



The Role of Selective Underlining Strategy in Developing Critical Reading Skills Among University Students

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Abstrak

Studi ini menyelidiki keefektifan selective underlining strategy dalam meningkatkan keterampilan membaca kritis di kalangan mahasiswa. Menggunakan metode penelitian tindakan kelas, bertujuan untuk meningkatkan pemahaman membaca mahasiswa dalam hal menemukan gagasan utama dan rincian pendukung melalui selective underlining strategy dalam pengajaran membaca. Penelitian ini dilaksanakan di Universitas Mulia pada mahasiswa semester dua Progran Studi Informatika melalui penelitian tindakan kelas (PTK). Peneliti mengambil 37 Mahasiswa sebagai subjek penelitian. Peneliti mengajarkan pemahaman membaca menggunakan selective underlining strategy. Temuan penelitian menunjukkan bahwa penggunaan selective underlining strategy dapat meningkatkan kemampuan membaca siswa, dari siklus I ke siklus II. Pada siklus I, pencapaian ide pokok dan rincian pendukung siswa dalam pemahaman membaca adalah 57,8%, namun setelah dievaluasi pada siklus II pemahaman membaca siswa menjadi 79,0%. Sebaliknya, gagasan utama siswa dalam pemahaman membaca dikembangkan dari siklus I ke siklus II, dimana pada siklus I pencapaian gagasan utama siswa dalam pemahaman membaca adalah 58,1%, namun setelah dievaluasi pada siklus II pencapaian gagasan utama siswa menjadi 79,7%. Pada siklus I prestasi siswa dalam menemukan rincian pendukung sebesar 57,6%, namun setelah dilakukan evaluasi pada siklus II menjadi 78,4%. Sedangkan pencapaian target standar KKM 70. Penelitian ini berkontribusi terhadap berkembangnya literatur mengenai strategi membaca efektif di perguruan tinggi dan menawarkan implikasi praktis bagi para pendidik yang berupaya meningkatkan keterampilan membaca kritis mahasiswanya. Dari temuan ini, peneliti menyimpulkan bahwa dengan menggunakan teknik Selective Underlining Strategy dapat meningkatkan prestasi pemahaman membaca mahasiswa dan membuat mahasiswa aktif dalam proses pembelajaran.

Kata Kunci: Selective Underlining strategy, classroom action research, critical reading skill.

Abstract

The effectiveness of the selective underlining technique in improving university students' critical reading abilities was examined in this study. Using the Selective Underlining Strategy in reading instruction, the goal of the classroom action research approach was to clarify how students' reading comprehension improved in terms of identifying the main concept and supporting details. Applying classroom action research (CAR), the study was conducted with informatics students at Mulia University during the second semester. 37 pupils were selected by the researcher to be the study's subjects. The Selective Underlining Strategy was used by the researcher to teach reading comprehension. According to the research findings, students' reading comprehension from cycle I to cycle II could be enhanced by employing the Selective Underlining Strategy. Following assessment in cycle II, the students' reading comprehension increased to 79.0% from their cycle I achievement of key ideas and supporting details of 57.8%. On the other hand, the students' major concept for reading comprehension improved from cycle I to cycle II. Specifically, after cycle II evaluation, the students' main idea for reading comprehension increased from 58.1% in cycle I to 79.7%. Students' success rate in locating supporting details was 57.6% in cycle I, but after evaluation in cycle II, it increased to 78.4%. While KKM 70 is the standard objective achievement. This study adds to the expanding corpus of research on successful reading practices in higher education and provides educators looking to

improve their students' critical reading abilities with useful takeaways. Based on these results, the researcher concluded that employing the Selective Underlining Strategy technique could improve students' reading comprehension performance and engage them in the process of learning.

Keywords: *Selective underlining strategy, classroom action research, critical reading skill*

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Introduction

In the rapidly evolving landscape of higher education, the ability to read critically has become an indispensable skill for university students across disciplines. Critical reading, defined as the process of actively engaging with texts to analyze, evaluate, and synthesize information (Paul & Elder, 2008), forms the cornerstone of academic success and lifelong learning. However, numerous studies have highlighted the challenges faced by university students in developing and applying critical reading skills, particularly when confronted with complex academic texts (e.g., Manarin et al., 2015; Saltrick, 2018).

The importance of critical reading in higher education cannot be overstated. It enables students to navigate the vast sea of information available to them, distinguish between credible and unreliable sources, and construct well-reasoned arguments. Moreover, critical reading skills are crucial for success in various academic tasks, including research, essay writing, and participating in scholarly discussions (Wallace & Wray, 2021).

Despite its significance, many university students struggle with critical reading. Common challenges include difficulty in identifying main ideas, making inferences, evaluating arguments, and synthesizing information from multiple sources (Bharuthram, 2012). These difficulties are often exacerbated by the increasing complexity and volume of academic texts that students encounter as they progress through their studies.

To address these challenges, educators and researchers have explored various strategies to enhance students' critical reading skills. One such strategy that has gained attention in recent years is selective underlining. This technique involves strategically marking key information in a text to improve comprehension and retention (Dunlosky et al., 2013). While underlining has been a common study technique for decades, the selective underlining strategy emphasizes a more deliberate and focused approach, encouraging students to engage more deeply with the text and make conscious decisions about what information is most relevant or significant.

The potential of selective underlining as a tool for developing critical reading skills lies in its ability to promote active engagement with texts. By requiring students to identify and highlight key information, this strategy encourages them to think critically about the content, structure, and arguments presented in the text. Furthermore, the visual cues created through underlining can aid in the retention and recall of important information, potentially supporting students in synthesizing ideas across multiple texts (Dunlosky et al., 2013; Yue et al., 2015).

The present study aims to address this gap by examining the role of selective underlining strategy in developing critical reading skills among university students. By employing a classroom action research method, this study seeks to provide insights into the practical application and effectiveness of this strategy in a real-world educational context. The findings of this research have the potential to inform pedagogical practices and contribute to the ongoing dialogue about effective strategies for fostering critical reading skills in higher education.

Based on the background above, the writer formulates research questions as follows: How does the selective underlining strategy improve the students' literal reading comprehension which focuses on main idea? How does the selective underlining strategy improve the students' literal reading comprehension which focuses on supporting details?

The result of the research is expected to give a useful contribution for the English students and English teachers who concern about reading comprehension. It is also useful for the quality improvement of English teaching especially the teaching of reading comprehension through the Selective Underlining Strategy. The writer believes that each of study deeply make sense to both teachers and students. This research would be useful for the teacher in improving the achievement of teaching English reading by applying Selective Underlining Strategy for the students, it is hoped that through the study, they would get much input in improving their reading comprehension.

Selective Underlining as a Critical Reading Strategy: Selective underlining, as distinct from general underlining or highlighting, involves a more deliberate and focused approach to identifying key information in a text. This strategy aligns with the concept of "deep processing" in cognitive psychology, which suggests that more effortful and meaningful engagement with information leads to better learning outcomes (Craik & Lockhart, 1972).

Method

The subject of the research was the students at second semester in Informatics Students Mulia University of Balikpapan.

A. Research Design

In this research, the researcher used Classroom Action Research (CAR). It had four stages, they were planning, Action, Observation, Evaluation or Reflection. The researcher carried out two cycles. Each cycle consisted of four meetings by using Selective Underlining Strategy. They were first and second cycle and each cycle was series of activity which had close relation. Where, the realization of the first cycle was repaired for the second cycle. The procedure

of the Classroom Action Research (CAR) was as follows:

1. Cycle I

The cycles in this classroom action research consisted of planning, action, observation, and reflection.

After collecting the data, the reseacher evaluated the teaching-learning process, then, did reflection by looking at the result of the observation, whether the teaching learning process of increasing reading comprehension through Selective Underlining Strategy reached success criteria based on the test result of first action.

2. Cycle II

The cycles in this classroom action research consisted of planning, action, observation, and reflection.

In this second cycle, the observer made conclusion of the application Selective Underlining Strategy in developing critical reading skill in University Students.

B. Research Variable and Indicators

1. Variables

The research consisted of two kinds of variables namely independent variable and dependent variable. The independent variable of this research was the use of Selective Underlining Strategy in learning reading and dependent variable of this research was the improvement of students' reading comprehension.

2. Indicators

The indicator of the study was to measure literal comprehension.

- Literal comprehension consisted of understanding main idea.
- Literal comprehension consisted of understanding supporting details.

C. Research Instrument

In this research, the researcher used two instruments for collecting data, as follows:

1. Observation sheet

Observation sheet aimed at finding out the students data about their presence and activeness in teaching and learning process.

2. Reading Test

Test was used to acquire detail information about the students prior ability and the students'

achievement after the teaching and learning process ended.

The test given was in the form of essay test where the students were asked to answer question based on the text.

Table 1. Rubric For Main Idea

Score	Indicator
4	The answer includes a clear generalization that states or implies the main idea
3	The answer states or implies the main idea from the text
2	Indicators in accurate or incomplete understanding of main idea
1	The answer includes minimal or no understanding of main idea

(Harmer 1995)

Table 2. Rubric For Supporting Details

Score	Indicator
4	Supporting details reflect resource reading in development of main idea. It is excellent
3	Supporting details reflect reading in development of idea. It is good
2	Supporting details reflect only reading in development of main idea. It is poor
1	Supporting details there answer, but do not reflect any reading of resource in development idea.

(Harmer 1995)

Results and Discussion

A. Results

1. Implementation of Selective Underlining Strategy in Teaching Reading

Before the activity, the teacher planned the lesson by implementing the Selective Underlining Strategy, creating teaching materials, and evaluating pupils. The first cycle's action stage activity is the lesson plan implementation. It refers to the implementation of each step of the learning process using the Selective Underlining Strategy, which was planned ahead of time.

The first, Teacher shared the text to each students and read the text to the students a loudly. After that, teacher asked them to identify the vocabulary in the text. It was about the

pronounce of words, etc. The second, practice shared guided reading, each student had chance to read the text by their own self but the teacher had to guide them. The third, teacher helped the students during guided reading process. The teacher might help them to identify the phonetic transcription of the words and also how to produce the words (sounds). The fourth, teacher applied the Selective Underlining Strategy by asking them to read the text, underlining the main idea and supporting details and then wrote down in to some paper. The fifth, teacher explain how to underline the main idea and supporting details selectively. The sixth, teacher gave students the opportunity to conduct underlining. The seventh, when the time up, the teacher asked the students to submit their paper and gave guidance and coaching or questioning as emphasized strategies for comprehension, not to underline entire sentences, but rather key point of the sentence.

The activity in the second cycle it same with the first cycle, the teacher just reformed several aspects, such as more relax in teaching, explain the learning material clearly and more fun, and the teacher also gave the students' chance to ask the question.

2. The Students' Improvement of Main Ideas in Reading Comprehension

Selective Underlining Strategy in boosting reading comprehension, which is centered on the main idea at Mulia University's second semester as a consequence of the students' assessment of cycles I and II, is characterized as follows:

Table 3. The Students' Improvement Of Main Ideas In Reading Comprehension

No	Indicators	The student's Score	
		Cycle I	Cycle II
1.	Main Idea	58.1	79.7
2.	\bar{X}	58.1	79.7

According to the table above, pupils' literal reading comprehension of primary concepts has significantly increased. The students' literal reading comprehension increased significantly between cycles I and II (58.1 to 79.7). In fact, the Selective Underlining Strategy enhanced students' literal reading

comprehension skills. The classification of students is shifting from fair to good.

The table above demonstrates that the Selective Underlining Strategy in the teaching and learning process can increase students' literal reading comprehension after taking action in cycles I and II.

The researcher displayed the data in a chart to provide a clearer picture of the students' literal reading comprehension development; the data may be seen in the image below.

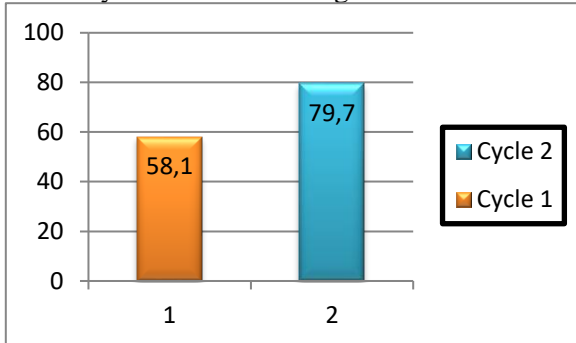


Figure 1. The Improvement of the Students' Main Idea in cycle I and cycle II.

The chart above shows that the improvement of the students' main idea in literal reading comprehension after taking an action through Selective Underlining Strategy is higher than before. It also shows the improvement of the students' score in cycle II is higher than cycle I.

Therefore, most of them were difficult to express their mind and didn't have any habitual and still felt nervous to read English text in the class. As result, the mean score of the students' literal reading comprehension in cycle I was still low. As we can see in table 1 that the mean score is only 58.1 and it is only classified as fair. Its result is still under the completeness grade standard a which is about 70.0.

When the researcher conducted action in cycle II, the students' mean score became improved from 58.1 to 79.7. It has classified as good and has achieved the standard score which about 70.0 In this cycle, the researcher intensively gave understanding or explanation and chance about the material through Selective Underlining Strategy. The researcher helped the student's in improving their literal reading comprehension covers main idea.

Table 4. The Students' Improvement Of Supporting Details In Reading Comprehension

No	Indicators	The student's Score	
		Cycle I	Cycle II
1.	Supporting Details	57.6	78.4
2.	\bar{X}	57.6	78.4

According to the table above, the indications of students' literal reading comprehension in terms of supporting details have greatly improved. Students' literal reading comprehension improved significantly from cycle I (57.6) to cycle II (78.4). In fact, the Selective Underlining Strategy improved the pupils' literal reading comprehension levels. The categorization of students is changing from fair to good.

The table above demonstrates that the Selective Underlining Strategy in the teaching and learning process can increase students' literal reading comprehension after taking action in cycles I and II.

For a more clear picture of the students' literal reading comprehension development, the researcher presented the data in the form of a chart, which may be seen below.

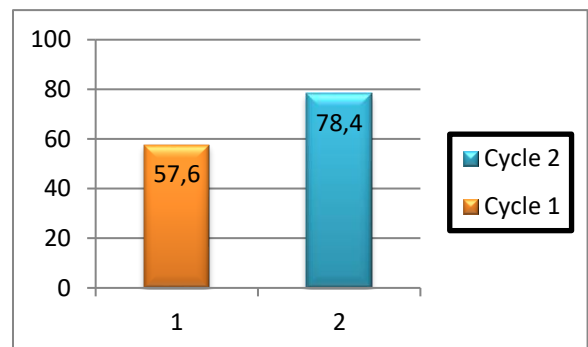


Figure 2. The Improvement of the Students' Supporting Details in cycle I and cycle II

The chart above shows that the improvement of the students' supporting details in literal reading comprehension after taking an action through the Selective Underlining Strategy is higher than before. It also shows the improvement of the students' score in cycle II is higher than cycle I.

Therefore, most of them were difficult to express their mind and didn't have any habitual and still felt nervous to read English text in the class. As result, the mean score of the students' literal reading comprehension in cycle I was still low. As we can see in table 1 that the mean score is only 57.6 and it is only classified as fair. Its result is still under the completeness grade standard in Mulia University which is about 70.0.

When the researcher conducted action in cycle II, the students' mean score became improved from 57.6 to 78.4. It has classified as good and has achieved the standard score in Mulia University which about 70.0. In this cycle, the researcher intensively gave understanding or explanation and chance about the material through Selective Underlining Strategy. The researcher helped the student's in improving their literal reading comprehension covers supporting details.

3. The Students' Improvement Reading Comprehension Through Selective Underlining Strategy

The improvement of the students' reading comprehension of the students at the second semester informatics students of Mulia University through Selective Underlining Strategy as result of table 1 and table 2. Will explain as follows:

Table 5. The Students' Improvement Reading Comprehension Through Selective Underlining Strategy

No	Indicators	The Student' Score	
		Cycle I	Cycle II
1	Main Idea	58.1	79.7
2	Supporting Details	57.6	78.4
3	$\sum X$	115.7	158.1
4	\bar{X}	57.8	79.0

The table above indicates that there is an improvement of the students' reading comprehension from cycle I to cycle II, the students' reading comprehension in cycle I is categorized as fair (57.8) then the students' reading comprehension increases in cycle II which categorized as good (79.0). Therefore, the

improvement of students' reading comprehension achievement from cycle I until cycle II is increasing significantly.

The table above proves that Selective Underlining Strategy in teaching and learning process can improve the students' reading comprehension after taking action in cycle I and cycle II has been achieved the standard score.

To see clearly the improvement of the students' reading comprehension, the following chart is presented:

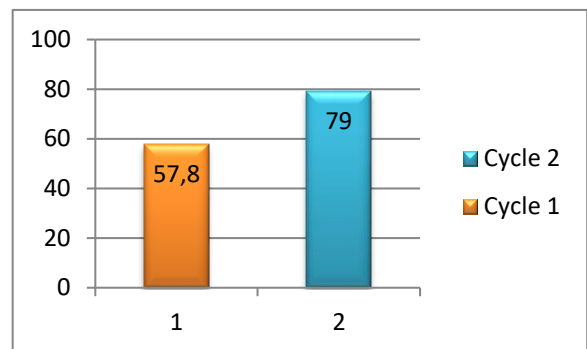


Figure 3. The students' improvement in reading comprehension

4. The Result of the Students' Activateness in Teaching and Learning Process

The result observation of the students' activateness in teaching and learning process toward Selective Underlining Strategy is in increasing the students' reading comprehension at second semester of Mulia University which was conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 6: The Observation Result of the Students' Activateness in Learning Process.

Cycle	Meetings				Average Score
	1 st	2 nd	3 rd	4 th	
I	64.9%	70.3%	75.7%	79.0%	72.5%
II	82.4%	85.8%	89.9%	90.5%	87.1%

The table above explains that the result of the students' activateness in teaching and learning process through observation sheet by observer. The table above shows the process the students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting are 64.9%, 70.3%, 75.7% and 79.0%. Moreover, the percentage of the cycle II from the

first meeting to the fourth meeting are 82.4%, 85.8%, 89.9%, and 90.5%. In addition, the average score in every cycle, in cycle I is 72.5% and in cycle II is 87.1%. The result of the students' observation about their activeness can also be shown in the graphic below:

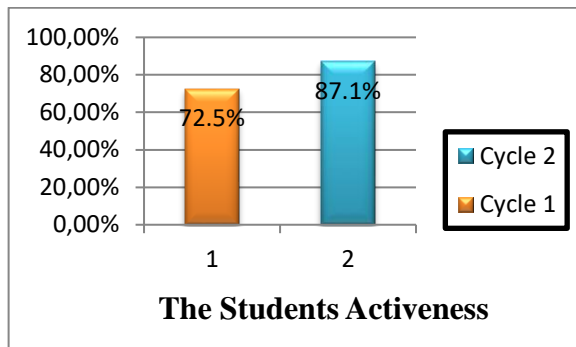


Figure 4. The Improvement of the Students' Activeness.

The chart above shows that the students' observation in learning reading comprehension through Selective Underlining Strategy by the students at second semester of Mulia University. In chart above, presented the students' situation during teaching learning process in reading from cycle I to the cycle II. From the graphic it is known that there is a changing of students' situation learning from cycle I to cycle II. The students' participation in learning reading is low within the mean score 72.5% and the changed to be 87.1%.

B. Discussions

To clarify this subject, the writer would like to explain in this section.

1. The objectives were to improve students' literal grasp of important ideas using the Selective Underlining Strategy.
2. The Selective Underlining Strategy improves pupils' literal comprehension by focusing on word meaning.
3. Increasing students' literal comprehension with Selective Underlining Strategy.

1. The students' improvement of main ideas in literal reading comprehension through Selective Underlining Strategy.

The description of data analysis through the exam, as explained in the preceding finding section, revealed that the students' grasp of improving major idea attainment by applying the Selective Underlining Strategy was considerable. It is substantiated by the fact that

the test value in cycle II was higher than that in cycle I.

According to the data from the observation, some students still lack main ideas from cycle I, while 8 students (21.6%) received poor, 20 students (54.1%) received fair, and 9 students (24.3%) received fairly excellent, indicating that the aim in cycle I has not yet been met. So the researcher decided to organize cycle II, in which 23 students (62.2%) scored fairly well, 7 students (18.9%) scored good, and 7 students (18.9%) scored very good. As a result of the Selective Underlining Strategy, students' performance has improved significantly.

2. The Students' Improvement of Supporting Details in Literal Reading Comprehension through Selective Underlining Strategy.

The description of data analysis through the exam, as explained in the preceding finding section, revealed that applying the Selective Underlining Strategy significantly improved students' supporting details in reading comprehension. It is substantiated by the fact that the test value in cycle II was higher than that in cycle I.

According to the data from the observation, some students still lack supporting information in cycle I, with 13 students (35.1%) scoring low, 16 students (43.3%) scoring fair, and 8 students (21.6%) scoring fairly good, indicating that the aim in cycle I has not yet been met. So, the researcher decided to arrange cycle II, in which 28 students (75.7%) received reasonably good, 3 students (8.1%) received good, and 6 students (16.2%) received very good grades. As a result, the Selective Underlining Strategy has significantly improved the pupils' performance.

The data above revealed that the pupils' scores were increasing. Some indications were effective, while others did not increase. The results revealed a difference between the first and second cycles, with some pupils increasing much more than others.

3. The Increasing of the Students' Reading Comprehension in Term of Literal Reading Comprehension

The data analysis from the test revealed that pupils' literal reading comprehension improved dramatically. The average score of the students' cycle I results was 57.9, which is

considered fair achievement. It is also lower than the mean result on the students' reading test in cycle II, which was 79.0 and categorized as good. By the end of cycle II, pupils' reading comprehension had improved by 36.4% in terms of literal reading comprehension. It significantly improves kids' literal reading comprehension.

Based on the above-mentioned data analysis, the researcher concluded that the Balanced Instruction Approach in the learning process resulted in a considerable improvement in students' literal understanding, with the goal score of 70.

Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

1. Selective Underlining Strategy can improve students' literal reading comprehension when it comes to locating the main idea in the second semester of Mulia University's Informatics program. It is demonstrated by the students' achievement in cycle II, which is higher than cycle I. In cycle I, the students' mean score achievement in literal reading comprehension dealing with finding the main idea was 58.1, but after evaluation in cycle II, the students' literal reading comprehension dealing with finding the main idea became 79.7.
2. The Selective Underlining Strategy improves the literal reading comprehension of Mulia University's Informatics students in their second semester when searching for supporting details. It is demonstrated by the students' achievement in cycle II, which is higher than cycle I, where the students' mean score achievement in literal reading comprehension dealing with supporting details was 57.6, but after evaluation in cycle II, the students' literal reading comprehension dealing with finding the main idea is 78.4.
3. The Selective Underlining Strategy increases student engagement in the learning process, with a 72.5% decrease in cycle I and an increase to 87.1% in cycle II.
4. The next researcher will utilize the Selective Underlining Strategy, which allows students to develop reading

comprehension and is an entertaining approach to study.

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