

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

**(A Thesis)**

**By:  
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BANDAR LAMPUNG  
2018**

## **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.

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STUDENTS' READING COMPREHENSION OF LITERARY  
TEXTS**

**By:**

**NURUL AULIA (1523042011)**

**A THESIS**

**Submitted in a Partial Fulfillment of  
The Requirement for S-2 Degree**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGAUGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
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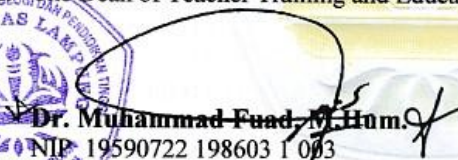
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## LEMBAR PERNYATAAN

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## CURRICULUM VITAE

The writer, Nurul Aulia, was born on September 23<sup>rd</sup>, 1991 in Bandar Lampung. She was the third child from the lovely couple Joko Purwanto and Naimah. She started her study at State Elementary School 4 Sukaraja in 1997 and graduated in 2003. Thereafter, she was enrolled as a student of State Junior High School 16 Bandar Lampung and graduated in 2006. In the same year, she registered at Senior High School of State Senior High School 4 Bandar Lampung, she studied in Social Studies as her major and graduated in 2009.

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# **DEDICATION**

This thesis would humbly be dedicated to:

My beloved parents: Mother and Father

My big family

My beloved partners in writing thesis: Melina Sari, Novita Nurdiana, Ria Ayu Pratiwi

Iskadina Eka Putri, Isna Yuningsih, and Shirtha El Rusyda

My comrades, the Third Batch of MPBI Unila 2015

My lecturers and my almamater, University of Lampung



## **MOTTO**

Do the best and pray. God will take care of the rest.

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Bandar Lampung,  
The writer,

Nurul Aulia

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## **I. INTRODUCTION**

This chapter is concerned with backgrounds of the research, problems of the research, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

### **1.1. Background of the Problem**

Nowdays, Indonesia use 2013 curriculum that gives freely enough time to students for developing kinds of attitudes, knowledge, and skills. Quillen cited in Hasan (2013) stated that the 2013 Curriculum interprets competency-based curriculum as curriculum that sees all the courses in the interactive processes in providing learning experiences for students to develop their potentials up to the accepted competency level. Hence, every course is liable for each competency. Fit to the principles specific facts, concepts, and procedures exclusive to a particular course. Meanwhile, every course and every learning activity have to develop curriculum content such as attitude, thinking skills, background knowledge, and learning abilities.

Dewey (1933) cited in Kohzadi et.al (2014) asserted that the main goal of education is learning to think. As part of that education, learners need to promote and learn to fruitfully apply critical thinking skills to their educational studies, to



the complicated problems that they will face in their professions, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes. However, critical thinking can not be gained naturally by students because this skill should be trained.

In addition, 2013 curriculum helps the learners to learn think critically. In 2013 curriculum, the students have time to improve their thinking. There are many steps in 2013 curriculum that give the student time to explore their thinking by themselves such as observing, questioning, exploring, analyzing, and communicating. Unfortunately, it is difficult for students to do it without assistance from their teacher.

Yuretich (2004) cited in Razaee et al (2011), viewed the teaching critical thinking as the teaching of some higher order reasoning skill, such as analysis, synthesis, and evaluation. She conducted an experimental study to find out the extent to which active learning strategies improve students' critical thinking. It is based on the assumption that by using active learning strategies, students were given opportunities to process and evaluate information through discussion. Moreover, she highlighted that by giving students a critical thinking opportunity, allowing them the time to pause, reflect on, analyze, and discuss an issue in a context that supports and values critical thinking. It is indeed the key to critical thinking education.

Khatib and Alizadeh (2012) also have the same point of view, they stated that critical thinking is a basic part of teaching every subject, it is important for students to master it. This very crucial factor of learning seems to be even more important when students enter higher education programs, because the responsibility of learning falls on their own shoulders with little help from outside. Therefore, it is important for students to be trained by using suitable critical thinking skill training to develop their critical thinking skill.

Hosseini et al (2012) found that there is positive relationship between critical thinking and reading comprehension. In comprehending the text, the students are not only needed to understand the text, but also should be activated to think critically. This relationship between reading and critical thinking is consistent with other findings from previous research (e.g, Hosseini et al: 2012, Jie et al: 2015, Marzban and Barati: 2016 ).

Furthermore, using authentic material in 2013 curriculum is suggested. It helps the students to improve their higher order of thinking way. Hasan (2013) stated that various techniques available for authentic assessment such as portfolio, assignment, papers, group discussion, and so on. In consequence, it is important to select material for teaching process. The materials have to give the learners process how to think critically.

El-Helou (2010) cited in Kohzadi et.al (2014) declared that literature leads students to discern and enjoy cultures and principles dissimilar from their own.

Since students can get access to a variety of views, ideals, values, and historical structures of reference that make up the memory of a people via contrasting different literary texts, it can be concluded that literature and culture have an inextricable relationship. A successful literature class is one in which students are able to practice critical thinking strategies in analyzing a literary text. Based on statement above, it can be seen that reading literary texts and critical thinking are interrelated. It is believed that by reading literary texts in critical thinking training, it can help students to develop their reading comprehension.

Indonesian students' still have many difficulties in reading comprehension. Silfia and Zaim (2013) and Sarwo (2013) stated that the students have difficulties to analyze text by involving their opinion, reason and idea. Related to this case, the researcher is interested in investigating the effect of teaching critical thinking to promote students' comprehension of literary texts. The researcher proposed the steps of critical thinking-based teaching and used literary texts as the material of teaching learning process. By giving the students treatments how to think critically, researcher justifies critical thinking-based teaching by using literary text can enhance students' critical thinking in reading comprehension.

## **1.2. Problem of the Research**

As the concerns of this research, there is a main problem of the research formulated as follows:

1. Is there any effect of critical thinking-based teaching on the students' reading comprehension of literary text?
2. Is there any significant effect of critical thinking category on students' reading comprehension of literary text?
3. How can the critical thinking-based teaching be implemented at classroom?

## **1.3. Objective of the Research**

The objective of the research will be as follows:

1. To find out the effect of critical thinking-based teaching on students' reading comprehension of literary text.
2. To find out the effect of critical thinking category in students' reading comprehension of literary text.
3. To find out the implementation of critical thinking-based teaching.

#### **1.4. Uses of the Research**

This research will be useful both practically and theoretically,

##### **1. Practically**

The result of this research is expected to provide teachers with a new insight that might be taken as a guideline in teaching critical thinking. Through this research, teachers will know what to do in enhancing learner's critical thinking using literary text in reading comprehension.

##### **2. Theoretically**

The finding of this research might be useful for supporting the theory of teaching critical thinking in helping students' critical thinking increase. The result of this research will complete the previous findings and support the previous theories about using literary text in reading comprehension for enhancing students' critical thinking.

#### **1.5. Scope of the Research**

This research was conducted at the eleventh grade students of MAN 2 Bandar Lampung. There was one class that used as the sample of this research.

The researcher used one of literary text types, that is short story from Guy L Bond "Meeting New Friends". In this research, the researcher focused on the effects of teaching critical thinking in students' comprehension of literary text especially short story, find out the aspects of reading mostly influenced by the implementation of teaching critical thinking.

## **1.6. Definition of Term**

There are several terms used by the researcher to make clear and to avoid misunderstanding, they are clarified as follows:

1. Reading is the process of looking at the written form and getting meaning from them.
2. Reading comprehension is the ability to understand what has been read.
3. Literary text is creative writing that encompasses identified aesthetic value.
4. Critical thinking-based teaching is the activities in the classroom that involved summary, analysis, synthesis, and evaluation to make the students able to think clearly and rationally.

## **II. LITERATURE REVIEW**

In this chapter, the writer reviewed some theories in this research. The theories that reviewed below related the variable or object of the research. It consists of theory of reading comprehension, literature, literature in reading, critical thinking, teaching critical thinking, characteristics of critical thinker

### **2.1. Review of Previous Research**

In order to gain a clear perspective toward this research, it is necessary to review findings of previous related researches on, primarily, critical thinking, reading comprehension, literature and aspects which might correlate with it. There has been a lot of research critical thinking on reading comprehension that conducted both in EFL and ESL setting.

The first research, Kuleki and Kumlu (2015), they conducted the research about developing critical thinking skills in English language teaching classes through novels. The participants of this research were 40 pre-service English teachers (24 females and 16 males) enrolled in the “Literature and Language Teaching” course in ELT department. The findings of this research is literature foster the development of critical thinking skills, content based instruction has been

suggested by researchers as an effective way to develop both critical thinking and language learning skill of the students.

The second study is conducted by Shirkhani and Fahim (2011), this research is about enhancing critical thinking in foreign language learners. They found that critical thinking is what needs to be enhanced among language learners due to its significance in developing effective language learning. Promoting critical thinking skills is considered one of the tasks of language teachers. They can do this task through various ways, including appropriate materials and activities.

Third, the research that was conducted by Kohzadi et al (2014), the research aim is examining whether or not there is a relationship between critical thinking and critical reading of literary text in higher education. The participants were 121 EFL learners from Arak University. After administering pre and post tests, the results indicated that teaching through literary text has positive effects on developing critical thinking of EFL learners.

Jun Xu (2011), conducted the research about the application of critical thinking in teaching English reading. She explained about some theories related to critical thinking in teaching language. She correlated those theories, after correlating them, she proposed a new way to teach English reading focusing on developing students' critical thinking. Students should be trained to be critical readers who can "question, organize, interpret, synthesize, and digest what they read".



Zhou Jie et al (2015), The present mixed-method study aims to find out the status quo of critical thinking ability of university non-English majors by investigating 224 non-English majors from a university in China (105 male and 119 female students, 114 art and 110 science majors, 109 freshmen and 115 sophomores were included respectively) through questionnaires and interviews. Specifically, it compares critical thinking ability in English reading between students of different genders, majors as well as grades. The result shows that the critical thinking ability of university non-English majors in English reading is weak, namely, most students lack critical thinking ability in English as a Foreign Language reading class, which requires relevant training urgently. Also, differences of English critical thinking ability lie in gender, major, and grade. Teachers are well-advised to improve their teaching method and put more emphasis on arousing students' awareness of critical thinking. Also, they need to teach students according to their characteristics so as to promote students' critical thinking ability in English reading fully and harmoniously.

The next research is conducted by Chee Choy and San Oo (2012). The research is about reflective thinking and teaching practices: A precursor for incorporating critical thinking into the classroom?. The concept of reflective thinking as a precursor for incorporating critical thinking has been not been adequately researched. Most research has not given any effective strategies on how to incorporate these two concepts. There is a constant need to incorporate critical thinking into the classroom without much success. This study will attempt to show a link between reflective thinking and its ability to stimulate critical

thinking. Teachers often perceive that critical thinking skills need to be taught, however research has shown that they may not know how to do this effectively. The use of reflective thinking may be a precursor for stimulating critical thinking in teachers. The research questions are on the reflective thinking skills of teachers and how they perceive themselves and their teaching. In this study a total of 60 participants from institutions of higher learning volunteered to answer a questionnaire to determine the level at which they reflected on their teaching practices as an indicator of their level of critical thinking. It was found that most of the teachers did not reflect deeply on their teaching practices. They did not seem to practice the four learning processes: assumption analysis, contextual awareness, imaginative speculation and reflective skepticism which were indicative of reflection. It would suggest that critical thinking is practiced minimally among teachers.

Based on the previous studies above, the researcher concluded that critical thinking is important in teaching learning language. The researcher realizes that the students need to be trained about critical thinking. The researcher wants to teach critical thinking in the classroom on senior high school students to comprehend the literary text and report its process. Besides two prior objectives, the researcher wants to find the correlation students' critical thinking and their reading comprehension after they are trained by the researcher. By seeing the situation of Indonesia curriculum, here, the researcher wants to bring the concept of teaching critical thinking in comprehending literary text. The researcher proposed 4 steps of teaching critical thinking. The researcher assumed those steps

of teaching critical thinking in classroom will help the students to improve their critical thinking in reading comprehension.

## **2.2. Reading Comprehension**

According to Sarwo (2013), the purpose of learning reading is to comprehend the writer's ideas or the way the writer communicates with the readers by the written or printed words. Besides, reading is important for the students in order to find out the available information in a passage. Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated.

Basically the purpose of learning to read is to comprehend what it has been read. Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words (Silfia and Zaim, 2013). The main goal of reading is comprehension of what is being read. The comprehension is an interactive process. This statement is also supported by Nunan (1999: 33) and Murcia (2001:154) cited in Silfia and Zaim (2013) who say that reading is an interactive process and readers required to understanding the symbols in reading and to interpret what they read.

Duke (2003) in PourhoseinGilakjani (2016) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. According to Torres and Constain (2009), Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content. Furthermore, reading establishes a link between the writer and the reader.

According to Grellet (1981:7) in cited Silfia and Zaim (2013) , “reading comprehension is an activity to understand a written text. It means extracting the required information from it as efficient as possible to do this, there are two ways that students must do.” Sheng (2000:12) in Silfia and Zaim (2013) also describes that comprehension is a process of negotiating, understanding between the reader and writer. Then, Irwin (1986: 79) in Silfia and Zaim (2013) defines that comprehension in reading as the process of one’s prior knowledge and the researcher cues to infer the author’s intended meaning.

Chen (2011) stated that to achieve reading comprehension, readers must concurrently process different levels of the text. “Reading the line” refers to a basic literal comprehension by using fundamental knowledge of a given language to understand the surface concept that the writers try to convey to readers. “Reading between the lines” involves background knowledge to comprehend the

text. The highest level of reading comprehension, according to Gray (1960) cited in Chen (2011), is “reading beyond the line”, which requires readers to make judgments and evaluate the writing context. A good reader should be able to read the lines, as well as between the lines simultaneously (Gray, 1960 cited in Chen, 2011).

In addition, Giles (1987: 95) in Silfia and Zaim (2013) states that comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity.

In brief, reading comprehension is defined as an activity to understand a written text including extracting the required information. Reading comprehension is the ability to understand what has been read.

### **2.3. Literature**

Kohzadi et al (2014) stated that literature means an inventive or creative writing that encompasses identified aesthetic value. It involves three main genres including prose, poetry and drama, and is recognized by perfection of style and expression and also by overall or durable interest. El-Helou (2010) cited in Kohzadi et al (2014) declared that literature leads students to discern and enjoy cultures and principles dissimilar from their own. Since students can get access to a variety of views, ideals, values, and historical structures of reference that make

up the memory of a people via contrasting different literary texts, it can be concluded that literature and culture have an inextricable relationship.

Literature helps the learners to apply the concept they experience in the reading comprehension classes to real life situations. Ghosn (2002) cited in Khatib and Alizadeh (2012) stresses that since different stories encompass diverse themes, students can be familiarized with these insightful themes which can be extrapolated to the real-world situations. The literature on the applicability of literature in general and literary works in particular in language learning classes is rich. Van (2009) in Khatib and Alizadeh (2012), for instance, enumerates the gains of employing literature in the EFL classroom as follows:

1. It provides meaningful contexts;
2. It involves a profound range of vocabulary, dialogues and prose;
3. It appeals to imagination and enhances creativity;
4. It develops cultural awareness;
5. It encourages critical thinking.

Nasr (2001) in Khatib and Alizadeh (2012), asserts that utilizing literature in EFL classes has the potential to consolidate the four language skills: reading, writing, speaking and listening. As for cognitive skills, he argues that literature requires learners to think out and put into practice special reading strategies to deal with the idiosyncratic characteristics of verse and prose. As a result, it broadens learners' intellectual perspectives, and boosts their cognitive maturation.

#### **2.4. Literature in Reading**

The use of literature in language classes is not new. Literature is used as an authentic source in language classes. According to Hismanoglu (2005) as cited in Khatib and Nasrollahi (2012), in comprehending literary text students should be familiar with both syntactic structure and discourse. Literary text needs greater effort for comprehending. So it will help learners to become more creative. McKay (2001) cited in Khatib and Nasrollahi (2012) argues that literary texts can be ideal for all the four language skills. In reading comprehension tasks literary texts can stimulate interest and closer reading of the texts, as well as integrating the four skills during reading practice. He also maintains that literature can improve listening skills. For example as a listening task an unheard short story can be read aloud to the students and then teacher can ask students questions about comprehending the story. Stern (2001) cited in Khatib and Nasrollahi (2012) points out that literature can be used as a model and subject matter for writing tasks.

Chiang (2007, p. 170) cited in Khatib and Nasrollahi (2012) mentioned “Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions. While literature has the potential to be a tool of great use in L2 classrooms, its potential can be best realized when readers are encouraged to develop personal responses to the reading from multiple aspects and to share them in discussions”. According to Krashen (1982) in Khatib and Nasrollahi (2012), students should be provided with enough comprehensible input which is also

interesting so that reduces students' anxiety. And since literature is rarely used for pedagogical purposes it can be a good authentic source for language learners.

According to Erkaya (2005) cited in Khatib and Nasrollahi (2012) reading literary text can lead student to be critical thinker. He points out that when students read they interact with the text and interpret what they read and this analysis makes them to be more creative and critical. Young (1996) cited in Khatib and Nasrollahi (2012) discussed two advantages of using short stories for raising critical thinking in students as the following: "because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, the stories put issues of critical thinking in an easily remembered context".

Using literary material that is relevant and appealing to learners in order to gain from the advantages of literary texts in teaching reading comprehension is also a valuable asset (Ozkan and Tongur, 2014). In addition to all types of written material, literary works are precious materials to be exploited for reading comprehension activities because literary texts provide students with the opportunity to expand on the limits of the text by integrating readers' experiences and beliefs into meanings of the text. Ozkan and Tongur (2014) also stated that literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development



of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process.

While reading literary texts, students have a variety of literary experiences, that is, metacognitive awareness, activation and application of previous knowledge, drawing inferences, making predictions, summarizing, analyzing and synthesizing information, developing and answering their own questions. That's why literature is significant in reading comprehension and therefore in ELT (Ozkan and Tongur, 2014).

## **2.5. Critical Thinking**

Scriven and Paul (2003) cited in Khatib and Alizadeh (2012) defined critical thinking as an intellectually disciplined process in which students actively and skillfully conceptualize, apply, synthesize, and evaluate information generated by observation, experience, reflection, reasoning, and communication. Critical thinking (henceforth CT), a kind of essential thinking skills, aims to promote people's ability to criticize, question, evaluate, and reflect (Jie et al, 2015). Facione (2000) cited in Khatib and Alizadeh (2012) believes that critical thinking is a cognitive process of developing reasonable, logical, and reflective judgment about what to believe or what to do. In the same line, Watson and Glaser (2002) cited in Khatib and Alizadeh (2012), the authors of Watson-Glaser Critical Thinking Appraisal, define critical thinking as a composite of attitudes,

knowledge and skills. They point out that this composite includes: (1) attitudes of inquiry that involve an ability to recognize the existence of problems and an acceptance of the general need for evidence in support of what is asserted to be true; (2) knowledge of the nature of valid inferences, abstractions, and generalizations in which the weight or accuracy of different kinds of evidence are logically determined; and (3) skills in employing and applying the above attitudes and knowledge.

Critical thinking can also be described as the scientific method applied by ordinary people to the ordinary world (Schaferman, 1991 cited in Razaeei et al, 2011). It is true because critical thinking is harmonized with well-known scientific investigation methods: a question is asked and a hypothesis is formulated, all data searched and collected, hypotheses are tested further on the basis of data, and conclusions are made at the end of the process. All skills of scientific inquiry are to map critical thinking skills. So, critical thinking is scientific thinking.

Critical thinking is associated with inferences drawn from factual statements, recognition of assumptions, interpreting whether conclusions are warranted or not, judging conclusions as relevant to given statements, and evaluating arguments (Kulekci and Kumlu, 2015). They also stated that Critical thinking can be defined as the ability of thinkers to take charge of their own thinking and develop sound criteria and standards for analyzing and assessing their own thinking. that Critical thinking skills help students to be skeptical and enable them to analyze and interpret opinions. These skills help them to make more instructed decisions about

the accuracy and effectiveness of propositions. Those students who develop critical thinking skills can go beyond the surface of the subjects they are studying and engage in critical statements and arguments (Cottrell, 2005 cited in Marzban and Barati, 2016)

According to Cottrell (2005: 1), Critical thinking is a cognitive activity, associated with using the mind. She (2005; 2) also stated that Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes. It includes:

- Identifying other people's positions, arguments, and conclusions;
- Evaluating the evidence for alternative points of view;
- Weighing up opposing arguments and evidence fairly;
- Being able to read between lines, seeing behind surfaces, and identifying false or unfair assumptions;
- Recognizing techniques used to make certain position more appealing than others, such as false logic and persuasive devices;
- Reflecting on issues in a structured way, bringing logic and insight to bear;
- Drawing conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
- Presenting point of view in a structured, clear, well-reasoned way that convinces others.

Critical thinking has been regarded together with creative thinking as associated secondary ideas within the broader level class of constructive thinking that is

construed by Moseley et al. (2005) cited in Kohzadi et al (2014) as analysis, synthesis and evaluation, the higher levels of Bloom's taxonomy.

Human thinking skills have been classified by Benjamin Bloom into six important classes of knowledge, comprehension, application, analysis, synthesis, and evaluation which composed his cognitive domain. 'Knowledge' is the lowest level in the cognitive domain and is the ability to remember the previously learned materials either by recall or recognition. Knowledge is classified from the specific and concrete materials to the intricate and abstract ones. 'Comprehension' is the lowest level of understanding which comes after knowledge. It is the ability to understand the meaning of the materials and use them without necessarily relating them to other materials. 'Application' is the ability to use abstract materials in concrete situations, in other words, the ability to apply the previously learned materials to appropriate situations in life. 'Analysis' is the ability to breakdown materials into its separate parts in order to make ideas clear. It enables one to distinguish between facts and inferences. 'Synthesis' refers to the ability to put parts together in order to make a new whole. It contains the process of working with parts and then arranging and combining them in order to make a clear pattern. This category stresses creative behaviors on the part of the learner. 'Evaluation' is the last level of the taxonomy and the most complex one because it involves the combination of all the other levels of knowledge, comprehension, application, analysis, and synthesis. Evaluation is the ability to judge the value of the materials and ideas for a given purpose based on some criteria and standards

to make sure about the accuracy and effectiveness of the materials(Bloom,1956 as cited in Marzban and Barati, 2016).

The reason why EFL students need to develop critical thinking skills lie under the fact that EFL students who cannot practice in critical thinking skills lose the chance of adapting into the global workplace, broadening their horizons and becoming part of the international community as creative and questioning individuals. The English language took the role of the lingua franca and is used globally by non-native speakers of English for intercultural communication. Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication in multicultural contexts. (Vdovina, 2013 cited in Kulecki and Kumlu, 2015)

Critical thinking is associated with inferences drawn from factual statements, recognition of assumptions, interpreting whether conclusions are warranted or not, judging conclusions as relevant to given statements, and evaluating arguments. We can conclude that critical thinking is defined as an activity to figure out the difference between facts, theory, opinion, and belief when they read. Thus, critical thinking can be described as the ability to think clearly and rationally about what to do and what to believe.

## **2.6. Teaching Critical Thinking**

Yuretich (2004) cited in (Rezaei et al, 2011), who viewed the teaching of critical thinking as the teaching of some higher order reasoning skills, such as, analysis, synthesis and evaluation, conducted an experimental study to find out the extent to which active learning strategies improve students' critical thinking in large introductory classes in an American university. Through active learning strategies, students were given opportunities to process and evaluate information through discussion with fellow students. In addition, she highlighted that giving students a critical thinking opportunity, for example, allowing them the time to pause, reflect on, analyze and discuss an issue in a context that supports and values critical thinking, is indeed the key to critical thinking education.

As critical thinking is an indispensable part of teaching every subject, it is crucial for learners to master it. This very crucial ingredient of learning seems to be even more important when students enter higher education programs, because the responsibility of learning falls on their own shoulders with little help from outside. So it is critical for the learners to strengthen their critical thinking skills. To develop these skills in their mind and change their thinking habits learners need training. Hence, we can conclude that there must be a formal instruction on How to be critical thinkers.

Halpern, (2003) in Khatib and Alizadeh (2012) discusses the notion of explicit instruction in how to think. She asserts that although many authorities in higher education do not agree that college students should receive explicit instruction in

how to think, when thinking skills are explicitly taught for transfer, using multiple examples from several disciplines, students can learn to improve how they think. To do so, a Four-Part Model for explicit teaching of critical thinking is proposed which is as follows:

1. Part one- Dispositions for critical thinking: It explains that it won't be constructive to teach college students the skills of critical thinking, if they are not inclined to use them. A disposition for critical thinking is to be present in the learners or is to be cultivated.
2. Part two-Instruction in the skills: Critical thinking skills are to be instructed.
3. Part three- Structure training: It is a means of improving the probability that students will recognize when a particular thinking skill is needed, even in a novel context.
4. Part four: Metacognitive monitoring. Metacognition is usually defined as what we know about what we know. So metacognitive monitoring is determining how we can use the knowledge we already possess to direct and improve the thinking and learning processes.

While engaging in critical thinking, students need to monitor their thinking process, check that progress is being made toward an appropriate goal, ensure accuracy, and make decisions about the use of time and mental effort.

Moreover, Schafersman (1991) in Khatib and Alizadeh (2012) proposes that there are generally two methods for teaching critical thinking. The first method, according to him, is to simply modify one's teaching and testing methods slightly to enhance critical thinking among one's students. This can be materialized

through lectures, laboratories, homework, quantitative exercises, term papers and exams. The second method makes use of formal critical thinking exercises, programs, and materials that have been prepared by specialists and can be purchased for immediate use by the teacher.

All of the methods and models have been tested and they've proved their usefulness in time, but what all these approaches seem to have failed to account for, is language. Language is the only thing that is common among all disciplines courses, so one should definitely take this very important point into consideration. This lack of attention gets even worse when we talk about language learning especially foreign language learning. English learning classes can be one of the places where learners' critical thinking abilities can be fostered. One of the avenues through which learners' critical thinking can be tapped in English classes is reading comprehension section. Traditionally, reading classes have been an opportunity for learners to enlarge their vocabulary repertoire. Learners in these classes mainly focus on the load of the information presented in the texts and accept the ideas prescribed there. The materials employed in the classes are mainly life stories, scientific articles and passages that lack the potency to encourage learners to think critically. The reading exercises are often multiple-choice questions to test students' comprehension. To renovate the traditionally practiced methods in reading comprehensions classes and to implant critical thinking elements in the classes two areas can be worked on- the How and the What.



As for the How, students should be trained and encouraged to go beyond the surface meaning of the words engineered masterfully into texts. They should be instructed that meaning is not just the facts directly stated in the passage. According to Kurland (2000) to non-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text. Teaching our students the theory of critical thinking will be superficial, hence educators should offer courses in which students can actively do the thinking themselves.

### **2.7. Characteristics of Critical Thinker**

The critical thinker does not have a mark that can be seen by others. a critical thinker can be seen when he can solve a problem. A great body of literature (Bensley, 1998; Diesther, 2001; Fisher, 2001; Halpern, 2003; Levy, 1997; Birjandi & Bagherkazemi, 2010) cited in Rezaei et al (2011) highlights that critical thinkers are those who , among other features:

- a) identify problems and focus on relevant topics and issues;
- b) understand the difference between logical reasoning and rationalizing;
- c) be aware of the fact that one's understanding is limited and that there are degrees of belief;
- d) accurately explain their decisions;
- e) consider alternative explanations for any state of affairs;
- f) determine the truth or falsity of assumptions;
- g) differentiate evidence from opinion, common sense, anecdotes, and appeals to authority;
- h) distinguish opinions from facts;

- i) formulate and ask appropriate questions;
- j) gather data from multiple sources relevant to a problem to be solved or a decision to be made;

It needs to be emphasize that critical thinkers can also be characterized as enjoying the following features:

- a) they can assess and evaluate statements;
- b) they have a keen sense of curiosity;
- c) they are open to criticisms;
- d) they can self-assess themselves

Undeniably, all such qualities are essential to what teachers reveal to students about their particular academic disciplines as well as to how students negotiate problems in everyday life. Surely, if there is one skill that college should hone in students, it is how to apply what they learn in their classes in their everyday life. Sadly, academic settings have put too much emphasis on what to think rather than how to think. Schafersman (1991) cited in Rezaei et al (2011) mentions that we are really adroit at transmitting the content of what we teach to our students but often fail to teach them how to think critically and evaluate effectively. Children are not born with the power to think critically, nor do they develop this ability beyond survival-level thinking in the absence of implicit and explicit instruction. Critical thinking has to be learnt, so teachers are all called upon to enhance in learners the ability to think critically.

## **2.8. Theoretical Assumption**

Research has shown that literary texts, as they require imaginative and creative thinking and are rich in reasoning and inference, can serve teachers tremendously to improve learners' critical thinking ability. The utilizing of literature in EFL/ESL classes has the potential to consolidate the four language skills: reading, writing, speaking and listening. As for cognitive skills, literature requires learners to think out and put into practice special reading strategies to deal with the idiosyncratic characteristics of verse and prose. Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication in multicultural contexts (Vdovina, 2013 as cited in Kulekci and Kumlu, 2015).

The literature reviews above had made the researcher predict that teaching critical thinking will make students' critical thinking can be increased. Moreover, the researcher assumes that it is important to stimulate the learners to use literary text in improving their critical thinking. Thus, in this study, the researcher will teach critical thinking by using literary text in the classroom. The learners are stimulated to optimize their responds (critical thinking) while they read literary text. In other words, the implementation of critical thinking-based teaching through literary text can foster students' comprehension.

## 2.9. Hypothesis

Regarding the theories and the assumptions above, the writer would like to formulate hypothesis as follows:

H<sub>01</sub> : there is no significant difference on the students' reading comprehension before and after being taught critical thinking through literary text.

H<sub>A1</sub> : there is a significant difference on the students' students' reading comprehension before and after being taught critical thinking through literary text.

H<sub>02</sub> : there is no significant difference on the students' critical thinking in reading achievement before and after being taught critical thinking through literary text.

H<sub>A2</sub> : there is a significant difference on the students' critical thinking in reading achievement before and after being taught critical thinking through literary text.

### **III. RESEARCH METHODS**

This chapter focuses on the overall design of the current study. It covers the research design, variables of the research, participants and research instruments. After that the data collection technique along with data analysis and hypothesis testing are explained.

#### **3.1. Setting**

This research was conducted at MAN 2 Bandar Lampung. The school was located on Gatot Subroto Street. The administration of the research followed the schedule of class XI in the first semester of 2017 - 2018 academic years.

#### **3.2. Research Design**

The present study used quantitative and qualitative approaches. That was because both approaches were appropriate to answer the stated research questions in the first chapter. To answer the first and second research question, this study used the quantitative one because its aim was to investigate and support or reject a theory (Setiyadi: 2006). This research was intended to find out the effect of teaching critical thinking. This research was a quantitative research based on the experimental class. It can be found by using the pretest before the treatment and the posttest after the treatment. In an attempt to answer the first and the second research question, the researcher applied *One Group Pretest-Posttest Design*, a

research design in which one group of participants is pretested and then posttested after the treatments have been administered (Hatch and Farhady,1982:20). The pretest was given to the students in order to measure the students' entry point before they were given the treatments while the posttest was given to measure how far the students' achievement was after they got the treatments. The research design was presented as follows:

T1 X T2

Notes:

T1 : pretest

T2 : posttest

X : treatments (teaching critical thinking)

(Hatch and Farhady, 1982: 20)

Then, to answer the third research question, this research used the qualitative one because its aim was to find out the learning process of teaching critical thinking. In answering this research question, the researcher conducted in classroom.

### **3.3. Variable of the Research**

In order to assess the effect of the treatments in the research, the researcher employed two variables, namely: dependent variable and independent variable. They stated that independent variable is the major variable that a researcher wants

to investigate and dependent variable is variable that the researcher observes and measures to determine the effect of the independent variable. This research consisted of the following variables:

1. Teaching critical thinking was as independent variable (X) because this variable could affect or had effect on a dependent variable.
2. Students' reading comprehension of literary texts was as dependent variable (Y) because this variable was observed and measured to determine the effect of the independent variable.

#### **3.4. Subjects**

The sample of the research was the eleventh class of MAN 2 Bandar Lampung. In this study, the researcher randomly took one as the experimental group.

#### **3.5. Research Instruments**

There were three instruments administered in this study, such as: Reading Test, questionnaire of critical thinking that adapted from Zhau Jie and observation sheet. Reading test consist of 40 multiple choice question and questionnaire consist of 20 questions involving summary, analysis, synthesis, and evaluation.

#### **3.6. Data Collection Technique**

The data needed to answer the research questions of the research was collected through some techniques, thus it needed some instruments as well. To answer the first and second research questions, a test was administered. Further, observation was conducted to answer the third research question. The instruments needed in the research were a reading test, and observation sheet.

### 3.6.1 Reading Test

The reading test was administered to find out the difference of students' reading comprehension achievement after taught critical thinking through literary text. The test consisted of items that measured students' achievement in reading aspects.

### 3.6.2. Critical Thinking Questionnaire

The critical thinking questionnaire was administered to find out the difference of students' critical thinking after taught critical thinking through literary text. The questionnaire consist of 20 question that students critical thinking in CT aspects.

### 3.6.3. Observation

Observation is commonly carried out in a qualitative research to investigate natural phenomenon on the research subjects. The researcher's role was as an observer of the interaction; she observed and took notes on the natural phenomenon occurred during the learning activities. Field notes or observation sheets were used to record important points during the classroom interaction.

The observation sheet was constructed based on the procedure of teaching critical thinking. The indicators were specified as follows:

*Table 3.1 Indicators for Observation Sheet*

| No | Critical Thinking Steps | Activities                                                                                                                                                | Indicators                                                     |
|----|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 1  | Summary                 | The students summarize the literary text.<br>a. The students make acquisition of information and structuring arguments.<br>b. The groups write down their | - The students are able read carefully and write their summary |



|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |            | summary on the piece of paper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2 | Analysis   | <p>The students analyze the literary text.</p> <ol style="list-style-type: none"> <li>The students analyze based on “what, where, when, who, why, and how.</li> <li>The students use clues found in the text.</li> <li>The students commit the sentences in paragraph and analyze it.</li> <li>The groups write down their analysis on the piece of paper.</li> </ol>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Students can deliver questions</li> <li>- Students can ask for clarification</li> <li>- The students are able to think critically in analysis text.</li> </ul>                                                                                                                                                                                                                                              |
| 3 | Synthesis  | <p>The students synthesize the literary text.</p> <ol style="list-style-type: none"> <li>The students pull together what they have summarized and analyzed by connecting them to their experience and background knowledge.</li> <li>The students make a synthesis and relate it to their experience or background knowledge.</li> <li>The students pull together the most important points from the text, but students move beyond what’s stated by the author.</li> <li>The students focus on the insights that they gained from reading.</li> <li>The students in group interpret moral value that can be found in literary text.</li> <li>The students create the statement related to the text.</li> </ol> | <ul style="list-style-type: none"> <li>- The students are able to pull together what they have summarized and analyzed by connecting them to their experience and background knowledge.</li> </ul>                                                                                                                                                                                                                                                   |
| 4 | Evaluation | <p>The students evaluate the literary text.</p> <ol style="list-style-type: none"> <li>The students evaluate the literary text by judging the content of text that they have become informed through the activities of summary, analysis, and synthesis.</li> <li>The students make decision about evaluation of the strenghts and weaknesses of literary texts that they have read in term of content.</li> </ol>                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- The students can give opinion or their thought about the text related to the content and a whole of text.</li> <li>- The students are able to give judgment based on their thought, what something that lose in the text or there is something that to be added in the text.</li> <li>- The students can give the opinion about the strenghts and the weaknesses of text based on their thought.</li> </ul> |

### 3.7. Validity and Reliability

#### 3.7.1. Validity and Reliability of Quantitative Data

The instruments in this research were suitable to provide the output based on the researcher's need of data. In quantitative data in this study the researcher adapted questionnaire from Zhou Jie, it was about critical thinking questionnaire. Reading text, the researcher showed the validity by using blueprint of test.

The reliability was to measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. The reliability of the questionnaire was analyzed by using Coefficient Alpha Formula. The reliability coefficient of the questionnaire should be at least 0.70 and preferably higher. If the reliability value of the questionnaire was higher than 0.70 it meant that the questionnaire can be used by the researcher to obtain the data.

Since the reliability of critical thinking questionnaire in this study was 0.85, it meant the questionnaire was good and applicable to examine students' critical thinking skill. Here was the illustration of critical thinking questionnaire:

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .853             | 20         |

#### 3.7.2. Validity and Reliability of Qualitative Data

In relation to the qualitative data, the validity is based on the five criteria proposed by Anderson et al. in Burns (1999), i.e. democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

- a. The democratic validity has something to do with the extent to which the research conducted is truly collaborative and allows for inclusion of multiple voices. To meet this criterion, the researcher will engage the other research members, i.e. the teacher collaborator and the students, and interviews them to find data related to their opinions and expectations about the teaching-learning process in the attempt to improve in the next meeting.
- b. The process validity raises questions concerning dependability and competency of the research itself. They have something to do with the believability of the research findings. The research will employ two types of qualitative data collection techniques, i.e. observation, and interviews, to gather accounts of a teaching situation from three different points of views; the researcher herself, the teacher collaborator, and the students. In addition, the findings will be gained from those qualitative data will be also compared to the ones gained from the quantitative data.
- c. The outcome validity is related to the notion of actions leading to “successful” outcomes.
- d. The catalytic validity concerns with the extent to identify the students’ behaviour changes during and after the action implementation.
- e. The dialogic validity is in line with the processes of peer review used commonly in academic research. To meet this criterion, the researcher needs peer-review through dialogue with the teacher collaborator.

### **3.8. Research Procedure**

The research was conducted by following the procedure as follows:

1. Determining the research problem

The first step of the research was determining the research problem. The researcher determined the problems that were likely to be the case of discussion.

2. Determining the population and selecting the sample

The population of the research was the eleventh grade students of MAN 2 Bandar Lampung. This research used one class as experimental class.

3. Arranging the material that will be taught

The researcher arranged the material to be taught in the class by preparing the lesson plans. The researcher used 3 short stories from Guy L Bond “Meeting New Friends”.

4. Administering validity and reliability test

The researcher had the reading test items assessed by raters to ensure the validity of the test. Then, try out was conducted to measure the reliability of the test.

5. Implementing treatment and observing

The researcher applied teaching critical thinking in the experimental class while observing the interaction during the learning activities as well. The research had five meetings to undergo the steps of teaching critical thinking.

6. Administering test

The researcher administered the test after giving treatment. The test was administered to measure students’ reading comprehension achievement after treatment. The researcher also compared the students’ critical thinking

category and reading achievement after being taught critical thinking through literary text.

#### 7. Analyzing the data

The researcher analyzed the quantitative data by using SPSS version 23 while for the qualitative data, the researcher used typological analysis.

#### 8. Writing the report

The researcher reported the result of the data analysis both the quantitative and qualitative ones. Conclusions were drawn as well as the suggestions based on the result of the research.

### 3.9. Scoring System

To get the score of the students' reading comprehension result of the test, the researcher employed Henning's formula. The ideal highest score was 100. Each score of the pre-test and the post-test was calculated by using the following formula:

$$PS = \frac{R}{N} \times 100$$

Notes:

PS : Percentage Score

R : the total of right answer

N : total item

(Henning,1987 cited in Mahdalena, 2015)

### 3.10. Data Analysis

#### 3.10.1. Quantitative Data Analysis

The quantitative data were obtained from tests (pre-test and post-test). The data was presented in the form of students' reading test on literary text and questionnaire. To analyze them, the researcher employed inferential statistics in the form of paired-samples t-test employed to assign meaning to the difference in those means using SPSS 23. Repeated Measures t-test was used to compare the means score from the result of pretest and posttest. Since this study dealt with the effect of students' critical thinking level on their reading achievement, Univariate Analysis of Variance (One Way Anova) was used to see whether there was effect between students' critical thinking level toward their reading achievement.

### **3.10.2. Qualitative Data Analysis**

To answer the third research questions, the researcher used descriptive analysis. It was used to describe the learning process of teaching critical thinking in the classroom. It was done by analyzing the researcher's observation that have been conducted. The researcher provided an analysis of the data by using the steps proposed by Setiyadi (2006:237) as follows:

1. Making abstraction of the collected data to be treated in one unit. The researcher interpreted all data available by selecting them into an abstraction.
2. Identifying the data based on the research question.
3. Categorizing the data based on the research question.

### **3.11. Hypothesis Testing**

The hypothesis was analyzed by using Repeated Measures T-test and Univariate Analysis of Variance (One Way Anova) with SPSS version 23.0. The level of

significance was 0.05, and the probability of error in the hypotheses was 5%. The researcher stated the hypothesis as follows:

H<sub>01</sub> : there is no significant difference on the students' reading comprehension before and after being taught critical thinking through literary text.

H<sub>A1</sub> : there is a significant difference on the students' students' reading comprehension before and after being taught critical thinking through literary text.

H<sub>02</sub> : there is no significant difference on the students' critical thinking in reading achievement before and after being taught critical thinking through literary text.

H<sub>A2</sub> : there is a significant difference on the students' critical thinking in reading achievement before and after being taught critical thinking through literary text.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following sections.

### **5.1 Conclusions**

Considering the results and discussions of the implementation of teaching critical thinking through literary text, the researcher draws the following conclusions:

1. Critical thinking-based teaching can improve students' reading comprehension on literary text. Critical thinking-based teaching through literary text is an effective and good way to increase student' critical thinking in reading comprehension. It is a fruitful strategy to assist students to achieve better in thinking skills and reading comprehension.
2. Students' critical thinking categories have effect on students' reading comprehension of literary texts. The students who have high critical thinking can comprehend literary text easily. On the contrary, the students who have low critical thinking is hard to comprehend literary text.
3. Critical thinking-based teaching through literary text can be well implemented in classroom. There are four steps of critical thinking-based teaching. The students are more facilitated to be critical thinker during the whole process of learning.



## 5.2. Suggestions

By considering the conclusions above, the researcher proposes some suggestions which are divided into two sections as follows:

### 1. For English teachers

The findings of the research show that teaching critical thinking is believed to be fruitful in improving the students' reading comprehension in literary text. Therefore, it is suggested that English teachers apply and explore more deeply the application of teaching critical thinking in improving the students' reading comprehension. It is very useful for them to teach students critical thinking in reading comprehension and to teach them to be critical readers.

### 2. For other researchers

During the research, the researcher found it difficult to provide interesting materials related to themes of literary text (short story). Therefore, it was suggested that other researchers should provide more interesting and various themes if they wish to implement critical thinking to improve students' comprehension in reading literary texts. Furthermore, they can also apply critical thinking to improve students' comprehension in reading other type of texts listed in the curriculum, such as spoofs, expository texts, etc. Then, since this study only gives an emphasis on the teaching critical thinking to improve the reading comprehension, it is also suggested that other researchers conduct a study on the use of teaching critical thinking to improve another receptive skill.

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