

**THE EFFECT OF APPLYING CRITICAL THINKING STRATEGY  
ON STUDENTS' ACHIEVEMENT IN READING  
COMPREHENSION**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

**MONIKA SYAHFITRI**  
**NPM. 1402050073**



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Monika Syahfitri  
 NPM : 1402050073  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Applying Critical Thinking Strategy on Students' Critical in Reading Comprehension

Ditetapkan :  
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PANITIA PELAKSANA

Ketua

Setelaris

Dr. Elfrianto Nasution, S.Pd, M.Pd

Dra. Hj. Samsuyurnita, M.Pd

ANGGOTA PENGUJI :

1. Drs. H. Taslim Tanjung M.Ed
2. Erlindawati, S.Pd, M.Pd
3. Mandra Saragih S. Pd., M. Hum

3.





LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skrripsi ini diajukan oleh mahasiswa di bawah ini

Nama Lengkap : Monika Syahfitri  
N.P.M : 1402050073  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Critical Thinking Strategy on Students' Critical  
in Reading Comprehension

sudah layak disidangkan

Medan, Maret 2018

Disetujui oleh

Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Diketahui oleh

Dekan

Ketua Program Studi

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.





BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Monika Syahfitri  
 N.P.M : 1402050073  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Applying Critical Thinking Strategy on Students' Critical in Reading Comprehension

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Medan, 28 Maret 2018

Diketahui oleh:  
 Ketua Prodi

[Signature]

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

[Signature]

(Mandra Saragih, S.Pd, M.Hum)

# SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Monika Syahfitri  
N.P.M : 1402050073  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Critical Thinking Strategy on Students' Achievement in Reading Comprehension

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Monika Syahfitri

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



## ABSTRACT

**Monika Syahfitri, 1402050073, *The Effect Of Applying Critical Thinking Strategy On Students' Achievement In Reading Comprehension*. English Education Program of the FKIP UMSU, Medan. 2018.**

This study deals with The effect of applying critical thinking strategy on students' achievement in reading comprehension. The objective of the study was to investigate the effect of applying critical thinking strategy on students' achievement in reading comprehension. The study applied the experimental research method. The population of this research was the second grade of MTs Al- Jam'iyatul Wasliyah Tembung at academic year 2017/2018. The total number of population (375 students) and sample (74 students), consisted of two classes. They are VII-1 and VII-4. The research class was divided into two classes, Experimental Class (38 students), Control Group (36 students) . The instrument of collecting data was written test of reading test which was administered to the students. The multiple choice test was made by the teacher. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (3.32) which was greater than t-table (1.99) with the significant level  $\alpha = 0.05$  and the degree of freedom (df) = 72. The finding shows that the hypothesis of the study was accepted. It means that using Critical Thinking Strategy was significantly affected to the students' reading comprehension achievement..

**Keyword: Critical Thinking Strategy, Reading Comprehension, Students' Achievement**

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Medan, April 2018

The Researcher,

**Monika Syahfitri**  
**1402050073**



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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. The Background of Study**

Critical thinking is a skill that young minds will undeniably need and exercise well beyond their school years. Experts agree that in keeping up with the ever-changing technological advances, students will need to obtain, understand, and analyze information on a much more efficient scale. It is our job as educators to equip our students with the strategies and skills they need to think critically in order to cope with these tech.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:9). Many students are able to read the text without understanding the meaning of the text, it only passes by their eyes without comprehending the text about. It is necessary for the student to comprehend their reading text. But the most of the student still find many difficulties in reading comprehension even though they have done it for many years.

The purpose of reading is to connect ideas in the page to what you've already known. By reading the students are able to gain information and to improve their knowledge. And then by reading, they can get the information again if they forget next time than they just listen to them.

The main goal of reading process is comprehension. According to Curriculum 2013 has started to be applied to schools and madrasah. The Indonesian government realizes that some changes to the new curriculum would bring some various opinions. But the goal of revision of curriculum 2006 to be curriculum 2013 is to bring the Indonesian education to be better. This curriculum offers some progress from the former curriculum. For example, curriculum 2013 gives some strategies for teachers and students.

Teachers will be more creative, while students will be more active. In new curriculum, there is a scientific approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. So, teachers are demanded to be more creative and curriculum 2013 offers some models. Different from the Curriculum 2006 or Kurikulum Tingkat Satuan Pendidikan (KTSP), the curriculum 2013 is the revision of the curriculum 2006,. So, it is still the operational curriculum made and done by each unit of education. Curriculum 2013 is arranged and developed by seeing the potential students, the developing of era, and the students' needs. And the important thing is curriculum 2013 offer some models of teaching.

There is reliable evidence that reading comprehension difficulty occurs frequently in children who are actually *good* decoders and spellers. The breakdown in reading comprehension can occur for any number of reasons, several of which are detailed below.



1. To properly comprehend a written passage a child must be able to decode the words on the page.
2. The child needs to hold the information in working memory long enough for the information to be more extensively processed.
3. The child must have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently.
4. The child needs to access higher order thinking skills to process the written message and go beyond the surface layer of the text and infer possible meaning.

Based on the statements of experts above critical thinking strategy can stimulate the students to speak. The main benefit of critical thinking is that it encourages active learning by teaching students how to think rather than what to think. Guiding the students to think logically and stimulate the students to speak through express their opinion about something.

English still become a difficult language to be applied by the students. Based on the researcher's teaching practice, most of the students judge the English is something crazy to be studied, because between the written and reading are different. It is so different with writing and reading pattern in Indonesian language as they had studied as usually. Then about the pronunciation in English. The sounds of vowel and consonant in English are different too with Indonesia language.

One of the most important skills that students need to improve their reading comprehension is the ability to distinguish between facts and opinions, a higher order thinking skill. This skill is particularly important because of the proliferation of altered truths circulating the Internet through email and website propaganda that too many people take as fact because it is written when, in reality, it is merely opinion. Students must learn to ferret out fact from opinion.

#### **B. The Identification of Problem**

The identification of problems were stated as the following:

1. The students are not able to have critical reading comprehension.
2. The students reading comprehension is low enough.
3. The teacher do not provide critical reading theory.

#### **C. The Scope and Limitation of Study**

The scope of this study is about reading comprehension. And this study was restricted on applying critical thinking strategy in teaching reading comprehension at MTs Al- Jam'iyatul Wasliyah Tembung.

#### **D. The Formulation of Problem**

The Problems of the study was formulated as follows:

Is there any significant effect of applying critical thinking strategy on students' critical reading achievement.

### **E. The Objectives of Study**

Based on the problem above, the objective of the study was:

Is there any significant effect of applying critical thinking strategy on students' critical reading achievement

### **F. The Significance of Study**

The findings of this research expected to be useful theoretically and practically.

#### **a. Theoretically**

Finding would add-up horizon in theories of language learning . In addition, the finding could be reference for future should be used as an information and references material acquiring knowledge and understanding about the study of reading.

#### **b. Practically**

Finding of the study will expect to be relevant for the

1. Teachers, to enrich their knowledge about critical thinking strategy on the students' critical reading comprehension.
2. Student, to know the aspect of reading to improve their reading skill.
3. Decision maker, this study will be the source of the information.
4. Cook Researchers, this study can be the source of some researchers.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical framework**

##### **1. Description of Reading**

###### **1.1 Definition of Reading Comprehension**

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe.

Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of



speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

## **1.2 The Purposes of Reading**

Many or any people can read a text but hardly can understand what the writing was all about. This is because the reading was not providing any information to the reader. Why is this happen? This happened when the reader merely read the text without understanding the content. So it defeats the purpose of reading as a means to gain information. According to Mariam (1991) she proposed that a major avenue of learning is through reading. Yet, if we do not understand what we are reading, we cannot learn or remember it. Comprehending is a major concerned, then, of all teachers who use printed material in the classroom.

Since reading is very important in learning second language, a great effort has been given to develop reading skill. Although many ways have been promoted in order to improve reading skill among students, reading is still something that is seems problematic. Students can't understand English text. These problems occurred because according to Noormah (2000) the students are lacking of vocabulary, hardly understand the words and less interest to English subject. Besides that, there are also several factors contributing to the diffident of this particular skill. Based on Sivaguru (2000) those factors are home, school and social environment. If the student

is living in a family where English to them is a familiar language, frequently spoken by the members of the family then the student will have the advantage of being exposed to the language. Unlike student with no English familiarity in his family where English is seen as a bizarre language to be spoken, this kind of environment demodulates his motivation to learn the language.

Another factor is the environment factor. We are from what we come from. If the environment around us allows us to speak English for example to have colleagues who are willing to speak English, this would be a good drive. But what actually happen in the Malaysian society is that people are hesitate to speak English in public among friends, neighbors etceteras.

Although the factors discussed are concerning around the speaking skill, but as mentioned earlier that all skills are related to each other. When the students are no longer interested to speak in English, their passions for the language will also deteriorating. These will also affecting their reading skills and their ability to understand English text.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in Alexander, (1993;160). Successful comprehension involves the reader who can discovery the meaning. It may be finding a particular piece of information,

solving a problem through reading, working to understand an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

Thinker (1975;5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but can not understand the content of the passages, it means he/she fails in comprehending the passage.

### **1.3 Level of Types of Reading Comprehension**

The following are levels of reading comprehension according to Smith (1969) and Carnine (1990):

- a) Level of reading comprehension according to Smith (1969) and Wayne (1979) are.
1. Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
  2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
  3. Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.

4. Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.

b) Level of reading comprehension Carnine in Carnine (1990) are:

1. Comprehension skill for the primary level consists of:

a) Literal comprehension; that is to receive information stated in a passage

b) Sequencing comprehension; that is to understand several from a passage according to when they happened.

c) Summarization; that is to receive information stated in a passage.

2. Comprehension skill for the intermediate level consist of:

a) Inferential comprehension; that is to reveal relationship between two objects or events (stated or not stated).

b) Critical reading; that is to identify the author's conclusion to determine what evidence is presented, and to identify faulty argument.

c) Comprehension skill for the advanced level that is the appreciation of the author's work.

#### **1.4 Strategy of Reading Comprehension**

There are three strategies we tend to approach when we read, they are;

a. Skimming

Skimming is to read text superficially and rapidly in order to obtain the gist or main idea. It is a skill that requires concentration. Adequate knowledge and practice are necessary in order to skim and fulfill their purposes.

b. Scanning

Scanning is to read a text quickly in order to locate a specific item of information it is used to design the process of locating quickly a particular word, phrase, sentence, and fact of figure with a selection.

c. Intensive reading

Intensive reading is a for recall or total accuracy it is an activity in class way in using reading. It deals with the detail content and linguistic study.

## 2. Descriptive Text

Descriptive text is one of genre of texts. This text is one of texts that have to be taught to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and written form of communication. Descriptive text is difficult enough to learn by the students.

Kerf (2000) conclude in descriptive writing, the writer transfers the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling experience to readers in order to readers can imagine as if, they are also engaged on it. However, students make clear description in order to make reader can imagine the object that being described such as students describe about their class.

### 2.1 Generic Structure of Descriptive Text

a. Purpose

Description is used in all forms of writing to create a vivid impression of a person, place, object or event eg to:

1. Describe a special place and explain why it is special
2. Describe the most important person in your life.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

Description is a style of writing which can be useful for a variety of purposes:

**b. Features**

1. To engage a reader's attention
2. To create characters
3. To set a mood

**c. Language**

1. Aims to show rather than tell the reader what something/someone is like
2. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
3. Is focused and concentrates only on the aspects that add something to the main purpose of the description.
4. Sensory description - what is heard, seen, smell, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the

mind e.g. their noses were met with the acrid smell of rotting flesh.

5. Strong development of the experience that "puts the reader there"  
focuses on key details, powerful verbs and precise nouns.

### **3. Critical Reading Comprehension**

#### **3.1 Definition Critical Reading Comprehension**

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material

To conclude, literal, inferential and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves.

Comprehension is understanding what is being said or read. When it comes to reading, It is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is



further accomplished when the learner becomes proficient in literal, inferential and critical comprehensive reading.

### **3.2 The Characteristic of Critical Reading Comprehension**

Wade (1995) identifies eight characteristics of critical thinking. Critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity. Dealing with ambiguity is also seen by Strohm & Baukus (1995) as an essential part of critical thinking, "Ambiguity and doubt serve a critical-thinking function and are a necessary and even a productive part of the process" (p. 56).

### **3.3 Critical Question in Reading Comprehension**

What does it take to be a critical reader? There are a variety of answers available to this question; here are some suggested steps:

1. Prepare to become part of the writer's audience.

After all, authors design texts for specific audiences, and becoming a member of the target audience makes it easier to get at the author's purpose. Learn about the author, the history of the author and the text, the author's anticipated audience; read introductions and notes.

2. Prepare to read with an open mind.

Critical readers seek knowledge; they do not "rewrite" a work to suit their own personalities. Your task as an enlightened critical reader is to read what is on the page, giving the writer a fair chance to develop ideas and allowing yourself to reflect thoughtfully, objectively, on the text.

### 3. Consider the title.

This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint, or approach.

### 4. Read slowly.

Again, this appears obvious, but it is a factor in a "close reading." By slowing down, you will make more connections within the text.

### 5. Use the dictionary and other appropriate reference works.

If there is a word in the text that is not clear or difficult to define in context: look it up. Every word is important, and if part of the text is thick with technical terms, it is doubly important to know how the author is using them.

### 6. Make notes.

Jot down marginal notes, underline and highlight, write down ideas in a notebook, do whatever works for your own personal taste. Note for yourself the main ideas, the thesis, the author's main points to support the theory.

Writing while reading aids your memory in many ways, especially by making a link that is unclear in the text concrete in your own writing.

#### 7. Keep a reading journal

In addition to note-taking, it is often helpful to regularly record your responses and thoughts in a more permanent place that is yours to consult. By developing a habit of reading and writing in conjunction, both skills will improve.

### **3.4 Indicator of Critical Reading Comprehension**

- a. Identifying main idea
- b. Specific information
- c. Determining references
- d. Inferences
- e. Vocabulary

## **4. Description of Critical Thinking Strategy**

### **4.1 Definition of Critical Thinking Strategy**

Critical thinking skills are often mentioned as a key trait employers seek in potential hires. But what exactly is critical thinking? Conversations with other professionals show that not everyone is certain about the definition.

Critical thinking can be described as disciplined thinking that is clear, rational, open-minded, and informed by evidence. While that seems to describe the ability of many accounting professionals, some leaders in organizations today have a strong feeling that this ability is fading. Here are strategies that will help you and your team grow critical thinking skills:

1. Be a continuous learner

Learners have a natural sense of curiosity about the world and their profession. They read and talk to people. Basically, they educate themselves without being told to. This can come from reading, talking to subject matter experts, listening to lectures online, or attending conferences. The more workers know, the more evidence they have to consider when making a decision.

2. Make the right decision for the majority.

Critical thinkers put their egos aside and think about what is best for the overall organization, even if that is not the best solution for the individual. Their goal is seeking to understand and then making a clear and rational decision that is best for the majority.

3. Listen and consider unconventional opinions.

Critical thinkers have a tendency to seek out new solutions to old problems. They don't like the phrase "that is the way we have always done it." They

also see that collaboration with their team, their profession, and sometimes their competitors will bring about the best solutions, and they are OK with that.

4. Avoid analysis paralysis.

Critical thinkers will avoid the trap of too much information and getting stuck in the decision-making process by looking at the big picture and the details. They recognize they will never have 100% of the information they might be able to gather, but they also know they can move forward and adjust a decision later if necessary.

5. Analyze yourself.

Critical thinkers develop a skill for explaining to others why they came to a specific conclusion. Others can follow their reasoning and can understand their thinking. They are willing to change their views when they are provided with more information that allows greater understanding.

A person who thinks critically employs the scientific method for understanding the ordinary world. This is true because critical thinking mimics the well-known method of scientific investigation: a question is identified, a hypothesis is formulated, relevant data are gathered, the hypothesis is logically tested and evaluated, and reliable conclusions are drawn for the result (stapleton,2002; angeli & valanides, 2009). All pf the

skills of scientific investigations are matched by critical thinking, which is therefore nothing more than scientific method used in everyday life.

Peak (1997), Mishoe and Welch (2002), and Facione (2007) point out that critical thinkers have got different attributes which makes no difference what definition you use for critical thinking. These features help us distinguish them from uncritical thinkers. Here are some of those characteristics a critical thinker:

1. Ask relevant questions to the issue
2. Assesses arguments which are made
3. Admits a lack of understanding
4. Has a sense of curiosity
5. Analyses the interpretation and claims made
6. Analyses the problems
7. Is eager on finding new solutions
8. is a careful listener and is able to give appropriate feedback
9. does not jump to conclusions before all the facts have been collected
10. looks for proof
11. rejects incorrect or irrelevant information
12. compares beliefs and opinions with facts that come against them
13. formulates the central ideas that are involved

Carroll (2005) asserts that the ideal critical thinker is habitually inquisitive, well-informed, trustful or reason, open minded, flexible, fair-

mindful in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matter, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing ct skills with nurturing those dispositions which are the basis of a rational and democratic society (worrel& profetto-mcgrath,2007).

Fisher (2003) also emphasizes the significance of teaching critical thinking skills are required to be taught since students' thinking skills are not enough to face the problems students deal with either in education or in daily life. Therefore, educators are required to focus on teaching critical thinking to inform them how to learn instead of just transmitting information that is what to say.

Freely and Steinberg (2000) highlight the important role of debates, group discussion, and individual problem solving activities to enhance critical thinking in the student. They argue that debates improve critical thinking if the ideal opportunity is provided by the instructor for students. As far as it is a process of asking and answering questions and finding information to arrive at a reasoned judgment on a proposition, students have got the chance of coming against a theory. In that case, they not only increase their knowledge but also try to win a decision.

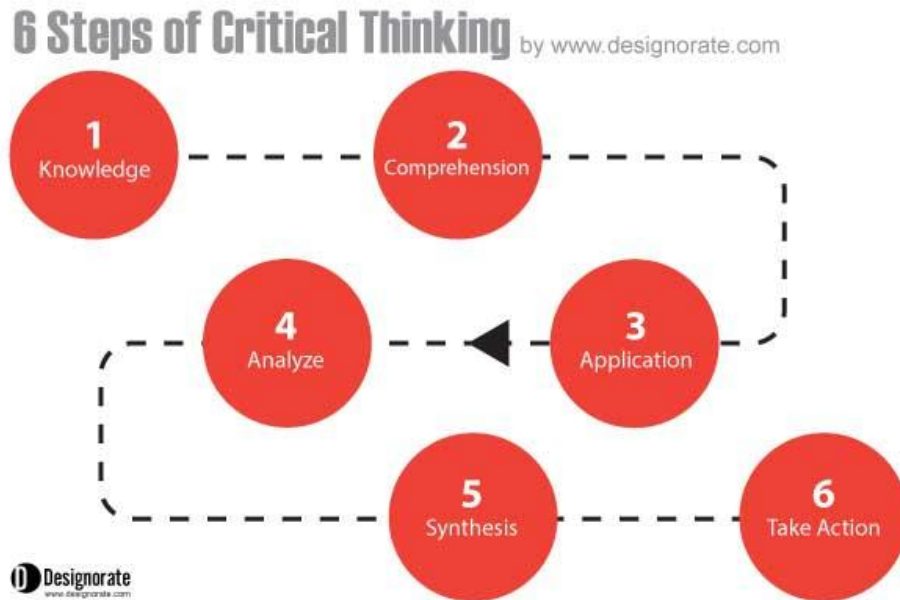


#### **4.2 The Characteristic of Critical Thinking Strategy**

Critical thinking includes a complex combination of skills. According to Paul and Elder (2006) of the Foundation for Critical Thinking, the standards are: accuracy, precision, relevance, depth, breadth, logic, significance and fairness. Critical thinkers display the following characteristics:

- a. They are by nature skeptical. They approach texts with the same skepticism and suspicion as they approach spoken remarks.
- b. They are active, not passive. They ask questions and analyze. They consciously apply tactics and strategies to uncover meaning or assure their understanding.
- c. They do not take an egotistical view of the world. They are open to new ideas and perspectives. They are willing to challenge their beliefs and investigate competing evidence.

### 4.3 The Procedure of Critical Thinking Strategy



#### 1. Knowledge

For every problem, clear vision puts us on the right path to solve it. This step identifies the argument or the problem that needs to be solved. Questions should be asked to acquire a deep understanding about the problem. In some cases, there is no actual problem, thus no need to move forward with other steps in the critical thinking model. The questions in this stage should be open-ended to allow the chance to discuss and explore main reasons. At this stage, two main questions need to be addressed: What is the problem? And why do we need to solve it?

## **2. Comprehension**

Once the problem is identified, the next step is to understand the situation and the facts aligned with it. The data is collected about the problem using any of the research methods that can be adopted depending on the problem, the type of the data available, and the deadline required to solve it.

## **3. Application**

This step continues the previous one to complete the understanding of different facts and resources required to solve the problem by building a linkage between the information and resources. Mind maps can be used to analyze the situation, build a relation between it and the core problem, and determine the best way to move forward.

## **4. Analyze**

Once the information is collected and linkages are built between it the main problems, the situation is analyzed in order to identify the situation, the strong points, the weak points, and the challenges faced while solving the problem. The priorities are set for the main causes and determine how they can be addressed in the solution. One of the commonly used tools that can be deployed to analyze the problem and the circumstances around it is the cause effect diagram, which divides the problem from its causes and

aims to identify the different causes and categorize them based on their type and impact on the problem.

## **5. Synthesis**

In this stage, once the problem is fully analyzed and all the related information is considered, a decision should be formed about how to solve the problem and the initial routes to follow to take this decision into action. If there are number of solutions, they should be evaluated and prioritized in order to find the most advantageous solution. One of the tools that contribute choosing the problem solution is the SWOT analysis that tends to identify the solution's strength, weakness, opportunity, and threats.

## **6. Take Action**

The final step is to build an evaluation about the problem that can be put into action. The result of critical thinking should be transferred into action steps. If the decision involves a specific project or team, a plan of action could be implemented to ensure that the solution is adopted and executed as planned.

The critical thinking method can be adopted to replace emotions and perusal biases when trying to think about a situation or a problem. The time for adopting critical thinking varies based on the problem; it may take few minutes to number of days. The advantage of deploying critical thinking is that it contributes to widening our perspectives about situations and

broadening our thinking possibilities. However, these steps should be translated into a plan of action that ensures that the decided resolution is well achieved and integrated between all the involved bodies.

#### **4.4 The Advantages and Disadvantages of Critical Thinking Strategy**

##### **a. The Advantages of Critical Thinking Strategy**

1. It provides a base to study structure, vocabulary and idioms.
2. It provides a base for students to develop a greater control of language.
3. It provides for a check on the degree of comprehension for individual students.

##### **c. The Disadvantages of Critical Thinking Strategy**

1. There is little actual practice of reading because of the small amount of text.
2. In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.
3. The text may or may not interest the reader because it was chosen by the teacher.
4. There is little chance to learn language patterns due to the small amount of text.

## B. Relevant Studies

In this part, the writer states the relevant research which possible in increasing reader interesting view on The Effect of Applying Critical Thinking Strategy on The students' critical in reading comprehension. In the following instance, actually the writer does not find out yet the some study therefore; here is study that is relevance to this study.

Tanjung, Fitri Anggraini. 1302050299. The Effect of Applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension. Skripsi. English Departmen of the Faculty of teacher training and education of university of Muhammdiyah sumatera utara, medan, 2017.

- a. This study deals with the effect of applying metacognitive strategy on the students' achievement in reading comprehension. This objective of the research was to investigate the effect of applying metacognitive strategy on the students' achievement in reading comprehension. This research was conducted at smp swasta Imelda medan, on jl. Bilal no 24 pulo brayan darat in the even semester 2016/2017 academic year. The population of this study was the eight grade students which consist 4 classes, VIII-A (29) VIII-B(30) VIII-C(32) VIII-D(32), with 123 students by using cluster random sampling and the research chooses 2 classes, VIII-A(29) and VIII-D(32), consist of 61 students. Were class as the sample. Class VIII-D as control group was taught lecturing method. Multiple choice test with 20 item were administrated to the

students. The researcher gave a pre-test, treatment and post-test to both of the groups. Having collected the data, they were analyzed by using t-test formula. The result shows that t-observe was 2.09 and t-table was 1.671. the result of this research concludes that, there was a significant effect on the students' achievement in reading comprehension after being taught by applying metacognitive strategy.

Intari Mayana. 1302050042. "The Implementation of Shared Reading Strategy to Improve the Students' Achievement in Reading Comprehension". Skripsi. English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. 2017

- b. This study was aimed to find out the improvement students' achievement in reading comprehension by using shared reading strategy. This skripsi was applied Class Action Research (CAR). It was done through planning, action, observation, and reflection. The location of this research was at SMP PAB 9 Klambir V, Jl. Klambir V Kab. Deli Serdang Kec. Hampan Perak in academic year 2016/2017. The aims research subject test findings was all students in VIII-1 and consisted of 30 students. Based on the students' reading score, students keep improving in every test. In the pre-test the mean of score was 37.6, in the first cycle test the mean of students was 68.6, and the second cycle the test mean was 98.8. The improvement also can be

seen from the number of master students in reading achievement, in pre-test 0% students got point more than 75, in the first cycle test 33.3% students got point more than 75, and the second cycle 100% students got point more than 75. And the improvement was 62.4% from cycle I to cycle II. It means that teaching reading using shared reading strategy can improve students reading achievement. Shared reading strategy made students feel enjoy, not bore, understand, and interest in learning reading comprehension.

### **C. Conceptual Framework**

Reading material as one element in English language teaching has the important role. Because reading material as one factor that might influence the students reading comprehension.

In critical thinking strategy, the students were divided into 2 persons in one group for a brief period of time, to discuss an assigned to make a dialogue based on picture. A representative is selected from each sub- group to report the findings to the entire group. After discussing, they will present their discussion and teacher would be corrected the mistakes. In this strategy, the students were more active because teacher only given them instruction and guide them. The students try to look for more information about what teacher says and discuss them.

The researcher will research the effect of applying critical thinking strategy on students' achievement. The ways of research are firstly, the



researcher will give the pre test to the student. Secondly, the researcher will give the post test.

So it expects that applying critical thinking strategy in teaching reading comprehension could be affect students' achievement in reading comprehension.

#### **D. Hypothesis**

The hypothesis of the research presented as follows:

Based on the conceptual framework, the research hypothesis can be formulated as follows:

Ha : There is significant effect of applying Critical Thinking Strategy on Students' Achievement in Reading Comprehension.

Ho : There is significant effect of applying Critical Thinking Strategy on Students' Achievement in Reading Comprehension.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Location and Time**

This research was conducted at MTs. Al-Jam'iyatul Wasliyah Tembung Jl. Besar Tembung No. 78 lingk. IV Tembung Kec Percut Sei Tuan, North Sumatera, Indonesia. The reason for choosing this school through the observation in this school, and it was found that students' achievement in this school in learning English were still low, they were not motivated and less interest in learning English especially in reading comprehension.

#### **B. Population and Sample**

##### **a. Population**

The population of the research was 7<sup>th</sup> grade students in MTs. Al-Jam'iyatul Wasliyah Tembung Jl. Besar Tembung No. 78 lingk. IV Tembung Kec Percut Sei Tuan in academic year 2017/2018. There are ten classes VII-1 consist of 38 students, VII-2 consist of 38 students, and VII-3 consist of 35 students, and VII-4 consist of 36 students, and VII-5 consist of 35 students, and VII-6 consist of 36 students, and VII-7 consist of 40 students, and VII-8 consist of 38 students, and VII-9 consist of 40 students, and VII-10 consist of 39 students. In this research, the researcher used cluster sampling and taken VII-1 as the sample.

**Table 3.1**  
**Population of The Research**

<b>Class</b>	<b>Population</b>
VII-1	38
VII-2	38
VII-3	35
VII-4	36
VII-5	35
VII-6	36
VII-7	40
VII-8	38
VII-9	40
VII-10	39
<b>Total</b>	<b>375</b>

## 2. Sample

The sample of this research was two classes that were chosen from the ten classes. there both are VII-1 as Experimental group and VII-4 as the control group and the technique of taking the sample of this research was cluster random sampling, After the researcher mixed these cards for a moment , two cards are taken randomly as the sample of the research and first chosen is VII-1 as

Experimental Group as while the second choosen is VII-4 as Control Group. The sample can be seen in table 3.2.

**Table 3.2**  
**Sample of The Research**

<b>No</b>	<b>Classes</b>	<b>Sample</b>	<b>Group</b>
1	VII-1	38	Experimental
2	VII-4	36	Control
<b>Total</b>		<b>74</b>	<b>74</b>

### **C. Research Design**

The research design of this study was experimental design. It was as quantitative research investigated the effect of using Critical Thinking strategies in reading comprehension. There were two groups of students namely the control group and experimental group. The control group was taught by using conventional method and the experimental group using Critical Thinking Strategies. The design of this research was presented seen as follows:

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post Test</b>
Experimental	√	Critical Thinking Strategy	√
Control	√	Conventional Method	√

In this research, there were three procedures done to collect the data.

They are sequenced as follows:

### 1. Pre-Test

A pre-test was the test which was give before treatment process began. The test was aim to find out the students skill before having treatment. The pre-test was given to the groups and their works was score. The result of the pretest was consider as the preliminary data.

### 2. Treatment

The treatment was given to the experimental group taught by using Critical Thinking Strategy, while the control group was given by using Conventional method.

Table 3.4

Treatment in experimental group

Experimental group
<p>The following sheds light on the steps in teaching reading to the experimental group:</p> <ol style="list-style-type: none"> <li>1. Introducing the topic (activating the background knowledge of the learners and their schemata)</li> <li>2. Writing the ambiguous and difficult vocabularies and structures on the board and make them clear for the learners.</li> <li>3. The learners were asked to skim through the text in order to get a general understanding of the text.</li> </ol>

4. The descriptive genre was explicated for the learners in terms of description, sequence, comparison, cause and effect, problem and solution which the text might include in order that the learners were consciously raised to consider in the process of their reading comprehension.
5. Some questions were exposed to the learners which they had to scan the text in order to answer.
6. Finally, the learners checked their answer and asked their ambiguities from the teacher.

### **3. Post-test**

After conducting the treatment, a post-test was applied to the students. The post-test functions to know whether the treatment gives the effect or not on the students' achievement in reading descriptive text. It was administration to experimental group and control group. The administrating of the post-test means to find the differences scores of both experimental and control groups.

### **D. The Instrument of Collecting Data**

The data of this research will have collected by using test. The test based on the topic given by researcher, A proficiency test (, as well as a reading comprehension test (as the pretest and posttest) were the

instrumentations of this study. The proficiency test has composed of twenty multiple choice items (8 items which testing language form and meaning and 12 items on reading comprehension), and the reading comprehension test has composed of twenty multiple choice items. The time allotted 30 minutes for each test.

#### **E. The Technique of Collecting Data**

To collect the data of research, the researcher will use some steps:

- a. Giving pre-test to experimental group. The researcher records in critical reading comprehension
- b. Giving treatment experimental group (class VII-1 and VII-4): Using critical thinking strategy
- c. Giving post-test to experimental group. The researcher records in critical reading comprehension .

#### **F. The Technique of Analyzing Data**

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Reading the student's answer
2. Identifying the student's answer
3. Scoring the student's answer the correct and wrong answer
4. Using the score into two tables, first is for the experimental group scores and second is for the control group.

5. Calculating the total score of post-test in experimental group and control group.
6. Finding the mean score of pre-test and post-test in experimental group and control group by using formula.
  - a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudjono, 2009})$$

- b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N} \quad (\text{Sudjono, 2009})$$

7. Finding the standard of deviation (SD) for variable X (variable 1)
  - a. Standard deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

- b. Standard deviation (SD) for variable Y (variable)

$$SD_x = \sqrt{\frac{\sum y^2}{N}}$$

- c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

- d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 2}}$$



e. The different of standard error between mean variable 1

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

8. Testing hypothesis by applying T-test

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Notes:

M x = mean for variable 1 or X

M y = mean for variable 2 or Y

$\Sigma$  = total of students' score

$\Sigma$  = total of students' score

N1 = number of cases for variable 1

N2 = number of cases for variable 2

SD = standard deviation for variable x

SD y = standard deviation for variable y

$\Sigma$  = the square of total students' score

$\Sigma$  = the square of total students' score

SE M1-M2 = standard error between M1 dan M2

t 0 = t observed

### G. Statistic Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following

If  $\text{test} \geq \text{Table}$  =  $H_a$  is accept and  $H_o$  is rejected

If  $\text{test} \leq \text{table}$  =  $H_a$  is reject and  $H_o$  is rejected

$H_a$ : There is a significant effect of applying Critical Thinking on students' achievement in reading descriptive text ( the hypothesis is was accepted)

$H_o$ : There is a significant effect of applying Critical Thinking on students' achievement in reading descriptive text ( the hypothesis is was rejected)

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. DATA COLLECTION

The data of this research was taken from two classes. They were experimental group and control group. Both groups were given the multiple choice test in pre-test and post-test. The multiple choice test measured by five indicators they were : identifying main idea, specific information, determining references, inferences, vocabulary. The students' score of pre-test and post-test of experimental group and control group can be seen bellow (see appendix 1,2,3,4).

The result of the pre-test and post-test of the classes were presented in the following tables.

**Table 4.1**

**The Score of Pre-test and Post-test in Experimental Group**

<b>NO</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	AMS	50	80
2.	A	70	90
3.	AD	40	60
4.	AS	70	90
5.	ASL	50	60
6.	DPH	70	90
7.	FN	60	80

8.	FEP	50	60
9.	FHH	60	70
10.	FW	60	80
11.	HI	40	60
12.	H	70	80
13.	HA	50	80
14.	HA	60	80
15.	HFY	60	70
16.	JH	40	80
17.	LAM	40	80
18.	MLP	60	80
19.	MR	60	90
20.	MZA	50	70
21.	NZ	50	70
22.	NP	60	80
23.	O	60	80
24.	PP	60	80
25.	PM	40	90
26.	PN	70	90
27.	QFH	50	60
28.	RJ	50	80
29.	RA	60	90

30.	RK	50	80
31.	RR	70	80
32.	SKI	40	70
33.	SAZ	60	90
34.	SAP	60	90
35.	SUF	50	90
36.	SR	50	70
37.	SI	40	90
38.	TDAP	50	60
<b>Total</b>		<b>2.016</b>	<b>2970</b>

As shown in the table 4.1, it showed that the total score of pre-test was 2.016 with the lowest was 40 and the highest one was 70. Meanwhile, the total score of post-test was 2250 with the lowest score was 60 and the highest score was 80.

Pre-test was given before running to the treatment and post-test for the experimental and control group. There were five indicators to comprehend the text. The indicator are identifying main idea, specific information, determining references, inferences. And vocabulary. The main point of indicators is main idea, inferences and vocabulary because to measure the students' ability of critical reading.

After researcher gave the pre-test to the both class experimental and control group. The researcher found the lowest score in post-test of experimental

group are 40 and 60 for control group. The highest score in experimental group are 80 and 80 for control group. Applying Critical Thinking as a treatment in post –test gave the positive effect in reading critical comprehension, most of students' the text easily to finding the main idea of each paragraph. So, the students easy to answer the test critically.

**Table 4.2**  
**The Students' Achievement Score in Pre-test and Post-test Control Group**

<b>NO</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	ZNF	40	70
2.	AN	40	70
3.	H	40	60
4.	WA	60	70
5.	IRS	30	50
6.	RAP	50	60
7.	ES	50	60
8.	AK	60	70
9.	NRS	30	50
10.	AAR	50	70
11.	SJ	60	70
12.	MUA	60	70
13.	RA	40	50
14.	NAI	60	70
15.	SI	30	60

16.	KB	60	70
17.	RAG	50	70
18.	SN	30	40
19.	AS	40	70
20.	AS	30	60
21.	AF	40	60
22.	NAR	30	50
23.	CFA	50	70
24.	MPS	60	70
25.	AAL	50	60
26.	DMP	40	70
27.	HA	50	60
28.	FAS	50	70
29.	SDS	50	80
30.	MS	30	80
31.	NP	40	60
32.	PR	60	70
33.	50	50	70
34.	PASD	50	70
35.	LU	40	60
36.	WF	50	60
<b>Total</b>		<b>1640</b>	<b>2320</b>

Based the table 4.2, it showed that the lower score that the lower score of pre test was 30 and the highest score was 60. While the lower score of post-test was 40 and the highest score of post-test was 80. After getting the students' score in pre0test and post-test of both classes, it was known that there was a difference of students' achievement in reading comprehension after receiving the treatment.

Pre-test was given before running to the treatment and post-test for the experimental and control group. There were five indicators to comprehend the text. The indicator are identifying main idea, specific information, determining references, inferences. And vocabulary. The main point of indicators is main idea, inferences and vocabulary because to measure the students' ability of critical reading.

After researcher gave the pre-test to the both class experimental and control group. The researcher found the lowest score in post-test of experimental group are 40 and 60 for control group. The highest score in experimental group are 80 and 80 for control group. Applying Critical Thinking as a treatment in post -test gave the positive effect in reading critical comprehension, most of students' the text easily to finding the main idea of each paragraph. So, the students easy to answer the test critically.



## B. Data Analysis

After collecting the data, the score were analyzed in order to calculated the differences of pre-test and post-test of the experimental group and control group

**Table 4.3**  
**The Differences Score Between Pre-test and Post-test of the Experimental group**

<b>NO</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>X (x<sub>1</sub>-x<sub>2</sub>)</b>
1.	AMS	50	80	30
2.	A	70	90	20
3.	AD	40	60	20
4.	AS	70	90	20
5.	ASL	50	60	10
6.	DPH	70	90	20
7.	FN	60	80	20
8.	FEP	50	60	10
9.	FHH	60	70	10
10.	FW	60	80	20
11.	HI	40	60	20
12.	H	70	80	10
13.	HA	50	80	30
14.	HA	60	80	20
15.	HFY	60	70	10

16.	JH	40	80	20
17.	LAM	40	80	20
18.	MLP	60	80	20
19.	MR	60	90	30
20.	MZA	50	70	20
21.	NZ	50	70	20
22.	NP	60	80	20
23.	O	60	80	20
24.	PP	60	80	20
25.	PM	40	90	20
26.	PN	70	90	50
27.	QFH	50	60	20
28.	RJ	50	80	10
29.	RA	60	90	30
30.	RK	50	80	30
31.	RR	70	80	10
32.	SKI	40	70	30
33.	SAZ	60	90	30
34.	SAP	60	90	30
35.	SUF	50	90	40
36.	SR	50	70	30
37.	SI	40	90	50

38.	TDAP	50	60	10
<b>Total</b>		<b>2.016</b>	<b>2970</b>	<b>890</b>

Referring Table 4.3 above, the mean score of experimental group was calculated as the follow:

$$M_x = \frac{\sum X}{N} = \frac{890}{38} = \mathbf{23.4}$$

Which :

$M_x$  : The mean score of experimental group

$\sum X$  : The score of  $x_2 - x_1$

$N$  : The sample of experimental group

**Table 4.4**

**The score differences score between pre-test and post-test of the Control group**

NO	Students' Initial	Pre-test	Post-test	Y (y1-y2)
1.	ZNF	40	70	30
2.	AN	40	70	30
3.	H	40	60	20
4.	WA	60	70	10
5.	IRS	30	50	20
6.	RAP	50	60	10
7.	ES	50	60	10
8.	AK	60	70	10
9.	NRS	30	50	20

10.	AAR	50	70	20
11.	SJ	60	70	10
12.	MUA	60	70	10
13.	RA	40	50	10
14.	NAI	60	70	10
15.	SI	30	60	30
16.	KB	60	70	10
17.	RAG	50	70	20
18.	SN	30	40	10
19.	AS	40	70	30
20.	AS	30	60	30
21.	AF	40	60	20
22.	NAR	30	50	20
23.	CFA	50	70	20
24.	MPS	60	70	10
25.	AAL	50	60	10
26.	DMP	40	70	30
27.	HA	50	60	10
28.	FAS	50	70	20
29.	SDS	50	80	30
30.	MS	30	80	50
31.	NP	40	60	20

32.	PR	60	70	10
33.	R	50	70	20
34.	PASD	50	70	20
35.	LU	40	60	20
36.	WF	50	60	10
<b>Total</b>		<b>1640</b>	<b>2320</b>	<b>680</b>

As written on the table 4.4 above, mean score of score of control group was calculated as the follows:

$$M_y = \frac{\sum Y}{N} = \frac{680}{36} = \mathbf{18.8}$$

Which :

$M_X$  : The mean score of experimental group

$\sum X$  : The score of  $x_2-x_1$

$N$  : The sample of experimental group

Based on the mean scores of both sample groups, the following tables were the table for calculating standard deviation scores in both groups.

**Table 4.5**  
**The Calculation of Mean and Standard Deviation Score of**  
**Experimental Group**

NO	Students' Initial	X ( $x_1-x_2$ )	X = X-M <sub>x</sub>	(X-M <sub>x</sub> ) <sup>2</sup>
1.	AMS	30	6.57	43.16
2.	A	20	3.42	11.69
3.	AD	20	3.42	11.69

4.	AS	20	3.42	11.69
5.	ASL	10	13.42	180.09
6.	DPH	20	3.42	11.69
7.	FN	20	3.42	11.69
8.	FEP	10	13.42	180.09
9.	FHH	10	13.42	180.09
10.	FW	20	3.42	11.69
11.	HI	20	3.42	11.69
12.	H	10	13.42	180.09
13.	HA	30	6.57	43.16
14.	HA	20	3.42	11.69
15.	HFY	10	13.42	180.09
16.	JH	20	16.57	277.56
17.	LAM	20	16.57	277.56
18.	MLP	20	3.42	11.69
19.	MR	30	6.57	43.16
20.	MZA	20	3.42	11.69
21.	NZ	20	3.42	11.69
22.	NP	20	3.42	11.69
23.	O	20	3.42	11.69
24.	PP	20	3.42	11.69
25.	PM	20	26.57	705.96

26.	PN	50	3.42	11.69
27.	QFH	20	13.42	180.09
28.	RJ	10	6.57	43.16
29.	RA	30	6.57	43.16
30.	RK	30	6.57	43.16
31.	RR	10	13.42	180.09
32.	SKI	30	6.57	43.16
33.	SAZ	30	6.57	43.16
34.	SAP	30	6.57	43.16
35.	SUF	40	16.5	277.56
36.	SR	30	6.57	43.16
37.	SI	50	26.57	705.96
38.	TDAP	10	13.42	180.09
<b>Total</b>		<b>890</b>	<b>32.721</b>	<b>3594,17</b>

As presented in the table 4.5 above the standard deviation of experimental group was calculated as follow:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3594.17}{38}} = \sqrt{94.583} = 9,72$$

**Table 4.6**  
**The Calculation of Mean and Standard Deviation Score of**  
**Control Group**

<b>NO</b>	<b>Students' Initial</b>	<b>Y (y1-y2)</b>	<b>Y = Y-My</b>	<b>(Y-My)<sup>2</sup></b>
1.	ZNF	30	11.11	123.43
2.	AN	30	11.11	123.43
3.	H	20	11.11	123.43
4.	WA	10	8.88	78.85
5.	IRS	20	-1.11	1.23
6.	RAP	10	8.88	78.85
7.	ES	10	8.88	78.85
8.	AK	10	8.88	78.85
9.	NRS	20	-1.11	1.23
10.	AAR	20	-1.11	1.23
11.	SJ	10	8.88	78.85
12.	MUA	10	8.88	78.85
13.	RA	10	8.88	78.85
14.	NAI	10	8.88	78.85
15.	SI	30	11.11	123.43
16.	KB	10	8.88	78.85
17.	RAG	20	-1.11	1.23
18.	SN	10	8.88	78.85
19.	AS	30	11.11	123.43



20.	AS	30	11.11	123.43
21.	AF	20	-1.11	1.23
22.	NAR	20	-1.11	1.23
23.	CFA	20	-1.11	1.23
24.	MPS	10	8.88	78.85
25.	AAL	10	8.88	78.85
26.	DMP	30	11.11	123.43
27.	HA	10	8.88	78.85
28.	FAS	20	-1.11	1.23
29.	SDS	30	11.11	123.43
30.	MS	50	31.11	967.83
31.	NP	20	-1.11	1.23
32.	PR	10	8.88	78.85
33.	R	20	-1.11	1.23
34.	PASD	20	-1.11	1.23
35.	LU	20	-1.11	1.23
36.	WF	10	8.88	78.85
<b>Total</b>		<b>680</b>	<b>266.51</b>	<b>3152.78</b>

In line with the table 4.6 above, the standard deviation of experimental group was calculated as the follows:

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{3152.78}{36}} = \sqrt{87.577} = 9.35$$

### The Calculation of Standard Error

Based on the previous calculation above, the following facts were obtained:

$$SD_x = 9.75$$

$$SD_y = 9.35$$

$$N_1 = 38$$

$$N_2 = 36$$

$$X = 890$$

$$Y = 680$$

$$M_x = 32.721$$

$$M_y = 266.51$$

$$(X - M_x)^2 = 3594.17$$

$$(Y - M_y)^2 = 3152.78$$

Therefore, the following formula was implemented :

Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{9.72}{\sqrt{38 - 1}} = \frac{9.72}{37} = \frac{9.72}{0.36} = 37.38$$

Standard Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 2}} = \frac{9.35}{\sqrt{36 - 2}} = \frac{9.35}{34} = 0.275$$

Next, the following was implemented to find out the error standard deviation between  $M_1 - M_2$  :

$$\begin{aligned}
 SE_{M_1-M_2} &= \sqrt{SEM_1^2 + SEM_2^2} \\
 &= \sqrt{37.38 - 0.275} \\
 &= \sqrt{1.397 - 0.075} \\
 &= \sqrt{1.32} \\
 &= \mathbf{1.14}
 \end{aligned}$$

### C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SEM_{M_1 - M_2}} \\
 &= \frac{37.38 - 0.275}{1.14} \\
 &= \frac{37.195}{1.14} \\
 &= \mathbf{3,32}
 \end{aligned}$$

The Testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis were tested as follows:

$H_a$  : the value of the t observe was higher than the value of the t table

( $t_{observe} > t_{table}$ ) where table value for the degree of freedom, the

calculating showed as follow:

$$\begin{aligned}
 df &= (N1-N2-2). \\
 &= (38+(36-2)) \\
 &= (38+34) \\
 &= 72
 \end{aligned}$$

Based on the table of distribution, it was got pride ttable for 5% or 0.05. with the degree of freedom (df) 72 at the level significance 5% showed the critical value (tobserve) was 3,32 and ttable 72 (1.99). the result of computing , tobserve was higher than ttable (tobserve>ttable); 3.32>1.99. it showed that hypothesis was accepted.

#### D. Research Finding

It was found that the using of Critical Thinking Strategy on students' reading comprehension gave the significant effect. The students' taught after applying Critical Thinking Strategy got the higher score than taught before applying Critical Thinking Strategy. The result of the test showed that the  $t_{\text{observe}}$  was higher that  $t_{\text{table}}$  (3.32>1.99). It means that the Critical Thinking Strategy gave the significant effect on the students' reading comprehension.

So, the researcher concluded that alternative hypothesis ( $H_a$ ) was accepted that "there was a significant effect of using critical thinking Strategy on the students' reading comprehension".

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found that there was the significance effect of using Critical Thinking Strategy on the students' achievement in reading comprehension, which was proven from the result of pre-test giving treatment and the post-test test after giving treatment, 2.016 and 2970 respectively.. It was found  $t_{\text{observe}} > t_{\text{table}}$   $3.32 > 1.99$  with  $df = 72$  (38-36-2)

#### B. Suggestion

Referring to the conclusion above, some suggestions were stated as the followings:

1. The English teachers are suggested to use Critical Thinking strategy in teaching reading. By which the teacher may easily teach reading interestingly because it can be an Critical Thinking strategy to motivate the students in reading descriptive text. Besides it can be contribution for English teacher to improve their teaching strategies.
2. The students are suggested to do a lot of practice to master of reading and easy to read the text by Critical Thinking Strategy is excellent strategy, because the students enjoy in learning process and easy to understand the text and answer the question. Students could compare about Critical Thinking strategy and using traditional method to take the best strategy in reading comprehension especially in descriptive text.

traditional method to take the best strategy in reading comprehension especially in descriptive text.

3. The readers, especially at UMSU library are encourages to have a lot of information about teaching learning experience for them.

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## **CURRICULUM VITAE**

Name : Monika Syahfitri  
Place/Date Of Birth : Medan, 21 November 1995  
Register Number : 1402050073  
Sex : Female  
Religion : Muslim  
Hobbies : Travelling And Shopping  
Father's Name : Zainal Tanjung  
Mother's Name : Elvidawati  
Address : Jl. M. Yakub Lubis Gg Syukur Bandar Khalifah Dusun  
IV Mawar Tembung

Education :

1. Elementary School at SD Negeri 101765 Medan
2. Junior High School at SMP Swasta Budisatrya Medan
3. Senior High Sckool at SMK Swasta Budisatrya Medan
4. Students of University of Muhammdiyah Sumatera Utara until Sarjan Degree of English Education Program 2018.

Medan, April 2018

Monika Syahfitri