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A Reading Teacher's Perspective in Constructing the Students' Critical Thinking

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Abstract

In this research, a descriptive qualitative design was employed to delve into the perspectives of reading teacher concerning the cultivation of students' critical thinking skills. Through in-depth interviews, the research aimed to unravel the specific methods and instructional techniques these teacher utilized to nurture critical thinking in their students. The research emphasized an open-ended interview process, allowing for a nuanced exploration of the strategies employed by experienced teacher, with a focus on those possessing over 10 years of teaching expertise. The findings revealed that reading teacher, according to the constructivist principles outlined by Brooks and Brooks (2005), acted as facilitators, empowering students to independently construct their understanding of content. The constructivist approach emphasized autonomy, hands-on experiences, and cognitive language use in assignments. Teacher adapted lessons based on student responses, encouraged dialogue, inquired about students' understandings before presenting their own, and fostered experiences that challenged initial hypotheses. Despite challenges posed by standardized testing and ingrained educational approaches, constructivist principles proved effective in cultivating critical thinking skills. The research contributed valuable insights into the complex dynamics of critical thinking in reading instruction, advocating for student-centric and constructivist approaches in education.

Keywords: Reading teacher' perspective: students, critical thinking

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1. Introduction

In the realm of English education, the role of an educator transcends conventional boundaries by extending beyond the mere impartation of linguistic skills. More than just covering the fundamentals of grammar and vocabulary, a teacher assumes the role of a mentor, actively fostering critical thinking skills in their students (Sulistiyo, 2015). Through the structuring of lessons designed to provoke intellectual curiosity and promote independent thought, educators play a pivotal role in shaping individuals capable of analyzing, evaluating, and synthesizing information effectively. Engaging students in intellectually stimulating discussions, approaching literature from various perspectives, and posing challenging questions contribute not only to the enhancement of language proficiency but also to the cultivation of a habit of inquiry and reasoning-integral components of critical thinking.

Teaching English with a focus on critical thinking involves more than the simple transmission of knowledge; it entails creating an environment that encourages active participation and inquiry (Alsaleh, 2020). Implementing activities that prompt students to analyze texts, express their opinions, and defend their viewpoints contributes to the development of their ability to think critically about language nuances, cultural contexts, and societal issues embedded in the language. Through this process, educators empower students to evolve into proficient English speakers and writers who also possess the capacity for thoughtful, analytical thinking-essential skills for navigating the intricacies of language with a discerning mind (Padget, 2012). Ultimately, the role of an educator in teaching English serves as a catalyst for nurturing a generation capable not only of understanding language intricacies but also of interpreting and challenging them with a critical eye.

In the realm of teaching English with a focus on critical thinking, the role of reading teacher becomes paramount. Reading is a fundamental skill that serves as a gateway to language comprehension and analytical thinking. Reading teacher play a crucial role in guiding students through diverse texts, exposing them to various perspectives, and fostering an environment that encourages deep engagement with the material. By incorporating strategies that prompt students to question, analyze, and interpret what they read, reading teacher contribute significantly to the development of critical thinking skills.

According to Pradani (2021) reading is also beneficial for understanding all of the data contained in the reading text that is intended that provide insight (intellectual development)

for the reader's upcoming years, stimulate educationally, reduce a stress, enhance vocabulary, and expand one's thinking. Reading can also help you understand the multiple types of technological and scientific advancements currently being developed. Reading can make scientific and technological advances understood and recognized before they are applied. Reading comprehension is a basic ability that every education system in Indonesia must provide at every level of education. The progress of a nation cannot be differentiated from how its generation grows literacy. Reading can generate and form a person's personality, as well as awaken a nation's civilization.

One of the literacy issues in Indonesia is a lack of reading skills in society. Tohir (2019) claims that the 2012 Program for International Student Assessment (PISA) revealed that Indonesian students' reading ability is still insufficient, the standings 74th. Indonesia achieved a score of 377, while China received the highest score of 555. This means that Indonesia still has a problem in that it needs to increase the quality of its human resources on the one hand. On the other hand, it has never been able to increase the quality of its education in a competitive manner. According to Dubeck and Gove (2015), Indonesian students had the lowest reading achievement, with only 26.3 percent of reading comprehension. The study's findings are presented in a way that emphasizes the importance of developing the students' reading skills. A lack of vocabulary, ineffective reasoning, low reading interest, an unsupportive environment, and a desire for instant information are all factors that contribute to students' reading ability in Indonesia.

Reading the text generally provides the message or information. It is their responsibility to fully understand the message they learned. The ability to extract meaning from the text is referred to as reading comprehension. According to Nurdianti et al. (2019), reading comprehension refers to the process by which people who read comprehend the knowledge affirmed in the paragraph by relating this to their existing understanding. According to Mohammadi et al. (2012) critical thinking is one element that may influence students' reading comprehension. Furthermore, OECD (2019) defines fluent reading liberates storage and concentration resources that can be delegated to a high-level understanding process. It involves either general knowledge, vocabulary, or critical thinking.

Critical thinking influences students' reading comprehension success. In school, students learn to think critically through their learning process. Critical thinking is required to avoid emptying the mind. As an outcome, students must use their reasoning skills as much as possible in order to gain knowledge and analyze a text when reading. Critical thinking is a skill that students must learn throughout a process. During the reading process, the potential to divide and assess text into appropriate units should be utilized correctly and effectively.

Critical thinking is a crucial topic in contemporary education, particularly in this digital age. The particular objective of teaching critical thinking in science is to extend students' thinking ability and therefore also prepare them for today's information-rich world.

According to Moon (2007), Students who accomplish those tiers or competences should be critical thinkers if critical thinking is clearly expressed in higher education descriptors. Critical thinking is the process of examining and evaluating indications, identifying questions, and effectively applying knowledge to reach a reasonable conclusion. To solve problems critically and learn new knowledge, analysis skills, reasoning, decision-making, identifying, integrating, and evaluating are required. Critical thinking is the best way to gain relevant and trustworthy knowledge about the world.

Critical thinking skills, according to Facione (2015), include interpretation, analysis, assessment, inference, explanation, and self-regulation abilities. Furthermore, according to Greenstein (2012), the ability to appraise data, utilize techniques to make decisions, consider ideas, perform logical investigations, gather evidence, and critique assumptions are all part of critical thinking. Critical thinking is essential to achieve educational goals and meet the needs of the twenty-first century and solve social and scientific challenges encountered in daily life. It is even seen as an intellectual need for academic success. Throughout the literature Paul (2004) stresses the connection between critical thinking and reading comprehension. As he states, "The reflective mind improves its thinking by reflectively thinking about it. Likewise, it improves its reading by reflectively thinking about how it is reading". In addition, Facione (1992) also suggests there is a significant correlation between critical thinking and reading comprehension. His quotation follows "Improvements in one are paralleled by improvements in other".

The relationship between critical thinking and reading is well established in the literature. Norris and Phillips (1987) point out that reading is more than just saying what is on the page; it is thinking. Moreover, Beck (1989) asserts ''there is no reading without reasoning'' (p.677). Also, among those researchers and theoreticians who recognize that reading involves thinking is Ruggiero (1984). He indicates that reading is reasoning. Yu-hui et al. (2010) stated clearly that reading is a thinking process to construct meaning. In addition, Lewis (1991) argues that viewing reading as a critical thinking act becomes more tenable when some of the components of the reading process are accepted as automatic and necessary (automatic processes like word identification, derivation of meaning for most words, and assignment of importance), but not sufficient for constructing text understanding. In order to enhance readers' ability to achieve and practice comprehension as a critical thinking act, researchers have shown that ''the critical thinker uses his or her metacognitive knowledge and applies metacognitive strategies in a planful, purposeful way throughout the critical thinking process'' (French and Rhoder, 1992, p.191).

Gallo (1987) uses metacognitive strategies to develop critical thinking. She suggests that improved critical thinking requires developing the processes of observation, analysis, inference, and evaluation. Broek and Kremer (2000) made connections between inference-making and critical thinking to promote reading comprehension. They presented the idea that

inferential and reasoning skills are closely related to other readers' characteristics and skills that affect text comprehension.

An educational system's primary goal is to teach students how to study and think. Critical thinking is the ability to reason logically and clearly. By thinking critically, students can easily understand problems and come up with optimal solutions. Critical thinkers are able to ask the right questions, collecting and analyzing data, sorting information more effectively and creatively, think clearly from information, and reach reliable and trustworthy conclusions about something. A lack of development effort Students' critical thinking skills is one of the teacher' learning processes weaknesses. In any learning process, the teacher should encourage students to master a wide range of subject matter rather than allowing the students to exercise their ability to think creatively. This is due to the fact that the classroom learning process concentrates on students' capacity to recall and gather information rather than requiring them to comprehend the knowledge they memorize in order to apply it in daily situations.

Students in today's technological era have a tendency to think quickly and pragmatically. If students' ability to reason is instilled and developed, human resources who are intellectual in thought or reasoning, clever in judgment, and critical in problem-solving will be formed. The study of reading should emphasize the development of the skill of thinking creatively and independently in order to discover various methods and techniques for remembering, processing, and identifying messages or information inside the text being read. The ability to reason and think clearly, as well as understand logical relationships between ideas or events, is referred to as critical thinking. Almost every student, including children who have never attended the school, carries and operates a device. They use their devices to access various types of information, such as the text, images, sound, and video. The issue is that not all of the data can be accounted for. There is information that is only partially correct. There is also something that is completely false. There is some false information. Without any of the ability to evaluate information critically, our children may ingest false, even inaccurate statements, which can harm not only them or their families, but also others.

Teaching students to become effective thinkers is increasingly recognized as an immediate goal of education. If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever-changing world. Thinking skills are necessary tools in a society characterized by rapid change, many alternatives of actions, and numerous individual and collective choices and decisions.

The essential role that a teacher plays in this sophisticated process, which extends beyond ordinary word decoding, emphasizes the importance of teaching reading. Teacher function as facilitators in the field of English education, assisting students to properly grasp, analyze, and interpret written texts (Jose & Raja, 2011). Reading teacher create an immersive learning

experience that increases linguistic competency and fosters critical reading abilities by utilizing a repertoire of tactics such as interactive read-aloud, guided reading, and literary groups. Reading teacher promote a love of reading by presenting a varied assortment of books that appeal to individual interests and skills, establishing the groundwork for a lifelong voyage of exploration via literature. As reading mentors, they provide students with the necessary tools to navigate and draw meaning from a variety of written sources, providing comprehension methods such as predicting, querying, and summarizing, while also modeling successful reading habits. Reading teacher also have an impact outside of the classroom by fostering intelligent discussions and activities that connect the content of readings to personal experiences and the larger world. They not only improve language proficiency, but they also develop critical thinking and empathy. In essence, the work of a reading instructor in English education extends beyond the classroom, molding individuals who approach written material with expertise and awareness.

In essence, the pivotal role of reading teacher in teaching English transcends the boundaries of the classroom, molding individuals who engage with written material not just with linguistic proficiency but also with a discerning and analytical mindset. Reading teacher are instrumental in cultivating critical thinking skills among students through the process of decoding and comprehending texts. They serve as guides, encouraging students to delve into the layers of meaning within written works, question assumptions, and analyze information critically.

The act of teaching reading is not merely about decoding words; it involves fostering a deeper understanding of the content, context, and cultural nuances embedded in the language. Reading teacher design and implement strategies that prompt students to think critically about the texts they encounter. This may include activities such as class discussions, reflective writing assignments, and collaborative analyses, all of which contribute to the development of analytical thinking skills.

Furthermore, reading teacher play a crucial role in broadening students' perspectives by exposing them to diverse genres, authors, and cultural contexts. This exposure not only enhances language proficiency but also promotes empathy and a nuanced understanding of different viewpoints. By guiding students through a variety of texts, reading teacher equip them with the tools to navigate and critically evaluate information, preparing them for the challenges of interpreting and engaging with language in a thoughtful manner.

In summary, the impact of reading teacher on the development of critical thinking skills is profound. Their role extends beyond the transmission of language knowledge, encompassing the cultivation of a mindset that enables students to approach written material with a critical eye, fostering not just language proficiency but also the ability to navigate and question the complexities of the world through the lens of language. By having those problem

that stated before, the researchers want to see the reading teacher's perspective in constructing students' critical thinking.

1.1. Theoretical Framework

1.2.1. Critical Thinking

The idea of critical thinking stands out as a highly influential trend in education, shaping the intricate interplay between teaching methodologies and student learning (Mason, 2010). Critical thinking transforms the design of classrooms, moving away from a model that often overlooks thinking to one where thinking becomes integral and indispensable (Cohen, 2010; Tittle, 2010; Vaughn, 2009). In the realm of critical teaching, content is perceived as vibrant only within minds, representing modes of thinking propelled by inquiries and existing in textbooks primarily to be revitalized within the students' minds.

Critical thinking has emerged as a focal point in educational research and literature, gaining recognition as an essential skill in the 21st century. Scholars have extensively explored the multifaceted nature of critical thinking, emphasizing its role in cultivating independent thought, effective problem-solving, and informed decision-making. The literature underscores the importance of integrating critical thinking across diverse academic disciplines, recognizing its applicability beyond specific content areas. Researchers consistently highlight the correlation between well-developed critical thinking skills and academic success, workplace readiness, and lifelong learning, positioning it as a fundamental competency for individuals navigating today's complex and information-rich world.

Various frameworks and models proposed in the literature aim to conceptualize critical thinking. Frameworks such as Paul and Elder's (2019) stated that elements of reasoning, Bloom's taxonomy of cognitive skills, and Ennis's critical thinking dispositions inform discussions on defining and assessing critical thinking abilities. These models offer educators valuable insights into the components and developmental stages of critical thinking, laying the groundwork for designing instructional strategies targeting specific facets of this cognitive skill.

Despite the acknowledged significance of critical thinking, challenges persist in its effective implementation. Some scholars argue that defining and measuring critical thinking remains complex, with no universally agreed-upon definition or assessment tool. Additionally, the literature recognizes the need for educators to overcome institutional barriers and instructional practices that may hinder the cultivation of critical thinking in students. As the discourse on critical thinking evolves, the literature consistently emphasizes the need for ongoing research, pedagogical innovation, and collaborative efforts to address

these challenges and promote the integration of critical thinking into educational practices at all levels.

Constructivism, as a learning theory, closely aligns with the development of critical thinking skills in learners (Dagar, V., & Yadav, A., 2016). At its core, constructivism asserts that learners actively construct knowledge through interaction with their environment, assimilating new information into existing cognitive structures. This approach emphasizes the importance of hands-on experiences, collaboration, and reflection in the learning process, playing a pivotal role in fostering critical thinking.

In a constructivist framework, learners are encouraged to question, explore, and make sense of information actively, rather than passively receiving it. This active engagement with knowledge promotes the development of analytical and evaluative skills, crucial components of critical thinking. Through collaborative activities such as group discussions and projects, learners encounter diverse perspectives, challenging them to consider alternative viewpoints and think critically about the information at hand.

Furthermore, constructivism acknowledges the individuality of learning experiences, recognizing that learners bring unique backgrounds, prior knowledge, and perspectives to the learning environment. This recognition of diversity in thinking styles and approaches encourages educators to tailor instruction to the needs of individual students, providing opportunities for them to develop and apply critical thinking skills in ways that resonate with their learning processes.

In essence, constructivism and critical thinking are intertwined, as constructivist principles provide an educational framework inherently nurturing the cognitive processes essential for critical thinking. This alignment underscores the effectiveness of constructivist approaches in preparing learners not only with a solid understanding of content but also with the ability to think critically and adapt their knowledge to varied contexts.

2. Method

A constructivist epistemological perspective guided this research (Denzin & Lincoln, 2005; Guba & Lincoln, 2005). It acknowledges multiple realities where knowledge is gained through understanding the cumulative experiences of individuals and groups within a given social and cultural context (Carpenter & Suto, 2008; Guba & Lincoln, 2005). This research uses a type of qualitative research that is caused by the analysis used in the form of written or spoken words while still considering the opinions of others. Qualitative research, according to (Creswell, 2012), Qualitative research is a method for exploring and understanding the meaning that some individuals or groups of people ascribe to social or human problems.

Researchers conducted in-depth interviews with a reading teacher, aiming to elicit their views on the role of critical thinking in reading instruction. Open-ended questions can delve into the specific methods and instructional techniques this teacher employ to nurture critical thinking skills among their students. Teacher might discuss the types of reading materials selected, the design of thought-provoking questions, and the incorporation of collaborative activities that encourage students to analyse and interpret texts. The interview process was designed to be open-ended, allowing for a nuanced exploration of the specific strategies employed by teacher.

The researcher carefully selected an English teacher who aligns with the specific objectives of the research. One of the essential criteria for the selection process was ensuring that the chosen teacher possesses a wealth of expertise, with a minimum requirement of more than 10 years of valuable teaching experience. The teacher has a predicate as "favourite teacher", she already won some achievement in teaching practice. This deliberate choice aimed to enhance the research quality by leveraging the extensive knowledge and pedagogical skills that an experienced educator brings to the research. The researchers did the interview with the participant in a week. The interview supported by the researchers' observation when the teacher did the learning process.

During the interviews, teacher were encouraged to share their perspectives on the multifaceted aspects of critical thinking within the context of reading instruction. Researchers crafted questions that delved into the selection of reading materials, prompting teacher to elaborate on the criteria influencing their choices and the intended impact on students' cognitive development. The inquiry extended to the design of thought-provoking questions, unravelling the intricate planning and pedagogical considerations that guide teacher in formulating queries that stimulate critical thought. Additionally, the interviews probed into the incorporation of collaborative activities, providing a window into the interactive strategies employed by teacher to foster a collective environment where students engage in meaningful analysis and interpretation of texts. Through this methodological approach, the research aimed to capture the rich tapestry of practices employed by reading teacher in their mission to in still critical thinking skills in their students.

After having the data, the researchers analyze by using transcription, data reduction and interpretation. It also has a triangulation data in order to see the validity. The researchers used member checking to verify and confirm the data. The researchers also analyzing interview data involves a structured approach to derive meaningful insights. Initially, transcriptions of interviews are thoroughly reviewed to identify recurring themes, concepts, or patterns present in the responses. These elements are then systematically coded, using specific labels or codes to categorize segments of data related to similar ideas or topics. Once coded, these segments are organized into broader categories or themes, allowing for a comprehensive understanding of the data. Through constant comparison and cross-referencing, connections between different themes or categories are established, enriching the analysis. Additionally, by

employing established frameworks or theories, the data is interpreted and contextualized, enabling the researcher to draw conclusions and generate valuable insights that address the research questions effectively. The systematic analysis ensures a rigorous and comprehensive examination of the interview data, facilitating a nuanced understanding of the participants' perspectives and experiences related to constructing students' critical thinking.

3. Findings and Discussion

Brooks and Brooks (2005) offer a list of characteristics associated with constructivist teaching behaviours. They suggest that educators can utilize these descriptors to explore and implement the constructivist approach. This collection of descriptors portrays teacher as facilitators of learning, empowering students to independently construct their understanding of content, rather than merely functioning as information providers and behaviour managers.

3.1. Teacher embracing constructivist principles p0romote and embrace the autonomy and initiative of their students.

> *"I think related to the context of teaching reading English, the teacher embracing constructivist principles actively foster the autonomy and initiative of their students. They stimulate intellectual curiosity and independent thinking by encouraging students to explore connections among concepts.***"**

The pursuit of connections among concepts is stimulated by students' autonomy and initiative (Bozgun & Can, 2023). When students generate questions and subsequently engage in answering and analysing them, they take ownership of their learning, transforming into both problem solvers and problem finders.

3.2. Teacher who adhere to constructivist principles utilize unprocessed data, primary sources, as well as hands-on and interactive materials.

> *"Personally, I believe that one constructivist approach to empower students is through active participation, processing information from raw data, and researching real-world issues, such as examining historical narratives or independently analyzing census reports. This encourages students' initiative in drawing conclusions and constructing a deep understanding".*

In the constructivist teaching methodology, learning evolves from research pertaining to real-world problems (Firat & Peng, 2023). For instance, students may be tasked with examining historical narratives detailing the impact of social policies. Alternatively, students can be guided to analyse census reports independently, encouraging them to draw their own

conclusions about social policies. This approach empowers students to construct their own comprehension of the subject matter.

3.3. When designing assignments, educators who follow constructivist principles employ cognitive language like "classify," "analyze," "predict," and "create."

> *"From my perspective," incorporating cognitive language such as "classification," "analysis," "prediction," and "creation" into the design of assignments using constructivist principles can be done. Constructing tasks that center around cognitive activities like interpretation, analysis, prediction, and classification, and explicitly incorporating these terms in communication with students, facilitates the development of fresh insights into the subject matter".*

Constructing tasks cantered around cognitive activities such as interpretation, analysis, prediction, and classification, and explicitly incorporating these terms in communication with students, facilitates the development of fresh insights into the subject matter.

3.4. Constructivist educators adapt lessons, modify instructional approaches, and adjust content based on student responses.

> *"From my perspective, constructivist learning can assist teacher in adjusting lessons and content approaches based on student responses. I typically utilize "moments to teach" to gauge the extent of students' interest, knowledge, and enthusiasm in both lessons and discussions".*

However, this doesn't imply that a topic's inclusion or exclusion from the curriculum is solely determined by students' interest or lack thereof. Instead, constructivist teacher leverage "teachable moments" that arise organically throughout the school year, capitalizing on instances where students' interest, knowledge, and enthusiasm intersect and go beyond the confines of a specific lesson. For instance, the student-initiated discussions during that timeframe.

3.5. Constructivist educators probe students' comprehension of concepts before presenting their own interpretations of those concepts.

> ***"****From my perspective, today's learning is required to used constructivist learning theory in all subject. Moreover, the aim of Merdeka Curriculum is to forced the teacher construct the students' knowledge."*

When teacher express their thoughts before allowing students to develop the own, the opportunity for students to critically examine their own ideas is nullified (Wyatt, 2023). In such settings, many students may cease contemplating the concept and instead anticipate the teacher to supply the "correct answer." Consequently, students are hindered from formulating their own notions and theories.

3.6. Educators following a constructivist approach promote students actively participating in conversations, both with the teacher and among themselves.

> *"From my perspective, in the implementation of a free curriculum, the application of the constructivist approach is an emphasized requirement for teacher in the learning process. This has a positive impact, making students more active*."

Social discourse is a means through which students can modify or strengthen their ideas and theories. Providing students with the chance to articulate their own thoughts and listen to and contemplate the ideas of their peers empowers them. This interactive process assists students in constructing fresh insights or contemplating their existing ones. As outlined by (Slavin & Madden, 2009), student-to-student dialogue forms the cornerstone of cooperative learning.

3.7. Teacher embracing a constructivist approach foster students' curiosity through the use of insightful, open-ended queries and by promoting students to pose questions to one another.

> *"As I see it, the use of challenging and open-ended questions is one way to encourage students to actively question each other. This also creates a learning environment that stimulates students' curiosity."*

Intricate and thought-provoking questions, which elicit multiple responses, compel students to explore issues in a comprehensive and profound manner, facilitating the development of their own interpretations of events and phenomena.

3.8. Constructivist educators aim to expand on students' initial responses.

> *"In my opinion, the evaluation process is the most crucial step in the use of the constructivist approach. This is beneficial in justifying the mistakes made by students, thus leading to the generation of new insights."*

The initial responses students provide regarding issues may not represent their conclusive or most refined thoughts on a subject. By encouraging the elaboration of these initial

responses, students often reconsider and evaluate their own mistakes, thus actively constructing their own insights into various issues, concepts, and theories in the process.

3.9. Constructivist educators involve students in experiences that could introduce contradictions to their initial hypotheses, subsequently fostering discussion.

> *"Based on the justification of mistakes made by learners, this creates a perception that contrasts with what they initially thought. Through this process, it generates new experiences for students."*

Cognitive development takes place when an individual revises their current perspective (Rakhmetova et al., 2023). Students at various levels often formulate and solidify ideas about phenomena, holding onto them as enduring truths. Despite encountering authoritative evidence that challenges their views, students typically cling to their original ideas. However, when teacher present experiences that may introduce contradictions, the foundation of students' initial ideas weakens, prompting them to reconsider their perspectives and formulate new understandings.

3.10. Educators following a constructivist approach incorporate a period of wait time after presenting questions.

> *"In most classrooms, some students may need additional time to process information, making them not ready to provide immediate responses to questions or other stimuli."*

Within most classrooms, certain students may not be ready to provide immediate responses to questions or other stimuli, needing additional time to process information (Umar & Abdullahi Ibrahim, 2023). Teacher who insist on immediate responses may hinder these students from thoroughly contemplating theories and concepts, compelling them to become passive observers. Consequently, these students quickly realize that mentally engaging with teacher-posed questions is seemingly futile.

3.11. Teacher employing a constructivist approach allocate time for students to build connections and devise metaphors.

> *"Of course, time is crucial in the constructivist process; not all knowledge can be constructed immediately without requiring time. In essence, the constructivist process takes time in its processing."*

Constructivist teacher organize and guide classroom activities, offering the essential time and resources for learning to take place (Damayanti & Hamidah, 2023). This approach

prompts students to independently construct patterns and relationships among concepts and theories. Additionally, constructivist teacher promote the use of metaphor as a means to enhance learning. Metaphors assist students in comprehending intricate issues holistically, encouraging mental reflection on the components of the whole to assess the effectiveness of the metaphor.

Teacher using a constructivist approach foster critical thinking in reading by acting as facilitators and encouraging students' independent understanding. Embracing student autonomy, they stimulate curiosity and initiative, transforming students into problem solvers and finders. Using unprocessed data and hands-on materials, teacher engage students in real-world problem-solving, enhancing comprehension. Assignments incorporate cognitive language, fostering fresh insights. Constructivist educators adapt lessons, probe comprehension, and use challenging questions to encourage comprehensive exploration. The evaluation process justifies mistakes, generating new insights, contributing to a comprehensive constructivist approach fostering critical thinking in students during reading.

4. Conclusion

In summary, the research delving into the perspectives of reading teacher in cultivating students' critical thinking illuminates the intricate role educators play in fostering advanced cognitive abilities. The results underscore the importance of creating an educational environment that transcends the mere transmission of information, actively involving students in thought-provoking activities. The research reveals that reading teacher play a pivotal role in guiding students through the analysis and interpretation of texts, crucial for developing critical thinking skills. Moreover, the research highlights the significance of employing open-ended questioning, incorporating diverse reading materials, and promoting collaborative activities. These insights contribute to a more profound understanding of the complex dynamics involved in enhancing critical thinking skills within the realm of reading instruction.

In a broader perspective, the implications of this research extend beyond the confines of the classroom, influencing educational policies and initiatives for professional development. Reading teacher are not merely conveyors of information but architects of a learning environment designed to nurture independent thought and analytical skills. As we contemplate the future of education, the findings encourage a shift towards student-centric and constructivist approaches, where critical thinking takes centre stage. Ultimately, the research underscores the pivotal role of reading teacher in shaping not just students' literacy skills but also their capacity for critical thinking an indispensable skill for navigating the intricacies of the modern world.

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