



**INVESTIGATING THE IMPLEMENTATION OF TEACHER'S TEACHING  
STRATEGY TO FOSTER CRITICAL THINKING  
IN READING COMPREHENSION CLASS**

**THESIS**

In Partial Fulfillment of the Requirements for Master  
Degree of English Language Education



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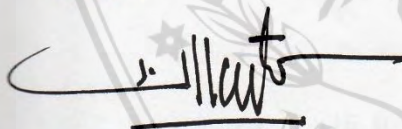
**INVESTIGATING THE IMPLEMENTATION OF TEACHER'S TEACHING  
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COMPREHENSION CLASS**

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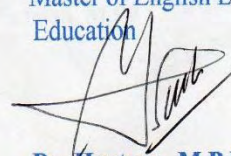
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# THESIS

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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **INVESTIGATING THE IMPLEMENTATION OF TEACHER'S TEACHING STRATEGY TO FOSTER CRITICAL THINKING IN READING COMPREHENSION CLASS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 5<sup>th</sup> November 2018

The Researcher,



**TIS'A NAIN DIFINUBUN**

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Malang, 5<sup>th</sup> November 2018

The Researcher



Tis'a Nain Difinubun



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# INVESTIGATING THE IMPLEMENTATION OF TEACHER'S TEACHING STRATEGY TO FOSTER CRITICAL THINKING IN READING COMPREHENSION CLASS

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**Abstract:** The goals of this study are to explain about the teaching strategy is used by the teacher and how the teacher applies the teaching strategy in fostering students' critical thinking in reading comprehension class at university of Muhammadiyah Malang. This research was a qualitative research especially a descriptive research. Using this design because it was intended to explain the teaching strategy and how to apply the teaching strategy used by the teacher in order to foster students' critical thinking in reading comprehension. The subject was an English teacher of reading comprehension class at university of Muhammadiyah Malang. The instrument used in this research were observation checklist, observation field-notes and interview guide. The result showed that the teacher used three teaching strategies in fostering students' critical thinking. They are, questioning strategy, socratic discussion and the technique of analyzing the logic of the article. Moreover, it found that questioning strategy more dominant used by the teacher in fostering students' critical thinking in reading comprehension class.

Key words: *teaching strategy, critical thinking, reading comprehension.*



# **INVESTIGASI IMPLEMENTASI STRATEGI PENGAJARAN GURU UNTUK MENINGKATKAN PEMIKIRAN KRITIS DI KELAS READING COMPREHENSION**

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Abstrak: Tujuan penelitian ini adalah untuk menjelaskan tentang strategi pengajaran yang digunakan oleh guru dan bagaimana guru menerapkan strategi mengajar dalam menumbuhkan pemikiran kritis siswa dalam kelas reading comprehension di Universitas Muhammadiyah Malang. Penelitian ini adalah penelitian kualitatif khususnya sebuah penelitian deskriptif. Menggunakan desain ini karena dimaksudkan untuk menjelaskan strategi pengajaran dan bagaimana menerapkan strategi pengajaran yang digunakan oleh guru untuk menumbuhkan pemikiran kritis siswa dalam pemahaman membaca. Subjek penelitian adalah guru bahasa Inggris kelas reading comprehension di Universitas Muhammadiyah Malang. Instrumen yang digunakan dalam penelitian ini adalah ceklist observasi, catatan lapangan observasi dan panduan wawancara. Hasil penelitian menunjukkan bahwa guru menggunakan tiga strategi pengajaran dalam menumbuhkan pemikiran kritis siswa. Mereka adalah, mempertanyakan strategi, diskusi sokratis dan teknik menganalisis logika artikel. Selain itu, ditemukan bahwa strategi bertanya lebih dominan digunakan oleh guru dalam menumbuhkan pemikiran kritis siswa dalam membaca kelas pemahaman.

Kata kunci: strategi mengajar, berpikir kritis, pemahaman membaca.

## **Background of the Study**

Applying teaching strategy in teaching and learning is beneficial in order to guide students to understand the material and to achieve particular goal in education. Utilizing teaching strategy facilitates students to understand the information in order to obtain effective learning (Franzoni & Assar, 2009). It means, obtaining effective learning may use teaching strategies in order to attain the objective of education.

One of the objectives of education in 21<sup>st</sup> century nowadays is to provide learners with the teaching and learning condition that fosters their critical thinking (Hassani et al., 2013; Moon, 2007). Many school and university systems add critical thinking in their curricula, and the teachers should combine critical thinking practice into their teaching and learning process (Beaumont, 2010; Talebinnezhad & Matou, 2012). In addition, Indonesian Government Regulation (*Kementrian Pendidikan dan Kebudayaan*) No.22/2016 states that one of the aims in education is to develop students to think critically or mastering critical thinking skills. In other words, the teachers' role in fostering the students' critical thinking is needed to achieve the aims of education in this country. Thus, the students should have critical thinking skill in their learning.

Critical thinking brings benefits to help the students. Bassham et al. (2011) state that having good critical thinking ability can help the students do better in school and succeed in careers. It is in line with Cottrell (2005) who states that good critical thinking skill carries some benefits, such as improving the students' attention and concentration, increasing their ability in identifying the key point or message in text easily rather than distracted by less important points, and improving their ability in responding to the key point in a message. It also benefits the students to understand their own point and enhance skills of analysis in various situations. This skill prepares the students to be otonomous qualified thinkers in education and society which have very tight competition. In other words, critical thinking skill can improve the students' competence in learning.

Despite the benefit of critical thinking for the students, in fact, Indonesian students are lack critical thinking skill (Ilyas, 2016; Suprpto, 2016). Choy & Cheah state that students are difficult to think critically because the students

unaware of the important to have this skill, they are not trained well in their early education thus they prefer to keep their opinions for themselves. Therefore, the teachers should give more attention to finding out proper ways to foster students' critical thinking in teaching and learning process.

To promote critical thinking in the teaching and learning process, it should be integrated with reading skill. It is supported by Yosefi & Mohammadi (2016) who assert that to signify thought in any individual's mind, it can be done through reading comprehension. It is in line with Shihab (2011) who states that reading without thinking is impossible. It means that the readers do not only obtain information but also involve their thinking to analyze and obtain information accurately. Accordingly, critical thinking can be improved through language skills especially in reading comprehension.

Critical thinking and reading comprehension are correlated. Yousefi & Mohammadi (2016) found that there was a significant relationship between reading comprehension and critical thinking. Kamgar & Jadidi (2016) also explain that students who have less critical thinking have poor comprehension. In other words, to comprehend a text the reader should find out the author's thinking by analyzing, evaluating the text and combining the background knowledge in order to achieve what the author's message in a text. Therefore, it can be concluded that reading comprehension and critical thinking has a significant correlation.

Considering the crucial issues and previous studies, the researcher is interested to conduct research entitled "investigating the implementation of teacher's teaching strategy to foster critical thinking in reading comprehension class at University of Muhammadiyah Malang (UMM)". The researcher conducts the research in one of the reading classes at UMM. Based on the result of the preliminary study, there were some problems faced by the students, namely the students tended to avoid "why" and "how" questions during presentation, and it made the students difficult to express their own thinking and to make an argument or cannot give reasonable reason. Moreover, almost all students focus on the difficult vocabularies rather than have curiosity about the content in the text. It also found that some of students preferred to be silent rather than ask or answer questions. Therefore, the researcher is interested in conducting further

investigation on the teaching strategy used by the teacher to foster students' critical thinking in reading comprehension.

Based on the background of the study above, this research aims to answer the following questions.

1. What teaching strategy does the teacher use to foster the students' critical thinking in reading comprehension?
2. How does the teacher apply the teaching strategy used to foster students' critical thinking in reading comprehension?

## **REVIEW OF RELATED LITERATURE**

### **Reading Comprehension**

Reading is an activity to obtain information from a text. According to Harmer (2003), reading is an active activity. To make it fruitfully, the reader should understand the meaning of the word, the potrait and the dispute. These things help the reader remember and understand what the writer's messages in the text. Moreover, Johson (2008) states that reading is connecting one idea with another to produce reasonable ideas. Finally, it can be said that reading is an active activity in which the readers should understand the meaning of information within the text in explicit and implicit way.

Comprehension is the process of understanding new information in the text and linking it with readers' knowledge that is already possessed to obtain the meaning. According to Shihab (2011), comprehension necessitates the readers to go further than the information given. Moreover, Kurland (2000) claims that comprhension need the higher – order thinking (cited in Hassani et al., 2013). So, it can be concluded that comprehension is the process of making connection between new information from the text and the reader's background knowledge in order to involve the reader in actively making decision and solving problem to make sense of the passage.

Reading comprehension is an active activtiy to understand the meaning in text and relate the new knowledge with the readers' background knowledge to obtain the writers' massages. According to Snow (2002), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Besides, reading



comprehension is a convoluted cognitive process (Randi et al., 2008). In other words, reading comprehension is a process of understanding the meaning of the text and involve reader's cognitive ability to identify what the writer's messages.

### **Teaching Strategies in Fostering Students' Critical Thinking in Reading**

Fostering students' critical thinking can be done through teaching strategy. Teaching strategy include techniques and activities used by the teacher to facilitate a deeper understanding of information in order to achieve a particular goal of learning (Franzoni & Assar, 2009; Yani, 2016). Therefore, implementing teaching strategy can stimulate students becoming more active, promote students' deeper understanding of content material and assist students to express their own thinking.

There are three teaching strategies in fostering students' critical thinking in reading: questioning, socratic discussion and technique of analyzing the logic of an article (Paul & Elder, 2008; Facione, 2015; Paul, 1990).

#### **Questioning**

Thinking is driven by questions. According to Yodkhumlue & Shen (2012), teachers' questioning is one of pivotal activities in EFL classroom in order to promote the higher order thinking. Higher-level questions guide to good understanding (Freahat & Smadi, 2014). It can be concluded that if the teacher wants to engage the students' thinking through the content, the teacher should stimulate students' thinking with questions. Thus, promoting students' critical thinking can be done through questioning.

Facione (2015:8) provides questions to fire up critical thinking. The teacher can use this kind of question to stimulate students' thinking in order to express students' own thinking. Those are: interpretation, analysis, inference, evaluation, explanation and self-regulation. The brief examples of questioning are presented in the table below

**Table 2.2.1 Questions to fire up critical thinking**

Interpretation	Analysis	Inference	Evaluation	Explanation	Self - regulation
<ul style="list-style-type: none"> <li>• What does this mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Please tell us again your reasons for making that claim?</li> </ul>	<ul style="list-style-type: none"> <li>• Given what we know so far, what conclusion can we draw?</li> </ul>	<ul style="list-style-type: none"> <li>• How credible is that claim?</li> </ul>	<ul style="list-style-type: none"> <li>• What were the specific findings or result of the investigation?</li> </ul>	<ul style="list-style-type: none"> <li>• Our position on this issue is still too vague; can we be more precise?</li> </ul>
<ul style="list-style-type: none"> <li>• What's happening?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think?</li> </ul>	<ul style="list-style-type: none"> <li>• What does this evidence imply?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we think we can trust what this person claims?</li> </ul>	<ul style="list-style-type: none"> <li>• Please, tell us how you conducted the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• How good was our methodology, and how well did we follow it?</li> </ul>
<ul style="list-style-type: none"> <li>• How should we understand that (e.g., what he or she just said)?</li> </ul>	<ul style="list-style-type: none"> <li>• What argument pro and con?</li> </ul>	<ul style="list-style-type: none"> <li>• If we accept that assumption, how would things change?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we think we can trust what this person claims?</li> </ul>	<ul style="list-style-type: none"> <li>• How did you come to that interpretation?</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a way we can reconcile these two apparently conflicting conclusions?</li> </ul>
<ul style="list-style-type: none"> <li>• What is the best way to characterize/ categorize/ classify this?</li> </ul>	<ul style="list-style-type: none"> <li>• What assumptions must we make to accept that conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>• What additional information do we need to resolve this question?</li> </ul>	<ul style="list-style-type: none"> <li>• How strong are those arguments?</li> </ul>	<ul style="list-style-type: none"> <li>• Please take us through your reasoning one more time.</li> </ul>	<ul style="list-style-type: none"> <li>• How good is our evidence?</li> </ul>
<ul style="list-style-type: none"> <li>• In this context, what was intended by saying/doing that?</li> </ul>	<ul style="list-style-type: none"> <li>• What is your basis for saying that?</li> </ul>	<ul style="list-style-type: none"> <li>• If we believed these things, what would they imply for us going forward?</li> </ul>	<ul style="list-style-type: none"> <li>• Do we have our facts right?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think that (was the right answer/was the solution)</li> </ul>	<ul style="list-style-type: none"> <li>• Ok, before we commit, what are we missing?</li> </ul>
<ul style="list-style-type: none"> <li>• How can we make sense out of this (experience, feeling, or statement)?</li> </ul>	<ul style="list-style-type: none"> <li>• Please tell us again your reasons for making that claim?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences of doing thing that way?</li> </ul>	<ul style="list-style-type: none"> <li>• How confident can we be in our conclusion, given what we now know?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you explain why this particular decision was made?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm finding some of our definitions a little confusing; can we revisit what we mean by certain things before making any final decision?</li> </ul>

### Socratic Discussion

Paul (1990:10) suggests through socratic discussion the students can develop and evaluate their thinking, comparing it to that other students. Students should give their responds to the question given within their own points of view.

Firstly, the teachers should pre-think about the issues and connections that underline the area or subject to be discussed. To figure out in advance what the fundamental ideas are and how to relate it to the fundamental problems. For instance, the teacher provides a text about history, the teachers should understand clearly about the issue or historians' value judgment about what include and exclude, that history is written from point of view, and also that historians with different viewpoints often come to different historical judgment. In addition, the teacher also should recognize the various related insight about the topic. The pre-thinking enables the teacher to look for opportunities in discussion to assist students make connection and see the implication of their own thinking about history and historical things.

In Socratic discussion the teacher should follow up the discussion in order to encourage the students during the discussion. The teacher can ask the students about the topic during the discussion. In addition, the teacher can give another assignment to further develop the insights being fostered. For example, the students imagine that they are one of the colonist loyal to the king and write one paragraph and also provide the reason.

In Socratic discussion there are four directions that can be used to guide becoming better thinker.

- Their origin or source

The students are asked to give explanation how to form their point of view or the source why they state their argument or belief. Example questions are, how did the student come to form this point of view? what makes you say that? have you always thought that? (If not,) what made you change your mind? why did that change your mind?

- Their support

The students should give the reason and evidence to support their view. For instance, the students talk a topic about “most people are lazy”. The teacher or interlocutors can use these questions to stimulate students’ thinking. why do you think so? are there certain kinds or groups of people that aren't lazy? why are most people lazy? how do you know? how could we find out if that might be so? do people choose to be lazy, or decide that it doesn't matter if they are lazy, or are they just that way naturally? do you think most people think of themselves as lazy? why?

- Their conflicts with other thought

In this section, the students see the complexity of other views. It means the students should think or combine the factors of problems from different views, they do not only see in one way. For instance, if the students say that most people are lazy, as we know that not all people are lazy. The teacher or interlocutors should bring the variety of view. For example, what would you say to someone who said that people basically want to accomplish things and learn about things, that people need to work and keep busy and feel that they contribute? could there be other reasons why people seem lazy, like maybe people are afraid of messing

up, and that's why they don't go out there and do stuff? your history book is full of people who did things, worked hard, fought, and so on how do you explain that?

- Their implications and consequences

In this part, the students should think carefully what the implication and consequences of their reasons are. It means, what are the effect if the students conclude something and what they should do next after concluding it. For instance, the topic still about most people are lazy, the questions to know what the students' implication and consequences are. They are, if that's true, then should we let people be lazy? if not, how can we get people to do things? what makes some people different, not lazy? if most people are lazy because X (student's reason), then most people must be X is that true?

#### **Analyzing the Logic of the Article**

Paul & Elder (2008:11) provide analyzing the logic of the article. The goal is to ask the students to see the logic within the article. By analyzing the logic of article, the students are asked to examine or identify what are the passages that author write in the text. This strategy assists the students to be critical reader or can think critically. There are some crucial things should be used in analyzing the logic or article. The table is presented below:



**Table 2.2.4 analyzing the logic of the article**

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1.	The main of this article is _____ (state as accurately as possible the author's purpose for writing the article). What is the author' main purpose in this article?
2.	the key question that the author is addressing is _____ (figure out the key question in the mind of the author when she/he wrote the article). What is the key question the author is addressing?
3	The most important information in this article is _____ (figure out the facts, experiences, data the author is using to support her /his conclusion. What information does the author utilize in reasoning in this article?
4	The main interferences/ conclusions in this article are _____ (identify the key conclusions the author comes to and presents in the article) What are the most crucial inferences or conclusion in this article?
5	The key concept (s) we need to understand in this article is (are) _____ (figure out the most important ideas you would have to understand in order to understand the author's line of reasoning). What are the most concept or the main idea?
6	The main assumption (s) underlying the author's thinking is (are) _____ (figure out what the author is taking for granted {that might be questioned}). What assumptions is the author making in his or her reasoning?
7	a. If we take this line of reasoning seriously, the implication is (are) _____ b. If we fail to take this line of reasoning seriously, the implication is (are) _____ (what consequences are likely to follow if people ignore the author's reasoning). What are the implications of the author's reasoning?
8	The main point (s) of view presented in this article is (are) _____ (what is the author looking at, and how is she/he seeing it?) What are the author's main point of view in this article?

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The teacher may use this strategy to analyze the logic of the text. In this strategy the students should find out the author's purpose in text and state it accurately, what is the author's key question, the crucial information in the text and the most important inference/conclusion of the text. Moreover, understanding the lines of reasoning of the author, the main assumptions, the implication of the author's reasoning and the last is the author's points of view.

### **The Nature of Critical Thinking**

#### **Definition of Critical Thinking**

Critical thinking is an ability to assess and analyze our own thinking in order to achieve reasonable information. Critical thinking is the common term given to a various of cognitive skills and intellectual dispositions required to effectively identify, analyze, evaluate dispute and truth claims, to uncover and cope personals prejudices and biases, to create and provide the assuring reasons to support conclusions, and to make it sense, intelligent decision about what to

believe and what to do (Bassham et al., (2001). It is also supported by Paul and elder (2008:2) that critical thinking is art of analyzing and evaluating thinking. It can be concluded that critical thinking is the ability to analyze, evaluate, identify dispute, information and truth claims to discover, overcome personals prejudices and biases. It also demands the students to give their though based on evidence or convince reason to make conclusion reasonably.

### **The Benefits of Critial Thinking**

Owning critical thinking skill can help the students analyze different information in different context. Bassham et al., (2001) stated critical thinking is valuable in many contexts, such as classroom, workplace and also in life. For instance, in the classroom, the students are demanded to focus on higher – order thinking: in which to be active and critically evaluate the ideas from information. It can help students understand, critically evaluate and develop their own arguments on particularly topics and issues in the classroom. In the workplace, the workers can think creatively, analyze information, draw appropriate conclusion from data and communicate their ideas clearly and effectively. The last one is in life, critical thinking can help to decide the right personal decision and teach us to think about the important life decision more carefully, clearly, logically and also can examine the assumption, dogmas and prejudices that exist in society. In sum, possessing critical thinking helps the students more accurate and specific in noting what is relevant and what is not.

### **The Characteristics of Critical Thinker**

The aim of critical thinker is searching truth. Paul & Elder (2008) stated that critical thinkers always ask questions clearly and to the point, collect and evaluate the relevant information, express abstract ideas to interpret it effectively, critical thinker also give good reasoned conclusion and solution. In addition, critical thinkers also give opportunity to others expressing their own thinking in order to focus on the solution. In can be concluded that critical thinker is an inqutive person who is always seeking trurth by using particular criteria in order to analyze and evalute reasoning.

## Universal Intellectual Standards

There are some universal intellectual standards in critical thinking (Paul and Elder, 2008:8).

**Table 2.3.4 Universal Intellectual Standards**

<b>Clarity</b>	understanding the facts and the problem. The person who asks the question or gives statements must be clear.
<b>Accuracy</b>	to see the truth or factual.
<b>Precision</b>	a statement should be more specific, details and exact
<b>Relevance</b>	to see how the questions and the problem relate to the issues.
<b>Depth</b>	the statement should be not superficial.
<b>Breadth</b>	to see deeply into an issue not only one way, also but from another way.
<b>Logic</b>	the statement should make sense and it is supported by evident.
<b>Fairness</b>	Implying the treating all of relevant viewpoints alike without reference to one's own feeling or interest.

All universal intellectual standards above can be used by the teacher to help the students to think better and also to check the quality of reasoning about a problem, issue, or situation.

### 2.3 The Related Studies

There are several studies that have been done related to the teaching strategy used by the teacher to improve students' critical thinking. Wang and Seepho (2017) have conducted a research about teaching strategy to develop students' critical thinking skill. The result showed that the three teaching strategies improve students' critical thinking. Wang and Seepho (2017) focused on the three teaching strategies in fostering students' critical thinking in English reading class. The differences between current study is the population, places and also how the teachers' implement the teaching strategy in order to foster students' critical thinking. Besides, the similarity is to know the teaching strategy used by the teacher in fostering students' critical thinking in reading class.

Furthermore, another study is conducted by Marijic & Romfelt (2016). The aims of this study are to know the teachers' concept about critical thinking, how the teachers engage the students critical thinking instruction and how the teacher assess the students critical thinking abilities. the finding shows that the teachers have limited knowledge of critical thinking and to lead positive development of critical thinking ability, the teachers used students – centered

pedagogies and formative assessment. In addition, the teachers lacked a concrete methodology for assessing critical thinking. The researchers suggest for further researcher to find out more concrete aspect of critical thinking instruction and how to implement it in teaching. Marijic & Romfelt (2016) focus on how the teachers' attitudes toward critical thinking. While the present study focusses to find out the teacher' teaching strategy and the way of applying the teaching strategy to foster students' critical thinking in reading comprehension class. Besides, both studies have similarity in searching what appropriate instructions or teaching strategies to improve students' critical thinking.

For justification, the present research has similarities and distinctions from the previous studies. The present research and previous studies have similar topic which focuses on the teaching strategy used by the teacher to promote critical thinking. This research is conducted in non-native English speakers particularly in EFL context as well as the previous studies. There are some points to distinguish this research from those previous research. The present research is conducted in a specific skill which is in the reading comprehension at university level. The presents study is expected to find out appropriate teaching strategy and how the teaching strategy implemented exactly in fostering students' critical thinking in reading classroom.

## **RESEARCH METHOD**

### **Research Design**

The present research used a qualitative method. According to Cresswell (2014), qualitative research is an approach to discover and comprehend the meaning of an individual or group ascribe to a social or human problem. The data of qualitative research are in the form of explanation or description. Besides, qualitative research also focuses on understanding the behavior and experience of the subject of the research (Bogdan & Biklen, 2007). In other words, the qualitative research aims to explore, understand, and describe what goes on in a particular problem that happens in a society. The qualitative method was used in this study because this study aimed to describe how the teacher was used the teaching strategy to foster students' critical thinking. Therefore, the qualitative method was applied in this research.



This research used a descriptive design. According to Salkind (2014:74), descriptive research describes the characteristics of an existing phenomenon. In this research, the researcher described the teacher' teaching strategy and how to apply the teaching strategy to foster the students' critical thinking. Therefore, in accordance with these research objectives, this research applied a descriptive design.

### **The Setting and the Subject of the Research**

The researcher conducted an investigation at University of Muhammadiyah Malang. Specifically, this research was conducted in reading comprehension class of English Language Education Department. The researcher conducted the research in this setting because based on BAN-PT number 3289/SK/AKRED/PT/IX/2017, this university was one of the best private universities in Malang with the accreditation of A. It was also accessible and affordable for the researcher. Besides, based on the result of the researcher's preliminary observation, there were some problems faced by the students, namely the students tended to avoid "why" and "how" questions during presentation, it made the students difficult to express their own thinking and to make an argument or cannot gave reasonable reason. Moreover, almost all students focused on the difficult vocabularies rather than had curiosity about the content in the text. It also found that some of students preferred to be silent rather than asked or answer questions. Based on these problems, the researcher investigated the teaching strategy used by the teacher to foster students' critical thinking in reading comprehension.

The subject was chosen by using purposive sampling. In purposive sampling, the researcher purposefully chooses subject and place by proposing some standards in order to acquire valuable data (Creswell, 2012:206). The researcher employed some criteria to choose the subject. Firstly, the teacher graduated from English language education program. Secondly, the teacher understood the concept of critical thinking and the teacher used teaching strategy especially in fostering students' critical thinking in reading comprehension.

Based on the criteria above, the researcher had selected one lecturer of English teacher of Language Education Department at UMM especially who

taught reading comprehension at semester four. The reason for choosing the subject because firstly, the lecturer had graduated from English language of education program and secondly, the lecturer understood the concept of critical thinking. It can be seen by how the way lecturer tried stimulating the students to think critically or asked the students to express their own thinking and provide evidence to support their statements. Moreover, the last the lecturer provided the teaching strategies which were used to foster students' critical thinking. It can be proven by the lesson plan.

### Data Collection

Data collection refers to the process of gathering the data from the field. According to Cresswell (2012) there were some steps in collecting the data. They were, selecting the subjects, gaining permissions, selecting the data needed, designing the instruments, and administering data collection. These parts were needed to determine the accurate answer of the research problems. The detail information about instruments and techniques were presented below.

**Table 3.3: Data Collection**

No	Research Problems	Research Data	Source of Data	Technique and instruments of data collection	Date to conduct data collection
1.	What teaching strategy does the teacher use to foster the students' critical thinking in reading comprehension?	The example of teaching strategy	Teacher	Observation- Observation checklist, observation field-notes  Interview - Interview guiding  Document	1. May 24 <sup>th</sup> 2018 2. May 31 <sup>st</sup> 2018 3. June 7 <sup>th</sup> 2018  (100 minutes)  1. June 6 <sup>th</sup> 2018 (15 minutes)  1. October 25 <sup>th</sup> 2018
2.	How does the teacher apply the teaching strategy to foster the students' critical thinking in reading comprehension?	The procedure of teaching strategy	Teacher	Observation - Observation checklist, observation field-notes  Interview- Interview guiding  Document	1. May 24 <sup>th</sup> 2018 2. May 31 <sup>st</sup> 2018 3. June 7 <sup>th</sup> 2018  (100 minutes)  1. June 6 <sup>th</sup> 2018 (15 minutes)  1. October 25 <sup>th</sup> 2018

### Data and Source of the Data

In this research, the data were the example of teaching strategy and the implementation of the teaching strategy in order to foster students' critical

thinking. The source of the data in this research was an English teacher who was teaching reading in the current semester. The teacher was selected because the teacher had complied the criteria. Thus, an English teacher who taught reading class in semester four from English Education Department of UMM was the source of data under this research.

### **Techniques and Instruments of Data Collection**

In collecting the data of this research, the researcher used technique of data collection such as interview, observation and document. An observation checklist, field notes, interview guide and documentation were used by the researcher as the instruments. The description of each instrument was presented as follows.

#### **Interview**

The first instrument used in this research was an interview guide. Interview is one of the most instrument used and basic methods for achieving qualitative data (Ary et al., 2010: 438). The aim of interview is to know subjects' minds, what they think or how they feel about something (Fraenkel & Wallen, 2008). In other words, interview was used by the researcher to collect the data through questions and the interviewee gave the answer directly.

In this research, the interview was given to a teacher in order to collect the data about the example of the teaching strategy and how the teacher implemented the teaching strategy to foster students' critical thinking in reading class. The researcher used semi-structured interview because the researcher modified the question during the interview process. Semi-structure interview is kinds of interview that the researcher will provide several guiding questions, the format of the questions are open-ended question, and the interviewee is given a chance to elaborate their answer in an investigative way (Dornyei, 2007). In constructing the interview, the researcher adopted the instruments form Clark (2010) & Mehta (2015). The researcher conducted the interview on Wednesday June 6<sup>th</sup> 2018 in GKB1 (3,02BG1) at UMM. The researcher asked about the teaching strategy used by the teacher in improving students' critical thinking and how to implement the teaching strategy for 15 minutes (See Appendix 1).

#### **Observation**

Observation is one of the pivotal parts of collecting data. It is useful to collect the action done in the classroom. According to Cohen et al. (2000: 315), observation is a powerful tool for collecting data where the researcher has the opportunity to gain their data directly from the location. In the observing the classroom activities, the researcher was a non-participant observer. It meant, the researcher did not participate and interfere the process of teaching and learning activities. The researcher was sitting on the sideline and observed, recorded, and also took a note about how the teacher applied the teaching strategy and the interaction with the students during teaching and learning process in the classroom.

There were two kinds of instruments used in this research: observation checklist and field note. An observation checklist was employed by the researcher for three days. During the three days the researcher found some teaching strategies that teacher used to foster students' critical thinking in reading comprehension class. In addition, the researcher also used video recording during the observation to acquire the data of the classroom activities in the reading comprehension. The data from video recording can be repeated and analyzed for several times. It gave some information that cannot be obtained or captured by other instrument.

The second instrument used in this observation was a field note. A field note is the common method of recording the data collected during the observation (Ary et al, 2010: 435). In other words, the field note was used to describe what can be seen and experienced by the researcher during the data collection in the field of the research. In this study, the researcher used the field note in order to have the description of the setting, description of the physical setting, accounts of particular events, and depiction of the activities. The researcher conducted the observation only three days because the researcher tried to find out more teaching strategies but in fact it found the teacher used similar strategies in every meeting. Thus, for the observation checklist and observation field-note conducted for three days in the same time, place and took 100 minutes per meeting.

### **Document**

The third instrument used to collect the data within this research was a document. The document is a collection of information in written or printed form



about events that have happened (Fraenkel & Wallen, 2008:536). In this case the researcher used document in order to collect the data about what teaching strategy was used by the teacher and how the teacher implemented the teaching strategy in order to foster students' critical thinking in reading comprehension class. The researcher used this instrument because this was a lesson plan that contained the data about how the teacher implemented the strategy in every stage and also what kind of the teaching strategy used by the teacher in fostering student's critical thinking. The researcher collected the document on Monday 19<sup>th</sup> October 2018. Therefore, this document used to support finding of this research.

### **Steps to Collect the Data**

The goal of the data collection is to collect information about the teaching strategy is used by the teacher to foster students' critical thinking and also how to implement the teaching strategy. The researcher utilized some procedures of data collection as explained in the following.

1. Asking for permission to the Head of English Language Education Department.
2. Choosing the informant based on the criteria that had been proposed.
3. Observing the reading comprehension classrooms by focusing on how the teacher applied teaching strategy in the classroom to foster the students' critical thinking.
4. Interviewing the teacher as the subject of this study. The interview was needed to answer the first and the second questions.

In sum, the researcher did these steps to obtain the data by interviewing to the subject, observing the reading comprehension classroom, collecting the document and taking field notes for the classroom activities and transcribing and coding the data, classifying the data and interviewing the subject.

### **The Data Analysis**

In analyzing the qualitative data, the researcher followed some steps by Miles and Huberman (1994). Such as data reduction, data display and drawing conclusion. The steps were presented as follows:

#### **Data Reduction**

Data reduction is “the process of selecting, focusing, simplifying, abstracting, and transforming the raw data” (Miles & Huberman, 1994:10). It can be said that it is the process of how the researcher takes important data from field notes or transcription. The teaching strategy was used by the teacher in order to foster students’ critical thinking and how the teacher applied the teaching strategy. The researcher obtained the data from the transcript of audio recording from interview and observation field notes.

### **Data Display**

The second step was analyzing the data was data display. Data display is the process of displaying data in the form of table or description. Through displaying the data, the researcher was easy to understand and analyze what was happening with the data presented. In this research, the researcher used description in displaying the data because the data of this research was the form of qualitative data.

### **Drawing and verifying conclusion**

The last step in analysis of qualitative data was drawing and verifying conclusion. Drawing conclusion meant “beginning to decide what things mean, noting regularities, patterns, explanation, possible configurations, casual flows and proposition” (Miles and Huberman, 1994). After the first and the second step had been done, the researcher obtained clear information then drawing the conclusion.

### **Triangulation**

The data collected from the field was needed to be verified. Ary et al (2010: 498) proposed triangulation technique to verify the data of the research. In triangulation, the researcher crosschecked the obtained data from different sources, such as from interview, observation checklist, document and field note. The researcher compared the data obtained from those sources. For instance, when the researcher found the teacher used group discussion strategy in the observation checklist, the researcher checked the obtained data from the other instrument in order to see whether the researcher obtained the same data or not. It aimed to obtain the straight meaning and confidence of the trustworthiness of the evidences.

## FINDINGS AND DISCUSSION

### The Findings

#### The Teaching Strategies Used in Fostering the Students' Critical Thinking in reading

This sub – section showed the teaching strategy used by the teacher in order to foster the students critical thinking in reading comprehension class. The result showed that there were three teaching strategies used by the teacher in fostering the students' critical thinking. They were, 1) questioning strategy, 2) socratic discussion, 3) analyzing the logic of the text in fostering the students' critical thinking in reading comprehension class.

#### Questioning Strategy

Based on the result of observation, interview and document, the teacher used the questioning strategy to improve students critical thinking in reading comprehension class from the first meeting until third meeting. It can be proven by observation checklist, the teacher's lesson plan and another proof was by interviewing it found the teacher explained that **“to stimulate students' critical thinking is by using questioning”**.

In addition, this study found by observing that the teacher provided particular different questions in fostering students' critical thinking in reading comprehension class. For instance, they were five questions in the first meeting namely: 1). What kind of family life is pictured in this story? (how parents behave toward each other and to Laurie? How does Laurie behave toward them? and 2). Do you agree her method? Explain.

According to Facione (2015:8), they are six types of questioning in fostering students' critical thinking namely: interpretation, analysis, inference, evaluation, explanation and self-regulation. This study found that the teacher used those types of questioning. For instance, **“what does it mean?”**, **“what's happening?”**, **What kind of family life is pictured in this story? (how parents behave toward each other and to Laurie? How does Laurie behave toward them?)**. The example of questions were types of the interpretation question. Interpretation is asking the students to comprehend and express meaning of something or explain the significance situation in the story.

Based on the data analysis of interviewing and observing, it can be concluded that the teacher used questioning strategy to foster students' critical thinking in reading comprehension class.

### **Socratic Discussion**

Through socratic discussion the students can develop and evaluate their thinking. It found that the teacher used socratic discussion in improving the students' critical thinking. It can be proven by interviewing the teacher as below:

“In this discussion, it hopes the students can develop their higher order thinking to develop ideas to solve problem. The teacher also guides the students in order to relate the topic and the situation in real life. I ask the students to give evidence to support their reason also ask them to give different point of view about the text”.

In addition, by observing, it found that the teacher provided interesting text, **the teacher understood the text well**, it can be seen from how the way **the teacher followed up the discussion in order to encourage the students during discussion and also the teacher was active in asking the topic talked about**. Additionally, the teacher asked and guided the students **to express their point of view, provided evidence to support their arguments, considered the complexity of problems and also thought about the implication and consequences of their reason**. For instance, the teacher asked “why did you say they are happy family?”, this kind of question was formulated to ask the students to give reasonable reason in supporting their answer.

Paul (1990) stated that assisting students to develop and evaluate their thinking can be done through socratic discussion. The finding above had some similar characteristics, such as the teacher should understand the text well and join with the students during the discussion in order to guide and encourage the students. In addition, there were four main steps in fostering students become better thinker. They were, 1) their origin/source or how the teacher guide the students in expressing their point of view, 2) their support or providing reasonable reason or evidence, 3) their conflicts with other thought or seeing the problems in different way and 4) their implication and consequences or giving their benefits suggestion about the case.

### **Analyzing the Logic of the Article**

Another pivotal teaching strategy in improving the students' critical thinking is analyzing the logic of the article. This research found that the teacher utilized the technique of analyzing the logic of the article. Based on the result of data analysis the teacher stated that "yes, I ask the students to **give conclusion, find out what is the main purpose or the most important information in the article**". Moreover, it was found that the teacher provided text which is meant to stimulate the students' critical thinking. The teacher explained in front of the students in the class that "read the text which is translation of some Qur'anic verses and answer the questions. Note that questions are not just for factual information but they are meant to stimulate your critical thinking".

In analyzing the text, the students were asked to figure out the crucial information from the text or figure out the facts and experience. For instance, are you sure that no doubt in the Qur'an? Give your reasons and how proves? The students analyzed the truth of Qur'an and provided the facts or their own experience in believing Qur'an in order to convince that there was no doubt about the truth in Qur'an.

Paul and Elder (2008) provided some steps in analyzing the logic of the article. One of them was figure out the most important information or figure out the facts and experiences. This strategy was similar with the strategy used by the teacher in this research.

### **The Way to Apply Teaching Strategies in Fostering Students' Critical thinking in Reading Comprehension.**

#### **Questioning Strategy**

Based on the result of interviewing, the teacher explained how the way to apply this strategy in fostering students' critical thinking in reading comprehension.

"first brainstorming, I asked questions related to the topic. After that I divided into two sections, give the students text and we discuss together each paragraph. During the discussion I asked questions to guide the students to understand the text. After that, the second part I have two parts of questions. First, factual questions or questions that the answer stated

directly in the text. Second part, questioning stimulate students' critical thinking".

Moreover, it was found that the teacher used questioning strategy in every activity such as pre-activities, whilst-activities and post-activities.

#### **A. Pre-activities**

1. Greeting and checking the attending list
2. Sharing two papers, the first part about factual question and the second was the particular questions which were used to foster the students' critical thinking.



*Picture 1: the teacher asked questions before discussing the text (brainstorming)*

3. Giving brainstorming by asking the questions about what is the topic today? do you like the topic? why do you like? The example of question why do you like is an analysis question. In analysis is asking the students to examine or identify reasons, arguments, ideas and claims.

#### **B. Whilst-activities**

4. Dividing the students in group, one group consist of 3 or 4 students.
5. Asking one students to read first paragraph and discussing what was portrayed in first paragraph and so on.
6. During one student read the text, the other students pay attention in listening it.
7. Guiding the students understood the plot of the story by asking questions in every paragraph.
8. The teacher asked factual questions which were shared earlier.



**Table 4.2.1.1. Surface problems/ factual questions**

No	Questioning
1.	Who is the narrator of the story?
2.	Who started to go to a kindergarten?
3.	Did Laurie say that he had learned something at school?
4.	What did Laurie say about what happened at school?
5.	Did Charles behave in a bad way or was he a good boy?
6.	What good thing did Charles do?
7.	Was there a boy named Charles at the kindergarten?

9. The teacher moved to the second part was the questions which were used to foster students' critical thinking.

**Table 4.2.1.1 Questioning for stimulating students' critical thinking**

No	Questioning
1.	What kind of family life is pictured in this story? (how parents behave toward each other and to Laurie? How does Laurie behave toward them?)
2.	What are some Laurie's characteristics? In your opinion, does he seem to be a happy child? Explain.
3.	How does Laurie let his parents know what kind of person Charles is? Describe Charles?
4.	What similarities, and differences do you find in the family life described in this story and family life as you know?
5.	How does the teacher in the story deal with Charles? Do you agree her methods? Explain.

The teacher guided the students by asking different questions to foster the students' critical thinking. For instance, the question number 1,2 and 3 were interpretation question. In interpretation question, the students should comprehend and express meaning of something or explain the significance situation in the story and for question number 4 and 5 were analysis question. The aims of analysis question were to examine or identify reasons, arguments, ideas and claims.



*Picture 3: the teacher asked following questions*

10. During the discussion the teacher always asked following questions and also invited the others students to add other answer and clarified the rest of others students' answer. The example of following questions was presented below,

**T :what kind of family life is pictured in this story? (how parents behave toward each other and to Laurie? (how does Laurie to have them?)**

S :Laurie's parent Laurie is too memanjakan, apa itu memanjakan mmm too spoil. Too spoil that child even the child did something wrong they just let it and Laurie parent toward each other is they don't like the meeting because they know something wrong but they don't want to fix it. Enough thank you.

T : how did laurie behave to his parent?

S : rude

T : **can you give example?**

S : being fresh

T : **who can give example how laurie action to his father?**

S : he said his father is dumb.

T : **ok, what did he ask to do?**

S :look at my thumb. (see appendix 3, line 42-51)

In the following questions above, it found that the teacher asked why did you say they are happy family? this was an evaluation question because the teacher asked the students to assess the credibility of statements or someone' perception. The teacher asked these questions in order to make the students present reasoning in the form of cogent argument.

### **C. Post-activities**

11. Asking question about what can we learnt from this text? In this question the teacher asked the students to draw reasonable conclusion or it was called inference question.

### **Socratic Discussion**

Based on the observation, the teacher applied the socratic discussion in fostering the students' critical thinking.

#### **A. Pre-activities**

1. Greeting and checking the attending list
2. Sharing two papers, the first part about factual question and the second was the particular questions which were used to foster the students' critical thinking.
3. Brainstorming by asking question that had relationship with the topic.

#### **B. Whilst-activities**

4. Dividing the students in group, one group consist of 3 or 4 students.
5. Asking one students to read first paragraph and discussing what was portrayed in first paragraph and so on.
6. During one student read the text, the other students pay attention in listening it.
7. Guiding the students understood the plot of the story by asking questions in every paragraph. It meant, the teacher was active during the discussion.
8. Asking the students to answer particular questions which were meant to foster students' critical thinking. In guiding the students became better thinker, the teacher asked the students to give their origin or source, their support, the conflicts with other thought and their implication and consequences.
  - a. Their origin or source

In this part, the students were asked to give explanation about how to form their point of view or give the source why they stated the argument or belief. For instance:

S: he is liar

**T: how do you know he is liar?**

S: he lied to his parents that his friend is fresh and naughty child but it is himself is naughty child. (Appendix 3, line 73)

It can be seen, the teacher asked "how do you know he is liar?", it means that the students should explain why he/she states the point of view or argument. Thus, in this section the students are prosecuted to responsible in delivering arguments, point of view or belief.

- b. Their support

The students gave their reason to support their view or provide evidence. For instance:

T: Do you agree with valentine? **Give your reasons why you agree or dis agree?**

S: yes, I don't agree, because not in the 14 February we express our love but in every day we can and actually in my religion doesn't teach us to celebrate this moment. (Appendix 4, line 284).

From the conversation above, it showed that the teacher asked the students to give their reason in order to support their answer. Providing evidence was needed in this part because the students should think the reason why they stated their answer in order to make their argument strong, acceptable or make sense.

c. Their conflicts with other thought

The students see the complexity of other views or in other words the students could see from the other persons' views and not only one way but from different factors.

**T: What similarities, and differences do you find in the family life described in this story and family life as you know?**

S: the similarities, 1. Parent always care the child' school life. 2. Parent always worry about bad influence at school. The different, in the real life some parent don't really believe to their children but in this story parent believe to much to their child. In this story laurie becomes rude to his father but in real life some sons have good manner to their parent. (Appendix 3, line 105).

The teacher asked the students to compare two different situations. There were from the text and the students' experience in the real life in order to see other views of one case that appear in our life. Therefore, the students can learn how to see something in different situation or the students did not only see something in one way.

d. Their implication or consequences

In this section the students were asked to give conclusion which had implication or consequences. For instance:

**T: do you agree with her method?**

S: no, I totally did not agree. Give apa aaa nasehat advice, tell him that he did something wrong, don't repeat again.

T: another opinion?

S: because he punishes your students did not learn anything and he don't know it was wrong or it was a bad thing. (Appendix 3, line 107)

The conversation is about what the students' opinion of the teacher's method in probing the naughty students in the class and it can be seen above that the students did not agree about the method used by teacher. It was because of the way the teacher solve the problem was not educating the students to be better. Thus, the students gave some beneficial advice that had good contribution to overcome the kind of situation faced by the teacher.

### **C. Post- activities**

9. Asking questions relate to the topic that had discussed in order to know students' view.

### **Analyzing the Logic of the Article**

By observing the analyzing the logic of the article was found in this class. In applying this strategy, the teacher provided a text and some questions which meant to foster students' critical thinking.

#### **A. Pre-activities**

1. Greeting and checking the attending list
2. Giving brainstorming by asking the questions which had relationship with the topic. For instance, what do you avoid in fasting?

#### **B. whilst-activities**

3. Sharing the text with questions that were meant to use in analyzing the text.
4. Explaining a little bit about the questions and the students were asked to analyze the text individually. There were some questions in analyzing the text, as follows:
  - a. Are you sure that no doubt in the Qur'an? Give your reasons and how proves?
  - b. How can the believe in the unseen be a good motivation for you?
  - c. The text above does not seem to be related to fasting but in fact it is much related to do it. Give your reasons that it is related to fasting.

In the questions a and b two above, the teacher asked the students to figure out the facts or experiences about the truth of Qur'an and the students' belief of something that cannot be seen. Meanwhile, in the question c there was assumption

that the text above did not seem to be related in fasting but in fact it was related, the students were asked to analyze the short verse of Qur'an and to figure out the relationship of the text provided and relate to fasting. The text here was some Qur'anic verses in Arabic and translated in English.

5. After analyzing the students submitted their paper on teacher's desk

### **C. Post activities**

6. Asking one student presented his/her answer in front of class and inviting other friends clarified or responded the answer.

### **Discussion**

This section discusses the findings of the research. The discussion covers teaching strategy that the teacher uses to foster the students' critical thinking in reading comprehension and how the teacher applies the teaching strategy in fostering the students' critical thinking in reading comprehension. The detail discussion is presented as follows.

Referring to the research questions, the findings of this research are grouped into three categories. The three categories are equal to the theories. According to Paul & Elder, (2008); Facione, (2015); Paul, (1990), there are three teaching strategies in fostering students' critical thinking. They are, questioning strategy, soocratic discussion, and analyzing the logic of the article.

Questioning strategy has pivotal role in fostering the students' critical thinking. The result of this research found that the teacher used questioning strategy to stimulate the students' critical thinking. Based on the findings, the students are active in expressing their own thought confidently and can answer the questions reasonably. It has same result with Lihui et.,al (2015), utilizing different types of questioning is crucial part in improving students' critical thinking.

Additionally, in applying the questioning strategy the teacher starts from pre-activities until the post-activities. It is found that the teacher divided the question into two parts. First part is about the surface problems/factual questions and the second part is questions to stimulate students' critical thinking. The aim of applying the first part is guiding the students to comprehend what stated in the

text whereas the second part only focuses on stimulating students' critical thinking.

By using questioning the teacher guides the students comprehending the text as well as stimulated their thinking in order to give or express reasonable thought. Paul and elder (2008:8) provide the universal intellectual standards in order to see the quality of someone's answer or questions. They are, clarity accuracy, precision, relevance, depth, breadth, logic and fairness. The example below showed that the students can express their own thought reasonably. For instance, "the teacher asked how does Laurie let his parents know what kind of person Charles is?" and the answer of the student was "by telling them (the parent) his story every day, he always told his parent about the Charles' activity at school". The answer is logical, clear, relevant, accurate and precision (see appendix 6).

Furthermore, it is found that the teacher combines questioning strategy and socratic discussion in the first and second meeting. In the third meeting the teacher applies technique of analyzing the logic of the article and questioning strategy. Therefore, from the finding result it can be concluded that the dominant teaching strategy used by the teacher is questioning strategy.

Moreover, the second teaching strategy is socratic discussion. Using this strategy in teaching and learning assisted the students to express their own thinking. It is found that by utilizing this strategy, it helps the students to develop their confidence and improve their critical thinking (Burder et.,al, 2014). The result shows that the teacher explains that by using this strategy in order to the help students to develop ideas, solve the problem and think critically. It can be seen by observing the teacher always tries to guide during discussion and it shows the students undertake to express their thought. Moreover, it is found some students can express their own though reasonably and confidently. In sum, using socratic discussion creates the atmosphere in the class more alive. It effects the students to be more active in expressing their own thinking critically and confidently.

The teacher applies socratic discussion in whilst-activities. In applying this strategy, the teacher should be active, understand the text well in order to guide or



encourage the students during discussion. Additionally, providing four steps are demanded in this strategy namely their origin or source, their support, their conflicts with other thought and their implications and consequences. These four steps assist the students to be a better thinker because the first step is asked the students to give explanation how they form their point of view, the second is to provide fact to support their argument, the third is to see the complexity of the problems and the last is to give implications and consequences of the topic talked about.

Another crucial teaching strategy to foster students' critical thinking is analyzing the logic of the article. Based on the result of data analysis, it is found that the teacher used this strategy in improving students' critical thinking. In applying it the teacher provides text and uses particular question to stimulate the students' critical thinking. The students are asked to analyze assumption in the text and figure out the fact or experience about truth of something. After analyzing the text and submit it the teacher asked the student to volunteer in expressing his or her answer. This study found that the students express the answer by using their own thought based on their experience or background knowledge. It is because all of their answer do not find in the text so it is pure from their own thought.

Moreover, as the researcher explained in the previous paragraph that it was found teacher used questioning strategy in first, second and third meeting. It means the questioning strategy more dominant in every meeting. The teacher used questioning strategy and collaborate it with others teaching strategies. For instance, the teacher uses socratic discussion strategy. There are three stages of activities in teaching and learning namely pre-activities, whilst-activities and post activities. In the pre-activities, the teacher gives brainstorming to the students by asking questions that relate to topic, it is good to activate the students' mind and introduce the topic. In whilst-activities, the teacher can use socratic discussion and collaborate with questioning strategy, it means the teacher should provide different question in guiding the students during discussion. Afterwards, in the last stages is the post-activities the teacher uses questioning strategy to ask the students to draw conclusion about what they have learned today.

Finally, utilizing appropriate teaching strategies such as, questioning strategy and collaborate with socratic discussion or analyzing the logic of the article can assist the students become qualified autonomous thinker. Consequently, this strategy highly recommends for teacher to use it in fostering the students' critical thinking.

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

Based on the findings in the previous chapter, the researcher formulates some conclusion. Dealing with the first research question, there are three teaching strategy namely questioning strategy, socratic discussion and analyzing the logic of the article.

The second research question examines how the teacher applies the teaching strategy in the classroom. In applying questioning strategy, the teacher provides two parts of questioning they are, factual questions and questions which are used to foster the students' critical thinking. The teacher uses different types of questioning such as interpretation, analysis, inference, evaluation, explanation and self-regulation, these types of questions are applied in the classroom from the pre-activities, whilst-activities until the post-activities. In the pre-activities, the teacher gives brainstorming by asking questions have relationship with the topic, in the whilst-activities the teacher combines the questioning strategy and socratic discussion and in the post-activities the teacher asks more question in order to draw conclusion of the topic.

It is found that the teacher uses socratic discussion, in this strategy the teacher understands the text well it can be seen from how the way the teacher guides and encourages the students during discussion. There are four steps used in applying socratic discussion namely 1) their origin/source or how the teacher guide the students in expressing their point of view, 2) their support or providing reasonable reason or evidence, 3) their conflicts with other though or seeing the problems in different way and 4) their implication and consequences or giving their benefits suggestion about the case.

Moreover, another teaching strategy is analyzing the logic of the article. The teacher provides text which meant to stimulate the students' critical thinking, before the students analyze the text the teacher explains what to do about the text.

Afterwards, the teacher shares the text and the students should analyze it individually. The students are asked to figure out the fact or experience about the truth of the text and also analyze the assumption given. After analyzing, the students should submit and they are asked to express their own thought in front of the class.

Based on the finding, it is found that questioning strategy is the most dominant. It means that the teacher always combines questioning strategy with other teaching strategies. Asking different questions stimulate students to be more active and also activate their mind in analyzing the information as well as affects the atmosphere more alive. Accordingly, these finding results are expected to assist the English teachers who want to develop students becoming independent qualified thinker.

### **Suggestions**

In relation with the result of this research, the researcher provides some suggestions. These suggestions are addressed to the teachers, students and the further researchers who are interested to conduct research in same field. Hopefully, the suggestions contribute the beneficial input for them in order to improve the process of teaching and learning English.

Firstly, it is suggested for the teachers to give more pay attention or give more time in stimulating students on how to think or think critically. In addition, it is better if the teachers should have standard of checking the quality of students' answer or questions.

Secondly, as a student at university is prosecuted to think well or becoming qualified thinker, it is suggested to be more active, curiosity in finding out something not just accept and be passive students. Because, this era is tight competition in society which demands people to be a problem solver, well thinker, confident and independent. Therefore, the students must realize how crucial this ability is since the students who have critical thinking ability is an asset for their better future.

Finally, the researcher also suggests to the next researchers who are interested in same field. Because of the researcher has limited time in collecting the data, it is suggested for next the researcher to take longer time in observing

and also ask deeper questions about how the teachers improve students' critical thinking. It is better also to find out students' perception of critical thinking itself. By considering on how crucial this ability, it is good to investigate their understanding about this ability so the result can be as a reference for the teachers to give attention in fostering the students' critical thinking.

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TEACHING STRATEGIES				TEACHER	NOTE
SD	QS	TA	Others	T	
					The teacher combined two teaching strategies but the dominant strategy was questioning strategy

Note:

SD : Socratic Discussion ALT : Analyzing of the logic of article  
 QS : Questioning Strategy NOTE : Additional information  
 Others : Other teaching strategies

**APPENDIX 3  
 OBSERVATIONAL FIELDNOTES FORM  
 TO PROBE RQ 1 and 2**

- RQ 1: What teaching strategy does the teacher use to foster the students' critical thinking in reading comprehension?
- RQ 2: How does the teacher apply the teaching strategy used to foster the students' critical thinking in reading comprehension?

**1<sup>st</sup> observation**

Date : 24-5-2018  
 Setting : GKB1  
 Skill : Advance reading comprehension  
 Class : English Students (3.02BG1)  
 Topic : Charles (Shirley Jackson)

Pre-activities	Conversation	Line
	T :Assalamualaikum warahmatullahi wabarokatuh	1
	S :Walaikumsalam warohmatullahi wabarokatuh	2
	T : Check attending list	3
	T :Sharing two papers to the students	4
	T :what is the topic today?	5
	S :The Charles	6
	T : no, the Charles but Charles	7
	S :Charles	8
		9
		10
Whilst-activities	T :ok, read the text	11
	T : who is the narrator of the story?	12
	S :the narrator of the story is Laurie's mother	13
	T : yes.	14
	T :who started to go to a kindergarten?	15
	S :aa... Laurie stated eemm go to kindergarten.	16
	T : yes.	17
	T :did Laurie said that he had learned something at school?	18
	S : no, he did not learnt anything.	19
	T : ok, number four.	20
	T : what did Laurie say about what happened at school?	21
	S : Laurie said the teacher spank a boy	22
	T :yes	23
	T : did Charles behave in a bad boy or was he good boy?	24
	S :yes, he did.	25
	T :uh.. this is not yes no question. But it is a ( the teacher asked students) what kind of question is this? It is a?	26
	S : optional question	27
	T : alternative question. Who will answer it?	28
	S :Charles behave in a bad boy.	29
	T : yes, but Charles not always bad.	30
	T :what good things did Charles do?	31
	S :the good things Charles do is mmm give the crayons around and he pick up the book.	31
	T : ok number seven, was there a boy named Charles at the kindergarten?	32
	S1 : no, there was not	33
	S2 : no there was not Charles.	34
	T : so who is naughty?	35
	S :laurie himself.	36
	T :but he tells to his parents that?	37
	S :Charles.	38
	T :so, he talked about himself. Ok next to the second part.	39
		40
	<b>Questioning for stimulating students' critical thinking.</b>	41
	T : what kind of family life is pictured in this story? (how parents	42



	behave toward each other and to Laurie? (how does Laurie to have them?)	
S	: Laurie's parent Laurie is too memanjakan, apa itu memanjakan mmm too spoil. Too spoil that child even the child did something wrong they just let it and Laurie parent toward each other is they don't like the meeting because they know something wrong but they don't want to fix it. Enough thank you.	43
T	: how did laurie behave to his parent?	44
S	: rude	45
T	: can you give example?	46
S	: being fresh	47
T	: who can give example how laurie action to his father?	48
S	: he said his father is dumb.	49
T	:ok, what did he ask to do?	50
S	:look at my thumb.	51
T	: and you demonstrate? For example student 1 as laurie and student two as laurie's father.	52
S2	: look up	53
S1	:what?	54
S2	:look down	55
S1	:look at my thumb. You are dumb.	56
T	: someone can add something?	57
S	:I think they are happy family.	58
T	:why did you say they are happy family?	59
S	:because lauries's parent always care about their child.	60
T	:ok, what else?	61
S	:I think they believe what laurie said.	62
T	:ok next to number 2 What are some Laurie's characteristics? In your opinion, does he seem to be a happy child? Explain	63
S	:laurie is fresh.	64
T	:why you say he is fresh?	64
S	:he hits the teacher	66
T	:how many teachers he hit?	67
S	:two, the teacher and the teacher's friend	68
T	: was he Charles or Laurie?	69
S	:laurie but he claimed another child. That's Laurie but he said to his parent was Charles.	70
T	: what else? Other characteristic?	71
S	: he is liar	72
T	: how do you know he is liar?	73
S	:he lied to his parents that his friend is fresh and naughty child but it is himself is naughty child.	74
T	: ok, he is a liar because he tells a friend of him is naughty but actually it is himself what else? Another characteristic of laurie? Does he has good grammar?	75
S	: no	76
T	:he doesn't have good grammar. Why?	77
S	: because, he speaks in vulgar word, like that.	78
T	: he used bad language	79
S	: bad language	80
T	:how did he use bad language?	81
S	:when he speaks to his father	82
T	: how he speak to his father.	83
S	: when his father ask him about e...ee his school and he answer that he did not learn nothing.	84
T	: ow, he said he did not learn nothing.	85
T	: This is not a good grammar. What else?	86
S	: add he said dumb to his father	87
T	: he said his father was dumb. Ok. At school?	89
S	: at school ... e he yell to his friends girl.	90
T	: what he did do at them?	91
S	:yell	92
T	: he yell? Did you agree? What did you say?	93
S	: no, I don't agree, he force to say a bad word words	94
T	:and what happened next? When the girl say bad word?	95
S	: whispering.	96
T	: no, what the teacher do ? did the child get a punishment from the teacher?	97
S	:yes, wash out her mouth with soap	98
T	: so enough, next. Number three. How does Laurie let his parents know what kind of person Charles is? Describe Charles?	99
S	:by telling them from his story every day. He always told his parents about the charles' activity at school	100

	T	:yes, and you?. Give the example, how laurie let his parent know what Charles do at school?	101
	S	:the teacher spank the boy.	102
	T	:you want to add? What kind of person Charles is?	103
	S	: Charles is a bad boy, Charles hits the teacher, Charles did not do exercises, hit the teacher's friend and he said the bad words.	104
	T	:ok number 4. What similarities, and differences do you find in the family life described in this story and family life as you know?	105
	S	: the similarities, 1. Parent always care the child' school life. 2. Parent always worry about bad influence at school. The different, in the real life some parent don't really believe to their children but in this story parent believe to much to their child. In this story laurie becomes rude to his father but in real life some sons have good manner to their parent.	106
	T	: How does the teacher in the story deal with Charles? Do you agree her methods? Explain.	107
	S	: she gives a punishment to him	108
	T	:how?	109
	S	:stand in the corner during story time.	110
	T	:yes what else? Did the teacher spank the boy? Why?	111
	S	: because, he was so rude, fresh.	112
	T	: do you agree with her method?	113
	S:	no, I totally did not agree. Give apa aaa nasehat advice, tell him that he did something wrong, don't repeat again.	114
	T	: another opinion?	115
	S	:because he punish your students did not learnt anything and he don't know it was wrong or it was a bad thing.	116
Post-activities			117
	T	:ok, give applause. What can we learn from this story?	118
	S	:don't be rude, don't be naughty, don't be a liar.	119
	T	:yes you?	120
	S	: don't believe something too much before you believe make sure that true or not	121

**APPENDIX 4  
OBSERVATIONAL FIELDNOTES FORM  
TO PROBE RQ 1 and 2**

- RQ 1: What teaching strategy does the teacher use to foster the students' critical thinking in reading comprehension?
- RQ 2: How does the teacher apply the teaching strategy used to foster the students' critical thinking in reading comprehension?

**2<sup>nd</sup> observation**

Date : 31-5-2018

Setting : GKB1

Skill : Advance reading comprehension

Class : English Students (3\_02BG1)

Topic : True Love story (Isaac Asimov)

Pre-activities

Conversation

Line

	T	:Assalamualaikum warohmatullahi wabarokatuh	122
	S	:Walaikumsalam warohmatullahi wabarokatuh	123
	T	:Check attending list	124
	T	Share the text to the students	125
	T	: ok, today the topic about true love. Do you like the topic?	126
	S	: yes, we like it.	127
	T	: why?	128
	S	:because, it is about love mm and also romance.	129
	T	: yes, it's about love. Please read the text. Everyone read the text.	130
Whilst-activities			131
	T	What is about?	132
	S	: about a man who is trying to find his true love and he ask help from his computer name joe. That's it.	133
	T	:ok, you (students' name) have you read it.	134
	S	:not yet	135
	T	:that's about the answer by (student's name). yes that is right. Who wants to add it? Ok yes you please read the text.	136
	S	: reading text.	137
	T	:ok, in his search what search?	138
	S	:true love.	139
	T	:emm ok, that's story is written for valentine's day ee February 14. And what happen on valentine day here? Ee about the important things in this story.	140
	S	: exchange the give.	141
	T	: yes go on.	142
	S	:reading text.	143
	T	:yes, there are two hero, two characters, who are they?	144



S	:Milton and joe.	145
T	:ok continue.	146
S	:reading text.	147
T	:ok, what kind joe do?	148
S	: the computer can speak	149
T	:yes continue.	150
S	:reading text	151
T	:ok, what is Milton problem?	152
S	: finding the true love	153
T	: how joe try to solve his problem?	154
S	:ask jo to help him	155
T	:aaa wait wait.... It is just a matter of matching sounds of to symbols, joe. What is it about?	156
S	: about joe ability to speak	157
T	: so, Milton makes jo speaking by matching the sound. Yes continue	158
S	: read the text.	159
T	:so, how should find the ideal girl?	160
S	: by getting the data from the data of every human in world.	161
T	: so, do you think that data bank of every person in our life	162
S	:yes	163
T	:where your data save?	164
S	: from internet	165
T	: where we can get data bank	166
S	: from government	167
T	: what kind of government	168
S	: kantor catatan sipil	169
T	: ok, from kantor catatan sipil, catatan sipil is the civil record office. So it record individual identity KTP and so on. Ok go on	170
S	:reading text	171
T	: who is the man?	172
S	:Milton.	173
T	: what kind of woman does Milton want?	174
S	:younger than 25 years old and NO older than 40 years old and have and IQ more than 120 and with the height not under 150 centimeters and not over 175 centimeters	175
T	:yes continue.	176
S	:reading text	178
T	: why he wants to has woman mastery of English?	179
S	:because, they want did not want to have English problem.	180
T	:yes, go on	181
T	:What holographs did Milton bring?	182
S	: the sample of three beauty contest winners	183
T	:yes, continue	184
S	:reading text	185
T	: certain people job to job for what reason?	186
S	:personal reason	187
T	: they explore the identity, information, the data from other people for personal reason. What was personal reason?	189
S	: to find the true love for Milton	190
T	: yes go on.	191
S	: reading text.	192
T	:ok, who had the meeting?	193
S	:Milton	194
T	:did they free communication	195
S	:no	196
T	:how do you know?	197
S	:he spoke as though it were hard to so.	198
T	:yes continue,	199
S	:reading text	200
T	:did he get a problem?	201
S	:yes.	202
T	: what is the problem?	203
S	: he didn't feel any touch of true love.	204
T	: yes, go on	205
S	:reading text	206
T	:ok, how many woman?	207
S	:three	208
T	: did Milton get the best one?	209
S	:no	210
T	:what problem did he has?	211
S	:they don't please him	212
T	: it means that, was he interest in them?	213
S	:no	214

T	:Milton was not interest in them although they were ideal women, beautiful ...go on	215
S	:reading the text	216
T	: what did he find? About the problem. The couldn't please him because?	217
S	: because Milton search by himself but not through the joe	218
T	: no	219
S	:if joe want the woman please him, he also has to please the woman.	220
T	:yes..two way, ee if you want someone to love you must also?	221
S	:love him/love her	222
T	:ok continue	223
S	:reading text	224
T	: what they are going to do?	225
S	: find the correlation	226
T	:the correlation of what?	227
S	:ee psychiatric examination	228
T	: the result of psychiatric examination with Milton data characteristic. Yes go on	229
S	:reading text	230
T	: what did Milton do?	231
S	:input the data	232
T	: what the data input	233
S	:about the family, sibling	234
T	:go on	235
S	:reading text	236
T	:is that a kind of suggestion?	237
S	:yes.	238
T	: what is the important point?	239
S	:personality, appearance, look	240
T	:go on	241
S	:reading text	242
T	: what was something has not done? He agree with joe? What is that?	243
S	:personality is important than look	244
T	:go on	245
S	:reading text	246
T	:who is personality?	247
S	: joe and Milton	248
S	:reading the text	249
T	:ok what happened here?	250
S	:Milton was arrested	251
T	:why?	252
S	:because he did illegal things	253
T	:what illegal things	254
S	:shifting people	255
T	:ok, grounds of malfesance. Go on	256
S	:reading text.	257
T	: ok we have question here you should answer.	258
T	:who is had the dialogs in the story?	259
S	:Milton and joe	260
T	:who is Milton?	261
S	:Milton is the computer programmer	262
T	: who was joe? How "how smart was he?"	263
S	: he can talk , he can speak	264
T	:ok number 4 what problem did Milton have?	265
S	:finding true love	266
T	:number 5,what did Milton want joe to do to help him?	267
S	:Milton want jo to frnd his true love	
T	:number 6, what are the criteria that Milton set for the women?	268
S	:no younger than 35 and no older than 40 years old and have an IQ not under 120 and has height not under 157 centimeters.	269
T	: what else?	270
S	:no red hair, speaking English well	271
T	:number 7, what finally to Milton?	272
S	:arrested	273
T	:number 8, who then had a true love?	274
S	: joe	275
T	:Ok there are eight questions now make in group two or three try to think and discuss. Number one, why did the author choose a valentine story?	276
S	:for number one, why did the author choose a valentine story? It is about love, so it is talking of affection.	277
T	: who would you like to add more?	278
S	: silent	279



	T	:Who want ask your friend about his or her criteria?	280
	S	:ok you (student' name) what's your criteria?	281
	S	: ee I like brown skin and eemmm I don't know (all laughing) and he loves me.	282
Post-activities	T	: em because we have limit time . Do you agree with the valentine? Give your reasons why you agree or dis agree?	283 284
	S	: yes, I don't agree, because not in the 14 February we express our love but in every day we can and actually in my religion doesn't teach us to celebrate this moment	285
	T	: oh ok that's good. We can discuss other questions in the next meeting	286

**APPENDIX 5  
OBSERVATIONAL FIELDNOTES FORM  
TO PROBE RQ 1 and 2**

- RQ 1: What teaching strategy does the teacher use to foster the students' critical thinking in reading comprehension?
- RQ 2: How does the teacher apply the teaching strategy used to foster the students' critical thinking in reading comprehension?

**3<sup>rd</sup> observation**

Date : 7-6-2018  
 Setting : GKB1  
 Skill : Advance reading comprehension  
 Class : English Students (3.02AG1)  
 Topic : The translation of some quranic verses

Pre activities			Line
	T	:Assalamualaikum warohmatullahi wabarokatuh	287
	S	:Walaikumsalam warohmatullahi wabarokatuh	288
	T	:check attending list	289
	T	:what do you avoid in fasting?	290
	S	:eee bad words, attitude, food and drink	291
Post-activities	T	:shared the text	292
	T	: ok, : read the text which is translation of some qur'anic verses and answer the questions. Note that questions are not just for factual information but they are meant to stimulate your critical thinking. The first question about, are you sure that no doubt in the Qur'an?	
		Give your reasons and how proves? you know doubt?	293
	S	: yes	294
	T	: think carefully, what is your reason and what prove that there is no doubt in the qur'an. And number two how can the believe in the unseen be a good motivation for you? can you give the example about believe in the unseen?	295
	S	: believe in Allah, believe in the angel, believe in rosul	296
	T	: oo the prophet, is it see or unseen?	297
	S	:see	298
	T	: oh give example of the prophet?	299
	S	: the prophet Muhammad, Ibrahlim	300
	T	: do you see them?	301
	S	: no, unseen	302
	T	: why, unseen?	303
	S	: because they have pass away.	304
	T	: because they are pass away so they are unseen for us, you believe in them?	305
	S	: yaaa...	306
	T	: how can the believe in the unseen be a good motivation for you? From your believe in angel, in the unseen that sated in the al qur'an. How?	307
		ok next number three , the text above does not seem to be related to fasting but in fact it is much related to do it. Give your reasons that is related to fasting?	208
		And the last how do you practice or apply that verse of that alqur'an in your life?. Ok, so there are four items that you should answer and after that submit on my desk.	309
Post-activities	S	: (students start to analyze the text and write the answer on their paper) The students submit their paper on teacher's desk	310 311 312
	T	: yes you, can you give your answer in front of class	313
	S	: yes I choose number one. Are you sure that no doubt in the Qur'an? Give your reasons and how proves?, and my answer is yes, I am sure because for all Muslims qur'an is a role guide that all Muslims and of course people obey the qur'an and we learnt and cannot doubt the qur'an because	314

	it effects many things that already happened in this world that already written in the qur'an	
T	: ok, can you give the example?	315
S	: the example, eemm kiarnat sugro, mm in written in the qur'an ee, for example about fir'aun's body when Musa divided the sea into two part, the body of fir'aun fall , emm already found by the scientist.	316
T	: ok another questions or addition ?	317
S	:no	318
	Time is up and the class end	319

**APPENDIX 6**

Students' answer	Universal Intellectual Standards							
	clarity	accuracy	Precision	relevance	depth	breadth	logic	fairness
T: How does Laurie let his parents know what kind of person Charles is? Describe Charles?	✓	✓	✓	✓	✓		✓	
S: by telling them (the parent) his story every day. He always told his parent about the Charles' activity at school.								
T: what kind of person Charles is?								
S: Charles is a bad boy, Charles hits the teacher, Charles did not do exercise, hit the teacher's friend and he said bad words.								
T: What similarities, and differences do you find in the family life described in this story and family life as you know?	✓	✓	✓	✓	✓	✓	✓	✓
S: the similarities, 1. Parent always care the child' school life. 2. Parent always worry about bad influence at school.								
The different, in the real life some parent don't really believe to their children but in this story parent believe too much to their child. In this story Laurie becomes rude to his father but in real life some sons have good manner to their parent.								
T: Do you agree her methods? Explain								
S: no, I totally did not agree. give apa aaa nasehat advice, tell him that he did something wrong, don't repeat again, because he punish his students did not learnt anything and he don't know it was wrong or it was a bad thing.	✓	✓	✓	✓	✓	✓	✓	✓
T: What can we learn from this story?								
S: don't be rude, don't be naughty, don't be a liar. Don't believe something too much before you believe make sure that true or not.	✓	✓	✓	✓	✓	✓	✓	✓

**APPENDIX 7**

Skill	Questions
Interpretation	1. what kind of family life is pictured in this story? (how parents behave toward each other and to Laurie? (how does Laurie to have them?)
	2. What are some Laurie's characteristics? In your opinion, does he seem to be a happy child? Explain
	3. what happened next? When the girl say bad word?
	4. How does Laurie let his parents know what kind of person Charles is? Describe Charles?
	5. What is about?
	6. And what happen on valentine day here?
	7. what do you avoid in fasting?



- Analysis
1. What similarities, and differences do you find in the family life described in this story and family life as you know?
  2. do you agree with her method?
  3. why he wants to has woman mastery of English?
- Inference
1. What can we learn from this story?
  2. Give your reasons and how proves? you know doubt?
- Evaluation
1. why did you say they are happy family?
  2. why you say he is fresh?
  3. how did he use bad language?
  4. no, what the teacher do ? did the child get a punishment from the teacher?
  5. how do you know?
  6. are you sure that no doubt in the Qur'an?
  7. how can the believe in the unseen be a good motivation for you? From your believe in angel, in the unseen that sated in the al qur'an. How?
- Explanation
1. how do you know he is liar?
  2. Give the example, how laurie let his parent know what Charles do at school?
  3. Do you agree with the valentine? Give your reasons why you agree or dis agree?
- Self-Regulation
1. he yell? Did you agree? What did you say?





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2 Mata kuliah : Advance Reading Comprehension  
3 Semester / waktu : 4/100 menit  
4 Kompetensi dasar : Mampu menganalisa seluruh informasi detail yang ada pada teks bacaan secara kritis  
5 Indikator : Mahasiswa mampu menganalisa teks dengan kritis  
6 Materi pokok / penanggalan materi : Analyzing teks  
7 Kegiatan perkuliahan :

Komponen Langkah	Uraian Kegiatan	Estimasi Waktu	Metode/strategi	Media	Sumber Bahan/Referensi
Pendahuluan	<ul style="list-style-type: none"><li>Menanyakan pertanyaan yang berhubungan dengan topic yang akan di bahas (brainstorming) Contohnya : what do you avoding in fasting?</li><li>Menjelaskan instruksi menganalisa teks tersebut dari no 1 hingga selesai dan menegaskan pada mahasiswa bahwa semua pertanyaan tersebut meminta mahasiswa untuk memberikan jawaban yang kritis.</li></ul>	10 menit	Analisa teks Tanya jawab	Teks bacaan	The translation of some quranic verses

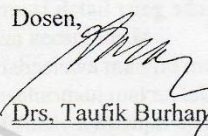




	<ul style="list-style-type: none"><li>Dosen menanyakan pertanyaan dan meminta mahasiswa untuk mengambil kesimpulan</li></ul>	15 menit			
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Malang, 7 Juni 2018

Dosen,

  
Drs. Taufik Burhan, M.Pd

NIDN:





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5. Indikator :
  1. Mahasiswa mampu memahami keseluruhan makna teks
  2. Mahasiswa mampu memberikan atau mengekspresikan pemikiran yang kritis
6. Materi pokok / penanggalan materi : Reading for detail information
7. Kegiatan perkuliahan :

Komponen Langkah	Uraian Kegiatan	Estimasi Waktu	Metode/ srategi	Media	Sumber Bahan/Referensi
Pendahuluan	<ul style="list-style-type: none"><li>▪ Dosen membuka pelajaran dengan mengucapkan salam and memeriksa kehadiran siswa.</li><li>▪ Dosen menanyakan pertanyaan yang berhubungan dengan topic yang akan di bahas (brainstorming)  Contohnya: Do you like the topic? Why?</li><li>▪ Dosen memberikan satu teks berjudul</li></ul>	10 menit	<ul style="list-style-type: none"><li>▪ Tanya jawab</li><li>▪ Diskusi</li></ul>	<ul style="list-style-type: none"><li>▪ Teks bacaan</li></ul>	<ul style="list-style-type: none"><li>▪ True love (ISAAC ASIMOV)</li></ul>



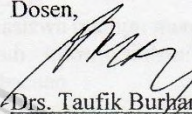
	(true love by Issac assimov) beserta kategori pertanyaan yaitu factual question dan questions stimulate students' critical thinking.				
Penyajian (inti)	<ul style="list-style-type: none"> <li>▪ Dosen membagi mahasiswa dalam beberapa kelompok kecil (3-4 orang).</li> <li>▪ Dosen memberikan waktu untuk mendiskusikan teks yang telah di berikan bertujuan agar mahasiswa memahami makna dalam teks tersebut.</li> <li>▪ Dosen memandu mahasiswa untuk mendiskusikan setiap paragraph pada teks tersebut dengan meminta perwakilan pada setiap kelompok agar membaca teks dengan suara yang jelas.</li> <li>▪ Dosen menanyakan pertanyaan di setiap paragraph agar memudahkan mahasiwa memahami teks tersebut.</li> </ul> <p>Contohnya : what is it about?</p>	25 menit	40 menit		

	<ul style="list-style-type: none"> <li>▪ Dosen menanyakan factual questions yang telah di berikan sebelumnya. Contohnya: who had the dialogs in the story?</li>   <li>▪ Dosen menyakan pertanyaan yang mengandung high order thinking dan mahasiswa diminta untuk memberikan jawaban yang kritis dengan memberikan fakta-fakta, pengalaman dll agar mendukung jawaban yang di berikan.  Contohnya: why did the author choose this as a valentine story?</li>   <li>▪ Mengidentifikasi kesalahan yang di temukan dan memperbaiki dengan meminta mahasiswa untuk mengekspresikan jawaban dan menghubungkan jawaban mereka dengan pengalaman yang mereka alami atau menyediakan bukti yang masuk akal.</li> </ul>	10 menit			
	<ul style="list-style-type: none"> <li>▪ Dosen menanyakan pertanyaan dan meminta mahasiswa untuk mengambil</li> </ul>	15 menit			

	kesimpulan yang kritis dengan menghubungkan kejadian di dalam cerita dengan kehidupan mahasiswa sehari-hari.				
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Malang, 31 Mei 2018

Dosen,

  
Drs. Taufik Burhan, M.Pd

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7. Kegiatan perkuliahan :

Komponen Langkah	Uraian Kegiatan	Estimasi Waktu	Metode/ srategi	Media	Sumber Bahan/Referensi
Pendahuluan	<ul style="list-style-type: none"><li>▪ Dosen membuka pelajaran dengan mengucapkan salam and memeriksa kehadiran siswa.</li><li>▪ Dosen menanyakan pertanyaan yang berhubungan dengan topic yang akan di bahas (brainstorming)</li></ul> <p>Contohnya: What is your opinion about this.....? Why?</p>	10 menit	<ul style="list-style-type: none"><li>▪ Tanya jawab</li><li>▪ Diskusi</li></ul>	<ul style="list-style-type: none"><li>▪ Teks bacaan</li></ul>	<ul style="list-style-type: none"><li>▪ Charless (shirley jackson)</li></ul>

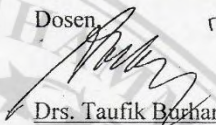
	<ul style="list-style-type: none"> <li>Dosen memberikan satu teks berjudul Charles by Shirley Jackson) beserta kategori pertanyaan yaitu factual question dan questions stimulate students' critical thinking.</li> </ul>				
Penyajian (inti)	<ul style="list-style-type: none"> <li>Dosen membagi mahasiswa dalam beberapa kelompok kecil (3-4 orang).</li> <li>Dosen memberikan waktu untuk mendiskusikan teks yang telah di berikan bertujuan agar mahasiswa memahami makna dalam teks tersebut.</li> <li>Dosen memandu mahasiswa untuk mendiskusikan setiap paragraph pada teks tersebut dengan meminta perwakilan pada setiap kelompok agar membaca teks dengan suara yang jelas.</li> <li>Dosen menanyakan pertanyaan di setiap paragraph agar memudahkan mahasiswa memahami teks tersebut.</li> </ul>	25 menit			
		40 menit			

	<p>Contohnya : who is the narrator of the story?</p> <ul style="list-style-type: none"> <li>▪ Dosen menanyakan factual questions yang telah di berikan sebelumnya. Contohnya: what good thing that Charles do?</li> <li>▪ Dosen menyakan pertanyaan yang mengandung high order thinking dan mahasiswa diminta untuk memberikan jawaban yang kritis dengan memberikan fakta-fakta, pengalaman dll agar mendukung jawaban yang di berikan.</li> </ul> <p>Contohnya: what do you think about...? why? , how do you know it? Provide evidence.</p> <ul style="list-style-type: none"> <li>▪ Mengidentifikasi kesalahan yang di temukan dan memperbaiki dengan meminta mahasiswa untuk mengekspresikan jawaban dan menghubungkan jawaban mereka dengan pengalaman yang mereka alami atau menyediakan</li> </ul>	10 menit			
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	bukti yang masuk akal.				
	<ul style="list-style-type: none"> <li>▪ Dosen menanyakan pertanyaan dan meminta mahasiswa untuk mengambil kesimpulan yang kritis dengan menghubungkan kejadian di dalam cerita dengan kehidupan mahasiswa sehari-hari.</li> </ul>	15 menit			

Malang, 24 Mei 2018

Dosen



Drs. Taufik Burhan, M.Pd

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