

**THE IMPACT OF TEACHING CRITICAL READING
STRATEGY TO IMPROVE THE STUDENTS'
READING ABILITY**

(A Pre Experimental 11th Grade SMA 7 Muhammadiyah Rappokalling)



*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement
for the Degree of Education in English Department*

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MAKASSAR MUHAMMADIYAH UNIVERSITY

2021



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ABSTRACT

Fitri Lestari. 2021. The Impact of Teaching Critical Reading Strategy to Improve The Student's Reading Ability (A Pre Experimental 11th Grade SMA 7 Muhammadiyah Rappokalling) A Thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by St. Asriati AM and Andi Asri Jumiatiy.

The objective of the study was the improvement of the using Critical Reading Strategy toward the students' reading comprehension in terms of literal comprehension and interpretive comprehension at 11th Grade SMA 7 Muhammadiyah Rappokalling. The design of this study was quantitative research. The research method was pre-experimental method with one group pre-test and post-test design. It used a purposive sampling. The total number of sample was 20 students. The researcher used essay test of reading text as instrument in pre-test and post-test.

The result of the research were the mean score of literal reading obtained by the students through pre-test was 54,95 and post-test was 83,4 with the t-test value literal comprehension is greater than t-table ($11,75 > 2,03$), Mean score of interpretive comprehension in pre-test was 43,75 and post-test was 78,75 with the t-test value interpretive comprehension is greater than t-table ($5,99 > 2,03$).

The findings indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of post-test as the final result gave significant improvement. It was concluded that the use of Critical Reading Strategy was able to give greater contribution in teaching and learning reading comprehension.

Keywords: Critical Reading Strategy, Literal comprehension, interpretive comprehension.

ABSTRAK

Fitri Lestari. 2021. Dampak Pembelajaran Strategi Membaca Kritis Terhadap Peningkatan Kemampuan Membaca Siswa (A Pra Eksperimen Kelas 11 SMA 7 Muhammadiyah Rappokalling) Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dibimbing oleh St. Asriati AM dan Andi Asri Jumiati.

Tujuan dari penelitian ini adalah peningkatan penggunaan Strategi Membaca Kritis terhadap pemahaman membaca siswa dalam hal pemahaman literal dan pemahaman interpretatif di kelas 11 SMA 7 Muhammadiyah Rappokalling. Metode penelitian menggunakan metode pra-eksperimen 1 kelompok pre-test dan post-test dengan desain penelitian kuantitatif. Pengambilan sampel menggunakan purposive sampling dengan jumlah sampel 20 siswa. Peneliti menggunakan esai teks bacaan sebagai instrumen dalam pre-test dan post-test.

Hasil penelitian menunjukkan bahwa rata-rata skor membaca literal yang diperoleh siswa melalui pre-test adalah 54,95 dan post-test adalah 83,4 dengan nilai t-test pemahaman literal lebih besar dari t-tabel ($11,75 > 2,03$). Rerata skor pemahaman interpretative pada pre-test adalah 43,75 dan post-test adalah 78,75 dengan nilai t-test pemahaman interpretatif lebih besar dari t-tabel ($5,99 > 2,03$).

Temuan ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Oleh karena itu, data post-test sebagai hasil akhir memberikan peningkatan yang signifikan. Disimpulkan bahwa penggunaan Strategi Membaca Kritis mampu memberikan kontribusi yang lebih besar dalam pembelajaran membaca pemahaman.

Kata kunci: Strategi Membaca Kritis, Pemahaman literal, pemahaman interpretatif.

MY MOTTO

"Tidak masalah jika kamu berjalan dengan lambat, asalkan kamu tidak pernah berhenti berusaha."

DEDICATION

I dedicated this thesis to :

Skripsi ini saya persembahkan kepada keluarga saya terkhusus kedua orang tua saya tercinta Muhammad Saleh S.Pd dan Rukmawati S.Pd dan segenap orang-orang yang bertanya " kapan selesai"



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CHAPTER I

INTRODUCTION

A. Background

There are four language skills in learning English namely: listening, speaking, reading and writing. Reading is one of the most important skills of those. According to Tarigan (2008) reading is a process which is done and used by the reader to get a message which is delivered by the writer through written language. Reading is a process of getting and understanding information from the text. Reading process occurs as the readers connect with the words and illustrations provided by the author.

Reading, according to the description above, is a comprehending method that considers the value of words, thinking, thoughts, ideas, and facts presented by the author in assembling. Instantly read, keeping in mind that science will grow if you read attentively.

Critical thinking poses a significant obstacle in second language acquisition, especially, students' capacity to critically evaluate information and evaluate content. With suitable activities, as a sub-skill of comprehension, critical reading is taught. Critical reading has a number of characteristics that make it appear to be anchored in critical thinking.

Among the features we can mention the followings: previewing, contextualizing, questioning to understand and remember, reflecting on challenges to one's beliefs and values, outlining and summarizing, evaluating an argument, and comparing and contrasting the related readings. Reading

instruction needs to take into account different types of learners and their needs (Pang, Muaka, Bernhardt & Kamil, 2003).

A careful, active, introspective, and analytic reading is referred to as critical reading. It's a skill that allows you to find information and ideas in a book (Kurland, 2000). Learners may use critical reading to think about and analyze material critically, which means they can see the context from a different perspective, which is connected to their critical knowledge, and they can assess the context they are in. It is accomplished by introducing and using new vocabularies in a meaningful way on a regular and crucial basis (Wallace, 2003).

Based on the explanation above, the researcher chose students of SMA 7 Muhammadiyah Rappokalling to find out whether how critical reading strategy can impact the students reading ability. Regarding to the identification of the previous fact, the researcher interest in conducting a research under the title " The Impact of Teaching Critical Reading Strategy to improve the Student's Reading Ability."

B. Problem Statement

Based on the previous background, the researcher formulated the questions as follow:

1. Does the use of critical reading strategy improve the students reading ability in term of literal?
2. Does the use of critical reading strategy improve the students reading ability in term of interpretive?

3. Objective of The Research

In relation to the problem statement above, the objective of the research are:

1. To find out does the students reading ability in term of literal improve after teaching critical reading strategy.
2. To find out does the students reading ability in term interpretive after reading strategy.

4. Significant of The Research

The results of this study will expect to be a reference material for teachers, students and readers. Where the teacher can prioritize students 'critical reading skills, thus students can also easily understand and master students' reading skills, especially critical reading and for the practical purposes of this research will expect to be useful information for teachers, students and readers.

5. Scope of The Research

The purpose of the study is to determine the students' reading abilities. through critical reading strategy in narrative text focused on literal comprehension in term of main idea and interpretive comprehension in term of drawing a conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers had been conducting studies related to this research, there were as follow:

Eka (2015). Found reading comprehension is better to assess by using critical reading strategies. It is known that critical reading strategies can be used to assess students' reading comprehension, because it has been proved when the students applied it in their reading comprehension problems that can get information from the text, and the hypothesis of this research is accepted.

Sultan (2016) in their journal found that critical reading learning had a significant effect on the students' critical reading skills. This learning model consists of practical and structured learning activities, which contribute to the development of university students' critical awareness.

Carine (2016). In their journal found this study reveals that the critical reading strategies somehow influence students' reading and writing performance. Hence, learners may try to learn and to adapt these strategies. As proven by studies cited in this research, critical reading strategies affect positively reading comprehension and writing performan. All of the previous researchers have similiarity that critical reading strategy very important to implement in teaching and learning class. However, all the previous research and the researcher will research have some difference. The previous research

analyzed critical reading strategy for assessing students in reading, significant effect on the use of critical reading strategy, and affect positively critical reading strategy for reading and writing. Besides, the researcher will investigate the impact of teaching critical reading strategy to improve the student's reading ability.

B. Literature Review

1. Definition of Reading

Reading is one of the most crucial parts of learning English. Reading is the ability to derive meaning from text or written material such as books, periodicals, newspapers, and texts. Reading is a sensory as well as a cognitive activity. Individuals use their eyes and associated thoughts to compile them to read something on the text; they will not only know what is in the published text, but their brains will be meaningfully processed from what they read, resulting in ideas, concepts, and thoughts. In other words, reading is utilized not just to get information from supporting texts, but also to assess that information. Reading may be approached in a variety of ways, depending on a person's previous knowledge and the reason for reading. Encourage individuals to read as a leisure pastime. Hear what they have to say based on what they have read.

According to William (1984), He defined reading as "the act of looking at and comprehending what has been written". Ariffin (1992) At the middle of his study with the title Anthropology of Poetry for Young People defines Reading is a very personal activity that is generally done in quiet and alone. (Essays,2017).

There are a variety of approaches for teaching reading that may be used to enhance pupils' reading skills, including: previewing, predicting, guessing from context, paraphrasing, in this paper, The author is solely concerned in foreseeing the future. The instructor must use an engaging technique to learn the meaning of the text. Predicting the meaning of a text through an image series can help students predict the meaning of the text more readily and will also draw students' attention to an attractive picture.

Reading skills are a particular problem for many students when it comes to locating information in a reading book. When a teacher hears a student read fluently, he or she often assumes that they are good readers. Students, on the other hand, may struggle when questioned about the knowledge they gleaned from the reading. There are three types of comprehension: literal, interpretative, and critical. Herber came up with this technique (1978). Morris and Steward-Dore expanded on this concept (1984) to make it easier for pupils to think about and grasp the content of the texts. The Guide Strategy on Three Levels is an effective method for teachers to assist pupils in comprehending and conceptualizing the material.

2. Definition of Reading Comprehension

Reading is an activity that requires a level of comprehension that cannot be achieved with the help of others. If you haven't yet reached the text, everything that hasn't been approved to read. Understanding establishes a link between what the reader is reading and what they already know. A link can sometimes function on its own, particularly when it is a collection of content that is significant or suit the reader's interest. This is one of the objectives of

reading. Reading comprehension is required to grasp reading since it is impossible to comprehend reading without first comprehending it.

According to in St. Asriati in Al Noursi (2014), state that reading proficiency for many purposes is the starter of learning success in school, academic and university. He also noted that is proficiency in surviving life at 21 centuries probably for students or professionalism.

The act of building the meaning of a written or spoken communication through a reciprocal, complete flow of ideas between the message and the interpretation is known as reading comprehension. The premise is that meaning is discovered by the interpreter's purposeful problem-solving and reasoning processes, and that the meaning's content is influenced by the interpreter's prior knowledge and experience. (Harris & Hodges, 1995).

Reading comprehension, according to some experts, relates to reading for meaning, comprehension, and amusement. It necessitates higher-order cognitive abilities. (Nunan, 2005) stated that comprehending what the text mean, recognizing the primary concept of the text, and the specifics of the text speaking about are all extremely essential as a reader.

“The capacity to derive meaning from a written material is known as reading comprehension.” Kristin and her colleagues say. (Kristin Lems, 2010). That means, the reader must deduce the meaning from the reading. When a text is read by a reader, they must find the information inherent in the text automatically.

Reading and comprehension are inextricably linked. Reading comprehension is the process of comprehending the meaning of a text. As a

result, in order to improve reading comprehension, the reader needs be aware of specific techniques for determining the meaning of text.

3. Levels of Reading Comprehension

There are three stages of reading comprehension that the reader must comprehend before reading. Literal reading comprehension, interpretative reading comprehension, and critical thinking are the three types of reading comprehension. Literal reading comprehension refers to a reader's ability to recognize the paragraph's or short story's major ideas. Recall details that support the major concepts, and put the important occurrences in chronological order. The ability to foresee outcomes and consequences, offer explanations for occurrences, and draw broad generalizations is referred to as interpretive reading comprehension. According to Westwood in Suhadi (2016), he defined comprehension as having four levels: literal, inferential, critical, and creative:

a. Literal Level

Literal reading is the process of deciphering the meaning of concepts or facts that are expressed clearly in the text. At the literal level of understanding, some particular reading skills were detecting specific information or no details, sequencing concepts when expressly signaled, and following directions.

a) Identifying Specific Information

This type of reading necessitates focusing one's attention just on one or a few specific pieces of information or details that he wants from a book; the rest of the text may be skipped. That information might be a name, a date,

a scientific term, a location, or anything else that encourages someone to read. The reader must seek for signs in the environment of the desired information or in the material itself while looking for a detail.

b) Main Idea

The reader's ability to follow the writer's thought process leads in meaningful reading. This was due to the fact that any speech was made up of words and phrases that were not only grammatically but also logically connected to one another, and the writer's presentation of ideas enabled him to accurately synthesize, outline, and infer.

c) Conclusion

The conclusion brings all of the facts evidence into a statement about the nature of phenomenon.

The following are some examples of sentences or questions for this level:

- a) What is.....
- b) What is your age.....
- c) When

The talents that pertain to the literal level are:

- a) Word meaning knowledge.
- b) Recalling concepts that have been directly expressed or paraphrased in one's own words.
- c) Recognizing grammatical clues such as subject, verb, pronoun, conjunction, and so on.
- d) Recalling the primary concept that was expressed directly.
- e) Understanding of how information is conveyed in the text.

b. Interpretive Level

This level necessitates the reader's expertise to exceed that of the author. The reader must comprehend the importance of the facts, notice a range of connections, such as action and reaction and also the component relationship, compare, make conclusions from the data, and form patterns. Here are some samples of phrases appropriate at this level:

- a) Why
- b) What indication.....
- c) What you are able to deduce.....

The abilities that pertain to the interpretive level are:

- a) Understanding the writer's tone, intent, and attitude through reasoning with the facts provided.
- b) Inferring factual facts, key concepts, comparisons, and cause-and-effect linkages from the text that are not expressly expressed.

c. Critical Level

At this level, students learn to assess and appraise facts as well as the writer's use of language in order to guide the reader's interpretation; They also learn to search for signs of bias, credentials, perspective, intention, and sincerity in the writer. The following are common examples of critical level statements or issues:

- a) Evaluate
- b) What would be the outcome if.....
- c) How would you characterize.....

The following skills are relevant to the crucial level:

- a) React to written texts and indicating what it means toward the viewer.
- b) Using a set of criteria to analyze and evaluate the integrity of textual content.

d. Creative Level

The category demands active engagement from the reader in the material given as he formulates or rethinks his own thoughts. Open-ended questions at this level may demand the reader to contribute his own knowledge, perspective, and value. The following are some examples of sentences or this level's questions:

- a) What do you want to do if.....
- b) How does the scripture say about.....

The following skills are related to the creative level:

- a) Understanding of how theatrical approaches affect people's emotions.
- b) Understanding of how forms, styles, and structures respond.

In a nutshell, acquiring information at the literal level entails obtaining information that is directly stated. Making inferences at the interpretive level entails "reading between the lines." The evaluation of written content is part of the critical level. Formulating and reworking ideas are part of the creative process.

According to the preceding definition, each level necessitates distinct abilities or capabilities. The Interpretive level necessitates a greater degree of expertise than the Literal and so on.

C. Some pertinent Ideas

1. Critical Thinking

In recent years, there has been a growing interest in helping students develop critical thinking ability in helping the students enhance their thinking and learning abilities and accomplish its academic objectives. Peirce (2005) Students will benefit from developing its critical thinking abilities.

When kids get to education, they'll have the tactical, analytic, concern, and stance abilities they'll need. When students enter the workforce, they will have the tactical, analytic, concern, and choice abilities they require. enhance their ability to think critically on the course work utilize critical thinking in these classes on tests, coursework, and activities have the tactical, analytic, solving, and choice abilities they'll need for workforce

When educators use the concept "critical thinking," it has different meanings depending on the context—whether it be in academic logical classes, which has a precise definition; whether related to argumentation; or in preliminary talks in a college room on students' challenges to comprehend core curriculum, so when word is informally included to generally indicate excellent understanding.. (Pierce, 2005).

In most situations today, the phrase critical thinking is associated with censorious fault seeking. but as Marker (1994) puts it, The term "critic" is derived from the Greek Kriticos and Latin Criticus, ability to distinguish or differentiate we're talking about perceptive or selective here.; thinking marked by thorough examination and judgment in this meaning of critical." In other words, "critical thinking is the skill that thoroughly comprehend a topic, to consider many perspectives on an issue or idea without being

persuaded by disinformation or something else deceptive techniques, as well as to popularize it." (Marker, 1994).

Considering the concept of critical thinking in a broad way, Paul (1990) refuses to limit himself to one definition of it, because he is interested in developing an inclusive concept of critical thinking, encompassing insights from a variety of fields and perspectives. Among his various definitions is thinking about your thinking while you are thinking to make your thinking better (Paul, 1990).

2. Critical reading

After going over what critical thinking is, we'll move on to critical reading. With proper activities, Critical reading is emphasized as an ability to comprehend content.

The capacity to analyze information and develop objective and logical conclusions is required for critical reading. (Dejnozka & Kapen, 1982); It is personal, allowing for a variety of viewpoints and judgments. (Wardeberg, 1967).

Wallace (2003) states, When a reader uses critical reading, he or she employs particular procedures, models, questions, and ideas to improve clarity and understanding. A critical reading takes more work and comprehension than merely "skimming" through the material. A critical reading elicits "depth substructure" (If that is even a creature exists separate out of the text's surface!), i.e., intellectual integrity, tonality, structure, and a plethora of many other factors are all important key words.

Critical reading has a number of characteristics that make it appear to

be founded in critical thinking. The following are some of the features that we may highlight listed by Kurland (2000):

1. Previewing: gaining knowledge about a material prior to actually reading it;
2. Placing a text in its historical, biographical, and cultural settings;
3. Inquiring in order to comprehend and remember: posing content-related inquiries;
4. Pondering challenges to your principles and beliefs: Examining your own reactions;
5. Creating an outline and a summary: Identifying and restating the major points in your own words;
6. Assessing an argument: Examining a text's logic, as well as its credibility and emotional impact;
7. Comparing and comparing comparable texts: Exploring similarities and contrasts across texts to have a better understanding of them.

Furthermore, Burmeister (1986, quoted in Cherney, 1986) defines The abilities of analysis, synthesis, and assessment are required for critical-creative reading and thinking. He goes on to say that such cognitive capacities necessitate readers or thinkers reasoning utilizing formal logic procedures, or at the very least being aware of their mental processes. Analyze them and have a better understanding of them.

Burmeister, involves the study of components of another; synthesize is the process of merging or integrating pieces into a cohesive entire; and assessment necessitates the setting of criteria as well as an assessment of the

brilliant ideas convergent validity.. The greatest extent of the metacognition, according to Burmeister, is assessment..

Thus, critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence upon the page. So, analysis and inference are the tools of critical reading. The first part - what to look for- involves recognizing those aspects of a discussion that control the meaning. The second part - how to think about what you find- involves the processes of inference, the interpretation of data from within the text.

1) Critical reading: principles, purposes and practice

Wallace (2003) In terms of ideas, goals, and practices, there are some distinctions between critical and conventional reading comprehension models. These characteristics will be briefly explained in the following sections.

Principles. Firstly, There is less emphasis on cognitive theories that focus on specific types of talents in critical reading. Furthermore, critical reading differs based on principles perspective It does so by focusing less on individualistic answers to literature and much more on collectively controlled answers, inside which ideas are collectively handled, understood in classroom situations through conversation around text.

Secondly, Non-native speaker readers of real, non-pedagogic literature are not always disadvantaged in critical reading — quite the opposite.

Second and foreign Language students will be much more aware of their surroundings of how texts position readers, that is, how the desired

When a pattern audience is incorporated into the content, because they are not the primary addressees of texts intended for an indigenous audience. Because they are not asked to participate in a text's ideological stance, L2 readers are in a better position to recognize and oppose it.

Thirdly, Instead than encouraging the reader to become caught up in the author's communicative purpose, critical reading invites the reader to question the schemata elicited by the text. The author is not the single or final arbiter of the meaning of a document.

Fourthly, critical reading entails questioning not only the logic or argument presented in texts, but also the ideological assumptions that underpin them.

Finally, and perhaps most significantly, critical readers remark metacognitively, demonstrating knowledge of the cognitive techniques they employ, as well as metacritically. We are prepared to confront our own attitude toward the text through metacritique, with the goal of gaining some On such assessments, we maintain a general distance and the probable causes for them. (Wallace 2003).

Purposes. Wallace states the linguistic, conceptual/critical, and cultural goals of critical reading as an educational endeavour may all be understood as linguistic, conceptual/critical, and cultural. To begin, linguistic goals include assisting students in comprehending the nature of ideological meanings inherent in texts as revealed by language usage. The goal is to use students' grammatical knowledge to promote reflection on the impact of language choice rather than to help the reading process.

The goal is to promote epistemic literacy in the development of conceptual/critical capacities that is, you must be able to think further than the text in order to construct a rational explanation. Even the really young children, according to Wells, will do this if given opportunity to debate not only the actions, but also the consequences of those incidents as recounted in stories. They will draw intellectual and critical connections with their own lives, and this might be considered the start of critical pedagogy in the sense that youngsters will not only grasp but also query and challenge a few of the ramifications. Unlike verbal encounters, manuscripts provide fixed points of reference for this sharing discussion.

Furthermore, textual discussion becomes 'critical' in the sense that it is expository, introspective, and does not assume its own premises. And at last, when it comes to the social effects of a critical reading orientation, the purpose is not to teach students about British, French, or German culture, but to encourage insights into basic stereotypes and practices, compare and contrast across territorial frontiers, while the texts used in a Critical Reading class are tends to be significantly community. Indeed, one of the most significant parts of the track for the students is the possibility to exchange diverse cultural viewpoints; to observe, for example, how people in other countries live.

Practice. The manner in which the principles and purposes of critical reading are taught in practice depends on the level and circumstances of the learners involved. With lower level learners or with children one can draw on the principles of critical literacy, by paying attention less to the detail of the hidden grammar, but to the hidden images of texts.

Comber (1993, cited in Wallace, 2003), for instance, describes her work with primary aged children where she invites them to challenge the images of mothers, all white, blonde haired and middle class, which predominate in the advertisements for 'mothers' day' gifts. Arizpe et al. (2013) talk about the powerful interpretations of picture books offered by children, including L2 learners with little or no print literacy in English. They show how children are able to investigate visual texts analytically, as revealed not by verbal responses but through drawings. In this way, Arizpe et al. have begun to demonstrate in very practical ways multimodal interactions between reader and text.

In considering some of the differences suggested here between conventional and critical reading, some skeptics of the Critical Reading project pose a more radical distinction by arguing that critical reading is not reading at all, that analysis of texts is not what we normally understand by reading.

In short, we might want to make a difference between reading a text analytically and 'being a reader of', for example, *The Sun* or *The Guardian* which will involve a generally convergent, co-operative stance, for the obvious reason that because we are regular readers of these texts, they reflect and reinforce our existing ideological, even aesthetic preferences (Hence the Longman Dictionary of Culture (1992) has entries under 'Sun Reader' and 'Guardian Reader'). Indeed one wellknown journalist in a rival, popular newspaper currently refers contemptuously to Guardian readers as 'the Guardianists'.

This issue of reader choice and allegiance begs the question of how ready or able we are to employ texts in although we are the viewers. It is definitely crucial to question what we often assume as rationality since it is consistent with our current perspective. As a result, one essential objective of critical reading is to empower readers to switch perspectives - to transition from being a reader of a book to a critic of a text. Critical reading – and the use of texts – may so coexist with traditional reading in just this way. (Wallace, 2003).

2) Critical reading strategies

Varaprasad (1997) notes that all languages require interpreting in context. Meaning is not contained merely within the written text, but is created in interaction with a reader. Moreover, the meaning created is dynamic. It follows that we bring not just linguistic and world knowledge to reading but also interpretive and critical resources. Learners are required not just an adequate knowledge of the language and of the world, but also an ability to adapt a critical attitude to question and challenge a written choice of discourses. Interpretive resources shared by communities of readers are social as much as individual.

An approach which uses meaning lying within the text can be avoided by trying to create an interaction between the reader and the text. For achieving this goal and developing critical reading skills, particular kinds of activities can be created. Varaprasad (1997) mentions that most successful readers do some combinations of the following strategies:

Previewing. According to Varaprasad (1997), previewing a text

means gathering as much information about the text as one can before actually beginning to read it. The following questions can be asked:

- a. What is my purpose for reading?
- b. What can the title tell me about the text?
- c. How is the text structured?

In previewing students generate questions which help them view texts from a wider perspective and also understand the text's social, political, historical, and cultural content. In other words, to read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text. Generating questions such as above will enable the reader to look at the text critically.

Annotating. Annotating is an important skill to employ if one wants to read critically. Successful critical readers, Varaprasad (1997) believes, read with a pencil in their hands, making notes in the text as they read. Instead of reading passively, they create an active relationship with what they are reading by "talking back" to the text in its margins. You may want to make the following annotations as you read:

- a. mark the thesis and main points of the piece
- b. mark the key terms and unfamiliar words
- c. underline important ideas and memorable images
- d. write your questions and/or comments in the margins the piece
- e. mark confusing parts of the piece, or sections that warrant a reread
- f. underline the sources, if any, the author has used.

d. analyzing authorbi as an essential move in developing critical skill is to be able to distinguish fact from opinion. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated.

Re-reading. According to Varaprasad (1997), rereading is a crucial part of the critical reading process. Good readers will reread a piece several times until they are satisfied. It is recommended that one reads a text three times to make as much meaning as possible.

Responding. Finally, Varaprasad(1997) recommends that responding to what one reads is an important step in understanding what he or she reads. One can respond in writing or by talking about what you have read to others. Here are some ways you can respond critically to a piece of writing:

- a. Writing a response in your writer's notebook
- b. Discussing the text with others

The aforementioned strategies can be applied both individually (when reading for oneself) and in the classroom directed by the instructor. Applying critical reading strategies in EFL classrooms will take different forms with different groups of learners because students come to classroom with different levels of language and learning experiences in their first language.

3) A good critical reader

Dechant (1973) defines critical reading requires the reader to evaluate—that is, to make a personal judgment on the quality, value, correctness, and veracity of what is read. Four phases are believed to be involved in complete reading: recognition, comprehension, reaction, and

This technique is essential for critical reading since it allows the reader to concentrate on the text's substance and language. Making the key points allows you to concentrate on the text's most significant concepts and distinguish between the central and most crucial points. Questioning can help you better comprehend and respond to a reading. You genuinely involve yourself with the book. When you connect a message to your own life observations, beliefs, values, or position, and as a result, you comprehend and remember it better.

Summarizing. For Varaprasad (1997), summarizing the text you have read is a valuable way to check your understanding of the text. When you summarize, you should be able to write down the following things from the text: thesis and the main points of the piece. A summary writing task does not have to be only summary. Learners can evaluate, to creatively synthesize, to give comments, or to write their reflections on what they have read. Putting your ideas together again in your own words and in a concise form shows how reading critically can lead to deeper understanding of any text.

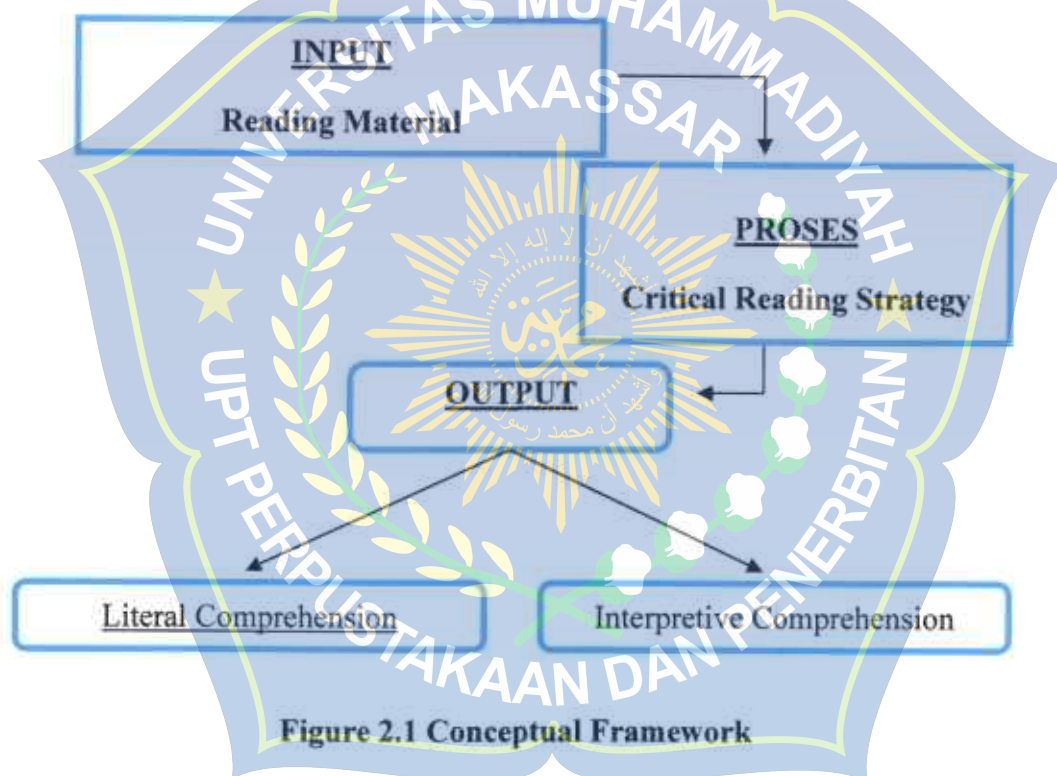
Analyzing. Analyzing a text means breaking into its parts to find out how these parts relate to one another. Being aware of the functions of various parts of a piece of writing and their relationship to one another and the overall piece can help you better understand a text's meaning. To analyze a text, Varaprasad (1997) suggests, one can look at the following things:

- a. analyzing evidence
- b. analyzing assumptions
- c. analyzing sources

integration.

Dechant (1973), states examines all literature critically. "He devises the question clearly, examines the contents' authenticity, evaluates the author's qualifications, finds for illogical faults, and builds sensitive to the truth or obtuseness of what is presented."

D. Conceptual Framework



1. Input : teacher prepared teaching material in the form of reading text to determine the extent to which students' reading comprehension, in this case the teacher chose the narrative text.
2. Process: teacher used the Critical Reading Strategy in the classroom.
3. Output: Critical reading strategy could effect to students' reading comprehension.

E. Hypothesis

Hypothesis for this research were:

Ha: There is a significant impact of the students reading ability in term of literal by using critical reading strategy.

Ho: There is no significant impact of the students reading ability in term of interpretive by using critical reading strategy.



CHAPTER III
RESEARCH METHOD

A. Research Design

The data would be conducted in pre-experimental research design to find out how whether critical reading strategy can improve the students reading ability. The researcher expects to the critical reading strategy give a good effect in students reading ability. Pre-experimental design is a design as a real experiment because there are still external variables which also affects the formation of the dependent variable (Sugiyono 2013). Pre-experimental designs are categorized into three types, namely: a) One shot case study. b) Pre-test-post-test one group design. c) Post-test only control group design. In this research, the researcher will be used pretest-posttest one group design.

Chronologically, the design involves one group to which the researcher conducting a pre-test, exposed a treatment and do a post-test. The success of the treatment is determined by comparing the result of the pre-test and the post-test.

Table 3.1 The Research Design

O1	X	O2
Pre-test	Treatment	Post-test

Notes:

O1 = the result of the students' Pre-test

X = treatment by using critical reading strategy

O2 = the result of students' Post-test

In this design the test was carried out twice, namely (pre-test) and after being given the experimental treatment is called (post-test). The pre-test

would be given to the experimental class (0). After learning to analyze the language rules of the negotiation text, it focuses on conditional sentences using the inquiry method (X). In the final stage, the researcher gave a post-test (02).

1. Pre-test

The researcher would give a pre-test to the students. There 10 questions in the form of essay text. It was conducted to know the scores of the students reading before being taught the treatment.

2. Treatment.

After gaining the pre-test, the researcher would give treatment by using critical reading strategy. The purpose of treatment was to help students to understand a reading text with a critical reading strategy, especially in narrative text. The treatment as follows:

- a. The teacher gave text to students in the form of narrative text.
- b. First, the teacher would instruct the students to preview the text.
Previewing a text means gathering as much information about the text as one can before actually beginning to read it.
- c. Second, students were asked to Annotating text such as underline important ideas, write questions or comments on the text that has been given, or mark confusing parts and etc.
- d. Third, students asked to summarizing the text. Putting your ideas together again in your own words and in a concise form shows how reading critically can lead to deeper understanding of the text.

- e. After that, the teacher asked to the students to Analyzing the text. Analyzing a text means breaking into its parts to find out how these parts relate to one another such as analyzing evidence, analyzing assumptions, sources, or author bias.
- f. Next, the teacher would ask to the students to Re-reading the text. Re-reading is a crucial part of the critical reading process.
- g. And the last, students asked to responding. Students will discuss with others about the text. Responding to what one reads is an important step in understanding what he or she reads.

3. Post test

After the treatment completed, the researcher would give a post –test. Post-test will conduct to see the impact critical reading strategy in term of literal to improve the student reading ability based on the score. Similar to pre-test, the researcher will ask to the students to answer the 10 questions in the form of essay text.

B. Research variable and indicator

1. Variable

Dalle (2012) stated the research variables were the objects that can be observe, assess, or examine through their own indicators or parameters. Related to the statement, the variable was one of the important elements of research. The variable of this research:

a. Independent variable

According to Mark Balnaves (2001) Independent variable has an impact on the dependent variable. In other definition, Creswell (2012) stated

that an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In these research independent variables is critical reading strategy.

b. Dependent variable

According to Creswell (2012) a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Dependent variable is the consequence or dependent variable upon antecedent variables. The dependent variable in this research is the students' improvement in reading comprehension toward narrative text included literal comprehension and interpretative comprehension.

2. Indicator

There are two indicator in this research as follow:

- a. literal reading comprehension: main ideas.
- b. Interpretive reading comprehension: conclusion.

C. Population and Sample

a. Population

The population of this study was the students in the 11th Grade SMA 7 Muhammadiyah Rappokalling. The population of this researcher was second year students' in academic 2019/2020 that consisted of 20 students.

b. Sample

The sample took by using total sampling technique that the class consisted of 20 students. According to Sugiyono (2007) the population of less than 100 entire populations is being use as research samples all along. The sample of the study only one class of eleven grade students.

D. Instruments of the Research

According to Sugiyono (2009) research instrument is a tool or instrument used to measure nature and social phenomena observed. Test is an instrument or procedure designed to measure the student's ability.

In this research, the researcher collected the data through test which was the researcher gave a essay test consisting of 10 questions of narrative text.

E. Procedure of Collecting Data

There are some procedures that used in collecting the data for this research, they were: pre-test, and post-test. Each for the procedures were described as follows

1. Pre-test

Before teaching material by using critical reading strategy, the researcher gave a test to the students. This test was given to know the basic competence for the student and to measuring knowledge skills of individual students. Pre-test was given to the students before being taught by critical raeding strategy. The students would be asked to work on narrative text questions in the form of essay text questions. The tests of pre-test consist of 10 questions. Time allocation of test was 45 minutes. The researcher would take the pre-test from SMA 7 Muhammadiyah of second grade students.

2. Post-test

To get a data, a post-test would be given to the students. In this test wanted to know the scores of the students after being taught by using critical reading strategy. The students would be asked to work on narrative text

questions in the form of essay questions. The tests of post-test consisted of 10 questions. Time allocation of test is 45 minutes. The researcher took pre-test and post-test from the same place. The scores obtained would be analyzed in determining the comparison between the pre-test and post-test scores.

F. Technique of data analysis

The steps of data analysis technique were undertaken in quantitative employing the following formula:

Table 3.2 Score Literal reading comprehension

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
2	Identified the main idea and provided adequate evidence, details reading to the main idea	3
3	limited the main idea and provided adequate evidence, details reading to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details reading to the main idea	1

(Harmer in Nurhandayani, 2016:31)

Table 3.2 Score interpretive reading comprehension

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea it is excellent	4
2	Conclusion reflect reading in development of idea it is good	3
3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmer in Nurhandayani, 2016:31)

- a. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

(Gay, 2006)

- b. Calculation the mean of the students answer by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean core
 $\sum X$ = The raw of all score
 N = The number of subjects

(Gay, 2006)

- c. The percentage of increasing achievement used the following formula: X_2 -

 X_1

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = Percentage
 X_2 = Average score of Post-test
 X_1 = Average score of Pre-test

(Gay, 2006)

- d. After collecting the students data, the researcher classified the score of the students into the following criteria:

Table 3.4 classify the score of the students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Amirullah, 2012:32)

- e. The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between the method pairs (X1 – X2)

 \bar{D} = The mean of Ds $\sum D^2$ = The sum of the square $(\sum D)^2$ = The square of $\sum D$

N = Number of students

(Gay, 2006)

f. The criteria for the hypothesis testing was as follows:

Table 3.5 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)

The table above show if (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and if (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered of problem statement in the previous chapter and consisted of findings and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used their own word to explain it.

A. Findings

The findings of the research that teaching reading comprehension through critical reading strategy could increase reading comprehension in literal comprehension and interpretive comprehension. In the further interpretation of the data analysis were given below:

1. Students' Literal Reading Comprehension Using Critical Reading Strategy in Term of Main Idea

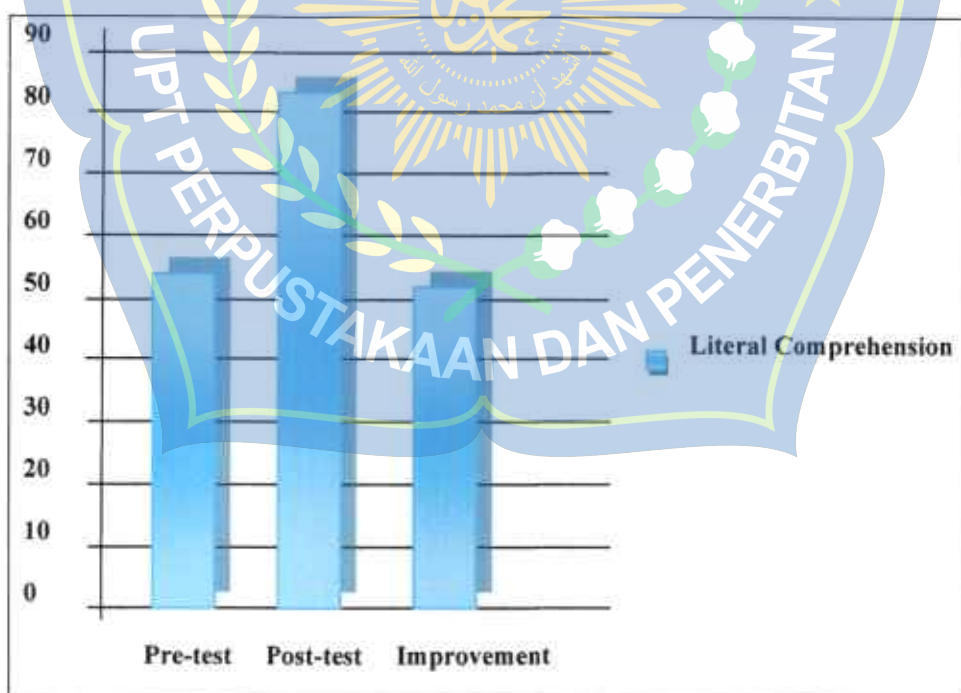
Students' literal reading comprehension using critical reading strategies are distinct in the pre-test and post-test. Students had poorer understanding of the major concept in the pre-test, but after using the critical reading approach, they had a better understanding of the main idea, as shown in the table below:

Table 4.1 Students' Literal Reading Comprehension in Pre-test and Post-test Using Critical Reading Strategy.

Literal Reading Comprehension	The Students' Score		Improvement (%)
	Pre-test	Post-test	
Main Idea	54.95	83.4	51.77

Based on the table 4.1 above, it shows that the score of literal 51,77% After teaching reading comprehension in terms of primary concept utilizing Critical Method, the percentage of students who increased in the post-test increased. The students' mean pre-test score was 54,95, while their post-test score was 83,4.

Graphic 4.1 The Mean Score and Improvement of The Students' Reading Comprehension in Term of Main Idea.



The graphic above that there was improvement of the students in the reading comprehension in term of literal comprehension from pre-test

with the mean score was 54,95 to post-test with the mean score was 83,4 and the improvement of pre-test to post-test was 51,77%.

Table 4.2 Classification of the Students' Score Literal Reading Comprehension in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	3	15%
4	Fairly Good	66-75	2	10%
5	Fair	56-65	5	25%
6	Poor	36-55	9	45%
7	Very Poor	0.0-35	1	5%
Total			20	100%

According to table 4.2, 3 (15 %) students scored good, 2 (10 %) students scored pretty good, 5 (25 %) students scored fair, 9 (45 %) students scored bad, and 1 (5 %) student scored extremely poor in the pre-test reading comprehension.

Table 4.3 Classification of the Students' Score Literal Reading Comprehension in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	4	20%
2	Very Good	86-95	1	5%
3	Good	76-85	12	60%
4	Fairly Good	66-75	3	15%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0.0-35	0	0%
Total			20	100%

The table 4.2 above, It demonstrates that there have been differences in the categorization of students' reading comprehension scores in terms of primary concept in the post-test 4 (20%) students got excellent, 1 (5%) student got very good, 12 (60%) students got good, and 3 (15%) students got fairly good.

2. Students' Interpretive Reading Comprehension Using Critical Reading Strategy In Term of Conclusion

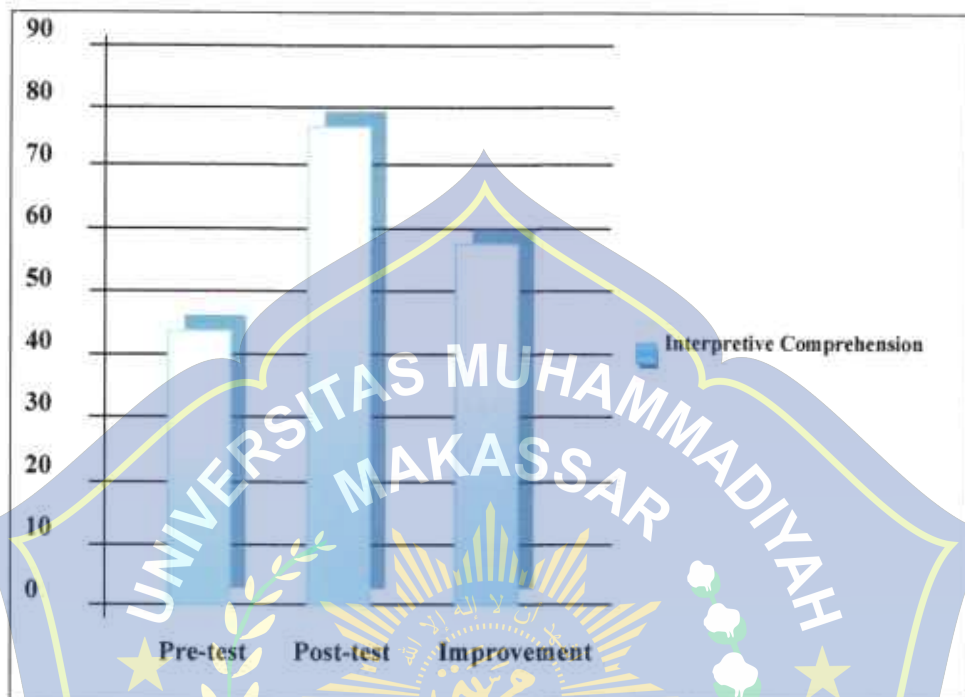
Students' interpretive reading comprehension using Critical Reading Strategy have different in pre-test and post-test. Students had a limited understanding of the conclusion in the pre-test, but after using the Critical Reading Strategy, they had a greater understanding of the conclusion, as shown in the table below:

Table 4.4 Students' Interpretive Reading Comprehension Using Critical Reading Strategy in Pre-test and Post-test.

Interpretive Reading Comprehension	The Students' Score		Improvement (%)
	Pre-test	Post-test	
Conclusion	43.75	78.75	80

According to table 4.4, the interpretative 80 percent of students' post-test scores increased when Critical Reading Method was used to teach reading comprehension in terms of conclusion. The students' mean pre-test score was 43,75, while their post-test score was 78,75.

Graphic 4.2 The Mean Score and Improvement of The Students' Reading Comprehension in Term of Conclusion.



The graphic above that there was improvement of the students in the reading comprehension in term of interpretive comprehension from pre-test with the mean score was 43,75 to post-test with the mean score was 78,75 and the improvement of pre-test to post-test was 58,72%.

Table 4.5 Classification of the Students Score Interpretive Reading Comprehension in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	5	25%
5	Fair	56-65	0	0%
6	Poor	36-55	5	25%
7	Very Poor	0.0-35	10	50%
Total			20	100%

Based on the table 4.5 above, it shows of the students score reading comprehension in term of conclusion in pre-test there are 5 (25%) students

got fairly good, 5 (25%) students got poor, 22 (10%) students got very poor.

Table 4.6 Classification of the Students Score Interpretive Reading Comprehension in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	8	40%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	7	35%
5	Fair	56-65	0	0%
6	Poor	36-55	5	25%
7	Very Poor	0.0-35	0	0%
Total			20	100%

Based on the table 4.6 above, it shows that the classification of the students score reading comprehension in term of conclusion in post-test there are 8 (40%) students got excellent, 7 (35%) students got fairly good and 5 (25%) students got poor.

3. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significance difference between the results of students' mean score in pre-test and post-test the researcher used t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df) = $N - 1$, where N = Number of subject (20 students) then the value of t-table was 2.03 t-test statistical, analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through critical reading strategy table below:

Table 4.7 the Comparison of T-Test and T-Table Score of the Students' Reading Comprehension

Variables	T-Test	T-Table	Description
Literal Reading Comprehension	11.75	2.03	Significance
Interpretive Reading Comprehension	5.99	2.03	Significance
X	17.74	2.03	Significance

The table above shows that the value of the t-test is higher than the value of t-table. The t-test value of main idea is greater than t-table ($11,75 > 2,03$) and t-test value of conclusion are greater than t-table ($5,99 > 2,03$). The result of calculating t-test of the indicators in the students t-test in literal and interpretive reading comprehension is greater than t-table ($17,74 > 2,03$).

The value of the t-test is greater than t-table. The score in variable of reading comprehension is ($17,74 > 2,03$). It is said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that, there is a significance difference between the result of the students' literal and interpretive reading comprehension in reading through critical reading strategy after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 20 ($N-1=20-1$), thus the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. In country, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 19, thus the alternative hypothesis is rejected and null hypothesis is accepted

B. Discussion

This research concerned to the use critical reading strategy in improving students' reading comprehension in term of literal comprehension (main idea) and interpretive comprehension (drawing conclusion) to students of eleven grade SMA 7 Muhammadiyah Rappokalling.

The research finding that the students' reading comprehension by using critical reading strategy showed the improvement of the students reading comprehension in the terms of main idea and making conclusion. From the improvement showed the process in pre-test and post-test. The result of the students reading in pre-test was low, especially in finding the main idea and making conclusion. It showed that the students could not express their ideas and their understandable. It was before using critical reading strategy in reading activity.

Based on the problem above, the researcher gave the treatment by using critical reading strategy, so that the students could show the improvement in post-test. In pre-test, researcher only gave the essay text (reading text) to know their prior knowledge before using Critical Reading Strategy.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read the text, but they did not understand about how to find out the main and making conclusion of the reading text.

After students were given a pre-test, the researcher gave the treatment by using critical reading strategy. As the result, students become active and

enjoy in reading activity. They would be easy to do reading activity. Most of their utterance were correct and no need to reading for a long time to understand what they read.

The result of students' mean score after presenting in teaching reading comprehension using critical reading strategy is better than before the treatment is given to the students. Before giving the treatment, the students' Comprehension in literal and interpretive are fair. After giving the treatment, their comprehension is significantly improve and categorized as good.

By using critical reading strategy, the students can understand and find the information in the text specifically. They can do what is the purpose of the writers in writing the texts, by knowing the writer's or author's purpose and easy to make a conclusion from text.

Teaching reading through the Critical Reading Strategy is an effective approach to improve students' levels of reading comprehension. This result related with Ila Amalia (2016). State that critical reading was able to be applied to class, Indonesian EFL students and give significance improvement.

Eka (2015). Found that reading comprehension is better to assess by using critical reading strategies. It is known that critical reading strategies can be used to assess students' reading comprehension, because it has been proved when the students applied it in their reading comprehension problems tha can get information from the text, and the hypothesis of this research is accepted.

Another state come from Sultan, Rofiuddin, A., Nurhadi, & Priyatni, E.T. (2016) in their journal found that critical reading learning had a significant effect on the students' critical reading skills. This learning model consists of practical and structured learning activities, which contribute to the development of university students' critical awareness.

Then, from Carine, IM., Suacillo., Joeseph, M., Velasquez., Hannah, NR, Maria, B., Cequena. (2016). In their journal found this study reveals that the critical reading strategies somehow influence students' reading and writing performance. Hence, learners may try to learn and to adapt these strategies. As proven by studies cited in this research, critical reading strategies affect positively reading comprehension and writing performa.

Based on several researchers above, critical reading strategy is extremely effective in learning because it has been proven that researcher use this strategy in the classroom and give significance improvement after giving the treatment.

1. Students' Literal Reading Comprehension Using Critical Reading Strategy

Based on the finding above in applying critical reading strategy in the class, the data is collected through the test as explain in the previous finding section shows that the students' comprehension in the score of literal is improved from the mean score in pre-test and post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that critical reading strategy could improve the students' comprehension in literal reading comprehension.

2. Students' interpretive Reading Comprehension Using Critical Reading Strategy

Based on the finding above in applying critical reading strategy in the class, the data is collected through the test as explain in the previous finding section shows that students' comprehension in the interpretive is significantly improved.

The data on the table 4.4 shows that the score of interpretive is improve from the mean score on pre-test and post-test. Therefore, it can be concluded that critical reading strategy could improve the students' comprehension in interpretive comprehension.

3. The significant Differences of T-test and T-table

Through the result of pre-test and post-test, it can be concluded that statistically hypothesis of H1 is accepted and the statistically hypothesis of H0 is rejected. It means that the using critical reading strategy in teaching reading comprehension could improve the students' comprehension of reading.

The effectiveness of the students' literal and interpretive comprehension in reading skill, it is concluded that critical reading strategy could improve the students' comprehension in literal and interpretive in reading. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out main idea and conclusion. But, the students' reading comprehension in post-test, which the content of reading

comprehension could be understood. Then, the students were easy to answer the questions and find out main idea and conclusion.

Based on the explanation above, the researcher analyzed that critical reading strategy could improve the students' reading comprehension. It was proved by the result of students' achievement in narrative text.

From the discussion above, it could be argued that the students of eleven grade SMA 7 Muhammadiyah Rappokalling have given a positive influence in reading skill after taught critical reading strategy especially in comprehension a text.



CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conducting The Experimental Research about The Use of critical reading strategy in Teaching Reading Comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

1. Critical Reading Strategy is effective to increase the students' literal reading comprehension in main idea. It was improved by the mean score of literal comprehension before and after giving treatment with the t-test value main idea comprehension is greater than t-table.
2. Critical Reading Strategy is effective to increase the students' interpretive reading comprehension in conclusion. It was improved by the mean score interpretive comprehension before and after giving treatment with the t-test value interpretive comprehension is greater than t-table. The result of calculating t-test of the indicators in the students' t-test reading comprehension (literal and interpretive comprehension) is greater than t-table. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

This suggestion was addressed for those who had an interest in the issue of the effect of using critical reading strategy to enhanced the students' understanding literal in terms of main idea and in terms of conclusion. Based on the result of this research, the researcher gave suggestion:

1. It is suggested that the teacher especially for the English teacher at the eleven grade students of SMA 7 Muhammadiyah Rappokalling to use critical reading strategy as one alternative among other teaching that can be used in teaching reading comprehension.
2. It is suggested that the English teacher at the tenth grade students of SMA 7 Muhammadiyah Rappokalling, should use critical reading strategy in presenting the reading comprehension materials because it is effective to improve the students' reading comprehension
3. For next researcher, it is suggested to this thesis as an additional reference with different discussion. According to Eka (2015) that Found reading comprehension is better to assess by using critical reading strategies to assess students' reading comprehension because it has been proved when the students applied it in their reading comprehension problems that can get information from the text.
4. Further, the researcher concluded that using critical reading strategy in learning can make students more active, enjoy and motivate in teaching learning process. It means that the critical reading strategy can be used as one of the alternative to teach narrative text.

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APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA 7 Muhammadiyah Rappokalling
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Teks Narrative
Alokasi Waktu	: 1 x 90 Menit

KOMPETENSI INTI (KI)

KI-1 Dan KI-2 Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sesuai dengan perkembangan anak dilingkungan keluarga, Sekolah masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional dan kawasan internasional.

KI 3 Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengelola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

A. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
	3.8.2. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1. Menentukan moral value yang terkandung dalam teks berbentuk naratif singkat
	4.8.2. merumuskan kembali sebuah cerita yang telah diamati ke dalam bahasa sendiri yang lebih sederhana

B. Tujuan Pembelajaran

Peserta didik mampu mencari kosa kata yang sulit dan mencari arti dari kosa kata tersebut.

Peserta didik mampu menceritakan kembali teks tersebut.

C. Materi Pembelajaran

1. Fungsi social teks naratif

A text that entertains or amuses the readers or listener with fictional story

2. Struktur teks teks naratif, yang meliputi:

- a. Orientation, the part of narrative text that introduces the characters and the setting of the story
- b. Complication, the part of narrative text that tells about the problem that is faced by the main character
- c. Resolution, the ending of the story it can be either tragedy or comedy

3. Unsur kebahasaan teks naratif yang meliputi;

- a. Simple past tense
- b. Direct-Indirect speech
- c. Adverb of time

D. Metode Pembelajaran

- a. Pendekatan : Scientifi capproach
- b. Model : Discovery Learning
- c. Metode : diskusi, tanya jawab, penugasan
- d. Strategy : Critical reading

E. Media

1. Media/Alat : Teks naratif, kamus.

F. Kegiatan Pembelajaran

1. (1 x 90 menit)

KEGIATAN	
PENDAHULUAN (15 Menit)	
<p>a. Melakukan salam pembuka dan mengabsen kehadiran siswa.</p> <p>b. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</p> <p>c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi yang diberikan.</p> <p>d. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.</p>	
KEGIATAN INTI (60 Menit)	
Kegiatan Literasi	Peserta didik diberikan materi tentang teks narrative untuk melihat, mengamati, membaca dan menuliskannya kembali.
Critical thinking	Peserta didik diberikan kesempatan untuk membaca text tersebut, mengidentifikasi dan menemukan hal-hal atau kosa kata yang belum diketahuinya dan mencari arti kosa kata tersebut.

Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, menceritakan ulang dan saling bertukar pikiran tentang mengenai teks tersebut.
Communication	Setiap perwakilan kelompok mempresentasikan terkait cerita tersebut dengan menggunakan bahasa mereka sendiri
Creativity	Peserta didik diberikan kesempatan untuk enanyakan hal-hal yang belum dipahami. Guru dan peserta didik memberikan kesimpulan tentang hal-hal yang telah dipelajari terkait text narrative.
PENUTUP (15 Menit)	
Guru memberikan refleksi terhadap pembelajaran dan memberikan apresiasi kepada Pesertadidik.	
Guru tahukan materi yang akan dipelajari pada pertemuan berikutnya dan memberikan salam penutup.	

APPENDIX B**INSTRUMENT OF PRE-TEST****Two Brothers**

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

Read the text above and answer these questions!

1. What type of the text is used by the writer?
2. What is the title of the text?
3. What is the main idea of the first paragraph?
4. What is the main idea of the second paragraph?
5. What made the king of Aruya call Akomi a liar?
6. Who has been thrown into the Crocodile River?
7. Where finally the two brothers were placed by the king of Aruya?
8. From the story, we can see that King Aruya?
9. What is the main idea of the last paragraph?
10. Make the conclusion of the text above?

Key Answer:

1. Narrative text.
2. Two Brothers.
3. Akomi and Ombah are ambitious and winning
4. They went to see King Aruya.
5. Because Akomi knows everything.
6. They both.
7. River of crocodile.
8. Disliked people who told lies.
9. He try to explain that no one know what happen.
10. Once upon a time, there were two brothers named Akomi and Ombah. They were ambitious and won because they wanted to be the king's ministers. They claim to be smart and many things they know. However, this was denied by the king. The king did not believe them because they were caught lying. The king was angry and finally they were thrown in to the crocodile river.

INSTRUMENT OF POST-TEST

Snow white and the Seven Drawfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Read the text above and answer these questions!

1. What type of the text is used by the writer?
2. What is the title of the text?
3. What is the main idea of the second paragraph?
4. What is the main idea of the third paragraph?
5. Why Snow White ran away to the woods?
6. Where did Snow White live after she ran away to the woods?
7. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
8. What is the communicative purpose of the story?
9. How the ending of the story above?
10. Make the conclusion of the text above?

Key Answer:

1. Narrative text
2. Snow White and the Seven Drawfs
3. Snow white ran away to the woods
4. The seven dwarfs were coming home from work and there they found Snow White sleeping.
5. Her uncle and aunt would go to America.
6. She lived in the dwarf cottage
7. Because her parents were dead.
8. To entertain readers with fairy tale.
9. Happy
10. Once upon a time there lived a little girl named Snow White. She lives with her aunt and uncle because his parents are dead. One day he heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that, so she decided that it would be best if she ran away. The next morning, he ran into the forest. He was very tired and hungry. Then he saw a small hut. He knocked but no one answered so she went inside and fell asleep.

Then the seven dwarves came and saw Snow White wakeup. After that, Snow White told her condition and the seven dwarves let her live together.



APPENDIX C

The Students' Score of Pre-test

No	Respondents	Pre-test		
		Literal Comprehension	Interpretive Comprehension	Reading Comprehension
		Main Idea	Conclusion	Score
1	A. Muh Ramadhani	27	3	75
2	Abd. Majid	18	2	50
3	Abdul Muin	13	2	38
4	Aldi Adrianto	13	3	30
5	Fahry Rezky Reza	28	1	73
6	Fitra	29	3	80
7	Haeriani	16	1	43
8	Haidir	12	3	38
9	Mutiara Sari	14	1	38
10	Nur Adawiah	24	2	65
11	Nurul Ali	23	2	60
12	Nurul Ramadhani	15	1	30
13	Rahmawati	18	1	48
14	Siti Rabiatul Annisa B	14	1	38
15	Siti Sarah Putri Zahwa	20	2	55
16	St. Fatimah Azzahra	20	1	53
17	Stevani Ela	21	1	55
18	Surya Qolby Jr	18	1	48
19	Syakira	30	3	83
20	Nurul Putri Delima	23	1	60

APPENDIX D

The Students' Score of Post-test

No	Respondents	Post-test		
		Literal Comprehension	Interpretive Comprehension	Reading Comprehension
		Main Idea	Conclusion	Score
1	A. Muh Ramadhani	35	4	98
2	Abd. Majid	29	2	78
3	Abdul Muin	28	2	75
4	Aldi Adrianto	29	3	80
5	Fahry Rezky Reza	35	4	98
6	Fitra	35	4	98
7	Haeriani	27	3	75
8	Haidir	29	3	80
9	Mutiara Sari	30	2	80
10	Nur Adawiah	31	3	85
11	Nurul Ali	30	4	85
12	Nurul Ramadhani	29	2	78
13	Rahmawati	29	2	78
14	Siti Rabiatul Annisa B	27	3	75
15	Siti Sarah Putri Zahwa	25	3	70
16	St. Fatimah Azzahra	29	4	83
17	Stevani Ela	28	4	80
18	Surya Qolby Jr	29	3	80
19	Syakira	36	4	100
20	Nurul Putri Delima	30	4	85

APPENDIX E

The Students' Row of Pre-test

No	Respondents	Pre-test	
		Literal Comprehension	Interpretive Comprehension
		Main Idea	Conclusion
1	A. Muh Ramadhani	75	75
2	Abd. Majid	50	50
3	Abdul Muin	36	50
4	Aldi Adrianto	36	75
5	Fahry Rezky Reza	78	25
6	Fitra	81	75
7	Haeriani	44	25
8	Haidir	33	75
9	Mutiara Sari	39	25
10	Nur Adawiah	67	50
11	Nurul Ali	63	50
12	Nurul Ramadhani	42	25
13	Rahmawati	50	25
14	Siti Rabiatul Annisa B	39	25
15	Siti Sarah Putri Zahwa	56	50
16	St. Fatimah Azzahra	56	25
17	Stevani Ela	58	25
18	Surya Qolby Jr	50	25
19	Syakira	83	75
20	Nurul Putri Delima	63	25
Total		$\sum X = 1099$	$\sum X = 875$
Mean Score (X)		$X = 54.95$	$X = 43.75$

APPENDIX F

The Students' Row of Post-test

No	Respondents	Post-test	
		Literal Comprehension	Interpretive Comprehension
		Main Idea	Conclusion
1	A. Muh Ramadhani	97	100
2	Abd. Majid	81	50
3	Abdul Muin	78	50
4	Aldi Adrianto	81	75
5	Fahry Rezky Reza	97	100
6	Fitra	97	100
7	Haeriani	75	75
8	Haidir	81	75
9	Mutiara Sari	83	50
10	Nur Adawiah	86	75
11	Nurul Ali	83	100
12	Nurul Ramadhani	81	50
13	Rahmawati	81	50
14	Siti Rabiatul Annisa B	75	75
15	Siti Sarah Putri Zahwa	69	75
16	St. Fatimah Azzahra	81	100
17	Stevani Ela	78	100
18	Surya Qolby Jr	81	75
19	Syakira	100	100
20	Nurul Putri Delima	83	100
Total		$\sum X = 1668$	$\sum X = 1575$
Mean Score (X)		$X = 83,4$	$X = 78,75$

APPENDIX G

The students' Scores of Pre-test (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. Literal Comprehension

No	Respondents	Literal Comprehension			
		Pre-test	Post-test	D (X2-X1)	D ²
1	A. Muh Ramadhani	75	97	22	484
2	Abd. Majid	50	81	31	961
3	Abdul Muin	36	78	42	1764
4	Aldi Adrianto	36	81	45	2025
5	Fahry Rezky Reza	78	97	19	361
6	Fitra	81	97	16	256
7	Haeriani	44	75	31	961
8	Haidir	33	81	48	2304
9	Mutiara Sari	39	83	44	1936
10	Nur Adawiah	67	86	19	361
11	Nurul Ali	63	83	20	400
12	Nurul Ramadhani	42	81	39	1521
13	Rahmawati	50	81	31	961
14	Siti Rabiatal Annisa B	39	75	36	1292
15	Siti Sarah Putri Zahwa	56	69	13	169
16	St. Fatimah Azzahra	56	81	25	625
17	Stevani Ela	58	78	20	400
18	Surya Qolby Jr	50	81	31	961
19	Syakira	83	100	17	289
20	Nurul Putri Delima	63	83	20	400
Total		$\sum X=1099$	$\sum X=1668$	$\sum D=569$	$\sum D^2=18431$

2. Interpretive Comprehension

No	Respondents	Interpretive Comprehension			
		Pre-test	Post-test	D (X2-X1)	D ²
1	A. Muh Ramadhani	75	100	25	625
2	Abd. Majid	50	50	0	0
3	Abdul Muin	50	50	0	0
4	Aldi Adrianto	75	75	0	0
5	Fahry Rezky Reza	25	100	75	5625
6	Fitra	75	100	25	625
7	Haeriani	25	75	50	2500
8	Haidir	75	75	0	0
9	Mutiara Sari	25	50	25	625
10	Nur Adawiah	50	75	25	625
11	Nurul Ali	50	100	50	2500
12	Nurul Ramadhani	25	50	25	625
13	Rahmawati	25	50	25	625
14	Siti Rabiatal Annisa B	25	75	50	2500
15	Siti Sarah Putri Zahwa	50	75	25	625
16	St. Fatimah Azzahra	25	100	75	5625
17	Stevani Ela	25	100	75	5625
18	Surya Qolby Jr	25	75	50	2500
19	Syakira	75	100	25	625
20	Nurul Putri Delima	25	100	75	5625
Total		$\sum X=875$	$\sum X=1575$	$\sum D=700$	$\sum D^2=37500$

APPENDIX H

1. Scoring Classification of the students pre-test and post-test Literal

No	Respondents	Literal Comprehension			
		Pre-test	Classification	Post-test	Classification
1	A. Muh Ramadhani	75	Fairly good	97	Excellent
2	Abd. Majid	50	Poor	81	Good
3	Abdul Muin	36	Poor	78	Good
4	Aldi Adrianto	36	Poor	81	Good
5	Fahry Rezky Reza	78	Good	97	Excellent
6	Fitra	81	Good	97	Excellent
7	Haeriani	44	Poor	75	Fairly good
8	Haidir	33	Very poor	81	Good
9	Mutiara Sari	39	Poor	83	Good
10	Nur Adawiah	67	Fairly good	86	Very good
11	Nurul Ali	63	Fair	83	Good
12	Nurul Ramadhani	42	Poor	81	Good
13	Rahmawati	50	Poor	81	Good
14	Siti Rabiatal Annisa B	39	Poor	75	Fairly good
15	Siti Sarah Putri Zahwa	56	Fair	69	Fairly good
16	St. Fatimah Azzahra	56	Fair	81	Good
17	Stevani Ela	58	Fair	78	Good
18	Surya Qolby Jr	50	Poor	81	Good
19	Syakira	83	Good	100	Excellent
20	Nurul Putri Delima	63	Fair	83	Good

2. Scoring Classification of the students pre-test and post-test Interpretive

No	Respondents	Interpretive Comprehension			
		Pre-test	Classification	Post-test	Classification
1	A. Muh Ramadhani	75	Fairly good	100	Excellent
2	Abd. Majid	50	Poor	50	Poor
3	Abdul Muin	50	Poor	50	Poor
4	Aldi Adrianto	75	Fairly good	75	Fairly good
5	Fahry Rezky Reza	25	Very poor	100	Excellent
6	Fitra	75	Fairly good	100	Excellent
7	Haeriani	25	Very poor	75	Fairly good
8	Haidir	75	Fairly good	75	Fairly good
9	Mutiara Sari	25	Very poor	50	Poor
10	Nur Adawiah	50	Poor	75	Fairly good
11	Nurul Ali	50	Poor	100	Excellent
12	Nurul Ramadhani	25	Very poor	50	Poor
13	Rahmawati	25	Very poor	50	Poor
14	Siti Rabiatal Annisa B	25	Very poor	75	Fairly good
15	Siti Sarah Putri Zahwa	50	Poor	75	Fairly good
16	St. Fatimah Azzahra	25	Very poor	100	Excellent
17	Stevani Ela	25	Very poor	100	Excellent
18	Surya Qolby Jr	25	Very poor	75	Fairly good
19	Syakira	75	Fairly good	100	Excellent
20	Nurul Putri Delima	25	Very poor	100	Excellent

APPENDIX I

Mean score of the Pre-test and Post-test and Gain (D)

- a. The students' mean score of pre-test and post-test in reading for literal comprehension

Pre-test:

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$= \frac{1099}{20}$$

$$= 54,95 \text{ (Poor)}$$

Post-test:

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$= \frac{1668}{20}$$

$$= 83,4 \text{ (Good)}$$

- b. The students' mean score of pre-test and post-test in reading for interpretive comprehension

Pre-test:

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$= \frac{875}{20}$$

$$= 43,75 \text{ (Poor)}$$

Post-test:

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$= \frac{1575}{20}$$

$$= 78,75 \text{ (Good)}$$

c. The students' Mean score of gain (D) literal comprehension

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{569}{20}$$

$$\bar{D} = 28,45$$

d. The students' Mean score of gain (D) interpretive comprehension

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{700}{20}$$

$$\bar{D} = 35$$



APPENDIX J

The percentage of the students' development in reading comprehension

1. Literal Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{83,4 - 54,95}{54,95} \times 100\%$$

$$= \frac{28,45}{54,95} \times 100\%$$

$$P = 51,77 \%$$

2. Interpretive Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{78,75 - 43,75}{43,75} \times 100\%$$

$$= \frac{35}{43,75} \times 100\%$$

$$P = 80 \%$$

APPENDIX I

Test of significance

a. Test of significance of Literal Comprehension

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{28,45}{\sqrt{\frac{18431 - \frac{(569)^2}{20}}{20(20-1)}}$$

$$= \frac{28,45}{\sqrt{\frac{18431 - \frac{323761}{20}}{20(20-1)}}$$

$$= \frac{28,45}{\sqrt{\frac{18431 - 16188,05}{380}}}$$

$$= \frac{28,45}{\sqrt{\frac{2242,95}{380}}}$$

$$= \frac{28,45}{\sqrt{5,90}}$$

$$= \frac{28,45}{2,42}$$

$$= 11,75$$

b. Test of significance of interpretive comprehension

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{35}{\sqrt{\frac{37500 - \frac{(700)^2}{20}}{20(20-1)}}$$

$$= \frac{35}{\sqrt{\frac{37500 - \frac{490000}{20}}{20(20-1)}}$$

$$= \frac{35}{\sqrt{\frac{37500 - 24500}{380}}}$$

$$= \frac{35}{\sqrt{\frac{1300}{380}}}$$

$$= \frac{35}{\sqrt{34,21}}$$

$$= \frac{35}{5,84}$$

$$= 5,99$$



APPENDIX K

Table Distribution of T-Value

Degree of freedom (df) = $N - 1 = 20 - 1 = 19$

T- table= 2.09302

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44591	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

APPENDIX I

Students' answer of Pre-test

Rahmadi Ahmad

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Instrument of Pre-Test
Key Answer

1. narrative
2. Two Brothers
3. Akami and omah are ambitious and winning
4. They went to see king Aruz
5. Because Akami knows everything
6. They both.
7. River of crocodile
8. Disliked people who told lies
9. He try to explain that no one know what happen

la once upon a time, there were two brothers named Akami and omah. They were ambitious and won because they wanted to be the king's ministers. they claim to be smart and many things they know. However, this was denied by the king, the king did not believe them because they were caught lying. The king was angry and finally they were thrown in to the crocodile river.

APPENDIX J

Students' answer of Pre-test

instrumen of post-Test

key Answer

1. narrative text

2. Snow white and the seven dwarfs

3. Snow white ran away to the woods

4. The seven dwarfs were coming home from work and there they found Snow white sleeping.

5. Her uncle and aunt would go to America.

6. She lived in the castle.

7. Because her parents were dead.

8. To entertain tourists with fairy tale.

9. happy

10. once upon a time there lived a little girl

named Snow White. She lives with her aunt and uncle because her parents are dead.

one day he heard her uncle and aunt talking about leaving Snow White in the castle because

they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that, so she decided that it would be best

if she ran away. The next morning, he ran into the forest. He was very tired and hungry. Then

he saw a small hut. He knocked but no one answered so she went inside and fell asleep.

Then the seven dwarves came and saw Snow White wake up. After that, Snow White told her

condition and the seven dwarves let her live together.

CURICULUM VITAE

Fitri Lestari was born on January 18, 1999. She is the third of four children. She is the daughter of Muhammad Saleh S.Pd and Rukmawati S.Pd. She started her education at SDN 343 Tugondeng and graduated in 2010.

Then continued her education at SMPN 25 Bulukumba and graduated in 2013. After that, she continued her education at SMAN 6 Bulukumba and graduated in 2016. In 2016, she was accepted at the University Muhammadiyah Makassar as a student of the Teacher Training and Education Study Program in English. At the end of her study, she completed her thesis entitled **“The Impact of Teaching Critical Reading Strategy to Improve The Students' Reading Ability” (A Pre Experimental 11th Grade SMA 7 Muhammadiyah Rappokalling).**