

## **READING BEYOND THE LINES: INFUSING CRITICAL THINKING INTO READING**

### **ABSTRACT**

This research investigated the effectiveness of infusion approach in teaching critical thinking in reading subject. This study attempted to address two main issues: (1) to scrutinize the effectiveness of infusion approach in teaching critical thinking in reading, (2) to identify the challenges and problems in implementing the program in English Department, Indonesia University of Education.

Ten under graduate respondents studying at the final year of English Education Department in Indonesia University of Education were involved in the teaching program that lasted for approximately two months. In this study the researcher also acted as teacher who implemented the program. Data was obtained from multiple sources such as observation, interview, students' journals as well as written tests. All of the data was analyzed both qualitatively and quantitatively to answer the research questions.

The study revealed that despite of the challenges and problems faced by the researcher in implementing the infusion approach in teaching critical thinking in reading, the finding indicated that students gained improvement and advantages from the teaching program such as students' abilities to differentiate facts and opinions, analyze arguments, interpret the author's intended meanings, formulate questions, support opinions with convincing reasons, seek to clarify ill-defined concepts, being open-minded, etc. In addition, findings also showed that students were able to read critically, following the steps of analysis in critical reading as well as playing different roles of reader that are important for critical reading to take place.

Regarding the challenges and problems, the findings showed four major difficulties faced by the researcher in implementing the teaching program. These mostly related to: (1) the time allocated for the teaching program; (2) students' lack of initiation in the discussion; (3) some of the materials that were considered relatively difficult for certain students; and (4) the different levels of students' academic achievement.

It is thus recommended that further study in this field should be able to minimize the challenges and problems posed in the present study and investigate the infusion approach in teaching critical thinking in various disciplines and in all levels of education.



### **Declaration**

I hereby certify that this thesis entitled "Reading Beyond the Lines: Infusing Critical Thinking into Reading" is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources and they are properly acknowledged in the thesis.

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