

**THE COMPETENCE OF STUDENTS' CRITICAL READING
COMPREHENSION**

(A Descriptive Study at SMAN 1 Jeneponto)



**ENGLISH EDUCATION DEPARTMENT
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MOTTO

" Love your self first, and you will be grateful"



ABSTRACT

Sri Rahmadhani Askari 2021. *The Competence of Students Critical Reading Comprehension (A Descriptive Quantitative Study at SMAN 1 Jeneponto)*. Thesis of English Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Thesis guided by Radiah Hamid and Andi Asri Jumiati.

This research aims to find out the students' competence in critical reading comprehension at Eleventh Grade of SMAN 1 Jeneponto in Academic Year 2021/2022.

The sample of this research used one class consist of 30 students and the sample was taking by using Sample random Sampling technique. The method of this study is Descriptive Quantitative. The instrument that use to collect the data was reading test about Indonesia Folklore.

Based on the findings, the researcher conclude that the students from Eleventh Grade of SMAN 1 Jeneponto had "very good" in their critical reading comprehension. The result can be proven by the students test result that showed magnificent score, they were got 89% from their average score in four critical reading competences. The Students got 84% at their identifying ability, 92,5% at their analyzing ability, 86,7% at their detecting, and their comparing ability 92,5%. Therefore, the conclusion of the research is the level of the students' competence on critical reading competence are very good in term of analyzing and comparing abilities.

Key Words : Students Competence, Critical Reading, Reading Comprehension.

ABSTRAK

Sri Rahmadhani Askari 2021. Kompetensi Pemahaman Membaca Kritis Siswa (Studi Deskriptif Kuantitatif di SMAN 1 Jeneponto). Skripsi Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Skripsi dibimbing oleh Radiah Hamid dan Andi Asri Jumiati.

Penelitian ini bertujuan untuk mengetahui kompetensi membaca kritis siswa kelas XI SMAN 1 Jeneponto Tahun Ajaran 2021/2022.

Sampel penelitian ini menggunakan satu kelas yang terdiri dari 30 siswa dan pengambilan sampel menggunakan teknik Sample Random Sampling. Metode penelitian ini adalah Deskriptif Kuantitatif. Instrumen yang digunakan untuk mengumpulkan data adalah tes membaca tentang Cerita Rakyat Indonesia.

Berdasarkan temuan, peneliti menyimpulkan bahwa siswa kelas XI SMAN 1 Jeneponto memiliki "sangat baik" dalam pemahaman membaca kritis mereka. Hasil tersebut dapat dibuktikan dengan hasil tes siswa yang menunjukkan nilai luar biasa, mereka mendapat 89% dari nilai rata-rata mereka dalam empat kompetensi membaca kritis. Siswa memperoleh kemampuan mengidentifikasi 84%, kemampuan menganalisis 92,5%, kemampuan mendeteksi 86,7%, dan kemampuan membandingkan 92,5%. Oleh karena itu, kesimpulan dari penelitian ini adalah tingkat kompetensi siswa pada kompetensi membaca kritis sangat baik dalam hal kemampuan menganalisis dan membandingkan.

Kata Kunci : Kompetensi Siswa, Membaca Kritis, Pemahaman Membaca.

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The Researcher



Sri Rahmadhani Askari

LIST OF CONTENTS

	Page
COVER	i
VALIDATION LETTER.....	ii
APPROVAL SHEET	iii
COUNSELING SHEET.....	iv
STATEMENT LETTER.....	vi
AGREEMENT LETTER	vii
MOTTO	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOWLEDGEMENTS	xi
LIST OF CONTENTS	xiii
LIST OF FIGURES	xv
LIST OF TABLES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement.....	3
C. The Objective of the Research.....	3
D. Significance of the Research.....	3
E. Scope of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Related Findings	5
B. Pertinent Ideas.....	7
C. Conceptual Framework.....	24
CHAPTER III THE RESEARCH METHOD	
A. Research Design.....	25

B. Research Subject	25
C. Research Variable & Indicator.....	26
D. Research Instruments.....	26
E. Data Collection.....	27
F. Technique of Data Analysis	27

CHAPTER IV FINDINGS AND DISCUSSION

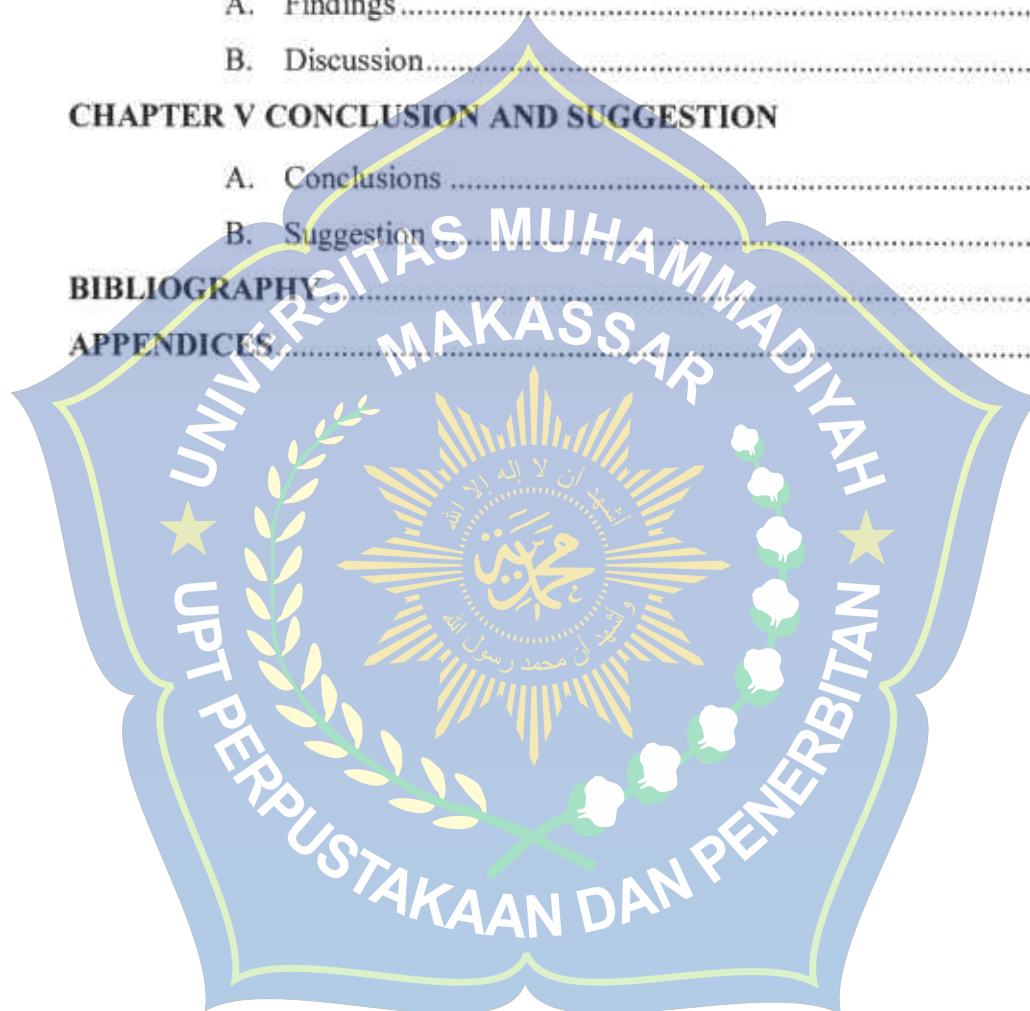
A. Findings	29
B. Discussion.....	49

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusions	52
B. Suggestion	52

BIBLIOGRAPHY	55
---------------------------	----

APPENDICES	59
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LIST OF FIGURES

Figure 2. 1 Conceptual Framework	24
Figure 4. 1 Identifying Test Results.....	34
Figure 4. 2 Analyzing Test Results.....	38
Figure 4. 3 Detecting Implication Test Results	44
Figure 4. 4 Comparing Analysis Results.....	48



LIST OF TABLES

Table 3. 1 Scoring Criteria of Multiple Choice	28
Table 3. 2 Criteria of Critical Reading Comprehension Assessment	29
Table 3. 3 Level Critical Reading Competence.....	29
Table 4. 1 Critical Reading on Identifying on Question Number 1.....	31
Table 4. 2 Critical Reading on Identifying on Question Number 3.....	31
Table 4. 3 Critical Reading on Identifying on Question Number 4.....	32
Table 4. 4 Critical Reading on Identifying on Question Number 6.....	33
Table 4. 5 Critical Reading on Identifying on Question Number 8.....	33
Table 4. 6 Critical Reading on Analyzing on Question Number 5.....	35
Table 4. 7 Critical Reading on Analyzing on Question Number 10.....	36
Table 4. 8 Critical Reading on Analyzing on Question Number 11.....	37
Table 4. 9 Critical Reading on Analyzing on Question Number 15.....	37
Table 4. 10 Critical Reading on Detecting on Question Number 7.....	39
Table 4. 11 Critical Reading on Detecting on Question Number 12.....	40
Table 4. 12 Critical Reading on Detecting on Question Number 13.....	41
Table 4. 13 Critical Reading on Detecting on Question Number 17.....	41
Table 4. 14 Critical Reading on Detecting on Question Number 18.....	42
Table 4. 15 Critical Reading on Detecting on Question Number 19.....	43
Table 4. 16 Critical Reading on Detecting on Question Number 20.....	43
Table 4. 17 Critical Reading on Comparing on Question Number 2	45
Table 4. 18 Critical Reading on Comparing on Question Number 9	46
Table 4. 19 Critical Reading on Comparing on Question Number 14.....	47
Table 4. 20 Critical Reading on Comparing on Question Number 16.....	47
Table 4. 21 Criteria of Critical Reading Comprehension Assessment	49

LIST OF APPENDICES

Appendices 1 : Instrument (Critical Reading Comprehension Test).....	60
Appendices 2 : Lesson Plan.....	69
Appendices 3 : EED-Turnitin Certificate.....	76
Appendices 4 : Research Letters	77
Appendices 5 : Letter of Acceptance	81
Appendices 6 : Documentation	82
Appendices 7 : Curriculum Vitae	84



CHAPTER I

INTRODUCTION

A. Background

Foreign language especially English in Indonesian is language that given special attention, because English is an international language that most common used by the people from around the world, and that what makes this language given special treat both in its teach and learning process. In Indonesia the use of English as a foreign language has been known for a long time, this language can be paired with two other foreign languages, namely Dutch and Japanese which were also popular several decades ago which were brought by the colonizers to Indonesia. Especially for English, this language has received special attention by the government so that it has a place in the Indonesian student learning curriculum which has been taught since junior high school.

In language learning and teaching, especially English, reading skills are essential to be taught. Many students are just taught reading as a skill to learn facts and concepts but they rarely be taught skills especially reading that can help them when they need to solve a text that needs comprehend to get the hidden clue of its text. The Clue makes students get low achievement on English reading and it leads to problems that commonly arise in many schools, so there are many ways to help students understand the passage, getting the information and ideas within a text (Kurland, 2000).

The six series are important in reading are readiness/phonemic care, phonics and the coding process, fluency, vocabulary, and word recognition, Comprehend, and high-level thinking. Based on one of these statements where this study would discuss about students' understanding of critical reading. Critical reading is good to be applied because it does not only develop the cognitive aspect (understanding the text) but also the affective aspect (reading behavior), in fact, According to Aşlıoğlu (2008:7), a reader who is not critical can not exceed the level of perception in cognitive processes whereas a critical reader can acquire competencies at levels of analysis, synthesis, and evaluation. One example of a case involving students and critical reading comprehension is when students are given narrative text and the teacher gives questions that require students to understand and find their own answers to the story text, even though the text of the questions given is not written explicitly in the reading.

Because of the use of critical reading comprehension techniques in the environment of SMAN 1 Jeneponto which has been used during the researcher internship in school because the material of the critical reading include in the teacher lesson plan. The researcher interested in conducting further the research to analyze the extent of critical reading competencies of students of Class XI Mia 1 at SMAN 1 Jeneponto. Based on the reason, the researcher have been conducted the research by the tittle *The Competence of Students Critical Reading Comprehension at Eleventh Grade of SMAN 1 Jeneponto.*

B. Problems Statement

Based on the background above, researchers would found the answer about:
 "How is the students' competence in critical reading comprehension at Eleventh Grade students of SMAN 1 Jeneponto?"

C. The Objective of the Research

Based on the problem statement above, the researcher is to know the students' competence in critical reading comprehension at Eleventh Grade of SMAN 1 Jeneponto.

D. Significance of the Research

This research expected could give benefits both theoretical and practical :

1. Theoretical Significance

This research is expected to contribute about students' competence of critical reading comprehensions especially in English education.

2. Practical Significance

a. For the Students

This research would help the students to become more aware of their competence in critical reading skills which are expected to help the students to collect information from what they read with more effectively.

b. For the English Teachers

The result of this research could be guidance to teach critical reading, one of way to improving student reading skill through critical reading Strategy.

E. Scope of the Research

This research focused on comprehending the reading text of their reading skills while using their critical reading. For the limitation on this research, the researcher focused to use narrative text as the tool for test and for reading element the researcher focused on the view of the critical reading elements, those are identifying fact, analyzing the material, detecting the implication, and comparing.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

Previous research have been conducted related by several research to the use of critical reading on students'. The first, Maslakhatin (2016) in this study *Critical Reading Strategies to Foster Students' Critical Thinking* focuses on strategies to foster students' reading skills and concluded that reading is not only literally but also for deeper meaning. This means that the students must have critical thinking skills (analyze, synthesize, and evaluate) in order to be able to read critically. In addition, they must be able to choose the right strategy to get a better understanding and be able to critically.

Secondly, the study of Dewi (2016) entitled *Factors of Skills Reading Criticism on Students'*, the purpose of this study is to find out the critical reading competence of students and it was found that the very strong aspects in helping the development of critical reading competence are habits, reading interest, knowledge/experience, linguistic competence. She is concluded that to improve students' critical reading comprehension, namely by looking at or paying attention to the factors supporting critical reading in students to be more effective.

The last is the research of Handayani (2021) entitled *The Effect of Critical Reading Strategy on Students' Reading Ability in Comprehending Expository Text* with the goals of this study is to finding out the effect of critical reading strategy on student's reading ability in comprehending expository text of the second grade.

Based on the analysis that have been done, there is a significant effect of using critical reading strategy to the students' reading expository text achievement. The significant effect is can be seen in teaching by using critical reading strategy. Therefore, critical reading strategy could give a significant contribution in improving the eleventh grade students' reading expository text achievement. The writer is concluded that to critical reading strategy are really good to be apply in teaching and learning process, because its method can greatly increase the students text achievement especially in expository.

Based on some of the research results above, several similarities and differences were found. The similarity from previous research is that the researchers focus on how researchers can find out students' abilities and understanding by using the critical reading method, how the effectiveness and development of critical reading comprehension, while the difference is that previous researchers focused more on how strategies to foster students' reading skills, motivate students' reading interest so that it can make it easier for students to read and understand the meaning of reading and provide more opportunities for students to explore more, there are also those who use critical literacy in problem-solving to provide critical skills in reading and the methods or instruments used to measure and standardize the critical reading skills.

This is where the current research is to analyzed the reading comprehension competence of students in critical reading. Based on the results of the previous research above, this study concluded that to find out or analyze students' critical reading, it is necessary to know the students' basic reading comprehension so that

we can measure or determine students' critical reading comprehension. Therefore through this study, the researcher wanted to find out more about the students' competence to understand the concept of critical reading.

B. Pertinent Ideas

1) The Concept of Reading

a. Definition of Reading

Reading is one of the four language skills from Writing, Speaking, and Listening skills. It is the first direct communication of students to Acquire their language development. After years of listening and speaking, students further go to the school where for the first time, they learn to read before writing. Reading is a process in which done by the reader to get a message or information from the researcher through printed media. It is a very complex process in recognizing and comprehending written symbols which are influenced by perceptual skill, decoding, experiences, language background, mindset, and reasoning of the reader Tarigan (2008). Moreover, another research from RAND (2002) shows that reading "is a process to involve and interact with a reading object in order to extract the meaning". This activity is not simply looking. It is involves deriving meaning from printed words. It required a high level of muscular coordination. The reader has to understand the meaning not just seeing and identify. Based on the definition, the present researcher concludes that reading is an active process of grasp new information that

is needed by readers. It is an activity to understand the meaning of written or printed media.

b. The Importance of Reading

Reading is the way to get information from written media. Reading is not only activities that often do in formal classes, this also can be do as a casual activities. Therefore, in future reading might have very important role as a path of students get their succeed. Tarigan (2008) notes that the simplest way to increase students language skills is by giving them some written information, for example if teacher gave their students task or homework, and even without realizing this, it will increase students' abilities such as listening, speaking, and writing. Teaching reading is very important for students.

Reading has also become a necessity for students, such as for a career, for studying, or just a hobby and relaxing. According to Grabe and Fredrika (2002), the category of purpose for reading are includes: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to collaborate information, reading to find role mode in write something, reading to critique texts. If the students are familiar with the texts' form, the teacher will be easier to teach them how to write the texts. The last is reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

In addition, when the students read a new text, the students will find new vocabulary and different styles of writing texts. Because of that, students can enrich their vocabulary includes the competence to use the appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know-how to construct sentences, paragraphs, and text correctly. If students understand what they read actually if they are good readers can understand the individual sentences and the organizational structure of a piece of writing and students can comprehend ideas, follow arguments, and detect implications. Many educational researchers have also found a strong correlation between reading vocabulary knowledge and critical thinking skill. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader.

Reading also good way to develop imagination and creativity in the process of interpreting information, readers must use their background knowledge. According to Amirova (2020) reading is fundamental for today's society, because its many people who confused because they don't have enough knowledge and reading skill when they read instructions on a medicine bottle, reading also give us major push s a skill when we try to find a good job. Reading success will be achieved if

readers can understand the reading text. Students learning foreign languages need to understand all the texts that have been read.

Prerequisite abilities for students involve critical thinking skills, creative skills, and analytical skills Ghazivakili (2014). This skill seems less active than in other productive skills. However, having a well-spoken language means nothing if students have difficulty understanding the text. Students must be given material by their reading needs to achieve their reading goals. Therefore, the material provided must include the reading skills needed.

Based on the research data, there are still many students who still do not understand the content of the reading so that in reading students also need to comprehend the content of the reading which can then be developed to be more critical because reading comprehension is the goal of reading. In the simple definition, reading comprehension can be said as competence to grasp meaning from printed text. Grabe (2009), reading comprehension as a process of negotiating to understand between the reader and the researcher. The reader tries to comprehend the researcher's thoughts in the text. Reading comprehension is the competence to understand the information in a text and interpret it appropriately.

c. Understanding English Reading Text

Understanding English Reading Text, Brown (2005) states that "understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would

serve no purpose." It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skills. It helps the readers to understand the word, learn about the past, and plan for the future. To understand the text, Westwood argues the readers need to use information they already know in order to filter, interpret, organize and reflect for the incoming information that they get for the text they read.

Furthermore, Westwood (2001) says that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring, and predicting. Therefore, understanding the text is not an easy thing, so that is why many students find difficulties in understanding the text.

2) **The Concept Reading Comprehension**

Reading comprehension can also be defined as the reader, the competence to construct meaning or important ideas from a text using their background knowledge and experience. Rozimela (2014) found that the reader interacts dynamically with the text when he tries to extract its meaning. By understanding reading students will be able to learn the learning process using conventional strategies such as "reading and answering" questions on the text itself, and by reading students are expected to obtain various information, including content, and understand the meaning of the reading. In schools,

reading is very important for students because by understanding reading students will be able to teach the learning process using conventional strategies such as "reading and answering" questions on the text itself. In this process, various types of knowledge are used, linguistic knowledge and syntactic knowledge as well as schematic reading knowledge that needs to be applied when the students are as early as possible and when the students enter formal education institutions (Wigfield, et.al. 2016).

The simple view of reading is learning to read consists of developing skills in two critical areas first, reading each word in texts accurately and fluently, and second comprehending the meaning of texts being read. The students need a strategy that make them can read words accurately and fluently, even words they have never seen before in print as well as words they have previously encountered. Sufficient language skill is a must and a condition that students have to full fill to make them understand the meaning of texts. For example, if a text says, "the little dog barked at the big cat," a proficient reader must be able to read each word accurately and also know what the words mean in this specific sentence. Baker, Fien (2017)

Decoding accuracy and speed is a another problem beside of deficient knowledge. This means that the reading result from competence to decode the print and to comprehend the language that is thus unlocked, reading is not an activity carried out for its own benefits. Because reading means accessing the information encoded in a reading. Reading can be categorized as a language-based activity, this is of course different from decoding which is a separate

cognitive process because in the process of decoding we will involve the process of translating object language and visual stimulation. Students can memorize words by sight instead of developing word attack or reading decoding skills. This is a common problem in children who have reading learning disability Fiorello (2006). To assist in the decoding process, the reader must first know the meaning of the text he is reading, so that it will automatically be interpreted and make the reader understand the text. If described briefly we can interpret a reading comprehension is an act of understanding what we read.

When the students read a text, that makes them is involved in a series of complex cognitive processes. The students are simultaneously using his awareness and understanding of the phonemes (individual voices "Snippets" in language), phonics (the relationship between letters and sounds, and the relationships between sounds, letters, and words), and the competence to understand or construct meaning from text. Fisher & Frey (2008) have a different view about reading comprehension, he stated that "reading basically is comprehending".

To understand the text, readers must understand the vocabulary used in the written word. It also goes along with that Byrnes (2008: 201) states "Reading comprehension is achieved when the readers understand what the writer was trying to say". If individual words it doesn't make sense then the whole story won't make sense either students can draw in front of them the knowledge of vocabulary, but they also have to constantly be taught new words. The best

vocabulary instructions occur when needed. Parents and teachers must teach new words that students will encounter in the text or assist them in understanding foreign words that appear in writing. Apart from being able to understand every different word in a text, the student must also be able to combine them to develop an overall conception of what he is trying to say.

The process of reading comprehension is the process of making meaning from text. The aim is to obtain an overall understanding of what is explained in the text rather than to obtain the meaning of information contained in the discourse so that an understanding of the discourse is read. This definition strongly emphasizes two main things in reading, namely the language itself and the graphic symbol of the writing that presents information in the form of reading (Anderson, 2019). So someone who conducts reading comprehension activities must master the language or writing used in the reading that is read and can capture the information or content of the reading (Neumann, et. al, 2019).

Therefore, According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

a. Determining Main Idea

The main idea is the most important things in a paragraph, because it consist the most important thing in the paragraph, this is also a statement that tells the author's point about the topic.

b. Locating Reference

Reference is antecedent of a pronoun. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation paragraph or short selection

c. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary. It indicated that making prediction from the context will help students understand the meaning of a text without stopping looks up every new word in a dictionary.

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. It means that the clues in the text will help students to build assumption and draw conclusion

e. Detail Information

The last type of question that is usually found in reading tests is detail question or information. This question used to check students ability to understand material that is directly stated in the text

From one aspect of reading comprehension, which is to explain that the purpose of reading is how the reader can understand and understand the content of the reading, not a matter of speed. Based on some of the above meanings, a conclusion can be drawn simply that reading comprehension is a reading activity to understand the contents of the reading, both explicitly and implicitly from the reading material. Reading is a complex skill that involves a series of other smaller skills. Reading comprehension requires serious think. Critical thinking is one of the factors that students need to understand reading that is why students need critical thinking in analyzing, dissecting, classifying, distinguishing, matching, and taking the meaning implied in the reading.

a. Levels of Reading Comprehension

Burns (1984) divided reading comprehension skills into four categories in the following bellow:

A. Literal Comprehension

Literal reading is the skills or getting the primary, direct literal meaning of a word, ideas, and a sentence in context. It is a little thinking of reasoning for it merely skill of finding what the author says some specific reading skills at the literal level of comprehension are: understanding of main idea and supporting

idea. Common questions used this level is who, what, when, and where questions.

a. Main Ideas

The main idea of a passage or reading is the central thought or message. In contrast to the term topic, this refers to the subject under discussion; the term main idea refers to the point or thought being expressed.

b. Supporting Idea

Supporting idea is statement are support the topic or theme. Support the main idea by explaining it, describing it, defining it, or otherwise giving information about it. It usually need to look up or search this information, when writing an essay or report, each paragraph after the introduction should discuss one supporting idea

B. Interpretative Comprehension

Interpretative reading is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. The students have to put together two pieces of information that is from different part of the text. Interpretative reading involves thinking skills in which readers identify ideas and meaning that are not stated explicitly in

the written text, so interpretative reading is higher than literal reading, in which readers may make a generalization, determine cause and effect, identify motives, and may make comparisons. In cause effect is an action-reaction combination the cause is that thing which makes something else happens. The effect is what it is that happens as a result of the cause so there is always a relationship between cause and effect, the types of questions asked are open-ended like why, what if, and how.

C. Critical Comprehension

Critical reading is the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually, a researcher will choose or emphasize facts and details which support his or her purpose, ignore facts that do not support his writing. Critical evaluation occurs only after the students have understood the ideas and information that the researcher has presented, the students can be tested on the ability to differentiate between facts and opinion, the ability to recognize persuasive statements, the ability to judge the accuracy of the information given in the text. And from this type is commonly used the questions *do you agree if these are if you were*, or *what effect does*.

Klinger et, al. (2007) states that using text structure as a method to teach reading comprehension can help the readers to understand what they read by organize incoming information, to organize incoming

information, to consider the importance of what they read, to improve their comprehension, and enhance their recall. Williams in Klinger (2007) states that the most research on the narrative text has focused on students to utilize story structure as an organizing framework for understanding critical aspects of the stories they read.

Based on the explanation above, in teaching reading comprehension of narrative text, the purpose of the text, structure, and the language features of the text must be taught to the students. Teacher should guide the readers to understand the purpose of identification and description of the text, connect the purpose of text structure and language feature of narrative text.

In teaching narrative text the generic structure of narrative text important for teaching, there are some of the generic structure of a narrative text, it means that has a goal to the students to know the parts of narrative text story. Knapp (2005) the generic structure of the narrative text, orientation, sets the scene and introduction the participants, time, and place, complication, that sets off a chain of events that influences what will happen in the story resolution, a resolution in which the characters finally sort out the complication.

b. Critical Reading

Critical thinking can be taught through reading skills, one type of reading skill that is relating to critical thinking is critical reading. Critical

reading is the highest level of reading comprehension. Based on Crawley and Mountain's (1995), hierarchy of reading comprehension, critical reading occurs after literal and interpretative comprehensions are mastered. Through critical reading activities, humans will obtain knowledge thereby encouraging the development of students' critical thinking skills. The critical readers have competence to evaluate the researcher's idea within the text. They usually place themselves toward the researcher's idea based on their own experiences. They decide how to react to the text emotionally and intellectually. It can be inferred that critical reading is the highest level of reading which needs the highest-order level of thinking, which based on Bloom's Taxonomy of the level of thinking it is called creating.

Based on the definitions that can differentiate reading (or pre-critical) reading is to identify what the text says about the topic. Its purpose is to understand as a sequence of thoughts, to understand the information, ideas, and opinions expressed in the text from sentence to sentence, and paragraph to paragraph. Whereas critical reading is an analytic activity. The reader re-reads the text for identifying patterns of elements - information, values, assumptions, and language use - throughout the discussion. These elements are tied together in an interpretation, affirmation of the meaning underlying the text as a whole. This is important for reading critically.

Wang and Gierl (2011), stated that critical reading is reading skills that require a high level of thinking that the reader uses questioning attitude, logical analysis, and judge as conclusion. However, when the students can think critically, they will also be able to connect between ideas and to solve the problems with logical reasons. From this reason, it is clearly seen that critical thinking should be introduced, for instance, through reading texts and exercises.

Based on the research data, there are still many students who still do not understand the content of the reading so that in reading students also need to comprehend the content of the reading which can then be developed to be more critical because reading comprehension is the goal of reading. In the simple definition, reading comprehension can be said as competence to grasp meaning from printed text. Grabe (2009), reading comprehension as a process of negotiating to understand between the reader and the researcher

c. **Students' Competence in Critical Reading**

From several theories about critical thinking, here are the conclusions of a person's competence in critical thinking, namely someone who can do things such as being able to understand the logical relationship between opinions, formulating ideas briefly and accurately in identifying, compiling, and evaluating arguments, evaluating the pros and cons of strengths, detecting differences and common errors in reasoning that are still unclear, methodical analysis of problems,

identifying relevance and significance of ideas. Verifying one's beliefs and standards consider and evaluating one's thinking abilities. To be able to understand the contents of a reading material well, it is necessary to have the competence to think critically in carrying out the competence to read and understand well. According to Soto (2019) understanding is one of the important aspects of reading activities because, in essence, the understanding of reading material can improve reading skills themselves and for certain goals to be achieved. So, the competence to read can be interpreted as the competence to understand reading material.

The competence to read questions about the accuracy of the understanding of the words and their meanings also questions the acceptance of the choice of words by others. To support it takes practice to arrange several sentences over and over again so that it can be more skilled in choosing the right words and can understand read by the concepts to be revealed Castek & Cairo (2015). Skills in reading, especially reading comprehension are very important for each student and cannot be negotiable Oakhill (2016). This is based on the idea that most knowledge acquisition is done by students through reading activities Lindeblad (2016).

d. The Process of Critical Reading

The Process of Critical reading is a process of questing and evaluating printed material by involving high thinking skill and to act intelligently to the researcher's ideas, critical reading is carried out by asking oneself certain

questions as he is reading in order to interpret the author's ideas critically. critical reading also basically not more than keeping on asking relevant critical questions towards the text one is facing. The process of critical reading can be described in the following steps by Pardede, (2007):

1. Identifying facts, in which the reader tries to recognize what the author is saying. Find the data inside the text, examining the source, during which the reader critically looks at the author and his or her competence, reliability, and probable viewpoints or biases.
2. Analyzing the material by examining the author's assumptions and the logic and accuracy of these assumptions and conclusions; recognizing the inferences that the reader is supposed to make.
3. Detecting the implications present in the author's diction, style, or tone; and by recognizing the author's use of propaganda tricks, fallacious thinking, statistical slips, and emotional appeals.
4. Comparing a selection with other sources that may present conflicting viewpoints. This fourth step is especially necessary in college assignments and profitable in such areas as political science, sociology, psychology, history, law, journalism, as well as in literary critics, essays, biography, and much expository material.

From all the opinions from the experts, it can deduce about the competence to critical reading and thinking is the basic abilities that every student should have and master because it will be useful not only in one subject but more in all fields of subjects. Utilization of the competence to read and think critically \is not limited

only in schools, but the process of utilizing and learning it is a \process that will run continuously.

C. Conceptual Framework

In this conceptual framework below, the researcher takes a study about "The Analysis of Students Critical Reading Comprehension".

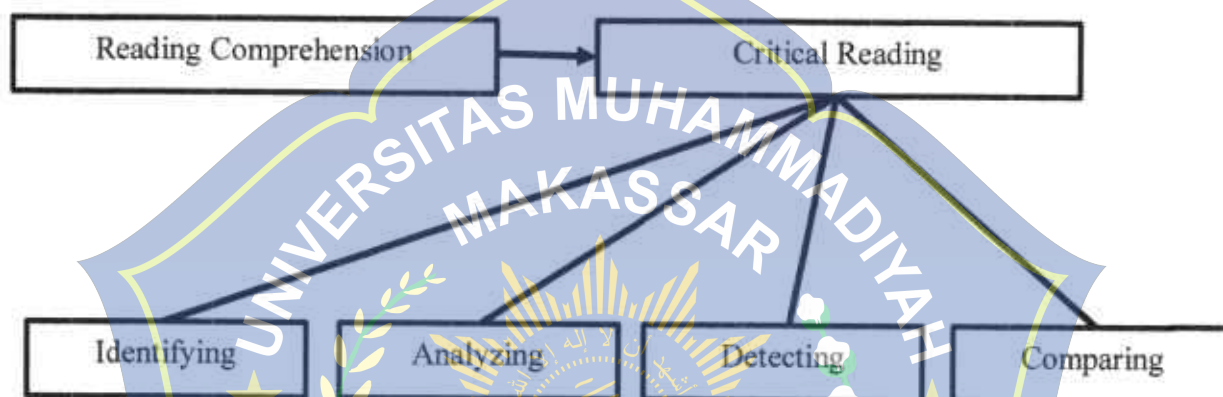


Figure 2. 1 Conceptual Framework

In the diagram above classify briefly in the following below:

The analysis in this study is refers at students' competence where the competence in reading and in reading is specified in students' reading comprehension and how this reading comprehension can be increased to be more critical by students so as to form critical reading, and in analyzed based on the indicators identifying and summarizing the problem or question at issue or the text, identifying and assessing the characteristic of data, identifying and considering the influence of context and interpreting the author's meaning.

CHAPTER III

THE RESEARCH METHOD

A. Research Design

According to Gay et.al, (2006) Descriptive Quantitative Method is used to determine and to describe the way things are test. This statement is also supported by Williams (2011) Stated that “Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims”. For this research the researcher was focus on the analysis or interpretation of the written context material and used qualitative approach like narrative test that material in this research was selected short story from the students has been studied. This method applied to describe the student’s reading comprehension on in using critical reading.



Figure 3.1 Design Variable

B. Research Subject

The subject of this research was Eleventh Grade from SMAN 1 Jenepono that have 9 classes. For the sample the researcher was chosen one class. Grade XI Mia 2 that have 30 students by using Simple Random Technique. According to Alvi (2014) Simple Random Technique is a method to make every single population have an equal change for being selected in the sample.

C. Research Variable & Indicator

1. Variable

This research consisted of following variables

- a. Reading Comprehension (Dependent)
- b. Critical Reading Comprehension (Independent)

2. Indicator

The indicators of this research were the analysis of students critical reading comprehension, which focused on identifying, analyzing, detecting, and comparing reading the text.

D. Research Instruments

The instrument of this research was reading test. The test refers to a tool, technique, or method that have a purpose to measure student's knowledge or their competence to complete a particular task. For scoring the research focused to give the students multiple choice test that consisted of twenty number, each numbers was score 5 points, therefore the total score was 100 points if the students answer all of the test with correct answer.

Table 3. 1 Scoring Criteria of Multiple Choice

No.	Test	Question Item	Question Item Number	Score of Each Item	Total Score
1.	Critical Reading Competence	20	1 – 20	5	100

Brown (2007)

E. Data Collection

The following procedures to collect the data:

- Students got test online trough Google form
- The researcher explained about the test
- The students answered the test
- The researcher analyzed the answers from the respondent to obtain the data.

F. Technique of Data Analysis

The data analysis technique used quantitative methods. The instrument used by researchers to determine students critical reading competence was multiple choice, which make it easier for researchers to categorize the level of students' critical reading comprehension.

To know the score of the participant score the researcher used formula like

$$\frac{B}{N} \times X$$

Information :

B : amount of correct answer

N : amount of test number

X : 100%

After knowing the students' score, the researcher used percentage of mastery by Nurgiyantoro (2009). To defined students according to their level of critical reading competence which consists of 4 levels and those are: very good at critical reading, good at critical reading, sufficient at critical reading, and the last one is lack of critical reading.

Table 3. 2 Criteria of Critical Reading Comprehension Assessment

Percentage interval	Change Value	Scale Four	Score	Explanation
Mastery Level	1 – 4	D – A		
75 – 100	4	A	15–20	Very good at critical reading
50 – 75	3	B	10–15	Good at critical reading
25 – 50	2	C	5–10	Sufficient in critical Reading
0- 25	1	D	0-5	Lack of critical reading

Nurgiyantoro (2009)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This part presented the result of data analysis of competence of critical reading comprehension test that have done in SMA 1 Jeneponto. The data has taken from 30 students. The researcher used of traditional Indonesian folklore that entitle Malin Kundang as a test for the students critical reading competence. Based on the results of the students' answers, it would be presented into several tables according to the answer choices taken by the students.

1. Students' Critical Reading Comprehension in Term of Identifying the Fact.

There are 5 number of the test that mean to test how students identifying something, and those are:

- a. Table 4.1 (test number 1) shows that 2 (6,7 %) out of students chose option A, 1 (3,3%) chose option B, 3 (10 %) chose option C, and 24 (80 %) of students chose option D. It means most of students already know and understand this text so the majority of them are choosing the right answer.

Table 4. 1 Critical Reading on Identifying on Question Number 1

Option	Text	Amount of Pick	Percentage of Pick
A	Because his mother still don't pay her debt	2	6,7 %
B	Because Malin shame, his mother still not wear any jewelry that he already game	1	3,3 %
C	Because his mother forgot to put make up when welcoming Malin and his wife	3	10 %
D	Because Malin shame his mother are so poor	24	80 %

b. Table 4.2 (test number 3) shows that 23 (76,7 %) out of students chose option A, 1 (3,3%) chose option B, 5 (16,7 %) chose option C, and 1 (3,3 %) of students chose option D. at this point the researcher still believe that the students have very appropriate English skill this statement are supported by the majority of the students (76,7%) are choosing the correct answer

Table 4. 2 English Critical Reading on Identifying on Question Number 3

Option	Text	Amount of Pick	Percentage of Pick
A	When Malin not admitted his mother	23	76,7 %
B	When Malin became rich and married	1	3,3 %
C	When Malin turns to stone	5	16,7 %
D	When Malin began to realize his mistake	1	3,3 %

c. Table 4.3 (test number 4) shows that 27 (90 %) out of students chose option A, 1 (3,3%) chose option B, 1 (3,3 %) chose option C, and 1 (3,3 %) of students chose option D. For this number the score that the students made were even better since the last number, because the percentage of the students that choosing the right answer were increasing from 23 (76,7%) to 27 (90%).

Table 4. 3 Critical Reading on Identifying on Question Number 4

Option	Text	Amount of Pick	Percentage of Pick
A	Make Malin turn into a stone and make Malin's people tossed into the sea	27	90 %
B	Make Malin and his people full because suddenly cake fall from the sky like a rain	1	3,3 %
C	Make Malin and his people become even more richer	1	3,3 %
D	Make Malin and his people can't move their toe	1	3,3 %

d. Table 4.3 (test number 6) shows that there is decrease of percentage from students that pick the correct answer, there are only 26 (86,7%) students that chose option A, which is the correct answer, and the rest of it 3, (10%) of students) choose B. 1 (3,3%) students is choose option C and no one choose option D.

Table 4. 4 Critical Reading on Identifying on Question Number 6

Option	Text	Amount of Pick	Percentage of Pick
A	Keturunan	26	86,7 %
B	Asal – usul	3	10 %
C	Lereng	1	3,3 %
D	Serbuan	0	0 %

e. Table 4.4 (test number 8) shows that majority of the students are able to answer the test correctly and not fail for the wrong answer. There are 3 (10%) students that chose option A, there are 26 (86,7%) students choose option B which is the correct answer, there are none of students choose option C and only 1 (3,3%) students choose option D.

Table 4. 5 Critical Reading on Identifying on Question Number 8

Option	Text	Amount of Pick	Percentage of Pick
A	Port	3	10 %
B	Dock	26	86,7 %
C	Shore	0	0 %
D	Village gate	1	3,3 %

As a conclusion in how good the students in identifying fact, just try to take a look at the test, number 1, 3, 4, 6 and 8. Those are test that force the students to identifying in fact that clearly they can take from the story. For more information chart below show the data result of student identifying fact test:

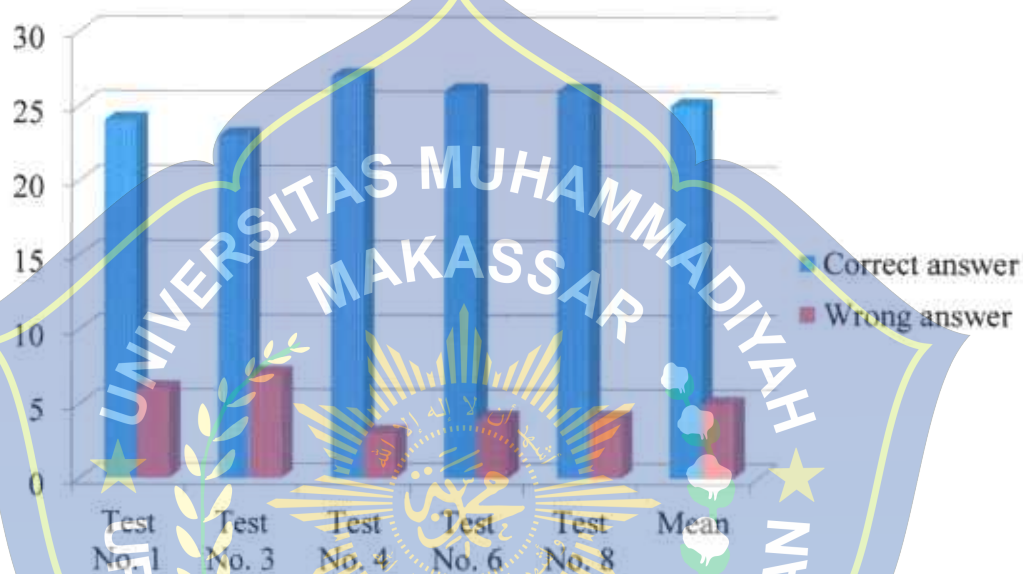


Figure 4. 1 Identifying Test Result

The data showed that majority of the students' were made it to answer the test correctly and only few students who chosen the wrong answer. In second chapter the researcher already mention that the students needed to examine their reading text knowing which were the fact and opinion were the key so the students' can differentiate and identifying fact.

2. Students' Critical Reading Comprehension in term of analyzing the reading text.

There are 4 number of the test that meant to test how students analyzing something, And those are:

- a. Table 4.6 (test number 5) indicated that, on average, students choose the correct answer, it can be proofed by the data that showed, 2 (6,7 %) out of students chose option A, 1 (3,3%) chose option B, 26 (86,7 %) chose option C, and 1 (3,3 %) of students chose option D. For this test there are 26 students are choosing the correct answer while the another fourth of them were choosing the wrong

Table 4. 6 Critical Reading on Analyzing on Question Number 5

Option	Text	Amount of Pick	Percentage of Pick
A	Wide, breezy and green field	2	6,7 %
B	Hot, boiling volcano	1	3,3 %
C	Some village that near with the beach	26	86,7 %
D	Far and remote village in the deep of jungle	1	3,3 %

- b. Table 4.7 (test number 10) from this question, the data shows on average, students choose the correct answer because only 1 student was choosing the wrong answer, there were none of the students were choosing option A and B, but there are: 29 (96,7 %) chose option C which is the correct

answer, and only 1 (3,3 %) of students chose option D. Chose option C which is the correct answer, and only 1 (3,3 %) of students chose option D.

Table 4. 7 Critical Reading on Analyzing on Question Number 10

Option	Text	Amount of Pick	Percentage of Pick
A	We have to be rich in order to sail	0	0 %
B	Disobedience son is allowed ,as long we already succeed	0	0 %
C	We have to accept the condition of our parents no matter what	29	96,7 %
D	We should work hard, where ever and whenever because sleep is only for the week	1	3,3 %

c. Table 4.8 (test number 11) from this question, the data shows on average, students choose the correct answer because only 2 students are choosing the wrong answer, there are 2 (6,7) students that choose option A, and majority of the students are choose the option B, and there are none of the students are choosing option C and D.

Table 4. 8 Critical Reading on Analyzing on Question Number 11

Option	Text	Amount of Pick	Percentage of Pick
A	No, because everything is too late	2	6,7 %
B	Yes, because he make his last bow to his mother	28	93,3 %
C	No, because he try to run and save his wife and wealth	0	0 %
D	Yes, because he make a big party to welcome his mother	0	0 %

d. Table 4.9 (test number 15) shows that no students choose option A and C, but there are 2 (6,7 %) students chose option B, and there are 28 (93,3 %) of students chose option D. It means most of students already know and understand this text so the majority of them are choosing the right answer.

Table 4. 9 Critical reading on Analyzing on question number 15

Option	Text	Amount of Pick	Percentage of Pick
A	Malin is hard worker	0	0 %
B	Malin is broke her mom's heart	2	6,7 %
C	Malin is cursed and turn into a stone	0	0 %
D	All above is true	28	93,3 %

The result of students' analyzing the test are pretty good, Number 5, 10, 11, and 15 are the test, that mean to give students analyzing exercise. For more information chart below will show the data result of student identifying fact test:

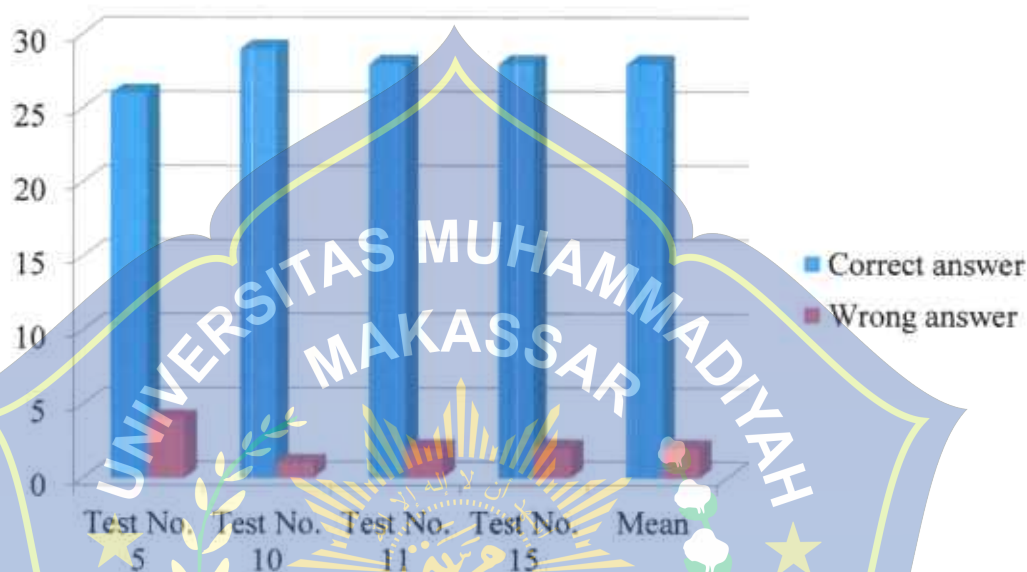


Figure 4. 2 Analyzing Test Result

The data showed that majority of the students' were made it to answer the test correctly and only few students who chosen the wrong answer. In second chapter the researcher already mention that the students still needed to examine their reading text, and find hidden clue that the writer in order to make prediction or inferences. Just with the clue that the writer, put in the story the reader in the researcher can make it critical reader can know what might happen one sentence or even one page further just by using prediction and inference.

3. Students' Critical Reading Comprehension in term of detecting the implication.

There are 7 number of the test that meant to test how students detecting implication, and those are:

- a. Table 4.10 (test number 7) shows that there are many students that fail and hesitated choosing between option C and option D, there are 26 (86,7 %) students that chose option C which it is the correct answer, while there are 4 (13,3%) students choose option D, and for the option A and B there are no students fail for it.

Table 4. 10 Critical Reading on Detecting on Question Number 7

Option	Text	Amount of Pick	Percentage of Pick
A	Balance	0	0 %
B	Symmetry	0	0 %
C	Peaceful	26	86,7 %
D	Happy	4	13,3 %

- b. Table 4.11 (test number 12) from this question shows that majority of the students are able to answer the test correctly we can see that there are 2 (6,7) students are choose option A, there is 1 (3,3) students that choose option B, and majority of the students are choose the option C with 26

(86,7) students are choosing it, and there is 1 (3,3) students of the students are choosing option D.

Table 4. 11 Critical Reading on Detecting on Question Number 12

Option	Text	Amount of Pick	Percentage of Pick
A	Person who keep an eyes to see the body improvement	2	6,7 %
B	Person who always give Malin water and fertilizer	1	3,3 %
C	Person who take care of Malin, since he still young until grown up	26	86,7 %
D	Person who put Malin in a Vase and make sure it hot by the sunlight	1	3,3 %

c. Table 4.12 (test number 13) shows that no students choose option A and B, but there is 1 (3,3 %) student chose option C, and there are 29 (96,7 %) of students chose option D. It means most of students already know and understand this text so the majority of them are choosing the right answer

Table 4. 12 Critical Reading on Detecting on Question Number 13

Option	Text	Amount of Pick	Percentage of Pick
A	Nakal	0	0 %
B	Menantang	0	0 %
C	Membantah	1	3,3 %
D	Kedurhakaan	29	96,7 %

d. Table 4.13 (test number 17) from this question, the data shows on average, students chose the correct answer because only 3 students are choosing the wrong answer, there is 3 (10) students that choose option A, and majority of the students are choose the option B with 27 (90%) students pick the correct answer, and there is no student choose option C and D.

Table 4.13 Critical Reading on Detecting on Question Number 17

Option	Text	Amount of Pick	Percentage of Pick
A	Terbalik	3	10 %
B	Terombang-ambing	27	90 %
C	Hanyut	0	0 %
D	Memantulkan	0	0 %

e. Table 4.14 (test number 18) shows that no students choose option C, but there are 3 (10 %) student choose option A, there is 1 (3,3) students choose option B and there are 26 (86,7 %) of students chose option D. It means most of students already know and understand this text so the majority of them are choosing the right answer.

Table 4. 14 Critical Reading on Detecting on Question Number 18

Option	Text	Amount of Pick	Percentage of Pick
A	Because Malin's mother is a fugitive	3	10 %
B	Because Malin has no family	1	3,3 %
C	Because Malin's poor neighbor	0	0 %
D	Because Malin's mother poor.	26	86,7 %

f. Table 4.15 (test number 19) shows that both option A and B are equal being choose by 2 (6,7) students chose option, and there 1 (3,3 %) student chose option C, and the last is option D that being choose by 25 (83,3) students

Table 4. 15 Critical reading on Detecting on question number 19

Option	Text	Amount of Pick	Percentage of Pick
A	Because Malin want to get married	2	6,7 %
B	Because Malin want to cross to the island	2	6,7 %
C	Because Malin want to ride a big ship	1	3,3 %
D	Because Malin want to improve his family's life	25	83,3 %

g. Table 4. 16 (test number 20) from this question, the data show on average, students choose the correct answer because only 7 students are choosing the wrong answer, there is no students that choose option A, and majority of the students are chose the option B with 23 (76,7%) students pick the correct answer, and there is 3 students (10%) student choose option C and option D have chosen by 4 (13,3%) students

Table 4. 16 Critical Reading on Detecting on Question Number 20

Option	Text	Amount of Pick	Percentage of Pick
A	Jakarta	0	0 %
B	West Sumatra	23	76,7 %
C	South Sumatra	3	10 %
D	North Sumatra	4	13,3 %

As a conclusion in how good the students in detecting the implication, just try to take a look at the test, number 7, 12, 13, 17, 18, 19, and 20. Those are test that force the students to identifying in fact that clearly they can take from the story. For more information chart below showed the data result of student identifying fact test:

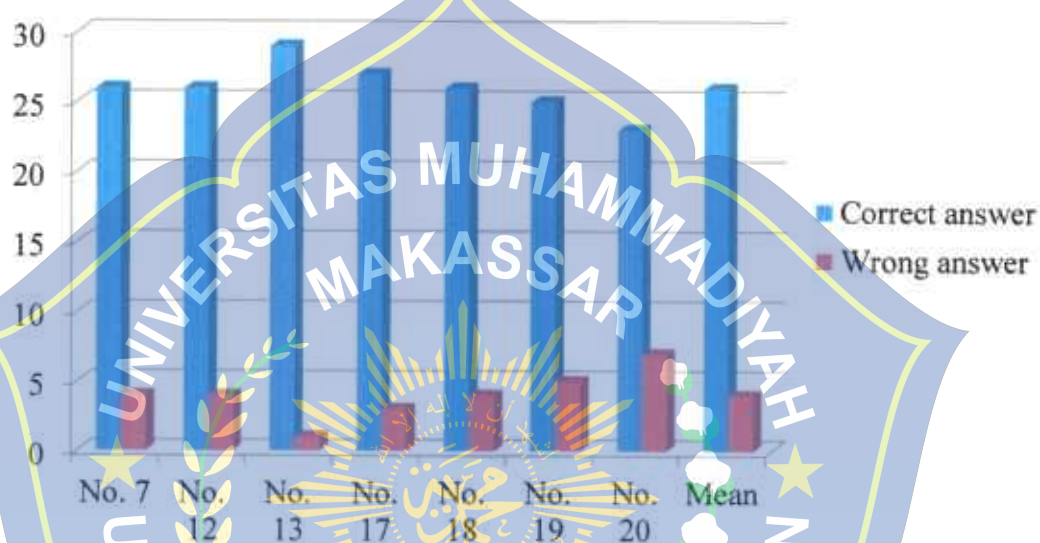


Figure 4. 3 Detecting Implication Test Result

Based on the result of the test, can be concluded that majority of the students are able to analysis what are the current happen in the story even though it don't mention explicitly, students can predict what happen just by considering and linking they clue that the writer put in the story. After students know how to examine their reading text, and they are able to find out hidden clue that are in the text, the next step after the students trough that all is to inference or predict what might happen in the story or the text.

Still, the students need to link the clue and make logic predict by using law "cause and effect".

4. Students' Critical Reading Comprehension in term of Comparing the reading text.

There are 4 number of the test that meant to test how students identifying something. And those are:

- a. Table 4.17 (test number 2) show that only 3 students chose the wrong answer. All of the wrong answer are come from option D which chosen by 3 students (10%), and the rest of it, 27 (90%) students are choosing the correct answer.

Table 4. 17 Critical Reading on Comparing on Question Number 2

Option	Text	Amount of Pick	Percentage of Pick
A	Sure, the poor should bow to the rich	0	0 %
B	Maybe Malin are slipped and accidently hit his mom with his feet	0	0 %
C	No, we as a child should love and respect to our parents especially to our mother	27	90 %
D	Yes, because Malin already proof his mother that try to stop him he can success	3	10 %

- b. Table 4.18 (test number 9) indicated that, on average , students choose the correct answer, we can see the data that, only 2 (6,7

% out of students chose option A, 26 (86,7%) chose option B which the correct answer, 2 (6,7 %) chose option C, and none of students chose option D.

Table 4. 18 Critical reading on Comparing on question number 9

Option	Text	Amount of Pick	Percentage of Pick
A	Rice and porridge	2	6,7 %
B	The peanut who forgot its shell	26	86,7 %
C	Caterpillar and butterfly	2	6,7 %
D	Talking to the moon	0	0 %

c. Table 4.19 (test number 14) from this question, the data shows on average, students choose the correct answer because only 6 students are choosing the wrong answer, there is 1 (3,3) students that choose option A, and majority of the students are choose the option B with 24 (80) students pick the correct answer, and there is 1 (3,3) student choose option C and there are 4 (13,3) students are choosing option D

Table 4. 19 Critical Reading on Comparing on Question Number 14

Option	Text	Amount of Pick	Percentage of Pick
A	Jaffar from Aladin	1	3,3 %
B	Elsa from Frozen	24	80 %
C	Goofy from mickey mouse	1	3,3 %
D	Ralph from Wreck it ralph	4	13,3 %

d. Table 4.20 (test number 16) shows percentage of students that pick the correct answer are still high, there are 28 (93,3%) students that chose option A, which is the correct answer, the are no students choose option B, and there are 1 (3,3) both choosing option C and D.

Table 4. 20 Critical Reading on Comparing on Question Number 16

Option	Text	Amount of Pick	Percentage of Pick
A	Diligent then Disobedient	28	93,3 %
B	Lazy then Poor	0	0 %
C	Naughty then Diligent	1	3,3 %
D	Coward then Lazy	1	3,3 %

Test students did a great job when they do the comparing kind of test, this test consist from number 2, 9, 14, and 16. For more information chart below will show the data result of student identifying fact test:

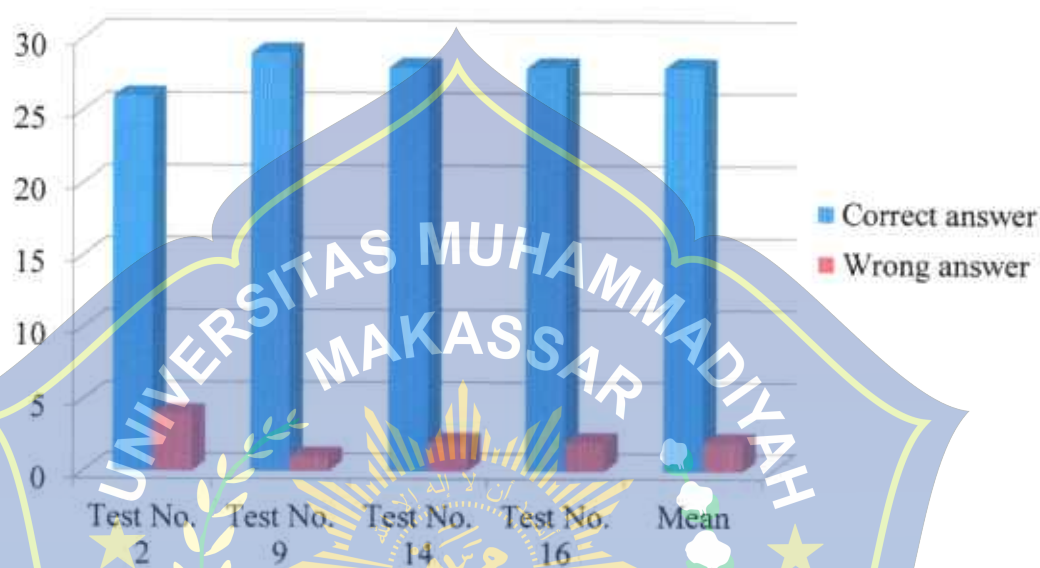


Figure 4. 4 Comparing Analysis Result

Based on the result of the test, can be concluded that majority of the test are able to compare two or more stories from one of the other, this can be seen by make students to look for the similarities or the difference from different stories. After they know how to examine their reading text, and they are able to find out hidden clue that are in the text, and the last step is to go to another text, comparing is the step that make students mix and match the information that they get in some text, then they correlate the information they just got with the appropriate information that they already know.

After knowing all the students score in all fourth kind of test, now it is time to put their in a Table in order to know how about their critical reading comprehension assessment, the table is adapt from Nurgiyantoro (2009).

Table 4. 21 Criteria of Critical Reading Comprehension Assessment

Percentage interval	Change Value Scale Four		score	Explanation
	1 - 4	D - A		
86 - 100	4	A	15 - 20	Very good at critical reading
76 - 85	3	B	10 - 15	Good at critical reading
56 - 75	2	C	5 - 10	Sufficient in critical Reading
10 - 55	1	D	0 - 5	Lack of critical reading

Nurgiyantoro (2009)

Individual data from the students were separated into few grades. According to the table from Nurgiyantoro there are 17 Students that are in first grade, that mean they very good at critical reading (8 student get 90, 5 students get 95, and 4 students get 100), for the next level there are 8 students in the second grade that mean they good at critical reading (3 students get 80, and 5 students get 85). Also there are 5 students that are in third grade, its mean that they sufficient in critical reading (there is 1 student get 65, same like before there is 2 student get 70, and there are 3 students get 75). While for the last grade, there is none of the students in that grade. This scoring can be change if the students defined according to the criteria of critical reading that the students master.

B. DISCUSSION

This research was conducted at Eleventh Grade students of SMAN 1 Jeneponto. The objective of this research was to know students competence in critical reading comprehension in SMAN 1 Jeneponto. This reading test was to know the analysis of students' competence in using critical reading strategy on reading comprehension. The result findings found that most of students gave positive response with test that used the traditional Indonesian folklore as it main story assignment, that used in teaching English in the class. The statement said that the student's shows good response and result. It can be found when students' response in answering the test that researcher gave them. To know how succeed this research, here is the students score summary: The students got 87.33 of 100 as average score, 90 of 100 as median score, and 65 to 100 as range score.

After look back the student's scores, researcher think that the students have a good critical reading comprehension, according to pardede (2007) critical reading ability includes several points. The following is a description of students' scores for each student's reading competence :

1. Identifying Fact

Based on the result of the test, researchers consider the majority of students already have good identifying skills, the mean score of the students 84% make them can be classified into the second grade, which is "Good at critical reading". Same thing as Pardede said if the students are able to identifying and different between the relevant fact and irrelevant

opinion, this is one step to master how to identifying fact and make them not fall to (decoy option) when they do the test.

2. Analyzing the Material

The researcher classified the students into the first grade according to the Pardede criteria as above, this is because the mean score of the students were very high when they do the analyzing test, which is 92,5%. Analyzing the material will be an easy task if the students can got the meaning things that are not literally written in the text, because Pardede mention in chapter 2 to master the analyzing comprehension students have to make prediction on what the author's assumption, they have to find and link the clues that already in the reading text.

3. Detecting the Implication

Detecting the implication was one of the most hard for these students although still they can got 86,7 % as their mean test. The score indicated that the students were known the trick in solve detecting kind of test, because according to Pardede "to solve detecting the implication, the student have to make inference in more than the story already tells". in short they have to predict the answer based on the clue that exist in the text.

4. Comparing.

Based on the result of the test, can be concluded that majority of the test were able to compare two or more stories from one of the other, this could be seen by make students to look for the similarities or the difference

from different stories. 92,5 % were the mean of the students that can be correctly answer the comparing kind of test, that mean the student were "very good at critical reading" comparing the highest critical reading comprehension that students get along with analyzing.

Based on the result above, it shows that majority of students already have very good at critical reading comprehension. This research related to research from Maslakhatin (2016) shows that students with analyzing, synthesize, and evaluate skills have better result on critical reading because they can found not only literally but also for deeper meaning of the text. Huang (2011) that shows students when even basic text analysis will found that it is make the students more easy to understand and practice their critical competence of reading. From all the fourth total of critical reading competence, the students' are very good at comparing and analyzing, which tied both of that competence are share 92,5 % score of students that answer it correctly, it indicated that those students are "very good at critical reading". Meanwhile the other two competence of reading critical reading got good score but not as high as comparing and analyzing ability. Detecting ability being answer correctly by 86,7 % and still make the students very good at critical reading. And the last is identifying ability, this is the easiest among the other indicators but, unexpected this indicators also can trick majority of the students and make wrong. This proofed by the success rate of student answer it correctly is only 84% that make it the lowest among the another three competence.

CHAPTER V

CONCLUSION ON AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher can conclude that the students in seventh grade in SMAN 1 Jeneponto had "very good competence" in their critical reading comprehension. This is proven by the result of the fourth indicator that students have. According to the test result the students are very good at comparing and analyzing. But the mean score from the all fourth competence is enough to make the students of SMAN 1 Jeneponto are fix into first grade of Nurgiantoro critical reading comprehension assessment, and it can be conclude that the students in SMAN 1 Jeneponto are "Very Good at Critical Reading".

B. Suggestion

Based on the conclusion, there are following suggestion from the researcher

1. For the English teacher at class SMAN 1 Jeneponto

It is suggested to more improved detecting and comparing comprehension because it is the weakest point for the students in critical reading comprehension, and about analyzing and comparing as it highest score, the teacher can maintain or upgrade on those two competences as it future plan.

2. For the next researcher

It is suggested to used this study as an additional reference about future research about critical reading comprehension in senior high school



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Appendices 1

Instrument (Critical Reading Competence Test)

Name :

Class / No. Sort :

INSTRUCTION

1. Read the following carefully!
2. Put a cross (X) on the letters A,B,C, or D in the answer you think it is right.

Malin Kundang

Once upon a time, lived a diligent boy named Malin kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to cross island. Malin kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally, he sailed with the big ship. Several years later, Malin Kundang success and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But Malin didn't admit that woman as his poor mother, then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm, and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

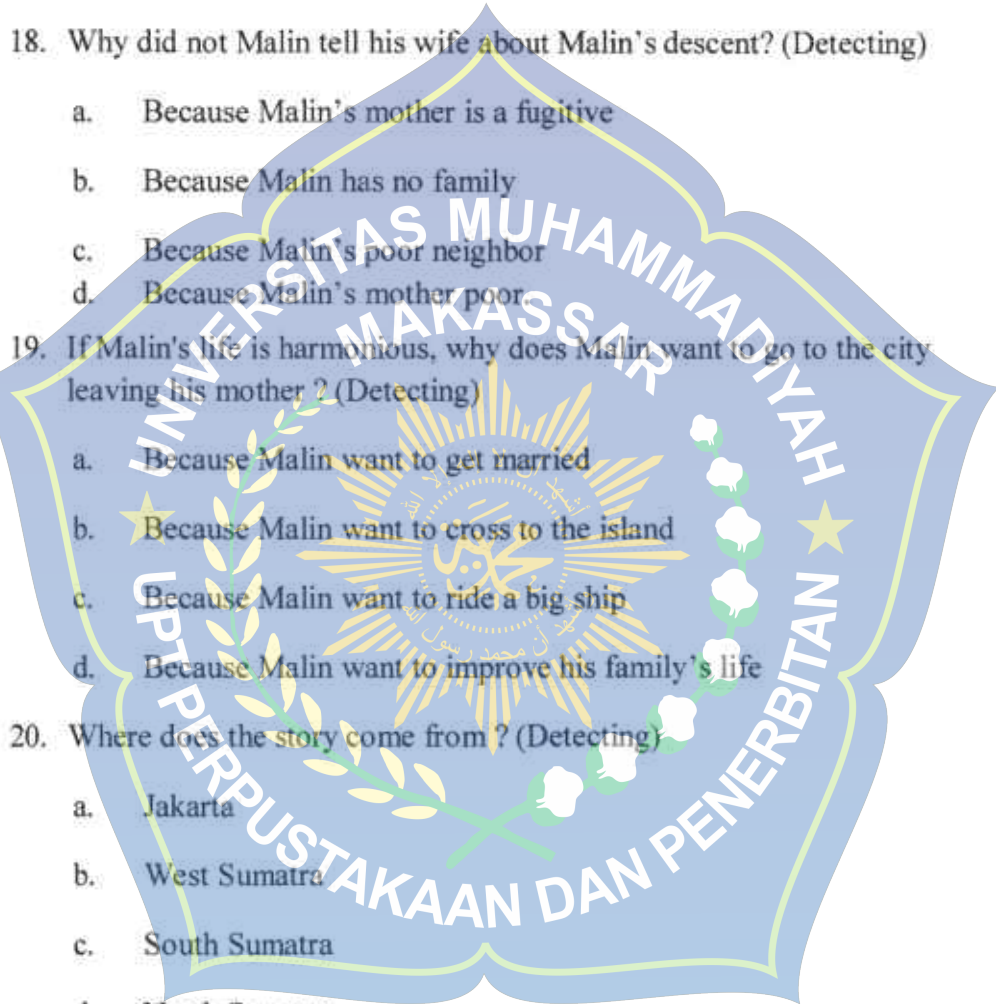
1. Why did Malin don't want to admit his mother? (Identifyng)
 - a. Because his mother still don't pay her debt
 - b. Because Malin shame, his mother still not wear any jewelry that he already gave
 - c. Because his mother forgot to put make up when welcoming Malin and his wife
 - d. Because Malin shame his mother are so poor
2. Malin work really hard so he can turn from poor guy into rich trader, but do you agree with what Malin does to his mother? (Comparing)
 - a. Sure, the poor should bow to the rich
 - b. Maybe Malin are slipped and accidentally hit his mom with his feet
 - c. No, we as a child should love and respect to our parents especially to our mother
 - d. Yes, because Malin already proof his mother that try to stop him he can succeed
3. How does the conflict problem start from the story above? (Identifyng)
 - a. When Malin not admitted his mother
 - b. When Malin became rich and married
 - c. When Malin turns to stone
 - d. When Malin began to realize his mistake
4. What the effect that Malin's mom curse to Malin with his people?

(Identifyng)

- a. Make Malin turn into a stone and make Malin's people tossed into the sea
 - b. Make Malin and his people full because suddenly cake fall from the sky like a rain
 - c. Make Malin and his people become even more richier
 - d. Make Malin and his people can't move their toe
5. Malin Kundang is Indonesian folklore that have setting in? (Analyzing)
- a. Wide, breezy and green field
 - b. Hot, Boiling volcano
 - c. Some Village that near with the beach
 - d. Far and remoted village in the deep of jungle
6. The most correct answer to describe "descent" in bahasa Indonesia is...? (Identifyng)
- a. Keturunan
 - b. Asal – usul
 - c. Lereng
 - d. Serbuan
7. The right word that can replace "harmonious" in the first paragraph is (Detecting)
- a. Balance
 - b. Symmetry
 - c. Peaceful
 - d. Happy
8. "A big ship closed to beach near their village". From this sentence we can conclude that the ship is on? (Identifyng)
- a. Port

- b. Dock
 - c. Shore
 - d. Village gate
9. The proverb that fits the description of Malin's life before and after becoming a trader is? (Comparing)
- a. Rice and porridge
 - b. The peanut who forgot its shell
 - c. Caterpillar and butterfly
 - d. Talking to the moon
10. What is the moral value of the story? (Analyzing)
- a. We have to be rich in order to sail
 - b. Disobedience son is allowed, as long we already succeed
 - c. We have to accept the condition of our parents no matter what
 - d. We should work hard wherever and whenever because sleep is only for the week.
11. At Malin very last breath did he try to apologize to his mother, if yes how? (Analyzing)
- a. No, because everything is too late
 - b. Yes, because he make his last bow to his mother
 - c. No, because he try to run and save his wife and wealth
 - d. Yes, because he make big party to welcome his mother
12. The word "who had growth him" in second paragraph have the same meaning with? (Detecting)
- a. Person who keep an eyes to see the body improvement
 - b. Person who always give Malin water and fertilizer
 - c. Person who take care of Malin, since he still young until grown up
 - d. Person who put Malin in a Vase and make sure it hot by the sunlight

13. "Rebellious", in the second paragraph mean in bahasa?
(Detecting)
- Nakal
 - Menantang
 - Membantah
 - Kedurhakaan
14. Malin's character in at the end of story have a similarity with one of these Disney character, and that is? (Comparing)
- Jaffar from Aladin
 - Elsa from Frozen
 - Goofy from mickey mouse
 - Ralph from Wreck it ralph
15. After reading the story above we can conclude that... (Analyzing)
- Malin is hard worker
 - Malin is broke her mom's heart
 - Malin is cursed and turn into a stone
 - All above is true
16. How does Malin's character change at the beginning and end of the story?
(Comparing)
- Diligent then Disobedient
 - Lazy then Poor
 - Naughty then Diligent
 - Coward then Lazy

17. "...the big ship which Malin's had was vacillated by a big storm". What is the meaning of the word "vacillated" in bahasa Indonesia ? (Detecting)
- Terbalik
 - Terombang-ambing
 - Hanyut
 - Memantulkan
18. Why did not Malin tell his wife about Malin's descent? (Detecting)
- Because Malin's mother is a fugitive
 - Because Malin has no family
 - Because Malin's poor neighbor
 - Because Malin's mother poor
19. If Malin's life is harmonious, why does Malin want to go to the city leaving his mother ? (Detecting)
- Because Malin want to get married
 - Because Malin want to cross to the island
 - Because Malin want to ride a big ship
 - Because Malin want to improve his family's life
20. Where does the story come from ? (Detecting)
- Jakarta
 - West Sumatra
 - South Sumatra
 - North Sumatra
- 
- A large, semi-transparent watermark of the Universitas Muhammadiyah Makassar logo is centered on the page. The logo is a blue shield with a yellow border, featuring a central sunburst and the university's name in Indonesian and Arabic script.

KEY ANSWER

- | | |
|-------|-------|
| 1. D | 11. B |
| 2. C | 12. C |
| 3. A | 13. D |
| 4. A | 14. B |
| 5. C | 15. D |
| 6. A | 16. A |
| 7. B | 17. B |
| 8. C | 18. D |
| 9. B | 19. D |
| 10. C | 20. B |



[illegible]

20	A. Tenriajeng -	5	5	5	0	0	0	0	0	5	0	5	5	5	5	5	0	5	5	0
21	Veri Avandi	0	5	5	5	5	5	0	0	5	0	5	5	5	5	0	5	5	5	5
22	Sahrir	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
23	Alifah Ramdani Rahim	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0
24	Muh Triadi, S	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5
25	Nurhikmathul Jamah Annur	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5
26	Andi Hidayat	0	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	5	5	5
27	Nur Asysyam Nawir	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5
28	Abdi Pratama Sahab	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
29	Dwi Saputra Nugroho	5	5	5	5	5	5	0	5	5	0	5	5	5	5	5	5	5	5	5
30	Fajar Nur Hidayat	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	0



Appendices 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 1 Jeneponto

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Materi : Explanation Text lisan dan tulis

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

Sikap (KI-1 dan KI-2)	
Menghargai dan menghayati ajaran agama yang dianutnya serta menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
Pengetahuan (KI-3)	Keterampilan (KI-4)

<p>Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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 prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.</p>
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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<p>8.1. Mengidentifikasi ciri-ciri teks explanation.</p> <p>8.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks explanation.</p> <p>8.3. Mengidentifikasi pengucapan dan isi teks explanation sederhana.</p>

<p>8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>8.1. Mengidentifikasi informasi tertentu dari teks explanation yang dibaca.</p> <p>8.2. Mengidentifikasi informasi rinci dari teks explanation yang dibaca.</p> <p>8.3. Menemukan arti kata-kata dan kalimat tertentu dari teks explanation yang dibaca.</p> <p>8.4. Menyimpulkan isi dari teks explanation yang dibaca.</p>
---	---

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan pendekatan saintifik, peserta didik dapat menganalisis struktur dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang teks explanation serta terampil mengonstruksi teks tentang teks explanation dengan memperhatikan isi, struktur dan unsur kebahasaan dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran dan bersikap jujur, percaya diri serta pantang menyerah.

D. Materi Pembelajaran

Explanation Text

- Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena

- Struktur Teks

- Dapat mencakup:

- fenomena
- identitas gejala

- rangkaian penjelasan
- Unsur Kebahasaan
- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang *present*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model : *Discovery learning*

F. Media Pembelajaran

Media, Alat, dan Sumber Pembelajaran

1. Media
 - Power point presentation
 - Gambar
2. Alat/Bahan
 - Loud speaker laptop
 - Computer
 - LCD

G. Sumber Belajar

- Buku Bahasa Inggris – Kementerian Pendidikan dan Kebudayaan 2017.
- Sumber lain yang relevan

H. Langkah-Langkah Pembelajaran:

No.	Uraian Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> - Berdo'a - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis - Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan. 	10 menit
2.	<p>Kegiatan Inti</p> <p>Stimulation:</p> <ul style="list-style-type: none"> - Peserta didik mengamati sebuah Explanation Text secara berkelompok. - Guru mengajukan beberapa pertanyaan tentang Explanation Text yang dibaca. <p>Problem Statement:</p> <ul style="list-style-type: none"> - Peserta didik mengidentifikasi masalah yang relevan dengan bahan bacaan diantaranya diarahkan untuk menanyakan fungsi Explanation Text dan bentuk atau strukturnya. - Berdasarkan identifikasi masalah tersebut, siswa memilih dan merumuskan salah satu di antaranya dalam bentuk hipotesis. <p>Apa dan bagaimanakah struktur Explanation Text?</p>	70 menit

	<p>Data Collecting :</p> <ul style="list-style-type: none"> - Secara berkelompok, peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan Explanation Text yang dibacanya. <p>Data Processing :</p> <ul style="list-style-type: none"> - Secara berkelompok, peserta didik mendiskusikan dan menuliskan bagian-bagian/ unsur-unsur yang ada dalam Explanation Text yang dibacanya. <p>Verification :</p> <ul style="list-style-type: none"> - Masing-masing kelompok melaporkan hasil pengamatan mereka terhadap Explanation Text yang mereka baca dan ditanggapi oleh kelompok lain. <p>Generalization :</p> <ul style="list-style-type: none"> - Peserta didik membuat kesimpulan tertulis tentang unsur-unsur yang harus ada dalam sebuah Explanation Text. 	
3.	<p>Penutup</p> <ul style="list-style-type: none"> - Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. - Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami materi yang telah dipelajari. 	10 menit

I. PENILAIAN

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja/ Praktik

2. Bentuk Penilaian :

- a. Observasi : lembar pengamatan aktivitas peserta didik
- b. Tes tertulis : test uraian
- c. Unjuk kerja : lembar penilaian presentasi

Jeneponto, 07 Januari 2020

Mengetahui,

Kepala UPT SMAN 1 Jeneponto,

Guru Mata Pelajaran,

Drs. HASANUDDIN S., M.Pd.

RAHMAN, S.Pd.

NIP. 196806141993031007

NIP. 19710119 199512 1 001



Appendices 3



EED-Turnitin® CERTIFICATE

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THE COMPETENCE OF STUDENTS CRITICAL READING COMPREHENSION

from author/researcher:

SRI RAHMADHANI ASKARI

ID: 105351122716

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Universitas Muhammadiyah Makassar

Makassar, 22 Shafar 1443 H,
28 September 2021 M

Head of
Education Department

Ulini, Nurati Syam, S.Pd., M.Pd.
NPM.977.007



Appendices 4



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 17966/5.01/PTSP/2021
 Lampiran :
 Perihal : Izin Penelitian

Kepada Yth.
 Kepala Dinas Pendidikan Prov. Sulsel

di-
 Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4029/05/C.4-VIII/VII/40/2021 tanggal 05 Juli 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : SRI RAHMADHANI ASKARI
 Nomor Pokok : 105351122710
 Program Studi : Pend. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Jl. Si Nalenda No. 269, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul :

" THE COMPETENCE OF STUDENTS CRITICAL READING COMPREHENSION "

Yang akan dilaksanakan dari : Tgl. 12 Juli s/d 09 September 2021

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.

Demikian surat izin penelitian ini dibenarkan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 12 Juli 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
 Pangkat : Pembina Tk. I
 Nip : 19710501 199803 1-004

Tersusun Yin
 1. Ketua LP3M UNISMUH Makassar di Makassar;
 2. Paringgal

SIMAP PTSP 12-07-2021



Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936
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 Makassar 90231





MAJELIS DIKUTUBANG-PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Tempat dan Tanggal Pengisian
Di: ...
Pada Tanggal: ...

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **SRI RAHMADHANI ASKARI**
NIM : **105351122716**
Judul Penelitian : **The Competence Of Students Critical Reading Comprehension
(A Descriptive Quantitative Research at Eleventh Grade of SMAN 1
Jenepponto).**
Tanggal Ujian Proposal : **02 Juni 2021**
Tempat/Lokasi Penelitian : **SMAN 1 JENEPPONTO**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 3 Juni 2021	Melakukan konsultasi tentang pelaksanaan penelitian	Rahman, S.Pd.	A
2	Senin, 7 Juni 2021	Melakukan wawancara 120 guru dengan guru kelas di SMAN 1 Jenepponto	Mubinnah, S.Pd.	A
3	Sabtu, 12 Juni 2021	Melakukan penelitian secara daring dengan menggunakan Google Form	Mubinnah, S.Pd.	A

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PUSTAKAAN DAN PENERBITAN

Ummu Kholati Syam, S.Pd., M.Pd.
NIM. 105351122716

Drs. HASANUDDIN S., M.Pd.
NIP. 1953014 1993021 007



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 JENEPONTO**

Alamat : Jln. Pendidikan No. 50 Telp. (0419) 21257 Kode Pos 92316

SURAT KETERANGAN

Nomor : 070/167/UPT SMA 01/JNP/DISDIK

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NIP : 19680614 199303 1 007
Pangkat/ Golongan : Pembina Tk.I/ IV b
Jabatan : Plt. Kepala UPT SMAN 1 Jenepono

Menerangkan bahwa:

Nama : **SRI RAHMADHANI ASKARI**
Nomer Pokok : 105351122706
Program Studi : Pend. Bahasa Inggris
Pekerjaan/ Lembaga : Mahasiswa (S1) UNISMU Makassar
Alamat : Jl. Sri Alauddin No. 259, Makassar

telah melaksanakan penelitian pada UPT SMA Negeri 1 Jenepono dalam rangka penyusunan

Skripsi dengan judul :

"THE COMPETENCE OF STUDENTS CRITICAL READING COMPREHENSION"
(A Descriptive Quantitative Research at Eleventh Grade of SMAN 1 Jenepono)

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jenepono, 22 September 2021

Plt. Kepala UPT SMAN 1 Jenepono,

Drs. HASANUDDIN S., M.Pd.
NIP. 19680614 199303 1 007

Appendices 5



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0337/BG-FKIP/LOA/B/X/1443/2021

Dear SRI RAHMADHANI ASKARI

It is our pleasure to inform you that, after review your paper:

THE COMPETENCE OF STUDENTS CRITICAL READING COMPREHENSION

The manuscript ID: 507

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
The author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCF has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**. ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at itla@bg.unismuhmakassar.ac.id

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19 Rabiul Awal 1443 H

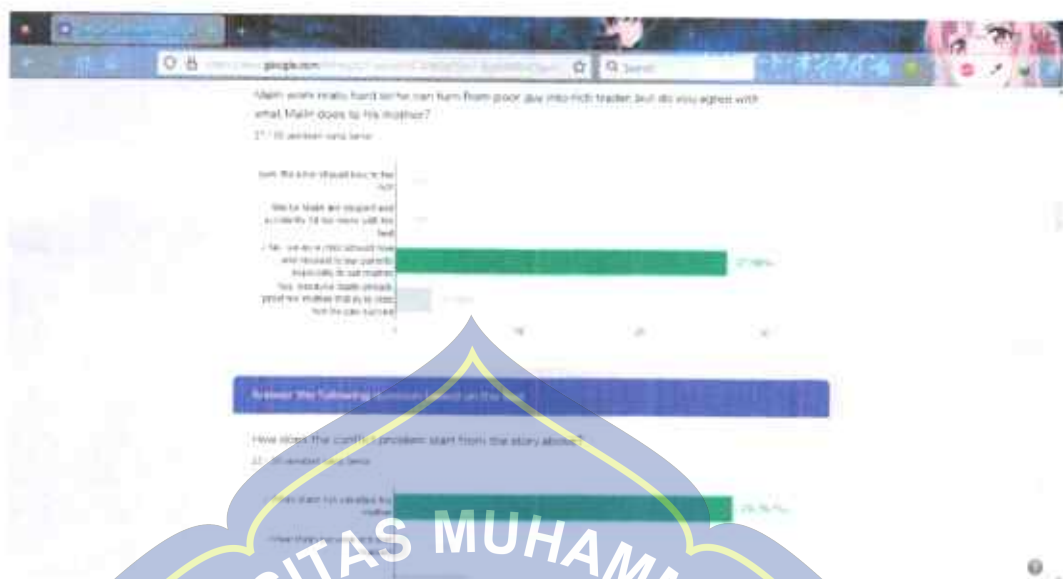
Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

Appendices 6

Documentation





Appendices 7

CURRICULUM VITAE



SRI RAHMADHANI ASKARI was born on January 8 th, 1998 in Jeneponto. She is the third child of four siblings. Her father name is Askari and her mother name is Jumryani. She began studying at SD Inpres No 113 Unggulan Balang II from 2004 to 2010, in 2011 she continued to SMPN Negeri 1 BINAMU then graduated in 2013, in the same year she continued to SMA Negeri 1 Jeneponto and finished it in 2016. Finally she continued her studies in 2016 as an ordinary students majoring in English Education at the Teacher Training and Education Faculty, Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis under the title The Competence of Students Critical Reading Comprehension (a Descriptive Quantitative Study at Eleventh Grade of SMAN 1 Jeneponto).

