

THE STUDENTS' ABILITY TO LEARN ENGLISH AT THE TENTH GRADE OF SMAIT AR-RAHMAH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 9, 2022 Revised: June 19, 2022 Accepted: June 28, 2022 Published: June 30, 2022</p> <p>Keywords: Critical Reading Reading Comprehension Students Ability</p>	<p>The objective of the research is to find students' ability to Learn English at the tenth grade of SMAIT Ar-Rahmah Makassar. The research method is descriptive design with a quantitative approach. The population for this study is tenth-grade students at SMAIT Ar-Rahmah Makassar. The sample of this research was tenth grade, which contains 40 students. The research used Report text as the instrument of the research. The findings of the research shows that that the ability of in reading comprehension the students is quite good because the result categorize as fairly good. the level of students' ability to learn English in Critical Reading is average. There are 74% (Fairly Good) the ability in terms of comprehension indicator. The ability of the students to Analyze the text in critical reading 68% (Fairly Good). The ability of the students in terms of Synthesis 71% (Fairly Good). The ability of the students to evaluate the report text 67% categorized as Fairly good. The highest ability of the students in terms critical reading to learn English is indicator of comprehension.</p>
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INTRODUCTION

The capacity to communicate effectively, particularly in English, is one of the talents required of students throughout the learning process. English is considered the most essential language since it enables us to acquire information, integrate and develop science, technology, and senior culture, as well as create connections with other countries. And the importance and advantages of studying English as a foreign language continue to grow daily. Learning a new language, on the other hand, may be challenging. Teachers and experts thought that each person had a unique experience with the foreign language learning process. Some people quickly pick up a new language, while others struggle.

The method of learning and teaching English continues to evolve, both in terms of material/ content, media, and techniques, and this process of learning continues to be a

source of worry for English language instructors. The growth of English language learning and teaching involves the enhancement of written English language skills and oral spoken English abilities, which include four language abilities or talents: reading, writing, listening, and speaking.

The capacity to read now is a crucial component of language acquisition, particularly critical reading. Because critical reading fosters a spirit of critical thinking, particularly in everyday life, critical reading is necessary in the framework of literacy awareness on the part of each reader in order to develop critical thinking abilities. The reader is required to be able to understand the text completely and profoundly, as well as the contents of spoken and written text messages.

Critical reading is a more engaged reading style. It is a more in-depth and nuanced interaction with a text. The process of critical reading includes analyzing, interpreting, and, at times, assessing. When we read critically, we use our critical thinking abilities to the text and to our own interpretation of it. To read critically, one must be critical of one's own thinking. This process includes the analysis, interpretation, and assessment of data. Each of these processes enables you to interact with the text in a variety of ways: by emphasizing key points and trestles, taking notes, testing answers to your questions, brainstorming, outlining, describing various aspects of the text or argument, reflecting on your own reading and thinking, raising objections to the ideas or evidence presented, and so on.

Critical reading is inextricably linked to mental skills. Mental skills such as lexical proficiency, syntactic proficiency, and semantic proficiency. While physical abilities are a result of malfunctioning brain organs such as aphasia or dyslexia. All of this will have an effect on one's ability to read. Additionally, critical reading ability is inextricably linked to the integration of many processes, notably perception, cognition, and language.

RESEARCH METHOD

This research used a descriptive design with a quantitative approach to support this concept. A descriptive study elucidates and records the current condition of circumstances. A descriptive study is a kind of scientific investigation in which an event, occurrence, or fact about a specific area or population is methodically described. This topic's descriptive research is conducted in class. The aim of this research is to assess students' ability to learn English via critical reading in the tenth grade at SMAIT Ar-Rahmah Makassar. The population for this

study is tenth-grade students at SMAIT Ar-Rahmah Makassar. There are two classes and each class had 20 students. the total of the students in three classes are 40. The sample of this research was tenth grade, which contains 40 students. The researcher used reading test instrument; The research used Report text as the instrument of the research because the report test indicator is appropriate with the critical reading.

RESULT AND DISCUSSION

1. Students' Ability Learn English in Terms of Critical Reading

Table 4.1 The Classification of Students Critical Reading Ability Based on the Indicator

Indicator	Number of Question	Score	Score Max	Percentages
Comprehension	3	357	480	74%
Analysis	3	327	480	68%
Synthesis	2	227	320	71%
Evaluation	2	213	320	67%

Based on result of the data analysis including 4 indicators namely comprehension, Analysis, Synthesis and Evaluation. The percentage of the student's ability in terms of critical reading of the students to learn English at the tenth grade of SMAIT AR-RAHMAH MAKASSAR indicated that, there are 74% (Fairly Good) the ability in terms of comprehension indicator. The ability of the students to Analyze the text in critical reading 68% (Fairly Good). Next, the ability of the students in terms of Synthesis 71% (Fairly Good). Last, the ability of the students to evaluate the report text 67% categorized as Fairly good also. The result shows that the student's ability in critical reading to learn English as whole categorize as **fairly good** based on the reading test. The highest ability of the students in terms critical reading to learn English is indicator of comprehension. It means that the ability of in reading comprehension the students is quite good because the result categorizes as fairly good.

The results of the research shows that the competence of the students in critical reading is fairly good. Most of the students still lack in the analysis process of the reading test. The indicator of the reading tests such competence, analysis, synthesis, and evaluation. From some indicator, the students have different ability in terms of ability in critical reading of the students SMAIT AR-RAHMAH MAKASSAR.

Table 4.2 The Classification of Students Critical Reading Ability Based on the Indicator

Classification	Category	N	%
96 to 100	Excellent	0	0%
86 to 95	Very Good	2	5%
76 to 85	Good	8	20%
66 to 75	Fairly Good	17	43%
56 to 65	Fair	8	20%
36 to 55	Poor	5	13%
Less than 35	Very Poor	0	0%
Total			100%

According to the table above the result of critical reading ability of the students to learn English at the tenth grade of SMAIT AR-RAHMAH MAKASSAR shows that the highest Classification score of critical reading ability 17 (43%) categorize as Fairly Good. Then, there are 8 (20%) students categorize as good score based on the critical reading test. Also, 8 (20%) Students categorize as Fair score on critical reading ability. Next, there 5 (13%) students categorize as poor ability in critical reading ability. Last, only 2 (5%) students categorize as very good in critical reading ability. The result of the critical reading test shows that ability of students in critical reading to learn English still on the level of fairly good. Because half of the students got the fairly and good score.

DISCUSSION

In this section presents the discussion based on the findings, the presentation of the results, of the research which is concerned with how the student's ability in ability to learn English in terms of critical reading. The following description serves as a benchmark to draw conclusions from this study about the ability to learn English in Critical Reading at the Tenth Grade of SMAIT Ar-Rahmah Makassar.

Basically, the students' ability to learn English in terms of critical reading is average. This can be seen from the number of students who get grades ranging from Classification highest score of critical reading ability 17 (43%) categorize as Fairly Good. Then, there are 8 (20%) students categorize as good score based on the critical reading test. Also, 8 (20%) Students categorize as Fair score on critical reading ability. Next, there 5 (13%) students categorize as poor ability in critical reading ability. Last, only 2 (5%) students categorize as very good in critical reading ability. This is in line with Sudijoni in Aiman (2019), categorized that there were three levels of students' ability, high, average, low.

Duran and Yalçintaş (2015) Students' critical reading skills include the ability to analyze, synthesize, and evaluate what they read. The idea of the previous study appropriate of the result of the study indicated that the student's average quality in to analyze the report. Critical reading begins with an individual's interpretation of a subject based on their own experiences, gathering of knowledge, observations, and viewpoints (Orhan, 2007). Additionally, Critical reading is an important skill that involves multiple cognitive activities such as reading and understanding a text, identifying relevant content, and generating a short (Idris et al., 2011). Furthermore, the students need Critical reading to improve their ability to analyze, identify, and interpretate the text due to the understand of the text.

Based on the study from Restuningsih et al. (2017) Reading activities can stimulate critical thinking skills. This is because reading activities are learning activities to build understanding from reading which is one of the foundations for higher-order thinking, for example critical thinking. With reading activities, several advantages will be obtained, some of which are: (1) students will be better trained in higher order thinking; and (2) students' reading interest will increase. Critical reading ability is an important factor that can affect students' critical thinking skills.

Critical reading is a reading activity that is carried out in order to respond to the ideas expressed by the author in the text he wrote. In critical reading, the method used is how the reader is able to understand the explicit meaning and implied meaning contained in a reading. While critical thinking is a technique of evaluating information and ideas to determine whether the idea or information can be accepted or believed. Critical thinking includes reflective and productive thinking, so that with critical thinking, thinking will be more open in receiving various information and then processing and interpreting it into various things based on many points of view. In addition, by having good thinking skills, someone will quickly make decisions in times of crisis.

When educators teach students critical reading skills, they also teach them to recognize cause and effect relationships in texts and to approach them critically. In other words, by teaching children critical reading skills, we may also help them develop into critical thinkers, since critical reading leads to critical thinking (critical reading will come first before critical thinking) This implies that students must first understand a book completely before analyzing, synthesizing, and evaluating it. Only then can they think critically about it - selecting or

rejecting ideas put forth, agreeing or disagreeing on problems, and, most importantly, comprehending the reason(s) for their actions (Idris et al., 2011).

The finding is also supported by Zabihi and Pordel (2011) who found that autonomy and engagement are prerequisites for improvement of critical reading and that they can be achieved through strategy instruction and task-based instruction, respectively. It is known that the critical reading strategies used by the teacher to teach the students are better in making the students become a critical reader. It can be said that the teacher can use critical reading strategies to help them evaluate students' reading comprehension, because by using the strategies in it, the students can comprehend the text when they read.

The result of the reading test shows that the students have good understanding at the beginning of the whole text. It shows that the students have good answer on the classification of the meaning of the text. Furthermore, the students still lack of the understanding specific question of the text. It means that the students have low ability in identify the specific in the report text. Hence, the critical reading of the students of SMAIT ARRAHMAH in terms of analyzing is low. But overall students have average ability in critical reading of students of SMAIT ARRAHMAH.

CONCLUSION

The results of analysis on the students' ability in summarizing reading passage in Critical Reading class have led into some conclusions. It can be concluded that the level of students' ability to learn English in Critical Reading is average. There are 74% (Fairly Good) the ability in terms of comprehension indicator. The ability of the students to Analyze the text in critical reading 68% (Fairly Good). The ability of the students in terms of Synthesis 71% (Fairly Good). The ability of the students to evaluate the report text 67% categorized as Fairly good also. The result shows that the student's ability in critical reading to learn English as whole categorize as fairly good based on the reading test. The highest ability of the students in terms critical reading to learn English is indicator of comprehension. It means that the ability of in reading comprehension the students is quite good because the result categorizes as fairly good.

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