

THE EFFECT OF CRITICAL READING TECHNIQUE ON THE READING ACHIEVEMENT OF THE ENGLISH DEPARTMENT STUDENTS OF WIDYA MANDALA UNIVERSITY

A THESIS

**As Partial Fulfillment of The Requirements for
The Sarjana Pendidikan Degree in
English Language Teaching Faculty**



By

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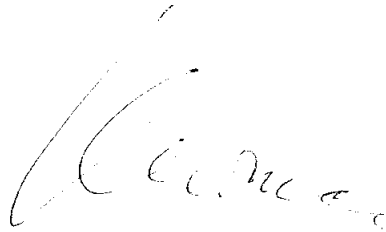
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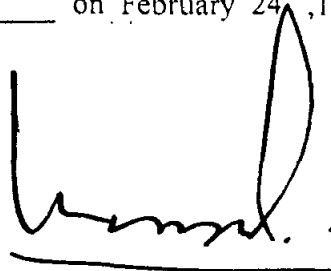
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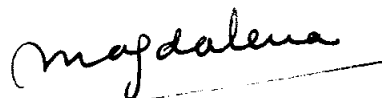
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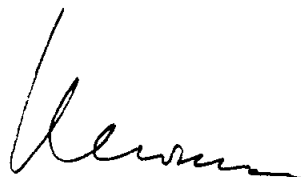


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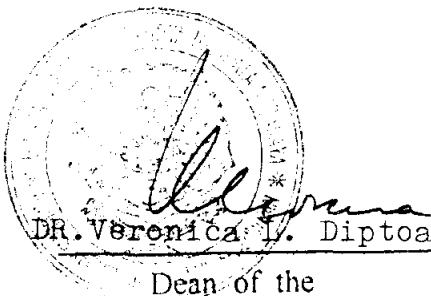
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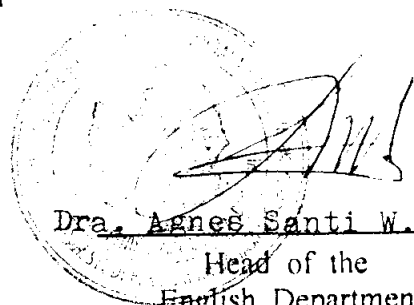
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the writer

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ABSTRACT

Tjandra, Emilia . 1998 . The Effect of Critical Reading Technique on the Reading Achievement of the English Department Students of Widya Mandala University . Program Seni Pendidikan Bahasa Inggris . FKIP . Universitas Katolik Widya Mandala. Surabaya .

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Key Words : Reading Comprehension , Schema or Schemata, Critical Reading Technique , and Advanced Learners.

Reading as one of the four language skills in teaching English as a foreign language has the biggest portion in the learning teaching activities. In college students will find more kinds of reading materials such as reports, journal, articles, essays, advertisements, and editorials. Therefore, the skill of reading in college doesn't only consist of an ability to understand the written text, but it also requires the capabilities to understand the unwritten ideas, to infer the meaning, to judge or to evaluate opinions, and also to solve the stated problem.

Realizing the various skills that students should have in reading, the writer therefore thinks that good techniques in reading are required by teachers and students to get good reading achievements. In this study, the writer suggests a reading technique namely Critical Reading, which is considered as a good way of helping students to understand a text better. The writer has objectives to compare the students reading achievements and the students reading achievements connected to the types of questions which are taught using Critical Reading Technique to the ones which are taught using Traditional Reading Technique, a common reading technique which is generally used by teachers.

In this Critical Reading Technique, students are given authentic materials that contain arguments and opinions. In reading the text, students do not specifically discuss the difficult words or the sentence pattern they find in text, but they directly discuss the content of the text or the author's implied meanings and ideas. The students should also have to give comments and direct responses to the author's ideas. While in Traditional Reading Technique, the students are

allowed to discuss the difficult words or sentence pattern they find in text. They have to understand the literal meaning of the author's words. After the reading process is done, the students then are given questions that will measure their understanding and comprehension in reading the text.

In conducting this experiment, the writer uses the fifth semester English Department students at Widya Mandala University at the academic year of 1996 -1997 as the samples of her study. Based on the three reading passages given during the treatment and the post test, the data show that there is a significant difference in the students' reading comprehension achievement between the two classes. The students who are taught using Critical Reading Technique have better reading comprehension achievement than the ones who are taught using Traditional Reading Technique especially in argumentative reading text .

The writer also calculates the effect of Critical Reading Technique on the six questions of Bloom Taxonomy. The results show that for the first and the second types of questions, knowledge question and comprehension question, both Critical Reading and Traditional Reading Technique can improve the students' reading achievement . However in answering the other types of questions, application, analysis, synthesis, and evaluation question, the results show that Critical Reading Technique can improve the students' reading comprehension achievement better than Traditional Reading.