USING CRITICAL READING TASKS TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA NEGERI 6 KOTA TIDORE KEPULAUAN

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Abstract

The research purpose to know the extent to which using critical reading tasks significantly develop students' reading comprehension at SMA Negeri 6 Kota Tidore Kepulauan. This research used quantitative method by using pre-experimental design. By Varaprasad in Rajabi & Tabatabaee (2015), the procedure of implementing critical reading tasks are: previewing, annotating, summarizing, analyzing, re-reading, and responding. The research sample involving 25 students of XI IPA, that chosen using simple random sampling technique. The data were collected from pretest and protest. The result of this research shows that the mean score of posttest is higher (83.2) than the pretest mean score (52.8). The value of the t-test (9.184) exceeds the t-table value (1.711) at the significance level of 0.05 and the degree of freedom of 24 using one tailed test. Thus, the alternative hypothesis (Hi) is accepted and the null hypothesis (H0) is rejected. It concludes that using critical reading tasks can significantly improve students' reading comprehension, since there is significance difference between students' reading comprehension score before and after using critical reading tasks to teach reading comprehension is given.

Keywords: *reading, comprehension, tasks, improve.*

INTRODUCTION

In English, there are four skills, they are: listening, speaking, reading, and writing. In the four skills of the reading received greater attention to analyze that the other, as one of the most important ways to learn is through reading. Reading is also one of the most important skills in learning a language besides listening, speaking and writing. Thus a person, especially students should have good reading skills to help them in studying English.

In the reading skills, the students are expected to know and be familiar with the teacher has explained in the context. this means that the students'are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. In other words, the students' are expected to get knowledge and understand the context that has been explained in the text. The students' need to learn a considerable amoung of information from a text. This is why the purpose of reading is to get some information from the text.

There are many teaching reading strategies might be used by the teacher to improve the students' reading comprehension and make the students more motivated in reading. Reading comprehension is most likely to occur when students or readers are reading what they want to read, or at least what they see some good reasons to read. Critical reading is one of the strategies in teaching reading to help students comprehending a text. Critical reading is the way of getting information and ideas within a text. In other words, it is a kind of reading strategies for comprehending a text.

Critical reading is good to be implemented because it does not only develop the cognitive aspect (understanding the text) but also the affective aspect (reading behavior). Usually teachers should teach how to think not what to think. Therefore, a teacher does not only ask students to read and understand a text, but he should also expose strategies how to read effectively. There are many

factors that can affect students' low reading comprehension, including internal factors and external factors. Internal factors include: lack of vocabulary, mastery of diction, mastery of grammar, low of motivation, reading interest, talent and achievement as well as mental. The external factors include: learning methods, teachers, facilities, environment, completeness of books and so on. These factors affect students' reading activities.

Based on the problems on the explanation above, those problem also happen in SMA Negeri 6 Tidore Kepulauan. The dominant problems at SMA Negeri 6 Tidore Kepulauan are: lack of vocabulary, most of student do not mastery grammar, low motivation, interest in reading and mental. One of problem that happen when the teacher teach in the class is the teacher use teaching strategy unvariety. Those problem are known by the researcher when the researcher conduct an observation to the second year students' class. When the teacher teach in the reading class, students can't comprehend the reading well, so it is necessary to do more in-depth research to reading comprehension, especially the use of critical reading tasks strategy for teaching reading.

Based on the explanation above, the research decides to conduct the research with the title Using Crtical Reading Tasks to Improve Students' Reading Comprehension at SMA Negeri 6 Tidore Kepulauan. The research purpose to know the extent to which using critical reading tasks significantly develop students' reading comprehension at SMA Negeri 6 Kota Tidore Kepulauan.

1. Definition of Reading

Reading is one of the basic skills of English in addition to writing, speaking, and listening. Reading is a complex process which involves instruction between the reader and language and ideas of the text. it means reading is about process to comprehencing what writer has write in a text. "Reading is defined as a process of perceiving printed ane written words through sense organs, interpreting and comprehending them, a mental and intelectual acquistion, a communicative activity with printed and written symbols, a reception, interpretation, and reaction process consisting of some perceptual and cognitive activities" (Yağcıoğlu & Değer in Karadeniz & Can, 2014: 4059).

In addition, Reading is an important skill in the English language and gives many benefits for us. Reading is the window to the world. By reading people can open fine out information about books, magazines, new paper, in the Ternate, etc. Reading is also an important component of the learning process especially for language learning (Pribadi, 2015). To learn English students must master reading skill to make it easier for them. Reading is an essential thing that students must master in order to have a successful learning process. This means that students in the reading class must understand what they are reading. Mastering reading skill is importand for students, as they have to understand the content, main ide and other related to the text (Dasena, Susilowati, & Hardiyanto, 2019).

Hibbard and Wagner in Marliasari and Okta (2018), state that reading is a complex behavior including decoding words developing fluency and also improving comprehension. Reading is not just about understanding a text, but a process that involves recognizing, interpreting, assessing, reasoning, and even solving many problems that exist in a text.

From the statements above, the researcher concludes that reading is one of the important skill to master English well. By reading person especilly students can find out information is a text like books, magazines, new paper, the internate, etc. Reading is a complex process it means reading not just about understanding a text, but a process that involves recognizing, interpreting, assessing, reasoning, and even solving many problems that exist in a text.

According to Indriati in Irmayani (2018), classifies reading into three kinds, namely; reading aloud, silent reading, speed reading and oral reading.

a. Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

b. Silent Reading

Silent reading tends to reinforce the reader to find out the e meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

d. Oral Reading

In oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral reading the students will get experience in producing the sound which should be practiced as many times as possible.

2. Reading Comprehension

Reading comprehension is a reading activity to absorb information from the reading and understand or know the intent or meaning of the reading so that it can be conveyed properly to the reader. The main goal of reading process is comprehension people have to realize that. According to Snowball in Melandita (2019), comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

According to Sasmita (2020), reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the written words and how students release knowledge outside the text. Students can understand a text in English but cannot understand what is the text content of the text they have read. Reading proficiency depends on students being able to recognize words quicly and effortlessly. If students have difficulty with word recognition, students use too much processing power to read the words individually, which interferes with their ability to understand what they read.

According to Wilhelm in Marliasari and Okta (2018), reading comprehension is the capacity to perceive and understand the meanings communicated by text. Reading comprehend involves at least two people: the reader and the writer. The process of comprehending involves decoding writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Based on the explanation above, the researcher concludes that reading comprehension is the activity of reading to absorb information from reading and to understand or know the intent or meaning of reading so that it can be properly conveyed to the reader. This understanding comes from the interaction between the written words and how the reader releases knowledge outside the text. Reading comprehension involves at least two people: the reader and the writer. The process of understanding involves decoding the writer's words and then using background knowledge to build

an approximate understanding of the writer's message. Mikulecky & Jeffries.L (2004), states some importand comprehension skills, they are:

a. Scaning

Scanning is very high-informationThe readers do not read every word, only key word they need to answer they questions. They can skip unimportant words so that they can read faster. The benefit of this technique is most useful for picking out the key learning points when ready for learning.

b. Previewing

The aim of the previewing is to see what the readers are going to read before actually reading it. For example when they receive a letter, they usully look first at the return address or stamp to find out the where it come from and who sent it. Then the readers make some guesses about what will be about.

c. Using vocabulary knowledge for effective reading

Guessing is the best strategy for trying to understand what is the being written or talked about. You enjoy reading them more because they don't have to stop as often.

d. Finding topics

To understand what readers are reading, they need to relate it to something they already know. To make the connection, they need to make sure rhey know what they're reading about.

e. Discovering topics of paragraphs

It is hard to understand what the readers are reading if they do not know what it is about! Even if they do not have difficult words or grammar they can not. Topic of the paragraphs is the general idea within a paragraph.

f. Understand main idea of the paragraphs

Main idea of the paragraphs is the author's idea about the topic. It main idea statement is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.

g. Skimming

Skimming is a high-speed reading in order to get general understanding of a passage. The readers skim to get a general sense of what it is all about.

h. Making Inference

The reader to draw a conclusion or opinion about what have been written by the author. Good readers constantly make inferences as they read. Then they use the clause to guess about the text and about the writer'

i. Sammarizing.

Summarizing is the process of retelling the important parts of a passage in a much shorter form. It is an important reading skill when they are able to summarize a passage, they can be confident that they have understood it. make sense of the sentences if they don't know the topic.

Based on the explanation above, the researcher concludes that there are kind of reading comprehension skill they are: Scaning, Previewing, Using vocabulary knowledge for effective reading, finding topics, Discovering topics of paragraphs, Understand main idea of the paragraphs, Skimming, Making Inference, Sammarizing.

a. Levels of Reading Comprehension.

According to Westwood in Suhardi (2016), there are some levels of reading comprehension, they are:

b. Literal level of reading comprehension or commonly called reading on the lines means understanding the stated meaning of the material. Students should have a clear understanding

of the material by the aouthor. Besides that students must be able to recognize the way in which the author order information throught the text. Mastery of the literal comprehension process is usually a prerequistie for inferential comprehension. At the literal level of understanding, some particular reading skills were detecting specific information of no details, sequencing concepts when expressly signaled, and following directions. Identifying Specific Information, main idea and conclusion.

c. Inferential level of reading comprehension are the conclusion based on what one already knowns and judgments based on given information of the text. According to Burns et al. in Suhardi (2016), interpretative comprehension as reading between the lines and making inference in order to drive ideas that are not direcly stated in the text. This means students use the information in the text to guess other things about the text. inferences comprehension is often necessary to make inlerences when students read. It requires students to create meaning from the text and move beyond the aoutheors purpose. Interpretative comprehension includes inference about main ideas, implied cause-effect relationships, and understanding pronoun and adverb referents.

3. Critical Reading

Critical reading is strategy for discovering information and ideas within a text. Munawaroh (2013), state that critical reading is a reading strategy in comprehending a context as a whole within a text. Once we fully understand the text, we can position ourselves on either side of our view of the text. Richards and Schmidt cited in Talebi et al. (2015), critical reading is reading in which the reader reacts critically to what he or she is reading, throught relating the content of reading material to personal standards, values, attitudes or beliefs, going what is said in the text. What In classroom, students try to understand what a text says, how it wants to do, and what it means as a whole. They do not read simply to discover the facts and acquire knowledge throught memorizing the statements within a text.

McDonald in Tomasek (2009), states that critical reading is one of the alternative ways in reading which requires the students' understanding beyond the common approaches to read, such as information processing or personal response towards the text. Collins in Talebi et al (2015), defines critical reading is a way or technique in teaching the students to think while they are in a reading activity. It is illustrated in learning how to evaluate, drawing the inferences, and making a conclusion based on the texts which have read.

Tomasek (2009), state that good readers connect their past experiences with the text: interpreting, evaluating, and considering alternative responses or interpretations reading. Critical reading is the art of analyzing and evaluating text and thinking with a view to improving the nature of thought Paul & Elder in Tomasek (2009), students can critically read in a variety of ways:

1. When they raise vital questions and problems from the text,
2. When they gather and assess relevant information and then offer plausible interpretations of that information.
3. When they test their interpretations against previous knowledge or experience and current experince,
4. When they examine their assumptions and the implecations of those assumptions, and
5. When they use what they have read to communicate effectively with others or to develop potential solution to complex problem.

4. Critical reading strategies

Critical reading strategies are strategies that lead students to read critically and then they would develop their critical thinking. There are many Experts have recommended several critical reading strategies the reader can use. The critical reading strategies suggested by Kuta and Tovani cited in Nasrollahi et al. (2015, p. 10), are (1) Before reading, students should Determine the purpose of reading, then text preview and attention to public structures and text language features; (2) While they are reading, they are writing some notes and link Information from the text they read to their previous knowledge or experiment, then watching absorb; and (3) after Reading, they must make summary of the main points. Meanwhile, Nasrollahi et al. (2015), suggest that there are ten critical reading strategies, they are: annotating, previewing, scanning and skimming, fact versus opinion, drawing conclusions, monitoring, summarizing, paraphrasing, synthesizing, and questioning.

According to Valeé (2006), there are 4 main steps of critical reading which need at least three times reading. The steps are as follow:

a. Previewing

The first time you read a text, read through it quickly to get a sense of its main ideas. Pay attention to the introduction, the opening sentences of paragraphs, and section headings, if any. Previewing the text in this way gets off to a good start when you have to read critically.

b. Annotating and Analyzing

The second reading involves the Annotating and analysis of the evidence supporting the argument. It should be a slow, meditative reading, and your pencil should be in your hand so that you can comment on the text. Taking the time to comment on your text during the second reading may be the most important strategy to master if you want to become a critical reader.

c. Review

The third reading should take into account any questions you asked yourself by annotating in the margins. You should use this reading to look for any unfamiliar words and to ensure that you understand any confusing or complex sections of the text.

d. Responding

Responding to what you read is an important step in understanding what you're reading You can respond in writing or by talking about what you have.

5. Critical Reading Tasks

According to Cambridge Advance Learner's Dictionary, a task is a piece of work to be done. This definition is very general and regarding to the pedagogy. Nunan in Lou, Y et al. (2016), state task is a classroom work that students focused on mobilizing their grammatical knowledge to express meaning rather than to manipulate form, it involves students in comprehending, manipulating, interacting, or producing in the target language. It means that the task used for students is to understand, create, produce or interact with other students by using their grammatical knowledge.

Nunan cited in Susanah (2012), differentiate between tasks in two types, namely: Task as target and pedagogical tasks. Task as target refers to use of language in activities day-to-day activities outside the realm of teaching and learning, while pedagogica1l tasks refers to the use of language in the teaching-learning process in the classroom in the form of assignments or exercises in class.

Ellis in Susanah (2013), stated that the task as a work plan (study) consists of: (1) some input or information where the learner is required to implement it, and (2) goals the instruction reflects the results to be achieved by the learner. In other words, task as one work plan has four characteristics. First, more tasks emphasize the acquisition of meaning language rather than rule acquisition (form) language. Second, task requires the learner to acquire communicative ability as a goal and learning

outcomes. Third, task improve linguistic skills through the context of natural communication. Fourth, the task is designed as related class activities with daily activities.

Hence when students get a reading task, they are not just simply read a text. There is task to be done in reading a text and there should be an assessment of it. There are some phases in reading task, according to Correia in Munawaroh (2013), in proposes three phases in conducting reading task. The phases consist of:

a. Pre-reading discussion in order to introduce the topic and prepare the students to the text.
b. While-reading task by giving instruction to give the students purpose for reading and to guide them as they read.
c. Post-reading exercise by providing a set of comprehension questions, discussion or summary assignment.

According to Varaprasad cited in Rajabi & Tabatabaee (2015), the procedure of implementing critical reading tasks are:

a. The teacher gave text to students in the form of narrative text.
b. The teacher would instruct the students to preview the text. Previewing a text means gathering as much information about the text as one can before actually beginning to read it.
c. The students were asked to Annotating text such as underline important ideas, write questions or comments on the text that has been given, or mark confusing parts and etc.
d. The students asked to summarizing the text. Putting your ideas together again in your own words and in a concise form shows how reading critically can lead to deeper understanding of the text.
e. The teacher asked to the students to Analyzing the text. Analyzing a text means breaking into its parts to find out how these parts relate to one another such as analyzing evidence, analyzing assumptions, sources, or author bias.
f. The teacher would ask to the students to Re-reading the text. Rereading is a crucial part of the critical reading process.
g. The last, students asked to responding. Students will discuss with others about the text. Responding to what one reads is an important step in understanding what he or she reads.

RESEARCH METHOD

This research method is used quantitave method by using pre-experimental design. Pre-experimental design used in this research is one group pretest and posttest design consist of a pretest before given treatment, treatment and posttest to evaluate. This researcher described using critical reading tasks to improve students' reading comprehension in the second grade IPA of SMA Negeri 6 Kota Tidore Kepulauan. The magnitude of the treatment effect can be known more accurately by comparing the result of the pretest with the posttest. The design is described as follows:

$$O_1 \ X \ O_2$$

Notest:
O_1= the result of pretest
X= in the treatment by critical reading tasks
O_2 = the result of posttest (Sugiyono, 2015)

Technique of Data Collection

   a. Pretest

Pretest is conducted before of the implemention of critical reading tasks to find out the average score of reading comprehension ability of the class observed. Students' are given some topics with an narrative text which is familiar with them. The students are asked to aswer questions related to the text given. The question consist of 10 questions in the form of essay text.

b. Treatment

After gaining the pretest, the researcher will give treatment by using critical reading strategy. The treatment will conducted by researcher in eight meeting consist of one pretest and one posttest. The treatment as follow:

1. The researcher gave text to students in the form of narrative text as a task.
2. First, the researcher will instruct the students to preview the text. Previewing a text means gathering as much information about the text as one can before actually beginning to read it.
3. Second, students were asked to Annotating text such as underline important ideas, write questions or comments on the text that has been given, or mark confusing parts and etc.
4. Third, students asked to summarizing the text. Putting your ideas together again in your own words and in a concise form shows how reading critically can lead to deeper understanding of the text.
5. Fourth, the researcher asked to the students to Analyzing the text. Analyzing a text means breaking into its parts to find out how these parts relate to one another such as analyzing evidence, analyzing assumptions, sources, or author bias.
6. Fifth, the researcher would ask to the students to Re-reading the text. Rereading is a crucial part of the critical reading process.
7. The last, students asked to responding. Students will discuss with others about the text. Responding to what one reads is an important step in understanding what he or she reads.

c. Posttest

After the treatment is complete, the researcher will give a posttest. The use of the test is the same as the use of the test in the pretest, but the topics that will be given in the pretest and posttest are different.

Technique of Data Analysis

Analysis of the data were carried out in several steps as follows:

1. Calculate the score

$$Score = \frac{students' correct\ answer}{the\ number\ of\ items} x\ 100$$

2. Tabulating the score
3. Computing the frequency and the rate percentage of the students' score

$$P = \frac{F}{N} x100\%$$

Notes: P= percentage

F= frequency

N= the total of sample

1. Calculating the mean score of the students

$$\bar{x} = \frac{\sum x}{N}$$

Notes: $\bar{x}$ = mean score

$\sum X$= the total of score

N= the total of sample

2. Calculating the significant difference

The formula that used is as follows:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Notes:

t = test of significance

$\overline{D}$ = the mean score of difference

ΣD = the sum of the total score

ΣD2 = the square of the sum score of difference

N = the total of sample (Gay, 2006).

RESULT AND DISCUSSION

The comparison between the pre-test and post-test scores of students critical reading tasks is sufficient. that the students have different results before and after teaching by using critical reading tasks to improve students' reading comprehension at SMA negeri 6 Kota Tidore Kepulauan. It can be seen from the average of their score in the pretest obtained 52,8 and the posttest was 83,2. The average score of pretest and posttest also improved as much as 67.6%, Of the 25 students. It can be concluded that the students got an improvement on the using critical reading tasks improve students' reading comprehension at SMA negeri 6 Kota Tidore Kepulauan.

The finding of the research covers the description of the data collected through research. After conducted the research and analyzed it, the researcher found that before the treatments, the number of students who got good score was only 1 student, the number of students who got fairly good score was 6 students, the number of students who got fair score wa 6 students, 9 students got poor score and the number of students who got very poor score was 3 students. While after the treatments were given to the students, the number of students who got very good score increased to 10 students, 13 students who got good score, and the students who got fairly good score reduced to 2 students.

The data also shows that the average score of pretest and posttest also improved as much as 67.6%, form the average score of pretest was 53.8 and the average score of posttest was 83.2. To find out the significance effect of the treatments, the researcher analyzed the data collecting through research, using t-test formula. It turns out that the t-test result was 9.184. with the t-critic (α=0,05) at t-table is 1.711. It shows that the value of t-test (9.184) is higher than the t-critic (9.18>1.711). It means that there was a significance difference between the result of students' pre-test and post-test. Since the t-test value is higher, so the alternative hypothesis (H_i) was accepted, and the null hypothesis (H_o) was rejected.

CONCLUSION

The students' reading comprehension improved through the teaching using critical reading tasks at XI IPA A of SMA Negeri 6 Kota Tidore Kepulauan. It is evident that the mean score of posttest is higher (83.2) than the pretest mean score (52.8). The value of the t-test (9.184) exceeds the t-table value (1.711) at the significance level of 0.05 and the degree of freedom of 24 using one tailed test. since there is a significance difference between students' score before and after treatments using critical reading tasks Strategy. It can be concluded that the use of critical reading tasks strategy can significantly improve students' reading comprehension. Thus, the alternative hypothesis (H_i) is accepted and the null hypothesis (H_0) is rejected.

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