

# Effectiveness Learning of Critical Reading Using Susiso Model

*by* Nuria Reny Hariyati

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**Submission date:** 17-Dec-2020 08:01AM (UTC+0700)

**Submission ID:** 1477236913

**File name:** eai.21-12-2018.2282657.pdf (379.89K)

**Word count:** 2384

**Character count:** 12064

## 2 Effectiveness Learning of Critical Reading Using *Susiso* Model

N R Hariyati<sup>1</sup>, A Almadid<sup>2</sup>

<sup>1</sup>Akademi Farmasi Surabaya, Surabaya, Indonesia

<sup>2</sup>Universitas Negeri Surabaya, Surabaya, Indonesia

E-mail: nuriareng@akfarsurabaya.ac.id

### ABSTRACT

This study aims to describe the application of the *Susiso* critical reading model at the Akademi Farmasi Surabaya. This research uses quantitative methods and uses quasi experiments. The research data is in the form of critical reading scores. Critical reading scores were obtained from tests in the A1-16 and A3-16 classes of the Akademi Farmasi Surabaya. Based on the results of the study, it was concluded that the application of the *Susiso* model had a significant effect on critical reading of the A3-16 class at the 0.05 significance level. Based on the summary of the data, it is known that the results of the covariance analysis of the test data for the difference in the initial grade scores of A3-16 and A1-16 classes obtained a significance level (Sig) of 0.029. Furthermore, the influence of the differences between the two groups towards the final test obtained a significance level (Sig) of 0.035. The results of the analysis show that Sig <0.05. The effect of the initial test on the final test has a significance level (Sig) of 0.015. The results of the analysis also showed that Sig <0.05.

**Keywords:** *Susiso* Model, Critical Reading, Model Reading

### 1. INTRODUCTION

Reading is one of the most urgent and most complex language skills. One genre of reading is critical reading. Wallace & Wray [1] call critical reading "lies in assessing the extent to which they have provided adequate justification for the claims". Critical reading involves critical thinking skills [2] to understand critical texts. In addition, critical reading also involves reading speed. Thus, the criticality and speed in reading is very urgent to be done so as to get a comprehensive interpretation and can provide justification according to the level of scholarship. In this context, readers are expected to become expert readers [3], readers who can balance, automatically read texts so that their reading results are deep, evaluative, and objective.

In the era of industrial revolution 4.0 that requires all the capabilities of all 'smart' [4], reading skills are very necessary for all circles, especially academics. Reading skills are needed to produce comprehensive reading power [5]. Therefore, many reading strategies have been developed, ranging from monodisciplinary to multidisciplinary[6]. The monodisciplinary

reading strategy is currently being abandoned because it is unable to answer reading problems that have high complexity. The level of critical readers is actually entered at the stage of analysis, judging, and creating. This type of reading is very good for academics, both students/students [7].

The purpose of this study was to determine the effectiveness of students in the critical reading process with the *Suzivo* model, namely express, implied, and highlighted. The urgency of this study could theoretically be an experimental study of the repertoire of knowledge, references, and new information related to the implementation of a critical reading strategy in the Indonesian language course.

## 2. LITERATURE

### 2.1. Critical Reading

Critical reading in a reading language perspective that involves critical thinking skills. Critical reading that cannot be separated from critical thinking skills is collaborated with Critical Discourse Analysis (CDA). Critical reading can produce critical reading power when connected with Critical Discourse Analysis (CDA) [Wallace, 2003:26]. Thus, critical reading studies are interdisciplinary studies in the context of reading because they hold other disciplines related to critical thinking.

Barnet & Herlan [2] provide specific criteria that a critical reader must be able to (1) determine the topic; (2) determine the author's argument; and (3) interpreting the texts connected with other texts. Critical reading can be used for the journalistic field [8], the field of literature. Thus, critical reading does not only stand on one text, but multi-text.

Critical reading when connected with critical discourse, a reader must be able to associate language and practices of power. This is very important because language also cannot be separated from social practices and practices of power [9]. In a further context, van Dijk gave a description that the critical discourse must actually be able to dismantle the power of the political elite which gave rise to injustice [10]. Thus, a reader can be a reader who is an expert in his field and not trapped in subjectivity.

In the context of critical reading, Ahmadi & Reny [11] state that a reader must be able to understand whether the text he reads is quality, not the result of plagiarism, fabrication, or falsification. If a critical reader is able to do this the results of the reading become clear and clear. If a critical reader is unable to understand that the text he reads is plagiarism and he assumes that the text is original, it will be very dangerous. Moreover, in that context, the critical reading of the text for the category of book, journal, article, literary assessment, this matter is very dangerous because it could be that the plagiarism work that is considered good is apparently plagiarism. Title is set 17 point Times Bold, flush left, unjustified. The first letter of the title should be capitalized with the rest in lower case. It should not be indented. Leave 28 mm of space above the title and 10 mm after the title.

## 3. METHODS

### 3.1 Research Approach

This research is a quasi-experimental study with the Times-Series Design with Control Group as follows:

**Table 1.** Times-Series Design with Control Group

Group	Pretest	Treatment	Posttest
Experiment Class A3-16	T1	Critical reading studies with model Susiso  Critical reading	T2
Control Class A1-16			

### 3.2 Data Collections

The data collected in this study were critical reading scores. To obtain a critical reading score, a critical reading test is used. Tests were given to the control group and the experimental group selected as research data sources. The test is done after the learning process takes place. The initial test and the final test were given to the research data source, namely students from the A3-16 class and the A1-16 class at the Surabaya Pharmacy Academy.

Data collection is carried out using reading text instruments and reading comprehension text instruments that have been compiled. The instrument is in the form of reading text accompanied by questions containing Susiso. The test procedure is done by (1) the reading text and the background of the author are shared with students, (2) students read with the Susiso model (for the experimental class), (3) finish reading, the reading text is collected, (5) share comprehension test questions and answer sheets, (6) student's answer on the answer sheet, and (7) answer sheets are collected. The instruments of data collection for this study include three things, namely (1) reading texts that have been validated internally and externally (academics), (2) Item items which has been validated internally and externally (practitioners), and (3) this research was carried out within three months after the Mid Semester Exam.

## 4. RESULT

After giving the treatment with Susiso critical reading ended, the test was carried out. The A3-16 class test is held on Friday, November 23, 2018 at 8:30 until completion and the test for A1-16 class is held on Monday, November 19 2018 at 09:40 until completion. The number of students present in the A3-16 class is 36 and the number of students present in classes A1-16 is 36. The test results are in the form of critical reading scores. Furthermore, to determine the significance of the difference in reading scores of the A3-16 and A1-16 classes at the time of the initial test and at the end of the test the Ancova test was conducted. The Ancova test was analyzed by SPSS for Windows. The results of the analysis of covariance (Ancova) test of differences in the initial test scores with the final test of critical reading in class A3-16 and class A1-16 are presented in the following table.

**Table 2.** Posttest Mean

Group	Mean	N
Experiment	237,0833	36
Control	167,5278	36

Table 3. Dependent Variable:  
Dependent Variable: Posttest

Sumber Varian (SV)	Jumlah Kuadrat (JK)	Derajat Bebas (db)	Kuadrat Rerata (KR)	F <sup>Ancova</sup>	Taraf Signifikansi (Sig)
Corrected model	88216,0807	2	44108,040	0,592	0,015
Intercept	1231031,076	1	1231031,076	123,772	0,000
tes awal	1132,524	1	1132,524	1,139	0,029
kelompok	87531,047	1	87531,047	0,877	0,035
Total	3103626,000	72			

Dependent Variable: Pretest

Sumber Varian (SV)	Jumlah Kuadrat (JK)	Derajat Bebas (db)	Kuadrat Rerata (KR)	F <sup>Ancova</sup>	Taraf Signifikansi (Sig)
Corrected model	1895,467	2	947,734	44,348	0,000
Intercept	32421,827	1	32421,827	20,246	0,000
tes akhir	1823,467	1	1823,467	1,139	0,029
kelompok	1404,583	1	1404,583	88,007	0,000
Total	2248636,0	72			

Based on the data in table 3, it is known that the results of the covariance analysis of the test data for the difference in the initial grade scores of A3-16 and class A1-16 obtained that the number of squares (JK) is 1132,524, free degrees (Db) are 1, mean squares (KR) is 1132,524, F is 1,139, and the significance level (Sig) is 0,029. The results of the analysis show that Sig <0,05. This statement indicates that the Ancova test has been fulfilled at a significance level of 0,05. This test is done by eliminating the influence of the differences between the two groups from the model first. Next, a test was conducted to determine the effect of the differences between the two groups on the final test. This test is done by eliminating the influence of the initial test of the model. From the results of processing F is 0,877, and the significance level (Sig) is 0,035. The results of the analysis show that Sig <0,05. This means that there is an influence of the differences between the two groups towards the final test at the 0,05 significance level. To find out the effect of the initial test on the final test, it can be seen in the corrected model section, F is 0,592, and the significance level (Sig) is 0,015. The results of the analysis show that Sig <0,05. This means that the initial test has a significant effect on strengthening the character of environmental love at a significance level of 0,015.

The results of the covariance analysis of the test data differ in the final test scores of class A3-16 and class A1-16, and the number of squares (JK) is 1823,467, free degree (Db) is 1, mean square (KR) is 1823,467, F is 1,139, and the significance level (Sig) is 0,029. The results of the analysis show that Sig <0,05. This means that there is a linear relationship between the final test of strengthening the character of environmental love. This statement indicates that the Ancova

test has been fulfilled at a significance level of 0.05. This test is done by eliminating the influence of the differences between the two groups from the model first. Next, a test was conducted to determine the effect of the differences between the two groups on the initial test. This test is done by eliminating the effect of the final test of the model. The result of processing F is 88.007, and the significance level (Sig) is 0.000. The results of the analysis show that Sig <0.05. This means that there is an influence of the differences between the two groups on the initial test at a significance level of 0.05. To find out the effect of the final test on strengthening the character of environmental love, can be seen in the corrected model section, F is 44.348, and the significance level (Sig) is 0.000. The results of the analysis show that Sig <0.05. This means that the final test has a significant effect on strengthening the character of environmental love or Islamic children's storybook significantly influencing the character strengthening of environmental love at a significance level of 0.000.

## 5. CONCLUSION

Based on the results of the study it was concluded that the Susiso model had a significant effect on the A3-16 class critical reading strategy at the 0.05 significance level. The suggestion of this research, can be an experimental study of knowledge, references, and new information related to the effectiveness of critical reading strategies to support literacy skills towards the era of the industrial revolution.

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