

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, purpose of the study, scope of the study, significance of the study and clarification of the related terms. In addition, organization of the paper is also stated in this chapter.

1.1 Background of the Study

As one of the 21st century skills presented by National Education Association (NEA) in America, critical thinking is needed for every citizen in order to survive this global era. In Indonesia, critical thinking has been written as one of the educational purposes as stated in Government Regulation Number 17 Year 2010. This is also supported by Ministry of Education and Culture (2013) as stated in 2013 Curriculum which has purpose to develop passive learning into critical learning. Therefore, integrated critical thinking into classroom teaching and learning should be undertaken in order to train the students to think critically. One of the avenues to promote critical thinking is through critical reading. Commeyras (1990) points out that critical thinking skill is similarly related to critical reading.

Kurland (2000) remarks critical thinking and critical reading work together in harmony. He points out that critical thinking will allow readers to monitor understanding as they read. However, there are some possible reading problems stems such as the lack of the readers' requisite knowledge and more importantly the lack of reading strategies which necessary to overcome the difficulty (McNamara, 2009). Further, nowadays readers tend to use conventional strategy or even without any strategy when they read (Bayu, 2013). Another problem is identified by Khatib (2012) is that the content of material to assess students' comprehension mainly lack of the competencies to promote students' critical thinking.

Hence, some reading strategies are proposed to help students to read critically. McDonald (2004 as cited in Tomasek, 2009) points out critical reading as an alternative way of reading that goes more than information processing or personal

response as an approach. It means that reader will engage deeper with a text by analysing, interpreting and evaluating it. Some researchers such as Epstein and Kernberger, (2006); Miriet al., (2007); Taglieber, (2008); agree that critical thinking through critical reading is needed to be taught in school in order to prepare students for their role as a society in the future. In fact, schools have a responsibility to develop citizens who will have the ability to read and think critically. This view is supported by various authorities in the field (McMillan & Gentile, 1988; Nickerson, 1989; Wilson, 1988).

As one of the ways to foster students' critical thinking, critical reading has become a topic that interests numerous researchers to be analyzed (Albeckay, 2014, Nasrollahi, et.al. 2015, Talebi 2015). Many researchers have been conducted studies about critical reading, amongst other are; the effect of teaching critical reading strategies, developing reading skills through critical reading, and the implementation of teaching critical reading model. Many of those researches examine critical reading strategies in reading non-literary texts by Senior High School and University Students as the participants. Nevertheless, Taglieber (2000) indicates that Junior High School is the ideal time to develop critical thinking through critical reading. However, the implementation of critical reading strategies in reading literary texts especially narrative text in Junior High School Students in Indonesian EFL (English as a Foreign Language) classroom is still less practiced.

Considering the importance of the critical reading implementation to help students become critical readers, this study is aimed to investigate how critical reading strategies help students to think critically in reading a narrative text. Therefore, this research is entitled *Embedding Critical Thinking through Critical Reading: Teaching Narrative Text in Junior High School*.

1.2 Research Question

In line with the background of the study stated beforehand, this research is undertaken to answer the following questions.

- a. Can critical reading strategies improve students' critical thinking skills in reading narrative text?
- b. How do critical reading strategies help students to think critically in reading narrative text?

1.3 Purpose of the Study

The purposes of this study are formulated as follows:

- a. To find out whether or not critical reading strategies can improve students' critical thinking skills in reading narrative text.
- b. To investigate how critical reading strategies help students to think critically in reading narrative text.

1.4 Scope of the Study

This study focuses on identifying how critical reading strategies in teaching reading narrative text help students' to think critically. This study was conducted in a public Junior High School in West Bandung Regency. Some underlying frameworks used in this study have been drawn from Kurland (2000), Nosich (2001), Sousa (2004), Winston-Salem State University (WSSU) (2013) and Hughes (2014).

In addition, the research could only reach three meetings for the treatments and two meetings for pre-test and post-test which become the limitation of the study. Longer meetings may reveal better result of the study. Moreover, the critical thinking skills used in this study are taken from Hughes (2014) which focused on critical thinking skills in reading.

1.5 Significance of the Study

Ajeng Meidina Fadhillah, 2017

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This study highlights the implementation of critical reading strategies in reading narrative text for Junior High School Students to help the improvement of their critical thinking skills. This study is hopefully able to contribute in three ways; theoretical, practical and professional.

First, it is expected to enrich the theory of integrating critical thinking skills in implementation of critical reading strategies in teaching narrative text in EFL classroom. Second, this study hopefully will be able to give insight for teachers in implementing critical reading strategies to develop and promote junior high school students' critical thinking skills especially in reading narrative text. In addition, it provides the model of critical reading strategies which is integrated to promote students' critical thinking skills and the assessment. Teachers will know what should be prepared, what should they do before, during and after teaching narrative text and what kind of learning activities and assignments that should be delivered to the students. Third, it is expected to give beneficial for policy makers and other professional institution in education to develop school curriculum in order to help students enhancing critical thinking skills especially in reading narrative text.

1.6 Clarification on Related Terms

This part presents explanation of related terms that are used in the study to avoid misinterpretation. The following are some clarified terms used in this study.

1. Critical Thinking

Critical thinking is a process of judgment in a reflective and reasonable way which relies upon criteria, self-correcting and sensitive to the context in order to decide what to do or what to believe (Ennis, 1985; Facione, 2000).

2. Critical Reading

Critical reading refers to reading in which the readers are more active in analysing, identifying, reflecting and evaluating a text and what goes beyond the text with a wider point of view (Schmid, 2002; Wallace, 2003; Gilroy 2013).

3. Critical Reading Strategies

Critical reading strategies refer to some actions that readers do to comprehend and understand the text in depth (Wallace, 2003). Preview, Outline, Summarize, Question, and Reflect are applicable strategies for reading critically (Axelod & Cooper, 2002).

4. Narrative Text

Roberta Sejnost and Sharon Thiese (2011) remark narrative text includes any type of writing both fiction and nonfiction that relates a series of events. They further explain that both forms tell stories that use imaginative language and express emotion, imagery, metaphors, and symbol.

1.7 Organization of the Paper

This paper is organized as follows.

Chapter I Introduction: It provides background knowledge of the study. This chapter discusses the focus of the study and the reason why integrating Critical Thinking through Critical Reading Strategies is important in teaching narrative text. The chapter also states the statements of the problem, significance of the study, scope of the study and organization of the paper.

Chapter II Literature Review: This chapter discusses the underlying frameworks or theories of the study. It goes through the related literature of critical thinking, critical reading strategies and narrative text. In addition, the discussion in this chapter also covers the related previous study in the similar field.

Chapter III Research Methodology: It gives clear explanation of how this study is carried out. It clarifies why mixed method is used to conduct the study. Moreover, how the data is collected and analysed in this study are elaborated more in this chapter.

Chapter IV Findings and Discussion: This chapter presents the findings and discussion of data analysis results. The discussion presents how critical reading strategies help students to think critically in reading narrative text.

Chapter V Conclusion and Recommendation: This chapter reveals the conclusion and several suggestions based on the analysis elaborated in chapter IV. The conclusion states the answer of the research questions. Furthermore, there are several recommendations for related party for further research related to embedding critical thinking through critical reading strategies in teaching narrative text.