

## REFERENCES

- Acott, J. N. (1985). The promotion of critical reading skills in the high schools. *LanguageArts Journal of Michigan*, 5(1), 12-15.
- Albeckay, E. M. (2013). Developing reading through critical reading programme amongst undergraduate EFL students in lybia. *Elvister*, 175-181.
- Alwasilah, A.Chaedar. (2011). *Pokoknya kualitatif: Dasar–dasar merancang dan melakukan penelitian kualitatif*. Jakarta: PT.Dunia Pustaka Jaya
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives*. New York: Longman.
- Axelrod, R. B., & Cooper, C. R. (2002). *Reading critically, writing well: A reader and guide*. Bedford: St. Martin's.
- Barton-Arwood, S. M., Wehby, J. H., & Falk, K. B. (2005). *Reading instruction for elementary-age students with emotional and behavioural disorders: Academic and behavioural outcomes*. *Exceptional Children*, 72(1), 7-27.
- Baker, Ric, and Beitman, Vivian. (2015). *Critical approaches to reading, writing and thinking*. Dubuque: Kendall Hunt Publishing Company.
- Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2013). *Critical thinking: A student's introduction*. . The McGraw-Hill Education.
- Bastos, A., & Ramos, M. A. S. (2017). Higher-order thinking in foreign language learning. *Advances in Social Sciences Research Journal*, 4(5), 90-118.
- Blazer, A. (2014). Student summaries of class session. *Teaching Theology and Religion*, 17 (4), 344.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Virginia: ASCD.

Bronner, Stephen Eric. (2017). *Critical Theory: A Very Short Introduction*. New York: Oxford University Press

- Brown, H. Douglas. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Burns, D. (2010). *Selenium 1.0 testing tools beginner's guide*. Bumingham: Packt Pub.
- Chall, Jeanne. (1983). *Stages of reading development*. New York: McGraw Hill.  
Retrieved from <http://newlearningonline.com/literacies/chapter-15/chall-on-stages-of-reading-development>
- Cohen, L., et al. (2007). *Research Method in Education*. London: Routledge.
- Combs, R. (1992). Developing critical reading skills through whole language strategies. *ERIC*.
- Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: SAGE Publication.
- Creswell, J. W. (2002). *Research Design*. London: SAGE Publication.
- Daiek, D. B. & Anter, N. M. (2004). *Critical reading for college and beyond*. McGraw-Hill.
- Ennis, R. H. (1993). Critical thinking: What is it? In Henry A. Alexander (Ed.), *Philosophy of education 1992*. Urbana, IL: Philosophy of Education Society.
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43 (2), 44-48.
- Emilia, E. (2010). *Teaching writing: developing critical learners*. Bandung: Rizki Press.
- Elder, L., & Paul, R. (2003). Critical thinking: teaching students how to study and learn (Part IV). *Journal of Developmental Education*, 36-37. Retrieved from [http://www.secularthinking.com/working\\_definition\\_of\\_critical\\_thinking](http://www.secularthinking.com/working_definition_of_critical_thinking).
- Gelder, T. V. (2005). Teaching critical thinking. *Journal of Teaching College*, 45(1), 1-6.

- Haladyna, T. M. (1997). *Writing test items to evaluate higher order thinking*. Boston: Libraries Australia.
- Hall, N. (2004). *Critical reading strategies, 9-11*. Retrieved from <http://writing.umn.edu/home/writinglinks.htm>
- Hernández-Laboy, O. I. (2009). *Reading strategies ESL teachers utilize to enhance comprehension in students: Implications for classroom practices* (Published doctoral dissertation). College of Education University, Puerto Rico.
- Hess, Karin. (2009). *Cognitive rigor: Blending the strengths of bloom's taxonomy and webb's depth of knowledge to enhance classroom-level processes*. Nevada: ERIC.
- Hoerle, Ellen. (2004). New school can be held more accountable. *Minneapolis Star Tribune*
- Jonassen, D. H. (2004). *Learning to solve problems: An instructional design guide*. San Francisco: Preiffer.
- Kemmis, S., & Mc Taggart, R. (1992). *The action research planner*. Australia: Deakin University Press.
- Kennedy, X. J. & Gioia, D. (2012). *Literature: An introduction to fiction, poetry, drama, and writing*. Longman.
- Ketchen, J., & Stevens, D. (2008). Two teacher-educators practice action research as they introduce action research to preservice teachers. *SAGE Journals*.
- King, F. J., Goodson, L. & Rohani, F. (2009). *Higher order thinking skills: Definition, teaching strategies, and assessment*. Tallahassee, FL: Educational Services Program. Retrieved from <http://www.cala.fsu.edu>, Accessed on July 21, 2018
- Kurland, D. (2000). *How the language really works: the fundamentals of critical reading and effective writing*. Retrieved from [www.criticalreading.com](http://www.criticalreading.com): [http://www.criticalreading.com/critical\\_thinking.htm](http://www.criticalreading.com/critical_thinking.htm).

- Lestari, Zubaedah Wiji. (2015). The teaching of critical reading in an EFL classroom. *People: International Journal of Social Science Global Research and Development Service*, 1(1), 519-530.
- Lewis, A., & Smith, D. C. (1993). Defining higher order thinking. *Theory into practice: Teaching for higher order thinking*, 32(3), 131-137.
- Linkon, S. (2008). Critical reading strategies. Retrieved from <http://digital.maag.yzu.edu:8080/xmlui/handle/1989/136>
- Malik, R. S. and Hamied, F. A. (2016). *Research methods: a guide for the first time researchers*. Bandung: UPI PRESS.
- Marzano, R. J. (1993). How classroom teachers approach the teaching of thinking. *Theory into Practice*, 32(3), 154-160.
- Melinda, R. (2014). Reading comprehension skills and strategies Kay Kovalevs and Alison Dewsbury, program authors. *Educators Publishing Service*.
- Nasrollahi, M. A., N.Krishnasamy, P. K., & Noor, N. M. (2015). Identifying the critical reading strategies employed by Iranian EFL learners. *International J.Soc. Sci. & Education*.
- Newman, F. M. (1990). Higher order thinking in teaching social studies: A rationale for the assessment of classroom thoughtfulness. *Journal of Curriculum Studies*, 22, 41-56.
- Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research*. Boston, MA: Heinle, Cengage Learning.
- Peirce, W. (2006). Strategies for teaching critical reading. Retrieved from <http://academic.pg.cc.md.us/~wpeirce/MCCCTR/critread.html>
- Polonsky, M. (1958). *Poetry readers' toolkit: A guide to reading and understanding poetry*. New York: The McGraw-Hill Companies.

- Reid, Greg. (2014). *Assessing higher-order thinking (HOT) skills in ICAS tests*. Sydney: UNSW Global.
- Simpsons, A., Mokalled, S., Ellenburg, L. A., & Che, S. M. (2014). A tool for rethinking teachers' questioning. *National Science Foundation*, 5, 294-302.
- Sternberg, R. J. (1982). Critical thinking: Its nature, measurement, and improvement. *National Inst. of Education*.
- Talebi, M. (2015). The effect of teaching critical reading strategies on making advanced Iranian EFL learners the critical readers. *Cumhuriyet University Faculty of Science Journal (CSJ)*, 36.
- Tovani, C. (2000). I read it, but I don't get it: Comprehension strategies for adolescence readers. *Stenhouse Pub*.
- Wallace, Catherine. (2003). *Critical reading in language education*. New York: Palgrave Macmillan.
- Wheary, J. and Ennis, R. H. (1995). Gender bias in critical thinking: Continuing the dialogue. *Educational Theory*, 45 (2), 213-224.
- Zhang, L. J. (2008). Constructivist pedagogy in strategic reading instruction: Exploring pathways to learner development in the English as a second language classroom. *Instructional Science*, 36, 89-116.
- Zuber-Skerritt, O. (1996). *Action research in higher education: Examples and reflections*. Kogan Page, London.

