ADE FIRMANSYAH. 116310154. AN ANALYSIS OF CLASSROOM ACTIVITIES IN CRITICAL READING OF SECOND GRADE STUDENTS OF SMAN 3 PEKANBARU.

ABSTRACT

Reading is one of four language skills that should be mastered language learning.it is usually taught in integration with one of the other language skills (listening , speaking, and writing) in the new trends of language instruction. Generally, the teaching of reading as a foreign language (EFL reading) in Indonesia aims at enabling students to read and comprehend texts and other materials written in English. More specifically, students are expected to master skills in the levels of literal, inferential, and evaluation comprehension. Critical reading is an essential part of the information gathering process that is required to create an academically sound assignment. Nowadays, in the field of ESL/EFL, the ultimate goal of teaching reading is reading critically, to be able to evaluate an authors argument and to relate that argument to other texts, and to the students own experience. Reading critically assumes having effective strategies which help reading comprehension. This research was aimed to find out what strategy that students use in the classroom activity.

The design of this study belongs to qualitative research which describes the students activity in critical reading to know what strategy that students use when reading as a classroom activity. The population of this research were 210 students consist of seven classes and each classes consisted of 30-35 students. The researcher took a class consisted of 30 students as a sample. In this case, the researcher used observation sheets and documentation as instrument to collet the data.

The research found that there are 3 indicators of critical reading activity done by almost all of students, they are outlining, summarizing and questioning. Contextualizing is the only activity that did not done by students. Most of students did not know how to read critically and the classroom activity was far from critical reading.