

Research Article

Critical Reading Skills of the Descriptive Genre Through E-Learning

Gusnetti Gusnetti, Yetty Morelent, and Olin Nita

Universitas Bung Hatta, Padang, Indonesia

ORCID

Gusnetti Gusnetti: 0000-0002-4900-2141

Abstract. It has been found that in reading lectures, students at Bung Hatta University had difficulty understanding the text because they did not know about the genre of the text. This is because students study theory more than they practice reading. The purpose of this research was to describe the critical reading ability of Indonesian Language Education (Pindo) FKIP students at Bung Hatta University by applying the descriptive text genre. Theories proposed by Akaaya, Haromi and Akin were employed. Qualitative and quantitative methods were used. The research subjects were 23 students of the Indonesian Language and Literature Education Study Program, FKIP Bung Hatta University, Padang, class of 2020/2021. The score obtained for making and answering questions was 8.65, determining the structure of descriptive texts was 8.52, determining the structure of exposition texts was 8.60, concluding news texts was 7.78, and commenting on news texts was 7.91. The results showed that overall, the students of Pindo FKIP Bung Hatta University were able to read critically with a score of 8.25, which can be categorized as good.

Corresponding Author: Gusnetti
Gusnetti, email:
gusneti@bunghatta.ac.id

Published 22 March 2022

Publishing services provided by
Knowledge E

© Gusnetti Gusnetti et al.. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 2nd-ELEHIC-2021 Conference Committee.

Keywords: descriptive text genre, critical reading, e-learning

1. INTRODUCTION

A person is said to be in control of information if the information he conveys is precise and accurate. To be able to master information, one of them is by reading because reading involves the eyes and the mind. A person's success in understanding a reading can be measured by how much he understands the reading. Even though there is a slogan that reading can explore the world, but if you are not critical in understanding a reading, it will not be realized. Critically looking for information on a place through online media without having to go to the place, with critical reading skills this can be obtained. By reading critically someone will get an idea about a place. The higher a person's critical reading skill, the more information he gets.

Students of Indonesian Language and Literature Education (Pindo) FKIP Bung Hatta University batch 2020/2021 must have good critical reading skills so that they can

OPEN ACCESS

obtain precise and accurate information. In addition, critical reading skills are needed by students, in order to filter written information, so that they can find out the truth of the information obtained. The critical reader will not just accept the information he reads, before looking for other sources as comparisons or to find out the truth. This is important for Pindo FKIP students at Bung Hatta University because they will teach later in the field.

Research on critical reading has been done by many previous researchers. They are Bellet (2010), Jalilifar (2014), Akin (2015), Duran (2015) and Hayati (2015) [1,2,3,4,5]. The results of his research show that a person's critical reading ability can be applied in his own environment. Likewise with the research of Khonamri (2014) and Kamgar (2016)[6,7]. The results of the study indicate that the ability to read in the EFL class is very important to be mastered by someone because critical reading is one of the keys to success in the academic field.

In addition, research on critical reading with e-learning media has been carried out by researchers, including Kovacova&Vackova (2014), Palandi et al (2017), Ridwan (2017) and Mustafa (2016) [8,9,10,11]. The results of the study illustrate that learning critical reading through e-learning does not have to be in the classroom but can be adjusted as desired on the condition that if learning through e-learning students must be registered on the website.

In connection with previous research, the process of reading lectures so far at Pindo FKIP Bung Hatta University students get a lot of reading theory when compared to reading practice. Students only read loose texts and were not trained in reading descriptive text genres.

Based on these problems, researchers are interested in conducting research with the title "Critical Reading Skills for Descriptive Text Genres through E-Learning for Pindo FKIP Students, Bung Hatta University, Padang". The results of this study are expected that Pindo FKIP students at Bung Hatta University are able to criticize reading based on their understanding of the genre of the text they read.

To convey information in text form requires the ability to read critically. Haromi (2014) explains that by reading critically we can find out the lies committed by the author [12]. Akkaya (2012) also said that critical reading is basically the ability to understand reading to obtain information, evaluate and utilize information effectively[13]. Furthermore, Akin (2014) said that a person's ability to understand what information he has read for a long time is through critical reading[3]. Critical reading competence according to Duran (2015) critical reading is ideal reading because critical reading can gain competence at the level of analysis, synthesis, and evaluation[4].

2. RESEARCH METHOD

This research is a qualitative research with a quantitative approach. That is, this research is given to students to read the text critically so that they can answer, evaluate and draw conclusions from the text read. By using the AP4M model. Gusnetti (2021) explains that the AP4M model is carried out for reading so that students are directed in understanding a reading [14].

The research sample is a full sample in the sense that the population directly becomes the research sample because the number of students of Pindo FKIP Bung Hatta University in the 2020/2021 class is 23 people. According to Arikunto (2012) if the population is less than 100 people, then the population will immediately become the research sample[15]. Data collection techniques by giving several genres of descriptive text to Pindo students batch 2020/2021 and students working on working papers that have been prepared. The data collected is to create and answer questions, determine the structure of the descriptive text genre, determine the structure of the exposition text, make news text conclusions and report the results of the news text reading.

3. RESULTS

From the results of 5 Pindo FKIP student papers, Bung Hatta University student scores ranged from 7.00 – 10.00 with an average score of 8.25 in the very good category. The average value of students who got a score of 8.80 were 3 people, 6 students who scored 8.60, 1 student who got 8.40, 3 students who got 8.20, students who got a score of 8.00 as many as 4 people, and students who got a value of 7.80 as many as 6 people.

3.1. Gaining Value in Making and Answering Questions

The results of student data analysis in making and answering descriptive text genre questions were 8.65 with a very good category. There are 3 students who got 10 points, 10 students got 9 points, 9 students got 8 points and 1 student got 7 points. Qualification of student scores can be seen in the following table.

Based on the findings from student working papers on creating and answering questions like the table above, it can be seen that the ability of Pindo students for the 2020/2021 class in making and answering questions in the descriptive text genre is very good. The findings showed that 23 students were able to make and answer questions based on the material they read. It can be seen that students who fall into

TABLE 1: Results of Working Papers for Making and Answering Questions

No.	Mastery Level	Qualification	Frequency	Percentage
1.	91- 100%	Perfect	3	13,03%
2.	81-90 %	Very Good	10	43,48%
3	76-80%	Good	9	39,14%
4.	71-75%	More than Enough	-	-
5.	65-70%	Enough	1	4,35%
6.	60-64%	Almost Enough	-	-
7.	≤ 60%	Less	-	-

TABLE 2: Determining the Type of Descriptive Text Genre

No.	Mastery Level	Qualification	Frequency	Percentage
1.	91- 100%	Perfect	1	4,35%
2.	81-90 %	Very Good	10	43,48%
3	76-80%	Good	12	51,17%
4.	71-75%	More than Enough	-	-
5.	65-70%	Enough	-	-
6.	60-64%	Almost Enough	-	-
7.	≤ 60%	Less	-	-

the perfect category are 3 people (13.03%), very good category are 10 people (43.48%), good category are 9 people (39.14%) and enough category is 1 person.(4.35).Thus, the qualification for the category of Pindo student grades 2020/2021 in making and answering questions in the descriptive text genre with the AP4M model through e-learning is 8.65 with a very good category.

3.2. Results of Data Analysis Determine the Structure of Descriptive Text

The result of the working paper to determine the structure of the descriptive text using the AP4M model through e-learning for Pindo FKIP students at Bung Hatta University batch 2020/2021 was 8.52. The findings showed that 1 person got a score of 10.00, 10 people got a 9.00 score, and 12 people got a score of 8.00. For more details, see the table below.

From the table of student work papers in determining the type of text genre, it can be seen that Pindostudents batch 2020/2021 in determining the structure of the descriptive text genre through critical reading skills with the AP4M model through e-learning is very good. The results of the data obtained showed that students scored in the perfect category as many as 1 person (4.35%), in the very good category as

TABLE 3: Determining the Exposition Text Structure

No.	Mastery Level	Qualification	Frequency	Percentage
1.	91- 100%	Perfect	7	30,43%
2.	81-90 %	Very Good	-	-
3	76-80%	Good	16	69,57%
4.	71-75%	More than Enough	-	-
5.	65-70%	Enough	-	-
6.	60-64%	Almost Enough	-	-
7.	≤ 60%	Less	-	-

many as 10 people (43.48%), and the good category as many as 12 people (51.17%). Thus, Pindostudents batch 2020/2021 in determining the structure of the descriptive text genre through critical reading with the AP4M model through e-learning is 8.52 with a very good category.

3.3. The Results of The Data Analysis Determine The Structure of The Exposition Text.

The results of data analysis found from student working papers in determining the structure of the short story text are perfect. In this case, Pindo students in class 2019/2020 are very familiar with the structure of short stories. Of the 10 students, only 1 person was worth 8.00 the rest got a score of 10.00. For more details, see the table below.

The level of 2020/2021 in determining the structure of the descriptive text genre through critical reading with the AP4M model through e-learning is 8.52 with a very good category.

Based on table 3 on student working papers in determining the structure of the exposition text, it can be seen that the students of Pindo FKIP Bung Hatta University in determining the structure of the exposition text using the AP4M model in critical reading skills through e-learning are very good. It can be seen that 7 people (30, 43%) have been able to determine the structure of the exposition text with a perfect category, and 16 people (69.57%) have been able to in a good category. Thus, the average ability of Pindo FKIP students batch 2020/2021 is 8.60 with a very good category in determining the structure of the exposition text.

TABLE 4: Summarizing the News Text

No.	Mastery Level	Qualification	Frequency	Percentage
1.	91- 100%	Perfect	-	-
2.	81-90 %	Very Good	-	-
3	76-80%	Good	17	73,91%
4.	71-75%	More than Enough	-	-
5.	65-70%	Enough	6	26,09%
6.	60-64%	Almost Enough	-	-
7.	≤ 60%	Less	-	-

3.4. Results of Data Analysis Concluding News Text

In concluding news texts on critical reading skills with the AP4M model carried out by students of Pindo FKIP Bung Hatta University batch 2020/2021 through new e-learning is more than enough. In this case, students have not been able to conclude well. This can be seen from the results of data analysis, it was found that the students of Pindo FKIP Bung Hatta University class of 2021/2021 the highest score was only 8.00 as many as 17 people in the good category and 6 people getting a score of 7.00 in the sufficient category. For more details, see the table below.

Based on the table above regarding student working papers, it can be seen that the student's ability to make conclusions from the text read is more than adequate, namely 7.78. This can be seen from the students who scored in the good category, 17 people (73.91%) and 6 students (26.09%) getting sufficient marks. Students who scored perfect, excellent, and more than adequate were not found. Thus, the students of Pindo FKIP Bung Hatta University batch 2020/20201 in writing the conclusions of news texts that were read with an average value of 7.78 were still unable to be in the more than adequate category.

3.5. Results of Data Analysis Commenting on the Results of Reading Text News

The results of data analysis based on the work paper of the Bung Hatta University Pindo FKIP students in commenting on the news texts they read on critical skills with the AP4M model through e-learning are more than adequate. It can be seen that 21 students were able to comment in the good category and as many as 2 students were able to comment on the news text in the sufficient category. For more details, see the table below.

TABLE 5: Commenting on the results of reading the news text

No.	Mastery Level	Qualification	Frequency	Percentage
1.	91- 100%	Perfect	-	-
2.	81-90 %	Very Good	-	-
3	76-80%	Good	21	91,30%
4.	71-75%	More than Enough	-	-
5.	65-70%	Enough	2	8,70%
6.	60-64%	Almost Enough	-	-
7.	≤ 60%	Less	-	-

Likewise with student work papers in commenting on the results of reading news texts, it can be seen that there were no results from the work of Bung Hatta University's Pindo FKIP students for the 2020/2021 class who obtained perfect and excellent scores. Only in the good category as many as 21 people (91.30%) and in the sufficient category as many as 2 people (8.70). Thus, it can be concluded that the students of Pindo FKIP Bung Hatta University class of 2020/2021 in commenting on the text they read scored 7,91 with good category.

4. DISCUSSION & CONCLUSION

Research on critical reading skills for descriptive text genres through e-learning was carried out at the Indonesian Language and Literature Education Study Program (Pindo) FKIP Bung Hatta University batch 2020/2021. The research was conducted by assigning students to work on working papers. The working paper consists of 5 parts, namely making and answering questions, determining the structure of the descriptive text genre, determining the structure of the exposition text, concluding the news text, and commenting on the results of the news text reading. Overall, the results of the study showed that students were already very good at reading descriptive texts. This can be seen from the results of student work papers with an average value of 8.25 with a very good category. Each student received a score ranging from 7.80 – 8.80. This can be seen, 3 people got a score of 8.80 with a very good category, as many as 6 people got a score of 8.60 in a very good category, as many as 1 person got a score of 8.40 with a very good category, as many as 3 people got a score of 8. .20 with very good category as many as 4 people who got a score of 8.00 in the good category and as many as 6 people who got more than adequate scores. Thus the results of data analysis showed that the five working papers that were done by students were very good with an average value of 8.25. Of the five working papers studied, only making conclusions

about news texts needs to be retrained so that students' ability to make conclusions get a good average score.

Thus, the results of data analysis carried out on the five student working papers were very good with an average value of 8.25. Of the five working papers studied, only making conclusions about news texts need to be retrained so that students' ability to make conclusions get a good average score.

This study is in line with research conducted by Bellet (2010) who conducted research on EFL students in Turkey that there was an increase in critical reading ability and EFL students were able to use their critical reading results in their daily lives[1]. Likewise with the research of Hayati, et al. (2015) conducted their research at SMA Negeri 5 Padang on the relationship between critical reading skills and popular article writing skills based on learning styles. The results of his research show that critical reading can improve the ability to write popular articles for students at SMA Negeri 5 Padang. They are serious in critical reading so that it has an impact on writing their popular articles[5].

Thus, the application of the AP4M model in critical reading through e-learning for Pindo FKIP students batch 2020/2021 can improve students' ability to understand the genre of descriptive text well. Thus, this model can be used in other learning process

References

- [1] Bellet A. Casting critical thinking critical reading instruction. *International Journal of Child Care and Education*. 2010;10(1):8. <https://doi.org/10.1186/s40723-016-0024-4>
- [2] Jalilifar A, Khazaie S, Kasgari ZA. *Critical discourse analysis of teachers written giaries genre: The critical thinking impact on cognition in focus*. Iran: Shahid Chamran University of Alvar;2014.
- [3] Akin F, Koray O, Tavukyu K. *How eEffective is Critical Reading in The Understanding of Scientific Texts*. Published by Elsever Ltd. OpenAcces under CC by-NC-Nd Licensse INTE ; 2014.
- [4] Duran E, Yalcintas E. *Review of the [critical reading education in the primary schools*. Turkey: Usuk University, The Institute of Social Science Turkey;2014.
- [5] Hayati, Najmi et al.. 2018. Hubungan Keterampilan Membaca Kritis denngan Keterampilan Menulis Artikel Populer berdasarkan gaya belajar siswa kelas XI SMA negeri 5 padang. *Jurnal Bahasa, Sastra dan Pembelajaran Volume 2 Nomor 1*, Februari. 2015
- [6] Khonamri F, Sanaati MK. *The impact of dynamic assessment and call on critical reading: An interventionist approach*. Iran: University of Mazandaran, Babolsar; 2014.

- [7] Kamgar N, Jididi E. Exploring the relationship of Iranian EFL learner's critical thinking and self- regulation with their reading comprehension ability. Paper presented at: International Conference on Teaching and Learning as an Additional Language, GloELT 2016;2016 April 14-17; Antalya, Turkey.
- [8] Kováčová L, Vacková M. Implementation of e-learning into the Process Security Education in Universities. *Procedia - Social and Behavioral Sciences*. 2015;182:414-419. <https://doi.org/10.1016/j.sbspro.2015.04.810>
- [9] Palandi JF, Aminah S, Pudyastuti ZA. Pengembangan aplikasi web e-learning untuk pendidikan anti korupsi menggunakan moodle. *Jurnal Inovtek Polbeng-Seri Informatika*, Volume 2 No.2 Vovember 2017
- [10] Ridwan W. Pengembangan media pembelajaran berbasis e-learning pada mata kuliah pengembangan teknologi pendidikan Islam. Makasar: Pendidikan Teknologi Dan Kejuruan Pascasarjana Universitas Negeri Makasarahuja; 2017.
- [11] Mustafa A. The personalization of e-learning systems with the contrast of strategic knowledge and learners's learning preferences: An investigatory analysis. Iraq: University of Kurdistan; 2016.
- [12] Haromi FA. Teaching through appraisal: Developing critical reading in Iranian EFL Learner. Iran: Shahid Chamran University Ahvaz Irang; 2014.
- [13] Akkaya N. The relationship between teachers candidates critical thinking skill and their use of reading strategies. Turkey :Dokuz Eylul University; 2012.
- [14] Gusnetti, Gusnetti. Pengembangan model keterampilan membaca pemahaman genre teks bahasa Indonesia berbasis pendekatan Saintifik-SQ3R mdlalui e-learning. Disertasi Padang: Program Studi Ilmu Keguruan Bahasa Fakultas Bahasa dan Seni Universitas Negeri Padang; 2021.
- [15] Arikunto S. *Prosedur penelitian*. Jakarta: Rineka Cipta; 2012.