Strengthening media literacy through intensive reading–listening skills in higher education: Information processing framework

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KEYWORDS	ABSTRACT
Intensive Reading Intensive Listening Media Literacy	Intensive reading and listening skills are things that need to be optimized for students of the Indonesian Language Education Study Program at UIN Kediri. This is because the profile of graduates of this study program, one of which is to become novice educators in the field of Indonesian. This study aims to describe (1) the dominance of micro skills in understanding academic discourse, (2) the limitations of macro-level meaning in intensive reading and listening, and (3) the reconstruction of micro-macro relationships in language learning theory. The method in this study uses a mixed research method that combines qualitative and quantitative methods. This study uses a Concurrent Design model. The results of the study show that of the six indicators of intensive reading skills, there is one indicator that needs to be improved, namely the ability to find the main idea. Meanwhile, the other five indicators have met the effectiveness aspect. As for the four indicators of intensive listening skills, there are two indicators that need to be improved, namely inferential listening and reorganization. Learning innovations as an implication of these findings, among others, can be carried out through the use of gradual scaffolding, development of question banks, combining bottom-up and top-down strategies, paraphrasing activities, identifying keywords, utilizing HOTS questions, and other innovative exercises.

Introduction

Language skills that are currently synonymous with the term "literacy" include four domains, namely listening skills, speaking skills, reading skills, and writing skills. Blustein in (Susanto, 2017) stated that literacy is a combination of listening, speaking, and critical thinking with reading and writing. This study includes reading, writing, and listening skills. There is a relationship in every aspect of language skills. The relationship between listening and reading is a receptive skill where someone receives information from others, both verbally and in writing. Meanwhile, Saddhono & Slamet (2014) stated that listening means paying close attention to what people say or read. The relationship between listening and writing is that the listening process can foster writing creativity from the results of the listening obtained. Meanwhile, good reading skills can also help someone write well. Listening is one type of language skill taught in learning Indonesian in schools. According to Suyono (2002) listening is a process of listening to spoken language symbols with serious attention, understanding, appreciation which can be accompanied by an understanding of the meaning of communication conveyed nonverbally. Meanwhile, in listening activities,

a teacher needs to prepare interesting listening materials/themes, contextual for the listener, and provide benefits. One of them is informative listening.

Other language skills that are identical to literacy, namely reading skills. Reading skills in the world of education are very much needed for all learners from elementary school to college. Reading is a process carried out and used by readers to obtain messages, which the author wants to convey through the media of words or written language (Tarigan, 2015). In reading, there is interaction between the author and the reader; an interaction will be good if the author is able to convey his ideas using language that can be understood by the reader. Reading activities are not only the introduction of letters that are arranged into sentences, but also the purpose of reading as understanding the contents of the reading.

Listening skills are the activity of listening and interpreting with full understanding the information in the material being listened to. This activity is one of the alternative language skills applied in schools to universities, especially in learning to understand the contents of the text that is heard or listened to. The listening materials prepared by the teacher need to be selected to contain educational and informative elements as literacy strengthening activities.

Listening, reading, writing, and speaking activities that are carried out effectively are one of the learning activities that contribute to strengthening literacy. Efforts to strengthen literacy are carried out by providing contextual reading or listening materials. There are various types of reading and listening skills. There are three types of reading activities, namely reading aloud, extensive reading, and intensive reading (Pandawa et al., 2009).

Intensive reading according to Lalremruati (2019) is the activity of reading with full concentration with certain types of reading to understand information specifically about the text being read. Reading materials for intensive reading are generally short, in contrast to reading activities for pleasure. Similar to reading skills, listening activities are also broadly divided into two types, namely extensive listening and intensive listening. Extensive listening is more commonly done by the general public. For example, parents and children watch soap operas on television, radio news, and so on. Meanwhile, intensive listening emphasizes the ability to understand the listening material. Intensive listening activities are carried out seriously and with a high level of concentration to capture the desired meaning (Tarigan, 2008)

Intensive reading consists of reading content reviews and reading language reviews. Reading content reviews is divided into careful reading, reading comprehension, critical reading, and reading ideas. Meanwhile, reading language reviews is divided into reading language and reading literature. Careful reading is an elaboration of intensive reading where the activities carried out require high accuracy; reading comprehension where this reading is intended to obtain the information obtained; critical reading is the highest level of reading; finally reading ideas to find the main ideas contained. Reading language and literature reviews is intended to analyze aspects of language and literary values (Tarigan, 2008)

In addition to finding information, reading also has various benefits, including as an effort to develop oneself. With reading activities, a person has openness to something and understands it. Then, by reading a person can also explore various sciences and knowledge that are obtained so that they can be applied in community life. Through reading, a person can also broaden their horizons to find out broad and general knowledge (Sudiana, 2007).

Intensive reading-listening skills are issues that need to be optimized, especially for students of the Indonesian Language Education Study Program at UIN Syekh Wasil Kediri. This is because the profile of graduates of this study program, one of which is to become novice educators in the field of Indonesian language. In the Indonesian language learning of the Independent Curriculum for SMP/MTs, SMA/MAN, SMK, MAK levels, there are language elements, including reading and viewing skills, listening, speaking, and writing. Therefore, prospective novice educators must have expertise in these four elements.

Based on the results of initial observations and reviews of the grades of the Reading and Listening courses, information was obtained that the achievement of students' intensive reading and listening skills was still not optimal. This is reflected in the distribution of grades which were dominated by the sufficient category, which indicates that students have the ability to understand the general ideas of texts and oral discourse, but do not yet have consistency in mastering in-depth text comprehension, such as identifying detailed information, drawing inferences/conclusions, summarizing the content accurately. The scores of listening assignments and evaluations also showed students' limitations in recording important information and understanding oral messages systematically. These findings indicate that the learning outcomes of the Reading and Listening courses do not fully reflect the mastery of advanced intensive receptive skills.

In intensive reading and listening, cognitive information processing occurs. According to Kintsch (2018), in understanding discourse, there is a process of constructing micro-information (linguistic aspects), integrating between propositions that build a unified idea, and forming a situation model. Meanwhile, according to Baddeley et al. (2021), working memory in cognition is no longer just a "storage"

but is related to attention, controlling focus on relevant information, and inhibiting unnecessary information. In intensive reading and listening, in-depth information processing also occurs when learners connect new information with the text structure, monitor understanding, and evaluate details.

In today's digital era that is all connected, access to information through various media platforms is becoming easier and faster. However, this convenience also brings major challenges in terms of understanding and processing information received by the public. Most of the information spread in the media—be it social media, television, online news, or other platforms—cannot always be accounted for its truth, and is often full of bias, hoaxes, or manipulation.

This phenomenon raises an urgent need to strengthen media literacy, especially among the general public. Media literacy is not just the ability to access or consume information, but also the ability to analyze, evaluate, and use that information critically. Without good media literacy, individuals can easily fall into the trap of false or misleading information, which in turn can cause various negative impacts, such as social polarization, radicalization, and the spread of hatred.

Intensive reading and listening skills contribute to strengthening media literacy. This occurs because they activate high-level cognitive processing mechanisms needed to understand, analyze, and evaluate media messages. Within the Information Processing Theory framework, intensive reading and listening skills involve focused attention, encoding meaning, storing it in working memory, and integrating information with prior knowledge schemas (Baddeley, 2012). Meanwhile, based on metacognitive theory, intensive readers and listeners actively monitor their understanding, detect inconsistencies in information, and evaluate its veracity (Flavell, 1979). These skills are relevant to media literacy, particularly in identifying bias, information manipulation, and ideological framing in digital media content. From a critical media literacy perspective, the ability to analyze and evaluate messages in media is inseparable from in-depth receptive skills (reading and listening). Therefore, intensive reading and listening not only function as initial language skills, but also as a cognitive and metacognitive foundation that aims to foster critical media literacy, namely the ability to analyze, evaluate, and verify information in digital media consciously and responsibly.

Language skills are needed for students of the Indonesian Language Education Study Program, especially in efforts to strengthen media literacy. Media literacy is identical to the ability to understand information from the media obtained through receptive language activities, including listening and reading activities. Therefore, this study focuses on the level of intensive reading and intensive listening skills and the strengthening of media literacy of Indonesian Language Education students at UIN Syekh Wasil Kediri. Strengthening media literacy is an important step in building a society that is intelligent and critical in filtering information, and is able to adapt to the rapid changes that occur in the digital world. This is also in line with efforts to create a healthier, safer, and more open public space in cyberspace.

Media literacy in this study focuses on students' ability to analyze, evaluate, and verify information. Two distinct yet complementary types of digital media sources are available. The source for reading skills is online news published through online news portals, while the source for listening skills is YouTube social media content, which presents informative news with a combination of audio and visuals. The selection of these two media sources reflects the characteristics of students who frequently utilize media and the demands of current multimodal media literacy.

In the Indonesian Language Education Study Program Curriculum, UIN Syekh Wasil Kediri, there are 3 graduate learning outcomes (CPL) which are used as a reference for the learning and assessment process in the Reading and Listening courses as well as the implementation of media literacy, namely (1) CPL1. Mastering the theories, concepts, and principles of language, literature, and its teaching, and integrating logical, critical, and innovative thinking in developing quality learning; (2) CPL2. Integrating language skills in the planning and implementation of communicative and curriculum-based Indonesian language learning; and (3) Developing digital literacy skills and being able to apply productive performance in the fields of language, literature, or literacy practitioners for the development of knowledge and work skills by respecting cultural values, humanity, and diversity. The integration of intensive reading and listening contributes directly to the achievement of the three CPLs which are in line with the demands of OBE in order to build students' analytical and evaluative abilities towards media texts and discourse. Considering that the graduate profile of prospective Indonesian language teachers requires strong media literacy skills, including the ability to analyze the credibility of sources, evaluate bias and ideology in texts, and verify information before it is used as teaching material.

Previous research on reading ability analysis was conducted by Bua & Mangiri (2023) on Students' Reading Comprehension Ability during the Pandemic. The results of the study showed that students' speed reading ability and reading comprehension ability were in the moderate category. This is indicated by the average speed reading ability of students at a score of 247.78 KPM and the average reading comprehension ability of students at a score of 61%-70%. Other research on reading was conducted by Megawati et al.

(2019) on the Media Literacy Level of Indonesian Language Education Students towards Hoax News. The results of the study showed that the media literacy level of students in the Indonesian Language Education Study Program, Indraprasta PGRI University based on the individual competence framework was 30.53+2.66=33.2 which means it is at the basic level. Furthermore, research by Asmayawati et al. (2024) entitled "Pedagogical Innovation and Curricular Adaptation in Enhancing Digital Literacy: A Local Wisdom Approach for Sustainable Development in the Indonesian Context," examined the influence of Pedagogical Innovation (PI) and Curricular Adaptation (CA) on Local Wisdom Approach (LWA) and digital literacy, while also assessing the mediating role of LWA and its relevance to SDGs 4. The results showed that PI and CA significantly influenced LWA and digital literacy, with all hypotheses accepted. The integration of innovative methods and an adaptive curriculum enabled teachers to more effectively incorporate local cultural values into learning, thereby strengthening children's digital literacy development. These findings confirm that digital literacy will be more meaningful when developed through the synergy of technology and local culture.

Although various previous studies have examined intensive reading and intensive listening skills separately, these studies generally focus on improving comprehension of written and spoken texts without placing them within an integrated learning framework. Furthermore, most previous studies position receptive skills solely as linguistic abilities and have not explicitly linked them to strengthening media literacy. Unlike previous studies, this study links the integration of intensive reading and listening as a primary strategy for strengthening students' ability to critically select, analyze, and evaluate information from various media sources. Therefore, this study not only fills the gap in research related to receptive skill integration but also broadens the perspective of media literacy through intensive reading and listening strategies that are contextual and relevant to the novelty of digital information.

Theoretically, this research is expected to contribute to enriching the conceptual foundation of the combination of intensive reading and listening in developing digital literacy skills, especially in multimodal information processing in the current digital era. Practically, this research can be used as a basis for developing learning tools, teaching materials, and evaluation strategies that focus on students' abilities in analyzing, interpreting, and verifying information from various media sources. Meanwhile, for students, it is expected to be a means of literacy awareness to become wise and critical readers and listeners in receiving information. For the Indonesian Language Education Study Program, especially at UIN Syekh Wasil Kediri, this research can contribute pedagogical recommendations in developing curriculum and learning practices that integrate receptive skills in language.

Research on the analysis of intensive reading and listening abilities and media literacy abilities has been conducted, but strengthening media literacy that focuses on the ability to process information intensively through print media and audio media has never been done. Based on the description above, there needs to be a more in-depth study on the level of intensive reading-listening ability of Indonesian Language Education students at UIN Syekh Wasil Kediri. Intensive reading-listening activities carried out effectively and efficiently can be used as an effort to strengthen media literacy. In this study, it will be further described regarding (1) the dominance of micro skills in understanding academic discourse, (2) the limitations of macro-level meaning in intensive reading and listening, and (3) the reconstruction of micro-macro relationships in language learning theory. Based on this description, it is necessary for researchers to conduct a study entitled "Strengthening Media Literacy through Intensive Reading–Listening Skills in Higher Education: Information Processing Framework".

Method

This study uses mixed method research. Mixed method research is a research method that combines or combines qualitative and quantitative methods to be used in a research activity (Sugiyono, 2013). The research design used in this study is the Concurrent Design model. In this design, qualitative and quantitative data are collected simultaneously or at almost the same time, but are analyzed separately. Data from both approaches are then combined to provide a more complete picture of the research topic (Creswell & Clark, 2018). The choice of a mixed-methods design with a concurrent model is based on the need to obtain a comprehensive and simultaneous understanding of students' intensive reading-listening skill achievements quantitatively along with the depth of the accompanying cognitive-affective processes. Through this design, data collection was carried out simultaneously, including quantitative data in the form of intensive reading-listening test results and qualitative data in the form of observations, student responses, and analysis of media literacy practices. This simultaneous photographing of phenomena produces a direct and mutually reinforcing relationship between media literacy practices and students' receptive language skills. Therefore, this design is considered the most relevant to reveal the integrative

dynamics of intensive reading and listening in the context of media literacy in a complete and contextual manner.

The stages in this research design include two activities, namely (1) researchers collect qualitative and quantitative data simultaneously; (2) data from both approaches are analyzed separately, but the results are combined to provide a more comprehensive understanding. In this study, the research objects include students and lecturers teaching Reading, Listening, and other courses related to media literacy. Quantitative data are in the form of intensive reading-listening ability scores of Indonesian Language Education students, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri, class of 2022, 2023, and 2024. Qualitative data were obtained from interviews with lecturers teaching Reading, Listening, and other courses related to media literacy. In addition to interviews, researchers also conducted an analysis of learning documents, including RPS and other learning tools. Interviews and document analysis serve to reveal strategic planning and implementation of media literacy in learning. Quantitative data collection was carried out through intensive reading ability tests using print media sources and intensive listening ability tests using digital media sources. In this study, students understand the content of the reading and answer questions given by the researcher, including questions (1) analyzing details and facts, (2) classification analysis, (3) conclusion analysis, (4) analysis of the main idea of the paragraph, (5) analysis of the organizational structure of the text, and (6) comparison or contrast analysis. Meanwhile, in the intensive listening ability test, the researcher examined students' abilities including the ability to (1) listen literally, (2) listen inferentially, (3) listen reorganically, (4) listen evaluatively, and (5) listen appreciatively.

The quantitative instrument in this study was an intensive reading-listening test consisting of 34 multiple-choice questions, including 16 intensive listening questions (10 literal listening questions, 2 inferential listening questions, 2 reorganization listening questions, and 2 evaluative listening questions); and 18 intensive reading questions, including 3 questions on detail and fact analysis, 4 questions on classification determination, 3 questions on conclusion determination analysis, 3 questions on paragraph main idea analysis, 3 questions on text organization sequence analysis, and 2 questions on comparison/contrast analysis. The validity of the instrument content was carried out through expert judgment by lecturers who are experts in literacy and intensive reading-listening learning, while the reliability of the instrument was based on the consistency of the construct and the integration of the indicators being measured. The qualitative instrument was in the form of a semi-structured interview guide with the lecturer focused on planning, implementing, and strengthening media literacy in learning, as well as documentation sheets used to review the RPS and supporting learning tools to understand the phenomenon of integrating intensive reading-listening skills and strengthening literacy.

Data analysis in this study used two approaches, namely quantitative data analysis and qualitative data analysis. Quantitative data analysis was carried out to determine the level of students' ability in intensive reading-listening. The criteria for completing the classical learning outcome test for students are shown in Table 1 (Widoyoko, 2017).

Table 1. The Criteria for Completing The Classical Learning Outcome Test For Students

No.	Percentage	Category
1.	$p>80$	Very Effective
2.	$60<p\leq80$	Effective
3.	$40<p\leq60$	Quite Effective
4.	$20<p\leq40$	Less Effective
5.	$p\leq20$	Ineffective

Qualitative analysis in this study was carried out using several stages as stated Halaluddin (2019) including data reduction, data display, and conclusions. Data reduction is used repeatedly by researchers until they obtain a lot of complex data. First, data reduction is carried out by making summary, sorting themes, and patterns so that they can have real meaning. Second, data display. The data display stage is carried out by forming charts, relationships between categories, and others so that it is easier to understand the categories in the study. In this stage, researchers present data in descriptive form. Third, conclusion. This stage is used as a result of the answer to the formulation of the problems presented. In addition, it is also a conclusion that produces new findings. In this stage, data verification is also carried out continuously.

The integration of quantitative and qualitative data in this study was carried out through a side-by-side comparison, namely by placing the results of the analysis of students' intensive reading and listening skills scores alongside qualitative findings from lecturer interviews and document studies of the RPS and learning tools. This study also used a triangulation method to examine the relationship between students' quantitative achievements and the media literacy strengthening strategies designed and implemented in learning. The results of the integration are presented in a combined descriptive-analytical form to obtain a complete interpretation of how media literacy practices and their contribution to strengthening intensive

reading and listening skills. With an integrated mixed methods approach, this study is expected to produce comprehensive findings and strengthen the study of intensive reading and listening skills and media literacy strengthening at the tertiary level.

The involvement of all participants in this study, namely students who took the intensive reading-listening test, was through participant consent with a guarantee of confidentiality of identity and data use solely for academic purposes. Quantitative data collection through tests and qualitative data through lecturer interviews and learning document studies were carried out within the same time frame in one lecture period, namely Odd Semester 2024/2025 to maintain context consistency. In this study, bias control was carried out by using the same instrument for all participants, structured interview guidelines, and triangulation of data sources so that the data collection process was ethical, systematic, and scientifically accountable. Overall, this methodological procedure is designed to ensure the validity of the data, consistency of analysis, and integrity of the research process.

Results and Discussion

The Dominance of Micro Skills in Understanding Academic Discourse

Students' mastery of the integration of intensive reading-listening skills, seen from the level of language processing and depth of discourse comprehension, in this study is divided into two aspects: micro skills and macro skills. Micro skills focus on mastery of explicit forms and information in written and spoken texts. Meanwhile, macro skills focus on mastery of meaning, idea relationships, and critical assessment by students as readers or listeners. Indicators in intensive reading that are classified as micro skills include the ability to determine details and facts, the ability to organize texts, and the ability to classify. Meanwhile, indicators of intensive listening that are included in the realm of micro skills include literal listening and reorganizational listening.

The first micro-skill in intensive reading is the ability to obtain details and facts. Students are presented with three questions about the content of the reading "Considering the Closure of Komodo Island." This reading topic was chosen for the intensive reading test because of its compelling combination of environmental issues, public policy, and local community life. Its primary appeal lies in the conflict between conservation and tourism, which presents a potential tension between the need to protect the Komodo dragon's habitat and its impact on the tourism economy. This conflict can pique readers' curiosity. Furthermore, the nuances of public policy encourage readers to think, rather than simply be presented with a story. This makes it a suitable topic for the intensive reading test.

According to Anderson & Pearson (1984), the quality of comprehension is greatly influenced by the match between the reader's background knowledge (prior knowledge) and the characteristics of the discourse being read. When the topic of the reading is relevant—for example, environmental issues, public policy, and social life, as in the article about Komodo Island—readers more easily construct the schemas necessary to understand, interpret, and evaluate the text. Here are three questions to test the Ability to Find Details and Facts in Reading. The first question contains detailed reasons or causes for the closure of various tourist attractions around the world. The second question contains detailed facts about the Komodo population as of the end of 2015. The third question contains an analysis of the party who first raised the discourse on the closure of Komodo Island. Table 2.1 shows the results of intensive reading skills on the indicator of the ability to obtain details and facts.

The second micro skill in intensive reading is the ability to organize text. To determine the ability to determine the order of text organization, lecturers can ask the following questions. First, analyze the closing sentence that contains the author's hopes. This question can demonstrate students' ability to understand the final organization of a discourse. Second, determine the structure of the discourse content by identifying its content (based on chronology, cause-effect, exposition-example, comparison, generalization-specification). This is necessary to determine students' ability to map the logical flow of the text. Both indicator of reading comprehension ability, namely the ability to determine the order of text organization, students are faced with two questions about the order of text organization. In the first question, students analyze the closing sentence that contains the author's hopes in the discourse. In the second question, students determine the structure of the contents of the discourse. The results of students' abilities in determining the order of text organization are shown in Table 2.2.

In the third indicator of micro-competence in intensive reading, namely the ability to determine classification, students are presented with four questions related to the content of the text entitled "Considering the Closure of Komodo Island." which requires students to categorize information based on specific categories, criteria, or principles within the text. In the first question, students are tested on their ability to distinguish between relevant and irrelevant statements based on policy assessment criteria. In this context, students must understand the policy indicators mentioned in the text and which statements

fall outside these categories. In the first question, students classify statements that are not included in the criteria for assessing the quality of the Komodo Island closure policy. In the second question, students are tested on their ability to filter out elements that are not included in the recommendations or policy measures outlined in the discourse. They must be able to identify the list of policy measures mentioned and then match them with the options provided. This requires the ability to separate specific information from the broader policy context. In the second question, students classify those that are not policy step options as an evaluation of Komodo Island. In the third question, students are tested on their ability to understand a concept. They need to identify aspects that fit the category and mark which ones are and are not included in the concept. This question requires accurate understanding of the theoretical concepts mentioned in the text. In the third question, students classify aspects that are included in the concept of developing a 3A tourist destination. The results of intensive reading ability on the classification indicator can be seen in Table 2.3.

Understanding explicit information in the oral domain is achieved through literal listening activities. In literal listening, students directly and explicitly understand text based on video/audio material played by the lecturer. In this type of listening, students do not interpret implicit meanings, opinions, or more complex logical relationships in the text they hear. They focus solely on the explicit information presented. In the first indicator of intensive listening, namely literal listening, students are presented with 10 questions to test their literal listening skills. Literal listening is the ability to understand the content of a text based on explicit linguistic aspects. This type of listening activity involves understanding the content of the text explicitly contained in the discourse.

In the first question, students determine the traditions in Indonesia according to their region of origin based on the video they watched. In the second question, students determine the correct facts about Indonesia according to the video they watched. In the third question, students determine the facts about the Paedocypris progenetica fish according to the video they watched. In the fourth question, students determine the facts about the "mudik" tradition in the video. In the fifth question, students determine the facts about the eruption of Mount Krakatoa according to the video they watched. In the sixth question, students determine the facts about the Komodo dragon according to the video they watched. In the seventh question, students determine the facts about Indonesian independence according to the video they watched. In the eighth question, students determine the facts about the Kimilsungia flower. In the ninth question, students determine the facts about the smallest primate in the world called "Tarsius" according to the video they watched. The tenth question, students determine facts about Mount Kalimutu according to the video they watched.

Ten questions for the intensive listening test, specifically on the literal listening ability indicator, were designed with the aim of measuring students' ability to uncover facts directly from the videos they listen to, evaluating students' ability to understand texts literally without having to interpret implicit meanings, providing an overview of the ability to filter information explicitly from audio-visual materials presented by lecturers. In answering these literal questions, students are required to provide factual and specific answers; no interpretation, prediction, or inference is required; and students only need to focus on what is clearly stated in the video. The results obtained by students in literal listening are shown in Table 2.4.

Another type of intensive listening that falls under the micro-level is reorganizational listening. Reorganization Listening Ability is the ability to listen to reconstruct information from the video/audio being listened to. In this activity, students focus on identifying main ideas and supporting ideas, then connecting or arranging them logically according to the flow of the material. Students not only capture facts or inferences but also structure the information to form a complete understanding. This skill requires higher-order thinking because learners must evaluate which information is essential and determine how different points are interconnected. Through this process, students develop analytical and organizational skills that support deeper comprehension of spoken texts. As a result, reorganizational listening strengthens students' ability to retain and summarize information accurately. In this reorganization listening, students analyze the relationships between ideas in the paragraph or material being heard. They are also required to group information, including main ideas, supporting ideas, and examples. This listening activity helps students understand the logical structure of the text being listened to and reveals how ideas support the main topic. In the third indicator of intensive listening ability, namely reorganization listening, students answer two questions to test their reorganization listening ability. Reorganization listening is a listening activity carried out to rearrange the main ideas and explanatory ideas in the paragraph or the main ideas of the paragraph that support the topic of discussion/listening material. The results of reorganizational listening skills are shown in Table 2.5.

Table 2.1. Ability to Find Details and Facts in Reading

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	134	37	78,3%	Effective
23	206	45	89.1%	Very Effective
24	235	26	90%	Very Effective

Table 2.2. Ability to Determine Text Organization Sequence

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	80	34	70,1	Effective
23	118	36	76,6%	Effective
24	128	46	73,55	Effective

Table 2.3. Ability to Determine Classification

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	172	56	75,3%	Effective
23	246	62	79,85%	Effective
24	287	61	85,2%	Very Effective

Table 2.4. Literal Listening Ability

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	459	111	80,49%	Very Effective
23	667	102	86,60%	Very Effective
24	736	134	84,57%	Very Effective

Table 2.5. Reorganization Listening Ability

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	59	55	51,7%	Quite Effective
23	105	49	68,15%	Effective
24	89	85	51,1%	Quite Effective

Table 2.6. Crossing of Intensive Reading Skills (Finding Details and Facts, Determine Text Organization, Determine Classification), Literal Listening, and Reorganization Listening Ability

Grade	Intensive Reading: Finding Details and Facts (%)	Intensive Reading: Determine Text Organization Sequence (%)	Intensive Reading: Determine Classification (%)	Literal Listening (%)	Reorganization Listening Ability (%)
22	78,3%	70,1	75,3%	80,49%	51,7%
23	89.1%	76,6%	79,85%	86,60%	68,15%
24	90%	73,55	85,2%	84,57%	51,1%

Table 2.1 shows that students' ability to find details and facts scored high. This indicates that students have basic skills in intensive reading. In information processing, this success depends not only on the type

of text read, but also on good mastery of metacognitive skills. Based on research by (Gebremeskel et al., 2024) entitled "The Effect of Multiple Intelligence-Based Reading Tasks on EFL Students' Reading Skill Achievement: A Case Study of University Students in Ethiopia," provides a theoretical basis that the ability to find details and facts depends not only on the text but also on the reader's metacognitive abilities in the context of digital reading. In this context, readers who are able to monitor the reading process, control focus, and organize strategies will be more able to find specific information (details and facts) accurately. In other words, the ability to find details and facts in reading is greatly influenced by the ability to manage thought processes while reading, such as ignoring distractions, rechecking information, and understanding text structure.

The high score in the ability to determine details and facts in written discourse is influenced by the diversity of reading methods used by Indonesian Language Education lecturers in reading courses, for example the use of the SQ3R method, where the question stage allows students to focus on specific relevant information, the read stage makes reading exercises more directed at important facts and information, and the recite and review stages to help students assess whether they have captured important discourse details. Despite achieving a high score on this indicator, there are still exercises that need to be done, namely through the integration of scaffolding tasks. This strategy provides a gradual structure, starting from simple exercises in identifying important details per sentence or paragraph to arranging a series of facts in a more complex discourse (Vygotsky, 1978). This method will be wiser to use considering the diverse abilities of students so that students who have less competence can train themselves gradually.

Based on Table 2.2, it was found that students' intensive reading ability in the indicator of determining the sequence of text organization achieved effective criteria. This indicates that students have the ability to understand and map the internal structure of the text functionally and consistently, although not yet at the highest level. Based on the construction of the questions given, they have been able to understand the discourse structure functionally based on the parts of the text and their development patterns. Students can identify the function of the final organization of the discourse as an affirmation or conclusion of ideas. In addition, they are also able to map ideas and relationships between ideas logically through the ability to determine the structure of the discourse content based on development patterns, such as chronology, cause-effect, exposition-example, comparison, and generalization-specification.

Students' success in text organization skills indicates an adequate cognitive foundation for understanding discourse structures. In Casado & Tesone (2024) model, basic and advanced language skills, cognitive skills, and self-regulation play a crucial role in understanding second language (L2) expository texts. The ability to organize text, including chronological order, cause-and-effect, or comparison, is a form of higher-order cognitive skill that supports the understanding of information in expository texts. Based on these findings, the integration of higher-order cognitive skills, including indicators of the ability to identify cause-and-effect relationships, chronology, and other relationships in expository texts, needs to be included in the Reading Lesson Plan (RPS) discussion so that the ability to organize text is no longer limited to word-for-word comprehension. Lecturers also need to develop question banks or reading assignments that emphasize the identification of text organization patterns.

Based on Table 2.3, information is obtained that students' classification abilities scored between effective and very effective. This indicates that students have been able to group information in the text consistently and accurately. In the context of cognitive information processing, it has been running well. Readers not only understand the text content but also form meaningful categories. This achievement indicates that classification abilities rely more on the surface structure of the text, not yet fully involving in-depth conceptual reasoning. Students' classification abilities are generally still dominated by recognizing explicit categories in the text, not reaching the abstraction of classification principles. That is why class 24 achieved very effective because they not only recognize categories but also understand the conceptual logic underlying information grouping.

In Bloom's taxonomy (Anderson & Krathwohl, 2016), cognitive abilities are divided into six levels, namely Remembering, Understanding, Applying, Analyzing, Evaluating, Creating. The ability to classify is included in the Analysis level, because it involves the ability to: (1) break down information into components, (2) identify relationships, and (3) group information based on certain categories. This effective score achievement shows that most students are at the analysis level, but are not yet fully consistent in carrying out precise conceptual analysis, especially when dealing with abstract categorization. Meanwhile, according to Rumelhart (1980), reading is a process of constructing meaning that requires the activation of knowledge schemes where readers need to: (1) activate schemes related to certain categories, (2) assess the suitability of information to categories, and (3) group information to make it easier to understand. Thus, the level of classification ability in the student's reading process depends on their ability to use cognitive schemes to organize information systematically. This shows that the scores that are still at

the effective level indicate that the schemes activated by students already exist, but are not yet fully differentiated.

Based on table 2.4 above, it is obtained that students' literal listening skills have achieved high scores. This high literal listening score is supported by the large amount of practice in storing auditory information. In the Listening Course RPS in the Indonesian Language Education Study Program at UIN Syekh Wasil Kediri, there are listening skills exercises for students, including active listening practice, utilization of pre-during-post-listening stages, variations in types of listening materials, and layered listening practice. This is in line with the view that literal listening skills can be improved through practice. Based on research conducted by (Pravana et al., 2017) it was found that there is a correlation between the ability to store auditory information (both in first language [B1] and second language [B2]) with listening skills, especially in the literal and inferential aspects. Students need to be taught to improve their ability to store auditory information, namely through task span exercises, listening exercises that require short-term information recall, grouping and repetition strategies to help improve literal listening skills. In addition, the selection of listening materials must be adjusted to the level of ability.

Research by Aryadoust & Luo (2023) provides information that there are three main approaches in defining and operationalizing comprehension in second language (L2) listening, namely cognitive process-based, subskill-based, and attribute-based. Activities in subskills include understanding the main idea, understanding details/explicit meaning, and pragmatic competence/awareness. In cognitive processes, these include perception, parsing/sorting (bottom-up processing), and utilization (top-down processing), working memory (WM) and awareness of metacognitive strategies. Attribute-based activities include visual content (multimodality), test format, as well as rhythm, accent, and stress of aural input. Literal listening ability is a fundamental skill identified by the systematic review. It is categorized as a subskill of listening (explicit detail comprehension) and is supported by bottom-up cognitive processes (perception and parsing). The study helps situate and contextualize literal ability within the broader L2 listening construct.

The second listening ability which is included in the micro level is listening for reorganization. Reorganization listening is more complex than literal listening because it involves not only capturing explicit information but also sorting facts/idea functions, determining the logical sequence of ideas, and forming a complete understanding of the pieces of information heard. The two questions presented in this reorganization listening activity aim to hone students' analytical listening skills, train students to understand the logical structure of information in audio-visual materials, and help students develop the ability to rewrite or summarize the information heard accurately. The first question, students rearrange explanatory ideas related to facts about the rafflesia arnoldi flower based on the video they watched. The second question, students rearrange a paragraph consisting of main ideas and explanatory ideas about the facts of Indonesia as a megadiverse country according to the video they watched. The results of students' listening ability to reorganize are shown in Table 2.5.

Table 2.5 shows that students' ability to reorganize oral information is still at a moderate level and is not evenly distributed across classes. This achievement, which falls into the moderately effective to effective category, reflects the need for students to strengthen their ability to reorganize and synthesize oral information into a coherent discourse structure. Within the framework of cognitive information processing, the reorganization listening test requires integration between bottom-up processing (capturing facts from audio-visuals) and top-down processing (utilizing knowledge schemas about text structure). A score that is not yet high indicates that students' explanatory discourse schemas have not been fully utilized during listening. Research by Fachriza et al. (2025) shows that combining top-down and bottom-up approaches in listening learning is considered more effective than relying solely on one or the other. The top-down approach facilitates global understanding of meaning, while the bottom-up approach ensures that important details in oral information are not missed.

Research by Rahman et al. (2023) recommends that language practitioners reconsider incorporating and strengthening bottom-up approaches to listening activities (e.g., focusing on sound, word, and grammar recognition) to enhance existing listening instructional strategies. Without a top-down understanding of the structure and relationships between ideas, learners simply record details in isolation without the ability to reorganize the information logically. By teaching strategies such as note-taking, mind-mapping, or comparing chronological order—all of which are acts of reorganization—teachers help students practice their reorganization skills. This finding suggests that reorganization listening ability is one of the essential intermediate-level skills that is effectively developed through the integration of the top-down and bottom-up approaches recommended in the study.

Table 2.6 shows a cross-section of intensive reading skills based on the indicators of finding details and facts, text organization, classification, literal listening, and reorganizational listening. These five skills are important forms of literal comprehension in basic literacy, characterized by the ability to identify explicit information in written and spoken texts without requiring complex inference processes. High

scores in all four indicators, including finding details and facts, text organization, classification, and literal listening, indicate that students have mastered basic literacy as an initial foundation in the intensive reading-listening process. In the context of media literacy, this ability is the information access stage that serves as a starting point for accessing and understanding the content of media messages before going through higher stages of analysis or evaluation (Buckingham & Livingstone, 2005).

Overall, the four microskill indicators shown in Table 2.6 ranged from effective to very effective across all groups. High scores for intensive reading, including the ability to obtain details and facts, the ability to organize text structure, the ability to classify, and the ability to listen literally indicate that students have developed the ability to accurately and consistently comprehend explicit information presented in written texts and spoken discourse. In contrast, the ability to listen reorganize scored lower than the other indicators and fell between moderately effective and effective. This disparity suggests that although students have good literal listening skills, they still have difficulty reorganizing spoken information.

If we look at the comparison of the ability to organize text and the ability to classify which are also in the effective to very effective category, it shows that most students have been able to organize and group information based on certain criteria, but not yet equal to the literal understanding of the content; relatively lower analytical-structural scores. The intersection of these four receptive indicators has been formed systematically, but lecturers need to develop competencies at this micro level by focusing more on deepening structural analysis and conceptual classification so that the effectiveness of intensive reading and listening can be achieved more evenly.

In the perspective of modern literacy known as the concept of multiliteracy, literal reading and listening are needed to deal with information representation, including text, symbols, and multimedia modalities (New London Group, 1996). This framework explains that the ability to understand various texts and media discourses is a crucial initial capital in the digital era which is full of diverse information sources. For this reason, strengthening student media literacy is carried out which aims to make the public "literate" in information through the use of learning sources, including mass media, such as print, electronic, digital or online media, social media, outdoor media, interactive media, and so on.

Developing the ability to process information effectively and efficiently is a long process. The Indonesian Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri, prioritizes literacy skills to prepare students to face the digital era. This is in line with the study program's vision, namely "To become a center for the development of superior and competitive Indonesian language education, mastering digital literacy and having an Islamic character." To realize this vision, the 2025 Curriculum includes courses designed to strengthen literacy skills. This is in line with the analysis of the Indonesian Language Education curriculum document in UIN Kediri, namely there are study program courses related to the vision of literacy, including: Listening, Reading, Speaking, Writing, Speaking. Language Technopreneur, Literacy, Islamic Creative Writing, and other elective courses such as journalism packages, BIPA packages, teaching materials development packages, and language researcher packages.

Limitations of Macro-Level Meaning in Intensive Reading-Listening Activities

This section outlines students' limitations in macro skills during intensive reading and listening activities. First, the ability to determine the main idea. Finding the main idea is categorized as a macro skill because it requires an understanding of the overall meaning of the text, encompassing the process of synthesizing and integrating various supporting ideas. It goes beyond recognizing explicit local information. To determine the ability to determine the main idea of a paragraph, the lecturer first presents a text with several criteria: it must contain short paragraphs of 4-7 sentences, focusing on the main idea, not just supporting details. Furthermore, the paragraph must have a clear structure, with both an explicit and implicit main idea. In the second indicator of reading comprehension ability, namely the ability to determine the main idea, students are faced with two questions about analyzing the main idea of a paragraph. In the first question, students are asked to determine the main idea of paragraph 9 of the discourse "Considering the Closure of Komodo Island". In the second question, students determine the type of paragraph based on the reasoning pattern/position of the main sentence. In the third question, students determine the position of the main sentence in a paragraph. This third task as a whole assesses the extent to which students are able to understand the core information in a paragraph and recognize the paragraph structure correctly. The results of intensive reading ability on the indicator of finding the main idea in the discourse are shown in Table 3.1.

The next macro skill in intensive reading discussed in this study is the ability to draw conclusions. The ability to draw conclusions while reading is needed by today's students through understanding explicit and implicit information. They are also required to understand the patterns of relationships between ideas and the author's attitudes in the text. In this category of reading test, students are faced with three questions about drawing conclusions. In the first question, students determine the framework of the text entitled

"Considering the Closure of Komodo Island." In the second question, students analyze the causes of the problems in the discourse. In the third question, students conclude the author's bias regarding the pros and cons of the closure of Komodo Island. These three question types represent different levels of reasoning related to the ability to draw conclusions. The first question measures students' ability to grasp the main idea and logical flow of the text. The second question tests students' ability to find the logical implications of the available information, including what and why the problem might occur. The third question represents the highest level of reasoning, where students can read the author's stance (pro or con) by assessing the argument's tendencies. The results of the ability to draw conclusions in intensive reading are shown in Table 3.2.

The third macro skill discussed in this study in intensive reading activities is the ability to compare or contrast. The ability to compare or contrast is the reader's ability to identify similarities and differences between information, ideas, or arguments in a text; assess contradictions or conflicts of opinion within the text; and form critical judgments about the relationships between ideas, for example, comparing pro and con arguments. This indicator falls under inferential and evaluative comprehension, as readers not only grasp literal information but also analyze and evaluate the text's content. In this indicator, students are faced with two questions about the content of the discourse entitled "Considering the Closure of Komodo Island". In the first question, students determine the reasons/causes of those who are against the closure of Komodo Island. In the second question, students compare the arguments of those who agree/pro and those who disagree/contra to the closure of Komodo Island. The results of students' abilities in the comparison indicator in intensive reading activities in this study are shown in Table 3.3.

In addition to the intensive reading skills discussed previously, the fifth global (macro) text comprehension skill in this study is also found in listening skills, namely the category of inferential listening. Inferential listening is the ability to grasp the implied meaning of a listened text. This ability contrasts with literal listening, which only captures explicit information. Inferential listening requires students to understand messages indirectly stated in the video/audio they are listening to. Activities included in inferential listening include inferring reasons, intentions, opinions, or logical relationships between facts from the video they are listening to. Success in inferential listening is influenced by students' understanding of the context and prior knowledge. They also require the interpretation and analysis of implicit information. To test students' abilities in this type of listening, they are presented with questions like "why," "how are the events related," or "what does the speaker mean" that are not directly stated in the listening material. In the second indicator of intensive listening skills, namely inferential listening skills, students are faced with two questions to test their inferential listening skills. Inferential listening is a listening activity carried out to understand the implied content of speech/conclude content that is not directly in the text being read.

During the test, students answer two questions to measure their ability to draw conclusions from the video, not just to state explicit facts. This test aims to measure students' ability to interpret implicit information, assess critical and analytical thinking skills during the listening process, and demonstrate their depth of understanding of the material they hear. The first question, students determine the spiritual and cultural meaning of the "mudik" tradition implicitly in the video they watch. The second question, students determine the function of the motto Bhinneka Tunggal Ika as the diversity of cultures, tribes, and nations that Indonesia has implicitly in the video they watch. This video, "44 Facts about Indonesia," was chosen for its academic relevance. The language demands are high, consistent with a university-level curriculum, with a reasonable speaking speed and specific vocabulary. This material also allows for testing of listening skills, from literal comprehension to higher levels (analytical, critical, and evaluative). The results of inferential listening as a macro skill are shown in Table 3.4.

The next macro ability discussed in this research is evaluative listening. Evaluative listening is the ability to evaluate information from a listening material. This activity focuses on assessing the quality, truth, usefulness, or clarity of the information conveyed in spoken text. This evaluative listening requires students to think critically about the information received. In this listening activity, students are involved in critically evaluating the content of the video they are listening to and are required to consider accuracy, relevance, and clarity in understanding, which is appropriate for the college level. In the fourth indicator of intensive listening skills, namely evaluative listening skills, students answer two questions to test their evaluative listening skills. Evaluative listening is a listening activity carried out to assess the accuracy, usefulness, and clarity of the content of the conversation/discourse that is heard.

In the intensive listening test for the evaluative listening ability indicator, there are two questions answered by students. In the first question, students provide an assessment related to facts about the kimilsungia flower; a flower native to Indonesia that is now the national flower of North Korea. In the second question, students provide an assessment of the reasons for the earth's dependence on tropical rainforests. The questions presented in this evaluative listening test require students to determine the

accuracy of the information, namely (1) whether the facts presented about the origin of the flower and its status as the national flower of North Korea are true; (2) assess the usefulness or relevance of the information: why this information is important to know; (3) assess the clarity of the presentation of the facts in the video. This encourages students to not only listen, but also analyze the quality of the information received. The results of evaluative listening as a macro ability are shown in Table 3.5.

Table 3.1. Ability to Determine the Main Idea of a Paragraph

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	40	101	23,3%	Less Effective
23	64	167	27,6%	Less Effective
24	76	185	29%	Less Effective

Table 3.2. Ability to Determine Conclusions

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	129	42	75,4	Effective
23	190	41	82,2%	Very Effective
24	216	45	82,7%	Very Effective

Table 3.3. Ability to Make Comparisons or Contrasts

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	94	20	82,4%	Very Effective
23	134	20	87%	Very Effective
24	150	24	86,2%	Very Effective

Table 3.4. Inferential Listening Skills

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	56	58	49,1%	Quite Effective
23	70	84	45,4%	Quite Effective
24	231	211	51,60%	Quite Effective

Table 3.5. Evaluative Listening Skills

Grade	Total Correct Answers	Total Wrong Answers	Percentage of correct answers	Criteria
22	82	32	71,9%	Effective
23	120	34	77,9%	Effective
24	128	46	73,55%	Effective

Table 3.6. Crossing of Intensive Reading Skills (Determine the Main Idea of a Paragraph, Determine Conclusions, Make Comparisons or Contrasts), 4 Inferential Listening Skills, and Evaluative Listening Skills

Grade	Determine the Main Idea of a Paragraph (%)	Determine Conclusions (%)	Make Comparisons or Contrasts (%)	Inferential Listening Skills (%)	Evaluative Listening Skills (%)
22	23,3%	75,4	82,4%	49,1%	71,9%
23	27,6%	82,2%	87%	45,4%	77,9%
24	29%	82,7%	86,2%	51,60%	73,55%

Based on Table 3.1, it was found that the ability of Indonesian Language Education students at UIN Syekh Wasil in determining the main idea of a paragraph in a discourse falls into the less effective criteria. Poor results on this indicator indicate that students are generally less able to find important information in the discourse. The relatively low results in the ability to find the main idea in all classes indicate that they still experience obstacles in building an understanding of the global meaning of a discourse. Although the results in recognizing details or facts show good results, for achievement on this indicator, students are not yet able to synthesize various supporting ideas into a centralized idea representation. At the information processing level, they are still at the (micro) level and have not yet developed into macro processing that requires integration and abstraction of meaning. The ability of Indonesian Language Education students at UIN Syekh Wasil in determining the main idea of a paragraph in a discourse falls within the less effective criteria. Poor results on this indicator indicate that students are generally less able to find important information in a discourse. The ability to find the main idea in a discourse is very important for students to master, as stated by (Butterfuss et al., 2023) that the main idea underlies more complex comprehension strategies. Therefore, the ability to comprehend reading really needs to be trained more deeply for students to prevent the spread of false information/hoaxes.

In addition to practicing various reading methods, the ability to find the main idea in a reading can be improved through paraphrasing activities. In the context of information processing, paraphrasing activities can be used as a cognitive strategy to bridge literal comprehension and the ability to abstract meaning, thereby significantly improving readers' ability to identify the main idea of a paragraph. Based on experimental research conducted by (Selvam et al., 2017), the results showed that combining paraphrasing and text structure strategies can improve students' ability to determine the main idea in the text being taught. Paraphrasing can encourage students' interest in active reading. They must understand the content, select important information, and reorganize it using their own words. The text structure strategy helps students by providing a mental organizational framework/pattern, making it easier for them to select important information and organize it logically.

A study by Wulan (2014) revealed that the KWL (Know–Want–Learn) strategy has been proven to improve several aspects of reading comprehension, one of which is the ability to find the main idea of a paragraph. KWL works by encouraging students to: (1) activate prior knowledge (Know), so they are better prepared to recognize important information; (2) create a reading goal (Want), which helps focus on the main idea, not just small details; (3) note down core information after reading (Learn), which directly trains students to identify the main idea. This strategy can be used as an innovation for teachers to improve students' ability to find the main idea in reading. Of course, it's not just KWL, there are still many reading methods that can be used as innovations to explore students' understanding of reading. In the Reading course, students have practiced several reading methods, including reading aloud and silent reading; speed reading, skimming, and scanning; intensive, extensive, and critical reading; and using the SQ3R technique and the SAVI style. Efforts to improve the ability to find the main idea can be done by increasing practice in reading methods.

The integration of media literacy in the Indonesian Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri, both on campus and in the community, is carried out by students through collaborative projects. Various forms of Indonesian language activities involving media literacy are held, including webinars, national-level competitions, seminars, book reviews, scientific discussions, and so on. These activities not only serve as academic platforms but also as a means for students to hone their critical thinking, communication, and technology skills through language practice. This helps prepare them to face the challenges of the 21st century, which demands mastery of creativity, collaboration, communication, and critical thinking.

With technological advancements and the increasing use of social media, there are increasingly opportunities for students to undertake collaborative projects that not only enrich their learning experience but also expand their reach and influence in the digital world. Collaborative projects on social media allow students to collaborate with classmates or individuals from diverse backgrounds and disciplines to create useful, educational, and impactful content. Media literacy refers to an individual's ability to access, analyze, evaluate, and produce media in various forms, both traditional (such as newspapers, magazines, radio, and television) and digital (such as social media, blogs, podcasts, and websites). With the increasing development of information and communication technology, media literacy has become a crucial skill, especially in educational contexts, where students need to be able to understand and critique the information they receive through various media channels. Collaborative projects in learning refer to activities that involve students working together on a project to produce a product or solution to a problem. In collaborative projects, students share ideas, knowledge, and skills, allowing them to learn from each other and enrich their understanding (Sanjaya, 2014)

Based on Table 3.2, information on the results of the student test on the ability to find conclusions in intensive reading, that most students have been able to draw conclusions, including the text framework and the flow of the main idea, but they still have difficulty when connecting it with implicit information, namely the ability to draw conclusions about the attitude or bias of the author from the discourse read. Variations in the level of mastery of the skill of concluding in reading from various classes can be influenced by differences in subject characteristics, academic experience, or exposure to different reading strategies in each class. In addition, students with high scores demonstrated the ability to filter relevant information, ignore less important information, and assess the tendency of the author's argument. This is a characteristic of advanced information processing that supports drawing conclusions in critical reading.

In current Indonesian Language Education courses, the use of digital books and e-journal articles has replaced, or at least complemented, traditional printed textbooks as a means of facilitating the learning process. One of the main challenges in using digital articles is the ability to filter relevant information. Not all articles or resources available online are equally credible. Students must be able to identify credible sources and evaluate the quality and validity of the information they find. In this regard, lecturers need to bridge the gap between students and their ability to select reliable reference sources, for example, when preparing presentation papers, final assignment articles, and student theses.

To improve students' ability to draw conclusions from discourse, the following steps can be taken. First, don't rely solely on vocabulary/linguistic interventions. Lecturers can add explicit inference strategy exercises, where students ask inferential questions from the discourse read, form hypotheses, and integrate textual evidence. Second, include intensive, multi-genre exercises. In reading courses, a variety of texts and the duration of reading exercises throughout the semester can help transfer knowledge to other assignments. Third, align course outcomes with what is taught. Lecturers should include aligned inference/summary measures and reading tests to evaluate long-term effects (Rogde et al., 2019). From the description, if we monitor the RPS of the Reading course in the Indonesian Language Education Department of UIN Syekh Wasil Kediri and interviews with the lecturers, several things have been done to improve the ability to draw conclusions, namely the use of various texts in reading, including fiction and non-fiction texts. In addition, students also pass reading tests, such as the Effective Reading Ability Test (KEM) and reading tests in the form of various portfolio assignments, including synopses, paraphrases, summaries, and criticisms. What needs to be added to this exercise, according to the expert's view above, is that lecturers need to provide limitations or guidelines for good synopses, paraphrases, summaries, and criticisms that meet the criteria as a result of the intensive reading process.

Research by Rice et al. (2023) states that there are three dominant core strategies found in teaching inference, namely (1) activating background knowledge, namely reminding or building on students' existing knowledge to connect it to the text; (2) connecting text to knowledge, which can be done by teaching students to explicitly use clues from the text and combine them with their knowledge to produce inferences; (3) identifying types of inference, namely teaching students to recognize various types of inferences (e.g., main idea, causal, predictive). In relation to this study, variations in the definition and assessment tools for inference directly hinder the effectiveness of teaching and measuring students' ability to accurately compare and contradict while reading. Therefore, reading instruction must focus on the inference process itself, not only on the results that can be obtained from explicit information. By explicitly focusing teaching and assessment on the cognitive process of bridging information, and ensuring that test questions cannot be answered only by literal recall, institutions can effectively support and measure students' ability to accurately compare and contradict.

Another strategy to improve inference skills is to first identify keywords in the text and interpret them. This is evident in the research conducted by Yang et al. (2023) which examined "Knowledge Mapping of Research on Lexical Inference: A Bibliometric Analysis." This research shows that the contribution of lexical inference to language comprehension is highly correlated with learner-related variables (e.g., language proficiency level, morphological awareness, working memory) and discourse/text-related variables (e.g., contextual constraints). This research demonstrates a close relationship between lexical inference and the ability to draw conclusions. Lexical inference is an essential foundational step for readers. Students must go through the stage of inferring the meaning of keywords to obtain sufficient and accurate information from the text so that they can ultimately draw conclusions.

Table 3.3 shows a high score of very effective, indicating that students have been able to trace the argumentative structure of the text well, especially in discourse that presents conflicting views explicitly. Based on the information processing framework, this achievement represents that students have reached an integrative stage where they no longer process information separately, but rather connect it in a meaningful relationship. In critical literacy theory, efforts to improve the ability to compare according to Luke & Freebody (1999) can be done through the use of pro-contra texts which are an ideal medium for practicing comparison, building critical awareness, and improving argument evaluation. In critical literacy,

students will emphasize their ability to read conflicts in discourse, recognize ideologies, and compare points of view.

Media literacy can be achieved through the use of technology-based learning media designed by lecturers to improve students' macro language skills. Lecturers of Indonesian Language Education at UIN Syekh Wasil Kediri have utilized various interactive platforms, such as the Quizziz, Wordwall, Educaplay, Kahoot, and Flipbook applications. These applications are manifestations of media literacy tools used in language skills courses, such as listening and reading, or other courses that focus on strengthening literacy. However, in terms of media literacy and optimizing intensive reading and listening skills, the use of this interactive media needs to be supported by HOTS (High Order Thinking Skill) questions where questions are directed at the levels of analysis, evaluation, and synthesis. In addition, lecturers also need to direct the content of the questions to evaluative questions, high-level inferential questions, guided reflective questions, digital contextual questions, problem-based questions, and critical comparison questions. This is in line with the view (Anderson & Krathwohl, 2001) which states that HOTS, evaluative, and reflective questions are needed to strengthen digital literacy because they encourage students to analyze and critically assess information and media, not just understand the contents of the text literally.

In lectures, media literacy encompasses students' ability to read and understand lecturer material sourced from textbooks, journal articles, or other written sources. Today, many of these learning resources are presented digitally and can be accessed anytime and anywhere. Lecturers expect students to utilize digital books and articles by reading critically, filtering relevant information, and analyzing texts contained in digital media using relevant theories. Utilizing a variety of learning resources is crucial to achieving learning objectives. Optimal use of learning resources is one strategy that can increase learning effectiveness. Diverse learning resources, such as books, electronic media, the internet, or direct interaction with competent people, provide opportunities for students to develop their critical thinking skills and creativity (Dimyati & Mudjiono, 2006).

In addition to the three macro-level intensive reading indicators mentioned, there are two listening indicators that require special attention from lecturers to help improve them: the inferential listening indicator. Based on Table 3.4, the values obtained ranged around the 50% threshold, indicating that the inference process in listening remains fluctuating, depending on the complexity of the discourse and the cognitive load faced by the listener. These results also represent a gap between the inferential reading indicator (the ability to compare or contrast arguments), where inference in listening appears weaker. This may be due to the different types of listening materials than reading, where listening is modality-specific, so effective strategies used in reading cannot necessarily be applied to listening. Lecturers need to provide specific strategies to help them improve their abilities in this indicator.

In inferential listening activities, lecturers need to teach students to activate their cognitive abilities during the listening process; a high level of focus is required. One of these is eliminating incorrect inferences when new information is presented. Research conducted by Tsimpli (2023) found that even when second language (L2) learners are proficient, their first language (L1) background still plays a significant role in higher-level cognitive processing, such as monitoring and revising inferences during listening. This has important implications in multilingual education systems, where the language of instruction differs from the learners' home language. Therefore, to be effective inferential listeners at an advanced level, second language (L2) learners need not only to form correct inferences, but more importantly, they must have strong inhibitory control to be able to quickly and efficiently discard incorrect inferences when new information is presented.

Based on Table 3.5, it is obtained that students' evaluative listening skills are within the effective criteria, indicating that students have been able to conduct critical assessments of oral discourse, such as verifying the accuracy of information, assessing relevance, and clarity of presentation. The interesting topics discussed in contextual oral discourse enable students to conduct evaluations based on general knowledge and factual logic. Therefore, this evaluative listening skill actually received a higher score compared to inferential listening skills, which were still in the fairly effective category. From an information processing perspective, these results are based on explicit meaning processing and the activation of factual schemas. Therefore, lecturers need to provide more listening training to students to measure high-level macro evaluations, for example, assessing the strength of conflicting arguments, comparing viewpoints, and constructing evidence-based evaluative justifications across discourse sections.

Evaluative listening skills are among the highest levels of intensive listening. In a lecture context, evaluative listening can be taught and measured through two stages: the development stage and the assessment stage. In the fostering/development stage, lecturers can design learning strategies that encourage students not only to understand the content of the listening material but also to assess the credibility, logic, and delivery style of the audio they listen to. Meanwhile, in the assessment/assessment stage, lecturers can prepare how this evaluative listening skill can be systematically measured using a rubric

or listening test instrument that can assess aspects such as the accuracy of argument identification, the ability to distinguish fact from opinion, and the quality of feedback provided by students on the listening material (Fernandes et al., 2024).

Research conducted by Khodjakulova (2025) provides information on the importance of increasing learners' awareness of listening strategies (e.g., guessing from clues, summarizing, detecting hidden ideas) and encouraging self-reflection. This study provides recommendations that EFL curricula and assessments in Uzbekistan (and other similar contexts) include project-based assignments centered on Critical Listening Skills (CLS) to build the abilities to interpret, analyze, and reflect that are needed for academic and professional success. Based on the results of the study, mastery of evaluative listening skills is highly needed for students (undergraduate context) because academic demands require them to critically evaluate course materials, research resources, discussions, and so on.

Table 3.6 represents a cross-section of receptive language macrocompetencies, indicating a disparity between global meaning acquisition through written and oral tests. The low ability to determine the main idea of a paragraph represents a weak initial meaning-building process within the macrocompetency. Students are generally ineffective at integrating important information to form overall meaning, even though this is the initial foundation for advanced thinking. Meanwhile, the relatively stable ability to compare indicates the emergence of higher-order thinking in response to the presentation of relationships between ideas in the text, which serves as a strong cognitive cue. Meanwhile, there is a dissociation between implicit understanding and critical judgment in listening, where inferential listening demonstrates moderate-low ability, while evaluative listening tends to be high. Students are able to assess the information they hear, but are not yet fully capable of constructing coherent and implicit inferences.

Within the framework of information processing, a person receives, encodes, stores, combines, and manages information through cognitive structures, such as attention, working memory, and long-term memory. In the context of intensive reading and listening, a low ability to determine the main idea of a paragraph indicates a failure in the initial stage of information processing, namely in capturing and organizing the core meaning of the text. This is related to the cognitive model that without effective encoding, information processing can experience obstacles and demand a higher cognitive load (Suryana et al., 2022). Meanwhile, media literacy plays a crucial role as a mediator between basic information processing skills and higher-order thinking skills. A recent study found that media literacy can enhance users' cognitive capacity to retrieve, assess, and evaluate various information sources, thereby expanding cognitive engagement in complex digital contexts such as video content or social media (Bunardi & Prestianta, 2023).

Lecture outputs in the Indonesian Language Education Study Program as a form of strengthening media literacy have been implemented in several courses, including the Poetry Study and Appreciation course and the Microteaching course. The Poetry Study and Appreciation course utilizes media literacy as a final assignment, namely students create content containing musicalized poetry performances and upload them to digital media. Meanwhile, in the Microteaching course, the use of media literacy is realized by uploading creative icebreakers in learning and uploading them to digital media, such as YouTube. The form of media literacy integration in lectures in the Indonesian Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sykeh Wasil Kediri is realized through assignments from lecturers in the form of products or content produced by students on social media.

The output of the assignment in the form of content production on social media in the output above is actually an interesting idea, but it is still predominantly micro-competence, it needs to be enriched conceptually. The assignment is not only the task of making a musicalized poetry video, but also needs to be supplemented with macro demands, such as an analysis of the meaning of poetry in a socio-cultural context, the reasons for choosing music and visuals as strategies for meaning, reflection on changes in the meaning of poetry when converted to digital media, and analysis of YouTube audiences and the potential reception of meaning. Thus, students do not only perform poetry, but also go through the stages of interpretation, positioning themselves, and reflection. Similarly, in other assignments, in the Microteaching course. Students are not only given the task of uploading creative icebreakers to YouTube, but also need to conduct pedagogical reflections regarding what values are built in the content, analysis of instructional language and teacher-student power relations, evaluation of the effectiveness of messages in digital learning, and criticism of the culture of educational content on social media. This shifts pedagogical and ideological awareness in language practice. This is in line with the view Kellner & Share (2007) that critical media literacy requires students to understand how media texts represent reality, build ideology, and position the audience socially.

From a critical literacy perspective, producing content on social media teaches students how to convey ideas and information clearly, structured, and persuasively. They will learn how to create content that is not only informative but also engaging and easily understood by a wider audience. In creating content for social

media, students must think critically and analyze the information they use. They will learn to evaluate information sources, filter useful content, and avoid inaccurate or biased information. Course outcomes can be technology-based products produced by students. Course outcomes refer to the expected outcomes of the learning process undertaken during the course. These outcomes include the knowledge, skills, and attitudes students attain upon completion of the course. These outcomes should be measured through various objective assessments relevant to the established learning objectives (Sanjaya, 2014). Therefore, in assigning content creation, lecturers need to provide guidance in stages so that the information processing carried out runs optimally.

Reconstruction of Micro-Macro Relations in Language Learning Theory

In language learning studies, the relationship between micro and macro competencies in receptive language cannot be understood as two independent entities. The findings of intensive reading-listening integration research indicate that mastery of macro competencies, such as understanding details and facts, organizing and classifying information does not automatically lead to success in finding main ideas, inferential, and evaluative. This indicates that a reconstruction of a theoretical framework is needed that can bridge micro and macro processing can be integrated in lecture practice. Therefore, bottom-up and top-down strategies need to be shifted to an innovative learning model that places micro competencies as the initial foundation to support the formation of macro-level meaning through structured learning activities. Innovative steps that can be taken according to the View of (Suryani et al., 2023) namely through gradual support for the scaffolding approach, starting from the introduction of micro forms and strategies to activities that require synthesis and reflection as an effort to improve overall understanding of discourse.

Based on the results of research conducted by (Bintoro & Winarsih, 2022) there are four components in the integration of media literacy in lectures that emerged in the RPS, namely the orientation stage, the practice stage, the production stage, and the reflection stage. The orientation stage, namely the introduction of the concept of information literacy; the practice stage, namely the stage where students carry out project-based assignments; the production stage, namely students create learning media; and the reflection stage, namely students conduct critical discussions about the challenges of using digital media. This model is embedded in nature, meaning that media literacy is not taught as a separate course, but is included in learning activities in existing lectures. Therefore, from an information processing perspective, media literacy-based course outputs should be directed toward academic arguments, critical responses to news stories, scientific discussions, and the production of ethical media content. Intensive reading and listening activities reinforce the accuracy of information representation, the coherence of arguments, and the accuracy of judgment. Therefore, course assignment outputs should be directed so that students act not only as media consumers but also as reflective producers of meaning.

Higher education institutions, especially universities, play a strategic role in developing media literacy skills in students. One effective way to strengthen media literacy is by integrating media literacy into existing courses. Through lectures, students can be trained not only to consume media passively, but also to become critical and wise media consumers and producers. Media literacy is not only about the ability to understand media content, but also to actively criticize and create media. Someone with high media literacy is able to understand how media shapes public views and opinions, and has the skills to create useful and responsible media (Sumantri, 2017). To connect micro to macro competencies in receptive language, media literacy needs to be integrated across courses, meaning that media literacy does not stand alone as a separate material or course. Although the Indonesian Language Education Study Program at UIN Syekh Wasil Kediri already includes a Digital Literacy Study course, the essence of literacy needs to be emphasized in other courses and explicitly included as a learning outcome. Meanwhile, for lecturers, the role of media literacy needs to be transformed from a conveyor of information to a facilitator of cognitive processes so that the entire intensive reading and listening activity plan can be well-managed by optimizing information processing.

In a study conducted by (Alonzo et al., 2025) findings indicate that the use of social media is widely used in classroom learning assessments, namely Facebook and Twitter. The assessment practices include several activities, namely sending and discussing assessment assignments, following up on student progress, and providing feedback. The study proved that social media provides facilities for providing feedback more quickly and allows students to monitor their progress. They are also involved in self-assessment and peer assessment. From this study, the use of social media content as lecture output can potentially explain the influence of how social media can influence pedagogical approaches and student learning outcomes. Through this study, it can also bridge the gap between the function of social media and its academic potential as a performance-based assessment tool. Therefore, the integration of social media in learning assessment needs to be designed systematically so that it does not merely utilize popular platforms, but also contributes to strengthening media literacy and sustainable information processing.

Conclusion

Intensive reading and listening skills are required for students in the Indonesian Language Education Study Program, particularly in efforts to strengthen media literacy to equip them to achieve the graduate profile of prospective novice educators in the field of Indonesian language. This study concluded that the intensive reading and listening skills of students in the 2022, 2023, and 2024 intakes met the five indicators of intensive reading skills: the ability to obtain details and facts in reading; the ability to determine the organizational sequence of texts; the ability to draw conclusions; the ability to determine classifications; and the ability to make comparisons or contrasts; all met the effectiveness criteria. Meanwhile, one aspect, the ability to find the main idea, needs improvement.Of the four indicators of intensive listening skills, the effectiveness criteria that are met are: literal ability (the ability to understand the content of the text based on the explicit linguistic aspects) and evaluative ability (assessing the accuracy, usefulness, and clarity of spoken content). Meanwhile, in the other two aspects, including inferential ability (the ability to understand the implied content of a speech/conclude content that is not directly contained in the text) and reorganization ability (rearranging the main ideas and explanatory ideas in paragraphs as well as the main ideas of paragraphs that support the discussion theme) need to be improved.

From an information processing perspective, intensive reading and listening involve cognitive processes, from focusing on linguistic information, processing details and facts at the micro level, to gradually integrating information to build a macro understanding of a discourse. Therefore, in-depth information processing strategies are needed to bridge students' mastery of micro and macro skills. Implications for bridging students in efforts to improve micro to macro competencies in intensive reading and listening, namely the application of learning strategies that focus on in-depth information processing. Its realization is through (1) the application of scaffolding tasks or gradual exercises starting from simple to complex exercises, (2) the development of question banks by lecturers that emphasize the introduction and organization of texts, (3) the combination of bottom-up and top-down approaches to connect linguistic understanding and contextual meaning, (4) paraphrasing activities as a link between literal understanding and abstraction of meaning, (5) keyword identification exercises in texts for inferential strengthening, (6) the use of HOTS questions in interactive quizzes, and other innovations that not only focus on strengthening micro competencies, but also contextual understanding and higher-order thinking skills. The limitations of this study are the limited research subjects who were only taken from one study program and one institution so that the generalization of the findings is still limited. Meanwhile, the research instrument focused on learning outcome tests so that it does not fully describe the metacognitive process. Further research is expected to accommodate the diversity of subjects and instruments.

Declarations

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