

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Reading

Reading is an activity that must be carried out by humans as explained in the Al-Qur'an in surah Al-'Alaq verses 1-5 which reads:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ { ١ } خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ { ٢ } اِقْرَأْ وَرَبُّكَ
الْأَكْرَمُ { ٣ } الَّذِي عَلَّمَ بِالْقَلَمِ { ٤ } عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ { ٥ }

Meaning :

“(1) Recite in the name of your Lord who created (2) Created man from a clinging substance (3) Recite, and your Lord is the most Generous (4) Who taught by the pen (5) Taught man that which he knew not.” (Saheeh International)

QS. Al-'Alaq verses 1-5 are verses of the Qur'an which were first revealed to the Prophet Muhammad SAW through the intermediary of the angel Gabriel. The revelation that first came down reads iqro' which means 'Read!' contain cues for humans to read. As we already know that reading is very important. Reading is also a must for all humans in order to obtain new information or knowledge. The command to read is not only directed to the person of the Prophet Muhammad SAW, but this order is also for all mankind throughout the history of humanity, because the realization and application of this order is the key to opening the way to success in the happiness of life in this world and the hereafter (Masykur, 2021)

Reading is a learning tool and a tool for enjoyment. Reading is a tool for literate people (the ability to read and write) to acquire knowledge and experience that has been stored in written form (Fitriah, 2017). According to MS & Rachmadtullah (2018) said reading has very important benefits, because by reading a person will be able to broaden his horizons and knowledge. This reading skill is needed to capture an information or idea that has been conveyed by a writer through his written text, and to be able to interpret the ideas found, both express and implied meaning of the text (Slavin, Madden, Calderon, Chamberlain,

& Hennessy, 2011; Woolley, 2016). So with that reading needs to be applied to children when they are as early as possible such as when children enter formal educational institutions (Wigfield, Gladstone & Turci, 2016). By reading, students are expected to obtain various information, including content, and understand the meaning of reading. (Ardhian, 2020).

Thus, the main purpose of reading is not only to understand the core elements in the text, but can go beyond understanding such as expressing the author's purpose, assessing accuracy, distinguishing between factual information and opinions, prejudice, propaganda, judging argument errors, judging arguments that are illogical, unreasonable, assessing the relevance of information, and all of these are categorized as critical reading (Restuningsih, 2017).

Therefore, students not only read the text but also understand the text. Students are required to practice in improving their reading skills. Krashen (1985) reading can also bring up competence in speaking and writing (Solak E. , 2014). Meanwhile, Brown (2000) & Dorkchandra (2013) explain reading is an important language skill for students for their success academically (Arifin, 2020). Reading is a process of finding the meaning of a text by the reader. Someone will be able to find information and knowledge from the text they read (Dewi, 2019). So with that students must read and understand the texts written in various books. This is useful so that students can understand the subject matter to be taught.

Furthermore, reading activities have several stages, namely the pre-reading stage, the reading stage, and the post-reading stage.

The first is pre-reading stage it is useful for increasing reading motivation and activating the schemata possessed by the reader. This schemata activation activity is useful for increasing the reader's understanding of reading material and building new knowledge. The understanding process will be hampered if the reader's schemata are not prepared beforehand. Activities included in the pre-reading stage are determining the purpose of reading, obtaining suitable and desired reading or books, conducting an initial survey to identify the contents of the reading book, making decisions to read, activating schemata owned, and making a list of questions.

The second stage is the stage when reading, at this stage it is the main stage in reading, a person mobilizes his ability to process reading into something useful. Activities included in the reading stage are perusing the reading book, making critical analysis and conclusions, storing the knowledge information obtained, making important notes, comments, or summaries, checking the truth of sources, connecting with the ideas of other authors.

And the last is the post-reading stage, this stage is the final stage in reading activities. At this stage, a person will perform an action or change his mental attitude because of the "push" of reading results. Activities included in the post-reading stage are determining the attitude of accepting or rejecting ideas/reading content, discussing with others, making feedback, applying it in everyday life, changing it into another form, and generating new ideas (Fitriah, 2017)

According to Darmadi (2018) reading is a thinking activity that is useful for understanding information from writing, not just the activity of looking at a text. Besides that Muhammad et al., (2019) says that reading affects critical thinking skills in a person, because by reading a person's insight will broaden, this comes from the reading material that someone reads. The more reading sources that are read, the more insight they have, so that this will make students' thinking skills develop. (Doang, 2022)

Furthermore, reading activity is not a simple mechanical process but a complex process. Because reading is a thinking and reasoning activity that involves recognizing, interpreting, assessing, reasoning and even solving various problems so that the involvement of reasoning becomes very dominant in reading activities. The process of reading is seen as an effort to absorb information from reading into memory. What is written in memory is then restated, if necessary, the same as what was stated by the author (Anita Restuningsih, 2017)

2.1.2 Definition of Reading Comprehension

Reading comprehension is one of prominent aspects to develop other English skills. (Alek, 2017) Reading comprehension is an active process that is useful for constructing meaning from text, it will involve prior knowledge in understanding vocabulary, making inferences, and connecting key ideas (Lubis,

2018). According to Masom (1984) reading comprehension is considered to depend on the ability of a reader to relate the knowledge they acquire appropriately to the information suggested in the text (Farley, 1992).

Furthermore, Oakhill et al., (2016) believes that skills in reading, especially reading comprehension are very important for every student and cannot be negotiable. Meanwhile, Lindeblad, Svensson, & Gustafson (2016) says that this is based on the idea that most of the acquisition of knowledge is carried out by students through reading activities. Somadoyo Nurkamto, & Suwandi (2013) explain reading comprehension is one of the language skills that must be possessed by students which is useful for enriching students' knowledge and must be developed in Indonesian schools. This is because reading comprehension has become something essential and very necessary for students, because student success depends on their ability to read. If students' reading comprehension is lacking, then there will be a possibility that students will fail in learning or at least students will experience difficulties in the progress process for themselves. (Ardhian, 2020).

In addition Grabe & Stoller (2013) reading comprehension requires the ability to understand and interpret information correctly. Besides that Chou (2011) defines that reading comprehension involves many aspects such as mastery of vocabulary, relationships between words and concepts, managing ideas, identifying the author's goals, evaluating contexts, and reaching decisions (Arifin, 2020). Moreover, with reading comprehension then students will be able to know and understand the main ideas, important details, and all the contents of the material they read (Dewi, 2019).

Then, students can gain their own reading comprehension depending on their reading skills in understanding the words contained in writing, for example like stories. If in the story there are words that are difficult to understand then it can interfere with the understanding that will be obtained. With that reading comprehension is used to find information or form ideas from what students have read. To understand reading texts, students must use their abilities, knowledge and experience to gain a better understanding.

According to Vaughn et al., (2004) says that reading comprehension includes the following, that reading comprehension will include several things such as applying one's knowledge and experience to the text, then setting reading goals and also having to ensure that these goals are aligned with the text, reading comprehension using strategies and skills in building meaning when reading and after reading, adapt the strategy to the text and the goals of the reader, distinguish between facts and opinions, recognize what the author's purpose is in making the text, and be able to draw logical conclusions (Lubis, 2018)

Meanwhile, McGeown et al., (2015) the ability to read is in the form of accuracy in understanding words and their meanings, as well as how to choose words so that they can be accepted by others. This is because society is bound by various words so that each word used must be in accordance with existing linguistics. Besides that, Pascual et al., (1995) reading comprehension is an activity that is carried out by reading the reading material by capturing the main points of the mind more sharply and also deeper, giving rise to a sense of satisfaction in itself after reading the reading material to completion. Reading comprehension skills as a process of interaction between the reader and the reading text are carried out in an activity, namely reading. This reading activity is directed at mastering the content of reading. Readers must be able to master and understand the contents of the reading they read. However, Hahnel et al., (2016) said that the fact that can be seen so far is the low ability of students to read because there are still many students who are lazy to read or have low interest in reading. (Ardhian, 2020)

Furthermore, in understanding reading, the ability to think critically determines the extent to which a person understands a concept, story, or the dialectics of knowledge from reading material. (Restuningsih, 2017)

2.1.3 Factors Students' Low Interest in Reading

The low interest in reading among students greatly affects the learning process of students, as we know that reading is a bridge of knowledge. To familiarize students with reading activities is certainly not easy, so that students are accustomed to reading activities, an interest in reading is needed. According to

Rahim (2008) interest in reading is a strong desire accompanied by one's efforts to read. A student who has a strong interest in reading will be seen in his willingness to take the time to do reading activities frequently. Students who do not yet have a strong interest in reading, reading will not be an important activity to do. The low interest in reading in students is caused by several factors such as internal factors and external factors.

Then, internal factors that cause low reading interest in students are students' reading abilities, such as fluency in reading, pronunciation of words in reading, and students' difficulty in understanding the meaning contained in the reading. Students who do not have good reading skills will certainly be disturbed in the reading process so that this can reduce students' interest in reading. In addition, students' lack of reading habits is also an internal factor causing students' low interest in reading, such as students not taking their time to read, students only read books on orders from the teacher, and also students rarely visit the library to read books, and students do not have the initiative to Find the reading material you need.

Besides, external factors that cause students' low interest in reading are the unsupportive school environment, such as the low reading culture in the school environment, literacy programs that have not run optimally, lack of reading slogans in the school environment, school bulletins that are rarely updated, and schools that has no special place other than in the library. The role of libraries in schools is not optimal due to limited books/reading materials, and the causes of students' low interest in reading from external factors are also influenced by a less supportive family environment, such as parents who do not pay more attention to their children in education. (Sari, 2018)

Likewise, children will be more fond of reading if they are in an environment of people who also like to read. Children who initially do not like to read will consider reading a necessity if they are among people who like to read. Enjoying reading has a positive impact on the student's education. Because with a very high interest in reading will make students' interest in learning also high. Students who like to read will have extensive knowledge of the books they read (Ruslan, 2019). so that students will be able to achieve the education they want.

2.1.4 Definition of Critical

Thinking is useful to be able to solve problems faced by someone so that they can produce something new. A problem cannot be solved without thinking. This thinking has many functions such as solving problems, problems, and also being able to overcome problems. When someone imagines something or tries to solve this problem it is called thinking. By thinking it will be able to bring up the use of perception, mental combinations, and internal representations of objects, symbols, or concepts. According to Philip L. Harriman (in Ahdiyenti 2022:151) thinking is a very broad term with various definitions. For example, wishful thinking, consideration, creativity, problem solving, determination, planning. Thinking is classified into two types, namely associative thinking and directed thinking. This associative thinking is thinking with an idea that can stimulate other ideas. Meanwhile, directed thinking is a thinking process that has been predetermined and directed at something, this is usually directed at solving a problem (Ahdiyenti, 2022)

Khadijah (2006:17) Thinking is a process of new mental representations formed through the transformation of information with complex interactions of mental attributes such as judgment, abstraction, logic, imagination and problem solving. Thinking is an effort to provide understanding and seek scientific truth. Thinking occurs by using the words of reason and mind (Juwanto, 2017). With that, humans are required to think before taking an action in solving problems, and overcoming problems so that something unwanted doesn't happen, and they may even get lost so that they regret their choices without thinking first.

Likewise in the Qur'an in Surah Al-An'am verse 50 that humans are told to think in order to avoid misguidance/superstition so that humans get the truth. Which reads:

قُلْ لَا أَقُولُ لَكُمْ عِنْدِي خَزَائِنُ اللَّهِ وَلَا أَعْلَمُ الْغَيْبِ وَلَا أَقُولُ لَكُمْ إِنِّي مَلَكٌ
 إِن أَنْتَبِعُ إِلَّا مَا يُوحَىٰ إِلَيَّ قُلْ هَلْ يَسْتَوِي الْأَعْمَىٰ وَالْبَصِيرُ أَفَلَا
 تَتَفَكَّرُونَ (50)

Meaning:

“Say, [O Muhammad], "I do not tell you that I have the depositories

[containing the provision] of Allah or that I know the unseen, nor do I tell you that I am an angel. I only follow what is revealed to me." Say, "Is the blind equivalent to the seeing? Then will you not give thought?"

According to Quthb (2004:93) in this verse it is commanded that humans think in order to get the truth and avoid going astray/superstition. This verse seeks to rectify the Quraysh's heretical views about prophet hood, so they are ordered to think again. Even Allah insinuates that people who think are not the same as those who are not, like people who are blind and people who see. (Hidayat, 2016)

The importance of thinking first in taking an action or choice is something that must be done by someone, this can make it easier for the future, because he has thought about it beforehand clearly and definitely.

According to Saputra (2016), High Order Thinking Skill (HOTS) is a process of thinking students at a higher cognitive level, this is developed from various cognitive concepts and methods and a taxonomy of learning, teaching and also assessment. This HOTS includes skills in problem solving, creative thinking skills, critical thinking, the ability to express arguments and also the ability to make decisions. With that HOTS is used to improve students' higher order thinking skills (Aprilia, 2020).

2.1.5 Definition of Critical Thinking

عَنْ أَبِي ذَرِّ رَضِيَ اللَّهُ عَنْهُ، قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ.
تَفَكَّرُوا فِي خَلْقِ اللَّهِ وَ لَا تَفَكَّرُوا فِي ذَاتِ اللَّهِ فَتَهْلِكُوا (رواه ابو اشيهخ

Meaning:

"From Abi Dzar r.a. Prophet Saw. said: "Think about everything (that was created by Allah), but don't think about Allah's Essence, because you will be damaged" (H.R. Abu Syeikh).

The contents of this hadith guide us to always think critically or think positively, namely thinking about Allah's creation. That is, we are encouraged to think, research and study all things related to God's creatures, but are prohibited from thinking about the Essence of God. We are prohibited from thinking about

the Essence of Allah SWT because if we think about the Essence of Allah, surely the mind and all the potential that humans have will not be able to achieve it. As Rasulullah SAW, guides us in using the mind and heart that only God's creatures think, so that we don't go astray, which eventually leads to a wrong way. With that there must be a shared awareness, that knowledge, which initially starts from the thought process, the object is only around creatures and the universe, including himself. Do not exceed the capacity of reason, namely thinking about the Essence of Allah SWT. With that, thinking has limits, not as freely as possible. There are limits that must not be crossed and must be stopped, because if not, humans themselves will experience confusion and chaos in their lives. This is certainly not desired, because the use of reason and reason leads to getting closer to Allah SWT, not even moving away from Allah.

Critical thinking is seen as a higher level of reflective thinking to direct us to be more aware of our perceptions, feelings, actions and performance. (Ghabanchi, 2014). According to Cottrell (2011) critical thinking is a cognitive activity, related to the use of the mind. Learn to think in critical, analytical, and evaluative ways. By using mental processes such as attention, categorization, selection, and judgment. Many people who have the potential to develop more effective critical thinking are prevented from doing so for reasons other than lack of ability. In particular the reasons are personal and emotional, or 'affective' reasons, which can create barriers (Alnabhan, 2014). In addition, critical thinking one's knowledge and experience greatly affect the ability to think critically. (Doang, 2022).

Meanwhile, Ennis (2013) said critical thinking is a process of achieving goals that produces a reasonable assessment related to what must be convinced and what must be done (Citra, 2020). In addition, Grigg et al., (1998) argues that critical thinking is the process of evaluating evidence with several claims to determine a logical conclusion derived from this evidence which is carried out alternatively. People who have critical thinkers are considered as people who have an open-minded, ambiguous, and tolerant attitude (Arifin, 2020). Then, critical thinking is an intelligent conceptual process, because in critical thinking one can apply, analyze, conclude, and evaluate or evaluate existing information from

individuals by making observations, reasoning, experiences. With that critical thinking is useful for solving existing problems (Saputra, 2020; Fakhriyah, 2014; Cahyani & Saptoro, 2021; Cahyani & Azizah, 2019)

Furthermore, McPeck (2016) critical thinking includes several basic aspects such as assessment, analysis of interpretive reasoning, understanding, application and evaluation. Meanwhile, according to Fahim & Kamali (2011) critical thinking is related to language activities such as reading, listening, writing (Sadri, 2019). Brooke and Parker (2012:24) argue that critical thinking is in a different context from thinking well, thinking hard or solving problems. So, critical thinking is the other side of thinking activities and this places more emphasis on how one processes thinking in an effort to evaluate and make decisions. (Veronika Horohiung, 2017)

Meanwhile, critical thinking has great benefits for human life, especially in the field of education. However, this aspect of critical thinking has not been developed to support student education. This aspect helps students consider and express their opinions and the opinions of others. Besides that, critical thinking can also train students to be able to make decisions from a careful, thorough, and logical perspective to solve problems. Critical thinking is needed in everyday life, not only when thinking scientifically. Critical thinking has an ideal goal so that someone can think clearly accompanied by reasonable reasons to solve problems by making the right decision (Simanjuntak, 2019). Anyway, in reality the ability to think critically has not been optimally empowered by the teacher or the school, the impact itself can be seen in the learning outcomes of students who experience difficulties in increasing student knowledge. At this time the teacher and the school are only focused on sources that come from books, so this makes a lack of attention to students' critical thinking abilities.

Furthermore, critical thinking aims to shape students to be able to think neutral, objective, reasoned, logical, clear and precise. With this aim, students are trained to be able to make wise decisions, by giving reasons regarding the truth about the value of a statement, and also taking action in a condition. So that with that it can be instilled in students a tendency to think critically, namely looking for clarity of thesis or problem and reasons as well as alternatives, wanting to know

and mentioning reliable and open-minded sources, looking at the problem as a whole without deviating from the core of the matter, taking and changing attitudes because of evidence and reasons, and Be aware of the feelings, level of knowledge, and degree of sophistication of others. (Fitriah, 2017, p. 94).

According to Pierce & Associates (2011:154) there are several characteristics needed in critical thinking or for making judgments, namely: the ability to draw conclusions from observations, the ability to identify assumptions, the ability to think deductively, the ability to make logical interpretations, and the ability to evaluate which are weak and which are strong. (Kaniati, 2018). Thus, Ennis (2018) argues indicators for the conception of critical thinking is looking for clear questions from theory, looking for reasons, trying to be actual, using clear sources so that they can be trusted and stated, describe the whole how the situation is, try to stay relevant to the main idea, keep ideas basic and original, look for alternatives, have an open mind, be able to take positions or change positions when evidence and reasons exist to make it possible to do so, search documents with great care, agree regularly with parts of a complex whole, be sensitive to the feelings, knowledge, and intelligence of others. (Musthofa, 2021).

From the explanation above, it can be seen that critical thinking is the practice of digesting information with the use of reason, and is carried out with attention, selection, assessment, categorization, and analysis to make it more effective in critical thinking. By thinking critically will produce a logical/reasonable judgment or conclusion that comes from evidence and also what is convinced so that you know what to do. People who think critically certainly have an open-minded and tolerant attitude, so that they don't just judge or draw conclusions only from their point of view. However, many people do not do this critical thinking, due to several reasons such as a lack of will in assessing, selecting, and having personal reasons for using it.

In addition, there are also factors that cause critical thinking not to develop during learning, such as in the curriculum which is generally designed with a broad target material so that the teacher when teaching is more focused on completing the material, and also the teacher's lack of understanding of teaching

methods that can improve critical thinking skills of students. The function of critical thinking on reading comprehension mastery is to know about the facts contained in the reading so that one can provide an assessment of the reading and also be wiser in filtering something (Aprinawati, 2018; Palupi, 2020; Nurhayati, 2019).

2.1.6 The Methods to Improve Students' Critical Thinking on Reading Comprehension

In improving students' critical thinking, appropriate methods are needed in order to improve students' critical thinking on reading comprehension, there are several methods:

- a. The first method is Directed Reading Thinking Activity (DRTA). DRTA Strategy developed by Russel G. Stauffer in 1969. This method is useful for solving problems. According to Odwan (2016), DRTA is a strategy in learning that can create independent learning and independent reading. In the application of DRTA, students will be involved in an active thinking process that requires students to use their abilities to provide a base by using the ideas students have. In addition, Agustiani (2016) explained that DRTA is a reading strategy that can foster students' reading comprehension skills and also guide students in the reading process that applies cognitive procedures such as remembering previous knowledge and predicting, visualizing, and also making connections. This DRTA involves students during the process of guiding students through thinking and understanding a text (Anaktototy, 2022).

According to Burchfield and Sappington (2000) who argue that reading activates students' thinking processes and active activities. there are three steps of the DRTA strategy, namely the prediction step, guided silent reading step and proving step. In the prediction step, the teacher sets the students for reading and helps them think about what they are going to read before starting. The students learn to predict what they are going to read. Prediction deals with any speculation about the content of a reading text. According to Gillet, Hobart, and William (2012), the prediction step requires the students

to relate their prior knowledge to the reading task at hand and to form expectations they will apply to the reading. It means that in prediction, the form of expectation can be right or wrong based on their knowledge. (Nerim, 2020).

This DRTA strategy is a follow up or development of the strategy previously, namely the Directed Reading Activity (DRA) strategy in which this learning method uses reading media in the form of short articles, stories, and other types of reading. This DRA method felt less involving students' thinking in reading the text. So with that, the DRTA strategy is one strategy that is considered capable of focusing student involvement in the text. So that it will make students more focused in understanding the contents of the text and students are more active in thinking. The DRTA strategy steps were revealed by Rahim (2008), namely: 1. Making predictions through titles and pictures, 2. Reading reading materials and 3. Proving predictions.

- b. The second method is Problem Based Learning (PBL) model. This learning model leads to critical thinking which can hone students' critical thinking skills. This PBL helps students to improve thinking skills and skills in solving problems, as well as learn the roles of adults and become independent learners (Arends, 2007: 43). To improve students' critical thinking skills and curiosity, the Problem Based Learning (PBL) model can be done by solving questions given by a teacher (Rahmah, 2019). According to Michael (2014) PBL is an instructional method, in which relevant problems are introduced to schools and used to provide context and motivation for learning (Argaw, 2016). The steps in implementing PBL are to orient students to problems, organize students to study, guide individual and group investigations to students, develop and present the work of each student or group, and analyze and evaluate the problem-solving process. In addition, there are also advantages of PBL, namely that students remember and remember more about the understanding of the material being taught, encourage students to think and build study skills, build teamwork and social skills in each student, and motivate learning (Amir, 2012)
- c. The third method is Cooperative Learning. This model emphasizes students'

critical thinking concepts, by working together in a small group, with that the learning outcomes and critical thinking of students are expected to increase. This cooperative learning model uses the Numbered Heads Together (NHT) method. According to Spencer Kagan (in Isjoni, 2011: 78) NHT is a learning technique that provides opportunities for students to share ideas and consider the most appropriate answers. The NHT method requires students to be able to take responsibility both individually and in groups, besides that this method also requires students to be able to answer questions, this can be a motivation for students because the points that will be obtained when answering questions are not only for the students themselves but also for the group. The application of the NHT cooperative learning method is expected to trigger students to develop their knowledge and learning outcomes (Permana, 2016).

- d. The fourth method is Guided Discovery method, this method has more advantages that can be practiced in learning to improve students' understanding and critical thinking skills. According to Marzano (in Markaban, 2008), there are several advantages of the guided discovery model, namely students can participate actively in the learning presented, foster and instill an attitude of inquiry (search-find) in students, support problem solving abilities in students, provide a vehicle for interaction between students as well as with teachers so that students can be trained, the material studied can reach a high level of ability and make an impression on students longer because students are involved in the process of discovering it (Sabban, 2018).
- e. Lastly, Scramble Method with was by Robert B. Taylor. Huda (2013: 303) states that Scramble is a learning method that can improve concentration and speed of thinking in students. This method requires students to combine their right brain and left brain. The accuracy and speed of thinking in answering questions is one of the keys to this Scramble learning method game. (Wijaya, 2017).

2.1 Relevant Study

In conducting this research, the researcher has research that is relevant to the previous lesson. The first related study conducted in senior high school level, entitled **“Improving The Students' Critical Thinking In Reading Comprehension Through High Order Thinking Skills Strategy At Twelve Grade of SMA Ahmad Yani Binjai In Academic Year 2019/2020”** by Andini Aprilia. This study aims to find out how higher order thinking skills can improve students' critical thinking skills in reading comprehension at SMA Ahmad Yani Binjai. Researchers found that there are many factors that can affect students' critical thinking skills. In this case, the focus is on reading comprehension learning strategies, especially by using the HOTS strategy. There are many media that can be used to support HOTS, but only by using reading texts and questions. Based on the results of research at the Senior High School level, the results of this study shows an increase in the number of students in critical thinking skills. This shows that the score after CAR is better than the score before CAR. In other words, students' skills in critical thinking improve and become good at the first meeting until the next meeting.

The second relevant study conducted in junior high school, entitled **“Improving Students' Critical Thinking in Reading Comprehension through Directed Reading Thinking Activity at SMAN 2 Enrekang”** by Nur Afni Fadillah. This Study aims to determine that there was an increase in students' critical thinking on reading comprehension before and after giving treatment using narrative text. So the results of the pre-test and post-test are significantly different. Based on descriptive statistics, the pre-test and post-test prove that the post-test is higher. Based on this explanation, Directed Reading Thinking Activity (DRTA) can increase students' critical thinking in reading comprehension.

The third relevant study conducted, entitled **“The Effect of Applying Critical Thinking Strategy on Students' Achievement in Reading Comprehension”** by Monika Syahfitri. This study aims to determine on applying critical thinking strategy in teaching reading comprehension, especially at MTs Al- Jam'iyatul Wasliyah Tembung. The researcher found that there were students are not able to have critical reading comprehension, the students reading

comprehension is low enough, the teacher do not provide critical reading theory. Based on the results of data analysis research at the student level using Critical Thinking Strategies which has a significant effect on students' reading comprehension achievement.

The fourth relevant study conducted in senior high school entitled **“Relationship Among Students’ Critical Thinking, Grammar Knowledge, and Reading Comprehension of Explanation Text (A Correlational Study at the Tenth Grade SMK Link and Match Academic Year 2021/2022)”** by Aning Rustantiningtyas Raharjo. This study aims to determine relationship between the students’ critical thinking and reading comprehension of explanation text, relationship between grammar knowledge and reading comprehension of explanation text, and the relationship between the students’ critical thinking, grammar knowledge and reading comprehension of explanation text. The researcher found that there were difficulties for students to express their ideas and arguments, the teacher rarely stimulated students' critical thinking which led to low students' critical thinking skills, students lacked knowledge of grammar, students have difficulty understanding the language features of explanatory text, and students also have low reading skills.

The fifth relevant study conducted, entitled **“The Effect of Picture Stories on The Students’ Reading Comprehension at Mts. Teladan Gebang”** by Ade Sinta. This study aims to determine whether there is an effect of using picture stories on students' reading comprehension, especially at MTs Teladan Gebang. The researcher found that there were students who had low motivation to learn English especially reading, the teacher did not use a variety of media in teaching reading, so this research focused on reading comprehension of narrative texts using illustrated stories to support student learning.

2.2 Conceptual Framework

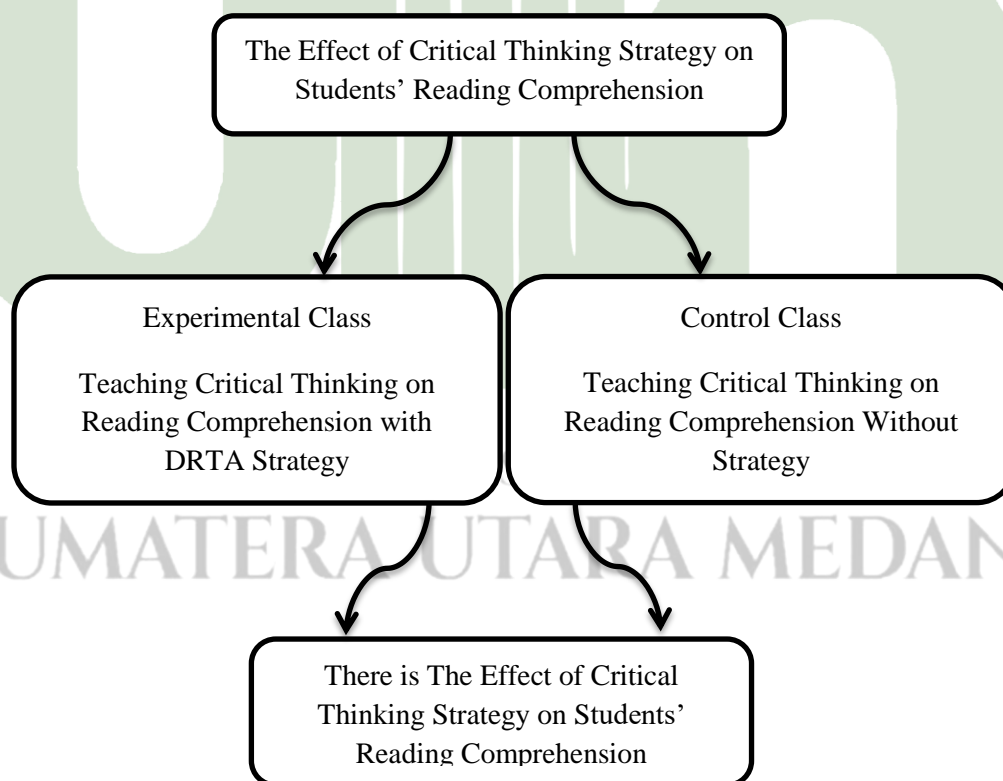
Reading is a process to get information from text. Reading comprehension is the ability to understand text to get more information. Students usually think that reading is an activity that is difficult to do, because for them apart from reading the text they also have to understand what is meant from within the text.

So with that many students are lazy to practice, students think that reading to understand the text is a boring thing so that this makes students not interested in reading the text.

This is the reason that critical thinking in students is low. As it is known that critical thinking is an important thing to do in life, by thinking critically students can decide something, solve a problem by looking at various points of view not only from one point of view, can evaluate something, and can provide criticism and suggestions. on what other people do. Critical thinking skills must be increased because this is very necessary in student education, especially in mastering students' reading comprehension. With critical thinking, students can understand the text they read. This study uses an experimental class to determine the effect of critical thinking as a strategy in mastering students' reading comprehension.

Figure 2.1

Conceptual Framework



2.3 Research Hypothesis

The hypothesis of this study can be formulated as:

H_a = There is the effect of critical thinking strategy on students' reading comprehension at MAS Muallimin UNIVA Medan.

H_0 = There is no the effect of of critical thinking strategy on students' reading comprehension at MAS Muallimin UNIVA Medan



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