

STUDENTS' COMPETENCE IN CRITICAL READING

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Abstract

The objectives of this research is to know students' competence in critical reading at the fourth semester students of English Language Education Study Program, Khairun University consisting of 20 students who were selected by using purposive sampling technique. The researcher applied quantitative descriptive method and analyzed the data by using critical reading rubric. From the data analyzed, the data showed nine students was categorized good. Ten students was categorized fair and one students was categorized poor. The analysis of questions the data showed that students' got highest average score 56 on the question number eigh as categorized fair. So, it can be concluded the students' fourth semester of Khairun University Ternate have fair competence in critical reading.

Keywords: *students' competence, critical reading*

INTRODUCTION

Reading is a tool of communication in written language through the text form. It is the most efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb a number of information (Ismail, Syahriza and Basuki, 2017:125). So, Reading is one of the fourth skill in English. This skill is so important in English learning, because it develops the mind. The mind is a muscle it needs exercise. Understanding the written word is one way the mind grows in its ability. Critical reading is basically a reading process which involves critical thinking. Thus, to define critical reading necessitates an understanding of the meanings of reading and critical thinking. Recent theories view reading as a process of not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading, (Perdede, 2007:3).

By mastering critical reading skill for instance, they will be able to weigh public issues and make intelligent choice among political candidates. Critical reading will also enable them to detect misleading advertisement claims recognize the best values, and avoid spending their money foolishly. In short it is an essential ability because we are living in times of advanced technology and the widespread expansion of information, when each individual needs to be a critical reader to uncover bias, prejudice, faulty, reasoning misinformation, and illegal conclusions presented in text. So, combining the meaning of critical thinking with the meaning of reading, we can say that critical reading is the application of critical thinking in a reading activity.

In learnt English, Reading is one of the skills that should be mastered by the activity is done by the readers as they want to get information and knowledge from the text. As it is known that primary purpose of reading, so that critical reading is important because critical reading is not read but critical reading involves the reader's active involvement to think deeply about the text in revealing reconstruction its meaning.

Everyone can read, but critical reading skill everyone can't. Critical reading is very important that students must have. Critical reading is high-level of comprehension skills, because a good critical reader is able to go beyond the literal interpretation of what they read. In learnt English, students frequently need to deal with complicated like assignment, and others provided

by the lecturer. So, to do this efficiently and effectively, students must be able to evaluate critically what they read. The fourth semester of English department at Khairun University have learnt the subject of interactive reading in first semester, reading comprehension and critical reading to learnt. So, it encourages the researcher to make a deep research on it.

Definition of Critical Reading

Learning English is not something new for University students. They often speak and write. In English, there are four skill be mastered by students: reading, writing, speaking and listening. Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spraat, Pulverness, and William: 2005:21). The activity is done by he readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text.

Having heard about critical reading, people may think about critiquing text or others. Yet, critical reading is a 'critical' attitude of reading. It refers to a careful, active, reflective, analytic reading (Kurland, 2000). In other words, it is a reading strategy in comprehending a context as a whole within a text. Once we fully understand a text, then we can put ourselves in which side of our view towards the text. Zhang (2007:6) offers another definiton about critical reading: *"I took critical reading to mean that reading is a social process, where the social context, social role of the author, the text and reader, identities of L2 readers, the different schemata that readers and writers bring into the reading event and the way the text is responded, interpreted and analyzed, all have important roles to play in helping the readers understand the text"*.

Based on that definition, critical reading can also be seen as a social process in which the reader intracts with the text by responding, interpreting and analyzing.

According to Blair (2010) and Nauman (2005) in Despita (2020), critical reading is a term used to describe the kind of deeply engaged reading. This kind of engagement can be achieved by interacting with the text such as marking up the text, making annotations on the margin or questioning it. There are some reasons why people doing this interaction, according to Blair (2010) in (Despita 2020):

- a) To find actual meaning or information of the text,
- b) To discover the meaning implied by the language of the text how the actual meaning exist in the larger context,
- c) To consider how the text can have a deeper meaning and how it fits into various real context.

Critical reading is different from critical thinking. Critical reading is a technique for evaluating information and ideas, for deciding what to accept and believe (Kurland, 2000). Critical thinking is one step more difficult that 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.

Critical reading is a technique for discovering information and ideas within a text. It is identifying the various ways in which each text is unique product of a unique author. It also recognizing not only what a text says, but also how the text portrays the subject matter. It can be inferred that critical reading generally refers to reading in a sholarly context, with an eye toward indentifying a text author's viewpoints, arguments and evidence. It means evaluating what you have read using your knowledge as a scholar. Critical reading means being able to reflect on what a text says, what it describes and what it means by scrutinizing the style and structere of the writing, the language used as well as the content.

The Important of Critical Reading

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Students can also troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Students can also actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and the overall structure of a text. Students will also be able to identify literary devices and their effect on the text. Having critical reading skills help to deepen a student's comprehension of a text, resulting in a positive reading experience, Rosdiana (2015). Importantly, critical reading is important to be integrated to help students understand 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, 2007). It is also because critical reading develops the affective aspect which many classes lack of it.

Characteristics of Critical Reading

Critical reading has its own characteristics which make it different from general reading. (Kurland 2010) remarks that critical reading means analysing. He further states that through discussion, the readers can identify element patterns such as information, and language usage. Analysing, interpreting, and evaluating are some activities which can be done in critical reading (Kurland, 2010).

The purpose of critical reading is to create judgments about how a text works. When people read critically, they are not only absorbing or understanding, but also interpreting, analysing and evaluating a text. It focuses on the pattern, assumptions, and the meaning beyond the text. Those focuses then will be questioned rather than blindly accepted.

Critical Reading Strategies

Vallee (2011), proposes 4 main steps of critical reading which need at least three times. The steps are as follows:

- a) Previewing: by skimming and predicting,
- b) Annotating and analyzing: by making notes and analyzing the main idea supporting idea,
- c) Reviewing: re-reading by accounting the notes and unfamiliar words,
- d) Responding: by summarizing or discussing with others. These activities present the main ideas of the text briefly by writing or retelling it by readers' own words (Fadhillah, 2017:95).

The Process of Critical Reading

According to Perdede (2010:5), As a process of questioning and evaluating printed material by involving one's ability to think critically and to react intelligently to the writer's ideas, critical reading is carried out by asking oneself certain questions as he is reading in order to interpret the author's ideas critically. Thus, critical reading is basically not more than keeping on asking relevant critical questions towards the text one is facing. And since different kinds of text may demand a different type of thinking or reaction on the part of the reader, a fixed procedure for critical reading cannot be formulated. The process of critical reading as proposed by (Perdede, 2010):

1. Identifying facts, in which the reader tries to clearly recognize what the author is saying. Examining the source, during which the reader critically looks at the author and his or her competence, reliability, and probable viewpoints or biases.
2. Analyzing the material by examining the author's assumptions and the logic and accuracy of these assumptions and conclusions; recognizing the inferences that the reader is supposed to make.

3. Detecting the implications present in the author's diction, style, or tone; and by recognizing the author's use of propaganda tricks, fallacious thinking, statistical slips and emotional appeals.
4. Comparing a selection with other sources that may present conflicting viewpoints. This fourth step is especially necessary in college assignments and profitable in such area as political science, sociology, psychology, history, law, journalism, as well as in literary critics, essays, biography, and much expository material.

From the definition above, it can be summarized that critical reading refers to the understanding of what has been read.

Competence

According to Woodall and Winstanley (1998) in Singh and Srivastava (2014) maintain competency as the skills, knowledge and understanding, qualities and attributes, sets of values, beliefs and attitudes which lead to effective managerial performance in a given context, situation or role. According to Singh and Srivastava (2014), A competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position. Competencies are thus underlying characteristics of people that indicate ways of behaving or thinking, which generalizes across a wide range of situations and endure for long periods of time. So, competence is knowledge skills and abilities at a level of expertise sufficient to be able to performance in an appropriate work setting.

According to Jaap and Joost (2013), as competence consists of a combination of skills, knowledge, attitudes, and behaviours required for effective performance of a real-world task or activity. A competence is defined as the holistic synthesis of these components. At another level a competence again may be divided in three components or aspects. It is the ability of a person to show: a particular behaviour in, a particular context and with, and a particular quality.

Competence Oriented Learning

Competence based on learning and competence based education do not consist of traditional teaching situations. They are based on the idea that the learners learn by experience and discovery. This concept has an impact on how learners may be educated. The idea is that learners need to actively involved in the learning situation. They learn best in meaningful contexts and in co-operation and interaction with others and with their environment. Thus they enable themselves to acquire knowledge and check and cross check their newly constructed ideas with those of others. Of course this implies no denial of the importance of teaching; it emphasizes the necessity of teaching in a highly responsive and learner centred way without neglecting the obligation of showing learners new horizons and perspectives and enthusiasm for things they may never yet have heard of, (Jaap and Joost, 2013).

METHODOLOGY

The researcher applied descriptive quantitative method. According to Sugiyono (2014), descriptive research is a research method that seeks to provide a systematic which aims to solve the actual problems faced now and collect data or information to be arranged, described, and analyzed.

This research was conducted at Khairun University Ternate. The researcher chose the fourth semesters of English Students Class to obtain the data. The researcher take A and B class of English Students English Language Education Study Program of Khairun University. According to Arikunto (2010) in Nurul and Zahra (2013), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

The researcher chose the fourth semester that consist 73 students and the researcher would like to selected 20 students as a sample of this research by using sampling technique purposive.

According to Brown (2004:3) stated that a test is a method of measuring a person's ability knowledge, or performance in a given domain. So, testing has a useful backwash effect, if learners know they are going to be tested on their competence in critical reading. Critical reading test to measure the students' competence in Critical Reading, the test give to the students in the form of essay questions, consisting of ten question.

The data collection technique is a technique used to collect the data. In addition, given the current conditions that are being implemented social distancing to prevent covid-19 transmission, the data collection techniques was through daring process. Bellow were the step to collect the data:

1. Sending critical reading test through links in WA group.
2. The participants answer the test by using google form.
3. Participants send back critical reading tests in one to two days.
4. Then, listing individuals scores of collecting data.

In this analyzing the data, research used critical reading rubric to assess students' result of critical reading. Therefore, researcher classified on critical reading criteria that includes, identifies audience/purpose for reading, determines validity of source, formulates appropriate questions about the reading, identifies different, and perspectives and strength/weaknesses of perspectives as very good categorized. Identifies audience /purpose for reading, determines validity of source, identifies presence/absence of evidence, formulates appropriate questions about the reading identifies different perspectives as good categorized. Partially identifies, audience/purpose for reading, partially determines validity of source, partially identifies, presence/absence of evidence as fair categorized. And does not identify audience/purpose for reading, does not determine validity of source, does not identify presence/absence as poor categorized.

RESULT AND DISCUSSION

The findings discuss data that had been obtained from reading test. It has been noticed that the aims of this research is to find students' competence in critical reading. In collecting the data, the researcher send a link to collect the data reading test by WhatsApp group. The following were the data analysis from ten question of the reading test to assessed students' competence in critical reading.

a. Data Analysis of Critical Reading test

In analyze the students critical reading, researcher using critical reading rubric to determine students reading score. There were four classifications of critical reading rubric such as very good, good, fair and poor. There were ten questions that have been elaborated to assessed students in critical reading.

There were nine respondents which was categorized good, respondents ETW and YS get score 62.5, respondents JS, AAR and NM get score 65.5, respondents RO and RS get score 67.5, respondent MH get score 70 and Respondent SW get score 72.5. There were ten respondents which was categorized fair, respondents NW and SH get score 45, respondents WM and NJ get score 47.5, respondent TI get score 50, respondents RI and KS get score 52.5, respondents FM get score 57, respondents YL and NQ get score 60. There were respondent which was categorized poor, respondent AL get score 32.5.

From the total score, it can be concluded, the data analyzed shows that students' have fair competence in critical reading.

Related to critical reading test were in fair categorized in can be seen from following table 1.

Table 1. Reading test results concerning students' Competence in Critical Reading

No	Participants	Total	Total score
1.	FM	23	57.5
2.	TI	20	50
3.	AL	13	32.5
4.	RO	27	67.5
5.	NW	18	45
6.	YL	24	60
7.	RI	21	52.5
8.	SW	29	72.5
9.	ETW	25	62.5
10.	YS	25	62.5
11.	NQ	24	60
12.	AAR	26	65
13.	NM	26	65
14.	WM	19	47.5
15.	NZ	19	47.5
16.	SH	18	45
17.	KS	21	52.5
18.	MH	28	70
19.	JS	26	65
20.	RS	27	67.5
	20	459	1.147

b. Classification and Analysis of Questions

In the table percentage of question, it can be seen that, the first question, is about the purpose for reading text, in this question students get score 16 (80%) as categorized Fair. The second question is about the use of tenses and the reason, in this question student get score 14(70%) as categorized good. The third question is about the text style of writer, in this question students get score 14(70%) as categorized poor. The fourth question is about the reason to write, in this question students get score 14(70%) as categorized good. The fifth question is about where and when the text it written, in this question students get score 8(40%) as categorized good. The sixth question is about the title of the text, the students get score 13 (65%) as categorized fair. The seventh question is what is the teks about, in this question the students get the same score 9 (45%) as the different categorized good and fair. The eight question is about the main idea, in this question the students get score 17 (85%) as categorized good. The ninth question is how the text structure, in this question the students get score 12 (60%) as categorized poor . The ten question is about what is the mark the key terms and unfamiliar word, the students get same score 7 (35%) as the different categorized wich poor and fair. Based on the data above, it can be concluded that students' got highest average score 56 on the question number eight as categorized fair.

CONCLUSION

Based on the finding and discussion, the data analyzed showed that nine students wich was categorized good. Ten students which was categorized fair and one students wich was categorized poor. The analyzed of questions the data showed that students' got highest average score 56 on the question number eighth as categorized fair. So, it can be concluded the students' of the fourth semester have fair competence in critical reading.

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