

CRITICAL THINKING-BASED TEACHING (CTBT) TO PROMOTE STUDENTS' COMPREHENSION OF LITERARY TEXT

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ABSTRACT

Tujuan dari penelitian ini adalah untuk (1) menemukan pengaruh CTBT di dalam pemahaman membaca siswa terhadap teks literature, (2) pengaruh berpikir kritis terhadap pemahaman membaca siswa, dan (3) proses dari CTBT di dalam kelas. Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif. Subjek dari penelitian ini adalah siswa kelas sebelas MAN 2 Bandar Lampung. Terdapat tiga instrumen: tes pemahaman membaca, kuesioner berpikir kritis, dan observasi. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada pemahaman membaca siswa sebelum dan sesudah diajarkan menggunakan teks literatur. Terdapat pengaruh yang signifikan pada kategori berpikir kritis siswa terhadap pencapaian pemahaman membaca mereka. Terdapat empat langkah dalam pembelajaran berbasis berpikir kritis, antara lain merangkum, menganalisis, mensintesis, dan menilai. Lebih lanjut, pengajaran berpikir kritis siswa menggunakan teks literatur efektif dan cara yang baik untuk meningkatkan berpikir kritis siswa dalam pemahaman membaca.

Kata Kunci. berpikir kritis, pemahaman membaca, teks literatur

The objectives of the research are to (1) find out the effect CTBT in students' reading comprehension of literary text, (2) explore the effect of students' CT category in their reading comprehension, and (3) explore the process of CTBT in the classroom. This research used quantitative and qualitative approaches. The subjects are the students of eleventh grade of MAN 2 Bandar Lampung. There are three instruments: reading comprehension test, CT's questionnaire, and observation. The result showed that there was a significant difference on the students' reading comprehension before and after being taught through literary text. There was a significant effect of students' critical thinking category on their reading comprehension achievement. There are four steps of CTBT, those are summary, analysis, synthesis, and evaluation. Furthermore, CTBT is an effective and good way to increase student' critical thinking in reading comprehension.

Keywords. critical thinking, reading comprehension, literary texts

INTRODUCTION

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 or higher. Hence, every course is liable for each competency. Fit to the principles specific facts, concepts, and procedures exclusive to a particular course. Meanwhile, every courses and every learning activities 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.

The 2013 curriculum helps the learners to learn think critically. In 2013 curriculum, the students have time to improve their thinking. Khatib and Alizadeh (2012) stated that critical

thinking is a basic part of teaching every subject, it is important for students to master it. 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. 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 helps students to develop their reading comprehension.

Indonesian students' reading comprehension nowadays, still have many difficulties. 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 by using

literary text for enhancing learner's critical thinking at senior high school level in reading comprehension. By investigating this research, researcher justify teaching critical thinking by using literary text can enhance students' critical thinking in reading comprehension.

Related to the background of the problem mentioned above, the formulation of the problems cited as follows:

1. Is there any effect of teaching critical thinking 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 teaching of critical thinking be implemented at classroom?

METHODS

The present study used quantitative and qualitative approaches. This research was a quantitative study which used *one group pretest-posttest design*. 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 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. There were three instruments administered in this study: Observation, Reading Test, and questionnaire of critical thinking. There were 20 questions for CT's questionnaire involving summary, analysis, synthesis, and evaluation.

The questionnaire of critical thinking was adapted from Zhau Jie. The reliability of the questionnaire was analyzed by using Coefficient Alpha Formula 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. To get the content validity of reading comprehension test, the researcher tried to arrange the materials based on the basic competence in syllabus taken from Curriculum 2013 for eleventh grade of

senior high school students. Then, the objectives were modified that the students were able to determine main idea, identify specific information, finding reference, finding inference, and understand vocabulary. Furthermore, construct validity was used as the measurement which had some indicators in measuring a certain aspect or the construction of the theory of the instruments developed in the story (Setiyadi, 2006:25). To make sure the test reflected the theory in reading comprehension, the researcher examined whether or not the test questions actually reflected the means of reading comprehension or not. Moreover, in order to find out the reliability of reading comprehension test, the researcher used ITEMAN. Based on the result of ITEMAN analysis, it was found that the reliability (Alpha) was 0.875, indicating that it had high reliability because it lied between 0.701-1.000.

As the data collected in this study were quantitative and qualitative, the

researcher analyzed the data into statistical analysis and qualitative way of data analysis. To answer the third research questions, the researcher used descriptive analysis. It was used to describe the learning process of CTBT in the classroom. It was done by analyzing the researcher's and observer's observation.

RESULTS AND DISCUSSION

RESULTS

A) Students' Reading Comprehension

This subsection answered the first research question that is "Is there any effect of teaching critical thinking on the students' reading comprehension of literary text?".

Students' Pre Test and Post Test scores from reading comprehension test were calculated through descriptive statistics by using SPSS version 23. Paired Sample T- Test was administered to see if there was any statistically significant improvement between their Pre Test and Post Test score of their reading comprehension.

Table 1. The Difference on the Students' Reading Comprehension Pretest and Posttest Mean Score

	Pretest Score	Posttest Score	Difference
Total students (n)	33	33	
Mean (m)	48.63	75.30	26.67

As seen in Table 1, the students' Pre Test and Post Test score had significant difference in their reading comprehension. Students' pretest score was 48.63 and students' posttest score was 75.30. The result indicated there was an influence of the treatment since there was a difference on the students' scores (26.67).

B) Critical Thinking Category on Students' Reading Comprehension of Literary Text

This subsection answered the second research question that is "Is there any significant effect of critical thinking category on students' reading

comprehension of literary text?". 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. Thus, Univariate Analysis of Variance (One Way Anova) was used to investigate whether or not there was significant effect of students' critical thinking category on their reading comprehension achievement. The following table was the estimated marginal means of reading comprehension score regarding to students' category of critical thinking:

Table 2. The Means Score of Reading Comprehension Achievement regarding to Students' Category of Critical Thinking Descriptives

POSTREADING

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
1.00	13	84.8077	1.60128	.44412	82.50	87.50
2.00	9	76.3889	4.16667	1.38889	70.00	80.00
3.00	11	63.1818	2.75928	.83195	60.00	67.50
Total	33	75.3030	9.75796	1.69864	60.00	87.50

Related to the table above, it can be inferred that the means score of low critical thinker students was 63.18, middle critical thinker students was 76.38, and high critical thinker students was 84.80.

C) Procedure of Teaching Critical Thinking at Language Classroom

This subsection answered the third research question that is “How can the

teaching of critical thinking be implemented at classroom?”.

There are four steps in CTBT. The 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.

Table 3. The Steps of Teaching Critical Thinking

No	Critical Thinking Steps	Students Activity
1	Summary	<ul style="list-style-type: none"> a. The students make acquisition of information and structuring arguments. b. The groups write down their summary on the piece of paper.
2	Analysis	<ul style="list-style-type: none"> a. The students analyze based on “what, where, when, who, why, and how. b. The students use clues found in the text. c. The students commit the sentences in paragraph and analyze it. d. The groups write down their analysis on the piece of paper.
3	Synthesis	<ul style="list-style-type: none"> a. The students pull together what they have summarized and analyzed by connecting it to their experience and background knowledge. b. The students make a synthesis and relate it by their experience or background knowledge. c. The students pull together the most important points from the text, but students move beyond what’s stated by the author. d. The students focus on the insights that they gained from reading. e. The students in group intepret moral value that can be found in literary text. f. The students create the statement related to the text.
4	Evaluation	<ul style="list-style-type: none"> a. 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. b. The students make decision about evaluation of the strenght and weaknesses of literary text that they have read in term of content.

DISCUSSION

A) The Findings of Students' Reading Comprehension of Literary Text

Related to the application of literary text in language classroom, the finding of this current research indicated that not only the treatment (*teaching critical thinking and reading comprehension through literary text*) had positive impact on students' reading comprehension but also their reading aspects were improved. The findings of the current study supported some previous studies dealt with the implementation of literary text in teaching reading comprehension (Tung and Chang, 2009; Kohzadi, et al, 2014 and Tabackova, 2015)

B) Students' Critical Thinking and Their Reading Comprehension

Related to the effect of students' critical thinking category on their reading comprehension achievement, the finding of this current research indicated that statistically there was significant impact of the students' critical thinking category on their reading comprehension

achievement. The findings of the current study supported some previous studies dealt with the relationship between critical thinking and reading comprehension (Hosseini, et al, 2012; Marzban and Barati, 2016; Yousefi and Mohammadi, 2016; Karimi and Veisi, 2016).

C) The Teaching and Learning Process through Literary Text

Furthermore, this study explored the application of literary text especially by providing students to employ short stories in the language classroom. Related to this, field notes and observation sheet were administered to examine the process of teaching critical thinking and reading comprehension through literary text. Based on the field notes which were arranged in the observation sheet, it can be seen that implementation of teaching critical thinking by using literary text improved the students' critical thinking and their reading skill. In addition, the researcher provided some illustrations related to the procedure of implementing literary text to teach critical thinking and reading comprehension in the previous

researches (Ghasemi and Hajizadeh, 2011; Khatib and Alizadeh, 2012; Tso, 2014)

CONCLUSION

Based on the results and discussions of the implementation of teaching critical thinking by using literary text, the researcher draws the following conclusions:

1. Teaching critical thinking is an effective and good way to increase student' reading comprehension of literary text. It is a fruitful strategy to assist students to achieve better in thinking and reading comprehension.
2. There is the effect of students' CT category in their reading comprehension of literary text.
3. Teaching critical thinking through literary text can be well implemented in classroom. It optimizes the achievement of not only language learning goal but also curriculum 2013 goals that is to develop students' 21st century skills as the students are more facilitated to be more critical thinker during the whole process of learning.

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