

encouraging readers to think, (2) providing guidance, (3) broadening the thinking process, and (4) helping readers reflect on a text.

The results of the effectiveness test indicated that the implementation of the critical reading learning model had encouraged students to conduct an investigation of a text. They were, thus, motivated to analyze language features, information, and arguments presented by the writer to influence readers' attitude and perspective. As a result of the investigation, the students were able to reveal meanings implied by the text. This learning model is beneficial since it approaches students' cognitive and affective aspects holistically (Svalber, 2007; Farahian & Rezaee, 2015).

Conclusions

Based on the description, it can be concluded that the critical reading learning model developed in this study comprises structured and feasible learning activities. These results proved that the learning model was effective in developing students' critical reading competence. This learning model has special features which make students more active in assessing and criticizing domination acts found in texts, developing their perspectives and capability of self-reflection. Empirically, this learning model has been found to have an effect on university students' critical awareness since it helps students to understand, evaluate and respond to texts.

Based on the results, it is recommended to implement this learning model in the classroom. The importance of university students' critical awareness has been increasing as language roles have been developed to carry ideological messages. In recent contexts which are marked by the increasing use of language to present ideological purposes, this learning model is relevant to help students practice critical reading and promote their critical awareness.

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