THE WIDYA MANDALA UNIVERSITY S1 STUDENTS' SKILL IN READING INDONESIAN POLITICAL NEWS CRITICALLY

A THESIS

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APPROVAL SHEET

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# TABLE OF CONTENTS

| APPROVAL SHEET I                                      | i |
| APPROVAL SHEET II                                    | ii |
| ACKNOWLEDGMENTS                                      | iii |
| TABLE OF CONTENTS                                    | v |
| LIST OF TABLES                                       | vi |
| ABSTRACT                                            | vii |

### CHAPTER:

1. INTRODUCTION
   - 1.1 Background of the Study                       | 1 |
   - 1.2 Statements of the Problem                     | 6 |
   - 1.3 Objectives of the Study                      | 7 |
   - 1.4 Theoretical Framework                        | 8 |
     - 1.4.1 Critical Reading Skill                   | 8 |
     - 1.4.2 Indonesian Political News                | 9 |
   - 1.5 The Assumptions                              | 10 |
   - 1.6 Significance of the Study                    | 10 |
   - 1.7 Limitation of the Study                      | 11 |
   - 1.8 Definition of Key Term                       | 13 |
   - 1.9 Organization of the Study                    | 13 |

2. REVIEW OF RELATED LITERATURE
   - 2.1 Reading                                       | 14 |
     - 2.1.1 Top Down Model of Reading                 | 14 |
     - 2.1.2 Critical Reading                          | 17 |
       - 2.1.2.1 Recognizing the Writer's Purposes      | 23 |
       - 2.1.2.2 Noting Special Point of View           | 24 |
       - 2.1.2.3 Being Aware of the Writer's Choice of Language | 25 |
       - 2.1.2.4 Evaluating the Writer's Argument       | 26 |
       - 2.1.2.5 Evaluating Inferences                  | 27 |
     - 2.1.3 Schema Theory                              | 28 |
   - 2.2 News                                          | 30 |
   - 2.3 Indonesian Political News                    | 42 |
   - 2.4 Previous Studies                              | 54 |

3. RESEARCH METHODOLOGY
   - 3.1 Research Design                               | 56 |
   - 3.2 Population and Sample                         | 56 |
   - 3.3 Research Instrument                           | 57 |
     - 3.3.1 The Selections of the Political News       | 58 |
     - 3.3.2 The Test Items                             | 59 |
     - 3.3.3 Triangulation                              | 60 |
     - 3.3.4 The Scoring of the Test                    | 60 |
LIST OF TABLES

<table>
<thead>
<tr>
<th>Tables</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Types of Verbs</td>
</tr>
<tr>
<td>3.1</td>
<td>Sample of Study</td>
</tr>
<tr>
<td>3.2</td>
<td>The Specifications of the Test</td>
</tr>
<tr>
<td>3.3</td>
<td>The Scoring of the Test</td>
</tr>
<tr>
<td>3.4</td>
<td>The Schedule of Collecting Data</td>
</tr>
<tr>
<td>4.1</td>
<td>The Summary of the Students' Critical Reading Skill</td>
</tr>
<tr>
<td>4.2</td>
<td>The Ability in Recognizing the Writer's Purposes</td>
</tr>
<tr>
<td>4.3</td>
<td>The Ability in Noting Special Point of View</td>
</tr>
<tr>
<td>4.4</td>
<td>The Awareness of the Writers' Choice of Language</td>
</tr>
<tr>
<td>4.5</td>
<td>The Ability in Evaluating the Writers' Argument</td>
</tr>
<tr>
<td>4.6</td>
<td>The Ability in Evaluating Inferences</td>
</tr>
<tr>
<td>4.7</td>
<td>The Agreement with the Writers</td>
</tr>
<tr>
<td>4.8</td>
<td>The Disagreement with the Writers</td>
</tr>
</tbody>
</table>
ABSTRACT


Key words: Critical reading skill, Indonesian political news

Due to the fact that Indonesian political news tends to contain biases, the skill to read critically is considered important for university students as a potential political power to avoid being manipulated and provoked. This study was aimed at describing to what extent the Widya Mandala S1 students could read Indonesian political news critically. The major question investigated was: To what extent can the Widya Mandala University S1 students read Indonesian political news critically? Critical reading skill includes the ability in recognizing the writer’s purposes, the ability in noting special point of view, the ability in recognizing the writer’s choice of language, the ability in evaluating the writer’s argument and the ability in evaluating inferences. Thus, the above major question was elaborated into five minor questions as stated here: (1) To what extent can the students recognize the writer’s purposes? (2) To what extent can the students note special point of view? (3) To what extent can the students be aware of the writer’s choice of language? (4) To what extent can the students evaluate the writer’s argument and (5) To what extent can the students evaluate inferences?

A descriptive study was then conducted. The data were the students’ test scores. The data were taken from a sample of 448 seventh semester S1 students of nine faculties / departments of Widya Mandala University. The instrument was a test consisting of three parts. It was used to measure the students’ critical reading skill. Each part of the test contained a piece of Indonesian political news. Each piece of political news was then followed by the same seven questions asking students to perform the five critical reading abilities. The mean calculation was then employed to analyze the data.

The results of the data analysis show that the students’ critical reading skill was poor. In other words, the students performed poorly in reading Indonesian political news critically. The students performed moderately in recognizing the writer’s purposes. However, they were poor in noting special point of view. The students showed poor awareness of the writer’s choice of language. They were also poor in evaluating the writer’s argument and evaluating inferences. Based on these facts, the students could be considered not immune to the news biases and easy to manipulate and provoke. This condition also reveals that the students need to be taught critical reading to enable them to read critically.

Based on the findings above, this study proposes the teaching of critical reading besides the teaching of reading comprehension. It also strongly suggests that students be taught to read critically as early as possible. Practically, critical reading skill must be inserted in the language syllabus especially. The teaching of critical reading, of course, must involve the teaching of its five abilities with the
adjustments to the level of difficulty of the material, the teaching techniques and the students' characteristics.
ABSTRAK

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Kata Kunci: Kemampuan membaca kritis, berita politik Indonesia


Hasil analisis data menunjukkan bahwa kemampuan membaca kritis mahasiswa adalah buruk. Dengan kata lain, mahasiswa tidak dapat membaca berita politik Indonesia dengan kritis. Mahasiswa menunjukkan kemampuan yang sedang / bisa bisa saja dalam mengenali tujun-tujun penulis. Namun, mereka menunjukkan kemampuan yang buruk dalam menangkap judul pandang tertentu dan menyadari pilihan-pilihan bahasa penulis. Kemampuan yang buruk juga

Berdasarkan penemuan-penemuan di atas, penelitian ini menyarankan diberikannya pengajaran membaca secara kritis di samping pengajaran membaca untuk pemahaman. Mahasiswa harus dibekali dengan kemampuan membaca dengan kritis sedini mungkin. Dalam prakteknya, kemampuan membaca dengan kritis harus dicantumkan utamanya dalam silabus bahasa. Pengajaran kemampuan membaca dengan kritis harus melibatkan pengajaran lima kemampuan membaca dengan kritis dengan kondisi bahwa tingkat kesulitan materi dan teknik pengajaran harus disesuaikan dengan karakteristik siswa.