

The Effect of Critical Reading Strategy on Students' Reading Ability in Comprehending Expository Text

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Abstract

This research is aimed at finding out the effect of critical reading strategy on student's reading ability in comprehending expository text of the second grade students of MAN 1 (MODEL) Lubuklinggau in the academic year 2019/2020. This research used quantitative research with quasi experimental design. The total population of students at the second grade was 312 students of MAN 1 (MODEL) Lubuklinggau in the academic year 2019/2020. The research chose two classes as the samples of the research. The sample was selected by using purposive sampling technique. The second grade students of XI MIPA 2 was experimental class who were taught using Critical Reading Strategy and the second grade students of XI MIPA 1 was control class who were taught by the teacher. The data were collected by using test. The data were analyzed by using T-test formula. The mean score in experimental class was 79.90 while the mean score of control class was 72.31. The mean different between them was 7.59. The result of t-test showed that the value of t-count (3.970) was higher than t-table (2.024) in df 38 (0.05). Therefore, the alternative Hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. Based on the result above, the research finding was Critical Reading Strategy was effective on students' reading ability in comprehending expository text for the second grade students of MAN 1 (MODEL) Lubuklinggau in academic year of 2019/2020.

Keywords: Reading Expository Text, Critical Reading Strategy

A. Introduction

This research is aimed at finding out the effect of critical reading strategy on student's reading ability in comprehending expository text. It is generally acknowledged that Reading is the key in the learning process. When someone has good reading skills, then he/she will be able to absorb various kinds of knowledge. This is important to increase the person's chance of improving their reading ability. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal

fulfillment and job success inevitably will be lost (1985).¹ It is undeniable that reading is indeed a basic skill of life. Children will have a greater chance of success with good reading skills.

Learning to read is a basic academic skill, particularly in early elementary school years, which provide one of the foundations for success at school thereafter. (Aunola, et, al, as cited in Novarita, 2016, p. 791). The level of reading performance is usually expressed in terms of two components, word recognition and comprehension (Bast, et, al,) as cited in Novarita, 2016, p. 791).² So from the elementary school level we have been taught to learn to read, from how to recognize a word to understanding it. success or failure of a student is seen from how smart he is in learning to read.

Moreover, Reading skill as one of the literacy skills, is very important for the success in school and work. It is the basis of nearly all learning, and a basic requirement to progress in life since it is not only necessary for students to learn language and study literature, but also to learn other subjects (Geske & Ozola, as cited in Dian K, et, al, 2016, p. 221). The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless (Gunning, as cited in Dian K, et, al, 2016, p. 221).³ Reading skills are very important for a more advanced life, because reading is not only needed in one subject but also many other subjects. Reading is the basis of almost all learning that aims to understand what is contained in the readings we read.

There are several factors that cause students' poor reading abilities such as an environment that supports both family and community environments, the development of sophisticated technology, in schools students are less designed to read in search of information, lack of motivation and minimal advice. Therefore the research aims to make students more motivated to read exposition texts a lot by applying the seven steps to critical reading strategies while reading and working on questions about exposition text during the learning process. This study is also aims to determine the effect of critical reading strategies on students' reading ability in comprehending exposition texts.

Furthermore, based on facts in the field that the researcher got from one of the English teachers at MAN 1 or Islamic High School Number 1 (MODEL) Lubuklinggau namely most students can be categorized quite well in reading texts in English but they do not understand thoroughly what they are reading so they have difficulty in answering questions questions that are sometimes confusing and also trapping. Especially with

expository reading texts that require critical thinking in reading the text so they can understand well and answer the questions correctly.

Critical reading is an investigation into, and critique of the validity of arguments expressed in reading passages (Walz, as cited Malcolm Larking, 2012, p. 1).⁵ Whereas comprehension of expository text is critical for academic success in school (National Educational Goals Panel, 1999). So can conclude that reading exposition text that contains detailed information explanation. What is meant by critical reading is an investigation into is reading thoroughly and make the results of the investigation itself by expressing an opinion on an exposition text at the end of reading in own words, where this includes one of the steps in the critical reading strategy that is evaluating an argument. So the most appropriate strategy to use is a critical reading strategy which has 7 steps in analyzing a reading text.

Derived from the exceeding, the researcher found that most of the students still got score under the standard requirement score before use the Critical reading strategy. Most of them difficult to put their point after reading.⁶ it has been proven that reading a text needs to understand the essence of the reading itself. By all the explanation above the researcher decides to conduct the research at MAN 1 (MODEL) Lubuklinggau which is entitled -The Effect of Critical Reading Strategy on Students' Reading Ability in Comprehending Expository Textl.

B. Research Methodology

This research employed a quantitative research. Quantitative research is essentially about collecting numerical data to explain a particular phenomenon. In this research the researcher used quasi experimental. Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes if the programme/policy had not been implemented (i.e., the counterfactual). Hence, the programme or policy can be said to have caused any difference in outcomes between the treatment and comparison groups.³⁵ Quasi Experimental research divided into two groups; control and experiment.

According to Sugiyono, quasi experimental design means that the researcher does not have maximum control in doing the experiment. The design used in this research is quasi-experimental design which uses experimental and control groups. Experimental group receives a treatment, while control group does not receive any treatment. Quasi experimental

design divided into two they are nonequivalent control group design and the time series design. According to Hanafi, nonequivalent control group design means that there are two groups in the study; experimental group and control group, in which both of the groups are the same level of knowledge but used different treatment or maybe there will be no treatment used. Furthermore, the formulation of this research can be presented in the table below:

Table 3.1
Quasi experiment (Non-equivalence control group design)

Group	Pre-Test	Treatment	Post-Test
Experimental Group (A)	01	X	02
Control Group (B)	01	02

Note:

01 : pre-test of experimental and control groups

X : treatment of the experimental group

02 : post-test of experimental and control group

The treatment was conducted eight times in the experimental class where the teaching reading was delivered using critical reading strategy. Meanwhile, the control group was taught using conventional way. Pre-test and post-test were given to both experimental and control class.

The population of this research is the eleventh grade students of MAN 1 (MODEL) Lubuklinggau. The population were consisted of each and every element of the entire group. On the other hand, only a handful of items of the population is included in a sample. There were 312 students who were divided into eight classes but here the researcher only took two classes for being the sample, the classes were: a. Class XIMIPA 1: 39 students b. Class XIMIPA 2: 39 students Total: 78 students. The researcher collected the sample from XIMIPA 1 as the experimental and XIMIPA 2 as the control. In this study, the researcher used purposive sampling to obtain the sample.

In collecting the data, there were two kinds of instrument were used there are pretest and post-test. To obtain the data for this research, the researcher takes the data by using test as an instrument. -Test is a method of measuring a person's ability, knowledge, or performance in given domain. The researcher used test including pretest and post-test to measure students' reading ability before and after giving treatment by using text. The

researcher used reading test (multiple choice) as the main instrument. There were forty items both in pre-test and post-test. The instrument was tried out before the data was collected to find out its validity and reliability.

In this research, the researcher analyzed the data which was the result of students' reading expository text test both in pre-test by using simple linear regression formula which is available in IBM SPSS Statistics 20 program. The steps in analyzing the data were: correcting the students' answer, calculating students' score, and analyzing the data by using simple linear regression. Then, the average score of students' score in reading test was classified based.

C. Results and Discussion

1. Results

The data were the scores of students' reading expository text achievement which was taken from pre-test and post-test given to both experiment and control classes. After that, the data were analyzed by using simple linear regression.

Table 4.1

The Score Distribution in Experimental Class

Score Interval	Category	Pre-test		Posttest	
		Frequency (Students)	Percentage	Frequency (Students)	Percentage
86-100	Excellent	0	0%	9	23%
71-85	Good	10	26%	25	64%
56-70	Average	22	56%	5	13%
41-55	Poor	7	18%	0	0%
<40	Very Poor	0	0%	0	0%
Amount		39		39	

Table 4.2
The Score Distribution in Control Class

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage	Frequency (Students)	Percentage
86-100	Excellent	0	0%	2	5%
71-85	Good	9	23%	21	54%
56-70	Average	21	54%	14	36%
41-55	Poor	9	23%	2	5%
<40	Very Poor	0	0%	0	0%
Amount		39		39	

2. Simple Linear Regression

Table 4.8
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.280	6.350

a. Predictors: (Constant), Pre-Test Experimental Class

The table above explains the value of the correction/ relationship (R) that is equal to 0.547. From the output obtained a coefficient of determination (R Square) of 0.299 which implies that the influence of the pre-test and posttest results in the experimental class is 29.9%.

Table 4.9
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	635.620	1	635.620	15.763	.000 ^b
Residual	1491.970	37	40.324		
Total	2127.590	38			

a. Dependent Variable: Posttest Control
b. Predictors: (Constant), Pre-Test Experimental Class

From the above output it can be seen that the calculated F value=15,763 with a significance level of 0,000 <0.05, then the regression model can be used to predict whether there is an influence of the pre-test results on the posttest in the experimental class.

Table 4.10
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	50.942	7.364		6.918	.000
Pre-Test Experimental Class	.458	.115	.547	3.970	.000
a. Dependent Variable: Posttest Control					

It can be concluded that the significance value: from the Coefficients table, the significance value obtained is 0.000 <0.05, so it can be concluded that the pre-test results affect the posttest results in the experimental class. Then, based on t value: tcount is known as 3,970 > 2,024, so it can be concluded that the pre-test in the experimental class influences the posttest in the experimental class.

2. Discussion

Critical reading strategy is very effective to be used both in reading skills and vocabulary. The study of the second researcher is The Effect of Teaching Critical Reading Strategies on Advanced Iranian EFL Learners Vocabulary Retention. So for this study is also use the critical reading strategy but to know the effect on students' ability to read expository text, researcher uses expository texts with a social theme so students can better master reading texts by using a critical reading strategy.

This study use quantitative method with a quasi experimental research, The mean score of pre-test in the experimental class was 63.28 and the mean score of control group was 62.36. And then, after the treatment the researcher gave a posttest to each class.

Then, the mean score of posttest in the experimental class was 79.90 and the mean score of posttest in control class was 72.31.

Statistical analysis has revealed that there was no significant difference in their pre-test score of reading expository text. While, in their pre-test score of reading expository text from the statistical analysis has revealed that there was significant difference, because the score of experimental class was higher than the score of control class. It means that, CRS was one of effective strategy that can improve students' reading expository in experimental class. Based on the previous above, the result showed that there was significant difference between the students in experimental class who were taught by using CRS strategy and the students in control class who were not.

Furthermore, based on the theory of implementing of the CRS in the previous chapter, the researcher can be easier to implemented the CRS, for the example, the researcher explains what is Expository Text and what generic structures are contained in Expository Text, and what a Critical Reading Strategy is and explain the stages of how to read Expository Text using this strategy by given various examples of Expository Texts. Then, the researcher begins to explain step by step who is there in Critical Reading Strategy such as Preview the Text, Contextualizing the Text, Questioning to understand and remember, Reflecting on challenges to your beliefs and values, Outlining and summarizing, Evaluating an argument, and Comparing and Contrasting.

In the end, after the treatment finished, the researcher gave the posttest in the experimental class and control class. The result showed that the value of t-count (3.970) was higher than t-table (2.024) in df 38 (0.05). Based on the rules, if t-count is higher than t-table, it means that there was significant effect in teaching by using Critical Reading Strategy and who were not. Therefore, CRS could give a significant contribution in improving the eleventh grade students' reading Expository Text achievement

D. Conclusion and Suggestion

1. Conclusion

From the results of this study, In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is a significant effect of using Critical Reading Strategy towards students' reading Expository Text achievement at the first semester of the eleven grade of MAN 1 (MODEL) Lubuklinggau, South Sumatra in the academic year 2019/2020. The

significant effect can be seen the value of t-count (3.970) was higher than ttable (2.024) in df 38 (0.05). Based on the rules, if t-count is higher than ttable, it means that there was significant effect in teaching by using Critical Reading Strategy and who were not. Therefore, CRS could give a significant contribution in improving the eleventh grade students' reading Expository Text achievement. Then, H_0 rejected and H_a is accepted.

2. Suggestion

a. Suggestion for teacher

- 1) Considering the strategy, the researcher suggests the English teacher to apply critical reading strategy as one of the ways in teaching reading especially on expository text because it can help students be more motivated, and critic in learning process
- 2) The teacher should motivate the students to use English during the teaching and learning process in the classroom.
- 3) The teacher should encourage the students to be actively participating and enthusiastically in the teaching and learning process.

b. Suggestion for students

- 1) The students should do activities that related in English to enrich their reading and remember vocabulary that they get to comprehend the text in reading.
- 2) The students must create high motivation in themselves to be able to follow the learning process very well.

c. Suggestion for future researchers

For the next researcher that are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading text.

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