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## **A DESCRIPTIVE OF STUDENTS CRITICAL READING SKILLS IN NARRATIVE TEXTS**

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### **ABSTRAK**

Tujuan penelitian ini adalah untuk mengetahui respon siswa dan menemukan strategi dalam belajar membaca terutama keterampilan membaca kritis dalam teks naratif. Masalah penelitian adalah bagaimana tanggapan siswa dan strategi apa yang digunakan oleh siswa terhadap keterampilan membaca kritis dalam teks naratif. Pendekatan kualitatif diterapkan dalam penelitian ini sebagai desain penelitian serta menggunakan lembar observasi dan wawancara bebas sebagai instrumen penelitian. Dalam penelitian ini, subjek observasi terdiri dari 17 siswa dan subjek wawancara terdiri dari 5 siswa, yang di tentukan dari hasil observasi yang diberikan. Berdasarkan hasil observasi dan wawancara, peneliti dapat menyimpulkan bahwa respon siswa dan strategi yang digunakan siswa dalam belajar keterampilan membaca kritis dalam teks narasi sangat baik. Hasil ini menunjukkan bahwa, teks naratif efektif untuk meningkatkan pemahaman keterampilan membaca siswa dalam menganalisis, synthesis, dan mengevaluasi sebuah teks. Melalui cek list observasi, siswa mengetahui dan mengerti membaca kritis dalam naratif teks, tetapi mereka kurang dalam menggunakan membaca kritis untuk menemukan pesan dalam cerita. Selain itu, melalui wawancara ditemukan bahwa siswa mengetahui strategi dalam membaca kritis seperti prediksi, menanyakan, menjelaskan dan meringkas teks naratif. Itu bisa disimpulkan bahwa, siswa bisa dengan mudah untuk mengerti dalam isi dan tujuan teks naratif. Sebagai sebuah hasil, hal tersebut dapat membantu siswa dalam membaca kritis dalam teks naratif sehingga pengetahuan mereka dalam keterampilan membaca dapat meningkatkan.

**Kata kunci:** membaca kritis, strategi, teks narrative

### **ABSTRACT**

*The objective of this study is to know whether the response student and Finding strategies in teaching reading especially critical reading skills in narrative texts. The research problem is how students respond and what strategies are used by students to critical reading skills in narrative texts. The qualitative approach was applied in this study with a case study as the research design using sheet observation and guided free interview as instrument research. In this research, subject observation consists of 17 students and the subject interview consists of 5 students that have been choosy from the*

result observation was given. Based on the results of the observation and interview, the researcher could conclude that student respond and strategy was using student in study critical reading skills in the narrative text was good. This result indicates that the narrative text was effective to increase understanding reading skills students in predicting, synthesizing, and evaluating a text. Through the checklist observation, the student knows and understands critical reading in narrative text, but they still lack in using critical reading to found a message in the story. Besides that, the interview found that students knew strategy in critical reading like predicting, questioning, clarifying, and summarizing narrative text. It can be concluded that students could easier to understand the content and purpose of narrative text. As a result, it can help students in learning to critical reading in the text narrative that their knowledge skills read can increase.

**Keywords:** *critical reading, strategy, narrative text*

## **INTRODUCTION**

Reading is one of the English Language skills. The ability to read is important for social and educational advancement. the students are required to understand the text to get the information. They are not restricted to understand each part of the sentence or paragraph, but they should understand the message the writer is trying to convey. According to Woolley (2011:15), reading comprehension is the process of making meaning from text. Therefore, because of the activities in reading is to analyze a meaning to obtain the message, so the reader must have a critical reading.

According to Arici (2012:46) critical reading as "ideal reading". He supports that critical reading is being in a communicational interaction with the text and the ability to comment and evaluate the text. In critical reading, the reader could reflect on the content and purpose. Besides, the learner's ability to keep what he has read in his mind for a long time can only be possible with critical reading.

Further, read the text using critical reading is one of the strategies that can be applied in everyday life. Critical reading strategies will not only help the students to know how to read the text but it will help them to be more successful in understanding the text because they will absorb information there. According to Harvey (2012:14), teaching reading strategies will help students understand and gain meaningful information from the text. In condition, Critical reading is the text process of reading that goes beyond understanding text. Critical reading involves: (1) carefully considering and evaluating the reading. (2) Identifying reading weakness and flaws. (3) Looking at the big picture and decided how the reading. Based on Maulizan (2014:5) "Critical reading comprehension required a higher degree of skills development and perception. It is understood as the passing judgment of the quality, worth, and accuracy truth of the passage".

On the other hand, in process critical reading the learner would found some types from the text. Like: descriptive, narrative, and recount. For this reason, The students are expected to be able to understand the text, especially narrative text. Based on Permana and Zuhri (2013:2), the narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of stories by telling the story. The

narrative text consists of orientation, complication, climax, and resolution. For that, the narrative text is presented to amuse the readers or listeners. Reading narrative text using critical reading is a good choice for a student. The narrative text is an interesting story, has a moral message, and impresses the reader into an example for everyday life.

There are many ways to help the students understand a passage essentially read in narrative text. Critical reading is one of the strategies to help them to understand the text. According to Kadir et al (2014:209) Critical reading skills are skills that will help the students to be able to analyze, synthesize, and evaluate what is read. It means that when a student read critically, they will try to analyze, synthesize, and evaluate what they read for not only literally but also for deeper meaning.

Therefore, critical reading is good to be implemented to the learner and it is not only to develop the cognitive aspect (understanding the text) but also to develop the affective aspect (reading behavior). Based on Rosdiana (2016:20) says "The students who have a good comprehension not only make sense of the text, but they are also able to use the information that contains on the text". This means that if a student wants to get success, they must know critical reading as much as they can

From the explanation above, the writer can accumulate that critical reading is very important in teaching-learning. The students can develop their reading skills by reading critically. However, to be able to read critically, the students require a great and right strategy. It was made possible on could express something or message to another, read different books or subjects.

The aim of this study is to know the response and finding strategies in teaching reading especially critical reading skills in narrative texts. The writer was interested in applying critical reading to see the improvement of second-grade students. Because of this reason, the researcher decided to examine the response and strategy of students to critical reading based on observation and interview. From the explanation above, the writer can accumulate that critical reading is very important in teaching-learning. The students can develop their reading skills by reading critically. However, to be able to read critically, the students require a great and right strategy. It was made possible on could express something or message to another, read different books or subjects.

## **RESEARCH METHOD**

The type of research was descriptive qualitative research. According to Sugiyono (2017: 8) that qualitative research methods are often called research methods naturalistic because his research was carried out under natural conditions (natural setting), also called the ethnographic method, because at initially this method was more widely used for field research cultural anthropology, referred to as a qualitative method, because of data collected and the analysis is qualitative. The qualitative method was an interpretation without using the numerical number, only focuses on the findings.

On the other hand, researchers take population research were student group A semester second grade English Departement at STKIP Bina Bangsa Aceh Getsempena. The

subject study which has the same characteristic and will be investigated through this research. There were 31 students in the second-grade semester. In this research, subject observation consists of 17 students and the subject interview consist of 5 students that have been choosy from the result observation was given.

The data were taken from the direct observation to respond toward critical reading skills in narrative text. In observation, the data were taken from direct observation to the classroom. The step was the writer will observe by answering and question with the student. After that, the researcher will be given sheet observation to student and student giving checklist for each point. The observation will purpose to find respond learner to critical reading in narrative text.

Furthermore, the researcher committed an interview to the English student who learns at STKIP Bina Bangsa Getempena. The interview is a conversation with a specific purpose, which is conducted by two parties, namely the interviewer who submitted the questions and interviewees who give answers to questions that have been given Moleong (2014:186). In this case, the writer as the interviewer was asked some information to students about critical reading in narrative text. The question was consists of ten questions. Not only has that writer also asked some information that might help the researcher to complete the data. All the result of observation and interview is regarded as data.

The research analyzed the result checklist of observations and the interview between the writer and learner. The analysis research was a process interaction participant during observation and interview. From the observation, the researcher wants to know the respond students in reading critically in narrative text. And the data from the interview was analyzed in steps. First, the interview was given in a written form based sheet interview. After that data was data taking. Finally, the interview data are interpreting to find out how students respond toward critical reading skills in narrative texts. Meanwhile, the data are taken from the interview, the researcher would make the transcription, analyzed it qualitatively.

## **RESULT AND DISCUSSION**

From the result of the research, the student response and strategy given during observation and interview by using critical reading skills in the narrative text was very good. It means that critical reading increase student in a narrative text to get analyze, synthesize, and evaluate them into reading. By using critical reading in a narrative text can express their idea freely and can help students to explain detail about the story.

### ***Result of observation***

Based on the observation checklist, students could answer all question items according to their competencies. This shows that the analysis of students in the learning process has developed both remembering, analyzing material that has been learned from the teacher. Besides, students like and interested in critical reading in narrative text. And as a result, students understand when reading critically on parts of the story such as predicting, questioning, clarifying, and summarizing.

Besides that, from the observation, the researchers found students' responses to deficiencies in critical reading, namely in finding messages from stories. That is because of the long story and short reading time. From the observation sheet, the researcher saw that the problem could be overcome because the teacher had taught students to learn critical reading in narrative texts on campus. For that, students must practice reading not only at the campus but also at home. In the next observation, students had been known as critical reading in the narrative text to improve the ability to remember and recognize the reading material. Because the student has been learned from lectures and got a material critical reading at college. For this reason, the learner more attention the things consider in reading especially text narrative.

Based on the explanation activity was doing during checklist observation, it follows that students were very like and interested in reading, especially narrative text. And critical reading will not only help the students in understanding to know the information. And also, students will improve their ability to remember and recognize the story.

### *Result of Interview*

According to data collected when student interviews, they often critical reading in narrative text. Based on Pathan (2012: 29-30) stories narrative attracts the students' attention more than any other normal passage and stories can develop students' interpretative abilities and add their language vocabulary. Because that, often critical reading in the narrative text is a good alternative for students who are just learning to read, both in remembering and recognizing a story. Because of that, using critical reading in the narrative text is easy to read. It would help the student to know to read the text and it will help them to be more successful in general because the narrative text was easier to understand.

Students were required to critical reading before activities learning began. It is very necessary for students to support the learning process, to face the difficulty when critical reading in narrative text. From the interview, the student knows the parts critical reading was with Predicting, questioning, clarifying, and summarizing. Because they have learned it from the teacher. Strategies that have been learned will lead the student to be more flexible, essentially in critical reading. But, they still low understand using this strategy in critical reading. However, they felt that reading is just doing assessment and other things.

On the other hand, critical reading was reading to understand the contents of reading rationally, critically, deeply accompanied by the involvement of the mind to analyze readings. Based on Abidin (2012:102) to be able to criticize the reading a person must first understand the reading. Besides that, read with narrative text have to benefit the learner because it has a part in the story such as Orientation, complication, climax, resolution, and make the problem in the story is easier to understand like Cinderella. Not only that, but critical reading in the narrative text also needs free time. Based on the interview, students read when break and playing the handphone if there are interesting articles or short stories in the message.

## *Discussion*

The critical reading ability of the strategy used is very influential in the reading activity. This can be seen from student interviews, they argue that often critical reading in narrative text. Because reading is a daily need to get information and increase knowledge. Besides, reading becomes an activity that supports the most important learning process essentially learner study reading.

In addition, reading a story using strategy in critical reading is easy to apply in narrative text. This is line with the statesmen of the student stating that they can directly identify the type of sentence, structure and can apply critical principles to daily reading in the narrative text. As a result, critical reading using narrative text can develop imagination students. It was very useful to strengthen and record what has been read for a long time. The next question discussed is the difficulty experienced by the student during critical reading. They argue that if there were texts who are long, lacking time and unfamiliar words they will feel distressed. But they also said they would continue to try to read it to complete the task and others. Because learning to read is not only on campus but can also be done at home. For that, the difficulty can be overcome by diligent learning by asking people who know more about it.

From the explanation above, it could be concluded. The student's ability to read critically can continue to be increased by the strong will of the student themselves and the motivation of the people around their environment both, teacher, friend, and old people. This suggests that something that can be achieved with a struggle will get a good result even though there are certain parts was lacking. However, they can learn and harmonize by continuing to strategy in critical reading in narrative text.

However, using strategy in critical reading was a practical thing that can summarize the contents of reading quickly and accurately. When reading long and boring text, a strategy is the right solution is applied. Besides, when a reader using text in critical reading requires a high level of understanding, which is need by all people. From the result of the interviewed student, research can be concluded. Critical reading is using a strategy was very important, it makes it easy for readers to find information, understand the text, and be able to know the character of the author. After the use of strategies in critical reading which is very useful in describing. The researcher continued to conclude also that, in the process of learning critical reading students can significantly improve their reading skills. This is caused by the high desire of the students in reading the narrative story, causing interest in reading.

Based on the explanation above, the student ability can increase either from science or information, this activity is influenced by the successful teaching and learning activities taught by the teacher. In addition, students can benefit from the result of their learning. From the interview the researcher concludes, many student know the advantage rather than disadvantage. Among the benefit said by students are we understand the story, content, purpose of the story, and the last we will understand the content from that has been read.

As the result, another advantage of students who read critically is that they will indirectly know a lot of knowledge and experience about reading. They will also be famous

for the opinion that brilliant and inspiring. In addition, they will also have many friends to discuss and talk warmly. For this reason, the critical reader can make someone who is perfectionist, idealistic, humorist and critical.

In the case mentioned above, a factor that was supportive in the activities of critical reading in the narrative text is calm and safe. This greatly affects the concentration of students in critical reading. A calm classroom atmosphere keeps the imagination growing in line with the contents of the writer's mind. Conversely, if a busy classroom, it will make the reader feel disturbed. From this condition, the writer concludes from the interview of student critical reading that a quiet, serious and no speaking classroom is needed when reading takes place.

From a conducive learning situation, they will quickly understand and know in narrative text essentially critical reading. In this case, reading narrative will be easier and more fun because they can separate the part of the story. The part is orientation, complication, climax and resolution. So the problem in the story could be known quickly, the information is clear. So critical reading is easier to apply.

Based on the description and discussion above, critical reading in the narrative text is very important in getting information and experience. Someone who reads a lot will affect his ability. They will more easily know the important parts of the texts such as ideas, main ideas and others. Besides, students have learned strategies in reading from the teacher, will provide their benefit because their reading skills will improve and develop. Besides, narrative stories that are liked and easier applied in critical reading will make the reader add interest in reading and students will be motivated in reading.

From this statement, the author concludes that they have learned or found out before the researcher conducted the study. For that reason, their abilities increase even though they still lack knowledge in critical reading, let alone the technique and strategies used in reading.

It can be concluded that critical reading was reading to understand the contents of reading rationally, critically, deeply accompanied by the involvement of the mind to analyze readings. Based on Abidin (2012:102) to be able to criticize the reading a person must first understand the reading. In this condition, the student must know the advantage and disadvantages of a method, so that the reader can be said to be an effective reader. Not only reading the meanings contained in the reading lines but reading to produce a decision and judgment on the facts presented in the reading.

### ***CONCLUSION AND SUGGESTION***

Based on the result the researcher can conclude that: first, the students were very interested in reading, especially narrative text. The narrative story was interesting and has a much-attached relationship. Therefore many students like it. Besides that, a reading story using critical reading will simplify the methods used by the student. In observation, they also know critical reading, narrative text, interesting and understand when critical reading in narrative text, Predicting, Questioning, clarifying, and summarizing is the strategy in critical reading and others.

The second, according the result of the interview, the students often critical reading in narrative text. Critical reading using narrative stories is interesting, easy to learn and understand, such as Cinderella's story. This suggests that the part of the narrative text has four parts, namely orientation, complication, climax and resolution. For this reason, they can take advantage of the positive thing that they can improve their reading ability, especially in critical reading.

The researcher has some suggestions to be considered to increase ability students to respond and strategies in teaching reading especially critical reading skills in narrative texts. 1) The lecture was expected to know the suitable way of learning. It is important because media may influence the result of student achievement in learning. And the lecture who plays a great role in the learning process motivates the student to help the student understand the material easily. 2) The student was more enjoyable and comfortable in the learning process because using critical reading can improve their ideas in their reading. The student also interested and motivated in the learning process. Moreover, the will get a better result. 3) This thesis writing would be one of the experiences in writing English while the researcher has been studying in the English Department of STKIP Bina Bangsa Getsempena Banda Aceh. 4) The researcher believes that this thesis is far from being perfect. So the researcher will accept the good suggestion and constructive criticism to make this thesis perfect. The researcher also hopes that the thesis will be useful and contribute some valuable things to the researcher himself and all readers in general.

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