

**IMPROVING STUDENTS' CRITICAL THINKING IN READING  
COMPREHENSION THROUGH DIRECTED READING THINKING  
ACTIVITY AT SMAN 2 ENREKANG**

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**ABSTRAC**

*This research aimed to know the improvement students' critical thinking in reading comprehension through Directed Reading Thinking Activity (DRTA) at the first grade in SMAN 2 ENREKANG. The method of this research was pre-experimental research. The sample of this research consisted of experiment class. Namely, class X IPA 4 were 30 students. In the class used Directed Reading Thinking Activity (DRTA). The sample were taken by cluster sampling technique. Based on the findings, it was found there were relevance and accuracy aspects of critical thinking that significantly increased. The significance value (2-tailed) was 0.000 ( $P > 0.05$ ). And the T-test value is higher than T-table value, the table showed result of  $4.722 > 2.045$  it means that there was improvement in the students' critical thinking in reading comprehension before and after gave treatment used narrative text. Therefore that the result of the pre-test and post-test was significance different. Based on the descriptive statistic, the pre-test and post-test prove the post-test is higher. Based on the explanation, Directed Reading Thinking Activity (DRTA) can improve the students' critical thinking in reading comprehension.*

**Keywords :** *Directed Reading Thinking Activity, Critical Thinking, Reading Comprehension.*

**ABSTRAK**

*Metode Penelitian Ini Adalah Penelitian Pre-Eksperimental. Sampel Penelitian Ini Terdiri Dari Kelas Eksperimen. Yakni, Kelas X Ipa 4 Berjumlah 30 Siswa. Di Kelas Digunakan Aktivitas Membaca Terarah (Drta). Sampel Diambil Dengan Teknik Cluster Sampling. Berdasarkan Temuan, Di Temukan Aspek Relevan Dan Akurasi Pemikiran Kritis Yang Meningkatkan Secara Signifikan. Nilai Signifikan (2-Tailed) Adalah 0.000 ( $P > 0.05$ ). Dan Nilai T-Test Lebih Tinggi Dari T-Table, Tabel Menunjukkan Hasil  $4.722 > 2.045$  Itu Berarti Bahwa Ada Peningkatan Dalam Pemikiran Kritis Siswa Dalam Pemahaman Membaca Sebelum Dan Sesudah Memberikan Perlakuan Menggunakan Teks Naratif. Oleh Karena Itu, Hasil Pre-Test Dan Post-Test Membuktikan Post-Test Lebih Tinggi. Berdasarkan Penjelasan Tersebut, Aktivitas Berfikir Membaca Terarah (Drta) Dapat Meningkatkan Pemikiran Kritis Dalam Pemahaman Membaca.*

**Kata Kunci :** *Aktivitas Membaca Terarah, Berfikir Kritis, Pemahaman Membaca.*

## INTRODUCTION

Language is very important in human communication. Without language people cannot communicate with others. In a wide community, English has become international scale because English is a part of sciences in technology and also we can say English is a foreign language. Most of the communities in the whole world use English in order they can communicate with others who have different language. Our government's response toward this case is that English language has been put in the educational system in our country, and it is taught from elementary school until university and becomes a compulsory subject. ( Yunita, 1996)

There are of English language teaching according to Brown (2001:334) include four language skills (writing, speaking, reading, and listening) and language components (structure and vocabulary). The aims of teaching language skills and components are to enable the students to understand and to master the language in human communication internationally and also subject to develop the human resources in studying the knowledge and science for academic purpose. This also means that they will be qualified enough before going to university..

Reading is the skills to master English besides listening, speaking, and writing. Besides that reading is an activity with a purpose. The purpose of reading such as to gain information or verify existing knowledge to learn subject matter for enjoyment academic purpose and prepare test purpose. To achieve those skills the students find it difficulties such as to understanding informaation (main idea and details). Reading is one important skills in learning English and has to be increase. It is use to get information. Even though, ppeople know that are many ways to get informations, however reading is common ways to fulfik our need about up to date information, because almost of the information, advertisiment scientific books and instructions of things are in writing form.

Based on the English teaching information, the students of class X at SMAN 2 Enrekang they are difficult in reading skill. They are still having difficult

in finding the main idea and detail information in the text, and they also think that reading is a boring thing for them. So that here is needed whose name is critical thinking. Critical thinking is a term that we often hear, especially in world of education. But does everyone not really understand the meaning and how to use the concept. Critical thinking can be interpreted as making a judgement that is logical, reasoned and well thought out. Critical thinking has several aspects including relevance, clarity, accuracy, depth, breadth, and logic. Some of the aspects above are very important to improve students' critical thinking. This is a way of thinking were you not only accept all the arguments and conclusions explained to you, but you have the attitude to make different arguments and conclusions.

Critical thinking are competencies that must be trained in students, because these abilities are very necessary in life (Schafersman, 1999 in Arnyana, 2004). Besides that critical thinking ability is a thought process that can be accepted by reflective reasoning which is directed to decide what is done or believed, in this case it is not arbitrary, it does not bring to any conclusions but to the best conclusions. The teacher must help students develop critical thinking through several things including models, and learning methods that support students actively learn.

Dealing with the problem above, the researcher was expected to help the students in order to improve their critical thinking in reading comprehension by using directed reading thinking activity (DRTA). (Tierney, Readence, & Dishner, 1995) said that the DRTA is strategy for building independent readers. The add that is strategy has the potential to equip readers with the abilities to determine purpose for reading, examine reading materials based on these purpose, suspend judgements and make decisions based upon information gleaned from the text, here the researcher formulates the research question as follow :

“Does the use of Directed Reading Thinking Activity (DRTA) improve students’ Reading Comprehension in term of critical Thinking level at SMAN 2 Enrekang?”

## **RESEARCH THEORY**

### **Definitions of Reading**

Harmer (1991:190) states that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.

Nunan (1991:72) writes that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Reading is a transmitting of information process where the author ideas or messages.

Based on the explanation above, reading includes not only physical, but also mental activity. Reading is not only personality actions but it refers to erect the writer's wishful to communicate, hence, someone is considered what that authors or writers convey.

### **Definitions of Reading Comprehension**

The following are some definitions of reading comprehension which have been proposed by some experts: (Ophelia, 1989) stated that reading comprehension means the understanding, evaluating, utilizing of information and gaining through an interaction between author and reader.

Based on the definition above the researcher concludes that reading comprehension is level of understanding of a writing where in reading there are interactions between the teacher and the students in the classroom.

### **Definition of Critical Thinking**

(Beyer, 1985) Critical Thinking is the ability (1) to determine the credibility of a source, (2) to distinguish between the relevant from irrelevant, (3) to distinguish facts from assessment, (4) to identify and evaluate unspoken assumptions, (5) identify existing biases, (6) identify points of view, and (7) evaluate the evidence offered to support recognition.

### **Definition of Directed Reading Thinking Activity (DRTA)**

DRTA is a technique developed by Rusell Stauffer (1969). DRTA encourages students to make predictions while they are reading. After reading segment of a text, students stop, confirm or revise previous prediction and make new predictions about what they will read next.

The Directed Reading Thinking Activity is a produce teachers use to scaffold and extend students thinking regarding their reading content. The teacher guides students to :

1. Activates their prior knowledge for the topic/content of the text to be read.
2. Hypothesize about what might be addressed in text.
3. Establish purposes for reading the text.
4. The students reads through the text confirming, revising, and rejecting hypotheses, Allen, J. (2004)

### **Definitions of Narrrative Text**

Narrative text is one of the text (genre) commonly used to write fairy tales or storiees, events at the past containing problems which have rhetoric steps (generic structure) of : orientation, resolution, and re-orientation if there is (optional).

### **RESEARCH DESIGN**

The research design used pre-experimental research with one group pre-test and post-test design. There was treatment between pre-test and post-test. The treatment was given after conducting pre-test.

### **FINDINGS**

1. The significance of students' in relevance and accuracy aspect of critical thinking in reading comprehension.

The pos-test of experiment class in the shows that the t-value was 4.772. With degree of freedom 29 and p-value was 0.000. from the degree of freedom we can know that the t-table 2.045. Based on the table above  $H_1$  was accepted in post-test because t-value (4.772) > t-table (2.045) and p-value (0.00) <  $\alpha$  (0.05) in other word, there is significant different between the students in experimental class.

## DISCUSSION

### 1. Critical thinking improvement

The students' critical thinking improvement in term of relevance and accuracy aspects with the result data that is explained previously in findings and the description of the students' critical thinking between pre-test and post-test. Here were the description:

#### a. Students' critical thinking improvement in term of relevance

The improvement of students' critical thinking in term of relevance seen between pre-test and post-test. The mean score of students' pre-test was 63.87 (fairly good classification) become 78.57 (good classification) in the post-test. The students' result significantly different between pre-test and pos-test.

#### b. Students' critical thinking improvement in term of accuracy.

The improvement of students' critical thinking in term of accuracy can be seen in pre-test and post-tes. The mean score of the students' pre-test was 66.87 (fairly good classification) become 80.43 (very good classification). Students pre-test improved after giving the treatment. The post-test was higher than pre-test.

#### c. Students' critical thinking improvement in two aspects

Based on the findings above, the comparison of the students' critical thinking improvement can be proven by analysis the pre-test and post-tes result. The result shows that the mean score of the students' post-test is improved after giving treatment. It can be seen through the mean score

of the pre-test which was 65.37 (fair classification) become 79.50 (good classification) in the post-test.

The differences between pre-test and post-test can be seen from the mean score. The mean score of the pre-test was 65.37, while the mean score of the post-test was 79.50. in other word, it can be stated that after treatment there are significance score for pre-test and post-test.

## CONCLUSION

Based on the findings and discussion the previous chapter in this study, the researcher concludes that The use of Directed Reading Thinking Activity (DRTA) to improve students'critical thinking in reading comprehension was significance different. There were relevance and accuracy aspects of critical thinking that significantly increased. the significance value (2-tailed) was 0.000 ( $p < 0.05$ ). So that the result of the pre-test and post-test was significance different. Based on descriptive statistic, the pre-test and post-test prove the post-test is higher. It can be concluded that Directed Reading Thinking Activity (DRTA) can improve the students'critical thinking in reading comprehension.

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