Improving reading comprehension through the development of critical thinking of students at madrasah aliyah

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Abstract: This research aims to develop the reading comprehension skills in English written texts of Grade XI students of Madrasah Aliyah Al-Ikhlash Cicalengka, Bandung through the development of critical thinking in teaching process. This research was collaborative classroom action research. The subjects were the 11th grade students of Madrasah Aliyah Al-Ikhlash Cicalengka, Bandung. The data were collected through pretest and posttest, observation, field notes, and interviews. The students were introduced with the concept of critical thinking starting with the concept of position, agreement, disagreement, and argument as well as the categorization of the opinion and fact in the text. Finally the students were asked to do some tasks and give their opinion related to the position of the writer and their background knowledge. The result showed that there was an improvement in teaching processes. In the first cycle, the students' involvement in classroom activity was improved. There were about 70% of the students who actively involved in the process and it increased in the second cycle. In expressing opinion, the students could actively express their opinion related to the text being discussed both in written and orally. The improvement also occurred in students' reading comprehension skills score. The result of paired *t*-test showed that there was significant different in comparison of pretest and both posttests 1 and 2. The result showed that the significant value of 0.000 was smaller than the significant level of 0.05 or 5%. This means that the improvement was significant. The result proved that improving reading comprehension skills could be achieved by developing critical thinking in teaching reading process.

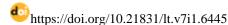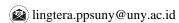**Keywords:** reading, reading comprehension, critical thinking

INTRODUCTION

Reading is one of the four language skills in mastering a language. Apart from listening, speaking, and writing, reading plays an important role in academic milieu. Alexander (in Elashhab, 2008) states that reading is more important today than it ever was - it is crucial to develop this ability in order for students to succeed in their chosen career, because so much of information is communicated in written form. Therefore, reading is the most fundamental skill a student will ever acquire in school.

After conducting preliminary study in MA Al-Ikhlash Cicalengka Bandung, it was found that there were some problems that emerge in the process of teaching reading in the classroom. The problem that occurred and needed an approach to find solution in order to develop teaching and learning process was in the improvement of reading comprehension skills. It could be seen in the classroom activity that there were some parts of teaching process which is needed to improve. In the part of motivation the students seemed to have low motivation in learning English.

In addition, the students seemed to find difficulties in understanding an English text that was given by the teacher. This could be seen that when they were asked to read and understand the text individually, most of the students did nothing and only have a little chat with their colleagues while some others opened their dictionary. When the teacher asked them, they said that they find difficulties in understanding the words or vocabulary in the text that they read.

In the process of teaching and learning in the classroom the students seemed reluctant in learning English. It could be seen that most of the students used to do their own activities while the teacher explained the material in front of the class. In other words, they did not engage in learning activity conducted by teacher.

In understanding or comprehending the text, the student could not do it well since they have lack on vocabulary mastery. Consequently, they put their understanding on their limited number of dictionary. When the students were asked about the content of the text, there were only some of them who could answer the questions while most of the students could not do it. Moreover, they looked so difficult to express their argument about the text as well as restating the written information of the text. But when the teacher asked the students to ask question about the content of the text most of them were silence. This was contradictory with the concept of critical thinking, that in critical thinking the first essence is questioning. These might be indicators that the research on critical thinking is urgent to be conducted.

Finally, based on the problems above the teacher told that there was problem also in achieving good score in reading test as the most semester tests were administered in the form of reading test. Moreover, with the same condition in the previous academic year, most of the students achieved low grade of national examination in academic year 2013/2014 in Madrasah Aliyah (MA) Al-Ikhlash Cicalengka.

In teaching and learning process of English, sometimes reading to comprehend the text was not the emphasis of learning goal. Teachers tend to read the text aloud with the emphasis of good pronunciation or fluency. This was contrary with what Nunan (1989, p.33) insists that reading can be seen as a process to decode written forms in order to arrive at meaning. So the important point in reading is arriving at meaning of the text. The process of getting the meaning from text might be difficult since the text has a connection with context and the background knowledge of the reader especially for English language learners.

The thinking skill that was going to be elaborated in this research was critical thinking skill. Critical thinking was an indispensable part of teaching every subject that the students have in school, it was crucial for every learner to master it (Khatib & Alizadeh, 2012, p.565). It was important that children develop these skills in school because learning how to be critical and how to think for oneself is key elements in becoming educated (Leicester and Taylor, 2010, p.2).

Therefore, with critical thinking skills the students would not only be able to grasp the factual information of the text but also be able to analyze and argue the information based on their knowledge and related information they know. In other words, the skill was very valuable for the students for their reading skill in the future. Moreover, the skill would help the students to be more focused on the text they read. It would also improve ability to identify the key points in a text or other message rather than becoming distracted by less important material. In other words, critical thinking skills bring precision to the way we think and work (Cottrell, 2005, p.4).

Indonesia is one of the countries that has the mean score in reading performance as the lowest among PISA-participating countries. It is 396 PISA Score with rank 60 of 65 among participated countries (Wikipedia. PISA 2012 Tests). While the rank from Progress in International Reading Literacy Study (PIRLS), Indonesia reaches 405 points in score with the rank 41 of 45 participant countries (Balitbang Kemendikbud, 2011). It is an indicator that our students in Indonesia are in the alarming area of reading skills as well as in their critical thinking in reading. There must be a research that can be useful to develop reading skill supported with their critical reading in order to equip them to face global challenges in the future.

Reading is not just looking at words and spelling of a written text, and following the sentences line by line in paragraphs. It is more than understanding a written text with various informations in it. It is also viewed as a process of decoding written symbols, working from smaller units to larger ones. The units might start from words, clauses, and sentences in order to arrive to meaning (Nunan, 1989, p.33).

According to Urquhart & Weir (in Grabe, 2009, p.14), reading is the process of receiving and interpreting information encoded in language form via the medium of print. From the definition it can be identified that in the process of reading, the readers receive and interpreting information from the texts or printed materials. Unfortunately, this process can't be successfully done if the readers do not have ability to encode the written graph into understandable language. Finally, it can be assumed that reading process is a sophisticated process of encoding the written form from word level to sentence and

paragraph with the purpose of getting information or meaning. When the ultimate goal is not achieved, it means that the reading process fails.

Comprehending text in a new language or foreign language is hard, even when decoding is no longer very effortful, it is still much harder to move along through a text and construct meaning from it as we read in a new language (Lems, Miller, & Soro, 2010, p.171). In order to facilitate our understanding of information taken from the text of a foreign language, it required an understanding of strategy of reading (Lems, Miller, & Soro, 2010, p.170) and the sub skills of reading comprehension itself (Brown, 2003, p.185) . The strategy will lead the reader to understand information in the written text. One of the ways to facilitate comprehension is by scaffold the students to understand the words in the text so that they will be able to make a connection to text. It will beneficial for the student to gain understanding from thinking what they are reading (Stone in Hennen, 2009, p.44). The connection may be started from text to self, text to text, and text to world. By connecting the text to themselves, their previous reading or prior knowledge, and it connection to their experience in the real world will facilitate them to comprehend the text easily. In short, it is the process of reading comprehension.

Critical thinking is considered as the important aspect in educational output. It is agreed by most educational stake holders to be a desirable aim of education (Hemming, 2000, p.173). In other words, the one whom went to school in any levels is expected to have critical thinking skills. As one involving in educational world, it is important to know about the critical thinking itself. Unfortunately, research indicates that many teachers who profess an interest in helping students think more critically are unclear as to what to do to promote such skills (Bouton, 2008, p.27).

The term critical thinking (CT) is defined differently among experts from different discipline. Ennis (1987) also cited in Bouton (2008, p.33) defines critical thinking as "reasonable reflective thinking that is focused on deciding what to believe or do", it is in line with Reddington (2012, p.2) who state that critical thinking is the identification and evaluation of evidence to guide decision making. This means that through critical thinking one can take a decision reasonably with focused on identification and evaluation.

In addition, the skills lead to the ability to reflect skeptically and to think in a reasoned way (Cottrell, 2005). This means that being skeptic is a part of CT and manifested with *reasoning* or with our capacity for *rational* thought (Glasser, 1941, in McGregor, 2012, p.191). The word rational means 'using reasons' to solve problems. In this proposition, the emphasis of critical thinking concept proposed by Ennis is the outcomes of being a critical thinker.

In addition, Austin, Gregory, Chiuas (2008, p.1) defined CT as the strategic use of available resources; purposeful, outcome-oriented analysis that avoids personal biases; and the ability to examine a situation from multiple perspectives and integrate these in a systematic manner. Through CT, one will have to see a phenomenon from different perspective in order to avoid personal biases by using systematic manner for taking a conclusion. The conclusion might be expressed in the form of argument, which comes from different perspective in viewing an issue.

However, critical thinking has more to offer than just an improvement in one's ability to evaluate arguments. It will also aid in the development of a well-considered and consistent world-view, in the composition of rationally compelling arguments, and in improvement in handling information (Crews-Anderson, 2007, p.72). McGregor (2012, p.194) adds that critical thinkers should have ability to clarify, decide, infer, consider reason, and able to integrate all these abilities to defend decisions. This is in line with Glaser (cited in Shen & Yodkhumlue, 2011, p.199) who stated that critical thinking can help learners analyze, evaluate, and construct their thinking. Therefore, the product of critical thinking is the manner that leads the critical thinker to proceeding think in an orderly manner and able to present and defend the idea.

In short, the critical thinking that is elaborated in this study is the process of thinking that involves some practices above. All of these practices draw on both general knowledge about structure of argument and specific knowledge about the topic at hand. They combine the skill of justification, use of evidence, and critical questioning. And they all require the dispositions of skepticism, inquiry, and impartial judgment.

Critical reading is the term combined from the word critical thinking and reading. Since reading is viewed as thinking process, critical reading is dependent on critical thinking. It not only purposed to make the students simply comprehend the text but critical reading goes beyond comprehension. In other

words, critical reading means judging or evaluating the worth of the material and keeping an open-mind-not letting bias or prejudice interfere (Reed & Peirce, 2004, p.5).

By mastering critical reading skills the students are not only know how to convert orthographic symbols to language (word attack skills), use context and knowledge to comprehend what is read (comprehension skills), or see larger sentences as wholes, a process which help students to read fluently (fluency skills) but also to achieve a deeper meaning behind the text. Students with good reading comprehension skills could perform well in any subject/course because they have developed the critical reading skills to not only understand but analyze any text given to them (Kadir, et al., 2014, p.209). Therefore, through critical reading the students will have a bigger chance to be success in the academic achievement. In fact, if the students can only read as surface level they tend to give up if they do not understand the task (Okeke, 2009, p.196). This condition will harm the students' future in academic achievement.

In short, Nuttall (1996, p.11) insists that reading is an interaction. It means that as previously stated about critical reading, the reader when analyzes some aspects of critical reader is doing an interactive process. He not only takes the information for granted but also analyzes it with the background knowledge he has. Consequently the analysis or evaluation to the text content occurred. Therefore in reading a text, a critical reader strives to understand the point of view, analyze the reasons why the author develop it, and also evaluate its credibility (Chaffee, 2002, p.9).

To achieve the reader as a critical reader there are some steps that should be understood to apply when doing reading. As it is known that critical reading is different from other kinds of reading such as skimming and scanning that only result in founding specific information and developing general feel for a subject (Cottrell, 2005, p.147). Doing critical reading need more focus on certain part on a written text as well as hold other information in mind. It usually involves slower reading for the process of analysis, reflection, evaluation, and making judgments. There are some parts that should be done to do critical reading proposed by Cottrell (2005, p.148). The parts are as follows.

Preparing for critical thinking

In this part the reader should find the argument by identifying the author's position; what does the text want you to do, think, accept or believe. Then look for sets of reason that are used to support conclusion. The position in this term is the point of view of the author. The position will become the argument when the author uses reason to support the position (Cottrell, 2005, p.52).

Identifying the Theoretical Perspective

Identifying theory that is viewed as a set of ideas that helps to explain why something happens or happened in a particular way, and to predict likely outcomes in the future. It based on evidence and reasoning, but have not yet proved conclusively. For example the flight hasn't been announced. My theory is that a storm is brewing so they think they can't take off. So in this part the reader should know the position of the author hypothesis or thesis statement in the text that is going to use in the action.

The Relation of Theory to Argument

A theory may be used as the basis of an argument. So in this part, the reader has to see the relationship of the position of the writer or theory in the text to the argument that supports it. The claimed position should be supported with the appropriate argument in strengthening the theory or thesis statement in the first paragraph of the text.

Categorizing and Selecting

In order to facilitate with some position in a long text it would be better to categorize the information based on certain selection such as fact and opinion. It is important to compare information more easily, contrast information more easily, refer to set of information as a group so that our account is more succinct.

Accurate Interpretation when Reading

Accurate interpretation can be done by focused reading, sufficient focus, sufficient attention to the exact wording, and drawing out correctly the implication of what is stated.

As theoretical framework, that in comprehending the content of the text the students could not only know the meaning of the vocabulary but also compiling the meaning of the words and sentences in text and relating it to their background knowledge. In this process they should be able to identify fact and argument as well as the position of the writer appropriately. By having a good skill to think critically on the relation between fact and argument with their background knowledge their understanding about the text will be increased. In other words, students' reading comprehension skill will be improved.

Based on the introduction, the theory, and the theoretical framework above, the aim of the research was to improve students' reading comprehension skills of grade XI students at MA Al-Ikhlash Cicalengka in the academic year of 2014/2015.

The results of the research are hoped to give significance to many parties. For the students of MA. Al-Ikhlash Cicalengka, the research can be used to improve students' reading comprehension skills of English text as well as to develop critical thinking skills in reading English text.

For teachers and colleagues at MA. Al-Ikhlash Cicalengka, the research can be used as an alternative way of improving students' reading comprehension skills as well as to obtain a deep understanding of the issue of critical thinking in the area of English reading comprehension skills.

METHOD

The research was categorized as classroom action research which was collaborative in nature. The research was started by identifying the problems related to the reading comprehension skill of the students in the process of teaching and learning in English class related to teaching reading. After that, the researcher in collaboration with the English teacher conducted an analysis to the classroom problems in order to plan the action as possible solutions to solve the problems based on the prepared materials related to teaching reading and the concept of critical thinking. Finally, the action carried out by developing critical thinking in teaching reading to improve the students' reading comprehension skills.

The research was conducted in the middle of the second semester until the end of the second semester of the academic year of 2014/2015. The observation started from September 2014. While the research or data collection process started from April to May 2015. In conducting the research, the school calendar was followed where English was taught twice a week. The research took place at Madrasah Aliyah Al-Ikhlash Cicalengka, focusing on class XI IPS. It is a private school that is located at Jl. Raya Timur No. 91 Cicalengka Kabupaten Bandung in the province of West Java.

The subjects of the research were the students of grade XI IPS of MA Al-Ikhlash Cicalengka in the academic year of 2014/2015. Since the research was collaborative action research, the process was done in collaboration with another English teacher, Ibu Nurjanah, S.S. This class was chosen since it had the problems as described in the background of the study and this class also had to prepare for the national examination in the following year and the skills of reading comprehension was highly needed. In addition, the objects of the research were the students' reading comprehension skills and the development of critical thinking skills.

Since the research was collaborative action research, therefore the procedure conducted in the research followed cyclical action research model based on Kemmis and Taggart (1988) also cited in Burns (1999, p.33). The action plan scenario was elaborated as follows.

Planning

In this step, the plan of the action was arranged with the collaborator or English teacher in MA Al-Ikhlash Cicalengka. The aim of this step was to make the suitable way to improve students' reading comprehension skills through the development of critical thinking in reading English text. This planning included preparation activities that conducted by teacher and collaborator in the classroom and the sequences of the material for the students. It was started with the arrangement of teaching administrations such as arranging lesson plan based on the provided syllabus, discussing the method and preparing teaching media and materials. In preparing the method, the researcher used genre-based approach with the infusion of the development of critical thinking concept in delivering reading materials. In addition, in this step also the researcher developed the instruments for observation and making field note.

Action

In this step, the actions were implemented. The action was implemented in approximately several meetings. The meeting might be added based on the cycles that were needed to be done from the reflections. These actions contained the teaching and learning processes in the classroom. The researcher acted as teacher and delivered teaching materials to the students. In conducting the activity in the classroom the researcher infused concept of critical thinking development. As the activity in the lesson plan was divided into three: pre activity, whilst activity and post activity, the infusion of critical thinking material was given in the whilst activity as genre-based approach implemented in delivering the material to the students.

Observation

When the actions were implemented, the collaborators did observation and took notes about the teaching and learning processes and activities happened in the classroom. The observation was based on the observation sheet that focuses on three parts to be observed: teachers' method, students, and materials.

Reflection

In this step, the actions were evaluated in each part by both researcher and the collaborator. It started from the beginning of the action such as planning, the pre teaching activity, whiles teaching activity, and the last post teaching activity or the result of the activity to the students. The reflection also was done based on the observation result conducted by the collaborator in three areas; students involvement and development, teachers method implementation, and teaching material especially in its presentation and the level of difficulty to become comprehensible input.

Data Collection Techniques and Instruments

In gathering the data for the purpose of the research, the techniques were required. In brief, the techniques that were used in this research were as follows.

Observation

The observation that was conducted was direct observation and anecdotal notes. The method of collecting data through anecdotal notes as similar to qualitative researchers making field notes (Tomal, 2003, p.31). The observation was developed based on the blue print of observation sheet. The collaborator had only give checklists in three part of observation focus. They were students' condition, teacher's method, and material, while the anecdotal not was the note of the activity in the classroom.

Interview

The second technique to gather the data was by conducting interview. The interview was conducted with the students involved in the actions. The aim of collecting this data was to get response especially from the students related to their obstacles in reading comprehension, the process of actions, and their comment after having the action especially related to the process, material, the effect to their improvement in reading comprehension.

Pretest and Posttest

In this research, the type of assessment that was used was administering pretest and posttest. The test measured students' reading comprehension skills before and after the action. It consisted of 50 multiple choice questions.

For qualitative data which were obtained from the observations in classroom activity will be analyzed in some stages. Miles and Huberman (1994, p.10) propose way to analysis qualitative data which was consisted of three concurrent flows activity: data reduction, data display, and conclusion drawing/verification. While for quantitative data that was gathered from test, the data was analyzed by using inferential statistics paired or matched *t*-test as suggested by Hatch & Farhady (1982, p.114).

RESULT AND DISCUSSION

Result

From the preliminary study, it was found that there were some problems that occurred in the classroom or in the teaching and learning process. The problems were as follows.

The first, the students have low motivation in reading English text. The second, the students have limited vocabulary in understanding English text. The third, most students are reluctant during English learning process. The fourth, the students have low critical thinking competence in reading English text. The sixth, the students' average mark of English reading test is low or it is on about 4-6 or under the school passing grade (*Kriteria Ketuntasan Minimal*). The last, the teacher does not introduce or develop critical thinking skills in teaching reading in the classroom to improve students' reading comprehension skills.

Before conducting the action the researcher administered pretest to the subjects of the research. This was done to measure the students starting point in reading comprehension skills before conducting the action. The result showed that most of the students could not pass the passing grade. The mean score of the pretest achieved by the student was 4.42.

Table 1. The result of the pretest, posttest 1 and 2

No.	Desciption	Pretest	Posttes 1	Posttest 2
1.	Mean	4.42	6.24	7.44
2.	Passed Student	0	7	17

Table 2. Paired samples test of pretest and posttest 1

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest-Posttest I	-1.81818	1.17418	.25034	-2.33878	-1.29758	-7.263	21	.000

Table 3. Paired Samples Test of Pretest and Posttest 2

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest-PosttestII	-3.01818	1.05814	.22560	-3.48733	-2.54903	-13.379	21	.000

After conducting the action in the teaching and learning process, to figure out the result of the action posttest 1 was administered. It showed that there was an improvement in the mean score of the test. The mean score of posttest 1 was 6.24. Unfortunately, the result of the test did not meet the indicator of achievement. For the reason, the action was continued to the second cycle and in the end of the cycle the posttest 2 was administered. The result showed that the mean score of the test was 7.44 with the students who passed the passing grade 17 students. Based on this achievement, the cycles in the action research was ended.

In order to analyze that the improvement of the score in the pretest and the posttest 1 and 2 was significantly different, the researcher used paired *t*-test to analyze the scores through SPSS 17.0 for Windows. The result of the *t*-test comparing the score of pretest and posttest 1 showed that that the sig. (2-tailed) revealed the significant point 0.000. The value of sig. (2-tailed) was lower than the significant level 5% (0.000 < 0.05). In other words, There was a significant different or improvement of students' reading comprehension skills score in the posttest 1 compared to the pretest. The significant improvement also showed in the result of the comparison of the pretest and posttest 2 scores. The result showed that the sig. (2-tailed) revealed significant point 0.000 which was lower than the significant level 5% (0.000 < 0.05). Therefore, both analysis of the comparison of pretest and posttests 1 and 2 showed significant improvement in students' reading comprehension score after conducting the actions.

Discussion

Based on the inferential statistics analysis above, it showed that the significant value o of the comparison from pretest and posttest 1and 2 was 0.000 in the level of significant of 5% (0.000<0.05). In other words, there was a significant different in students' reading comprehension skills after conducting the actions. This showed that developing critical thinking in teaching reading conducted in

the classroom has impact to the students' reading comprehension skills. This was in line with (Cottrell, 2005, p.4) who states that critical thinking skills would help the students to be more focused on the text they read. It would also improve ability to identify the key points in a text or other message rather than becoming distracted by less important material. In other words, critical thinking skills bring precision to the way we think and work.

The steps that were done to develop critical thinking to the students in teaching process was conducted through several parts in the process of teaching reading as suggested by Cottrell (2005, p.148). All the parts were given to the students in each meeting in the cycles. The material was firstly through teachers' explanation in front of the class followed by the activity or practice like in group discussion to do the task.

The first meeting in the first cycle was conducted on May 4th 2015 and the second meeting was on May 6th 2015. The material that was delivered to the students was analytical and hortatory text with genre-based approach and the development of critical thinking that was introduced in five steps as explained in the theory. In the process, the students were introduced with the concept of position of the writer, agreement, disagreement, categorizing fact and opinion, and argument in the text that they read. The students also were asked to do some activity related to reading comprehension and the development of critical thinking. In the end of the activity the students were asked to express their opinion orally related to the position of the writer in the text and their background knowledge.

In this phase, it can be seen there was an improvement in the process of teaching and learning activity. It was showed by the students' participation or involvement in the classroom that increased compared to the first condition in the preliminary study. Approximately 70 percent of the students involved in the activity conducted in the classroom and some of the students were able to speak in front of the class to express their opinion concerning the text they read. The students could express their opinion by relating their understanding about the information they got from the text and their background knowledge of the related topic. This was an evidence of the improvement of the students' critical thinking development. This also answered the problem found in the preliminary study related to low motivation and involvement in teaching process. Although there was an improvement in the process of teaching reading the cycle should be continued since the students' score in reading comprehension skills did not meet the indicator of achievements. The indicator of achievement was settled in 7.00 in passing grade for 75% of the students. It means that at least 17 students should get at least 7.00 as the result of reading comprehension test.

The failure of the students in the posttest 1 might happen since they had less preparation in doing the test. The posttest 1 was administered on the 7th of May 2015 or one day after the first cycle ended. Therefore, the students had limited time to prepare themselves for the posttest 1, even it could be seen in the table 1 that there were some students who passed the passing grade.

In the second cycles, the involvement of the students raised, that more than 75% could follow the teaching and learning activity in the classroom. The students' participation in expressing the opinion was also raised. Approximately, two students from group discussion were able to express their opinion in front of the class to tell about their view or opinion concerning the text being discussed.

In conclusion, the improvement caused by the action was not only in the students' score of reading comprehension skills but also in the process of teaching reading as explained formerly. The students also had a good view about the teaching and learning process conducted during the actions. It can be seen from the result of the interviews that from four students who randomly chosen to be interviewed, they said that they enjoy the teaching and learning process during the actions.

CONCLUSIONS

The development of critical thinking skills which was infused in the process of teaching reading could improve the students' reading comprehension skills of the grade XI of MA Al-Ikhlash Cicalengka in the academic year of 2014/2015. The improvement can be seen not only in the students' reading comprehension score but also in the process of teaching and learning. It showed significant improvement in students' reading comprehension skills based on the result of paired *t*-test that showed the significant value of 0.000 which was lower than the significant level of 5% (0.000<0.05). In the process of teaching and learning, the students' involvement in classroom activity increased. There were more than 75% of the students could actively involved in teaching process especially in the second cycle. The students also

could express their opinion related to the text they discussed both in written and orally. This proven that there was development in students' critical thinking skills. The action started by introducing the concept of position to the students in order to know the writer position about the case written in the text. The next was asking the students to make agreement or disagreement related to the position of the writer in the text and analyzing the argument to support the position. Afterwards, the students were asked to categorize the fact and opinion of the writer that the student found in the text. Finally, the students should relate their background knowledge about the information they got from the text and evaluate it. In the end of the session the students should express their critical opinion about the text being discussed orally or in written.

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