

## ABSTRACT

Mukhayyaroh (D75213082), 2017, *The Effectiveness of Critical Reading Strategies on Students' Critical Thinking Ability at English Teacher Education department at Sunan Ampel State Islamic University*, A Thesis, English Teacher Education. Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Sunan Ampel Surabaya. Supervisors: Dra. Irma Soraya and M. Hanafi, MAg.

Keywords: *Critical Reading Strategies and Students' Critical Thinking Ability*

The researcher raised this study because in previous study, there was a result that less than 70% of students' previous critical thinking level at English Teacher Education Department was in developing level without critical reading strategies. Thus, the researcher in this study used critical reading strategies which are expected to improve students' critical thinking level. This study aims to know the effectiveness of critical reading strategies treatment on students' critical thinking ability at fourth semester of English Teacher Education department at Sunan Ampel State Islamic University. This study is Pre-experimental research design by using a quantitative approach in which the data collection process used test method, questionnaire, and documentation. The design was used in this research is *one-group pretest-posttest design*. Then, the data were analyzed by using statistical formula percentage, frequency distribution, and analysis of two-sample t-test paired using *SPSS for Windows*. The result is; the improvement in average score of students' critical thinking ability before treatment is 57.5000 and after treatment students' score achieve 75.7000, it means that they have increased 11.10140. The hypothesis test in this research used t-test analysis of two samples in pairs. Based on calculation  $t$  with a significance level of 5% with  $(dk) = 40 - 1 = 39$  will be obtained  $t_{count}$  of 10,209 whereas the prices of  $t_{table}$  with significance level of 5% with  $(dk) = 40 - 1 = 39$  will be obtained  $t_{table}$  1,684.  $T_{count}$  value is higher than  $t_{table}$  ( $10,209 > 1,684$ ). So,  $H_0$  is rejected and  $H_a$  is accepted. Then, it can be concluded that critical reading strategies are effective on students' critical thinking ability in English Teacher Education Department at State Islamic University.

## ABSTRAK

Mukhayyaroh (D75213082), 2017, *The Effectiveness of Critical Reading Strategies on Students' Critical Thinking Ability at English Teacher Education department at Sunan Ampel State Islamic University*,. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dra.Irma Soraya, M.Pd. Pembimbing II: M.Hanafi, MA

Kata kunci: *Strategi-strategi Membaca Kritis dan Kemampuan Berpikir Kritis Mahasiswa*

Penelitian ini bertujuan untuk mengelaborasi keefektifitasan dari strategi membaca kritis terhadap kemampuan berpikir kritis mahasiswa. Peneliti mengangkat penelitian ini, karena pada penelitian terdahulu terdapat hasil dari berpikir kritis mahasiswa yang menunjukkan bahwa kurang dari 70% dari mereka masih berada di level berkembang tanpa adanya sebuah treatment. Jadi, peneliti di penelitian ini memberikan strategi yang dijadikan upaya keefektifitasan dalam peningkatan level berpikir kritis mahasiswa. Penelitian ini adalah jenis penelitian Pre-experimen, menggunakan pendekatan quantitative, dan pengumpulan data menggunakan pre dan post-test, angket serta dokumentasi. Design yang digunakan adalah one-group pretest-posttest. Kemudian hasil pengumpulan data dianalisa menggunakan SPSS for windows. Hasil dari pengumpulan data dipenelitian ini menunjukkan bahwa ada peningkatan terhadap level berpikir kritis mahasiswa setelah diberikan critical reading strategi, yang dibuktikan dengan hasil nilai post-test and hasil angket yang telah dianalisa menggunakan pengujian hipotesis dan uji-t. Yaitu dengan nilai rata-rata sebelum treatment 57.5000, dan setelah treatment 75.7000. itu berarti ada peningkatan sebanyak 11.10140. selanjutnya, berdasarkan t-hitung dengan taraf signifikan 5% dengan  $(dk) = 40 - 1 = 39$ , diperoleh t-hitung sebanyak 10,209, begitupula t-tabel dengan taraf signifikan 5% dengan  $(dk) = 40 - 1 = 39$  hasilnya adalah 1,684. Ini berarti bahwa nilai t-hitung lebih besar dibandingkan nilai t-tabel, maka,  $H_0$  ditolak dan  $H_a$  diterima. Hal ini berarti bahwa strategies critical reading efektif terhadap berpikir kritisnya mahasiswa di Pendidikan Bahasa Inggris UIN Sunan Ampel