

# **DESCRIPTIVE STUDY OF STUDENTS CRITICAL READING SKILLS IN NARRATIVE TEXTS**

A Thesis

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Sarjana Pendidikan in English Education Departement of  
STKIP Bina Bangsa Getsempena  
Banda Aceh

By

**MARLINDA HANUM**

**NIM. 1611060032**



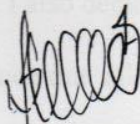
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## APPROVAL II

Thesis "A Descriptive Study Of Students Critical Reading Skills In Narrative Texts at the Second Grade of STKIP Bina Bangsa Getsempena Banda Aceh" by Marlinda Hnaum Has been examined by bord of examiners for the degree of Sarjana Pendidikan (S1) on Oktober 22<sup>th</sup> 2020 and officially declared PASS.

### Examiner Team :

#### Examiner I



Regina Rahmi, M.Pd  
NIDN. 0103038204

#### Examiner II



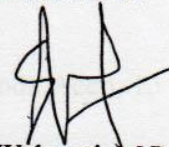
Dr. Sariakin, M.Pd  
NIDN. 0012106813

#### Examiner III



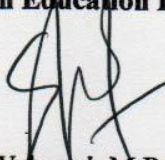
Dr. Maulizan ZA, M.Pd  
NIDN. 0119078301

#### Examiner IV



Sri Wahyuni, M.Pd  
NIDN : 0102028205

### Head of English Education Department



Sri Wahyuni, M.Pd  
NIDN : 0102028205

### Head of Teacher Training and Education College (STKIP) Bina Bangsa Getsempena Banda Aceh



Dr. Lili Kasmini, S.Si., M.Si  
NIDN : 0117126801

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## **CHAPTER I**

### **INTRODUCTION**

This chapter is presents the background of the study, the problem of study, the objective of the study, the significance of the study, the scope of the study, and the definition of the term.

#### **1.7 Background of Study**

Reading is one of the English Language skills. The ability to read is important for social and educational advancement. Reading is the skill in which the students will have the greatest ability at the end of their language study. It can help the students to understand the material easily.

In the learning process, reading is one of the activities that must be done in every meeting. Therefore, the students are required understand the text and to get the information. They are not restricted to understand each part of the sentence or paragraph, but they should understand the message the researcher is trying to convey. According to Woolley (2011:15), reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text. Therefore, because of the activities in reading is to analyze a meaning to obtain the message, so the students must have a critical reading.

According to Arici (2012:46), critical reading is as "ideal reading". He supports that critical reading is being in a communicational interaction with the text and the ability to comment and evaluate the text. In critical reading, the reader could reflect

on the content and purpose. Besides, the learner's ability to keep what he has read in his mind for a long time can only be possible with critical reading.

Further, reading by using critical reading is one of the strategies that can be applied in everyday life. Critical reading strategies will not only help the students to know how to read the text but it will help them to be more successful in understanding the text because they will absorb information there. According to Harvey (2012:14), teaching reading strategies will help students understand and gain meaningful information from the text. In addition, critical reading can recognize the problem specifically. Therefore, critical reading could sum up the idea of the reader to find the main idea quickly and accurately.

On the other hand, in the process of critical reading the learner would find some types of text. Such as: descriptive, narrative, and recount. For this reason, the students are expected to be able to understand the text, especially narrative text. The narrative text is a kind of text type composed both in written and spoken forms, which describes a sequence of real or unreal events. On the other hand, narrative text is one of the text that the students are expected to use early on in their school life.

Based on Permana and Zuhri (2013:2), the narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of stories by telling the story. The narrative text consists of orientation, complication, climax, and resolution. For that, the narrative text is presented to amuse the readers or listeners.



In fact, reading narrative text using critical reading is a good choice for a student. The narrative text is an interesting story, has a moral message and impresses the reader into an example for everyday life. In reading a narrative text, the reader continues to imagine the circumstances experienced by the main character or the helper character. For that, read narrative using critical reading can become a solution for the reader if they feel boring to read a long text.

There are many ways to help the students understand a passage essentially read in narrative text. Critical reading is one of the strategies to help them to understand the text. Kadir et al (2014:209), critical reading skills are skills that will help the students to be able to analyze, synthesize, and evaluate what is read. It means that when a student read critically, they will try to analyze, synthesize, and evaluate what they read for not only literally but also for deeper meaning.

Therefore, critical reading is good to be implemented to the learner and it is not only to develop the cognitive aspect (understanding the text) but also to develop the affective aspect (reading behavior). Moreover, a teacher does not only ask students to read and understand a text, but he should expose strategies on how to read effectively.

Based on the research result Rosdiana (2016:20), the students who have a good comprehension not only make sense of the text, but they are also able to use the information that contains the text. It means that if a student wants to get success, they have to know critical reading as much as they can. Furthermore, the student who will take the semester exam will need critical reading to complete their exam. Students who are the focus of research in second grade should pay more attention to how to

read critical reading in narrative text. Then, students also need to pay attention to many things such as the process of critical reading, knowing part of narrative text, strategy in critical reading, and others.

Based on the explanation above, the writer can accumulate that critical reading is very important in teaching learning. The students can develop their reading skills by reading critically. However, to be able to read critically, the students require a great and right strategy. It was made possible on could express something or message to another, read different books or subjects.

Those previous studies above are used as a reference for the researcher in conducting this study and also as the comparison between those relevant studies with a study conducted by the research this time. So, the researcher was used critical reading in narrative text with reading skills.

Based on the above description, the researcher is interested in applying critical reading to increase second grade semester students. The researchers found that the student needs to have experienced critical reading because the next semester students must be more active and critical in expressing the ideas that they have in mind. Besides that, students are expected to be able to solve problem contained in critical reading so that second semester students are more courageous in expressing and finding new critical ideas, which will certainly be useful for themselves and others.



Based on the theories above, the research wants to describe about critical reading in narrative text by second grade semester students. Therefore the researcher is interested in conducting a research entitled "A Descriptive Study of Students Critical Reading Skill in Narrative Text at Second Grade Students of English Department at STKIP Bina Bangsa Getsempena Banda Aceh".

### 1.8 Research Questions

Based on the background of the study, this research could be formulated as follows:

1. How is the students' response toward critical reading skill in the narrative text?
2. What are the strategies that used by the student at critical reading skills in narrative texts?

### 1.9 The Objective of the Study

Based on the research problem, the researcher would like to know:

1. To know how the students respond toward critical reading in narrative text.
2. To know what the strategies that are used by the student at critical reading skill in narrative texts

### **1.10 The Scope of the Study**

The research focused on the use of critical reading in narrative text. It describes how critical reading to increase students in the narrative text especially fiction and nonfiction of the English Department at STKIP Bina Bangsa Getsempena Banda Aceh.

### **1.5 Significance of Study**

The significance of this research was expected to provide some advantages for the English teaching and learning process.

#### **a. For the Researcher**

This researcher is expected to be able to be used as an exercise in conducting research and to enrich the researcher's insight and knowledge regarding the appropriate learning strategy of critical reading. For this reason, the writer also said that using critical reading can continue to develop a culture read that there has been.

#### **b. For the college**

The results of this study are expected to be beneficial as the input and model in the implementation of English reading activities. And the result of this can give the information for the development theory of teaching reading and input for the student to obtain a new strategy in critical reading.

#### **c. For the students**

The result of the study will help English students to improve skills in learning critical reading. In addition, the students are easy to understand the material delivered by the teacher.

## **1.6 Definition of Term**

There are some terminologies in this thesis; those terminologies are settled as follows:

### **1.6.1 Critical Reading**

Critical reading is a technique for discovering information and ideas within a text. According to Ozdemir (2007:18), points out that critical reading can be conducted by people who can be called "intellectual", he also emphasized that the way to enlightenment passes through critical reading, developing a personal competency limitation for critical reading.

Based on Maulizan (2014:5), critical reading comprehension required a higher degree of skills development and perception. It is understood as the passing judgment of the quality, worth, and accuracy truth of the passage. In condition, Critical reading is the text process of reading that goes beyond understanding text. Critical reading involves: (1) carefully considering and evaluating the reading. (2) Identifying reading weakness and flaws. (3) Looking at the big picture and decided how the reading.

Based on the explanation, critical reading means the reader could analyze and assess the reading. In addition, critical reading requires the processes of active communication where the students must evaluation of the text are careful.

### **1.6.2 Narrative Text**

The narrative text is a text which contains about the story (fiction, nonfiction, tales, folktales, fables, myths, and epic) and its plot consists of an orientation, the

climax of the story (complication) the followed by the resolution. According to Gamble and Yates (2002:39-40), the narrative is a kind type composed both in written and spoken form, which describes a sequence of real or unreal events, and narrative text relates a sequence of event and there are four parts in narrative text:

1. Orientation : the scene is set and characters are introduced.
2. Complication : the characters' lives become complicated in some way.
3. Climax : This is a point in the story where suspense is at its highest.
4. Resolution : provides a solution for the complication.

Based on the definition above, narrative text can be regarded as a kind of text that purposes to tell a story that contains a series of events or actions chronologically. The purpose of this text is to entertain or to amuse the readers or listeners about the story.