

**STUDENT PERCEPTIONS TO CRITICAL READING SUBJECT IN
THE THIRD SEMESTER DEPARTMENT OF ENGLISH EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department School of Teacher Training and Education**

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APPROVAL

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TESTIMONY

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Surakarta, August 05th 2020

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Abstrak

Penelitian ini dilakukan guna mengetahui persepsi mahasiswa terhadap mata kuliah *Critical Reading* di semester tiga Program Pendidikan Bahasa Inggris UMS. Penelitian ini menggunakan metode deskriptif kualitatif, sedangkan untuk teknik pengumpulan data yang digunakan adalah kuisioner dan wawancara, wawancara dilakukan untuk mengetahui hal yang penulis belum pahami dari jawaban kuisioner yang diisi oleh para mahasiswa. Subjek dalam penelitian ini adalah 22 mahasiswa semester empat Program Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta yang sudah menempuh mata kuliah *Critical Reading*. Hasil menunjukkan bahwa siswa memiliki persepsi yang berbeda mengenai *Critical Reading*. Ada yang berpendapat bahwa *Critical Reading* merupakan mata kuliah yang membutuhkan pemahaan yang lebih banyak, membutuhkan pemikiran yang kritis, menganalisis menafsirkan dan mengevaluasi teks, ada pula yang berpendapat bahwa *Critical Reading* merupakan proses membaca dengan cepat.

Kata Kunci: *Critical Reading*, persepsi mahasiswa, pembelajaran Bahasa Inggris

Abstract

This research was conducted to determine student perceptions to Critical Reading subject in the third semester of Department of English Education Muhammadiyah University of Surakarta. This study use a qualitative descriptive method, while the data collection techniques used are questionnaires and interviews, interviews were conducted to find out things that the researcher did not understand from the questionnaires answers filled out by the students . The subject in this study was 22 students of Department of English Education Muhammadiyah University of Surakarta that has been taken Critical Reading subject. The results show that students have different perceptions regarding Critical Reading. There are those who argue that critical reading is a subject that requires more understanding requires critical thinking, analyzes, interpret and evaluates text, some also argue that Critical Reading is a process of reading quickly.

Keywords: Critical Reading, student perception, learning English

1. INTRODUCTION

Language is one of the human needs in their life and human can not separate from language. Language makes people able to communicate with other people, because with language we can find out what other people mean. In this world English is an International language. Many people in this world use English while they are going to another country and to communicate with people in that country using English. It is because every country has a different national language so that English should be understood by everyone. Learning English as early as possible can add more benefits for us so that we will not feel afraid when we are facing English, especially for the students who live in countries that do not use

English as a mother tongue. The example is in our country, Indonesia, many students feeling afraid while facing English subject, they feel that English is very difficult to learn, but on the other side while they are learning English well, they will get more knowledge.

In Indonesia, English is very important in education aspect. We will learn four skills in English, there are speaking, reading, listening and writing, we also will learn grammar in the same time. When we want to communicate well, we must enrich our knowledge by reading. Reading ability is important in language learning, all knowledge can be obtained by reading. Reading is a linguistic, sociological, and psychological aspect (Charaka, 2013). Especially for students, teachers are expected to be able to motivate students to actively read, whether it's reading newspapers, magazines, story books, textbooks and so on. Through reading activities, students will obtain a lot of useful information and develop their ability in English (Siregar, 2014) and based on these skills in this paper we will discuss more about critical reading. Critical reading is an assessment of the accuracy and validity of reading material based on appropriate criteria (Razaghi, 2011). Including critical reading, through critical reading students can find out the meaning or content of the reading as a whole and in-depth. It is also expected that by reading critically students can practice to think critically in their daily life.

Critical reading is one of the subjects in Department of English Education (DEE) Muhammadiyah University of Surakarta, this subject is taught in the third semester. Besides learning critical reading, the students learn about Intensive Reading in the first semester, Extensive Reading in the second semesters, Critical Reading in the third semesters, and the last is Standardized Tests of Reading in the fourth semester. All of skills are taught in the first four semesters, in this research my concentration is on Critical Reading and I will take the data from the student perceptions after getting this subject while they are in the third semesters.

In this research, the researcher will focus in the student perceptions to Critical Reading subject. In this case, the researcher wants to know how students feel about Critical Reading Subject. Nurhadi (2009) in Ardiyani (2012) stated that critical reading is an activity to read critically to get a comprehensive understanding of the reading, with a firm attitude derived from the author's idea. One of the categories in reading skills is critical reading skills, to be able analyze, synthesis and evaluate text students will help by critical reading skill (Hudson, 2007; Abd Kadir, 2014). Critical reading is a reading activity that focuses on 1) speed, 2) accuracy, 3) criticality (Soedarso, 2000; Dewi, 2016). Perception is the process of attaining awareness or understanding of sensory information. Andrej Demuth (2013) explain

that perceptions is not only as object which from the content and diversity of the world, but also the starting point and the source of any sensual or intellectual cognition will therefore be the subject of our thoughts.

In this research, the researcher conducted the research in students of fourth semester Department of English Education Muhammadiyah University of Surakarta who have done learning critical reading. The researcher chooses this topic because based on the researcher's experience many students around the researcher's environment had difficulty in learning Critical Reading, so the researcher wanted to find out whether students who differed in level from the researcher also have same experienced.

2. METHOD

The type of this study is descriptive qualitative research through phenomenological method. Qualitative research is a study that analyzes and describes experiences of individual phenomena that exist in everyday life by Creswell cited by Eddles-Hirsch (2015) in Helaluddin (2018).

The subjects of this research are students English Education UMS who have already received Critical Reading subject, because in Critical Reading class there are 11 classes and the researcher take two students from each class so that the total respondents for this research are 22 students. The researchers chose students randomly and based on recommendations from their classmates.

3. FINDING AND DISCUSSION

In the finding and discussion, the data are taken from fourth semester that was already with Critical Reading subject in the third semester. The researcher shows the results of the data from questionnaire and interview that have been analyzed. The author focuses on the data collection of the students' perceptions while studying Critical Reading that they have taken when in third semester.

3.1 Finding

The followings are some of the findings that the researcher gets from some of the questions the researcher has asked respondents about their understanding of Critical Reading subject.

3.1.1 Critical reading needs deeper understanding about complicated words.

“Memahami lebih dalam tentang kata-kata yang rumit dalam teks dan tahu bagaimana cara menanggapi teks tersebut.”

“Understand more deeply about complicated words in the text and know how to respond to the text.”

From the data above, the researcher can know students' opinions about critical reading as something that requires a deep understanding when studying it, an understanding of complicated words and ways of responding the texts.

3.1.2 Critical reading need more critical thinking to answer the questions.

“... Menurut saya, Citical Reading ini adalah jenis Reading yang membutuhkan pemikiran yg ekstra/lebih kritis untuk mampu mengerjakan soal-soalnya, yang mana yang memiliki bacaan/teks yang mayoritas menggunakan kosakata sulit/yang masih asing bagi saya dan teman-teman, ditambah dengan teksnya yang panjang.”

“In my opinion, Critical Reading is a type of Reading that requires extra / more critical thinking to be able to work on its problems, which one has the majority of reading / text using difficult vocabulary / that is unfamiliar to me and my friends, plus the text the long one.”

Based on students' understanding, she considers critical reading to require more critical thinking to do the problems, because in critical reading subject have long reading with difficult and unfamiliar vocabulary for her and her friends.

3.1.3 Critical Reading is reading by analyzing the contents of the text.

“Yang saya tahu yaitu proses membaca dengan menganalisis, menafsirkan, dan juga kadang-kadang mengevaluasi bagian dalam teks.”

“What I know is the process of reading by analyzing, interpreting, and also sometimes evaluating the parts of text.”

From this understanding, students argue that reading by analyzing, interpreting and evaluating is needed when studying critical reading.

3.1.4 Critical reading as reading quickly but carefully

“Yaitu kegiatan membaca secara cepat namun dengan teliti bisa menemukan inti dari teks yang dibaca, memahami maknanya dan jika perlu bisa menjelaskan kembali kepada orang lain.”

“The activity of reading quickly but carefully can find the essence of the text being read, understand its meaning and if necessary be able to explain it back to others.

The statement argues that critical reading is a speed reading activity that must be careful to find the essence of the text, be able to understand its meaning and explain the contents of the text.

Based on the data above, researchers found that more than 50% of respondents who filled out the research questionnaire were of the opinion that critical reading was a critical reading process. Then as many as 14% of students also think that critical reading as learning is done in depth to find out the meaning of the text. The others argue that critical reading is reading by analyzing the contents of the text and reading quickly but thoroughly.

3.2 Discussion

Result that researcher found from the research supported by the previous research from some expert in critical reading. One of them is the statement expressed by the respondent regarding his understanding of critical reading. The student said that learning critical reading to understand difficult words deeper and knows how to respond to the texts correctly, this students statements agree with Nurhadi (2009) in (Ardiyani, 2012), he stated that critical reading is an activity to read critically to get a comprehensive understanding of the reading, with a firm attitude derived from the author's idea.

This statement supported by the majority of respondents who filled out these questionnaires. When studying critical reading they need a deep understanding to find out the meaning of the text.

The other understanding expressed by respondents regarding critical reading is that she said that read critically to work on problems with difficult vocabulary and long texts. This statement is in line with Dr. Wilson M. A. Therik (2017), he said that critical reading is the process of reading by assessing information from reading by looking at the author's motives,

so we must read critically with wisdom, grace, in-depth evaluative and analytical. The findings show some understanding of critical reading based on the students' perception.

The next statement is supported by the understanding of critical reading from Daniel J. Kurland (2010), he states that critical reading is an analytic activity. The reader responds a text to identify patterns of elements - information, values, assumptions, and language usage - throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. Some students consider critical reading to require analysis, interpret text and evaluate text to find out the meaning that exists in the text.

Critical reading is a reading activity that focuses on 1) speed, 2) accuracy, 3) criticality (Soedarso, 2000; Dewi, 2016) this statement supports the student answer that critical reading is a speed reading activity that must be careful to find the essence of the text, be able to understand its meaning and explain the contents of the text.

Students' have different understanding of critical reading depending on what each student can catch about critical reading. This is in line with the views of Andrej Demuth (2013), he explains that perceptions as objects which are from the content and diversity of the world, but also the starting point and the source of any sensual or intellectual cognition will therefore be the subject of our thoughts. So it's natural that every student has different thoughts about critical reading. The above understanding cannot be separated from the objective of Critical Reading itself, which is to get logical assumptions and be able to understand the contents of the text by analyzing the meaning of the text being read, this is supported by Razaghi, Seyed et. al (2011).

4. CONCLUSION

The conclusion from the results of the research that the researcher has done. Student's understanding of critical reading is different, depending on what each student can catch about critical reading. So it's natural that every student has different thoughts about critical reading. The majority of students think that critical reading is a reading activity that is carried out critically and deeply to be able to find out the meaning that is in the text. Students also get some benefits from learning critical reading, including students getting new vocabulary, students can know how to analyze texts correctly, know how to criticize text and also develop their reading skills. In addition to the benefits that students can get, there are some difficulties students' experiences in learning Critical Reading. They cannot understand the text very well because there are many difficult vocabularies and long texts, exam questions are more difficult than practice questions, must be time efficient while working on the exam and also

have to find the same words and messages in the text while they learn in daily. Students have their own way of dealing with these difficulties. Some of them have made glossary of the vocabulary they just got, then there are those who choose to sit near the lecturer while learning in class, look for the meaning of difficult words, to hold learning together with friends to better understand and know about critical reading.

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