explicit, Textually-Implicit, and Script-Based Reading Items." *Thinking Skills and Creativity* 37 (September 2020): 100703. <https://doi.org/10.1016/j.tsc.2020.100703>.
- . "Critical Thinking and EFL Learners' Performance on Textually-Explicit, Textually-Implicit, and Script-Based Reading Items." *Thinking Skills and Creativity* 37 (September 2020): 100703. <https://doi.org/10.1016/j.tsc.2020.100703>.
- Kamgar, Narges, and Esmaeil Jadidi. "Exploring the Relationship of Iranian EFL Learners Critical Thinking and Self-Regulation with Their Reading Comprehension Ability." *Procedia - Social and Behavioral Sciences* 232 (October 2016): 776–83. <https://doi.org/10.1016/j.sbspro.2016.10.105>.

- López, Minda Morren. "Linking Community Literacies to Critical Literacies through Community Language and Literacy Mapping." *Teaching and Teacher Education* 87 (January 2020): 102932. <https://doi.org/10.1016/j.tate.2019.102932>.
- Mbau, Anitha Thalib, and Bambang Sugeng. "Critical Literacy for ELT in Indonesia: What EFL Teachers Should Be Aware Of." *Journal of English Language Teaching and Linguistics* 4, no. 2 (August 29, 2019): 143. <https://doi.org/10.21462/jeltl.v4i2.255>.
- McNamara, Jade, Zachary J. Kunicki, Melissa D. Olfert, Carol Byrd-Bredbenner, and Geoffrey Greene. "Revision and Psychometric Validation of a Survey Tool to Measure Critical Nutrition Literacy in Young Adults." *Journal of Nutrition Education and Behavior* 52, no. 7 (July 2020): 726–31. <https://doi.org/10.1016/j.jneb.2020.01.015>.
- Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis*. London: Sage Publication, 1994.
- Sahrani, Sahrani, and Salis Hilda Yoviyani. "Al-Áwamil al-Lughawiyah Wa Ghair al-Lughawiyah Li Shuúbat Qiraáh al-Nushush al-Árabiyyah (Bahts Maidany Fi al-Shaf al-Tsamin Bi Ma'had Mathla' al-Anwar Pontianak)." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (April 11, 2022): 235. <https://doi.org/10.29240/jba.v6i1.3713>.
- Sholehuddin, Ach., and Mualim Wijaya. "Implementasi Metode Amsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (May 14, 2019): 47. <https://doi.org/10.29240/jba.v3i1.708>.
- Tabačková, Zuzana. "Outside the Classroom Thinking Inside the Classroom Walls: Enhancing Students' Critical Thinking Through Reading Literary Texts." *Procedia - Social and Behavioral Sciences* 186 (May 2015): 726–31. <https://doi.org/10.1016/j.sbspro.2015.04.042>.
- Tagg, Caroline, and Philip Seargeant. "Context Design and Critical Language/Media Awareness: Implications for a Social Digital Literacies Education." *Linguistics and Education*, November 2019, S0898589818304236. <https://doi.org/10.1016/j.linged.2019.100776>.
- Vallee, Manuel. *Critical Reading in Social Sciences. Teaching Guide for Graduate Student Instructor.*, 2016.
- Van, Le Ha, Chong Su Li, and Roselind Wan. "Critical Reading in Higher Education: A Systematic Review." *Thinking Skills and Creativity* 44 (June 1, 2022): 101028. <https://doi.org/10.1016/j.tsc.2022.101028>.

- Wilson, Kate. "Critical Reading, Critical Thinking: Delicate Scaffolding in English for Academic Purposes (EAP)." *Thinking Skills and Creativity* 22 (December 2016): 256–65. <https://doi.org/10.1016/j.tsc.2016.10.002>.
- Zainuddin, Ammar, Imam Asrori, and Miftahul Huda. "Tahlil Maáyir Ta'lim al-Qiraáh Li al-Nathiqin Bi Ghairih Fi al-Árb Wa al-Gharb (Rusyd Ahmad Thuáimah, al-Majlis al-Imriki Li Ta'lim al-Lughat al-Ajnabiyyah Wa al-Majlis al-Urubiy Li Ta'lim al-Lughat al-Ajnabiyyah)." *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (May 15, 2022): 327. <https://doi.org/10.29240/jba.v6i1.3148>.
- Zegers, Carli A., Kelly Gonzales, Lynette M. Smith, Carol H. Pullen, Armando De Alba, and Kathryn Fiandt. "The Psychometric Testing of the Functional, Communicative, and Critical Health Literacy Tool." *Patient Education and Counseling* 103, no. 11 (November 2020): 2347–52. <https://doi.org/10.1016/j.pec.2020.05.019>.