

## ASESSING STUDENTS' CRITICAL READING UNDERSTANDING OF ENGLISH EDUCATION STUDY PROGRAM AT COKROAMINOTO UNIVERSITY OF PALOPO

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### ABSTRACT

This research aims at examining critical reading understanding of the English Education Study Program students at Cokroaminoto Palopo University, this research is qualitative research and the type of research is descriptive research. The population in this research was the fourth semester students which consist of 44 students, and the sample is 10 students were taken using purposive sampling technique. The data of this research was collected through critical reading test and then the data were analyzed and categorized based on the rubric developed by Brown (2018). Based on the results of research and data analysis, it was concluded that generally the students already use critical reading, although there are several categories in critical reading which cannot be fully understood, the students already understand what is critical reading and how to use it in English reading texts. Dealing with the understanding, four of the students are categorized into mastering category, four are categorized into developing and only two of them is categorized into emerging.

**Keywords :** Critical reading understanding, English text

### INTRODUCTION

Reading is the basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process. According to Tsai (2018), the students need myriad of competences in the future because they will face complex challenge. This competence is need in order to be able to compete and face challenges in the industrial era 4.

Literacy activities are important elements in this current era. It is needed because the process of processing information in acquiring knowledge is greatly influenced by the ability to read and process information (Osborne, 2013). Reading is an absolute requirement in learning activities. Critical reading is part of the essential values needed by students in their reading skills (Rohmah, 2018). That's why according to Arifin (2020), it is very needed to introduce critical reading in formal education, particularly for university students, because the accessible information expanded by reading sources, such as newspapers, magazines, or internet-based materials, is not always truthful. Therefore, critical reading skills enable students to acquire the needed meaning from different sources of information. Pardede (2007) stated that critical reading is basically a thinking and reading process that requires adequate understanding

Critical reading is a way of reading by looking at the author's motives and then assessing the information contained in the reading. In critical reading we must think about the truth of the information discussed because not everything written is always true. Therefore, critical reading is also interpreted as reading that is done wisely, with consideration, in-depth, evaluative, and analytical. With reading activities at all levels students of education that require students to have the ability to read critically.

The learning process that has existed so far is mostly still in the form of knowledge transfer from teacher to student. That's why in this research, the researchers conduct this

research in order to evaluate the students' critical reading understanding using the rubric developed by Brown (2018).

Critical reading is different from critical thinking. Critical reading is a technique for discovering information and ideas within a text while critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe. Critical thinking is one step more difficult than critical reading. It comes after the critical reading and deals with affective aspect. However, they stand along together because without getting critical reading, there will not be critical thinking. Importantly, critical reading is important to be integrated to help students in understanding the text and to develop some reading minor skills, especially for EFL students who need to develop decoding and vocabulary skills in order to read better (Zhang, 2018). It is also because critical reading develops the affective aspect which many class lack of it.

There were some researches conducted dealing with critical reading like Ibrahim (2018), Koray and Cetinkilic (2020), Rohmah (2018) but none of those researchers focused on evaluating students' critical reading understanding. Din (2020) stated that critical reading understanding is a reading activity that shows a critical reaction to what is being read to respond to ideas and relationships between implicit and explicit reading content in a reading.

### RESEARCH METHOD

This research is descriptive research with qualitative method. on March 2023 at the fourth Semester of English Education Study Program Faculty of Teacher Training and Education in Cokroaminoto Palopo University. In determining the sample, the researcher used purposive sampling. The researcher took one class that is fourth grade as a sample and the total number of the sample is 10 students. To get the data the researcher used critical reading test as an instrument. The test is news text especially essay test. In the test, the students were given test about news and then ask them to summary about content, and then consider the context and then they communicate their perspective. The topic discussed in the text is a trending topic. After collecting the data, the next step is analyzing it by using three steps namely, reduction, display, and drawing conclusion. In interpreting the data, the researchers used the following rubric.

Table 1. Rubric of critical reading test

Assessment aspect	Scoring scale		
	Emerging	Developing	Mastering
Summary about contents of the texts (the meaning, main idea)	Do not try to find the main idea or summarize a text	Summarizes the text well, although there are some things that are clear	Summarize the text clearly, and identify the main ideas that are important in the text
	1	2	3

Considering context and assumptions	Not consider the text with the assumptions they have	Consider the text with the assumptions but do not expand on their existing assumptions	Consider the text with the assumptions and expand on their existing Assumptions
	1	2	3
Communicate own perspective, hypothesis or guess	Unable to express perspective and suggestions to the author	Can reveal perspective and suggestion to the author but not clear	Can reveal perspective and suggestion to the author clear.

Brown (2018)

## FINDING AND DISCUSSION

### Summary the Content of the Text (the meaning and main idea)

In general, ten students have given good summary and almost all of them explained how the tragedy of the murder of brigadier Josua was, and what factors influenced the case and what was the chronology of the murder case. With three students get emerging categories, two students get developing categories and five students get mastering categories. The example can be seen in the following extract.

#### Extract 1

” The tragedy of the murder of Brigadier Yosua”

Extract 1 explained about the summary or main idea of murder brigadier Yosua tragedy. From the answers above, this student get 1 scale with emerging categories because he did not try to find the main idea or summary of other paragraphs, only focused on one paragraph.

The example of developing category can be seen in extract 2 below.

#### Extract 2

“Motive the murder of Brigadier Yosua is Ferdi Sambo angry with Yosua Because Yosua entered Sambo’s wife’s room and allegediy commited harassment”

Extract 2 explained that the summary or main idea that the motive for the death of Brigadier Yosua was because Ferdi Sambo felt angry with Brigadier J who had presumptuously entered his wife’s room and allegedly committed harassment. This answer in categorized into scale 2 with developing categories because the answer has explained the main idea or summarize well, but there are still some things that are not clear and need additional explanation in more detail.

#### Extract 3

“The death of Brigadier Yosua which was carries out by Ferdi Sambo because of the Brigadier Yosua’s action which short the honor and dignity of Ferdi Sambo family, because in this case Ferdi Sambo was arrested and underwent rehabilitation”

Extract 3 explained that the summary or main idea that he could find from the text above was related to the factors that caused Brigadier Yosua's death because Ferdi Sambo felt that honor and dignity of his family had been humiliated by Brigadier J. that's why this answer is categorized into scale 3 with mastering categories because the explanation is very clear and the student has identified the important main ideas in the text.

### **Considered from the Text and Assumptions**

In general, almost ten students explained considered context and assumptions with their assumptions that the source of the problem that occurred was due to lies from Ferdi Sambo's wife, who conveyed false news to her husband so that her husband was angry with Brigadier Yosua. With one emerging categories, two developing categories and seven mastering categories.

The example can be seen in the following extract.

Extract 4

"The deadly of bully in the case, as the murder case was only revealed three days after brigadier J death."

Extract 4 explained that things should be considered from the text and assumptions deadly of bully in the case, as the murder case was only revealed three days after brigadier J death. With the answers above, these students get scale 1 with emerging categories because he consider the text with the assumptions he has.

Another example of students' answer can be seen in the following extract.

Extract 5

"In the text, it is said that Brigadier Yosua entered Sambo's wife room and allegedly committed harassment. I think it should be considered, because it doesn't make sense for a 28 years old man to be attracted to a 49 years old woman"

Extract 5 explained that things should be considered from the text and assumptions the impossibility of the explanation of the text above because it doesn't make sense for a 28 years old man to be attracted to a 49 years old woman. With the answers above, these students get 2 scale with developing categories because, have explained considered the text with the assumptions but do not expand on their existing assumptions

Extract 6

"From the text. I have same assumptions that the motive from the murder is a report from Ferdi Sambo Wife about his actions which hurt the honor and dignity of his family and then Sambo set some planes to killed Brigadier J"

Extract 6 explained that things should be considered from the text and assumptions she didn't believe the motive in the text because he thought that Ferdi Sambo's wife lied and deliberately planned the murder of Brigadier J With the answers above, these students get 3 scale with mastering categories because, these answers have explained Consider the text with the assumptions and expand on their existing assumptions

### **Communicate Own Perspective, Hypothesis or Guess**

In general, all students given perspective about the truth of facts in the text, and also all students given suggestion if their be the author of the text they can additional with the detail information, can explained with the easy language so that it can be more easily

understood by readers. With five emerging categories, two developing categories and three mastering categories.

Extract 8

“Yes, the facts is correct, because is in the text it has explained it with the accord to people, have a time, place and etc. and also I want to give suggestion to the writer should be able to explain more detail about the incident”

Extract 8 explained the facts is correct, because is in the text it has explained it with the accord to people, have a time, place and etc. and also she gave suggestion to the writer should be able to explain more detail about the incident. With the answers above, these students get 2 scale with developing categories because, these answer have reveal perspective and suggestion to the author but not clear.

Extract 9

“Yes, the facts is correct, because in the text it has been conveyed from the start of the process of the murder, the place, the time of the incident until the investigation was carried out on Ferdy Sambo, and also I want to give suggestion to the writer can added a clear chronology for the murder of Brigadier J, so we can know in detail from this case”

Extract 9 explained the facts is correct, because in the text it has been conveyed from the start of the process of the murder, the place, the time of the incident until the investigation was carried out on Ferdy Sambo, and also she suggested the writer to add a clear chronology for the murder of Brigadier J, so we can know in detail from this case. With the answers above, this student get 3 scale with mastering categories because, this answer can reveal perspective and suggestion to the author is clear.

Based on the rubric assignment above, it can be concluded that there is only 4 students categorized into emerging ability, 4 students categorized into developing ability and 2 students categorized into mastering ability. Keraf (2017) summary is an effective way to present a long essay in short form, which can be used to critic a passage into language that is easy to understand.

After analyzing the data then the researchers can say that the student who is categorized into emerging ability still found many unfamiliar words in the given text. It can be seen from when the students did the test, they still kept thinking that knowing and understanding all words in the text help them to understand the message of the text. They didn't know that the authors constructed the text based on their argument, idea and attitude. That's also the cause of the students found it difficult to identify the main idea of the paragraph and the purpose of the test. The next problem caused the students were difficult to understand the text and critic it is the students still have basic knowledge and information of the case discussed in the text even though the text given to them was a trending news at that time. The students lack of interest on the news being discussed in the passage. Another cause is reading habits and reading comprehension are factors closely associated with students' achievement. Reading habit is also an essential factor which can guide the skill of students in finding effective solutions to complex problems, which is considered the most high-level skill.

Conclusion and Suggestion

Based on the findings, it can be concluded that there are 3 categories in critical reading used by students, summary about contents of the texts (the meaning, main idea), considering context and assumptions, and communicate own perspective, hypothesis or

guess. Dealing with the understanding, four students are categorized into mastering category and o is the categorized developing category. Only two of them are categorized into emerging. It is suggested to the next researchers who would like to conduct similar research to find effective strategies to improve students' critical reading.

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