

**EFFECTIVENESS OF THE APPLICATION OF ECOLA METHOD IN  
CRITICAL READING COURSES FOR STUDENTS OF PBSI 2019A IKIP BUDI  
UTOMO MALANG**

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<b>SUBMISSION TRACK</b>	<b>A B S T R A C T</b>
Submitted : 19 February 2023 Accepted : 6 March 2023 Published : 18 March 2023	<p>The use of the ECOLA method in this study was to detect the effectiveness of critical reading skills in PBSI 2019A IKIP Budi Utomo Malang students. This type of research is PTK research with the Kemmis and Mc models. Taggart. This study used PBSI class 2019A student subjects as many as 30 students. Data collection techniques using qualitative and quantitative techniques. Qualitative data were obtained by conducting interviews and observations, while for quantitative data obtained from student pretests which were then calculated using the average formula. From the results obtained after implementing the Ecola method in learning critical reading it is very effective. Improvements can be seen from the ongoing learning process and also the results of the reading skill itself. Students also enjoy and are more active in participating in class learning, as well as the material provided by lecturers, students can understand it well. The results of improving critical reading skills using the ECOLA method can be seen from the significant increase in student scores. The average pre-test score was 76.5 for the first cycle, which was 78.6, and for the second cycle, it was 80.2. In addition, the number of students who achieved success indicators in the pre-action was 10 students, at the end of the first cycle there were 19 students, and at the end of the second cycle there were 27 students out of 30 students.</p>
<b>KEYWORDS</b>	
Effectiveness, ECOLA method, critical reading	
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**Introduction**

An activity carried out by someone to obtain information in the form of words or sentences is called reading (Tarigan, 2008: 7). In the process of reading there is an interaction between the reader and the writer through written media. The core or content of a reading will be tried to be understood by the reader. Understanding of reading is an important component in a reading activity, because in essence understanding of reading can improve the skills or interests of reading itself as well as for certain goals that have been determined or to be achieved. Linguists argue that "an ability to read or be able to understand a text or reading is called comprehension" (Palawija, 2008: 1).

When the process of learning to read in class is in progress, the teacher will adjust the reading activities to the level of students' thinking. Bloom (1956), as quoted by Utari (2013:2), states that there are 3 levels of conceptual thinking skills, namely cognitive, affective, and psychomotor. The cognitive aspect is divided into 6 levels, namely knowledge (C1), understanding (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6). According to Bloom's Taxonomy, that understanding activity is a skill in understanding a problem or instruction and then reinterpreting it using its own sentence.

Based on Permendikbud No. 37 of 2018 states that the Indonesian Language Core Competency (KI) is explaining the results of student observations on the linkage

of an idea with writing. Reading skills at a high level of understanding are needed by students, because with that it will be easier for students to digest and understand the content of the reading in the material provided by the lecturer in the learning process. According to Susilo and Garnisya (2018: 66) say that "good reading comprehension skills can determine student success in participating in class learning.". Critical reading skills are high-level comprehension reading skills, where readers are expected to be able to understand the meaning comprehensively, including the meaning behind the scenes (Sultan, 2018:1). These critical reading skills include the ability to analyze, synthesize, and evaluate reading. Critical reading is a process of the reader in expressing his critical thinking abilities to the contents of the reading. Regarding the cognitive processes involved in reading activities, Nurhadi (2010) describes five aspects of critical reading skills which include: (1) interpreting, (2) analyzing, (3) organizing, (4) assessing, and (5) applying. Critical reading as the actualization of critical thinking is a directed process in mental activity to solve problems, make decisions, analyze, and evaluate an opinion systematically (Johnson, 2007).

Based on the results of observations made by researchers that students still have a relatively low level of understanding of critical reading material presented by lecturers. This can be seen that students have difficulty analyzing, synthesizing, and evaluating reading. This shows that the level of understanding of students is relatively low, because they cannot understand the contents of the reading (Juniawan, et al, 2020)

The results obtained when researchers conducted interviews with students, conducted surveys, and initial tests showed that students still had difficulty understanding a text. The results of the student pretest obtained results with an average number of 76.5 while the Minimum Completeness Criteria (KKM) in critical reading courses was 80. From the results of the available data, the percentage of learning completeness was 33%. ba out of 30 students, where there were only 8 students who were declared complete in learning to read critically. While 22 students who could not be declared complete. Learning done by students is students directly read the text. Students did not conduct an initial survey in order to obtain an overview of the contents of the book so that in the next process students experienced difficulties in understanding the contents of the reading. If at the beginning of learning the method used is wrong, it can be ascertained that the subsequent results are less than optimal.

The ECOLA (Extending concept thought Language Activities) method is a method used to identify and interpret the development of students' skills in understanding reading content (Abidin, 2016: 82). This method can make the reading learning process more dynamic, making it easier for students to improve critical reading skills. The stages in this ECOLA learning are: (1) setting the goals of critical reading, (2) the process of reading silently to achieve the goal (3) understanding the content of the reading, (4) discussing meaning.

Ida (2018: 115) explains the activities in using the ECOLA method, namely: (1) Determining communication goals which include: fond of reading, quickly finding ideas, critical reasoning, skilled in asking and questioning, skilled in analyzing, skilled in summarizing, and able to evaluate; (2) The reading tradition includes: good reading, choosing reading material, and critical reading. The researcher chose to use this method because of the students' low critical read

### Research Method

This research is a class action research (Classroom Action Research) using quantitative and qualitative data. The subjects in this study were students of Indonesian Language and Literature class 2019A with a total of 30 students. The model used in this study is Kemmis and Mc. Taggart, which consists of 4 components consisting of plan (planning), action (action), Observation (observation), and reflection (reflection). Collecting data in this study used critical reading skills test techniques, observation as the main method, and interviews between researchers and informants.

The data analysis technique used in this study is quantitative and qualitative data analysis. The success criteria in this study consisted of two things, namely the success of the process and the success of the product. The success of the process can be seen from the changes in the improvement of the critical reading learning process using the ECOLA method. Changes in improving the process include students actively participating and enthusiastic in participating in critical reading learning activities.

### Result and Discussion

conducted to improve critical reading skills using the Ecola method for Indonesian Language and Literature students at the Budi Utomo Malang. Before implementing the ECOLA method in learning critical reading in class 2019A majoring in Indonesian Language and Literature, pre-action was carried out first. The pre-action was carried out to determine the condition of the students before the action was carried out. The following are the results of the critical reading test in the pre-action.

Table 1. Recapitulation of Test Result Values Critical reading at pre-action.

No	Student Name	Score
1	A.A	60
2	A.D	85
3	A.M	88
4	C.A	65
5	C.Y	70
6	D.C.A	73
7	D.W	72
8	E.G.W	74
9	E.N.A	65
8	F.P.U	87
9	G.A	66
10	G.N	70
11	I.J.A	64
12	I.K	88
13	K.A.P	68
14	K.N	70
15	K.P	65
16	L.C.P	85
17	L.P	70
18	M.A	85
19	M.A.P	68
20	M.F	66
21	M.Z.T	65

22	N.P	86
23	P.A	74
24	P.K.W	86
25	R.I.C	72
26	R.R.A	85
27	S.A.R	70
28	T.S	65
29	W.S	73
30	Y.P	85
<b>Total</b>		<b>2.365</b>

$$\text{Average value} = \frac{\text{Total student scores}}{\text{Number of students}} = \frac{2.295}{30} = 76,5$$

From the results of the pre-action critical reading table 1.1 above, it can be seen that the overall average score of students has not yet reached the Minimum Completeness Criteria (KKM), which is 76.5. Students who were declared complete or succeeded in achieving the specified KKM were only 8 students with scores above 80 out of the total number of students, namely the names of students listed in blue. While students who have not completed or have not succeeded in achieving the specified indicators are 22 students with scores below 80. The results of the pre-action showed that students' critical reading skills were lacking. This is due to the factor of students who cannot understand the reading text properly, so that it has an impact on a low average score and also a low percentage of student completeness in retelling the contents of the reading they have read, they still experience difficulties.

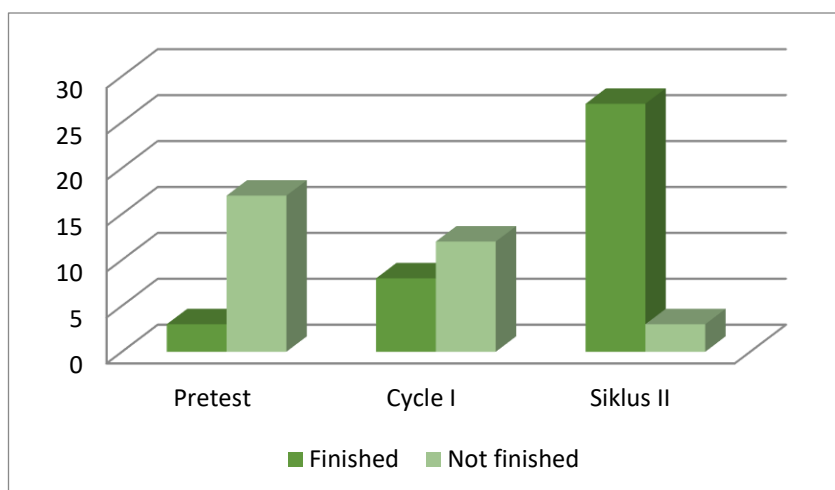
Based on the data obtained from the pre-action, an action research on critical reading was carried out using the ECOLA method which is believed to be able to improve the learning process and the results of students' critical reading skills. The use of methods in learning to read is in accordance with the opinion of Dalman (2013: 5) which states that in order for students to be able to understand the contents of the reading well the teacher should teach students about good reading strategies, methods and techniques. Likewise with this study, so that students understand the contents of the reading well, the teacher teaches the ECOLA method.

This research was conducted in two cycles. Each cycle is carried out in two meetings. The action of cycle I was the beginning of the use of the ECOLA method in critical reading of Indonesian Language and Literature students at the Budi Utomo Malang Teachers' Training College. This method has never been used in class 2019A before, so this is a new and foreign method for students. In cycle I the ECOLA method was carried out in a coherent and good manner, but it was not optimal. The results of the cycle I reading comprehension test can be presented in the following:



The results of Cycle I found that the average test result for students' reading comprehension skills was 78.6. The average value of the first cycle has increased compared to the pre-action average value of 76.5. Therefore, in the reflection stage, discussions are held to determine actions to correct deficiencies that occur in cycle I so that in cycle II the use of the ECOLA method can be carried out better and optimally.

In the reading comprehension test cycle II, student scores have increased. The average score of students in cycle II experienced an increase compared to the average value of pre-action and cycle I to 78.6. In addition, students who scored 80 also increased to 19 out of 30 students. The results of the cycle II reading comprehension test can be presented in the following diagram:



From the data obtained in cycle II, this study was said to be successful and effective because it had achieved the specified success criteria, namely an increase in the average score and 75% of the number of students participating in the study scored  $\geq 80$ . This study shows that the ECOLA method is effective for improving the critical reading skills of Indonesian Language and Literature students at the Budi Utomo Malang.

## Conclusion

The results showed that the ECOLA method was very effective in improving critical reading skills for students majoring in Indonesian Language and Literature class of 2019A. Improving critical reading skills is indicated by an increase in the quality of the learning process and an increase in learning outcomes. The results of the application of the ECOLA method in learning to read critically can be seen from the increase in terms of the learning process, as well as in terms of the results in the form of the average student score which has increased. In the process of learning to read critically, it shows that students are more motivated to learn and also active in asking questions and expressing their opinions. Improved results can be seen from the average score which has increased significantly.

By using the ECOLA method in learning critical reading, students majoring in Indonesian Language and Literature class of 2019A are quicker to find ideas, reason critically, can analyze reading well, and have skills in evaluating reading

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