THE EFFECT OF THE FEEDBACK IN LEARNING READING LITERACY MODEL ON HIGHER-LEVEL THINKING ABILITIES EQUIVALENT TO THE PISA (PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT)

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ABSTRACT
This study uses an experimental method with a sample of junior high school students. From the hypothesis test results it was concluded that (1) the literacy model based on feedback does not affect interpretative reading ability, (2) there is an influence of feedback based literacy model on integrative reading ability, (3) there is the effect of feedback model based on literacy of feedback based on evaluative reading ability, (4) there is an effect between feedback-based literacy models on reading attitudes, and (5) there is an influence between feedback-based literacy models on reading strategies.

KEYWORDS
Feedback, learning reading literacy model, HOTs, PISA

1. INTRODUCTION
Feedback is a major component in formative assessment (assessment for learning) and one of the most powerful factors influencing learning. Research on feedback so far has been related to writing skills. These studies reported that written feedback provides a potential value in motivating students to revise their draft (Leki, 1991; Saito, 1994; Zhang, 1995) and in improving their writing (Kelly, 2013. Kelly also revealed that feedback has the strongest influence on learning. The feedback given by the teacher regularly and often helps students know what needs to be done to develop their critical reading skills. Feedback is the most powerful component that can influence learning.

From previous PISA studies, it appears that research in the field of reading literacy still focuses on a lot on students’ abilities, factors that influence student reading literacy, and the characteristics of PISA reading literacy questions. Research in the field of student literacy reading has not yet focused on action models or therapies to improve PISA reading literacy in the context of improving the quality of education.

PISA research results show that the ability of Indonesian students is still low associated with reading literacy at a higher level of ability to think. Especially, on interpretative, integrative, and reflective abilities. This study examines the models of reading literacy based on feedback on the ability to think at a higher level equivalent to PISA (International Students Assessment Program). The research method was conducted with experiments with a sample of junior high school students in East Java.

In order to improve Indonesian students’ literacy reading, it is necessary to observe the literacy learning methods that have an effect on PISA literacy reading as a reference for international reading literacy. In the PISA 2018 frame work, current reading literacy is closely related to digital reading iteration. Goodfellow (2011: 2) states that digital is the latest term used in education to express the combination of information and communication media. The integration uses a computer online or web-based. Carioli (2013: 2) states that digital text is used to find information.
distributed through various links and certain text situations through electronic media. Search engines or published content is an online reading activity to understand information. To retrieve information, the reader needs an evaluation of the source to be able to retrieve accurate information. So, it can be concluded that digital reading literacy is a literacy activity by utilizing computers online or web-based.

Readers in the digital age must have special skills. OEDC (2015: 6) states that readers in the digital age must also master a number of skills, namely (1) readers must master technology and information to operate devices and applications, (2) readers must be able to search for or access text needed through search engines, menus, links, etc., (3) readers must be able to assess the quality and credibility of information sources. This is also illustrated by OEDC (2011: 20) which states that navigation or how to run information technology is a key component of digital readers. The reader must be able to minimize visits to pages that are not relevant to the information needed. The reader must also be able to search for the pages needed efficiently. So, it can be concluded that reading digital texts requires special skills that are not the same as reading printed texts. The 2018 PISA framework was expanded to include skills essential for literacy in reading and interaction with digital texts.

PISA (Program for International Student Assessment) is one of the international assessment standards in the field of literacy reading for students aged 15 years old. During the PISA program, studies were conducted on the results of the PISA reading literacy. Harsiaty (2012) conducted a study of the Trend of Reading Literacy Ability in PISA. The study analysed the literacy ability of reading in PISA starting in 2000-2009. From the study it was found that the development of reading literacy skills of Indonesian students was still below the average reading literacy ability internationally.

From previous PISA studies, it appears that research in the field of reading literacy still focuses a lot on students' abilities and factors that influence student reading literacy, and the characteristics of PISA reading literacy questions. Research in the field of student literacy reading has not yet focused on action models or therapies to improve PISA reading literacy in the context of improving the quality of education.

This research develops learning models and assessment models to improve higher-order thinking skills equivalent to PISA. Specifically, this study aims (1) to develop a literacy-based reading literacy learning model to improve higher-level thinking skills equivalent to PISA (International Students Assessment Program) and, (2) to test the literacy-based reading literacy learning model to improve higher-order thinking skills equivalent to PISA (International Students Assessment Program).

2. RESEARCH METHODS

The product effectiveness test is carried out through experimental research with the design of the control group and the experimental group. This model is to test the effect of learning models and assessment models on the ability to think at a higher level (creative critical) equivalent to PISA. The data in this study consisted of two categories, namely qualitative data and quantitative data. Qualitative data in the form of responses, suggestions, and criticisms were sourced from experts, practitioners related to the product draft. Quantitative data in the form of assessments from experts, practitioners related to product drafts. At the product trial stage (experimental) quantitative data in the form of scores were obtained by students from the creative critical reading literacy test equivalent to PISA and student responses related to affective aspects (reading strategies, reading interest, attitudes towards reading activities, and self-regulation in reading).
3. RESEARCH RESULTS AND DISCUSSION

3.1 Research results

The results of this study are in the form of feedback-based literacy learning models developed based on expert validation and practitioner validation including feasible and very feasible categories. From the results of the effectiveness test concluded (1) literacy model based on feedback does not affect interpretative reading ability, (2) there is an effect between literacy model based on feedback to integrative reading ability, (3) there is an influence between literacy model based on feedback reading to evaluative reading ability, (4) there is an effect between feedback based literacy models on reading attitudes, (5) there is an influence between feedback based literacy models on reading strategies.

3.1.1. Feedback in the Reading Literacy Learning Process

In the assessment process as a learning tool, feedback is important in learning. Feedback or feedback is information provided by the teacher to students about certain behaviors with the aim of improving student performance or modifying future behavior. In the writing assessment, the feedback gives students a description of the writing process and the students' written work. Feedback includes both strengths and weaknesses.

The feedback used to improve reading literacy includes the following feedbacks.

1) Turn over the way to do the reading process (how to find the main idea, how to read, read fast, scan, read - scanning strategy first
2) Basic linguistics (keywords - synonym relations, hypnotic relationships, opposite relationships, conjunctions of additions, conflicts
3) Reversing the way of thinking (how to compare, - by determining from any aspect, how to think if - then find out what is known first, how to predict from the existing text
4) Feedback to affective attitude (how to respond to reading material, motivate to like reading (set an example of successful people because they like to read
5) Feedback for continued literacy / enrichment - various procedural texts
6) Feedback to understand commands / questions / reading problems compare two texts
7) How to read, understand, and find answers with IT (double-clicking text) - characteristics of digital sources - personal blogs, recognizing original sources, checking hoaxes
8) Change the characteristics of the text - the purpose of making the text for what, what general characteristics - the procedure of guiding people to survive

3.2 Discussion

Related to reading literacy and learning Indonesian, factors that have influenced the reading literacy have been investigated. The results of this study indicate that the variables that are indeed close to the ability to read are online reading, joy / like reading, and diversity reading. Efforts to improve students' reading skills can be done through increasing student involvement in online reading, joy / like reading, and diversity reading need to be continued (Prasaja, 2012).

From the results of other studies it was concluded that the use of assessments to provide feedback in learning and assessment as a learning tool has not been done (Harsiati, 2013). Research on creative critical questions in Indonesian textbooks also shows that reading questions and reading literacy questions still indicate the stage of information retrieval and the stage of information use. Critical, evaluative, and reflective questions are not enough to develop close literacy information. It is found that teachers still have not taught critical thinking skills to flood information from various mass media (Harsiati, 2014). The ability to analyse, evaluate, and reflect the amount of information received from various sources has not been designed well by the teacher. Teaching materials for reading learning also have not focused on the ability to analyse, evaluate, and reflect media content.
Though the results of the study show that the time spent by students in interacting with the media is quite high (Harsiati, 2014)

3.2.1 Critical thinking and information literacy

According to Earl (2003), there are three kinds of assessments that are commonly implemented in the classroom, namely assessment of learning (assessment of learning outcomes), assessment for learning (assessment during the learning process), and assessment as learning (assessment of learning processes). Earl further explained that the most dominant type of assessment conducted by teachers, especially at the secondary education level, is an assessment of learning outcomes, assessment of learning, when the assessment functions as a summative assessment process. The teacher must make corrections and evaluations, and then provide grades as a means of measuring the quantity and accuracy of student work. Conversely, assessment for learning and assessment as learning are more of a process of collecting data while learning is ongoing.

Furthermore Witter (2013: 309) suggests that formative assessment has the potential to make teachers and students feel more empowered. "Frequent assessment results are great feedback and therefore allow for powerful self-assessment” - the results of assessments conducted regularly are a very useful form of feedback to students so that students can conduct self-assessments well (Witter, 2013: 307); Witter even suggested that teachers conduct formative assessments once a week. Provision of assessments that often helps students monitoring their progress, so that the concept of independence in learning can be developed between them.

Teachers have an important role in formative assessment because they can utilize their personal knowledge of each student with their understanding of the context of the implementation of the assessment so that it can be measured the achievement of targets that have been set. According to Witter (2013), formative assessment is interactive and allows teachers to provide feedback that supports the development of the next stage, in this case the development of students' critical reading skills. In order to be able to carry out formative assessments effectively, teachers need to have competence and diagnostic skills.

Facione (1990; 2015) developed the taxonomy of critical thinking into six levels, namely skills: (1) interpreting, (2) analysing, (3) invoking, (4) evaluating, (5) evaluating, and (6) regulating themselves. Falcione's taxonomy was developed based on the agreement of experts and the six levels of thinking were synthesized from the best dimensions of critical thinking. The six levels of the Falcione taxonomy are described below.

Interpreting skills are skills to understand and express meaning or broad meaning from various situations, data, and events. This interpreting skill has three sub skills, namely (1) categorizing, (2) explaining meaning, and (3) classifying.

Analysis skills are skills to identify and connect statements, questions, concepts, or descriptions to express beliefs, judgments, reasons, or descriptions to express beliefs, judgments, or opinions. Analysis skills consist of sub skills: (1) assessing ideas, (2) detecting arguments, and (3) analysing arguments.

Inference skills are skills in identifying elements needed to draw reasonable conclusions, make guesses, and hypotheses, and consider relevant information. Inference skills consist of sub skills: (1) challenge evidence, (2) propose alternatives, and (3) make conclusions.

Evaluation skills are skills in assessing credibility based on perceptions, situations, beliefs or opinions. Evaluation skills consist of sub-skills: (1) assessing claims and (2) evaluating arguments. Exploration skills are skills to state that information, data, evidence-based ideas, concepts, methods, and criteria. Inference skills consist of sub-skills: (1) state the results, (2) justify the procedure, and (3) present the arguments.

Self-regulating skills are skills to monitor cognitive activities through self-analysis and evaluation. Inference skills consist of sub skills: (1) self-assessment and (2) self-correction.

In addition to the use of problematic learning models, the implementation of reading literacy development that focuses on critical-creative thinking skills can be grown through the implementation of assessment. The assessment carried out in learning does not only focus on
assessment of learning. Implementation of learning assessment can maximize students' metacognitive abilities. Likewise the implementation of assessment for learning can maximize teacher feedback so students can improve higher-order thinking skills (Black, 2001).

Facione also established a taxonomy of critical thinking. Facione (2011: 5) determines the taxonomy of critical thinking that has six levels, namely (1) interpreting skills, (2) analytical skills, (3) evaluation skills, (4) inference skills, (5) exploration skills, and (6) self-regulating skills.

3.2.2 Information literacy and critical thinking ability

Based on the empowering eight model (E8), there are eight information literacy indicators which include: 1) the ability to identify; 2) the ability to explore and investigate; 3) the ability to choose or select; 4) the ability to organise or administer; 5) the ability to generate; 6) the ability to present; 7) the ability to examine; and 8) the ability to implement. From each of ability mentioned above, it consists of several sub-indicators and then the author describes it into several questions from each indicator. The following explanation discusses the findings and analysis of the empowering eight models.

The Ability to Identify

Individual process of identifying could be considered adequate when 1) the individual is capable of identifying problem or issue which requires solution; 2) capable of identifying final scheme of solution; and 3) capable of identifying keyword(s) and designing strategy to inspect and explore required information including what source of information to be used later on. The findings of this research are in accordance with the standard presented by ACRL focusing on college students needs in the context of higher education learning, indicator 1. A college student is considered fulfilling information literacy comprehension when they are able to determine information character and scope; within the component of defining information need.

In the process of defining information need, a college student will determine the topic and subject to be analysed before browsing and searching the related information. After knowing the topic and subject of the issue, a college student will then determine what appropriate and relevant strategy they need to employ during information exploration. Strategy to search and explore information which can be applied by college students are: 1) searching for information by using important keywords such as title, author(s) or subject. This strategy enables college student to search for information through one-word, phrase, or combination of word and phrase; and 2) Boolean strategy by utilising operators in obtaining the information. This strategy enables college student to search for information by using AND operator (when individual aims at searching information source which consists of two or more words at one time, for instance, Indonesia AND export), OR operator (when individual aims at searching information source which consists of one word from the terms required).

Associated with critical thinking skills, The ability to identify takes a role as the basis of the ability to interpret and integrate information [3]. The right information strategy planning will produce the right and relevant information in accordance with the topic and subject matter being sought. To get a clearer picture of identifying problems that will be used as a work, one needs to perform a situation analysis and formulate a problem. Information analysis is conducted through information gathering (looking for information and seeing what others have said or known about a topic) and brainstorming (a technique used to explore, sharpen and develop ideas, relationships between ideas or problem solvers).

The Ability to Explore and Investigate

The ability of exploration is to determine the sources that match the chosen topic. In determining the sources of information and determining information in accordance with the topic or need, students need the ability to think critically. The findings of this research which reveal the correlation between information literacy comprehension and students’ critical thinking ability are in line with Latuputty’s research [4]. She explains that during exploration or investigation stage,
individual will begin to explore the information they need. Furthermore, if detail information is needed, they will conduct an interview or any collecting information method.

A student is considered to be literate if they have carried out the exploration stage in the research process or in working on a task. One of the thinking skills related to information literacy comprehension is collecting resources. It is an individual’s ability to process various sources required in both printed and non-printed forms, online and computerised, experts interviewing, requesting suitable government documents, consultation with librarians and other experts for suggestions on additional resources needed. The process of gathering information sources that are in accordance with the topic will make it easier for students in the stage of determining information that corresponds to the topic.

When a student performs exploration on information, they check and investigate information based on the truth, authorship authority, and information novelty level before they determine what information is appropriate. According to Facione, the ability of exploration is closely related with the ability of interpreting [3]. The ability of interpreting enables individual to understand and reveal certain meaning or meaning in general from the various situation, data, and occurred event. It consists of three sub-skills, they are: 1) categorising; 2) explaining meaning; and 3) classifying.

To identify the required elements to draw or generate a logical conclusion, generating prediction and hypothesis, considering relevant information, an individual has need of acquiring the ability to inferring. Three sub-skills of the ability to infer are: 1) challenging the proof; 2) providing an alternative; and 3) drawing a conclusion.

The Ability to Determine or Select

This ability empowers individual by performing the selection, choosing, recording the relevant information and it is continued by creating a note or designing visual arrangement, such as a chart, graphic illustration and schematic. According to Facione, when individual performs the ability to determine or selecting, it is highly related with the ability to analyse [3]. The ability to analyse enables the individual to perform identification and generate correlation of statement, question, concept or description to express belief, judgment, reason or opinion. When an individual performs analysis ability, they deal with 1) selecting opinion; 2) identifying an argument; and 3) analysing an argument.

The Ability to Organise and Administer

Someone is considered to have fulfilled the aspect of the organisation of information literacy when the individual is able to choose the information that has been collected from the selection process and will arrange the selected information in a logical arrangement. It is necessary to evaluate the information process and evaluate information sources critically after carrying out the information selection stage. In the evaluation process, there are several activities that can be carried out by students including summarising the main ideas that can be quoted from the information gathered, issuing and using initial criteria to evaluate information and sources and gathering key ideas to build new concepts. It is associated with the stages of critical thinking. According to Facione, these skills are related to structuring skills, sorting uniquely to construct a certain idea [3].

The Ability to Create

Someone is considered to have achieved the creating ability of information literacy when they are able to create a product in response to problems through information that has been obtained. The step taken after the information selection and evaluation process is the stage of communicating information, namely sharing information by providing benefits to others from research questions, in the form of reports, posters, graphics or appropriate articles. In creating a product or report, students will compare new knowledge with prior knowledge to determine its additional value, contradiction or other unique characteristics of information. At the stage of creating, students will create a product based on information that has been obtained into written forms such as reports and journals. At this stage students, will compare new knowledge with previous or prior knowledge to determine additional value, contradictions or other unique characteristics of information which will then be conveyed into their products.
The Ability to Present

When performing the ability to present, individual will present what they have obtained in any form of presentation. The findings obtained in this present research are in line with what Harsiati has discovered [5]. It indicates that college students’ ability in retaining information is correlated with the ability to present the obtained information.

The Ability to Assess and Implement

The ability to assess plays as an important basis for the ability of critical thinking. The ability of reflecting is also related to the ability of critical thinking. The stage of applying is the information literacy ability which can be seen from the ability to reformulate the work results by considering input. Individual’s ability for assessing and applying deals with information to accomplish certain goals, use new and prior information for planning and creating certain results, and revise the development process for more effective and better results. This ability is in line with aspects of the critical thinking ability, which include the ability to assess and reflect on what is produced.

This research combine critical thinking theory and information literacy to develop reading assessmen based on Higher Order Thinking Skill.

3.2.3 Feedback in the reading literacy learning process

In the assessment process as a learning tool, feedback is important in learning. Feedback or feedback is information provided by the teacher to students about certain behaviors with the aim of improving student performance or modifying future behavior. In the writing assessment, the feedback gives students a description of the writing process and the students’ written work. Feedback includes both strengths and weaknesses.

The feedback given by the teacher regularly and often helps students know what needs to be done to develop their critical reading skills. Through teacher feedback, the process of developing critical reading skills becomes more transparent for students so they can know the stages of their development better. Formative assessment is an assessment that aims to monitor learning (assessments for learning) and is carried out while the learning process is still ongoing. This type of assessment shifts the emphasis of assessment from summative assessment to formative assessment, from providing decision-making to creating a description that can be utilized for the service of the next learning phase. If formative assessment can be carried out regularly, then sufficient data collected from students during the learning process will be available. With the availability of data, both teachers and students will feel more empowered because they will be able to monitor themselves more efficiently (Witter, 2013: 308). Thus, it can be expected that self-regulated learning competence will emerge among students.

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1) Turn over the way to do the reading process (how to find the main idea, how to read, read fast, scan, read - scanning strategy first
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5) Feedback for continued literacy / enrichment - various procedural texts
6) Feedback to understand commands / questions / reading problems compare two texts
7) How to read, understand, and find answers with IT (double-clicking text) - characteristics of digital sources - personal blogs, recognizing original sources, checking hoaxes
8) Change the characteristics of the text - the purpose of making the text for what, what general characteristics - the procedure of guiding people to survive
According to Black (2004) feedback can be in the form of verbal feedback about error patterns, feedback through written comments, and through video or audio recordings. Further explained that feedback is categorized into two, namely negative feedback and positive feedback. Negative feedback is given to students whose performance is not yet as expected by the teacher. In this negative feedback, the teacher provides information that the students' performance is not good, with examples of how they should perform. The purpose of giving negative feedback is corrective so students can improve their performance. Positive feedback or positive feedback is given to students with the aim that students will maintain their performance in the future. Positive feedback should be accompanied by rewards or reinforcement in the form of praise or applause, or other forms. On positive feedback the teacher provides information about student performance that has been good for reasons that are considered good elements.

3.2.4 Reading literacy learning and PISA characteristics

The type of text in PISA consists of text in a digital context, namely (1) description, (2) narration, (3) exposition, (4) argumentation, (5) instructions, (6) interaction, (7) transactions, and (8) non-text. Description text is a type of text that provides a clear and provincial description or description of an object. OEDC (2015: 26–27) states that narration is a text that tells a story, event or event. Exposition is a descriptive text that aims to explain the purpose and purpose. Arguments are texts that contain opinions to strengthen or reject an opinion, opinion, or idea. Instructions are also called commands. Instructions are texts to give direction on what to do. Interaction is the conversation text. Transaction is a text that is intended for approval, settlement, or payment for sale and purchase in trade between two parties.

The PISA 2018 assessment will cover a scenario. OEDC (2015: 21) states that in scenario-based assessments, students are expected to be able to read a collection of related thematic texts to complete higher level tasks, for example responding to some larger integrative questions, writing a recommendation based on a set of texts. In addition, students are expected to be able to make goals or criteria used to find information, evaluate sources, read comprehension and integrate entire texts. Sources used in PISA, namely textbooks, e-mails, blogs, websites, policy documents, historical documents, and so on. The purpose of this assessment is to offer freedom in making decisions in textual. In this way reading assessment can be achieved.

Each scenario consists of one or more tasks. Tasks or questions are asked from the easiest questions to the most difficult questions. Questions are asked from understanding questions, which are looking for information, making inferences. Then, ask more complex questions, such as the synthesis and integration of several texts, evaluating or corroborating information in several texts. For example, students are given the first assignment, i.e. students must find certain documents based on the search results. The second task, namely students may have to answer questions about the information that is specifically listed in the text. The third task, namely students determine whether the intent of the first author with the intention of the second author is the same. In each case, if a student fails to find the correct document on the first assignment, then the student is then given the correct document to complete the second assignment. Thus, the scenario can be considered in accordance with indicators and questions as an assessment of PISA reading literacy.

Scenario-based assessment is a conceptual framework for implementing an interactive model of reading in reading assessments. This is in line with Person, et al (2014: 9) which states that scenario-based assessment allows us to assess and demand students to be involved in working on texts that vary in conceptual difficulties, tasks that require different levels of knowledge, interests, and motivation. So, it can be concluded that each student's understanding influences when they read various texts to achieve specific goals.
3.2.5 Attitude in literacy reading

The attitude in general is a person's thoughts, tendencies and feelings to recognize certain aspects of the environment that are often permanent because it is difficult to change. The component in question is the knowledge that has been obtained during life and greatly influences behaviour when acting. Other notions state that attitude is one's evaluative bias towards a subject or object. The attitude of each individual gives its own colour for someone to behave. To discuss more deeply about attitudes, this time will be reviewed related to several definitions of attitude put forward by experts.

Ahmadi (2007) defines attitude as someone's readiness in responding to a particular object or situation both positively and negatively consistently. Attitude is a response or reaction of someone who is still closed to an object or stimulus (stimulus).

Based on some of the above understanding, attitude is interpreted as a person's feelings and thoughts in acting when they don't like or like something. Basically, attitude has three important components namely emotion, behaviour and cognition. The cognitive component or cognition are all thoughts related to attitude. The attitude a person takes in taking action also depends on what problem is actually being faced.

Self-Regulation and Assessment as Learning Improvement

The results of this study indicate that the use of feedback-based learning models can influence reading attitudes and reading strategies. This is related to the following research.

The research of Zimmerman and Schunk exposes that learners' beliefs and awareness are closely related to improving academic quality [6]. The ability of learners to regulate themselves in the learning process is an important activity during the learning process. The ideal concept of learners is defined as self-regulation which is based on learners. Winne explains that self-regulation is an active and constructive process of learning in setting goals for the learning process and attempting to monitor, regulate, and control cognition, motivation, and behavior, which are then directed and driven by goals and prioritizing circumstantial context [10].

Self-regulation signifies individual ability to perform controlling or managing upon the individuality. Bandura proposes three phases of the process of self-regulation, they are: 1) self-observation, it is the individual's approach to oversee and observe the behavior as well as supervising what the individual might do; 2) self-assessment, it is the individual's approach to compare what they see within and the behavior with applied measurement standards; and 3) self-response, it occurs after the individual compare itself with the applied measurement standard, and provides a feedback on the individual themselves [11].

Within self-regulation, self-management during the learning process is predominantly influenced by the interaction between individual and domain. Zimmerman and Schunk state that self-regulation is the foundation of lifelong learning processes that teach to control thoughts, attitudes, and actions to achieve learning goals [6]. Self-regulation is a type of metacognitive knowledge and awareness of personal cognitive processes or appropriate strategies and is chosen to assist learners as individuals and organizations to reflect on the experience of actions, and decisions made.

Self-regulation is employed during the learning process. It is the learning process which is regulated by metacognitive, individual's progress strategic approaches (planning, monitoring and evaluating) compare to a certain standard which has been governed, and motivation in learning. A learner who is able to perform self-regulation is indicated by several characteristics such as understanding their weaknesses and strengths in terms of academic, possessing several strategies to be employed in facing academic issues, and possessing several strategies to be employed in facing daily life issues.

Learners who regulate themselves in learning maintain the belief that their intelligence and failure and their success are very dependent on their efforts in completing tasks based on the use of their chosen strategy. Subsequently, learners who regulate themselves in learning believe that
opportunities in facing challenges in doing assignments, their way of learning, developing an understanding of subject matter, are efforts to achieve their academic success.

Self-regulating skill is constructive and active processes. Learners set some of their learning goals, then attempt to monitor, regulate and control awareness, motivation, and their behaviour that is directed and limited by some of their learning goals related to their learning environment [9].

As noted by Rivers (2001 in Albeckay, 2014), critical readers have the ability to easily adjust their selection of reading strategies to the demands of the situation, namely the purpose of reading and reading material. Brookfield (2012: 130) shows the following characteristics in the process of critical reading: the existence of efforts to find out various possible assumptions that are owned by the author, the appreciation of the reliability and validity of the author's theoretical explanations, the assessment of text clarity, and the existence of a thorough evaluation of the usefulness of the text.

In more detail, Brookfield (2012: 135-141) conveys the typical elements in critically reading texts as follows.
- Understanding the text based on the perspective of the author, both through the formation of paradigmatic assumptions (paradigmatic assumptions) and prescriptive assumptions (prescriptive assumptions) of the author;
- Conduct critical analysis of texts read through the help of a variety of guiding questions;
- Taking positions on the text that is read through a variety of questions that are usually used in giving positive or negative comments.

The development of critical reading skills requires good learning organization, requires learning experiences in groups, and requires adequate exposure to demonstration and modeling (Brookfield, 2012: 153). All of these can be done by the teacher through the design of effective learning.

In relation to critical reading skills, Witter (2013: 307) states that formative assessment type assessment for learning can stimulate the development of students' critical reading skills. Therefore, formative assessments like this need to be carried out by the teacher regularly and in sufficient frequency. Furthermore Witter (2013: 309) suggests that formative assessment has the potential to make teachers and students feel more empowered. "Frequent assessment results are great feedback and therefore allow for powerful self-assessment" - the results of assessments conducted regularly are a very useful form of feedback to students so that students can conduct self-assessments well (Witter, 2013: 307); Witter even suggested that teachers conduct formative assessments once a week. Provision of assessments that often helps students monitor their progress, so that the concept of independence in learning can be developed between them.

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Teacher's role

According to Witter (2013), formative assessment is interactive and allows teachers to provide feedback that supports the development of the next stage, in this case the development of students' critical reading skills.

Generalizing skills, there are three main skills that are improved, namely (1) concluding, (2) predicting, and (3) elaborating. Generalizing skills are needed by a critical reader so that he can
associate new ideas with ideas / knowledge that he already has (prior knowledge). Give feedback on how to do it

In activity 7, integration skills, there are two skills that are improved, namely (1) making a summary and (2) reconstructing. Integrating skills are needed by a critical reader so that he can put together relevant parts or aspects of a solution, understanding, principle, or composition to produce new information and build relationships between new information and information that has been held.

In activity 8, the evaluation skills, there are two skills that are improved, namely (1) setting criteria and (2) verifying. In critical reading, evaluation skills are categorized as the highest level of skill. This is because the final estuary of critical reading is to provide an assessment of the quality of writing. Evaluation skills can only be optimally implemented after all activities, starting from activities 1 to 7, are carried out.

4. CONCLUSION

1. The literacy model based on feedback does not affect interpretative reading ability
2. there is an influence of feedback based literacy model on integrative reading ability
3. there is the effect of feedback model based on literacy of feedback based on evaluative reading Ability
4. there is an effect between feedback-based literacy models on reading attitudes
5. there is an influence between feedback-based literacy models on reading strategies.

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