

**THE EFFECT OF CRITICAL THINKING STRATEGY ON  
STUDENTS' READING COMPREHENSION AT 11<sup>TH</sup> GRADE  
OF MAS MUALLIMIN UNIVA MEDAN**

**A THESIS**

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for the Degree of *Sarjana Pendidikan* (S.Pd)**

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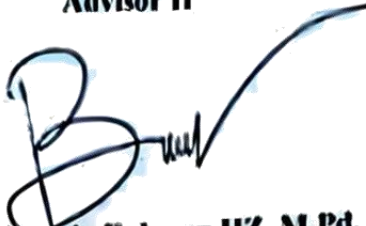



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## PERNYATAAN KEASLIAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Effect of Critical Thinking Strategy on Students’ Reading Comprehension At 11<sup>th</sup> Grade of MAS Muallimin UNIVA Medan”** adalah karya saya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang-undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslian skripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penciplakan atau pengutipan yang melanggar etika keilmuan.

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## ABSTRACT

The research conducted was titled "**The Effect of Critical Thinking Strategy on Students' Reading Comprehension At 11th Grade of MAS Muallimin UNIVA Medan**" which is motivated by students' difficulties in understanding reading comprehension learning material. So that the average score of students on reading comprehension learning material is still low. The method used in this study is a quasi-experimental method with a pre-test and post-test research design. The population of this study were 11th grade students of MAS Muallimin UNIVA Medan, with a total sample of 26 students in class XI-MIA 2 as the experimental class and students in class XI-MIA 4 with a total of 26 students as the control class. The data obtained were analyzed using the normality test using the Shapiro-Wilk, homogeneity test, and t-test using the Independent Sample T-test using the SPSS software application version 22.0. The results of the study revealed that (1) there was an effect of students' critical thinking on reading comprehension by using the DRTA Strategy, in which the average score of students in the experimental class increased from 57.65 to 77.26, which means this is significant. Meanwhile, in the control class there was an average student score of 52.96 to 54.61, (2) increased students' critical thinking on reading comprehension by using DRTA strategy, this DRTA strategy made students more active and enthusiastic in learning because students could give their opinions on learning, with that students became more interested in reading activities in order to find out what the text contained or the purpose of a reading book. Based on the research findings above, the use of DRTA strategy is effective in teaching students' critical thinking on reading comprehension, because this can build interaction between teachers and students, besides that it makes the class more active during the learning and teaching process.

**Keywords :** *Critical Thinking, DRTA Strategy, Reading Comprehension.*

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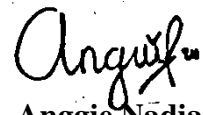
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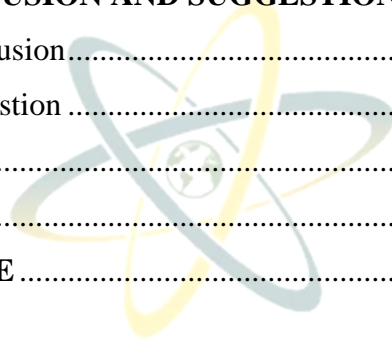
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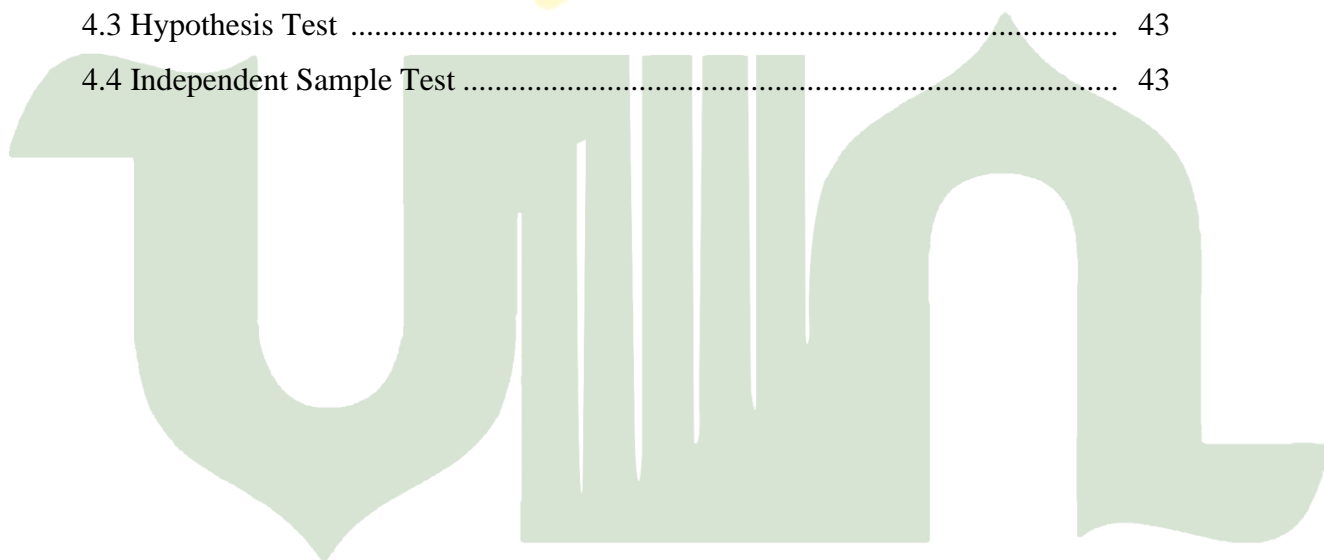
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