CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English as an international language is spoken in most international events and it used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As foreign language, it makes English difficult in learning.

There are four skills in English language, such as listening, speaking, reading and writing. Reading receives a special focus on this research. Reading is the way to get information and knowledge. It is a fundamental process in science learning since it is not only one of the most often used resources during the school years but can also become a basic tool for ongoing learning throughout life. In the English as a foreign language teaching-learning process, reading used as basic skill in learning English language text. Learning English language text, it means the study of meaning of words, sentences, structures, tenses, etc.

Most all students only read to find the purpose of the text. They do not think about how to comprehend the text or seeking what the writer means to. Reading needs

more comprehension. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. In the case, the reader needs to be critical in reading.

Critical reading means the way in which the students and teachers interact in the classroom to practice a higher form of comprehension. Combs (1992) stressed that critical reading is an interactive process, which uses several levels of thought simultaneously. That is whom acknowledged being a critical reader requires background experienced for making observation and judgments. Hence, research in the area of critical reading and thinking ability may contribute to not only a better understanding of the nature of critical reading and thinking, but also help to identify the students' strengths and weaknesses that is useful for curriculum development and improving their performance in schools.

Critical reading is reasonable, reflective thinking focused on deciding what to believe or do. To make some judgements, the reader compares text with external criteria derived from experience, research, teachers, and experts in the field. Therefore, background knowledge is essential to critical reading. Students are to become superior thinkers, they must have the opportunity to think, interpret and evaluate. These skills require continuity of thought and must be developed. Students need more than literal

interpretation of the reading material. As has been said, students need to read beyond the lines.

Critical reading is an interactive process which uses several levels of thought simultaneously. Being a critical reader requires that a student make observations, produce inferences and form hypotheses. There are also characteristics of good problem solvers. Problem solving strategies give the teacher a framework for critical reading skills and give the student useful tools for acquiring new information in a new situation.

The critical reader must have background experience that provides a basis to make a judgement. The critical reading task should be approached with an open-minded, problem-solving attitude. Critical readers should constantly ask question about the text they are reading. Research suggests that reading skills should be related to the books and writing of the children. Integration of reading and writing is recommended, good questioning techniques, and improved class discussion should be used to encourage the development of critical-thinking.

Critical reading approach is trying to change this situation by offering students clues how to become more assertive and more confident readers. It is the responsibility of teachers to foreground power, inequities, politics, cultural systems, and counter silence that is caused by taken for- granted assumptions of class, gender, age, race, family, religion, and culture.

At the center of a critical literacy curriculum is the focus on students learning how to ask critical questions, how to support one another, how to work toward positive social change, and how to take individual action upon the world. The aim of all literacy programs should be the development of a critical literacy where learners focus not just on the mechanics or content of written texts, but on the construction and the way that readers are positioned within the texts. Reading does not just involve decoding the meanings in the text. Readers are often also deciding whether they agree with the content of the text and with the particular ideological positions or beliefs that the writer presents.

Reading which is among basic linguistic skill has significant position in individuals' intellectual life. This is due to the fact that perception, meaning construction, information retrieval and the reuse of the acquired information in communicative processes in written communication is heavily dependent upon reading activities.Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements information, values, assumptions, and language usage throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of text as a whole.

Students nowadays are passively in reading, they just skim the text and read straight to the main idea and think that is the best way to understand the text. Especially high school students as Biabcarosa and Snow claimed that high school students lack experience reading and interpreting complex texts: high schools typically teach

students to read receptively.they think that reading critically is wasting time because they believe that if they know the main idea of the text they know the whole text about. They don't realize that they absolutely wrong on this. In order to know the purpose of the text the writer intended to and to have a good comprehension on a text, they need to be critically in reading.

Based on the reasons above, the researcher wants to analyze classroom activities in critical reading by the entitled: an analysis of classroom activities in critical reading of secondary grade students of SMAN 3 Pekanbaru.

1.2 Setting of Problem

There are some problems in my research as follow:

First, the students do not have background knowledge about critical reading and the strategies to be a critical reader. Sometimes they just skip and skim the text straight to the main idea without notice the key word or others important events in the text.

Second, Most of students in this present day does not interest in reading English text because they do not know what the text about which written in foreign language. If they have to read, they firstly need to translate it into their own language and it wasting time.

Third, they still need to comprehend what the text about. Moreover, critical reading need to be critical in reading which it means they must read in detail in order

to have a deep comprehension. They must do it in their own favor for the future reading skill. Although the students lack of motivation in reading also critical reading, they still have to use the critical reading in order to be a better reader and the critical reading strategies managed to appears in the syllabus. It means the students will definitely use the critical reading strategies in their reading class.

In this case, the researcher intended to analyze if the students are reading critically by observing the classroom activities so the researcher will know the students are critical reader reflecting by their activities in the classroom.

1.3 Limitation of the Problem

Based on the setting of the problem stated above, it is necessary for the writer to limit the problem. The writer focuses on classroom activities in critical reading of secondary grade students of SMAN 3 Pekanbaru..

1.4 Formulation of Problem

Based on the indicators of critical reading,the researcher formulated the problem as following question:

"How are the activities in critical reading done by the second grade students of SMAN 3 Pekanbaru?"

1.5 The objective of the Research

The objective of the research is to find out what critical reading activities done by the secondary grade students of SMAN 3 Pekanbaru.

1.6 Assumption of the Research

In this research, the secondary grade students of SMAN 3 Pekanbaru have learned about reading comprehension and the strategies. Based on the indicators in the syllabus that indicates critical reading, the writer assume that the students able to reading critically.

1.7 The Needs of the Research

The research was expected to give useful contributions as follows:

1. To fulfill the requirement for the writer to complete SI program at English study program FKIP-UIR.

2. To provide some information for reading teacher to notice about how important the students become critical reader and emphasize critical reading in classroom.

3. To give information to the students. "To become a better reader and have good comprehension, they should more critical in reading."

1.8 The Definition of the Key Terms

To avoid misunderstanding about the meaning of the terms in this paper, the writer first of all explains the terms used in this research :

1. **Analysis**

    Analysis is the research method that describes that exiting problem solving based on the data; analyze and interpret the data (Narkubo and Ahmadi, 2004:44 in Hesti Triana, 2013:7). In this study, analysis covers to the technique of collecting data, analyzing, and making the interferemces by objectively and systematically identifying the information and data.

2. **Critical Reading**

    Critical reading is an area which has been the center of attention of critical pedagogues for many years. Several scholars and researchers have made attempts to incorporate, or encourage the inclusion of, critical reading indicators in reading programs (e.g., Freire, 1983; Patching, Kameenui, Carnine, Gersten, & Colvin 1983; Peavey, 1954; Walz 2001; Wolf, King, & Huck, 1968), yet the degree to which these attempts have been successful is an uncertain issue upon which we may cast doubt. For this purpose, the present study sought to qualitatively examine whether or not reading textbooks encompass critical reading items.