

# THE EDUCATIONAL CHARACTERS OF STUDENTS FROM CRITICAL READING

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## Abstract

Many reading will enrich the mind, because the more one reads the more knowledge they get and the broader their horizons of thinking. Reading activities have an important role in human life, especially in growing one's personality. The problems that are often found in the field are many of the students who are less interested in reading, especially in supporting their lectures. One reason is the lack of interest of students to find the right and suitable reading material that they will read to get information and increase their knowledge. The main purpose of reading is to increase the positive effect on individual abilities. Critical reading will gain deep knowledge. Critical readers must be able to interpret and analyze and can historically determine the way of thinking of the author. With a lot of critical reading a text will be able to foster character education in a person's behavior.

**Keywords:** reading role, critical reading, character education

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## Introduction

Experts who argue that "Reading enriches the mind". The more a person reads the more material they know and the wider the horizon they think. Someone in cultivating intellectual, not only through formal education, but also because they diligently read so much science that they get so that their intellectuals are not inferior to those with a formal education. With a lot of reading we can know the events of the past, now or will come. By reading a person can know the development of the world, even though they are not in that place though.

Reading activities have an important role in human life, especially in growing one's personality. With a lot of reading, a person will gain a lot of knowledge so that the results of reading can shape the human personality and can form a social community. This is because reading is one of the indirect communication tools needed in a cultured society to be able to know the development and life of the people they have been looking for for years. Moreover, the reading material produced, mostly influenced by the social background of society and throughout the time recorded well in the book they wrote.

Reading is a term that implies not always the same for everyone. Some see reading as a product and others view reading as a process. In this paper reading is seen as a process, because in the learning activities every material that must be mastered by a person can not be separated from reading activities. Particularly for reading students it is necessary to repeat the course material they have learned, or to seek supporting data from the material to be completed from the assigned task. Reading is also done while answering a question and looking for something, while the answer is in the book.

Critical reading study has been done by researchers, including: Valerio (2013), Albeckay (2014), Yalcintas (2015), and Akin (2015) who say that reading is one of the basic linguistic skills. Reading has a very important position for intellectual development, because through reading can know all the information that develops in the midst of a diverse society. Reading is the main way to get information, because by reading can understand, know and analyze the reading material, so that the information obtained can be understood more clearly.

The problems that many found in the field are many of the students who are less interested in reading, especially in supporting their lectures. One reason is the lack of interest of students to find the right reading material and match that they will read to get information and increase their knowledge. In addition they also do not know how to read well in accordance with the goals to be achieved, while they are more interested in reading novels, comics and short stories only while they just read it.

In this article the author tries to analyze the steps in improving students' reading ability especially seen from the factors of reading material, supporting factors, and teachers own factors. Thus it is hoped that with a lot of reading will be able to improve the personality and can foster the character of students

### **Theoretical Review**

Critical reading is reading in a thorough, focused manner so that it can understand, find, determine, analyze and evaluate read readings. Tarigan (2009) and Gusnetti (2014) together explained that critical reading is a reading activity with great care so that critical readers can comment on, determine bad or good, may or may not contain the contents of the reading. Critical reading does not mean that a reader completely closes himself to the ideas of others, but critical reading is reading with great precision which is done wisely, deeply, full of analysis, evaluative so that what the author means is the same as his understanding with critical readers.

The ability of someone to be able to understand reading longer stays in his mind, can only be done if someone is critical reading. Critical reading can only be done by intellectuals. This means that someone who has a lot of knowledge about a reading, then they can understand the reading well, because he already has prior knowledge of the reading, so he is able to analyze and evaluate a reading (Akin, 2015).

Valerio (2013) also explained that critical reading is not only done by native speakers to understand a reading but students who learn languages can also do it. Critical reading is not only just understanding the text, but also thinking about whether the material presented in the text is true or false. The main purpose of critical reading is to increase the positive effect on the individual, the accumulation of knowledge, observations according to the view of critical readers, so that they are able to draw conclusions appropriately and openly to understand the contents and perspectives presented.

Critical studies in understanding the readings according to Duran and Yalcintas (2014) need to be done in understanding, reacting as well as in interpreting a reading. Critical readers in reading texts must be able to interpret and analyze, evaluate and be able to historically determine the way of thinking of the author. In addition, the critical reader is able to create new meanings according to the experience he has with reading.

### **Method**

This type of research is qualitative with descriptive methods. The data of this research are taken from observations and questionnaires which contain the activities of Indonesian Language and Literature Education students of the 2015 Faculty of Education at the Bung Hatta University in the learning process. Data collection and analysis are carried out simultaneously so that data can be validated by triangulation with data. This is consistent with the opinion of Moleong (2002: 104) that data analysis is carried out in a process carried out by recording and calculating statements filled with students from the questionnaires given. Thus, the research instrument is the researcher himself who is assisted by the format of data identification and classification.

### **Findings and Discussion**

Reading Steps can Grow the Character of Pindo Students FKIP of Bung Hatta University Students who are characterized are students who are aware of their existence as students, and are aware of their rights and obligations. Aware of his duties and responsibilities as a student. One way to be able to grow the character of students is through a lot of reading. In order to understand the reading well, through the critical reading activity is by proposing steps in improving critical reading skills among others seen from the factors of reading material, supporting factors, and teachers themselves.

#### **I. Factor of Reading Material**

##### **a. Educators**

Educators as close and face-to-face people with students should be able to explain well how to learn and what to do in order to understand the subject matter well. One way that can be done is by reading a lot. Educators must be able to explain how to understand the reading material because it is full of ideas. The ideas that exist in the reading material, students can first determine the main idea or problems written by the author. Many students are less interested in reading, consequently they can not determine the ideas that exist in the reading. Students are lazy to read and consider that reading textbooks especially scientific books is very difficult. The difficulties are immediately captured and noticed by the educator so that students do not feel any difficulties in understanding the reading material.

Of the 38 Pindo class 2015 of students who stated that reading material was important to develop students' character there were around 14 people. The rest of the Pindo students of FKIP Bung Hatta University, are lazy to read and assume that reading textbooks, especially scientific books, is very difficult.

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Educators must be able to guide students in order to discover which parts are the main ideas, and which parts are the supporting ideas of a reading. This guidance can be done through a lot of training, such as: giving a reading that is loaded with the main idea, giving random readings so that students are ordered to organize the paragraph into a discourse, or arrange the sentence with group squensing technique. In addition to the prepared literature and the tasks assigned, the educator must be able to provide reading materials loaded with knowledge. In addition to the package books of each required subject, the educator must assign his students to read other books so they are loaded with science. Likewise with reading materials that must be prepared is a material that can improve care for the environment, social care, discipline, spirit of togetherness, hard work, and curiosity. From the results of the reading, students are expected to create a creative student and have the opportunity to bring out behaviors that show the values of the character.

**b. Enriching Vocabulary.**

Enriching vocabulary is an important thing students should do as a first step to increase reading interest. Students should be accustomed to using dictionaries to add to their vocabulary. Through the student dictionary will be able to know the meaning of a word or meaning of a term with precisely. Educators should always emphasize to the students that the meaning of a word depends on the word relationship in the sentence. So is the meaning of a loose word, often changing according to the order in the sentence. Another way to enrich the vocabulary by replacing a certain word in a reading by finding the exact equivalent word (Grop Cloeze technique). In Clouze Group techniques that should be considered are: a) the syntactic method of preciseness, custom, and ex- perience. b) the meaning of language, and c) the social language of the language.

**c. Learning Interpreting and Taking Conclusions**

Based on short readings that are trained, educators can improve the level of student understanding and interpretation in drawing conclusions. For example, educators can ask directional questions in accordance with the material read by students. Educators can ask what the author intends to express the problem in his reading. Students should be able to find interesting things from reading readings. Or determine the basic idea of the material being read.

With intensive training, it is expected that students will be trained to interpret and conclude the reading correctly. Student answers can be examined together in class discussions. The educator must be able to explain the actual conclusion of what the writer is referring to in the reading.

**d. How to Read and Read Objectives**

How to read and read purpose very closely related to the reading activities. Reading comprehensively, focusing on the reading material, all of which must be tailored to the need to achieve predetermined goals. If the purpose of reading wants to examine or critically assess a reading, then how to read it will be different from the purpose of reading for just a time filler. Likewise, critical reading requires precision and understanding and the ability to connect the entire contents of the reading so as to provide ideas or comment on the content of reading.

If the purpose of reading to be achieved only to take the main ideas only or just to know the outline alone, then the reader will use the type of fast reading. If you are not interested in reading material, they will read it at a glance, but if the reading is interesting, then the reader will seriously read it.

**e. Varied Reading Material**

Educators in the learning process need to pay attention to varied reading material, especially when viewed from the purpose of reading. Educators are as much as possible able to direct the skilled students to understand and interpret reading material. Educators should be able to prepare reading materials that can shape behaviors that suit the needs of students, it will need a varied reading material. The reads are not only limited to general reading material, but also special reading material according to the character of the students. For example educators can choose reading materials that match the interests and development and needs of students

**2. Supporting Factors.**

Supporting factors that must be done by educators in order to create a good reading atmosphere so that they can develop student character are learning environments, small notes, dictionaries, libraries and private libraries.

Besides that, the attitude of sitting while reading is also very decisive. A relaxed and pleasant sitting attitude will make you feel at home for a long time in understanding a reading. Thus there is physical readiness so that it involves serious thinking and mental readiness in the face of a reading. Of the 38 Pindo 2015 class students, all of them stated that the place of learning / reading was fun because their learning atmosphere and place of residence were very conducive to learning / reading. The campus atmosphere is fun because the lobby can be used for learning.

a. Learning Environment

Learning atmosphere to be considered so that students are more passionate about reading activities, among them is the number of students who are not too much in one class, so that educators can monitor the critical reading exercise of students. With a small number of classes will create a passionate learning atmosphere. Educators can improve the way students read one by one. Likewise, if students do reading activities at home, home study atmosphere should also be fun and make students feel at home to open the book they will read.

The lighting also affects the learning environment. For example, the dark house, the atmosphere of a house that is stuffy or not good ventilation greatly affects students to learn primarily to read, consequently students do not have the excitement or feel bored to start reading. The atmosphere that students expect before learning is a pleasant atmosphere, a tidy room, good lighting, so it raises the spirit and excitement of time to start reading.

Besides the sitting attitude reading time is also very decisive. A relaxed and pleasant sitting attitude will make you feel at ease in understanding a reading. Thus there is a physical readiness that involves thought and mental readiness are serious in the face of a reading.

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b. Small Note

Before starting to read should prepare in advance the reading equipment in between is a notebook to write things important and difficult to understand. Small notes can be books, small paper, or cardboard measuring approximately 10 x 15 cm. How to use notes should begin before turning the pages of the book, the student first notes the title of the book, author's name, year of publication. The point is as a marker that the next record comes from the book. After students start reading, then the results of the understanding obtained from the subject or sub-subject is poured in the paper that has been provided notes.

To organize the presentation, students include the subject or sub-topic in the booklet at the top left and then underlined. After that just record the results of his understanding by using his own language. In order to make an important note after reading critical point to save and check back if the material is needed sometime. Of the 38 data that were examined, they made a small note when reading only a small part, which was about 11 people, because most of the students thought that by reading repeatedly they could understand the content of the reading well.

By making small notes when finished reading, students will be accustomed to taking notes of important matters with good understanding, and students will be quick to respond from the reading they read because they have been trained to organize and simultaneously pour it into their own understanding

c. Dictionary

The availability of dictionaries also affects students' interest in critical reading. When students are stuck on a word or a term, they can immediately open the dictionary to search for the meaning of the difficult words read, so as not to be impeded to continue reading the read. If the dictionary does not exist, and if it strikes against the word read, this will shut down the student's interest in reading. From the data obtained, students did not bring a reading time dictionary but they opened the KBBI V online dictionary if it collided with the material that was read.

In addition, educators need to guide students to read critically in order to use dictionaries and encyclopedias and other resources they need to obtain additional or to improve the information the students have obtained.

d. Campus Library

Growing interest in critical reading is closely related to libraries. Libraries are sources of information. In the library all the required student books should be available. Educators must be creative to provide titles of books that will be read by students, either textbooks, scientific magazines, journals, literary books and so forth.

Educators must be creative and able to take advantage of leisure time to encourage students to read in the library. Educators are able to provide information about books that are good to read. With information provided by educators, the students are able to read because the books to be read are available in the library. Based on 38 students studied, most of the students said that they rarely visited the campus library because of its location which is very far away, namely on Ulak Karang of one campus. Students only use books in the Pindo study program mini library located in the room of the head of the Pindo FKIP. Bung Hatta University

e. Personal Library

If the activities of the students have been improved to become a favorite of reading, then with their own initiative they will often read books or other materials that really interest them. They may also read things related to the task at hand. Based on the above, then educators should be able to stimulate and encourage students to get used to store the tasks or clippings that they really need and organized systematically. It is expected that within a certain time the students already have a personal collection of books and articles they have worked on.

f. Educator Factor

The educator is the best reader. Educators should set an example to students how to read good. The appearance of a good educator in critical reading is very influential at all in growing interest in reading students. By itself students can identify themselves after seeing the teacher read. Another thing to be added from educators is how knowledge reads, experiences read, and how educators are able to prepare students in reading.

g. Educators Have Good Reading Knowledge

Educators' knowledge of the techniques and methods of reading that they have clearly raises the interest of reading students. Students can conclude that the professor can apply every way and method of reading. For example reading news, reading textbooks, reading short stories. By itself students try to practice reading so they can read the news, poetry drama like lecturers read.

h. Educators Sharing the Reading Experience.

Educators should be able to share their reading experiences with students. This can be tucked into the learning process. For example, when PBM process educators provide examples of discussion based on information read, then hanged for endingnya. Thus students are hooked to often do the reading so they can apply and do as exemplified

i. Educators Prepare Well

Long before learning begins, educators have equipped themselves to the maximum extent possible with the material to be taught. Educators must read many source books so that their knowledge increases. If in learning there are students who give responses, questions or objections from the text being read, then the educator can quickly answer and respond to or find solutions to the problems raised by the student. Educators who do not prepare themselves with knowledge about learning materials that will be given to students in the learning process, will clearly turn off student motivation in learning, especially in reading. In addition to growing the character of students, educators in the PBM process need to prepare reading material that can stimulate students to be interested in reading the text to find out what the contents clearly read.

## Conclusions

Student interest in current reading activities cannot be said to be sufficient to support the smooth reading learning. Student's interest in reading can grow and develop through their own students and from factors outside themselves. By having a mini library at home, having a small record of reading time, frequent visits to the library will be able to foster student character. Starting from this fact, we as educators have an important role in fostering interest in reading students by motivating students and preparing interesting reading material to be analyzed and evaluated so that students have high motivation in reading. Reading a lot of texts critically will be able to increase students' knowledge and experience. Students who already have high motivation in reading, will seriously explore information from the reading they read. They are not easily

affected by the contents of the reading, but they analyze first thoroughly so that they can understand the contents of the reading well and the character of the students will be more developed. In communicating students are able to use polite language because of the many examples they get from the text they read critically.

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