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Enhancing Students' Critical Reading Skills through Global News Analysis Model (GNAM) in English for International Relations Contexts

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Abstract
Critical reading is a core academic competence for International Relations students who regularly engage with global news texts. Such texts frequently embed ideological framing, selective evidence, and political agendas that require analytical interpretation. This study examines students' self-perceived critical reading competence after instruction using the Global News Analysis Model (GNAM). It also explores students' perceptions of GNAM's effectiveness and identifies instructional components perceived as most influential. A quantitative descriptive survey was conducted with 72 International Relations students who completed GNAM-based learning activities. Data were collected using a validated questionnaire with a five-point Likert scale. Reliability analysis showed strong internal consistency (Cronbach's Alpha = 0.88). Results indicate moderate to high perceived critical reading competence, with the strongest confidence in identifying main claims (M = 4.12, SD = 0.54) and the weakest in detecting media bias and framing (M = 3.31, SD = 0.73). GNAM was perceived as effective overall (M = 4.07, SD = 0.45), particularly in comparative media analysis (M = 4.26, SD = 0.49). The findings suggest that GNAM supports students' analytical awareness of global news, although deeper ideological evaluation remains challenging.

Keywords: reading; critical; enhancing

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1. Introduction

For International Relations students, interpreting global news isn't just a classroom exercise—it is a core component of their future professional identity (Kostikova et al., 2022). We must recognize that news media rarely acts as a neutral mirror; instead, it shapes our understanding of global conflicts and policy through strategic framing and specific ideological lenses (Arslan, 2024). Consequently, mastering critical reading has evolved from a basic

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language skill into a fundamental analytical competence within the IR curriculum (Niculescu & Dragomir, 2023) This is where critical reading theory becomes vital. By encouraging students to move beyond passive consumption and toward active reflection and reasoning, it sharpens their overall analytical edge. In fact, research suggests that when EFL students engage with reader-response theory, they develop a much deeper capacity to not only analyze but truly critique the texts they encounter (Ilyas et al., 2025). Ultimately, as Hromova & Chernihivska (2025) demonstrate, there is a direct correlation here: advanced, professionally-attuned reading skills are the very foundation for practicing International Relations. To navigate this field, students must do more than just read; they must be able to deconstruct arguments, weigh the credibility of sources, and sniff out the subtle geopolitical biases embedded within modern news discourse (Wang et al., 2025).

Despite this demand, previous research consistently shows that university students struggle with higher-order reading skills, especially when texts are written in English and involve complex political contexts (Dardjito et al., 2023). Liu & Puteh, (2025) said many English courses still emphasize surface-level comprehension, such as vocabulary acquisition and factual recall, rather than analytical reasoning. Critical techniques in International Relations can be reconceptualized as instruments that enact worlds and acts that disrupt them, underlining knowledge and politics as stakes of method and methodology rather than just ontology, epistemology, or theory (Aradau & Huysmans, 2014). This instructional gap becomes particularly visible when students engage with global news texts that require evaluation of credibility, comparison of perspectives, and recognition of ideological framing.

To address these challenges, the Global News Analysis Model (GNAM) was introduced as a structured pedagogical framework for English for International Relations courses (Chen, 2020). News framing research ought to be a multiparadigmatic initiative, integrating cognitive, constructionist, and critical viewpoints to enhance the comprehension of the interplay between media frames and individual or societal realities (D'Angelo, 2002). GNAM guides students through systematic analytical stages, including identifying main claims, evaluating evidence

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and credibility, comparing media framing across outlets, engaging in collaborative discussion, and reflecting on geopolitical implications (Luo & Xie, 2025). These stages align closely with analytical practices used in International Relations scholarship and policy analysis.

Nonetheless, there is a dearth of studies that specifically look at how GNAM is seen by students as a successful tool. The majority of the current research focuses on results that are measured by performance, while the subjective experiences of learners are given less weight. In order to understand how instructional designs are seen in practice and which components are seen as helpful or difficult, it is vital to understand student views (Conrad et al., 2022). Consequently, this study takes a perception-based method to examine how GNAM-based training affected international relations students' self-perceived critical reading competence, how effective GNAM was, and which instructional components were most influential in their opinion.

2. Method

This study adopted a quantitative descriptive survey approach to record students' perceptions after completing GNAM-based learning activities. there are several research studies to apply the same or very similar procedures, even if they target distinct themes or look for different outcomes (Jdaitawi, 2025; Perera & Hervás-Gómez, 2021; Wirawan et al., 2024). Quantitative research designs range from descriptive to experimental, with internal validity and external validity determining the quality of study findings (Slater & Hasson, 2025). Participants were International Relations students enrolled in an English for International Relations course at a private university in Indonesia. All participants had completed structured GNAM tasks prior to data collection. Purposive sampling was applied based on class availability, resulting in 72 valid responses. Data screening showed no missing values, and all responses were suitable for analysis.

Data were obtained using a standardized questionnaire using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument consisted of 32

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components separated among three scaless: perceived critical reading competence (12 items), perceived GNAM effectiveness (10 items), and perceived influence of GNAM components (10 items). The competence scale measured students' perceptions of identifying main claims, evaluating evidence and credibility, detecting bias and framing, and interpreting geopolitical implications. The effectiveness scale focused on clarity of analytical guidance, relevance of authentic news materials, usefulness of comparative analysis, and support from discussion and reflection. The component scale examined the perceived influence of specific GNAM stages.

The questionnaire was validated by two experts in language education and International Relations pedagogy. Reliability analysis showed good internal consistency, with Cronbach's Alpha values of 0.84 for perceived competence, 0.86 for perceived GNAM effectiveness, and 0.81 for perceived component influence. The overall reliability coefficient reached 0.88, indicating that the instrument was suitable for descriptive analysis. The research instrument used to measure education quality has Excellent reliability, as evidenced by a Cronbach's Alpha score of 0.85, making it reliable for educational researchers and practitioners (Saputra, 2025). Descriptive statistics were used for data analysis., focusing on means, standard deviations, and response distributions aligned with the research questions.

3. Findings and Discussion

To answer the three study questions, this section gives the findings of the descriptive statistics analysis. The analysis focuses on students' self-perceived critical reading competence after GNAM-based instruction, their evaluation of the model's effectiveness, and the instructional components they perceived as most influential. in spite of another study by Borch et al., (2020) Dialogue-based evaluation methods engage students in discussions about their learning processes, improving educational quality and addressing discrepancies between students' expectations and evaluation practice. but also, to examining the descriptive patterns, the reliability of the questionnaire was assessed to ensure the consistency of the measurement instrument. A comprehensive picture of the students' perspectives is presented in the following analyses, which detail the means, standard deviations, and distributions of the chosen

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responses. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to describe students' perceptions(Diputera, 2021)

3.1 Reliability of the Instrument

The internal consistency of the questionnaire was examined using Cronbach's Alpha. The results indicate that all scales demonstrated acceptable to good reliability, suggesting that the instrument consistently measured students' perceptions across different dimensions.

Table 1 Reliability of the Questionnaire Scales (Cronbach's Alpha)

Scale	Number of items	Cronbach's Alpha
Perceived critical reading competence	12	0.84
Perceived GNAM effectiveness	10	0.86
Perceived influence of GNAM components	10	0.81
Overall instrument	**32**	**0.88**

3.2 Perceived Critical Reading Competence (RQ1)

Following confirmation of instrument reliability, descriptive statistics were calculated to examine students perceived critical reading competence after participating in GNAM-based instruction. Overall, students reported moderate to high levels of perceived competence, although variation appeared across different analytical dimensions.

Table 2 Descriptive Statistics for Perceived Critical Reading Competence

Dimension	Mean (M)	SD
Identifying main claims	4.12	0.54
Evaluating evidence and credibility	3.78	0.61
Detecting bias and framing	3.31	0.73
Interpreting geopolitical implications	3.89	0.58
Total competence score	**3.78**	0.49

As shown in Table 2, identifying main claims received the highest mean score, indicating that most students felt confident recognizing key arguments in global news texts. Research shows that locating the main idea and significant details improves understanding of the writer's points and aids recall of important information (Misenina, 2021). Interpreting geopolitical implications was also rated positively. In contrast, detecting media bias and ideological framing obtained the lowest mean score. Examination of response distribution revealed that 44% of

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students selected a neutral response for bias-related items, while only 12% strongly agreed that they could consistently identify subtle framing strategies. This pattern suggests that deeper ideological analysis remained challenging for many respondents.

3.3 Perceived Effectiveness of GNAM (RQ2)

The second research question examined students' perceptions of GNAM's effectiveness in supporting critical reading development. Descriptive statistics indicate that GNAM was generally perceived as an effective instructional model.

Table 3 Descriptive Statistics for Perceived Effectiveness of GNAM

Aspect	Mean (M)	SD
Clarity of analytical guidance	4.20	0.52
Relevance of authentic news materials	4.08	0.57
Usefulness of comparative analysis	4.26	0.49
Discussion and reflection support	3.74	0.66
Total effectiveness score	**4.07**	0.45

Comparative media analysis received the highest effectiveness rating, despite according to Joy & Garcia, (2019), It is important to have good instructional design techniques since media comparison studies do not always find substantial variations in the effectiveness of learning between technology-based and conventional delivery media. followed closely by clarity of analytical guidance. While discussion and reflection were still rated positively, their lower mean score suggests variability in implementation across sessions, possibly due to time constraints.

3.4 Perceived Influence of GNAM Components (RQ3)

The third research question explored which GNAM components students perceived as most influential in developing their analytical reading skills.

Table 4 Perceived Influence of GNAM Components

GNAM component	Mean (M)	SD	Rank
Comparative media analysis	4.32	0.50	1

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Collaborative discussion	4.10	0.59	2
Guided claim identification	4.02	0.55	3
Evidence evaluation tasks	3.81	0.63	4
Reflective interpretation	3.62	0.70	5

Comparative media analysis emerged as the most influential component, with 78% of students selecting high agreement scores. Collaborative discussion also ranked highly, indicating the importance of peer interaction in analytical learning. This reinforces the findings of Kalukar et al., (2024) who mentioned that Collaborative learning effectively improves students' critical thinking skills, enhancing communication and teamwork abilities in various educational contexts. Reflective interpretation received the lowest mean score, with fewer than half of the respondents indicating strong agreement, suggesting that this component may require more structured implementation.

The findings suggest that GNAM contributes positively to students' analytical engagement with global news texts, at least from a perceptual perspective. Students' strong confidence in identifying main claims may reflect the structured scaffolding provided by GNAM, which explicitly directs attention to argumentative elements within news discourse. This aligns with previous research indicating that guided analytical frameworks support comprehension of complex texts in foreign language contexts. One way to sift through social media and foreign news for biases and recurring themes is to use textual network analysis., aiding in understanding prevailing discourses and tailoring messages more effectively (Segev, 2020).

However, the lower ratings related to bias and framing detection highlight an important limitation. Ideological analysis requires sustained practice, explicit modeling, and repeated exposure to contrasting narratives. This is in line with the research results by Morstatter et al., (2018) Detecting framing bias is challenging because it often relies on subtle language cues rather than explicit content differences; advanced models aim to classify frame types and their polarity at the sentence level to uncover these implicit biases. Although GNAM incorporates

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comparative media analysis, students may still require more focused instruction on recognizing evaluative language, framing devices, and implicit political positioning. From the political system to the mass media, political discourse has multiple purposes, such as informing, instrumentalizing, predicting, normatively assessing, persuading, and even serving as propaganda. (Kornielaieva, 2023). The prominence of comparative media analysis as the most influential component suggests that exposure to multiple perspectives is particularly effective in raising critical awareness among IR students.

Collaborative discussion also played a significant role in supporting interpretation. By encouraging discussion, analysis, and problem-solving amongst classmates, collaborative learning greatly enhances students' reasoning and communication abilities at the university level (Dr Fahad Naveed Kausar, 2025). Peer interaction appears to help students test assumptions and refine understanding, consistent with sociocultural perspectives on learning. Hikmal Akhbar, (2025) mentioned that Collaborative learning positively impacts students' critical thinking, problem-solving, reflective judgment, and communication skills, preparing them for future challenges. In contrast, reflective interpretation received the lowest ratings, possibly due to limited instructional time or inconsistent implementation. In psychology, reflection is a complicated metacognitive phenomena that aids in self-and other-awareness, development prediction, and the pursuit of behavioral integrity (Chaplak & Chuyko, 2021). This suggests that reflection activities may need clearer prompts and dedicated space to achieve their intended impact.

It should be mentioned that this study depends on self-reported perceptions rather than direct performance measures. Psychometric studies show many self-perception/self-concept scales have acceptable factor structure, reliability, and construct validity, though some widely used instruments show content or factorial problems, especially with children (Camacho-Tamayo & Bernal-Ballen, 2023). While perception data offer valuable insight into students' learning experiences, they do not necessarily indicate actual skill improvement. Future studies

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should combine perception-based surveys with performance assessments or mixed-methods designs to strengthen causal claims and deepen understanding of GNAM's pedagogical impact.

4. Conclusion

This study examined International Relations students' perceptions of critical reading competence after instruction using the Global News Analysis Model. The results indicate that students perceived moderate to high levels of analytical ability, particularly in identifying main claims and interpreting geopolitical contexts. GNAM was perceived as an effective instructional framework, with comparative media analysis and collaborative discussion identified as the most influential components. Nevertheless, detecting media bias and ideological framing remained challenging for many students, indicating a need for more intensive scaffolding and reflective practice. Although the findings are limited to perceptual evidence, they suggest that GNAM provides a meaningful foundation for critical reading development in English for International Relations courses and warrants further investigation using more robust research designs.

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