

**JOURNAL**

**CRITICAL THINKING IN READING COMPREHENSION OF THE  
THIRD YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT  
AT NUSANTARA PGRI KEDIRI UNIVERSITY ACADEMIC YEAR  
2016/2017**



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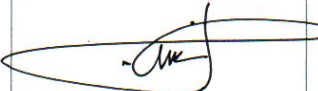
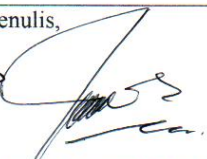
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# CRITICAL THINKING IN READING COMPREHENSION OF THE THIRD YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY ACADEMIC YEAR 2016/2017

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## ABSTRACT

Critical thinking is the important aspect in learning. In reading, people needs critical thinking to understand well. The aim of this research is to investigate the differences critical thinking in reading comprehension between male and female students. This research used quantitative approach and the method is ex-post facto. The participants of the study were the third grade of English Department students at University of Nusantara PGRI Kediri consisting of 30 students (15 male and 15 female). The SPSS data in this research showed the means of male students was 40.897. While the means of female students was 46.4333. Female students more critics in inferring, deducting, assuming, interpreting the information and analyzing the argument. In addition, the result reports that the significance level of 0.047 is lower than 0.05. In other words, it can be concluded that there was a significance difference between male and female students of using learning strategies in learning speaking. In conclusion, female students are more critics in inferring, deducting, assuming, interpreting the information and analyzing the argument than male students.

**Keyword :** Critical thinking, Reading Comprehension.

## I. INTRODUCTION

Reading is a process interaction between reader and writer using background knowledge and linguistic competence to comprehend meaning of the text. Khoiriyah (2016:116) state that reading is a way to communicate between writer and reader to share information and ideas in written form.

Thus, Reading cannot be separated from comprehension. When the readers apply comprehension in their reading they will get information from what they read. Mikulecky and Jeffries (2007:74) state that

comprehension is not only interpreting and understanding words but also relating the idea of the text with readers' knowledge. Reading comprehension has a three levels that very important to learn by students, three levels of reading comprehension are: literal, inferential, evaluative. Ann (2007:47) state that people generally applied literal level, however they are looking for the meanings beyond the literal.

Based on explanation above, reading comprehension is needed to understand the text clearly. Students

should have critical thinking too, because when students have a critical thinking, they can remember, understand, apply, analyze, evaluate and create. Critical thinking is one of the activity that influence in reading text, good reader use critical thinking to evaluate the text. It means that the students who have critical thinking in reading will become a good reader. According to Nabokov (2002) there are ten criteria of good reader, those are; 1) The reader should belong to a book club. 2) Identify himself or herself with the hero or heroine. 3) Concentrate on the social-economic angle. 4) Prefer a story with action and dialogue to one with none. 5) Seen the book in a movie. 6) Being a budding author. 7) Should have imagination with their reading. 8) having a good memory. 9) Should have a dictionary. 10) Should have some artistic sense.

Rubin D (1983) in Chen (2003) state that good readers are good thinkers. Rubin statement show that becomes good readers needs thinking critically. From those explanations, the writer find that critical thinking is an important aspect that influences reading comprehension. Related to the reasons above, the writer conduct a research entitled "Critical Thinking In Reading Comprehension of the Third Year Students of English Education Department at Nusantara PGRI Kediri University

Academic Year 2016/2017". The writer wants to investigate students' critical thinking between male and female in reading comprehension that happen at university.

The writer decided to take the research at third grade students because they have reach the evaluative level for reading. It's proved by the extensive reading subject which passed by them. In other hand, they have various result in extensive reading subject that has critical reading material which is critical reading is part of critical thinking. In brief, the writer is interested in conducting a research to know the differences critical thinking in reading comprehension between male and female students.

## II. METHOD

The research design applied in this research is quantitative research. Then, the writer used ex-post facto method research to compare the differences between male and female students' critical thinking in reading comprehension.

The instrument used to collect the data in this research is test. The test is consists of 86 questions about critical thinking in reading comprehension that adapted from AssesmentDay (2016). The writer hopes that the test can answer the differences the differences between male and female students' critical thinking in reading comprehension.

The sample of this research was the third year students of English education department at Nusantara PGRI Kediri University which consists of 15 male and 15 female. In this research the writer used purposive sampling because the writer would like to make the data balanced between male and female.

To answer the formulation of the problem writer calculated the score of the test that consist of 86 questions to know their critical thinking in reading comprehension. The writer analyzed the result using independent sample t-test in SPSS version 23 to see the differences about learning strategies used between male and female students in learning speaking with a significant level:  $\alpha = 5\% = 0.05$ .

### III. FINDINGS AND CONCLUSION

The finding of the questions study were asking about the differences between male and female students' critical thinking in reading comprehension, wheatear there is significant difference or not between male and female students'critical thinking in reading comprehension of the third year students of English education department.

The findings found the result from the score of male students. The highest score that male students got was 52.32 andthe lowest score was 23.25. While, the highest score of female students was 53.49 and the lower score was 32.56.

To answer the formulation of problem the result can be seen from the table as follow by using SPSS :

**Table 4.1**

**Group Statistics**

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Score	Male	15	40.8973	7.230	1.867
	Female	15	46.4333	5.092	1.315

It can be seen from the data where the overall mean score for male students was40.8973 while the overall mean score for female students was46.433. There was also a significantdifferent between male and female students'critical thinking in reading comprehension. It can be seen from the independent sample t-test as follow:

**Table 4.2**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.468	.127	-2.082	28	.047	-5.53600	2.65948	10.98371	-.08829
	Equal variances not assumed			-2.082	25.110	.048	-5.53600	2.65948	11.01210	-.05990

The result can be seen from the significance level of 0.047 is lower than 0.05, in other words it was concluded that there was a significantdifferent between male and female students' critical thinking in reading comprehension of English education department at Nusantara PGRI Kediri University in inference, assumption, deduction, interpret the

information and analyze the argument which include in Bloom's Taxonomy such as: remember, understand, apply, analyze, evaluate and create.

Based on the result, the writer gave the suggestions the English students and the other researchers. In learning English, male students should improve their critical thinking to get better in English especially in reading. For the next researchers, they can use IQ, background of knowledge and the other aspects that influence students' critical thinking to analyze it.

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