

ABSTRACT

CRITICAL THINKING-BASED TEACHING TO PROMOTE STUDENTS' READING COMPREHENSION OF LITERARY TEXTS

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This present study was carried out to explore the effect of critical thinking-based teaching in students' reading comprehension, the effect of students' critical thinking category and their reading comprehension and also the procedure of critical thinking-based teaching. The present study used quantitative and qualitative approaches. The sample of the research was the eleventh class of MAN 2 Bandar Lampung. In this study, the researcher randomly took one class as the experimental group. There were three instruments administered in this study: Observation, Reading Test, and questionnaire of critical thinking adapted from Zhou Jie. The researcher collected the data by conducting three stages of activities, firstly, giving critical thinking questionnaire, conducting treatment by giving literary text and giving critical thinking questionnaire. The result showed that there was a significant difference on the students' reading comprehension before and after being taught. After classifying the students into three category of critical thinking (low, middle, and high), then this study dealt with the effect of students' critical thinking category on their reading comprehension achievement. There was a significant effect of students' critical thinking category on their reading comprehension achievement. The implementation of teaching critical thinking by using literary text with four stages, i.e. summarizing, analyzing, synthesizing, and evaluating the literary text was effective to improve the students' critical thinking in reading comprehension of literary text and engage them in the teaching and learning activities. Based on the result, it can be concluded that critical thinking-based teaching is an effective and good way to increase students' reading comprehension. Critical thinking-based teaching can be well implemented in classroom.