

**A Narrative Inquiry of Learners' Critical Thinking Skills
in Reading Comprehension: Learning Forward**

A THESIS



By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

2022

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A THESIS

Presented to Teacher Education Faculty
Widya Mandala Surabaya Catholic University
in partial fulfilment of the requirement for the Degree of
Sarjana Pendidikan in English Language Education



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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequence if plagiarism is found in this thesis.

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ACKNOWLEDGEMENT

First and foremost, I would like to express my gratitude to our Almighty God who always gives me such enlightenment and guidance throughout my thesis. Hence, this whole writing process would not be accomplished without His blessings.

My highest respect and thankfulness shall belong to my thesis advisor Prof. Dra. Anita Lie, MA., Ed.D., who consistently encourages me in completing this thesis and always gives me insightful view or complement materials to support my writing. In regard to this, I shall be forever grateful to have this opportunity and guidance with her.

To my examiners, Dr. B. Budiyono, M.Pd and Yohanes Nugroho Widyanto, Ph.D, I want to thank them for kindly accepting and respecting my thesis. I will never forget such emotional support that has been given through my final thesis examination.

At last, there are indeed several names that also plays an important role during my writing and with that being said, I would like to show my deepest gratitude to;

- The writer's supporting family, who has always believed and strengthened me throughout the thesis process.
- All Lecturers and Head of the English Department in Widya Mandala Catholic University, who never fails in helping me from my very first semester until my 7th semester in this faculty.
- All my support systems and beloved friends; Angeline Beauty Stacia, Agatha Millenia Rosi Gather, and my sister Intan Mareta Adelia who always believes in me and push my inner strength to always try in this journey.
- The participants of my thesis, students of Reading C from Batch 2018, for spending their time and give such insightful views for my writing.
- Lastly, I would like to express my gratitude to me, who is always there and never stops continuing in this life-journey. I am forever grateful to be the witness of my constant hard work and the result that pays off.

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ABSTRACT

Adevia, I (2022). *A Narrative Inquiry of Learners' Critical Thinking Skills in Reading Comprehension: Learning Forward*. English Language Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University.

A reading habit was developed since I was a little girl, that thing happened when I perceived reading book as a child and became my routine as a 'bedtime' story. Since then, every particular moment was memorable and brought me to my self-talk on the students' interest in reading and led to a certain curiosity "why students encounter difficulties in reading comprehension" and that indirectly affect their critical thinking skills as well. Having the personal recall on reading in varied educational levels, pursue me to do research that falls within the three research questions; 1) what factors hinder students in reading comprehension? 2) what are the benefits of critical thinking skills in reading comprehension? and 3) how do students perceive themselves as critical thinkers?

To write the research, a narrative inquiry method is used as a platform to retell authentic learners' experience in applying critical thinking in reading comprehension, with a questionnaire and two interview sessions. Some enhancement through the thesis writing is also equipped with previous studies, which relate to the two key terms; critical thinking and reading comprehension.

As a result, personal factors are found as the critical events during the interview session and answers that lack of vocabulary in long passages and lack of opportunities to share opinion contributes to the factors that hinder students in understanding reading comprehension. The answer is varied for each participant, while some participants recognised their development of analytical skills and ability to understand the key information, propose new ideas, inference key conclusions, and understand the authors' point of view as one of the 8 criteria of critical thinker in reading. The last research question of how students perceived themselves as critical thinker are divided into two; critical thinker in general and critical thinker in reading, which shows one's aptitude to be open-minded to new possibilities is essential and apprehending new vocabularies as well as analytical skills is important to comprehend a passage as critical thinker in reading. While critical thinker in general varied from each participant; Participant A states an ability to be open to discussion, Participant B linked critical thinker to Bloom Taxonomy, and Participant C believed that an individual should equip with good amount of reading to practice analytical skills.

Keywords: *Critical Thinking Skills, Reading Comprehension, Self-Reflection*