THE EFFECT OF USING LITERARY AND NON LITERARY TEXTS THROUGH CRITICAL READING APPROACH ON READING COMPREHENSION OF THE ELEVENTH GRADERS OF SMK ARINDA PALEMBANG

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Abstract

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered, Reading comprehension is the primarily purpose for reading. This study is aimed to investigating whether there is a significant difference between the students' reading comprehension achievement using literary text and non-literary text through critical reading approach, finding which of the two materials that is more effective in reading comprehension. To achieve this goal, the researcher carried out quantitative study. Two classes have been taken: experimental class one using literary text and experimental class two using non-literary text. There were two instruments used in this research: reading test and interview. The results of data analysis showed there was a significant difference of between the students' reading achievement taught by literary text and those taught by non-literary text through critical reading approach. Then, literary text was more effective than non-literary text. Hypothesis test showed that T-value was higher than T-table (4.402 > 2,002). It can be concluded null-hypothesis is rejected. It can be inferred that literary text is better than non-literary text for encouraging students' critical reading.

Keywords: critical reading approach, literary text, non-literary text, reading comprehension.

INTRODUCTION

For most foreign language students, the major problem in reading will simply be the gap between what they know and what a comparably educated native speaker knows in relation to the language and the content of written text.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. Reader's knowledge, skills, and strategies include linguistic competence, discourse competence, sociolinguistic competence.

Comprehension refers to understanding, the ability to get the meaning of something.

 Comprehension is very essential in reading process. Someone does not really read if he or she does not understand what is being read, even if he or she can pronounce the words perfectly. Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. According to McNamara (2011: xi), "comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text". Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features.

Richards,et al. (2012:11) state that "Reading comprehension is the primarily purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts): raising student's awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. "Ability in comprehending a text is primarily crucial to be improved so that students can get the message, information and aim of a text in form written. If students had comprehended, student would have been able to make a text which meaning and achieve the purpose of reading. The reader uses knowledge, skills, and strategies to determine what the meaning is. Reader's knowledge, skills, and strategies include linguistic competence, discourse competence, sociolinguistic competence. Comprehension refers to understanding, the ability to get the meaning of something. Comprehension is very essential in reading process. Someone does not really read if he or she does not understand what is being read, even if he or she can pronounce the words perfectly.

Hadley (2010:151) explains that "comprehension is an active process where students interact with the text, using background knowledge that they bring to the comprehension process as well as the linguistics and rhetorical features of the text itself." The purpose for reading, guide the reader's selection of the texts. The purpose for reading also determines the appropriate approach to reading comprehension. Reading comprehension means comprehending or understanding new information and ideas presented in the printed page and utilizing them as the application of interaction between the reader and author.

When the researcher conducted pre-observation in SMK Arinda Palembang in the eleventh grade, it was found that the students had difficulties in comprehending reading text after interviewed the teacher and the student there. There are some factors that may have caused the students to have difficulties in comprehending the text: material that is used by the teacher is not interesting, students are not motivated to read an English text because they think the text is difficult, students get bored while learning English. It might be caused by the teachers who use less interesting materials, teachers do not use some interesting materials which encourage student to learn. There are many factors that are faced of the students and teacher. It made them difficult in teaching and learning English especially in reading comprehension.

So far many language teaching methods and techniques have been developed and many different types of materials have been proposed by great figures in the field of English language teaching especially in comprehending an English text; such as PQ4R, Skimming, jigsaw, inquiry technique, critical reading approach and many others. But for all those techniques which is appropriated for this research is critical reading approach. Through critical reading students learn how to have a critical eye all through reading it and not "passively accept what is found in reading texts simply because it is so often presented as obvious" (Wallace, 2010). Critical reading is a 'critical' attitude of reading. It refers to a careful, active, reflective, analytic reading (Kurland, 2013). Critical reading is a reading technique to comprehend the main idea despite new vocabulary, unfamiliar tone and often complex subject matter (Valee, 2015). In other words, it is a reading strategy in comprehending a context as a whole within a text. Once we

fully understand a text, then we can put ourselves in which side of our view towards the text. Zhang (2014) offers another definition about critical reading: "I took critical reading to mean that reading is a social process, where the social context, social role of the author, the text and the reader, identities of L2 readers, the different schemata that readers and writers bring into the reading event and the way the text is responded, interpreted and analyzed, all have important roles to play in helping the readers understand the text". Based on that definition, critical reading can also be seen as a social process in which the reader interacts with the text by responding, interpreting and analyzing. According to Blair (2010) and Nauman (2012), critical reading is a term used to describe the kind of deeply engaged reading. This kind of engagement can be achieved by interacting with the text such as marking up the text, making annotations on the margin or questioning it.

In this research, the researcher used literary and non-literary text. (Spolsky, 2013) argues a case for teaching resisting reading with reference to the use of literary texts in high schools. She suggests one of the purposes of using literary texts is to widen students" horizons, and to introduce students to unfamiliar cultural values.

Literary text is a text from literature work. For example, short story, play or drama, poetry and many others. Meanwhile, non- literary text is concerned with information, facts and reality. It can be article, document, scientific text, issues and many others. This text has simple language that can make it easy for the students in comprehending a text.

Some teachers use literary texts as basis for critical reading while other teacher use non-literary texts. But in the other word, there are some researchers who against in using of this text because its language was difficult for students. (Makey,2016) says that in "Literature in ESL classroom", is that literature is useless in meeting students' academic or occupational goods and "literature often reflects a particular cultural perspective "so it may be quite difficult for students.

But many researchers also promoted literary text in language learning process. (Widdowson,2014) has answered this criticism and says that everybody has two

levels of linguistics knowledge, one is "usage" (the knowledge of linguistic rules) and the other is "use" (the knowing how to use these rules). In other words, a close textual   analysis of particular extracts from a novel might help to alert students not only to how particular meanings are conveyed by playing with the conventions, but also the certain overall generalizable features of language in this case the nature of collocation.

In line with the statement above, the researcher conducted a research entitled "The Effect of using Literary Texts and Non-Literary Texts through Critical Reading Approach on Reading Comprehension" and this research was conducted at SMK Arinda Palembang. This research was conducted to know there is a significant difference between the students' reading comprehension achievement who read literary text and those who read non-literary text through critical reading approach, to find which of two materials literary and non-literary texts that is more effective for the students in learning reading comprehension.

RESEARCH METHOD

This research was quantitative research with pre-test and post-test design. The population of this research was the eleventh grade students of SMK Arinda Palembang. There were four classes and each class consisted of 30 students. Two classes have been taken as the sample of this research; the first class as the experimental class one, and the second class as the experimental class two. The two sample classes were selected randomly.

To collect the data, the researcher administered reading comprehension test (pre-test and post -test) and interview. The pre-test was administered in order to know the students' reading entry point before the treatments. In this pre-test the students was given 20 items of multiple choices and it was conducted within 40 minutes. Post-test was conducted to aim of this test was to determine the effect of the treatments towards the students' reading comprehension after being give the treatment. This test consisted of 20 items of multiple choices for 40 minutes.

Then, interview was administered to identify which materials literary or non-literary text through critical reading approach that was more effective for students in their performance in reading. There were 3 students of each class that were interviewed. The interview consisted of twenty questions about the opinion of students of the use of short story as literary texts and article as non-literary text and the students' opinion the application of critical reading approach. To determine the quality of the instrument used in this research, the researcher tried out the test. This test was conducted in order to determine the level of difficulty, discrimination power, reliability and validity of the test items before giving pre-test and post-test to the class. Practically, to determine the reliability, discrimination of power and level of difficulty in order to determine the quality of the reading test, the researcher used ITEMAN PROGRAM. The results reliability was 0.781. it can be concluded that the reliability of the test was high/good. In the level of difficulty showed that there were 11easy items, 27 average items, and 12 difficult items. Then, in the discrimination power, there were 13 items which was very low items. 9 low items, 13 quite average items and 15 high items.

RESULT

Once the data were obtained, SPSS were employed to analyze them. T-test and pair t-tests were run in order to see whether learners performed significantly different. To see how each group performed on post- tests, paired t-test was utilized to compare the means of each group on its post-test.

In experimental class one, there was an increase 22 point after treatment given. The mean of pre-test, which was 53.67 increased to 75.67 in post-test. Meanwhile, in experimental class two, increase for about 15.5 point after treatment given. The highest score has improved from 70 up to 80 and the lowest score has improved from 30 up to 55. The mean of pre-test, which was 52.5 increased to 67.67 in post-test. The gain of mean score in experimental class one was 22.000, then, the gain in experimental class two was 15.167.

Then, to investigate whether there was a significant difference of students' reading achievement between the students who were taught by literary text through critical reading approach and those who taught by non-literary text

through critical reading approach. this research used data analysis in testing the hypotheses by using T-Test.

The Results of Hypothesis Test by using T-test.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post test	Experimental Class 1	30	75.67	7.279	1.329
	Experimental Class 2	30	67.67	6.789	1.240

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Post test	Equal variances assumed	.002	.968	4.402	58	.000	8.000	1.817	4.362
	Equal variances not assumed			4.402	57.720	.000	8.000	1.817	4.362

It showed that the value of two-tailed was 0.000. The hypotheses proposed were: H0: There was no significant difference between the students' reading achievement who were taught by literary texts and those who were taught by non-literary texts through critical reading approach. H1: There was a significant difference between the students' reading achievement who were taught by literary texts and those who were taught by non-literary texts through critical reading approach.

The criteria are: H0 was accepted if the t-value is lower than T-table and H0 is rejected if the t-value is higher than T-table. Meanwhile, H0 was accepted if the t-value is lower than T-table and H0 is rejected if the t-value is higher than T-table. T-value (t) was 4.402. Then, if significant value was 0.05 and degree of freedom (df) was 58, it can be concluded that T-table was 2,002. T-value was higher than T-table (4.402 > 2,002). Meanwhile, the hypothesis was accepted if the result of the computation of post-test of both experimental classes was less than the

significance level: 0.05. The result of Independent Group T-test shows that the significance value (2- tailed) was 0.000 (p<0.05). It meant that H1 was accepted and H0 was rejected.

Then, to answer the second research question the researcher administered interview. The researcher interviewed 3 students related to their opinion about the use of literary text, non-literary texts and the implementation of critical reading approach. The result of interview showed that in experimental class one, using short story as their reading material was enjoyable and interesting. Students like studied by using short story because they can found new information about culture principle of life and it can make them curious. When in the class, he can comprehend the story by using the method applied during treatments. Meanwhile, in experimental class two felt boring in using the article as their reading material because an article was really complicated. Some students enjoyed but they thought it was difficult to be analyzed.

Based on the explanation above, it was found that the use of literary texts in teaching learning reading comprehension succeed to increase students' comprehension achievement and it has good positive responses in teaching learning activities in the class.

Based on the research result, it can be seen that literary texts gave a better result in improving students' reading achievement and the hypothesis (H1) is accepted. The students were more interested in reading literary text such as short story than reading non-literary texts such as an article, and they could find a new story from such short story.

There were some pros and cons about the use of literary texts in teaching, one of many arguments referred to an essay by Makey (2016) who said that literature was useless in meeting students' academic and or occupational goods. Literature often reflects a particular cultural perspective, so that, it may be quite difficult for students. It was not mentioned in this research. During the treatments in experimental class one who read literary text, the students were really interesting about the culture of the story and it made them more curious. They said that the use of literary texts gave them new information and knowledge about the culture

of the other country. They can get the value of life mentioned implicitly in the story.

The students said that they were interested in reading literary texts such as short story because in reading it, they must use feelings and emotions. In line with this, Thom (2016) stated that in addition, literary texts enjoy characters which readers easily identify with and so saying they share emotions and feelings which finally lead to personal involvement as proven. When the students were asked to evaluate about the meaning of love in the story about Romeo and Juliet, they had personal emotions and feelings about it. One student said that "love is deep feeling that we felt to someone. Then the other also has his own interpretation about it such as "love is hurt", "Love is a beautiful feeling to somebody" and many others.

Meanwhile, in the experimental class two who were taught by using non-literary texts, the students' performance was not as well as in experimental class one who use literary text as their reading material. Some students enjoyed with the text, but the others felt boring. The atmosphere in the class was not really interesting. In some case, the students were comfortable with the text that forced them to think imaginatively and logically.

Beside the increase of students' reading comprehension, the researcher also found other findings. These findings were related to the increase of each aspect of reading comprehension which was identifying main idea, identifying detail, making prediction, evaluation and determining inference. The result showed that the highest increase in both classes was evaluation. Then, the lowest aspect was identifying detail in experimental class one who were taught by using literary text. Then the lowest aspect in experimental class one was identifying main idea.

Thistlewaite (2010) and Wallace (2010) stated that in critical reading, the reader is given right to evaluate and to be decisive and reader plays the role of a filter not to accept passively what is found in the text as seemingly being presented to them as obvious and through critical reading students learn how to have a critical eye all through reading it and not "passively accept what was found in reading texts simply because it was so often presented as obvious". The students can evaluate the point of view of the writer in the story. When the students were asked to

evaluate about the meaning of love in the story about Romeo and Juliet, they had personal emotions and feelings about it. When the writer stated on her/his writing about the most impressive factor why many people especially teenagers smoking cigarette was fantastic advertisements depicting smoking as 'macho', or 'sexy'- not because they like it, some students agreed about that, but the other ones stated that the most impressive factor was their social intercourse. Many of their friends who were smoking, therefore they were smoking too.

Based on my observation during treatments, the implementation of critical reading was really effective. The students learnt to read a reading text naturally and logically, to analyze, to compare, to question, and to evaluate the content. But during treatments, the students found difficulty to be a critical reader. The students did not accustom to use a learning strategy such as critical reading. The students were too lazy to read a text critically and evaluate the text. To overcome the difficulty, the teacher gave chance to the students to have more practice so that the students would be accustomed to read a text naturally and they can evaluate it based on their point of view.

After administering the treatments, the researcher administered the interviews. From the result above, it was inferred that the students had more positive responses in the use literary texts through critical reading approach than the use of non-literary text. The students' responses can be discussed as follows:

First, the students were interested and curious with the literary texts, such as short story. The students were made curious about the story. That is one of many reasons the students like reading literary texts such as short story. Besides that, from the result, it was found that the students did not like a text that was too long and complex. This kind of text made it difficult to be analyzed and understood. Then, the students like to read a text if they can judge and evaluate the ideas of the writer about their writing and they also needed a systematic steps or procedure in reading a text, such as the procedure of critical reading approach, i.e. Making Questions, Previewing, Making Predication, Reading between Lines, Analyzing, and Pair Discussion.

CONCLUSION

Based on the research results, the researcher draws the conclusions as follows:

1. There was a significant difference between the students' reading achievement who read literary text and those who read non-literary text through critical reading approach.

2. The performance of those who used literary texts as their material is much better than those who used non-literary texts. Based on the interview results, literary texts plays an important role in the development of reading comprehension. The students have positive responses with the use of literary texts in teaching reading. It makes them interesting and curious about the texts. Therefore, it can be concluded that the use of literary text is more effective for the students in SMK Arinda Palembang than Non- literary text.

By considering the conclusions above, the researcher proposes some suggestions as follows:

1. The use of literary text for critical reading approach is recommended for English teachers in teaching reading comprehension to improve the students' reading comprehension achievement because it helps the students comprehend the text by reading an interesting text. Moreover Critical reading was an important topic in modern education. This approach is recommended in leaning reading comprehension. Then, to overcome difficulty to be a critical reader, it will be better for the teachers to make the students to have more practice and they have to be trained by using this approach in every course, especially in content subjects, students should be taught to read logically, to analyze, to compare, to question, and to evaluate the content.

2. Teachers must consider that the use of challenging quality reading materials based on students' interest and needs is really pivotal and also use of challenging quality reading materials. Enjoyable material is suggested to be used in the classroom activity, which can increase students' eagerness and learn new materials.

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