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THE PROFILE OF STUDENTS' CRITICAL READING REFLECTED IN THEIR WRITING ASSIGNMENT

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ABSTRACT

The indication that the students whose major is English have limited critical reading as reflected in their writing. The problems include the difficulties of using relevant quotations, paraphrasing and summarizing written references, and reviewing the quotations. This paper aims at finding out and describing the students' English critical reading at English Department of FBS UNP Padang and FKIP UBH Padang, concerning paraphrases, and reviews, and summaries. They were provided with texts and guided instructions to produce those three kinds of writing. The findings show that English critical reading of students of English Department of both universities reflected from the three skills assigned is categorized *poor*. Yet, it is shown *fair* on students' skills of English department of UNP Padang. From those three skills of critical reading which were very dissapointing, summarizing seems the easiest by the students and reviewing is the most difficult. Albeit it was categorized fair, the reachability of English students of UNP on paraphrasing is twice as much as what UBH students could do. The result seems to be mostly caused by their lack practice and comprehension of English. SQ3R technique in reading should be optimized in reading process (both learning and teaching).

Key Words: *critical reading, ctitical thinking, paraphrase, summary, review*

Introduction

Issues about critical education have received increasing attention from educationists and practitioners in these two decades. Among the emerging areas and themes are critical literacy, critical thinking, critical discourse analysis, and critical reading. The latest is getting more important in this global world in which literate societies live in complex life factors. A simple illustration is that if one reads an advertisement about a product, *s/he has to read it critically so that s/he makes a good decision whether to buy it or not*. For that reason, critical reading should be developed well. It should be included as a part of curriculum, from elementary school up to university. As critical reading is not a skill that someone is born with, it has to be built and developed through exercise. Both teachers and students should collaborate to do it. Among the ways to develop student's critical reading skill is to train the students how to ask critical questions when they read, make inferences, and use relevant information from their reading when the write, and paraphrase and review quotations when they write.

At university, at the English department especially, the topic and materials about critical reading are usually inserted in several subjects such as reading and writing. In those subjects students are provided with materials and given exercises and assignments that stimulate them to think critically. For instance, in Reading subjects, they are trained to 'read between the lines' such as finding unstated main idea, comprehending word meaning based on context, and answering questions about *why* and *how*. In writing subjects, the students practice writing some types of academic texts through which they learn and apply critical reading. When they learn how to write an exposition text, for example, they have to state a thesis and support with strong arguments and facts they get from their reading; in this case, they have to be able to select relevant information that can support their arguments strongly. Another instance is when they have to select related





quotations and paraphrase them. Their ability to paraphrase and present their review on the selected quotations shows their critical reading ability. In other words, all aspects building critical reading they have learned in the subjects are applied when they are writing their final project called as 'skripsi' (thesis). In relation to this, Knott (2012) argues that writing depends on critical reading as most of essays written involve reflection on written texts. She states that in order to write well, one needs to do careful reading of sources and to use them critically to make his/her own argument.

The student's thesis proposals and thesis reports showed a big variation in the extent of critical reading they applied. Some of them showed reasonable good critical reading as reflected in the way they used relevant information from their reading to support their rationale in their background of the research, and in the way they paraphrased and reviewed, the related literature of their research. Some, however, showed incomplete developed critical reading, so that in certain parts of their proposal or research reports they showed good critical reading while in the other parts they did not. Still many others, unfortunately had serious problems. In fact, for example, they often had statements by using information from their reading that is not relevant, and paraphrased quotations inappropriately and thus review the quotations inappropriately.

The conundrum of the problems has to be unveiled. There seems to be some causes. Firstly, the students may have limited writing skill. In this case, they may understand what they read but have problems in expressing it. Secondly, the students may have problems in understanding the texts they read due to complex sentences grammar and vocabulary. Next, the students may have lack of reading strategies of how to read critically. Another possible cause is student's low habit of reading so that the strategies they learn in their reading subjects are rarely used. The first step to find out the solutions to the problems is to look at the student's critical reading.

The result of this ground observation about a number of student's research proposals and reports have inspired the researcher to conduct a study on the student's critical reading. It is on the profile of students' critical reading reflected in their writing tasks. And the purpose of the study is to find out and describe the students' critical reading as reflected in their paraphrases, their summaries and in their reviews.

In academic setting, the students learn to read for multiple purposes, including at least the reading itself. The purposes of reading are not only to search for information, to obtain general information, to learn new information, but also to synthesize and evaluate information (Field (2003).

Related to synthesizing and evaluating information, readers use their own words based on their thinking. In other words, the current trend of 'seeing' the text has been moved from 'reading to critical reading'. Duncan (2010) says that critical reading is a more active way of reading. It is a deeper and more complex engagement with a text. *Critical reading is a process of analyzing, interpreting, and sometimes, evaluating the larger meaning of a text and how those meaning are created by the text. When we read critically, we use our critical thinking skills to question both the text and our own reading of it.*

Critical reading requires the readers to be curious about how the text is organized. Here, the readers are not supposed to merely accept what the text says. It is expected that the readers think about the whole aspects that built the passage, such as, the idea, the purpose, the arrangement and the intention that the author wants to deliver. Wall and Wall (2005) says "Critical reading is a way of looking at a book and analyzing what the author is saying and the methods the author is using to communicate a message or idea. Your analysis is complete when you have formed your own interpretations of the author's intentions". In critical reading, a reader should keep questioning the written materials which leads to finding an answer. However, the answers are no longer about right or wrong. Yet, it is only about what drawing out an interpretation. Shortly, in critical reading, at the end, a reader is demanded to have a particular interpretation toward the text which is derived from the author's purposes.

In critical reading, these activities are aimed at finding out the reasons why the text is written, to whom the text is addressed, how it is organized, what methods are used, how the arguments are supported and what the strengths or the weaknesses of the text are. This indicates





that one of the keys in critical reading is looking for ways of thinking (see Knott, 2010). This can be executed by respectively, determining the central claims of the text, making judgment about the context, distinguishing kinds of reasoning, examining the evidence and evaluating. A stretch of information given by Students Learning Support Service of Victoria University of Wellington (2011) shows, in evaluating the text, the readers are supposed to evaluate all evidences provided by the author. This includes questions about the facts, examples, and statistics given.

Such process engages the readers with an activity called critical thinking. The process of thinking while reading critically requires the best minds of the readers. A reader relates his thinking about some issues, such as how the text works, how it is argued, what are the choices made, what the reasons, arguments and evidence are, how effective the text is and how it can be used to develop one's arguments. These are all as the reflection of reading thoughtfully, analytically, and judgmentally (Wallace, 2003).

Kurland (2000) differentiates the terms of critical reading and critical thinking in a very simple way. He states critical reading as a technique used for discovering information in a text while critical thinking as a technique used for evaluating the information in the text itself. From his definition, it can be analyzed that critical reading and critical thinking are different activities seen from its coverage toward information in a text. The first term refers to the active reading while the later term refers to the reflection done by readers.

However, in practice, both critical thinking and critical reading actually work together very harmoniously. Kurland (2000) furthermore, describes the relationship of both activities as follow:

"Critical thinking allows us to monitor our understanding as we read. If we have the sense that assertions are ridiculous or irresponsible (critical thinking), we examine the text more closely to test our understanding (critical reading). Conversely, critical thinking depends on critical reading. You can think critically about a text (critical thinking), after all, only if you have understood it (critical reading)."

In other words, in order to be able to think critically, readers have to read critically. Anyway, to read critically, readers are also required to have the capability of thinking critically. Both activities are tied in such a way that they cannot be separated one to another. Since they influence each other, the absence of one activity may cause the unsuccessful achievement of another activity.

When readers are required to think critically while reading, it means they are not easily accepting what they see. A stretch of information stated by the University of Canberra (2011) leads us to the activities of critical reading, namely they ask questions about what they see, try to evaluate the information, categorize them, and find relationships between them. To do so, there are some critical thinking activities that they have to conduct such as making interpretation according to a framework, relating theory to practice, making a claim and supporting it, using appropriate evidence, making links between ideas, asking questions, evaluating, predicting, describing, analysing, synthesizing, categorizing, establishing cause and effect, comparing and contrasting, and identifying problems and solutions. Once they apply the activities in reading means they are having what is called as the critical reading.

The three mental processes as the inclusion of critical thinking in critical reading (Duncan, 2010), namely, the analysis of the text pattern, the interpretation of the argument, and the evaluation of the text help readers in making questions about regarding information within the text. The questions lead some specific questions that consider relationships between the text and the author, the reader, and the context.

According to Duncan, the first process or the analysis is done in order to find out the content, language, and the structure of the text. In order to engage the critical thinking, readers are asked to answer questions regarding the main idea of the paragraph, the supporting points used as arguments, the examples provided, the rhetorical strategies and modes used, the order of the presented points, and the reference of the text. Those questions guide the readers to reveal the purpose, strategies, and perspective employed by the author. The second process, which is the interpretation of the argument, demands the readers to ask questions about the kinds of reasoning





employed by the author, the theoretical approach used, the implicit assumptions within the text, the point of view of the author, and the text bias. Meanwhile, the third process or the evaluation includes asking whether the thesis provided is strong or not, the points is well-presented or not, the examples are valid or not, the sources are reliable or not, the argument is consistent or not, and etc. Those questions provide information about the credibility of the text provided. Mostly, the requirement of critical thinking mentioned is from the second and the third processes.

Both critical thinking and critical reading are essential to help the readers to be successful in applying them in academic purposes. Since reading has no longer regarded as a passive activity, it is said as a second fiddle to writing. It indicates that someone's writing production ability is as good as his reading comprehension ability. Such critical reading depends on the quality of paraphrasing, summarizing and reviewing.

Paraphrasing as one of the critical reading skills could be understood as the activity of the readers to retell or reexpress the idea of the author. When paraphrasing, the information from the source is presented in one's own words. Since it is no longer the original words, a careful attention toward the real meaning should be given. The meaning of the original source is kept still, as Bailey (2006) says "Paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning". Moreover, the learning guide of writing centre of University of Adelaide (2010) claim that in paraphrasing or rewriting someone else's idea, the process involves changing words, sentences and grammar while keeping the original meaning carefully. Shortly, paraphrasing requires its writers to be able to restate ideas expressed by someone else in a different way, yet at the same time, the original meanings are maintained.

There are some underlying reasons for paraphrasing. First, in academic writing, paraphrasing is executed when supporting arguments are needed to be made. It is specially done in the process of quoting. When writing a scientific paper, for instance, a supporting argument should be included so that the objectivity of the paper can be maintained. The arguments provided are given by the experts of that particular course of study. The experts' statements, in stead of being quoted directly, are expressed in a different way. Doing so expresses that the writer understands the ideas presented by the author so that it is possible to re-explain those ideas in another way. It also gives the writer a chance to develop his own characteristics in writing since paraphrasing means using own words and own style in writing. Learning guide of writing centre of University of Adelaide (2010) adds that paraphrasing lets its writer to better match the ideas with a new context and it helps the writer to avoid losing 'voice' in writing.

The second reason for paraphrasing is, it is a way to avoid plagiarism, or presented someone else's ideas without an acknowledgment. *There has been a tendency for many students to cite someone else's ideas with no proper manner.* To avoid this, students are supposed to do paraphrasing. Bailey (2006) states paraphrasing the original source is necessarily done in order to avoid plagiarism. In fact, he says that paraphrasing should be fully understood by students since plagiarism has been regarded as a serious offence in academic work.

There are several steps in paraphrasing. Commonly, the process is begun by reading through the passage several times, covering the text, and using own words, phrasing, and structuring sentence to restate the idea. The most important point is to say what the source says and emphasize what the source emphasizes.

Courter and Lyons (1984) states paraphrasing can be done by, reading, understanding, and putting away the source, then making a simple list of the main points that can be remembered, transforming the points into proper sentence structure and rereading the result. Quite alike, The Office of Academic Supplemental Instructional Service of Texas A&M University at Qatar (2003) writes the first key in paraphrasing is to fully understand the message. The text should be read carefully. Then, it should be put away in order to avoid temptation to cheat the original sources while presenting the new way in restating the ideas. A good paraphrase should be different from the original source whether in the choice of words or diction or in the sentence structure. Courter and Lyons (1984) say one of the characteristics of a good paraphrase is grammatically different from





the original source. In addition, Bailey (2006) argues that a good paraphrase is significantly different in wording from that of the original one.

In paraphrasing, the tendency to be nearly alike the original source is hardly to avoid. In order not to do so, Jordan (1999) adds stages for paraphrasing. Since the significant point in paraphrasing is to state the original ideas, there are some other options that can be possibly followed. Firstly is by changing the vocabulary. It can be done by finding the synonym of the verbs or nouns. Another is by changing the verb form. The original source may come in form of passive, and the paraphrasing may be made in to active, or vice versa. Next is by changing the word class, such as from verb to noun phrase. And the other is from Bailey (2006), that is by changing the word order.

The followings are the examples of options mentioned above respectively

1. *She examined the difficulties that...* becomes *She investigated the problems that...*
2. *John (1987) analyzed the students' difficulties.* becomes *The students' difficulties were analyzed by John (1987).*
3. *The reports were completed in April...* becomes *The completion of the reports in April ensured...*
4. *At this time, trades union became increasingly militant in defense of their members' job...* becomes *At this time increasingly militant trades union defended their members' job...*

Some other consideration in paraphrasing is about its length. The paraphrased version is expected to be about as long as, and possibly a little bit longer than the original passage. Furthermore, paraphrase should be written according to the acceptable manner in paraphrasing, such as using APA, MLA or Chicago style for citing the source.

In conclusion, although paraphrasing relates more to writing skill, it is bounded to reading comprehension ability since the first important key in paraphrasing is to fully understand what is being written. Paraphrasing lets its writer to demonstrate reading comprehension ability, it helps to reduce plagiarism and it shows that each person has different 'voice' that is style in writing. In order to make a good paraphrase, steps and consideration in paraphrasing is expected to be followed.

Unlike paraphrasing, when summarizing, a writer should consider at least two points. First is that a summary must be shorter than the original passage. The second is that it consists of the main points of the original text. So, it allows the writer to get down to the main ideas of the source, condensing them into a few important statements and removing most (if not all) repetition, quotes, or specific examples (<http://www.psych.uw.edu/psych.php#p=339>).

To define, a summary is a text that is produced from one or more texts, that contains a significant portion of the information in the original text(s), and that is no longer than half of the original text(s). Troyka and Tweak (2009) claim that a summary is objective and it aims to convey the gist of the author's message. So, it must not contain the evaluation, explanation or even response to the author's writing.

Based on the concept of summary, the one who summarizes the passage or text, s/he should consider several points. Wordiness should be eliminated (if it can not be avoided). The next is using specific and concrete language. Besides, using language scientifically is also very recommended. And then, summary should also rely on paraphrasing. In other words, very condensed text which shows objectivity, completeness, and balance is the profile of a good summary.

There are the elements that should be seen in the summary. Paraphrasing the main idea should be briefly and clearly stated. The more necessary supporting ideas are strongly suggested to be mentioned by using the writer's own words. Another important element is that to involve concluding statement which can be seen specifically. And the last is grammatical features and mechanics in writing, related to spelling and forms of language should be considered (<http://www.studyzone.org/testprep/ela4/h.summaryrubric.htm>).

Another way of proving that readers actually understand what the text is about and apply their critical reading at the same time is by having a review. Procter (2011) states that a review describes the analysis, comments, and evaluation of the readers toward the book or article they read. The review written by readers should be systematically arranged because it implies the critical





thinking of the readers themselves. This explanation is also supported by Bradford (1997) who agrees that readers bring their insight and perspective about the book or the article into their review. Clearly, a review shows how well the readers read critically.

The goal of writing a review is to re-examine the content, the structure, and the language of the article in more detail, in order to confirm the readers about the sense of the writer's purpose and to evaluate how well they achieved that purpose. All aspects in the writing should be carefully analyzed by the readers in order to be able to make a good review. They should not only pay attention to the information gathered in the book or article, they should also carefully observe the language forms and arguments arranged in order to present the information effectively. In addition, whether the writer successfully transfers his message or not to the readers is matter in writing a review.

In reviewing a piece of writing, it is often started by examining the main points the writer lays out and the support he or she provides for those points, noticing the order in which these arguments and evidence are presented. In doing so, some questions are asked regarding what the writer says and what the writer does in the book or article such as:

"What does the introduction accomplish? What functions do the individual paragraphs serve? What patterns of thinking does the writer use to drive home the main points? Is the writer serious or humorous? How can you tell? Does the writer seem to be offering only information or stating an opinion and backing it up? How do you know?"

Those questions help the readers in the evaluation stage of the review. They may judge whether the writer has accomplished the transferring information in the writing or not.

After determining what to be reviewed, it then comes to the process of reviewing. It divides the process into three stages. The first stage is organizing the text. Once the text has already been read and annotated, readers then have to use the main point and claims that they have identified to create a simple outline, and then put the transitions and conclusions the writer makes in their place on the outline. They can give a name to each subsection and explain what writer "says" in the section and what the section "does" to advance the flow of the text. In this stage, the readers are allowed to write a paragraph description of the overall pattern of the text and a paragraph that explores the attitude of the writer. The second stage is arranging the analysis of the book or article reviewed. Analyzing requires separating the content and concepts of a text into their main components and then understanding how these interrelate, connect and possibly influence each other. This can be conducted by writing one or two sentence explanations of how each part of the text—claim or pieces of evidence, transitions—connects to each other part on the outline. In a paragraph, they are asked to explain how each part accomplishes the writer's purpose.

The third stage is evaluating the text. To evaluate means to decide the strengths and weaknesses of the text. This is usually based on specific criteria. It requires an understanding of not just the content of the text, but also an understanding of the purpose, the intended audience and the way the text is structured. Readers may also explain what they know about the writer and the publication. To do so, they may answer questions such as "are they trustworthy sources for the topic? and does the writer or publication have an obvious bias?" Then, they review the evidence they noticed by asking "is there enough of it? is each claim supported? is the evidence concrete, referring verifiable examples, statistics, and research?". They are also asked to review the claims the writer makes. They have to pay attention to the clarity and coherent claims within the text. Last, they are free to write a brief response to each trigger point considering what reaction they had on their first reading, what they need to understand better, and what is interesting to them.

Unfortunately, it is difficult for readers to review a text. When they want to analyze the writer's work, they tend to be hanging up. They have problems because of their reading strategy. They spend their energy reading a whole text again and again without previewing it, thinking about its title and other kinds of cues, and forming some hunches about its general organization and content. This is likely to be wasted effort because they will not get to the core of a text's meanings





or see its larger significance and themes. In fact, they sometimes quit reading once they feel confused and frustrated due to their reading.

Actually, reviewing is simple. The main points are discovering the writer's purpose, finding his or her way into the readers, and engaging reading and writing projects with greater understanding and efficiency. These can be applied by reading the text with a purpose and a plan, and review the text carefully after reading it.

Method

Using descriptive method, the students from the English Education Study program of two universities, namely UNP Padang and Bung Hatta University Padang were selected as the subject of the study. They have passed all Reading and Writing subjects or/and were about to write their thesis proposals. The result of students' three kinds of academic writing as the reflection of their critical reading, were taken as the source of data. As the indicators of the profile of the students critical reading are shown from the variables seen in the following table.

Table 1 Variables seen in Students' Critical Reading

No.	Variables	Indicators	Components judged
1.	Paraphrasing	a. About the same length as the original text b. Using the writers' words c. Including all necessary information d. Giving citation	semantic completeness, lexical similarity, syntactical similarity
2.	Summarizing	a. Condensation b. Objectivity c. Completeness d. Balance	Main idea, the important supporting details, concluding statement, mechanics, and grammar
3.	Reviewing	a. Organizing b. Analyzing c. Evaluating d. Reacting	Comprehension, summary, presentation, conclusion

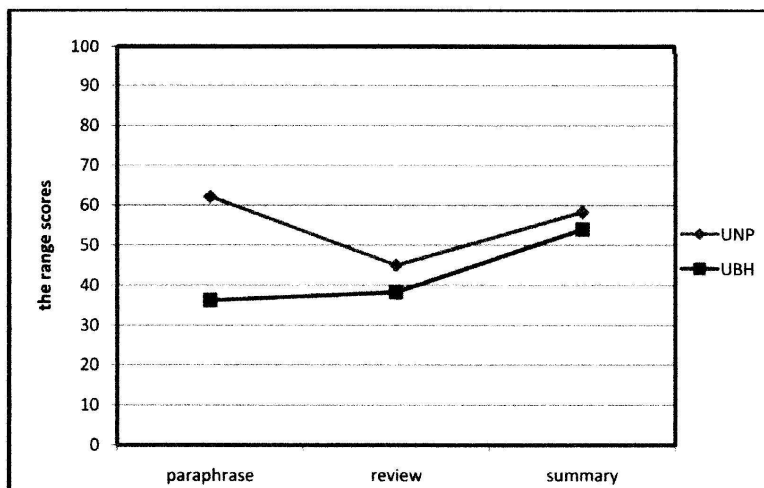
The data were analyzed descriptively through several steps. To determine the qualification of their critical reading, the criteria related to *paraphrasing, summarizing, and reviewing* were analysed from their writing. Having the result of the findings, each of them was explained critically and discuss the possible causes of the result.





Findings and Discussion

As the overall critical reading skills, the data are shown in Graph 1 of the scores gotten by students of both universities as the sample. It is to see how they are different.



Graph 1: The profile of the English students' critical reading skill of UNP and UBH

Graph 1 shows that the English students' critical reading skill of Bung Hatta University was lower than those of the State University of Padang. The score of paraphrase was more than 60 for UNP students – categorized *fair*, while UBH students had the average score of more than 30 (*low*). It differed twice as much as that of UBH students' score. On the skill of review, UNP students got 45 and UBH students got 38. Here, the skill of review of both universities students were a most the same, which can be categorized as *low*. The last is the skill of summary, showing similar, the average score of UNP students was 58 and that of UBH students was 54. And it is also categorized *low*.

As for paraphrase, nine students had good skill; they gained the scores ranging from 65-78. Ten students had fair skill with the scores ranging from 57-63. The rest had low skill as their scores were below 55. For review, there were only three students who had good skill; their scores were 66 and 70. Next, four students had fair skill as their scores ranged from 57-64. Six students had low skill with the scores that ranged from 45-52. A disappointing fact is that ten students (48%) are considered fail as their scores were below 45. For summary, two students had good skill (scores 75 and 80), and only one who and low skill. The rest (82%) had fair skill; some gained score 55 and some got score 60.

From the calculation of the score of critical reading in two universities, the average is 48.97. This score indicates that the critical reading of the students is in the *poor* category.

The following is one of the data as the picture of students' work on *reviewing*. It is the selection of a two page long article, in which the author (Pennington) described about implicit and explicit instruction run by reading teachers, and the reading comprehension strategies which may help teachers in both sides of instruction determine for their students to be independent readers.





How to Teach Reading Comprehension

Explicit-instruction teacher teach the skill that can be quantified, but ignore meaning-making as the true purpose of reading. In other word, the teacher must have a good ability to teach the skill because if the teacher have a good skill and ability, the student will understand about what the teacher teach them. In teaching, teacher should ignore meaning-making as the true purpose of reading. Beside that, the teacher must have strategies to help them strike balance between implicit and explicit instruction and turn their students into capable independent readers.

This review did not really fulfill the requirement of writing a review. It tends to be as the summary rather than review. The idea of the article is not fully drawn as showing semantic completeness. It mostly talked about two characteristics what they should do. The use of lexical similarity seems to be the problem. It mostly used the same words as the author did. Related to syntactic use, this writing only follows the phrase structure rules employed by the author of the selection. Even the language doesn't really show correct usage (see the underlined words or phrase of sample text). Lastly, it even doesn't show the evaluation and judgement given.

As it has been explained in the previous part, the skill to review requires high level of critical reading because one needs to understand and evaluate the text.

As the comparative profile, the scores of the students critical reading at Bung Hatta University shows that the average score of the three tasks given of only 42.90, of 41 students. The average score for paraphrase is 36.36, for review 38.29, and for summary 54.02. The distribution in details shows that for paraphrase there was no student can be categorized as having good skill. There were only two students got the scores in the range of fair (57 and 61). Two other students gained scores 52 and 53; this is low category. The rest (90%) failed. Then, the students' critical reading as reflected in their review was similar to that of paraphrase. Two students got score 70, that could be considered as having good skill. One student got score 55 or fair. Ten students gained score 45 (low), while the rest (75%) failed. As for summary, their skill was better. One student got score 65 (good). There were only three students who were categorized as having low skill. The rest (65%) were in the category of having fair skill. This means that no one failed.

The low English critical reading skill pictured from the analysis in both universities is far from what we hope. This condition is seemingly caused by their lack practices in critical thinking application because thinking critically, such as the interpretation of the argument and evaluation of the text is required by good readers (Paul, 2006; Duncan, 2010). As the nature of higher educated learners, the students of universities should have the ability of evaluating the information from both oral and written discourse with the critical thinking and this cannot be achieved without practising it continuously. In relation to critical thinking, the skills of critical reading is very important for such students. As that of Wall's (2005) statement saying that critical reading is needed for the students deal with many scientific books and have to find many sources to enlarge their knowledge.

Furthermore, the condition of the students' low ability can be seen from three indicators of critical reading skill which were used, namely paraphrase, review, summary, and high level questioning in mind about the text read. Those indicators are mostly used in writing final project of study, related to research proposal and research report writing as well as scientific articles. Writers's opinion and words are needed as the summary to the answers of what the researcher believes have emerged (Miller (1998: 148-149).

Firstly, **the students' critical reading as reflected in their paraphrases was seemingly poor** as a whole. The phenomenon showed that the students could not employ their own words in their paraphrase. Most of them use the same words as in the original text to paraphrase. These problems may be also, to some extent, resulted from their limited writing skill-- indicated by their grammar and vocabulary used. While a good paraphrase, according to Courter and Lyons (1984), has a characteristic of grammatically different from the original source. As a conclusion, the students still have very limited knowledge and practice in paraphrasing texts.





In the case of the paraphrase skill, UNP students got twice as much as that of UBH students. It shows that UNP students have more ability in paraphrasing. They got more background knowledge of English for rearranging the ideas of the author's texts. It can be understood that UNP students are those who passed the national entrance test to get to this state university, in which the students' competency found high.

Apart from their low ability on paraphrase skill, from four indicators of paraphrase seen in the assigned task, comprehending semantic completeness is the easiest one for the students of both universities. It means that they can expose their response very similar to the original source of the text slightly well. As McCarthy (2009) claim that the paraphrase is as a partial evaluation. On the other hand, syntactic similarity seems the most difficult one to apply by those students (for the students of both universities). It shows that their competence in varying the phrase structure use with similar meaning is very limited. As a matter of fact, this skill is required for paraphrasing in order to show that they can understand the ideas in the text they read.

Secondly, **the students' critical reading as reflected in their summaries** was seen *fair*, a little bit higher than that of paraphrase. That is pictured out from students score of both universities. This reflection is probably on account of the simplicity of its process. Summary, as its term, is the condensation of the author's ideas of the text to a more succinct statement (see Troyka and Tweak, 2009). The readers do not need to include all informations from the original text. So that, their limited language forms (syntactic similarity) doesn't burden them very much. However, getting *fair* judgement for summarizing text is still a sorrowful question to the students who have been in university.

The indicators of summary that students could find show a little bit strange. The most seen indicator found in their summary was important details. In relation to the way of critical thinking in reading, it is a little bit strange. As a matter of fact, in the process of thinking of summarizing the text, the readers usually search for main ideas first, rather than important details because they are the highlights of the texts (see UNH, 2005). The flow of students' thought seems different from the theory. Their mechanics and grammar place in the same position as their stating main ideas, that is *poor* category. Their limited knowledge on absorbing the meaning can be as the cause. Concerning conclusion, another indicator of summary, fell to nul, with the understanding that they did not pay attention much to that. Since nobody wrote the concluding sentence for summary, this indicator may not be important enough. However, this indicator led the judgement of students summary to the *fair* category. As a conclusion, the variation flow of students' thinking led them to have limited understanding of summarizing.

In fact, to summary a text, the students did not only include the main ideas, but also details, as well as writing with good mechanics and grammar. The students had to give important details to the main ideas so that the ideas could be understood clearly. The mechanics and grammar should also be seen by the use of the students' own words as well as the appropriate citation of the source. As a result, the students must understand the ideas and state the main points of the details from the text to show completeness well (Hovy in Bailey, 2006).

The last reflection of students critical reading shown is review. Based on the indicators used, review is the most difficult skill that both universities students faced in the tasks analyzed. The findings show the students had problems in reviewing the text. From their critical reading score, their review was the lowest one eventhough the achievement of review of students from UNP is much better than those from UBH. The students had problems to evaluate and understand the text given. In other words, the students' ability to evaluate the text was very limited. In fact, the evaluation of text requires critical reading skill. This idea is based on the opinion given by Bradford (1997) stating that the skill to review text needs the high level of critical reading because the students brings their insight and perspective about the text they review. Therefore, critical reading should be mastered by the students so that they could review the text well.

The students' problems in reviewing the text may come from their blurred comprehension of the articles and articulating a thoughtful response. The students were not able to review the text





due to their lack of comprehending it. They did not apply or even did not know SQ3R (Survey, Question, Read, Recite, and Review) technique in reading the texts to help them maximize their comprehension (see Troyka and Tweak, 2009). This condition may make them hard to express their argumentative ideas as the responses. Consequently, they got problems in reviewing the articles.

Discussing it into the details, indicators judged from the students review tasks may give further explanation. The students lack understanding of the articles brought them to the low *comprehension*, so that they tended not to give personal response. However, the performance of this indicator was the best of the worst. In *presentation*, in which students should engage the audience and highlight the main points of the article, could not be reflect from their review. It may be caused by their low understanding of the text. Moreover, the students got difficulty to present the main ideas and facts in their review as in the indicator of *summary*. This is the effect of their lack ability in summarizing. Similar to the fact shown in indicator of *summary*, conclusion as one of review indicators also reflects students inability, in the category of *poor*. The students should have given their personal comments at the end of review related to the subject talked about. In short, all indicators of review give the highlights of students limited capability in reviewing the text.

As the readers who are prepared to be good writers of academic writing, such as in writing research report, scientific articles, university students are required to aggressively evaluate the selections they read. Asking argumentative questions during reading, comparing the facts and theories, and evaluating what the author says are your steps of critical reading activities. Those three so-called skills of critical reading may help you to reach the success of your reading activity.

Conclusion and Recommendation

As the conclusion, it is seen that from two universities, English critical reading of students of English Department at UNP and UBH Padang, reflected from the three skills assigned is categorized *poor*. Yet, it is shown *fair* on students' of English departement of UNP Padang.

Related to their English critical reading reflected from the skill of paraphrase from the quotations assigned, it is also *poor*. Nevertheless, the reachability of English students of UNP is twice as much as what UBH students could do, that can be categorized *fair*.

The next is that English critical reading of students of English Department at UNP and UBH Padang reflected from their summary of the texts assigned is categorized *fair*. It is the highest of the three. However, the ability of concluding with their own words of both universities' students looks very poor.

The English critical reading of students of English Department at UNP and UBH Padang reflected from their review of the texts assigned is categorized *poor*, even the lowest of the three.

Based on the findings of the research, it is recommended that the lecturers prepare the assignments incoorporated with other subjects related to the three important skills in critical reading, further researches about more skills concerning with critical reading as well as critical reading and critical writing, and the post graduate program of PPs UNP really select the students entering the this program, especially for English education program, as competitive as possible, for they need to prepare themselves with the critical reading skills in related to academic writing.

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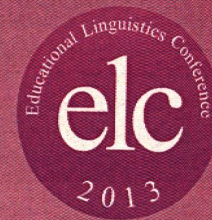


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