

EXPLORING THE IMPACT OF CRITICAL DISCOURSE ANALYSIS (CDA) ON ENHANCING 21ST CENTURY TEACHERS' CRITICAL READING ABILITIES

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Abstract: This research aims to investigate the relationship between critical reading abilities and critical discourse analysis (CDA) competencies among future 21st century educators, emphasizing the critical necessity for these educators to possess such skills in today's demanding educational landscape. A sample of 70 prospective teachers was analyzed to determine the interconnection between their abilities in critical reading abilities and CDA, with an exploration into how one skill may influence the other. Additionally, the study examines the role of cognitive style—specifically, field-independent and field-dependent thinking—as a moderating factor in this relationship. Findings indicate a significant positive impact of CDA capabilities on critical reading abilities, suggesting that proficiency in analyzing discourse critically enhances one's ability to read with a critical eye. Furthermore, the study reveals no significant difference in CDA and critical reading abilities between participants categorized as field-independent thinkers versus those identified as field-dependent thinkers. These outcomes highlight the need for further research to explore additional factors that may affect the development of critical reading and discourse analysis skills. The study concludes with a call for educational strategies that integrate both critical reading and CDA competencies, considering the varied cognitive styles of learners.

Keyword: 21st century education; critical reading; critical discourse analysis; cognitive style; field dependent and field-independent thinking

INTRODUCTION

Critical reading requires understanding various concepts that can affect life from a broader perspective. Today, critical reading has been made a fundamental skill that every university graduate must have. This is a future challenge for university graduates to process information quickly and accurately. In the 21st century,

technological advances can result in everyone drowning in a sea of information on their digital devices (Van et al., 2022), affecting their critical reading quality. Therefore, everyone must understand their current position in the sea of information to realize the element of criticality when exposed to the information.

Experts have conducted the latest research on critical reading. Much of this research was conducted on students. Exploring how to critical reading in college (Van et al., 2022). How L2 how L2 develops oneself critically in reading (Bakhtiari Moghadam et al., 2021). How EFL finds explicit and implicit when critical reading of the texts (Heidari, 2020). An inquiry into the philosophy that influences critical reading (Farieta & Delprato, 2024). Increasing critical reading skills by developing mass media-based learning (Sultan et al., 2018). Contribution of Metacognitive Inference Activities in Critical Reading (Hashimoto et al., 2019). Create tools to facilitate critical thinking (Peng et al., 2022). The research results from these experts only focus on the aspects contained in critical reading.

The relationship between critical reading and other variables has also been investigated by experts. Recent research reveals about the correlation between student performance in critical reading tests and critical thinking attitudes was calculated (Din, 2020). In addition, the relationship between the skills of tracking information contained in the text and critical reading strategies has also been examined (Tsai et al., 2022). However, critical reading studies that involve this thinking in terms of analyzing texts have not been done much. Apart from that, critical reading exploration that integrates critical discourse analysis (CDA) simultaneously has not been found in previous research.

Critical reading and CDA are two things that are interconnected. Both use critical concepts. Experts have also carried out CDA studies. The focus of their studies is more on the context of textual analysis. Textual studies of CDA include representations of transitional experiences in children's literature (Gu & Catalano, 2022), feminist discourse on policies and guidelines (Yuill et al., 2022), and discourse on classroom silence from an English language arts teacher (Sulzer, 2022). In a critical analysis carried out on children's discourse (Prastio et al., 2023; Risaldi et al., 2023). Previous research states that CDA is a method of critical investigation in reading texts consumed by the public. However, they have not stated CDA as a competency that must be possessed by every individual.

CDA and critical reading skills are discussed separately. In fact, CDA and critical reading skills have the same term, namely critical. Therefore, this research considers the two to be mutually integrated. This is the unique point of this research. The combination of CDA and critical

reading which is seen as a person's competency requires high-level thinking abilities.

This study focused on critical reading in 21st-century teachers'. It is very relevant to the 21st-century competencies that a teacher, namely critical thinking, must possess. A person's critical thinking will be determined by his or her quality in reading. The more critical one is in reading, the more critical one will be in thinking.

Century teachers must have CDA and good critical reading ability. Therefore, investigating these two things will provide benefits for improving the teacher education process in the future. CDA competency and teachers' critical reading abilities can be an illustration for lecturers in preparing a more representative teacher education curriculum. Of course, this is an interesting and urgent study to be revealed further.

METHOD

This research includes the type of ex post facto which tries to hide something after the fact has happened. In this study there was no interference from researchers like experimental research in general. Therefore, social research that does not allow handling must use an ex post facto research design. In general, ex post facto research is almost the same as experimental research design because it is inquiry.

The sample taken in this research was 70 people at a state teacher training college in one of the provinces of Indonesia. They are students who will become future teachers after completing their education. Their selection as research samples was based on predetermined criteria according to research needs, namely (1) age, (2) level of cognitive maturity, and (3) level of study. Based on these criteria, the sample determined was students in semester 6. This is because students in semester 6 have reached a stable age with a fairly good level of cognitive maturity. Apart from that, they have also studied critical discourse analysis and critical reading courses in the previous semester. Based on these considerations, they are worthy of being designated as research samples. They were selected randomly sampling 10% of the total population. Then, they are differentiated based on the group of thinking styles attached to each.

To measure CDA from students, the following indicators are needed which are adapted from Fairclough (1995).

Table 1. *Indicators of performance instruments*

No.	Indicator	Number of item
1	Text analysis	1 instruction (multilevel analysis)
2	Discourse practice analysis	
3	Analysis of socio-cultural practices	

These three indicators are developed in performance instruments. Students are asked to analyze a text by paying attention to these

indicators. The text is analyzed textually, discourse practices and socio-cultural practices. These three forms of analysis are levels that indicate the CDA of each student.

The steps used to measure CDA are using an adaptation of the following levels of critical thinking (Facione, 2015).

Table 2. *Levels of critical thinking*

N o.	Indicator	Sub-indicator	Number of items
1	Interpretation	Categorizing meaning, explaining meaning, and grouping meaning.	10 questions
2	Analysis	Argument assessment, argument identification, and argument analysis.	10 questions
3	Inference	Claim assessment, argument assessment, text structure and language assessment.	10 questions
4	Evaluation	Presentation of facts and evidence, submission of alternatives, and drawing conclusions.	10 questions
5	Explanation.	Presentation of results, justification of procedures, and presentation of arguments.	10 questions

These measurement indicators are used as a cognitive assessment through an objective test with 50 questions. Before the test is given to the sample, the test is tried out on non-sample students. After that, the test results were analyzed using a formula to determine validity and reliability.

There were 7 stages carried out in this study, namely (1) determining the sample and grouping it into 2 sample groups, namely the group with the FI thinking style and the group with the FD thinking style, (2) giving the first test to both samples. groups to obtain data on CDA skills, (3) give follow-up tests to both sample groups to obtain critical reading abilities data, (4) determine CDA scores and determine critical reading abilities in each sample group, and (5) perform hypothesis testing according to statistical

procedures, (6) perform analysis and interpretation of research data, and (7) conclude the results of the discussion.

RESULTS AND DISCUSSION

This section presents the findings of CDA and critical reading abilities based on the type of thinking of 21st-century teachers. The data presentation was analyzed from large sample groups to small sample sections. In addition, the analysis was also carried out on each research variable to provide a more complete picture. Data processing procedures were generally carried out through linear regression analysis and t-tests. The table below shows the results of the analysis of the contribution of CDA skills to critical reading abilities in the whole sample.

Table 3. *Contribution of CDA to critical reading abilities*
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.814 ^a	.663	.654	7.380	.663	74.631	1	38	.000

a. Predictors: (Constant), CDA

b. Dependent Variable: Critical Reading

The table shows the contribution of CDA to the critical reading abilities of the whole sample, namely (R=0.814, R Square=0.663). Based on that calculation, the contribution of CDA to

critical reading abilities is 66.3%. The table also supports the linearity test of the CDA regression model on critical reading as follows.

Table 4. *Linearity test of CDA on critical reading abilities*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4064.464	1		74.631	.000 ^b
	Residual	2069.511	38	4064.464		
	Total			54.461		
		6133.975	39			

a. Dependent Variable: Critical Reading

b. Predictors: (Constant), CDA

The table shows (F=74.631, characterized by normally distributed data, as in Sig.=0.000<0.005), which means the linear the following figure. regression model can be used. Linearity is

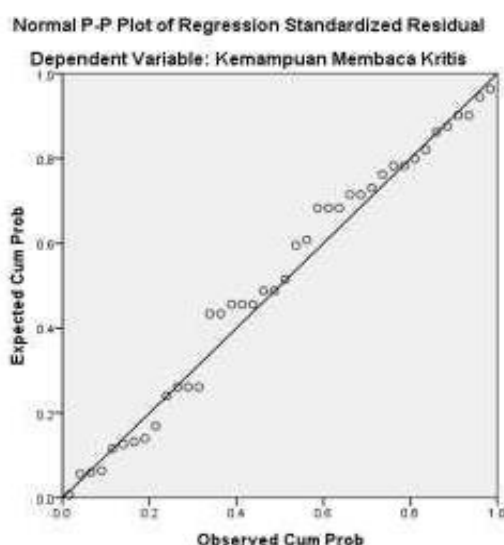


Figure 1. Normal P-P plot

The figure shows that the data spread only significance of CDA contribution to the whole around the line that represents the level of sample's critical reading can henceforth be normality of the data. Based on this, the measured as indicated in the following table.

Table 5. Regression coefficient of CDA on critical reading abilities

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-	8.274		-.301	.765
		2.493		.814		
	CDA	1.084	.125		8.639	.000

a. Dependent Variable: Critical Reading

From the table, it can be seen (t=8.639, analysis of the CDA contribution to critical Sig.=0.000<0.05) assuming that CDA reading abilities in a more specific sample group, significantly contributes to critical reading namely the FI group, is described below. abilities in the whole sample. Furthermore, the

Table 6. CDA contribution to critical reading abilities of FI group

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square	F	df1	df2	Sig. F

					Change	Change		Change
1	.794 ^a	.630	.610	6.582	.630	30.709	1 18	.000

a. Predictors: (Constant), CDA FI Group

The table shows the contribution of CDA to reading abilities is 63%. The table also supports critical reading abilities in the FI group sample, the linearity test of the regression model of CDA namely ($R=0.794$, $R\text{ Square}=0.63$). Based on that on critical reading in the FI group sample as calculation, the contribution of CDA to critical follows.

Table 7. Linearity test of CDA on critical reading abilities of FI group ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1					
Regression	1330.391	1	1330.391	30.709	.000 ^b
Residual	779.809	18	43.323		
Total	2110.200	19			

a. Dependent Variable: Critical Reading FI Group

b. Predictors: (Constant), CDA FI Group

The table shows ($F=30.709$, distributed data characterize linearity as in the Sig. $=0.000<0.005$), which means the linear following figure. regression model can be used. Normally

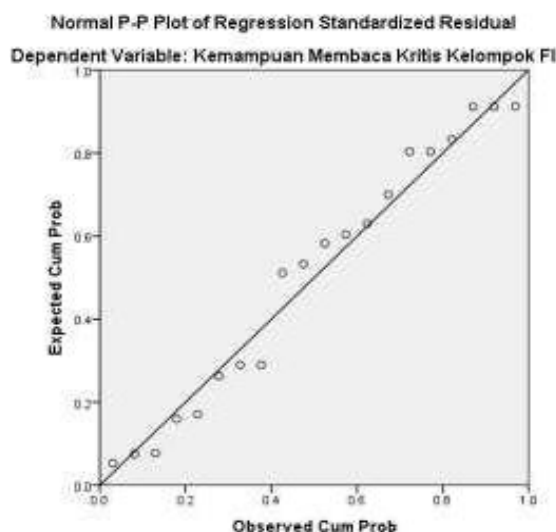


Figure 2. Normal P-P plot of FI group

The figure shows that the data spreads only significance of the contribution of CDA to critical around the line, which represents the level of reading abilities in the FI group sample can then normality of the data. Based on this, the be measured as indicated in the following table.

Table 8. Regression coefficient of CDA on critical reading abilities of FI group Coefficients^a

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.441	11.796		.292
	CDA FI Group	.971	.175	.794	.000

a. Dependent Variable: Critical Reading FI Group

From the table, it can be seen ($t=8.639$, below will be described the analysis of the $\text{Sig.}=0.000<0.05$) assuming that CDA contribution of CDA to critical reading abilities in significantly contributes to critical reading a more specific sample group, namely the FD abilities in the FI group sample. Henceforth, group.

Table 9. *Contribution of CDA to critical reading abilities of FD group*
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.848 ^a	.719	.703	7.927	.719	46.027	1	18	.000

a. *Predictors: (Constant), CDA FD Group*

b. *Dependent Variable: Critical Reading FD Group*

The table shows the contribution of CDA to critical reading abilities is 71.9%. The table also critical reading abilities in the FD group sample, supports the linearity test of the regression model namely ($R=0.848$, $R\text{ Square}=0.719$). Based on of CDA on critical reading abilities in the FD that calculation, the contribution of CDA to group sample as follows.

Table 10. *Linearity Test of CDA on Critical Reading Abilities of FD Group*
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2892.549	1	2892.549	46.027	.000 ^b
	Residual	1131.201	18	62.845		
	Total	4023.750	19			

a. *Dependent Variable: Critical Reading FD Group*

b. *Predictors: (Constant), CDA FD Group*

The table shows ($F=46.027$, distributed data characterize linearity as in the $\text{Sig.}=0.000<0.005$), which means the linear following figure. regression model can be used. Normally

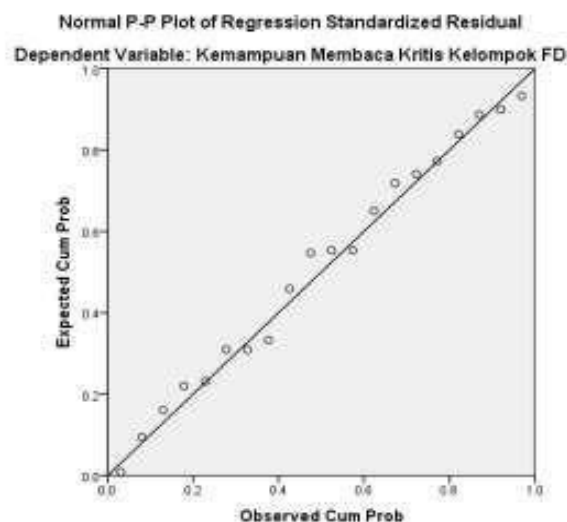


Figure 3. *Normal P-P plot of the FD group*

The figure shows that the data spreads only significance of the contribution of CDA to critical around the line, which represents the level of reading abilities in the FD group sample can then normality of the data. Based on this, the be measured as indicated in the following table.

Table 11. *Regression coefficient of CDA on critical reading abilities of FD group*
Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	-9.319	11.570		-.805	.431
	CDA FD Group	1.217	.179	.848	6.784	.000

a. *Dependent Variable: Critical Reading FD Group*

From the table, it can be seen ($t = 6.784$, difference test of CDA between the samples of the Sig.=0.000<0.05) assuming that CDA FI group and FD groups' samples is further significantly contributes to critical reading described below. abilities in FD group samples. The analysis of the

Table 12. *CDA skills difference*
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
CDA variances Skills	Equal assumed		.224	1.025	38	.312	3.050	2.976	-2.974 9.074
	Equal variances not assumed			1.025	37.037	.312	3.050	2.976	-2.979 9.079

The table shows ($F = 1.531$, sig 0.224>0.05) which means that the two population variances look identical and homogeneous because they have small variances. CDA between the FI group and the FD group was not significantly different ($t = 1.025$, sig. (2-tailed) 0.312>0.05).

In addition to seeing differences in CDA, the following also presents differences in critical reading abilities between FI group samples and FD groups. The table below shows the analysis of differences in critical reading abilities between the FI and FD groups.

Table 13. *Difference skills of critical reading abilities*
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Critical Reading Skills	Equal variances assumed	4.197	.047	.012	38	.990	.050	4.018	-8.083 8.183
				.012	34.630	.990	.050	4.018	-8.109 8.209

Equal
variances not
assumed

The table shows ($F = 4.197$, $\text{sig } 0.047 < 0.05$), which means that the two population variances are not identical or homogeneous because they have a larger variance. The critical reading abilities between the FI group and the FD group was not significantly different ($t = 0.012$, $\text{sig. (2-tailed) } 0.99 > 0.05$). This test result states that the critical reading abilities between the FI and FD groups is equivalent.

The results of this study prove that CDA contributes significantly to critical reading abilities. It can be seen when readers understand the texts they read. The reader makes his knowledge as a basis for analyzing the text. This finding is relevant to research findings which say that the reader assesses the strength of the argument in the reading and evaluates the author's purpose when reading critically (Hajare et al., 2016).

CDA knowledge is closely related to the analogy process in the reader's brain. The brain will directly process the incoming information into its understanding. This understanding takes the form of meanings that are created automatically in the brain, which are influenced by the message conveyed by the author in his writing. Therefore, CDA is important when making meaning in critical reading, evaluating and using information about the reading source, such as the author or publisher (Anmarkrud et al., 2022).

The findings in this study also prove that the CDA between each predetermined group is not significantly different. Samples from the FI group have relatively the same level of CDA as the FD group samples. If analyzed further, it can be stated that CDA is not determined by the type of thinking possessed by each individual. CDA is limited to a person's perspective when dealing with a public consumption text. The perspective relates to the technical processing of information absorbed from reading and how the brain responds to the information.

CDA found in this study can be improved through a deliberately designed learning process. The learning must be designed as active learning to activate students' cognitive aspects. It is because CDA is a cognitive aspect that is inherent in one's mind. The statement is affirmed that in observations about critical discourse analysis, research subjects can develop their competence,

but they can show it in active learning (Abd Rahman et al., 2020).

The critical reading abilities found were not significantly different. It is because the type of thinking is not directly related to critical reading. Both FI and FD thinking types have the potential to be able to read critically. This finding confirms that critical reading means reacting critically to what is being read. It connects the reading content material and personal values, attitudes, and standards (Din, 2020). Therefore, indirectly, the FI and FD types of thinking can carry out these reactions without any restrictions.

When establishing a connection between reading material and personal values, a person utilizes the components contained in a text. It is relevant to the statement (Hajare et al., 2016), which says that critical reading is considered a place to analyze the structure and style of conveying meaning in reading. Both of these are components that are conveyed in the text explicitly or implicitly.

Other research results support the findings of this study. When someone reads critically, they will engage in a more complex and deeper process toward the text. In critical reading, three processes are at least passed, namely analysis, interpretation, and evaluation on the part of the reader. The reader will arrive at the question of how the author produced the text. Critical reading is generally required when encountering texts that contain controversial issues (Tsai et al., 2022).

In implementing critical reading learning for students, a good foundation is needed to support their development in finding critical meaning from their reading readings (Wilson, 2016). The foundation can be knowledge of text types and an understanding of the purpose of the text. The foundation aims to nurture students' critical to develop critical reasoning when reading texts consistently.

In general, the purpose of reading done by high school students is very different from that of prospective teachers who are in college. High school students only read to obtain facts, while prospective teachers read to improve logical reasoning skills. Obtaining facts and improving logical reasoning can be done through critical reading. In addition, according to (Din, 2020), a person may have a positive attitude toward critical thinking. However, the reflection of

critical thinking in critical reading is not necessarily following this critical thinking attitude.

Critical reading abilities will further develop into critical reasoning and critical thinking. The study conducted by (Hidayati et al., 2020; Sari & Prasetyo, 2021; Wikanengsih et al., 2020) has also reported a correlation between critical reading and critical thinking that is significant. Therefore, 21st-century teachers should continue improving their critical reading abilities to form critical reasoning and critical thinking properly.

Educators can effectively integrate CDA into their teaching to foster critical reading skills among teachers this century. This is because CDA-based learning has a significant effect on reading comprehension (Javadi et al., 2019). This integration can be arranged periodically in a written learning plan. Apart from that, educators must also determine a good instrument to measure the level of CDA development and its influence on prospective teachers' critical reading abilities.

The limitation of this research is only looking at it quantitatively. CDA and critical reading skills are only explained in correlation and how they contribute to each other. This ex-post facto research cannot comprehensively explain how CDA can have a significant effect on critical reading skills. Qualitative investigation through interviews is required for each suspect sample. However, the results of this research can become a more objective basis for subsequent research.

CONCLUSION

Critical reading abilities are basic skills that 21st-century teachers must possess. To be able to read critically, century teachers should be supported by CDA. This CDA includes a series of high-level competencies regarding reading materials or texts. These competencies will be measured if century teachers can analyze the explicit and implicit meanings contained in the text. Both meanings are always present in the text and are always stated by the author in the text he produces. Indirectly, the meanings present in the text are the ideology conveyed by the author to the readers of the text. Century teachers must be equipped with language tools to analyze a text to find the author's intention. Thus, CDA contributes to a person critically reading a text. The higher a person's CDA, the more it will support their critical reading abilities to be better.

A specific recommendation for educational practice and policy is to implement a learning system that integrates CDA for prospective

teachers to improve their critical reading skills. The application of this system can be done through modified learning tools using CDA. Educators can incorporate the CDA stages into the learning syntax.

For future researchers, this investigation of CDA and critical reading skills can be carried out through in-depth interviews. Each suspect research sample can be explored further so that their perception of CDA and critical reading will emerge. An investigation like this will be able to comprehensively explain the relationship between CDA and critical reading for prospective teachers.

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