CHAPTER I

INTRODUCTION

This chapter discusses an introduction part that covers several points. The first point is research background, followed by research question, then objective and significance of the research, then scope and limitation, and the last is definition of key terms.

A. Research Background

Reading is an ability to draw meaning from a text and to interpret the information from that text appropriately. Reading is also a behavior, which when someone reads a text, she/he involves conscious and unconscious strategies, including problems solving strategies, to build a model of the meaning, which the writer is assumed to be intended. [1] There are also reading definitions from three linguists who give their argumentation about reading definitions which is different each other. The first, Grabe and Stoller stated that reading can be thought of as a way to draw information from a text and to form an interpretation of that information. They also stated that ideas expressing in this context reading is the process of interpreting meaning and information from pretend materials in terms of using strategies to solve some problems.[2] The second, according to Hill Walter R, Reading is what the reader does to get the meaning he needs from textual sources.[3] Meanwhile Bond Guy L. and Wagner Eva Bond explained the meaning of reading is the process of acquiring an author's meaning and of interpreting, evaluating, and effecting upon those meanings.[4] From those three definitions, the researcher in this study concluded that reading is not only the way to input information or skill, but

---

[1] Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan
Company, 1969), p.4
[2] Ibid.., p.5
[3] Walter R. Hill, *Secondary School Reading: Process, Program, procedure*, (Boston: Allyn and
Bacon), 1979, p.4
[4] Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan
Company, 1969), p.4

1

also there are other activities in it, such as interpreting, questioning and evaluating. By Bond's statements, this study relates reading and critical thinking. As Enni stated that reading and critical thinking is related each other.[5]

Therefore, the researcher used Ennis theory, because reading and critical thinking is related each other. She also stated that critical thinking is the upper three levels of Blooms' taxonomy of educational objectives (analysis, synthesis and evaluation). Sometimes, the next two levels (comprehension and application) are added. This concept is a good beginning for readers, but it has problems. One of them is those levels are not really hierarchical, as suggested by the theory, but rather are interdependent. For example; although synthesis and evaluation generally do require analysis, analysis generally requires synthesis and evaluation.[6]

Besides that, Critical thinking in our education environment (learning process) also can be mentioned as profits; thinking creatively, invent new approaches, and anticipate and solve problems in real life context.[7] After understanding and aware about ease of critical thinking techniques, students will easily reach those four profits. Other expectation related to the profits, students will be able to apply their voice in their writing, because some of critical thinking strategies also provided to help students to analyze voice in reading which they can freely make voice in their writing. Thus, by the treatment given in this study, the object of study or readers will realize that being critical while reading is important to analyze the information from the reading and it makes readers' brain become more works well.

As what has been explain above, Critical thinking in reading is not uncommon issue in education environment, since it

---

[5] Amanda Deal – Melissa Rareshide, *Critical Reading Manual* (Winston: Winston-Salem State University, 2013), 102.
[6] Robert H.Ennis "Critical Thinking Assesment; *Theory into Practice, the Ohio State University*". Vol. 32, No.3, Summer 1993, 180.
[7] Elizabeth Spalding – Jian Wang – Emily Lin, "Analyzing Voice in the Writing of Chinese Teachers of English", *Research in the Teaching of English*. Vol. 44 No.1, August 2009, p.23

has been applied in people's reading activity, although sometimes they do not realize. In fact, it also could be found in a course. That is critical reading class at English Teacher Education Department. Furthermore, curriculum 2013 in Indonesia stated that class activity, students have to be brave to deliver their opinion and be critical in perceiving a reading given. *"Developing creativity, curious about something, skill in searching problem to build critical thinking which is needed to live smart and study forever"* [8] This is the explanation of developed competency of 'Questioning' in learning step. Emphasizing this step, students have unlimited perceptions and opinion to show their critical thinking ability in assessing and analyzing voice (writer's claim) in reading. Other concept of critical thinking also applied in K-13 is in completing system idea point. Here, founded that mono discipline learning style become Multi disciplines learning style, and Passive learning style become Critical learning style. [9] It explains that critical thinking is important in learning process, included also in reading.

Although from those explanations explain that critical thinking is important, but 7 students of 10 students at fourth semester of English Teacher Education Department consider that critical thinking is so difficult to do, because they believe that they cannot expand their knowledge. As what Geller stated that people's minds are capable of remarkable, incredible feats, yet we don't use them to their full capacity. In fact, most of us only use 10 per cent of our brains, if that. The other 90 percent is full of untapped potential and undiscovered abilities. It means that our mind is only operating in a very limited way instead of at a full stretch. If people believe with themselves that they have full power over our minds, such as they say; "we had to", in order to they survive, but as our world has become more sophisticated and we have forgotten many of the abilities we once had.[10] This statement has clarified by one of

---

[8]Salinan Peraturan Menteri Pendidikan dan kebudayaan RI nomor 81A Tahun 2013 Tentang Implementasi Kurikulum (Jakarta: Kemendikbud Republik Indonesia, 2013), p.36

[9] Peraturan Menteri Pendidikan dan Kebudayaan RI nomor 70 Tahun 2013, *Kerangka Dasar dan Stuktur Kurikulum Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan* (Jakarta: Kemendikbud Republik Indonesia, 2013), p.6

[10] Academic Skill, *Critical Thinking Exercise* (Plymouth: University of St Mark &St John, 2015)

lecturer in English Teacher Education Department of State Islamic University of Sunan Ampel, in her Power Point for Critical reading course. She clarifies that There is no proof that we use only 10% of our brains (it's a widespread myth!), and there is no connection between this myth and critical thinking.[11]

Therefore, in reading activity, students are expected to get new information from the reading. In other sides, that expectation is not the only requisite of becoming good reader, because to be good reader, students need to understand what actually reading is. As the explanation above, reading activity is not only about understanding or getting the information inside, but also the readers should involve their critical thinking when they are reading. Seven from ten students of fourth semester of Sunan Ampel Islamic State who have interviewed, have experiences that activity. They states that in this era, they do not really care about what they have to do with the reading, all they need only the information. It happens because they have been facilitated with full sophisticated technology which serves everything, so they think 'why they need to look for or think about the information they have had'.[12] Without realizing that they actually have done critical thinking unconditionally already while analyzing the information, they keep it in mind. Besides that issue, there was a researcher who did research in previous study, she measured students' critical thinking ability, found that less than 70% students have developing level of critical thinking.[13] Means, students need tools to make them realize about critical thinking. Those issues above become problem in this study.

To cover those problems, this study served special thing, that is the implementation of critical reading strategies can be success in analyzing voice in reading. The strategies which will be explained later that hopefully make students or objects of study become good criteria of critical readers. There are numerous reasons why students need to become critical readers. Critical

---

[11] Ana Nurul Laila, *Critical Thinking Presentation,*Surabaya, April 20th 2015
[12] Rizka Nur Yulia Ramadhani, *Interview,* Surabaya, May 1st 2017
[13] Istiharoh, Bachelor Thesis: *"The Students' ability to Think Critically on Critical Reading Class At English Teacher Education Department of Faculty of Education And Teacher Training"* (Surabaya: State Islamic University Sunan Ampel Surabaya, 2015), i.

reading supports academic success and content acquisition at the college level, is a needed life skill for an increasingly complex world, and creates more thoughtful and informed participants in society.[14] Thus, related to students' problems in reading and thinking critically ability, the strategies are served in this study to facilitate students and open up their mind until them aware that it is not very big obstacle, and it can be coped. This study examines how those principles mentioned (critical reading strategies) are effective on students' critical thinking ability. Related to critical reading strategies to analyze voice which asserted difficult by many students,[15] this study also clarifies the use of critical reading strategies to analyzing voice in reading as the scope of this study.

For addition, here are explained the other study related to this topic (Reading voice by critical thinking) in this recent study to show that this recent study is important to be conducted. The previous study was explored voice made by Chinese English teachers in their writings. By organize three weeks workshop in Guangwei Hu, *Nanyang Technological University* the researchers are success making their object of study apply their voice briefly with many creative variants. While, in this study will emphasize on success of critical thinking techniques to analyze voice in reading for students. Seen, here, the comparison between my study will organized later and the study has implemented. The current study is focusing on reading, while they focused on writing.

Then, other study which is related to the topic inside this recent study is an article by M. Suarsana and G.A. Mahayukti. Entitled *The Development of E-modul Problem Solving Orientation to Increase Students' Critical Thinking Ability.*[16] This previous study had purpose to develop e-modul aljabar using problem solving orientation and to know the effectiveness of e-modul in increasing students' critical thinking ability. Same with the recent

---

[14] Amanda Deal – Melissa Rareshide, *Critical Reading Manual* (Winston: Winston-Salem State University, 2013), 8.

[15] Ana Nurul laila, *Interview,* Surabaya, January 07th 2017

[16] M. Suarsana,- G.A. Mahayukti. "Pengembangan E-modul berorientasi pemecahan masalah untuk meningkatkan keterampilan berpikir kritis mahasiswa". Jurnal Pendidikan Indonesia. Vol.2 No.2, Singaraja 2013, 264.

study, this study measures students' critical thinking ability by using a strategy, but the previous study used the strategy is for Math class, while the recent study is for reading class. Both studies also do some treatments in the class, but the different is in previous study the treatments are only preparations of the application until the application of the strategy. While, in the recent study, the researcher did the applications directly after pre-test.

Based on other previous study which also measured students' critical thinking ability, found that less that 70% students' critical thinking ability at English Education Department Faculty of Tarbiyah and Teachers Training was in developing level (Beginning Thinker in this study term) without any strategies. Thus, this recent study tries to find what critical thinking level that the students have based on the levels in this study by using critical reading strategies.[17]

Therefore, this study is conducted in English Teacher Education Department program Islamic State University of Sunan Ampel Surabaya. The researcher chooses this place because the program gets A accreditation in 2016, besides, this institution has become a university, and not long time after this, this university will be a world class university. Then, in order to make sure that students of this program is really proper in a program which has A accreditation, this study should be conducted, because according to National Accreditation of University Agency, one of criteria being program which has A accreditation is the students should have good critical thinking ability.[18]

B. Research Question

From those research backgrounds, this study intended to examine these following questions:

---

[17] Istiharoh, Bachelor Thesis: *"The Students' ability to Think Critically on Critical Reading Class At English Teacher Education Department of Faculty of Education And Teacher Training"* (Surabaya: State Islamic University Sunan Ampel Surabaya, 2015), i.

[18] Badan Akreditasi nasional Perguruan tinggi, Akreditasi Program Studi Sarjana, *Buku v Pedoman Penilaian Akreditasi Program Studi Sarjana* (Jakarta: BAN-PT, 2008), 5.

1. How is the implementation of Critical reading strategies on student's Critical thinking ability at fourth semester of English Teacher Education Department at UIN Sunan Ampel?
2. How is students' critical thinking ability before and after treatment of critical reading strategies applied at fourth semester of English Teacher Education Department at UIN Sunan Ampel?
3. How effective is the critical reading strategies on students' critical thinking ability at fourth semester of English Teacher Education Department at UIN Sunan Ampel?

C. Objectives of the Study

From the questions study, this paper will cover these cases;

1. To describe the implementation of critical reading strategies on students' critical thinking ability at fourth English Teacher Education Department at UIN Sunan Ampel.
2. To signify students' critical thinking ability before and after treatment of critical reading strategies applied at fourth semester of English Teacher Education Department at UIN Sunan Ampel.
3. To classify the effectiveness of critical reading strategies on students' critical thinking ability at fourth semester of English Teacher Education Department at UIN Sunan Ampel.

D. Significance of the Research

Considering of this study purpose, it is expected to give contributions for the lecturer, students, and following researcher.

1. For lecturers.

   The result of this study is expected to contribute lecturer's reading teaching strategies. This study shows the significant of using critical thinking in reading as strategies to analyze voice of writing. The served strategies and the critical thinking rubric from this study are expected to assist the teacher in assessing students' reading ability too.

2. For learners.

Other significant result of this study is may presented for the learners to increase their knowledge in using reading strategies. The strategies also help students to respond teacher's instruction.

3. For following researchers.

For the following researchers, this study is expected become their reference in doing study. The strategies served in this study also need to be improved. They may need the completion from the following researchers..

E. Hypothesis

Hypothesis is temporary answer of research questions, because the answer is only based on relevant theory. It has not been appropriate to the real data. Thus, hypothesis is not the answer which is empiric from the data.[19] There are two hypotheses in this study which answered research question number 3. Those are:

1. Hypothesis alternative (Ha). It is patterned if in a study, the Ho is rejected. This hypothesis explains that there is significant difference between independent variable (X) and dependent variable (Y).

2. Hypothesis o (Ho). It is also called as statistic hypothesis which is tested by statistic. This hypothesis has basic statement which explains that there is no difference between X variable and Y variable which will be examined.

Based on the definitions above and the theories by some experts which have connection with the discussion of the title of this study above, then the hypothesis will be:

1. Hypothesis Alternative (Ha)
   Reading Strategies is effective on Students' Critical Thinking Ability at English Teacher Education Department.

2. Hypothesis o (Ho)

   Reading Strategies is not effective on Students' Critical Thinking Ability at English Teacher Education Department.

---

[19] Sugiyono, *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 96.

F. Scope and Limitation

1. Scope

In this study, the researcher focuses on the strategies of critical reading which applied in analyzing voice as the material in class critical reading to measure students' critical thinking ability, whether they have high level of critical thinking or not. The significant of the strategies are presented for comparison from previous study which did not use the strategies, and to know students' critical thinking in particular levels. The levels are The Unreflective Thinker, The Beginning Thinker, The Critical Thinker and The Advanced Thinker.[20] In reaching highest level (The Advanced Thinker) of critical thinking, the object of study should do each criterion of those levels and elements of critical reading aspects well. Those are Constructing Meaning, Reflecting, Evaluating, Questioning and Contextualizing. These components and the rubric of critical reading which researcher uses are adopted from Winston-Salem State University (Critical Reading Rubric WSSU-General Education).[21] The researcher use *Advanced Thinker* and *Critical Thinker* level as the effective measurement of the critical reading strategies served in this study. Thus, if more than 70% of samples have *Advanced Thinker* and *Critical Thinking* level after the treatment, the strategies can be declared as effective strategies.

2. Limitation

This study is conducted for fourth semester students in Critical reading class at English Teacher Education UIN Sunan Ampel, in academic year 2017. The method used is Pre-experimental study. For data collection, the researcher gives critical   reading   comprehension   Pretest-Posttest   and

---

[20] Linda Elder – Richard Paul, "Critical Thinking Development: A Stage Theory" *The Critical Thinking Community,* (http://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483, accessed on March 1st, 2017)

[21] Amanda Deal – Melissa Rareshide, *Critical Reading Manual* (Winston: Winston-Salem State University, 2013), 102.

questionnaire to the students as two of the instruments of the study. While, documentation becomes another instrument to show the process of critical reading strategies treatment.

G. Definition of Key Terms

Concern about some words or terms used in this study might not be understandable, because the terms are from different concept of some sources. The following definitions below will clarify some terms which may become a confusion and misunderstanding of reader's perceptions.

1. Effectiveness : Fraser defined that effectiveness is a measurement of the match between stated goals and object of study's achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgment about the goals.[22] This study will declare whether critical reading strategies effects students' critical thinking ability or not. The strategies is effective if the students have *The Advance Thinker and Critical Thinker* level (4 and 3score) based on the criteria explained by Linda Elder after the application of critical reading strategies.

2. Voice of reading : This term might be the most difficult term to understand in this study. Without knowing what this term means, reader will feel confused so much. Voice of reading is claim or statement stated by author of the reading text.

3. Critical thinking : The upper three levels of Blooms' taxonomy of educational objectives (analysis, synthesis and evaluation) are often offered as a definition of critical thinking. That brain's activity also known as questioning, analyzing and criticizing (included in critical thinking aspects used in this study). This study uses critical reading test as the objects of study's tool to measure students' critical thinking ability.

---

[22] Fraser, 'Quality in higher education: an international perspective' in Green, D. (Ed.), *What is Quality in higher Education?* 1994 P. 101 (Buckingham, Open University press and society for Research into Higher Education (**http://www.qualityresearchinternational.com/glossary/effectiveness.htm**, assessed on February 28th 2017)

4. Strategy : The core of an intended course of action which provides enough guidance.[23]

5. Critical reading strategies : Strategies which used to measure students' critical thinking ability in reading class. The teacher conveys the strategies, and the students are compulsory to apply the techniques at their reading activity.

6. Analyzing : Activity of examining critically an essential content of some reading text. Analyzing something is to ask what that something means. It is to ask how something does what it does or why it is as it is. Analysis is kind of thinking people most often ask about to do in their work life or in school. This is not the rarefied or even exclusive province of scholars and intellectuals, but in fact, this is one of people's common mental activities.

7. Critical reading : Thinking critically in process when doing reading activity. Not only receive knowledge or information from the reading text, but there is another brain's activity which influences the sensitivity of student's reading ability.

---

[23] Eric Van den Steen, *A Formal Theory of Strategy* (Hardvard: Hardvard Business School, 2013),2.