# Developing Needs Analysis of Critical Literacy Models for Teaching EFL Reading Class

Diyah Ayu Rizqiani[1], Syafriani Novitri[2]

[1]Universitas Islam Riau, Indonesia: diyah@edu.uir.ac.id
[2]Universitas Islam Riau, Indonesia: safriyaninovitri@edu.uir.ac.id

## ABSTRACT

*Critical literacy models have been integrated into learning process in the English-speaking countries such as Australia, New Zealand, America, England, and some European countries. As a matter of fact, the critical literacy model used particularly for teaching reading classes is rarely found, especially the model which fits with the characteristics of EFL students. This study aims to explore the needs analysis development of critical literacy model for teaching reading in EFL reading class. This research adapted the Four D model which consists of four steps; defining, designing, developing, and disseminating. The results revealed the following. First, in defining, the researcher conducted preliminary study in English Language Education Study Program in three universities in Yogyakarta which was meant to analyze the students' problems in the real setting. Second, the researcher created the prototype of the needs analysis in accordance with the results of the preliminary study. Third, the researcher validated the needs analysis to the two experts and conducted field testing to evaluate the validity of the questionnaire. The results of the needs analysis validation process show that the questionnaire is feasible (87.5 %) to assess the students' needs of critical literacy model. Furthermore, in order to evaluate the practicality of the questionnaire, the researcher conducted a preliminary field testing to 27 students of English Language Education Study Program in a private university in Yogyakarta. In conclusion, the results of the needs analysis become the basis to develop a critical literacy model which is used for teaching EFL reading classes.*

**KEYWORDS :**
Critical literacy;
Critical literacy model;
EFL Reading class;
Needs Analysis.

## ABSTRAK

*Model literasi kritis telah diintegrasikan ke dalam proses pembelajaran di negara-negara berbahasa Inggris seperti Australia, Selandia Baru, Amerika, Inggris, dan beberapa negara Eropa. Pada kenyataannya, model literasi kritis yang digunakan khususnya untuk pembelajaran membaca jarang ditemukan, terutama model yang sesuai dengan karakteristik siswa pada konteks EFL. Penelitian ini bertujuan untuk mengeksplorasi analisis kebutuhan pengembangan model literasi kritis untuk*

**KATA KUNCI**
Analisis kebutuhan;
Kelas membaca pada konteks EFL; Literasi kritis; Model literasi kritis.

*Diyah Ayu Rizqiani[1], Safriyani Novitri[2]*
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*pengajaran membaca di kelas membaca. Penelitian ini mengadaptasi model Four D (Thiagarajan, 1974). Model ini terdiri atas empat langkah; mendefinisikan, merancang, mengembangkan, dan menyebarluaskan. Hasil penelitian mengungkapkan hal berikut. Pertama, dalam pendefinisian, peneliti melakukan studi pendahuluan di Program Studi Pendidikan Bahasa Inggris di tiga universitas di Yogyakarta yang bertujuan untuk menganalisis masalah siswa dalam lingkungan yang sebenarnya. Kedua, peneliti membuat prototipe analisis kebutuhan sesuai dengan hasil studi pendahuluan. Ketiga, peneliti melakukan validasi analisis kebutuhan kepada dua ahli dan melakukan uji lapangan untuk menilai validitas kuesioner. Hasil validasi analisis kebutuhan menunjukkan bahwa angket sudah layak (87,5%) digunakan untuk menilai kebutuhan siswa terhadap model literasi kritis. Selanjutnya, untuk mengevaluasi keefektifan kuesioner, peneliti melakukan uji coba kepada 27 mahasiswa Program Studi Pendidikan Bahasa Inggris di sebuah universitas swasta di Yogyakarta. Keempat, peneliti melakukan desiminasi hasil analisis kebutuhan di seminar internasional dan menerbitkan luaran berupa artikel di jurnal nasional. Peneliti menyimpulkan bahwa hasil analisis kebutuhan akan menjadi dasar untuk mengembangkan model literasi kritis yang digunakan untuk mengajar kelas membaca pada konteks EFL.*

**Corresponding Author :**
Diyah Ayu Rizqiani
Universitas Islam Riau, Indonesia; *diyah@edu.uir.ac.id*

## INTRODUCTION

There is no single teaching model which fits for all students. The teaching model will always justify according to the teaching context. Therefore, it is important to develop a teaching model which is appropriate to the characteristics of the students. To do so, educators should consider some aspects such as the students' desires, demand, expectation, motivation, lack, constraint, and requirements toward the teaching model. To formulate the effective teaching model, educators develop a needs analysis (Richards, 2001), usually called needs assessment, which functions to collect information about required skills needed by the students, investigate the existing curriculum, examine the gaps between needs and abilities, analyze certain learning problems and the students' purposes to join the learning program, evaluate the effectiveness of the program, and find out the preferred learning styles, activities, materials, assessments, and also role relationship between students and teachers.

Conducting needs analysis is essentially important before an educator starts a language program. The preliminary study showed that the students in *Reading* classes did not have opportunities to voice their needs since the head of the department prepared all of the learning process. Consequently, the learning process in *Reading* class do not match with their learning

objectives. The students join *Reading* class without any preparation because they have no idea about the required skills in *Reading* class. The educators also often neglect the problems faced by the students in their previous *Reading* class. As a matter of fact, this is a common phenomenon in state and private universities. Materials were prescribed by the department and continuously used every year. By conducting needs analysis in Critical Reading Class, the educators can accommodate the needs of the students and also lecturers to achieve the course objectives.

There are several studies on needs analysis development, but none of them focuses on developing needs analysis of critical literacy model which is badly needed in this information era. For example, Rambe (2017) developed a critical reading model based on critical literacy as an instructional model for teaching reading in high school; Salam (2017) described the needs to develop the reading comprehension materials to students and teachers in Indonesian Language and Literature Education Department; Nusa, Jufrizal, and Amri (2020) identified students' needs on reading comprehension module based on scientific approach; Asyura and Fitrawati (2021) analyzed the students' needs on critical reading learning materials in English Department; Cahyaningrum, Lestari, and Supriyadi (2022) investigated the needs for developing critical thinking skills technology based assessment instruments in English subject for vocational school.

Critical literacy model reflects the implementation of critical literacy framework in a learning process. Luke (2012) and Janks (2014) assert that teachers are insufficient only to teach the mechanical skills of language, they should equip students with critical literacy competence to help them question the status quo, criticize the social justice, education inequality, and participate in the social action. In fact, the expectations are far from reality. The results of the preliminary study show that the banking education was still implemented in Reading class. Instead of guiding students to analyze the sociocultural and political interest on the text production, the learning process focused on the conventional practice. The lecturers taught the concepts of reading skills and strategies to help students comprehend a text. Also, the lecturers dominated the learning interaction in a classroom, the students passively obtained the information without trying to question or challenge their lecturers' explanation.

To shed a light on the gaps between theories and practices of teaching reading, this study aims to develop a needs analysis of critical literacy model for teaching EFL reading. The described problems in the teaching reading presented three research questions: (1) How was the needs analysis of critical literacy model defined? (2) How was the needs analysis of critical literacy model designed? (3) How was the needs analysis of critical literacy model developed? Furthermore, this study results in producing a needs analysis instrument which can be used to collect information about students' target needs and learning needs in EFL reading class.

### *Needs Analysis in Language Teaching*

Needs analysis development plays a significant role in the learning process. Before starting a language program, educators should gather varied information about the needs of the students, parents, teachers, and also stakeholders. For students, they expect to get the best curriculum, learning approaches, and materials in a classroom. For parents, they want their children can communicate effectively in a foreign language after joining a language course. For educators, they insist on developing powerful materials to teach students with various

*Diyah Ayu Rizqiani[1], Safriyani Novitri[2]*
*J-SHMIC: Journal of English for Academic*
*Vol 10, No 2, August 2023*

different backgrounds. For stakeholders, they expect that the learning materials given in the classrooms fit with the needs in the workplace.

The term needs analysis came up in the 1920's but it gained its popularity in 1970's after the Council of European Team developed a new teaching approach. Some scholars defined needs analysis differently. Indrasari (2016) and Khasinah (2022) point out that needs analysis as the process of analyzing the needs of certain groups of learners and characterizing the their needs based on the priority, both of subjective and objective information, gathering process to produce curriculum, teaching materials, learning activities which meet the students' needs and particular interests, and also pecific language and skill identification of a group of language learners. To develop a needs analysis, the investigation is restricted into two dichotomies; target needs and learning needs (Hutchinson & Waters, 1987). Target needs is all things to do in the target situation which consists of three components; necessities, lacks, and wants. First, necessities are kinds of needs based on the learners' interest. Necessities cover some preferable topics for reading texts in a reading class. Second, lacks are the gap between the expected proficiency and the real proficiency of the learners. Lacks describe the problems faced by the learners in a reading class and also the evaluation of their achievements in the previous reading classes. Third, wants are the learners' demand according to their point of view. Wants comprise preferable sources of reading selected by the learners and also certain skills required in a reading class.

Learning needs present the way the learners learn language item which is required in the target situation which encompass goals, input, setting, teachers' roles, and learners' roles. There are some questions used to elicit the learning needs such as (1) Why do the learners take the language program? (2) How do the learners learn the language item? (3) What are the sources available used by the learners? (3) Who are the learners? (4) Where does the language program take place? and (5) When do the learners join the language program?

### *Critical Literacy in EFL Reading Class*

At the early emergence, literacy was interpreted as the ability to read and write in various contexts (Pilgrim & Martinez, 2013). The way people perceive the meaning of literacy changed in the 21st century. UNESCO defines literacy as the ability to identify, understand, interpret, create, communicate and calculate using printed and written materials in various contexts. In addition, The organization for Economic Co-operation and Development (OECD) describes literacy as understanding, evaluating, and using written texts to participate in the community environment, achieve certain goals, develop knowledge and self-potential (Montoya, 2018). In other words, the notion of literacy has expanded. Literacy requires the ability to think critically, understand, interpret, and implement what we read in the daily life.

Students interact with various sources of online information and social media in this information age, so they need particular skills which help them manage the information that they obtain competently. As they read a reading text, educators have a responsibility to encourage them encourage their opinions, challenge the common reading, and question the injustices which occur in their society. Furthermore, educators need to teach critical literacy skills in the reading class which is important to help students understand the socio-political interest and hidden agenda inscribed on a text. Critical literacy is perceived an approach rather than a reading technique, as Elmarie & Blitzer, (2015) resound Giroux (1993) idea on critical

literacy which states that critical literacy is "an emerging act from consciousness and resistance".

The term critical reading and critical literacy is not interchangeable. Barnet & Bedau (2011) assert that critical reading is a kind of reading activity which aims to identify the main idea of a text, make a conclusion based on the given text, connect the given information, predict the author's purposes to write a text, evaluate an argument, identify different perspective, and analyze ideas. On the other hands, critical literacy is an approach which uses text to analyze and transform relation of culture and socio-political power (Luke & Dooley, 2011). Likewise, Shor (1999) asserts that critical literacy encourages readers to question the social construction, biased, and assumption through the language use to understand and participate in a social action in the world.

Reading is not merely a decoding and text comprehension activity. It leads students "to read the world and the word" (Freire, 2005). Cadiero-kaplan (2002) differentiates between "learning to read" and "reading to learn". The first term "learning to read" refers to the conventional learning process in a reading class. Students understand the specific ideas and concepts, analyze a text by answering the comprehension questions. On the other hand, "reading to learn" not only encourage students to engage on a reading text critically, but also involve students in the historical and lived context where they live. To be able to read a text critically, there are four roles of a reader; code breaker, text participant, text user, and text analyst (Luke and Freebody, 1999). First, readers as a code breaker means they understand the symbolic graphic convention, decoding codes and conventions of written and spoken texts. Second, readers as text participant means readers understand the literal and figurative meaning within a text. Third, readers as text user means understand the purpose of different texts, spoken and written texts for different cultural and social functions. Fourth, readers as text analyst means readers analyze the implicit meanings, opinions, and bias. Also, they are able to accept or reject the author's point of view and understand how text position the readers.

### *The Implementation Critical Literacy Framework in a Classroom*

There are several critical literacy models which were recognized and practiced in the western countries such as The Three Dimension (3D) Model (Green, 1988); The Four Resources Model (Luke & Freebody, 1999); The Four Dimension (4D) Model (Lewison, Flint, & Sluys, 2002); Instructional Model of Critical Literacy (Ciardiello, 2004); Tool-Kit for Teaching Critical Literacy (Morgan & Ramanathan, 2005); The Synthesizing Model (Janks, 2000); Practicing Critical Literacy (Abednia, 2015); and Critical Literacy Instruction (Paul, 2016).

The Three Dimension (3D) is a conceptual model for English language learning which was develop by Green (1988). The model consists of three elements; operational dimension, cultural dimension, and critical dimension. First, the operational dimension means the ability to decode printed materials and write various genre of a text. Second, cultural dimension is perceived as the ability to use language and technology system and understand how to make meaning in context. Third, cultural dimension means participate, make meaning, transform, and change the social practice. Furthermore, the dimensions reflect the integration of ICT in language which give advantages both for teachers and students. For teachers, the model helps to deconstruct a text based on the three dimensions. For students, the model helps them to interact with a text.

The Four Resources Model (Luke & Freebody, 1999) is very influential in the literacy education because it was integrated in the curriculum in the western countries such as Australia, America, England, and European countries. The model consists of four components; code breaker, meaning maker, text user, and text critic. To be code breaker, readers participate in exercise to describe certain letters and have spelling and grammar proficiency. In meaning maker, readers break the codes and put them into a meaningful message. In text user, readers become the effective text producers by knowing what to as they read a text. To become a text critic, they question the text critically the construction of text and understand how the text position the readers.

The Four Dimension was developed by the collaboration of Van Sluys, Lewison, and Flint with the elementary school teachers in 2002. The model is a powerful framework to practice critical literacy in a classroom. There are four components in the Four Dimension Model; Disrupting the Common Place, Interrogating Multiple Viewpoint, Focusing on Socio-Political Issues, and Taking Action and Promoting Social Justice. In the first dimension, readers challenge the common reading and question the status quo. In the second dimension, readers analyze the issues from different point of view. In the third dimension, readers focus on the socio-political aspect in a text. In the last dimension, readers participate in the social action to overcome the social injustice. Furthermore, taking social action does not mean that readers require to participate in a demonstration. Readers can take social action by changing their belief and mindset after they read a text.

The Four Dimension become the basis to develop an instructional model of critical literacy practices. Ciardiello (2004) developed this model to prepare school students to become responsible and critical citizens. The framework consists of five elements; Examining Multiple Perspectives, Finding Authentic Voice, Recognizing Social Barriers and Crossing Border of Separation, and the Call of Service. In the first element, readers actively engage with a text by using various metacognitive strategies. In the second element, readers identify the influence of the dominant discourse. In the third element, readers have awareness about discrimination as the result of gender, race, ethnicity, and sexual orientation. In the last element, readers develop the commitment spirit, determination, cooperation, compassion through the service learning and leadership development program.

Tool-Kit for Teaching Critical Literacy was developed by Morgan & Ramanathan (2005) for critical literacy practice in EAP classroom. The framework consists of four components; (1) use of narratives or autobiographies to link personal experiences with sociohistorical and institutional power relations, (2) The juxtaposition of texts in ways that question and subvert received disciplinary knowledge, (3) The pluralization and denaturalization of dominant culture codes and historical representations, and (4) Use of multimodal and semiotic strategies. Through the act of reading, writing, interpreting, and debating concept, students become more aware of their essential roles which reconstitute the academic discourse communities. Furthermore, the framework involves readers in various academic activities and advocate them to question, reconstruct given academic activities and condition from where they live.

The Synthesizing Model (Janks, 2002) reflects the social power of language. The framework encompasses four elements. The first element is domination. It is a phase when readers deconstruct language and image to find a related concept. The second element is diversity. It is the stage when readers draw a range of modalities as resource. The third element

is access. It is the step when readers make an explicit features of text genre which contain social power. The fourth element is design. It is the facet when readers find meaning through text reconstruction. Furthermore, the model is appropriate for analyzing how the socio-political interest construct a text.

Practicing Critical Literacy was developed by Abednia (2015) to raise students' critical awareness. Unlike the other models, this model was developed mainly for teaching reading in ESL and EFL classrooms. The framework consists of four elements; Familiarizing learners with critical literacy; Negotiated Readings; Asking Critical Questions; and Writing a reflective journal. The first element introduces the students with critical literacy concepts. Also, students should know the differences between critical reading and critical literacy. The second element involves the students to select the reading topics for their reading class. The third element encourages the students to develop critical questions based on the given text. The last element encourages the students to write a self-reflective journal to voice their perspectives after they read particular text. To implement this model, the educators often meet the difficulties to plan and implement the critical literacy instruction because the educators in the developed countries are not fully critically literate.

Unlike the other models, Critical Literacy Instruction was developed for middle school teachers. Paul (2016) argues that critical literacy in middle school do not only help the students to read, write, listen, view, and speak on related issues, but also to identify and challenge the injustice in the society. Critical Literacy Instruction consists of three elements; Developing critical lens; Changing teachers' perspectives; and Altering the lesson. In the first element, the teachers ask critical questions to the students based on a reading text. In the second element, the teachers change their mindset which affect the way they speak, listen, and teach the students. In the last element, the teachers integrate critical literacy in their teaching materials to raise the students' critical awareness.

**METHOD**

This study was a research and development (R&D) which aimed to develop a needs analysis of critical literacy model for teaching EFL reading. The researcher employed 4D developmental model (Thiagarajan & Semmel, 1974) because the model is arranged systematically with sequences of activities which could be adapted to the needs and characteristics of the students. Furthermore, 4D model consists of four steps; defining, designing, developing, and disseminating as explained in this figure 1. In the first step, the researcher conducted a preliminary study to evaluate the existing reading class which was conducted in one state university and two private universities in Yogyakarta. Also, the researcher analyzed the reading instructional materials and teaching kits during the preliminary study. Furthermore, the results of needs analysis could be seen in this study. In the second step, the researcher designed the prototype of the needs analysis based on the results of the preliminary study. In addition, the prototype developed in accordance with the theories of critical literacy and the characteristics of the students in a reading class. In the third step, the researcher conducted product validation and product revision based on the experts' suggestion. After the researcher finished the product revision, the researcher conducted a field testing to assess the effectiveness of the needs analysis questionnaires. In the last step, the researcher conducted dissemination by publishing the results of the study in the scientific journal.
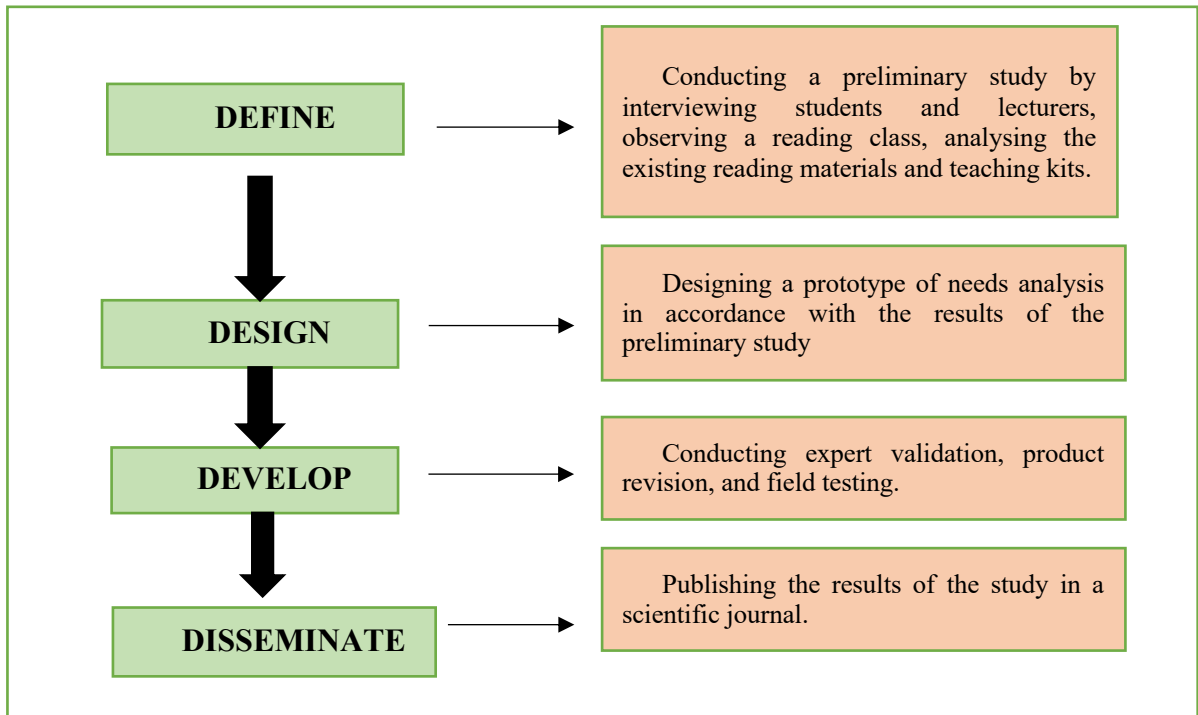
Figure 1: 4D Developmental Model (Thiagarajan & Semmel, 1974)

The participants of the study were the students of the third semester of English Language Education Study Program. They were the students who enrolled Critical Reading class in the even semester of the Academic Year 2019/2020. There were 82 students participated in the study to fill in the needs analysis questionnaires and also 3 reading lecturers involved in the interview session to discuss the students' needs in reading class. Furthermore, the participants were the English Language Education students from two private universities in Yogyakarta. Those universities are the benchmark of the English Language Education Program in Yogyakarta.

The primary instrument of this study was a needs analysis questionnaire. It consists of a number of questions to reveal the students' target needs and learning needs. To improve the validity of the instrument, the questionnaires were written in Bahasa Indonesia. Furthermore, the students filled in the questionnaire via Google Form. The secondary instruments were interview, field note, and document analysis. All of them function as the data triangulation which means the findings in the questionnaire will be validated by using different data sources.

There were two types of data in this study; qualitative and quantitative data. Qualitative data were obtained from the interview and documentation. Both of them were analyzed by using qualitative descriptive analysis technique. The researcher analyzed the obtained data systematically by arranging the word categories of a subject to get a comprehensive conclusion. Furthermore, the quantitative data were acquired from questionnaires and validation results. The researcher employed quantitative descriptive analysis to analyze the data. To get the general conclusion from the questionnaires and validation results, the researcher used SPSS version 26 to analyze the data systematically in the form of numbers and percentage.

## FINDINGS AND DISCUSSION

This section was divided into three parts; (a) Defining the needs analysis of the critical literacy model, (b) Designing the needs analysis of the critical literacy model, (c) Developing the needs analysis of the critical literacy model discussed as follows.

### *Defining Needs Analysis of the Critical Literacy Model*

Defining is the phase when the researcher analyzes the students' problems in the real situation. The development of a needs analysis was preceded by a preliminary study which was conducted in Reading classes in three universities in Yogyakarta. The aims of a preliminary study were to evaluate the existing reading class and analyze the teaching kits and also the existing learning materials. During the preliminary study, the researcher functioned as the direct observer who observed the learning process and wrote a field note. The observation was conducted in Extensive Reading classes and Critical Reading classes, those courses were given to the third semester student in English Language Education Study Program. After conducting the classroom observation, the researcher conducted the informal interview to Reading lecturers to understand the problems faced by the students and lecturers in the reading classes. Furthermore, the researcher also conducted the document analysis to support the findings of the observation and interview. To do so, the researcher analyzed the existing reading materials, curriculum, syllabus, learning activities, and learning assessment. The results of the preliminary study became the basis to develop a need analysis of critical literacy model.

The results of the observation show that the students had various learning activities in every meeting. First, they worked in groups to read a reading text and answered the given questions. Both of the students and lecturer discussed the structure of the text, main idea, and also some important points of the text. As a matter of fact, the discussion did not focus on revealing the message inscribed by the author on the text. The lecturer used the commercially developed reading materials to teach *Critical Reading* class. To raise the student's critical awareness, the lecturer should use the authentic reading materials from newspaper or magazine (Park, 2011; Kuo, 2015 ; Liu, 2019). In addition, the document analysis also reveals that the existing *Critical Reading* class did not encourage students to develop their critical literacy skills and critical awareness of the current social issues occurred in the environment.

### *Designing Needs Analysis of Critical Literacy Model*

The researcher analyzed the results of the preliminary study and classified the obtained information into students' target needs and learning needs. Target needs is divided into three components; necessity, wants, and lacks. In the first component, it reflects the students preferred reading topics about social justice issues. In the second component, it expresses the required skills of critical literacy. In the last component, it reveals the problems of the students in their reading classes.

Learning needs comprises five components. The first component is goal which indicates the purpose of the students in the reading class. In other words, goal is the learning target achieved by the students after they finish the reading class. The second component is input which shows the desired sources of reading, length of the text, and appropriate learning

activities in pre-reading, while-reading, and post-reading, and also learning assessment. The third component is setting which demonstrates the time allocation of the reading class. The fourth component is teacher's role which reveal the expected roles of the lecturers to support the learning process. The last component is student's role which shows the feasible roles of the students during the learning process. Both of target needs and learning needs were presented clearly in the questionnaire as shown in table 1.

Table 1: The Specification of Questionnaire

| No. | Categorization | Aspect | Sub Aspect | Number of Item |
|---|---|---|---|---|
| 1. | Target Needs | Necessity | Topic | 1 |
| | | Wants | Reading Sources | 1 |
| | | | Required skills of Critical Literacy | 1 |
| | | Lacks | Comprehension Problems | 1 |
| 2. | Learning Needs | Goal | Purposes of critical literacy | 1 |
| | | Input | Length of text | 1 |
| | | | Pre-reading activities | 1 |
| | | | While-reading activities | 1 |
| | | | Post-reading activities | 1 |
| | | | Learning assessment | 1 |
| | | Setting | Time allocation | 1 |
| | | Teacher's Roles | Teacher's role in learning process | 1 |
| | | Students' Roles | Student's role in learning process | 1 |

The process of designing needs analysis generated the questionnaire which consists of 13 numbers. The students were given a check list box to provide responses based on Likert Scale from 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). In addition, the researcher provided another variation of Likert Scale from 1 (not important), 2 (less important), 3 (important), and 4 (very important). In every question, the researcher gave the students an opportunity to express their ideas by asking them to formulate their own answers instead of the given answers provided by the researcher. To assess the practicality of the questionnaire, it was validated by two validators.

The questionnaire reflects the target needs and learning needs of the students in *Critical Reading* class. In target needs, the questionnaire revealed three aspects. The first aspect is the feasible reading topics for one semester such as gender equity, homelessness, gay and lesbian

right, poverty, discrimination, and racism. The second aspects are the preferable reading sources such as news article, short story, speech, and academic journal. Also, it found some reading problems faced by the students in Critical Reading class. In learning needs, the questionnaire discusses the three aspects. The first aspect is goal, it shows the objectives of the students by joining Critical Reading class such as improving writing skills, developing speaking abilities, enhancing critical thinking skills, and promoting collaborative learning. The second aspect is input which reveals the required learning materials and learning process. Therefore, the students might choose their desired length of the reading text, critical reading activities, and also the appropriate time to distribute the learning materials. To achieve the learning objectives, input also gives the students an opportunity to voice their ideas about the roles of the lecturers and students. Both of lecturers and students have important roles during the learning process in *Critical Reading* class.

### *Developing a Needs Analysis of Critical Literacy Model*

Developing process is the phase when the researcher validated the needs analysis, revised the needs analysis based on the validators' suggestion, and conducted a preliminary field testing to know the practicality of the needs analysis. In the first step, the needs analysis was validated by two validators from Universitas Kristen Satya Wacana Salatiga and Universitas Negeri Yogyakarta. They evaluated three components in the questionnaire. The first component is instruction, it is the clarity of the objectives of the questionnaire and the appropriateness of the evaluation criteria. The second component is content, it is the conformity between the indicators and the questions as written in the questionnaire. The last component is language, it is the appropriateness of the language use in the questionnaire. The results of the validation process was shown in table 2.

Table 2: The Results of Validation Process

| No | Aspect | Indicator | Rater | | Average | Percentage |
|----|--------|-----------|-------|---|---------|------------|
|    |        |           | 1 | 2 | | |
| 1. | Instruction | The clarity of the objectives of the questionnaire | 4 | 4 | 4 | 100 |
|    |        | The clarity of the assessment criteria. | 3 | 4 | 3.5 | 87,5 |
| 2. | Content | The appropriateness of every aspect in the needs analysis | 3 | 4 | 3.5 | 87,5 |
| 3. | Language | Appropriate language use. | 3 | 3 | 3 | 75 |
|    |        | Understandable sentence. | 4 | 4 | 4 | 100 |
|    |        | Readability of the text. | 4 | 4 | 4 | 100 |

The table indicates that the questionnaire was classified into very appropriate. The questionnaire has clear objectives and also assessment criteria. Therefore, the students could understand easily the questions as they filled in the questionnaire. Next, the conformity of every aspect in the questionnaire is appropriate. Every aspect was developed in accordance to

the concepts of critical literacy. Finally, the language use in the questionnaire was categorized into very appropriate. The questionnaire was written in Bahasa Indonesia, so the students can easily understand every question in the questionnaire.

The second step is the product revision. After finishing the validation process, the researcher improved the questionnaire based on the validators' suggestion as seen in figure 2.
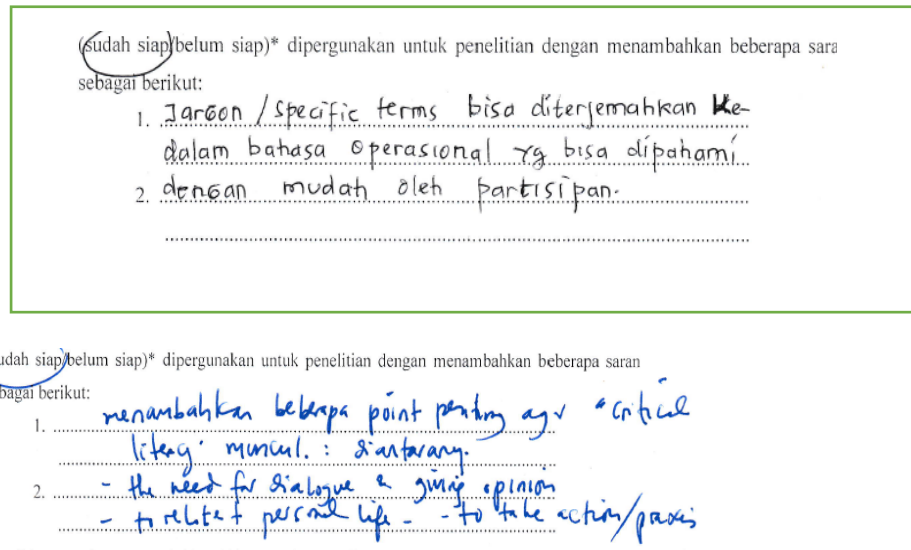


Figure 2: Feedback from The Validators

The figure shows that the questionnaire underwent a minor revision. Since there were some scientific terms found in the questionnaire, the validator suggested to replace those terms with appropriate words in Bahasa Indonesia to help the students understand the questions. In addition, the validator asked to revise the learning activities as written in the learning needs. Those activities should reflect the principles of critical literacy practice such as dialogue, taking action, and praxis. After finishing the product revision, the researcher continued the research procedure into a product field testing which aimed to assess the practicality of the questionnaire.

The last step is the preliminary field testing which was conducted in an Islamic university in Yogyakarta. There were 27 students participated in the study, they were the third semester students who enrolled Critical Reading class in the English Language Education Study Program. The results of the preliminary field-testing show that the instruction written in the questionnaire were understandable. Also, the questionnaire used a proper choice of language which made them easy to respond every question and express their target needs and learning needs in the reading class.

## CONCLUSION

Developing a needs analysis for critical literacy model is vitally important. Since critical literacy study is a new concept, educators should develop a critical literacy model which fit with the characteristics of the EFL students, particularly for Indonesian students. There are nine aspects should be considered by curriculum developers before designing a reading class.

Those aspects are reading topic, reading source, length of the text, learning activity, time allotment, required skill, problems in a reading class, learning assessment, role of teacher and student. Furthermore, the validation results show that the developed needs analysis is valid to assess the students' target needs and learning needs in a reading class. Also, the preliminary field-testing show that the questionnaire is practical and understandable used by the students in English Language Education Study Program with certain minor revision. To obtain more accurate information, the needs analysis questionnaire must be supported by other research instruments such as interview, observation, and document analysis.

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