IMPROVING THE ELEVENTH GRADE STUDENTS' READING EXPOSITORY TEXT ACHIEVEMENT BY USING CRITICAL READING STRATEGY AT SMA PLUS NEGERI 4 OKU

NOVARITA
Baturaja University
novaritazkia@yahoo.com

Abstract

The purpose of this study were to find out (1) whether or not the usage of Critical Reading Strategy significantly improve the eleventh grade students' reading expository text achievement at SMA Negeri 4 OKU, (2) whether or not there is significant difference in reading expository text achievement between the students who are taught by using Critical Reading Strategy and those who are taught by using common strategy, (3) whether or not there is significant difference among the eleventh grade male students in reading expository text achievement who are taught by using Critical Reading Strategy and those who are taught by using the common strategy, (4) whether or not there is significant difference among the eleventh grade female students in reading expository text achievement who are taught by using Critical Reading Strategy and those who are taught by using the common strategy, (5) whether or not there is significant difference between the eleventh grade male students and female students in reading expository text achievement who are taught by using Critical Reading Strategy, and (6) what The eleventh grade students' perception on the implementation of Critical Reading Strategy in their classroom. The population of this study covered all of the eleventh grade students of SMA N 4 OKU in academic 2011/2012. The sample were selected using purposive random sampling from the whole population. The writer chose fifteen male's student and female's students in experimental and control groups. The study was conducted in form of an experiment by doing 16 meetings of teaching including pre-test and post-test. During the research, the students in experimental group were taught reading material by using critical reading strategy. The reading material were taken based on validity of the test. They are the levels of difficulty and the levels of appropriateness of reading test items. To check whether the application of the instruction could run well, the students were given reading comprehension tests. The obtained data were analyzed using t-test. The findings showed that there was a statistically significant progress in the English reading achievement of the students who were taught by using critical reading strategy. The questionnaire was used to find out the students perception on the implementation of critical reading strategy in their classroom. The results of t-test was used by the writer showed that there was significant different for all objective. In conclusion, Critical Reading Strategy was considered applicable to improve reading expository text achievement at SMA Negeri 4 OKU.

Keywords*: Critical Reading Strategy, Reading Expository Text Achievement.*

1. Introduction

According to Aunola, et,al. (2002:313), 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. The level of reading performance is usually expressed in terms of two components, word recognition and comprehension (Bast & Reitsma, 1997; Elley, 1992). Moreover, the development of reading comprehension skills benefits from general knowledge of the world, helping to make relevant associations and enhancing the students' ability to monitor his or her own comprehension. So in reading, students will be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarize, and to synthesize and adapt what they learn from their reading.

Further, what makes the students have difficulties in reading is their lack of critical reading skill. Most of them find it difficult to put their point after reading. According to Chamot (2004) states that teachers may avoid asking students to read books because the learner's vocabulary is low. This, however, leads to a vicious cycle whereby learners do not have enough vocabulary to read, but there is not enough reading in order for learners to learn more words. So, as a consequence, students rarely associate reading with an enjoyable activity. Reading is viewed as 'too difficult', and texts they are given are often unimaginative and not conducive to enticing learners to read for pleasure (take a look at any low level course book and the reading passages there).

Effective critical reading really depends upon how we view the world around us (Blair, 2010 :1). It means that the critical reading strategy used by the teachers may influence the result of learning and determine the success or failure of the process of teaching and learning activities. Further, Chamot (2004) says that learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Based on the explanation above, it is clearly understood that the reading strategies used by the teachers may greatly influence the students' reading comprehension achievement.

Problems of the Study

Referring to the introduction above, the problems of this study are formulated into the following questions:

1. Does the use of Critical Reading Strategy significantly improve the eleventh grade students' reading expository text achievement at SMA Negeri 4 OKU?

2. Is there any significant difference in reading expository text achievement who are taught by using Critical Reading Strategy and those who are taught by using the common strategy?

3. Is there any significant difference between the eleventh grade male's students in reading expository text achievement who are taught by using Critical Reading Strategy and those who are taught by using the common strategy?

4. Is there any significant difference between the eleventh grade female's students in reading expository text achievement who are taught by using Critical Reading Strategy and those who are taught by using the common strategy?

5. Is there any significant difference between the eleventh grade male's students and female's students in reading expository text achievement who are taught by using Critical Reading Strategy?

6. What is the eleventh grade students' perception on the implementation of Critical Reading Strategy in their classroom?

2. Theoretical Background

The Importance of Reading Comprehension

Reading principally means understanding the message that is written explicitly or implicitly stated in the text. According to Pang, Muaka, Bernbardt & Kamil (2003), Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving

how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Moreover, Ruddell (2005:118) proposes three level of reading comprehension. They are:

a. Literal comprehension refers to meaning derived from "reading the lines".
b. Interpretive comprehension refers to meaning derived by "reading between the lines".
c. Applied comprehension refers to meaning derived by reading "beyond the lines".

So, in general, reading comprehension as the complex process of understanding the meaning of one word or series of words presented in oral or printed form and also the process of readers' interaction with the printed material.

Kinds of Text (The Nature of Expository Text)

This study will focus on strategies for developing reading comprehension skills in relation to expository, or informational, text and the need for this type of instruction in contemporary elementary classrooms. According to Lwai (2007) states that Expository texts are written to convey, describe, or explain non-fictional information. It is more difficult for ESL/EFL learners to understand these types of materials than narrative texts because they have specific text structures, contain technical vocabulary, and require readers to have background knowledge. The overall aims of the present study are to investigate how teachers and students talk about expository texts in the classroom; and to investigate to what extent structured text talk affect teachers´ and students talk about expository texts.

The Generic Structures of Expository Text

The main purpose of expository text is to inform or describe. Authors who write expository texts research the topic to gain information. The information is organized in a logical and interesting manner using various expository text structures. The most common expository text structures include description, enumerative or listing, sequence, comparison and contrast, cause and effect and problem and solution. Livingston (2004) describes that:

a. **Descriptive:** This includes main idea and detail such as the following

b. **Enumerative/listing:** This includes listing connected information, outlining a series

   of steps, or placing ideas in a hierarchy,

c. **Sequence:** This includes a series of events leading up to a conclusion, or the sequence

   of occurrences related to a particular happening.

d. **Comparison/Contrast:** This involves describing how two or more events, places,

   characters, or other ideas are similar and or different in several ways. Comparing several habitats or eco-systems is one example of this type.

e. **Cause/Effect:** This may involve several reasons why an event occurred, or several

   effects from on cause, and of course, as single cause/effects situation.

f. **Problem and Solution:** Authors use this technique to identify the problem, give possible solutions with possible results and finally, the solution that was chosen.

So, based on the generic structures above, students are expected to understand what have they read following the steps. Also, every student needs a chance to apply the skills they are learning immediately in a meaningful context. We need to explicitly connect what students learn in isolated skills lessons to their purposeful reading.

Critical Reading Strategy

Effective literacy instruction begins with the teacher's knowledge of the text. Critical reading refers to a careful, active, reflective, analytic reading (Kurland, 2000). It must take time to read and understand the texts that use in the classroom. Because texts present a variety of linguistic and structural challenges, it needs to expose students to a wide range of texts and teach them critical reading skills that will help them comprehend these difficult texts. Once it have read the text, it can decide on how to best read it (or if we want to read it).

Characteristics of Critical Readers (Kurland, 2000)

- They are honest with themselves
- They resist manipulation
- They overcome confusion
- They ask questions
- They base judgments on evidence
- They look for connections between subjects
- They are intellectually independent

Critical reading means that a reader applies certain processes, models, questions, and theories that result in enhanced clarity and comprehension. According to Jones (2004), critical reading and thinking will be promoted by searching for implicit and explicit messages in popular magazines. So, the public viewing of essays will also be an opportunity for critical reading and exploring other perspectives. There is more involved, both in effort and understanding, in a critical reading than in a mere "skimming" of the text. What is the difference? If a reader "skims" the text, superficial characteristics and information are as far as the reader goes. A critical reading gets at "deep structure" (if there is such a thing apart from the superficial text!), that is, logical consistency, tone, organization, and a number of other very important sounding terms.

Critical reading involves using logical and rhetorical skills. Identifying of this study a good place to start, but to grasp how the writer intends to support it is a difficult task. So, here the writer will use seven ways to implement the Critical Reading strategy.

These are the seven steps of Critical Reading strategies:

a. Previewing: *Learning about a text before really reading it.*

b. Contextualizing: *Placing a text in its historical, biographical, and cultural contexts.*

c. Questioning to understand and remember: *Asking questions about the content.*

d. Reflecting on challenges to your beliefs and values: *Examining your personal responses.*

e. Outlining and summarizing: *Identifying the main ideas and restating them in your own*

words.

f. Evaluating an argument: *Testing the logic of a text as well as its credibility and emotional*

impact.

g. Comparing and contrasting related readings: *Exploring likenesses and differences between*

texts to understand them better.

3. Method

The research design that be used in this research was non-equivalent- Control Group Design as describes by McMillan (1992: 176). He states "This design, which was often referred to as quasi-experimental design because it closely approximates the most desirable experimental designs, is commonly used in educational research".

Figure 1. <u>Nonequivalent- Control Groups Design</u>

	O_1	X	O_2
EG	(Pre-test)	(Treatment)	(Post-test)

	O_3		O_4
CG	(Pre-test)		(Post-test)
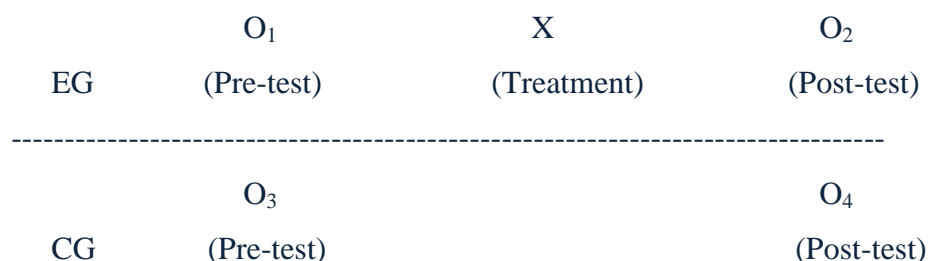
Population

The target of participant in this study was all the eleventh grade students of SMA Negeri 4 OKU in academic year 2011/2012, and total number of population were 172 students.

Table 1

Population of the Research

Class	Male	Female	Total
XI IPA 1	10	25	35
XI IPA 2	10	23	33
XI IPA 3	9	26	35
XI IPS 1	9	25	34
XI IPS 2	9	26	35
Total	47	125	172

Source: SMA Negeri 4 OKU database

Sample

The sample of this study was taken from population by using purposive random sampling technique. Sometimes, it was desirable as in the audience research to purposively choose the region and the respondents for a specific purpose.

Meanwhile, Mcmillan (1992:76) states that in purposive random sampling (sometimes referred to as judgment or judgmental sampling) the reseacher selects particular elements from the population that will be representative or informative about the topic. Several objective of this study was discussing about the gender. So, the writer wanted to see common sense and the best judgment of this sample in choosing the right habitations, and meeting the right number of right people for the objective of her study.

The criterias of taking the sample was the homogenous groups, each group containing subjects with similar characteristics. On the basis of similarity of the age of students, and English teachers' judgment at SMA Negeri 4 OKU. And the writer also used the documentation of student's score in English subject. She divided into three levels. There are high, middle and low levels. The writer took the students in middle and low level because the students was in the high level had had a good ability.

The steps of selecting the sample randomly were as follow:

a. Wrote each student's names in small piece of paper and rolled it. It was seperated by each class and put it in different glass.

b. Shook each glass and took fifteen students of female and male of experimental group. Then, it was contionued to take fifteen students of female and male of control group.

c. Because of the gender, it was taken the same male and female number from the whole class.

Table 2

Sample of the Study

No	Group	Male	Female	Total
1.	Experimental Group	15	15	30
2.	Control Group	15	15	30

Source: SMA N 4 OKU

The conclusion of the sample chosen was because the different total of students' gender in each class. In this study, the writer found out the difference between male and female in reading expository text achievement, so the sample should be the same number.

Validity of the Test

A good test should fulfill its validity and reliability. Harmer (2006:381) states that a test is valid if its texts what it is supposed to the test. In order to find the validity of the test, it was tried out for non sample students before it was administrated for sample students.

Table 3
Specification of Test Items
English Subject Class XI semester 2

No.	Kinds of Aspect	Number of Item	Item Number
1.	Vocabulary Meaning	4, 9, 14, 20, & 24.	5
2.	Literal Comprehension	3, 7, 8, 10, 12, 15, 19, & 22.	8
3.	Inferential Comprehension	1, 13, 16, & 17.	4
4.	Applied Comprehension	2, 6, 11, 21, & 25.	5
5.	Critical Reading	5, 18, & 23	3
	Total		**25 items**

Reliability of the Test

In addition of the validity, a test must be reliable if it is used in a study. Reliability is enhanced by making the st instruction absolutely clear, restricting the scope for variety in the answers and making sure that test conditions remain constant (Creswell, 2005: 148)

In this study, the writer found out the reliability of the test analyzed by using SPSS version 19. To find out the reliability of the test, the writer tried it out once. The

try out was admistrated on 3rd May 2012 of the eleventh students of SMA 1 OKU at XI IPA 2 class. It was found that the reliability of the test in this study was 0.703 . From the result it can be seen that the reading comprehension test was reliable. The reliability of the test was higher than 0.70 and it meant that this test can be used.

4. Result and Discussion

The students in this research was devided into two groups, they are experimental and control group. The reading expository test was administrated to the students. The students in experimental group were also asked to fill in a questionnaire to get information after using Critical Reading Strategy.

The reading expository test was consisted of 25 items. It was formed in essay. Whereas, the questionnaire was consisted of 30 items. Likert sclae prevented a number of positive and negative statement regarding to critical reading strategy. The response options were assigned values from 4 (Strongly agree) to 0 (strongly disagree).

The Result of Normality Test of Pre-test and Post-test Scores of Experimental Group and Control Group

One-Sample Kolmogorov-Smirnov Test

		pretestexp	postestexp
N		30	30
Normal Parameters[a,b]	Mean	61,33	78,13
	Std. Deviation	6,504	7,482
Most Extreme Differences	Absolute	,159	,154
	Positive	,124	,094
	Negative	-,159	-,154
Kolmogorov-Smirnov Z		,871	,846
Asymp. Sig. (2-tailed)		,433	,472

a. Test distribution is Normal.
b. Calculated from data.

The Kolmogorov-Smirnov test of the pre-test and post-test in experimental group showed that significance (2-tailed) was 0.433 and the post-test was 0.472. Since 0.433 and 0.472 > 0.05, so it can be said that the data obatained was considered approximately normal data (Santoso, 2002:36).

One-Sample Kolmogorov-Smirnov Test

		pretestcontrol	Postetstcontrol
N		30	30
Normal Parameters[a,b]	Mean	60,67	66,93
	Std. Deviation	7,508	5,552
Most Extreme Differences	Absolute	,169	,157
	Positive	,169	,157
	Negative	-,131	-,143
Kolmogorov-Smirnov Z		,924	,861
Asymp. Sig. (2-tailed)		,360	,449

a. Test distribution is Normal.
b. Calculated from data.

The Kolmogorov-Smirnov test of the pre-test in control group showed that significance (2-tailed) was 0.924 and the post-test was 0.861. Since 0.924 and 0.861 > 0.05, so it can be said that the data obatained was considered approximately normal data (Santoso, 2002:36).

The Analysis of Independent Sample t-test in Reading Expository Text Achievement (Male and Female) in Experimental Group

Independent Samples Test

F	2,987
Sig.	,095
T	2,556
Df	23,584
Sig.(2-tailed)	,016

The statistical summaries above showed that the mean of post-test (male) was 81.33, while the mean of post-test (female) was 74.93. In short, it can be said that the post-test (male) value is higher than that post-test (female). The analysis of independent sample t-test for male and female in experimental group shows that the mean difference was 6.400 and the significant level was 0.016. Since 0.016 was lower than alpha value 0.05, it means that there was a significant different between male and female in this group.

The Result of Questionnaire

After administering the post-test in experimental group, the writer distributed the questionnaire. She explained to the students that this questionnaire was the statements of implementation after using Critical Reading Strategy.

The students filled out the items from strongly agree until strongly disagree. So, the writer analyzed the results of questionnaires responses by finding out the percentage of respondent's angreement and disagreement toward each statement in the questionnaire. The objective of the questionnaire distribution was to find out the information about the implementation of Critical Reading Strategy in reading Expository text achievement. The percentage of all respondents' angreement and disagreement toward each statement in the questionnaire was presented in the table 16 below.

The Student's Score Range and Percentage

No.	Score Range	F	Percentage (%)	Categorized
1.	71 – 120	5	17	Very Good
2.	61 – 70	22	73	Good
3.	31 – 60	3	10	Enough
4.	0 – 30	0	0	Poor
	Total	**30**	**100**	

From the table 16 above could be concluded that the students gave the balance responses for some items. It was proved by the most of students (22 students) or 73% in category good, they used this strategy. There were also five students (17%) in category very good. The students' responses from the data questionnaire confirmed that the students' dominant implementation Critical Reading Strategy in reading expository text was: the students applied the critical reading strategy when they did reading activity and they also did the exercises easier after they used critical reading strategy.

5. Conclusion and Remark

First, after applying Critical Reading Strategy, mostly students used this strategy in reading activities. In the experimental group achieved significantly improve in reading expository text achievement. It was found that from the results pre-test to post-test analysis showed that a good progress from pre-test scores until post-test scores. Also, in this case the writer analyzed the paired sample t-test. The results of statistical analysis showed that the significant different from pre-test scores and post-test scores.

Second, there was significantly difference in reading expository text achievement between experimental and control groups.. It was found that the experiemental group got better reading reading expository achievement if it was compared to the students in control group. Futhermore, in the setting of experimental group, the students could read the information that follows each paragraph to get better understanding of what it is about, apply their critical reading, find the answer to each question they formed.

Third, Both male's students in experiemental and control groups achieved a significantly difference in reading expository text achievement. It was found that there was a progress from their post-test after using critical reading strategy. Male's students in experiemtal group were very smart in learning process. Then, they felt

strenght with the strategy used but in the next meeting they felt better. But the students in the control group, they used the strategy that usually apply in the class.

Fourth, it is the same with male's students in the experimental and control group, the female's students in these groups achieved not a significantly difference in reading expository text achievement. It was found that there was rather the same ability that female had in both group. They had a good expression, performance and also a good progress from their post-test after using critical reading strategy. Female students enjoyed and felt better in understanding reading expository text. It could be concluded that they female students got the better before they used this strategy.

Fifth, to find out the difference between male and female in reading expository text achievement in experimental group, the writer used Independent sample t-test. It was found that male's students got better than female's students. Male's students was keep their silent but it was thingking, while female's students was very anthusias in reading activities. Female's students were more active to perform theirs but male's students were almost silennt but thingking.

Sixth, the questionnaire was administrated for experimental group. It was given after they did the post-test. The results of the questionnaire could be concluded that some of the students gave the similar responses for some items. Most of the students had a positive perception in answering the questionnaire. They always chosen the agreement's statement after implimenting critical reading strategy. So, the results of percentage showed that most of the students chosen in the good level.

The writer could conclude that there was significant difference did Critical Reading Strategy to the eleventh grade students' in reading expository text achievement. The fact was from the result of regression analysis showed that there was a good progress before and after using Critical Reading Strategy. It was also found that the results of normality of the test of pre-test and post-test scores in experimetal and control group were considered approximately normal. The last, there

was a significant different between male and female in reading expository text achievement in experimental and control group by analyzing the post-test score.

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