

THE IMPLEMENTATION OF CRITICAL READING STRATEGY FOR IMPROVING READING COMPREHENSION SKILL OF INFORMATICS ENGINEERING STUDENTS

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Abstrak

Membaca kritis adalah salah satu strategi untuk membantu mereka memahami sebuah teks. Strategi membaca kritis berikut disarankan oleh Tovani untuk membantu proses membaca. Untuk tujuan penelitian ini, survei yang cermat dilakukan terhadap literatur untuk mengidentifikasi strategi membaca kritis yang dianggap paling penting oleh para peneliti di bidang membaca kritis. Desain penelitian dari penelitian ini adalah penelitian tindakan kelas (PTK). Setiap tindakan dilakukan dalam bentuk proses siklus yang mengacu pada model Keemmis dan Mc Tanggart, yang terdiri dari empat langkah utama yaitu: merencanakan, bertindak, mengamati tindakan, dan merefleksikan tindakan tersebut. Temuan penelitian ada 34 siswa lulus nilai membaca minimum (KKM) dan ada 4 siswa gagal mencapai KKM. Berdasarkan hasil observasi dalam penerapan teknik Critical Reading pada siklus 2 menunjukkan bahwa partisipasi siswa mendapat 89% atau kriteria "Sangat Bagus". Sebagian besar siswa memiliki perhatian yang baik untuk mengikuti instruksi guru. Dapat disimpulkan bahwa penerapan strategi Membaca Kritis dapat meningkatkan prestasi siswa dalam pemahaman membaca dan menciptakan suasana yang menarik dan menyenangkan selama proses belajar mengajar.

Keywords: *Membaca Kritis, Pemahaman Membaca, Penelitian Tindakan Kelas*

Abstract

Critical reading is one of the strategies to help them understand a text. the following critical reading strategies are suggested by Tovani to help the reading process. For the purpose of this study a careful survey was made of the literature to identify the critical reading strategies that are considered most important by researchers in the field of critical reading. The research design of this study was classroom action research (CAR). Each action was conducted in the form of cyclical process referred to Keemmis' and Mc Tanggart's model, which comprises four main steps namely: planning, acting, observation the action, and reflecting on the action. The findings of the research there were 34 students passed the minimum reading score (KKM) and there were 4 students failed reach the KKM. Based on the result of observation in the implementation of Critical Reading technique in cycle 2 showed that the students' participation got 89% or "Very Good" criterion. Most of the students have good attention to follow the teacher's instruction. It can be concluded that the implementation of Critical Reading strategy can improve students' achievement in reading comprehension and create an attractive and joyful atmosphere during teaching and learning process.

Kata Kunci: Critical Reading, Reading Comprehension, Classroom Action Research.

I. INTRODUCTION

In language learning and teaching, especially English, reading skills are essential to be taught. According to Chall and Stahl (2008), students need reading skills to learn facts and concepts in social studies, science, and other subjects. In other words, reading proficiency is necessary for success in all academic subjects (Strang: 1967). Reading has an important role in learning English, reading needs to be trained in foreign language learners because reading can obtain a variety of basic knowledge such as grammar knowledge, vocabulary, and knowledge. According to Anderson, 1999; Huckin & Bloch, 1993 stated that Reading has been considered the most important skill for foreign English learners in academic contexts especially at the tertiary level because they need to access professional knowledge written in English. According to Bond and Wagner (1963: 5) reading is a process through which the reader tries to share a writer's point of view, idea, and experiences in order to communicate with the writer.

Based on the observation at Informatics Engineering students, there are some of the factors of the students' low achievement, the first is the low motivation of the students in learning English, especially reading. The students were lack of motivation in reading English text. Lack of vocabulary mastery also comprised the students' low motivation. Furthermore, they were lack of reading skills. Although some of them were quite good at English, they needed more time to comprehend the text because they did not know how to read it effectively. These lead them to be a poor reader. The second is students had difficulty in finding the implicit and explicit information of the text. Therefore, there must be some actions to overcome this problem.

There are many ways to help students understand a passage. Critical reading is one of the strategies to help them understand a text. Critical reading is the way of getting information and ideas within a text (Kurland, 2000). In other words, it is a kind of reading strategies for comprehending a text. It is chosen because there are some findings show that the Critical Reading Strategies gives a significant effect to some learning activities (Meraj and Maryam Talebi, 2015; Hosseini, 2012; and Akin et al, 2015). As known that there are many reading strategies in Critical Reading Strategies that can be used to gain the information from the texts that have been read by the students. Critical reading strategy is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts. Critical reading refers to the way or the process in which the students and teachers interact in the classroom to practice a comprehension. Critical reading strategy is the reading strategy used for activating students' critical thinking; meanwhile it can assess some information needed in reading texts. Critical reading refers to the way or the process in which the students and teachers interact in the classroom to practice a comprehension.

According to Axelrod and Cooper (2002), stated that Preview, Contextualize, Outline, Analyze Opposition, Summarize, Paraphrase, Synthesize, Question, and Reflect are the most important applicable strategies for reading critically. Hall (2004) stated that "being an effective reader means being able to evaluate your own practices, working to develop your critical reading skills". Thus, critical reading strategies are best taught by using "real" assignments. Programmers to improve these skills should involve changes in the

structure, not necessarily the content, of assignments (Barton-Arwood et al., 2005). They can be taught in one-to-one sessions with consultants, in classroom settings by teachers, or at home by parents, siblings, or friends (Harvey & Chickie-Wolfe, 2007).

Based on all these facts, the following critical reading strategies are suggested by Tovani (2000) to help the reading process: Set a purpose for reading (Before reading a text), preview the text before reading, pay attention to print features and text structures, mark the text while you read, make

connections between the text and reader personal experience and knowledge, monitor your comprehension of the text, summarize the key points when you're finished reading. For the purpose of this study a careful survey was made of the literature to identify the critical reading strategies that are considered most important by researchers in the field of critical reading. Several lists of critical reading strategies were compiled, many of them overlapping. Finally, ten critical reading strategies were sorted out which is shown in Table 1.

Table 1. Critical Reading Strategy

Critical Reading Strategies	A summary of the strategies
Annotating	Reading reactions to and questions about a text directly on the page.
Previewing	Getting an overview of text structure, text cues, pictures, and personal experiences prior to reading a text.
Scan&Skimming	Finding out the key features of the reading and reading to get only the gist of the text
Facts vs. Opinions	Facts can be proved, undisputed, have concrete evidence and opinion refers to a belief, a value, can be argued
Drawing	
Conclusions	Looking for clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction.
Monitoring	Monitoring for understanding by checking to see if the text makes sense
Summarizing	Briefly present the main ideas of the text. Write a paragraph or more that presents the main ideas in your own words
Paraphrasing	Restate and clarify the meaning of a few sentences from the text. Reread the passage to be paraphrased and look up unknown words. Translate information into your own words.
Synthesizing	Combine ideas and information selected from different texts. Look for patterns among your sources, possibly supporting or refuting your ideas or those of other sources
Questioning	Write questions while you read a text for the first time, you will understand the material better and remember it longer if you write a question for every paragraph or brief section.

II. RESEARCH METHOD

The research design of this study was classroom action research (CAR). The

researcher directly works together with one of the English lectures to help conducting the research as well as to cope

with the students' problems, investigate and note the class happens, the students' actions at the teaching reading skill during school hours. The data in the study was from the actions given to the students in class. Each action was

conducted in the form of cyclical process referred to Keemmis' and Mc Tanggart's model (McNiff, 2002:45), which comprises four main steps namely: planning, acting, observation the action, and reflecting on the action.

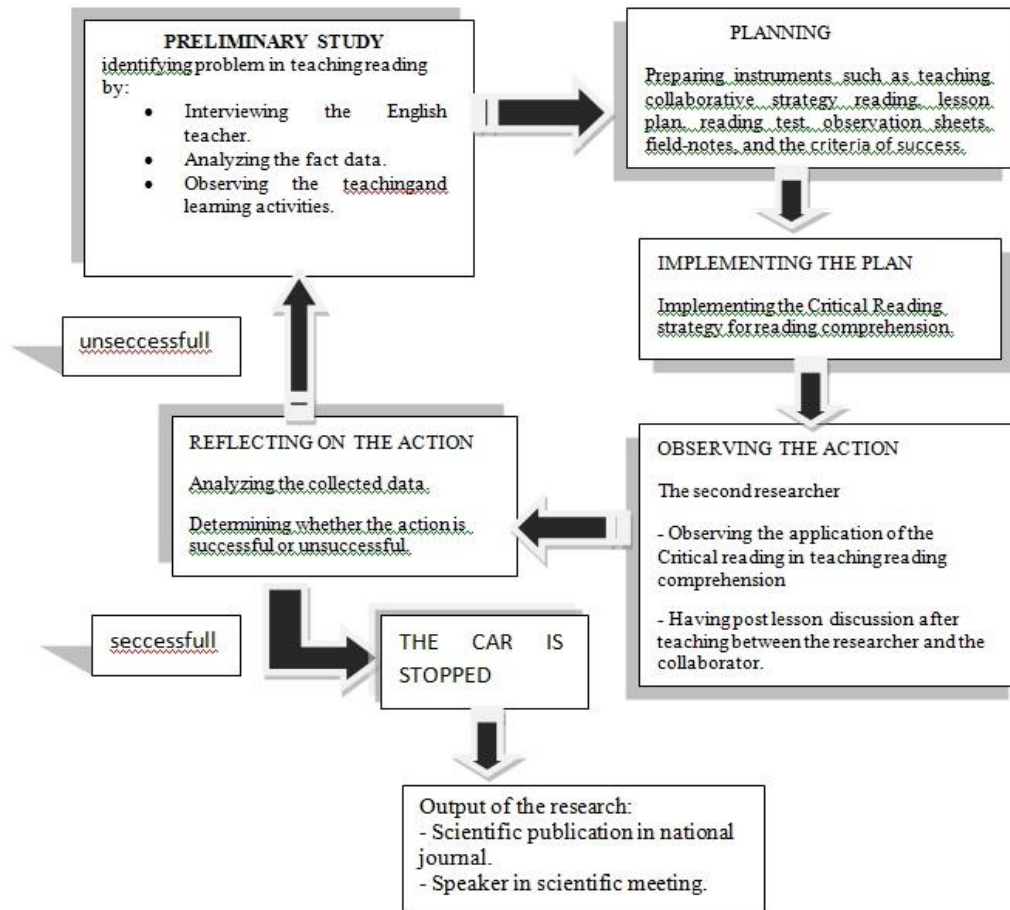


Figure 1. The Classroom Action Research Procedures

This study will conduct at Informatics Engineering of Islamic University of Lamongan on Jl. Veteran No. 53 A Lamongan, Informatics Engineering is one of study program in Engineering faculty. This subject was chosen because the students showed low achievement in reading comprehension. And the research procedure were Preliminary Action and Realizing the Action. In the the preliminary action is an introduction activity in which the researchers applied the learning-teaching process using conventional strategy, at

the same time, observed the student's participation in teaching-learning process. The realization of the action consists of: (a) planning, (b) implementing of action, (c) observing, and (d) reflecting.

III. RESULT AND DISCUSSION

Before the actions were implemented, I did the observation on the teaching and learning process. Based on the observation and the discussion, I found problems that the lecture usually met, the students found difficulties in

reading. The problem was influenced by lack of reading technique, low vocabulary mastery, lack of confidence, and the students' low motivation. And the result of preliminary study there were 17 students (45%) of 38 students of second semester informatics engineering passed the reading minimum score (KKM) of 75 and there were 21 students (55%) failed. The highest score in the preliminary study was 82 and the lowest score 60.

Data Finding in Cycle 1

There were some actions that would be implemented in Cycle 1. The activities of the action were integrated into three reading phases: pre-reading, whilst-reading, and post-reading. In this cycle, the planned pre-reading activities were predicting and brainstorming, the whilst-reading in this cycle covered engaged reading activities and post reading activities which included answering questions, discussions and retelling. And after the implemented of critical reading strategy for reading comprehension in the cycle 1 of four meetings, there were improvement of the students score, there were 12 students (29%) increasing 10 points and there were 11 students could not pass the reading minimum score (KKM), and there were 27 students (71%) passed the reading minimum score (KKM). It means there was 26 % increase the students passed the reading minimum score. The highest score in the cycle 1 was 85 and the lowest score was 64.

Based on the analysis of the tests and the observation of the action in cycle 1, the researcher got the results that there was the improvement of students' reading comprehension after implementing the action. Based on the facts above, the researcher reflected some positive results and some weaknesses in the first cycle. The students were able to find the explicit information of the text, able to determine

the reference of some words in the text and almost all students gave more attention and active during reading lesson when teaching learning process was conducted. Some of the students had difficulties in comprehend the mean of the text, some of them lose the concentration.

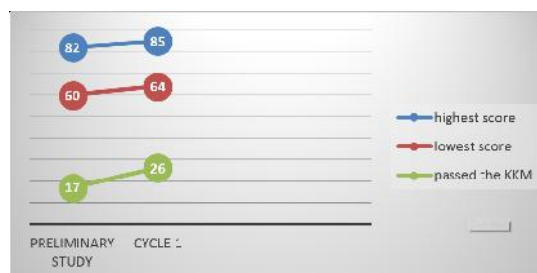


Figure 2. The improvement of student's achievement

Based on the reflection above the researcher need revised the plan for the next Cycle 2 in order can reach the criteria of success. The researcher revised the lesson plan, the researcher gave the more explanation in finding main idea in the paragraph. The teacher explained about the strategy critical reading again. The researcher gave the additional material in skimming and scanning, summarizing, paraphrasing, synthesizing and questioning.

Data finding in Cycle 2

The findings of the research include the students' reading achievement, and the students' responses to the implementation of critical reading in reading comprehension. The second cycle was done after reflecting of the result in cycle 1. The researcher did it based on some consideration from the lecture and design new lesson plan in cycle 2. The students' mean score was 82.0 in cycle 2, there were 34 students passed the minimum reading score (KKM) and there were 4 students failed reach the KKM. The highest score in this cycle was 90 and the minimum score was 70. The

progress of students' achievement showed in the figure 3 below.

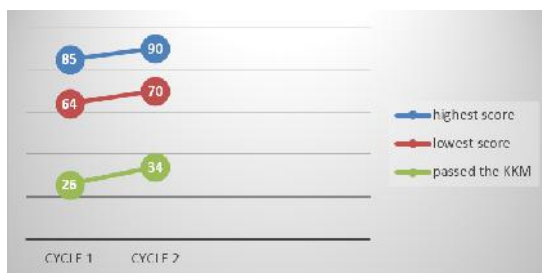


Figure 3. The improvement of student's achievement

Based on the result of observation in the implementation of Critical Reading technique in cycle 2 showed that the students' participation got 89% or "Very Good" criterion. Most of the students have good attention to follow the teacher's instruction. The students cooperate with their group for solve the problem when the process reading comprehension using critical reading technique. In the teaching learning process, the students got improvement in the presenting the main ideas of the text, combine ideas and information selected from different text. And in the end of the process critical reading the student could write the question while they read a text for the first time. In this section conducted by students in order the students understood the material better and remember it longer if they write a question for every paragraph or brief section.

The reflection of the cycle 2 means reading comprehension fulfilled the criteria of success, in general the implementation of Critical reading technique could increase the achievement of reading comprehension. Based on the observation the implementation of Critical reading technique had improved students' reading comprehension of Informatics engineering students of second semester. The students' participation and the students' score

could improve than the first cycle and the result had reached the criteria of success in this research. So, the researcher did not need next cycle to improve students' reading comprehension.

IV. CONCLUSION

After conducting Classroom Action Research (CAR) for implementing of Critical Reading strategy in teaching reading comprehension for two cycles, the researcher can conclude that critical reading strategy can improve students' reading skill at second semester students of Informatics Engineering, it was shown by the result of test there were improvement in every cycle. All of them enjoy when the teaching learning process in the class. It can be concluded that the implementation of Critical Reading strategy can improve students' achievement in reading comprehension and create an attractive and joyful atmosphere during teaching and learning process.

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