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An Informational Text Reading Instruction Model to Improve Undergraduate Students' Reading Skill, Creativity and Criticism

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Abstract—This study aimed to see the effectiveness of the informational text reading the instruction model. This study adopted a mixed method with concurrent embedded design involving 50 undergraduate students in English department of Mataram University. This study applied one-group pretest – posttest design involving: administering a pretest, applying the experimental treatment, and administering a posttest. After the posttest, the questionnaire was distributed to the students to know their opinions about the informational text reading the instruction model. The quantitative data got from the pre- and posttest were analyzed with the help of SPSS, while the data from the questionnaire were analyzed following qualitative analysis steps: data reduction, data display and drawing a conclusion. The results show that a significant difference between the pretest and posttest scores, in which Sig. (2-tailed) was 0.000, which is less than 0.05. Further, in the closed questionnaire results, it is found that most of the students agreed that if the instruction of reading for informational texts trained them to be more critical and more creative and helped them to understand the texts more easily. In addition, it is also found that most of them strongly agree if the instruction of reading for informational texts trained to be more active and could improve their English vocabulary. On the other hand, from the responses to the open questionnaires.

Keywords—reading, informational text, active, creative, critical

I. INTRODUCTION

The development of technology and information in the current era of globalization requires efforts in developing human resources who are able to use or utilize technology properly and appropriately to meet their daily needs. In addition, the current era of globalization has resulted in changes in all sectors of public life, including the education sector. In facing the changes and developments at this time, of course the world of education, especially universities, has a very important role in the development of human resources who are able to face and keep up with the times.

As one form of effort in facing and responding to the demands of this era in the world of Indonesian education,

the KKNI (Indonesian National Qualification Framework) was compiled as a reference in grading the competency qualifications of graduates in schools and colleges. More broadly, learning activities carried out in tertiary institutions must be oriented towards the 21st century type of learning that integrates literacy skills, knowledge skills, skills and attitudes, and mastery of technology.

Literacy skills are considered the most important part of the learning process and educational development at all levels or levels of education, especially at the higher education level. [1] state that literacy in this case reading is a very important vehicle for achieving success in schools, workplaces and also in society.

Literacy is generally defined as the ability to read and write, in other words, literacy skills can be interpreted as the ability to understand and process information from reading material as well as the ability to write it both orally and in writing. In foreign language learning, according to [2], especially at the beginner level or class, in general reading and writing are skills that are the main focus. In addition, [2] states that literacy has a number of principles which can be concluded that literacy is basically communication.

In the world of education, [1] state that literacy skills will grow from the extent to which students as educated individuals depend on or relate to reading sources in the form of textbooks and electronic texts as learning and communication media, especially with media transformation. communication from traditional in the form of printed media to modern in the form of electronic or online media. The transformation of media literacy, according to [3], requires changes not only in the ways or methods of teaching children to have literacy skills but also a basic understanding of literacy itself.

Along with the times and technology, at this time information easily spread to all corners of the world. Information that was previously disseminated using printed media, with the increasingly sophisticated technology, now the dissemination of information has started to shift to electronic media. The information conveyed is generally in

the form of text so that the text which contains information is called informational text. In addition, [4] state that some of the reading activities we do are to get information such as when we read newspapers, magazines, brochures, and read instructions or directions in using household appliances.

Prospective English teacher students are certainly required to have adequate abilities in absorbing information, especially those written in English and then conveying it to other people or students both orally and in writing. Especially in the 21st century, [5] states that everyone is required to access information efficiently and effectively, evaluate information critically and use information accurately and creatively.

II. METHODS

This study applied a mixed method design *Concurrent Embedded* in which secondary (qualitative) methods are combined with primary (quantitative) methods. Quantitative data is data from the results of treatment, while qualitative data summarizes the processes or experiences experienced by each individual involved in treatment [6]. In its implementation, this research includes experimental research with one-group pretest – posttest design which includes 3 steps: 1) pretest implementation, 2) giving treatment, and 3) posttest implementation [7].

This study involved 50 students in the English language education study program. They were asked to take a reading test before and after following the information reading

learning model developed from the KWL (Know, Want to know, Learned) reading strategy which was held 4 times. The reading test given consisted of 3 informational texts with 12 questions in the form of true or false and multiple choice. Meanwhile, a questionnaire related to student opinions about the learning they have participated in consists of a closed questionnaire with 5 statements and an open questionnaire with 3 questions.

Based on the aims and design of this study, two kinds of data were collected and analyzed - quantitative data and qualitative data. The quantitative data obtained from the pretest and posttest were analyzed using the t-test formula with the help of SPSS. While the qualitative data obtained from the questionnaire were analyzed by following the general steps of qualitative data analysis, namely: data reduction, data display, and conclusions.

III. RESULTS AND DISCUSSION

A. Results

The Reading for Informational Text learning model used in this study is a model developed from the KWL reading strategy which stands for Know, Want to know and Learned. Research results from the pre and posttest activities, as written in table 4. It was found that the mean score at pretest was 7.72 and at posttest was 9.42 with standard deviation 1,230 for pretest and 1,386 for posttest. The lowest score on the pretest is 5 and on the posttest is 7, while the highest score on the pretest is 11, and on the posttest is 12.

TABLE I. DESCRIPTIVE STATISTICS

	N	Mean	Std. Deviation	Minimum	Maximum
PreTest	50	7.72	1,230	5	11
PostTest	50	9.42	1,386	7	12

TABLE II. TEST OF NORMALITY

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
PreTest	,190	50	,000	,938	50	,011
PostTest	,187	50	,000	,910	50	,001

a. Lilliefors Significance Correction

TABLE III. PAIRED SAMPLES TEST

Pair 1	PreTest PostTest	Paired Differences				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper				
		-1,700	1,865	,264	2,230	-1,170	-6,444	49	,000	

For the purposes of the t-test, the data obtained is tested for normality first, to determine whether parametric or nonparametric statistics will be used. From the results of the normality test using Kolmogorov-Smirnova, in table 2 it is found that the Sig. for the pretest and posttest is 0.000. As for the results of the normality test using Shapiro-Wilk it was found that the Sig. for pretest is 0.111 and for posttest is 0.001. This shows that the results of the pretest and posttest normality tests are normally distributed data, namely > 0.05. Because the results of the normality test show that the data is normally

distributed, the hypothesis test results of this research use the Paired Sample parametric statistic. T-Test.

Based on the results of paired samples test in Table 3, it is known that Sig. (2-tailed) is worth 0.000. Because the value of 0.000 is smaller than (<) 0.05, thus "Ha is accepted". This means that there is a significant difference between the pretest and posttest, so it can be concluded that there is a significant effect of using the KWL-based reading learning model developed on students' reading ability.

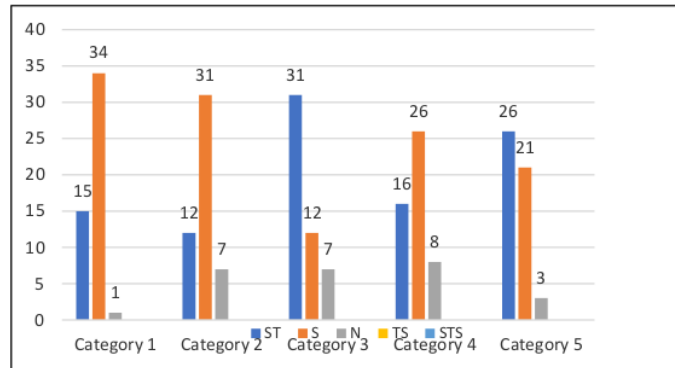


Fig. 1 Learning Evaluation Phase II

From the results of the questionnaire depicted in graph 1, it can be concluded that most of them agree that learning to read information texts trains them to be more critical (34 people / 68%) as shown in category 1, to be more creative (31 people / 62%) as stated in category 2, it can help them to more easily understand the text of information (26 people / 52%) as stated in category 4, and most of them strongly agree if the learning trains them to be more active (31 people / 62%) as stated in category 3 and can improve their English vocabulary (26 people / 52%) as shown in category 5.

In addition, from the open questionnaire on the first question related to what students like in reading information text learning activities, from the responses given by the students, it can be concluded that they like: 1) the activity of filling out the tables on the existing worksheets because it trains and encourages them to be more thorough and more active in reading, 2) post-reading activities including filling in the "learned" section and writing new words and looking for their meanings in the dictionary and putting them in sentences, and 3) giving feedback or evaluating work results that students have made at each meeting ..

In the second question related to the difficulties students had during learning to read the information text, it was found if some stated that there were no significant difficulties during learning activities, but others stated that they had difficulties including: 1) there were a number of difficult words in the text, 2) make conclusions from the reading material they have read, 3) make questions related to the text they are going to read, 4) look for answers in the text for questions they make themselves, and 5) look for appropriate and interesting text information from newspapers or online magazines .

Furthermore, in the third question related to hopes and suggestions for improving learning activities to read information text, some students stated that there was no suggestion because they thought or got the learning activity to read information text that they had done was good, making them more thorough, active and critical in reading, and some other students stated that reading learning activities using worksheets (KWL worksheets) should be done more often because it can encourage students to be more active in reading.

B. Discussion

Informational text or information text is text that contains information that can be found in print and electronic media and

along with the times and technology, at this time most of the information is disseminated through electronic media. To make it easier to understand the text of the information, according to Blachowicz & Ogle(2008), there are a number of skills and strategies that students need to have and to support this they need to be equipped with an understanding of the external features and internal structure of the information text. There are strategies that can be taught to students to help them understand the text of information, including the KWL strategy (Know, Want to know, Learn), I-Charts (Inquiry charts), reciprocal teaching, questioning the authors. The learning model to read the information text applied in this study is the development of the KWL reading strategy.

In the implementation of learning to read the KWL-based information text that has been developed in this study, students are directed and trained to read information texts by completing or filling out existing worksheets which are stated to make them active in reading activities. Ogle (1986) in [4] stated that In this KWL strategy, as the name implies, it starts with brainstorming activities related to what students know (Know) about a topic in the text / reading material, followed by writing questions or what they want to know (Want to know) from Then they read the text to get answers to the questions they made and finally they wrote the answers they got from the text (Learn), so it can be concluded that the KWL strategy includes three main activities, namely 1) the pre-reading stage which aims to activate the schemata. & curiosity, 2) reading stage and 3) post reading stage. Based on this, KWL is a reading strategy which, if applied in learning, can encourage students to be active in reading activities carried out.

A number of studies have also proven that the KWL strategy can not only improve students' reading skills, but also class situations or activities [7], increase student participation, motivation and interest [8], encouraging students to learn. independent [9], In line with research relevant to the use of KWL in reading learning, this research also not only found an increase in students' reading abilities, but also critical power, creativity, and activeness of students in reading. In addition, in the application of KWL in this study, students are given the freedom to search or select text from electronic media, namely English language newspapers according to their interests. So that they are not too burdened to read something they do not or don't like and therefore, they will be more motivated to read.

From the results of reviewing research findings related to the factors that affect motivation in reading, [10] finds and concludes that there is a positive relationship between interest and motivation to read. So that when someone's reading motivation is higher, the higher his / her ability to read [10],[11],[12]. There is a positive relationship between interest and motivation to read [10]. So that when someone's reading motivation is higher, the higher his / her ability to read [13],[12]. There is a positive relationship between interest and motivation to read [10]. So that when someone's reading motivation is higher, the higher his / her ability to read [12],[13],[14].

In the application of the learning model to read this information text, students are trained to write what they have read, the new information they get and at the same time convey conclusions from what they have read in the "Learned" column or row. This of course indirectly provides a platform for students to practice writing skills based on what they get from the text information they have read. In this case, we learn to write from reading [15]. This means that a person's ability to write is much influenced by his activities and ability to read. So that to be able or able to write well, someone needs to learn from what they read.

Furthermore, it was found that there was an increase in the reading ability of the students after participating in the learning activity to read informational texts which could be seen from the significant difference between the pre- and posttest results. This finding is in line with the opinion of most of the students who agree if the learning model to read the information text that has been implemented can help them to more easily understand the information text. This is understandable because in the learning process students are trained and asked to be active in a series of reading activities, starting from activities before reading, while reading and after reading.

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded that based on the results of the pretest and posttest, the implementation of learning to read information text, it was found that there was a significant difference or effect of using the KWL-based learning model of reading information text that was developed on students' reading ability. In addition, the results of questionnaires related to learning activities showed that most students agreed that the KWL-based learning model for reading information text based on KWL trained them to be more critical, more creative, and more active in reading, helping them to more easily understand information texts, and improving english vocabulary they have

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