

EFFECTIVENESS OF CRITICAL READING STRATEGY TOWARD GUIDANCE AND COUNSELING STUDENTS' CRITICAL THINKING SKILL

By

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Abstract: This research was aimed at finding out the effectiveness of critical reading strategy for enhancing critical thinking of the of second semester guidance and counseling students of University of Nahdlatul Ulama Al Ghazali Cilacap in the academic year 2023/2024. This research used quantitative research with experimental design. The sample of the research was 29 students. The sample was selected by using purposive sampling technique. The data were analyzed by using pretest and post test. The mean score in pretest was 60 while the mean score of post test was 75. The mean score difference was 15. The result showed that is a difference in learning result before and after applying critical reading strategies. the N-gain score obtained was 0,43. Therefore, it can be concluded that critical reading strategy was quite effective for enhancing guidance and counseling students' critical thinking.

INTRODUCTION

In today's fast-paced information digital era, critical thinking skills are becoming increasingly crucial. The ability to analyze information, evaluate arguments, and make decisions rationally are skills that are really needed, especially for guidance and counseling students. Given their important role in providing support to fellow students, strong critical thinking skills will really help them in understanding various problems faced by clients, formulating effective solutions, and providing quality counseling.

Guidance and counseling students are required to have comprehensive abilities, not only in understanding counseling theories, but also in applying them in practice. One of the abilities that needs to be sharpened is critical thinking. By thinking critically, guidance and counseling students can develop problem-solving skills, effective communication, and appropriate decision making.

Critical reading skills are one of the important factors that can be affects critical thinking abilities student (Restuningsih et al., 2017). It can serve as a crucial foundation in shaping people who are brilliantly, basic, and able of independent thinking within the face of complex data within the digital period (Fauziah, 2024). Critical reading strategy is an

effective approach to improving critical thinking skills. Through this strategy, readers are taught not only to receive information passively, but also to analyze, evaluate, and interpret the information in depth. In this way, readers can gain a better understanding of the text they read and are able to develop more critical thinking.

Critical Thinking (CT)

Critical thinking as the set of abilities and dispositions which empower one to fathom issues coherently and to endeavor to reflect independently by implies of Metacognitive control on one's possess problem-solving processes (Yasushi, 2016). It considered imperative to instruct critical thinking at college and primarily for students to gotten to be great experts in a complex world (Bezanilla et al., 2021). It is characterized as addressing presumptions, assessing a circumstance from distinctive points, coping issues inventively and employing a reflective, considered approach to assess and learn from the experience (Prince, 2019). Moreover, critical thinkers create and show individual dispositions or inclinations, such as fair-mindedness and compassion (Diestler, 2012). CT, in addition, is the capacity to see at a circumstance coherently and clearly get it it from different points of view whereas isolating truths from opinions, biases, instinct and assumptions. It involves "questioning assumptions, objectively evaluating information and arguments and making logical and rational decisions" (Davies & Stevens, 2019).

Critical thinking includes both cognitive (considering and thinking) abilities as well as behavioral inclinations and biases which are named dispositions (Davies & Stevens, 2019). The cognitive skill consists of analysis, inference, evaluation, and self regulation. While the disposition skill involves suspend judgement, open minded, inquisitiveness, and fair minded.

Critical thinking skills are one of the life skills that need to be developed through the educational process. Students with adequate critical thinking skills are able to consider problems systematically, overcome millions of challenges in an organized manner, formulate innovative questions, and make comparisons (Johnson, 2006). People with critical thinking skills can take ideas and information, look for additional relevant information, evaluate it, and revise it to produce the best idea. Critical thinking skills also help students to reflect and evaluate yourself on the decisions you make. By having critical thinking, students are ready to face future challenges.

Critical thinking in counseling practice

Critical thinking skills is crucial for students as they can make better decisions, and be more effective and productive at work and daily life (Ariadila et al., 2023). Measures of cognitive (mental) capacity are great indicators of likely execution in most work parts and numerous higher educational, College and Masters courses. Guidance and Counseling helps students develop personal, social, learning and career independence (Permendikbud, 2014); (Handayani, 2019 in Fradinata et al., 2022). The relationship between CT and Guidance and Counseling is explained in the table 1. below.

Table 1. The realtionship between CT and Guidan and Counseling

Critical Thinking	Guidance and Counseling
It is a mental dimension has the potential to be developed	The aim of Guidance and Counseling is to provide students with the necessary support to reach their full potential accordingly with the individual's needs
Critical thinking directs responsibility for	Students can develop their capacity for decision

students	making independently and problem solving through use of guidance and counseling services
Students need to improve their abilities to think critically if they want to stay informed about recent and future changes comes into educational practice	Adaptive and sustainable education system used by the school must include guidance and counseling services as important components
Students who are able to think critically developing various learning skills, which means too make a difference in all level student achievement	Provision of guidance and counseling services open to anyone and everyone without exception, which means that they are addressing problems and issues at scale global

Critical Reading Strategies

Critical reading is the way of getting information and ideas within a text. Critical reading requires the students to be able to analyze, synthesize, and evaluate what have been read (Hudson, 2007). It means that the critical reading strategies can be employed by the reader are analyzing, synthesizing, and evaluating the information from the text. However, some points overlap. Some researchers had proposed several critical reading strategies (Fadhilah, 2017; Khabiri & Pakzad, 2012; Marschall & Davis, 2012; Rajabi & Tabatabaee, 2015). Then, ten strategies were summarized as shown in the table below (Faridah & Nawafilah, 2019).

Critical Reading Strategies	A summary of the strategies
Annotating	Reading reactions to and questions about a text directly on the page.
Previewing	Getting an overview of text structure, text cues, pictures, and personal experiences prior to reading a text.
Scan&Skimming	Finding out the key features of the reading and reading to get only the gist of the text
Facts vs. Opinions	Facts can be proved, undisputed, have concrete evidence and opinion refers to a belief, a value, can be argued
Drawing	
Conclusions	Looking for clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction.
Monitoring	Monitoring for understanding by checking to see if the text makes sense
Summarizing	Briefly present the main ideas of the text. Write a paragraph or more that presents the main ideas in your own words
Paraphrasing	Restate and clarify the meaning of a few sentences from the text. Reread the passage to be paraphrased and look up unknown words. Translate information into your own words.
Synthesizing	Combine ideas and information selected from different texts. Look for patterns among your sources, possibly supporting or refuting your ideas or those of other sources
Questioning	Write questions while you read a text for the first time, you will understand the material better and remember it longer if you write a question for every paragraph or brief section.

Picture 1. Critical Reading Strategy

METHOD

This research was quantitative research using pre-experimental design with a one-group pretest-post test design. Pre-experimental method was aimed to know the results of a treatment. In this method, tests were given before and after treatment (using critical reading strategies in learning process) and resulted pretest and post test score. The result were assumed more accurate because it compared the condition before and after being given treatment. The scheme of this method could be seen as follow:

$$O_1 \times O_2$$

O_1 = pretest score (score before using critical reading strategies in learning process)

O_2 = post test score (score after using critical reading strategies in learning process)

X = treatment using critical reading strategies in learning process

$O_2 - O_1$ = the effect of using critical reading strategies in learning process

A research variable is defined as an attribute, trait, or value of a person, object, organization, or activity that has certain variations determined by the researcher and from which conclusions are drawn (Sugiyono, 2019). In addition, variable is a research object or what is the point of interest in a research (Arikunto, 2013). Variable consisted of two types, dependent and independent. Independent variable was called as free variable that affect or be a cause of change of dependent variable. While dependent variable was mentioned as variable which was affected or be a result of independent variable (Sugiyono, 2019). The independent variable (X) in this research was the use of critical reading and the dependent variable (Y) was the learning result of students.

The sample for this research consisted of 29 second semester students of Guidance and Counseling of Universitas Nahdlatul Ulama Al Ghazali Cilacap with a sampling technique using saturated sampling. This means that the entire population of people will be sampled.

Data collection techniques used in this research was the test method. This method was used to evaluate achievement of the learning process. The test consists of two stages, namely pretest and post test which will be given to the experimental group. The test form used was essay with 4 questions.

The data was analyzed using N_Gain. N-Gain is the difference in participant ability students on learning outcomes. Calculation of the value obtained from ability or mastery of material concepts which has been understood by students after the learning process as seen from the pretest and post test scores on essay. Based on the data obtained, it will be the extent to which the ability to learn results is sought with the N-Gain formula.

Table 2. N-Gain Score Category

N-Gain Score	Category
$g > 0,7$	high
$0,3 \leq g \leq 0,7$	medium
$g < 0,3$	low

FINDINGS AND DISCUSSION

1. Students' Learning Outcome

Student learning outcomes in the experimental class can be seen from before and after researchers applied critical reading strategy in English subject. From the results of

the pretest data analysis of 29 second semester Guidance and Counseling students, the data obtained were as follows:

Table 3. Pretest Post test Score Comparison

Pretest mean	Post test mean
60	75

From the table above, the average pretest score is 60 and is in the sufficient category. This happened because the implementation of critical reading in English subject was still new for the students. First, vocabularies were still the most common obstacle for the students. Their vocabularies were very limited as they did not know almost most of words in the text. Moreover, they faced difficulties in understanding the questions. They had not been used to think, analyze, and evaluate something deeply. For this reason they could not answer the questions correctly, even they only answered the questions in a short sentence.

In addition, the average post test (after critical reading strategies applied) score is 75 which is in good category. The students had improved in mastering vocabularies as they had read more text than in the pretest. Their skill in understanding questions also improved for they were used to that type of questions. They started to apply critical thinking in reading the text like analyzing and evaluating the text first before answering its questions. They also connect the text with their prior knowledge and experience. As the result, they can perform better in the post test and got better score.

Based on the result of pretest and post test, it is concluded that there was an increase in the mean score from 60 to 75. This showed positive improvement due to the implementation of critical reading strategy.

2. Effectiveness of critical reading strategy

Table 4. Result of N-Gain Test

N-Gain Mean (%)	Category
0,43	medium

Based on Table above, it can be seen that the average gain of N Gain by learning using critical reading strategies obtained N-Gain mean of 0,43 which is included in the interpretation of N-Gain as medium category. This indicated that critical reading strategies could be applied in improving students' critical thinking skill. It in line with a study uncovering that critical reading methodologies could be applied to foster the students' critical thinking (Maslakhatin, 2016).

CONCLUSION

Based on the results of research data analysis from activities learning that has been carried out, it can be summarized that there is difference in learning results before and after applying critical reading strategies. The implementation of critical reading strategies is quite effective to improve Guidance and Counseling students' critical thinking skill with N-Gain score 0,43.

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