

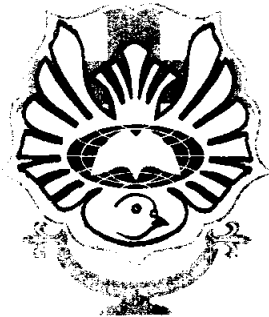
**THE STUDENTS' CRITICAL THINKING SKILL AS
MANIFESTED IN THE STUDENT-GENERATED QUESTIONS
AND THE STUDENTS' ANSWERS TO TEACHER'S PROVIDED
QUESTIONS IN READING ENGLISH TEXTS**

A THESIS

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PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS
MARCH 2007**

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This thesis entitled **The Students' Critical Thinking Skill as Manifested in the Student-Generated Questions and the Students' Answers to Teacher's Provided Questions in Reading an English Text** prepared and submitted by Ersy Laksita Rini (8212705024) has been approved to be examined by the Board of Examiners for acquiring the Master's Degree in Teaching English as a Foreign Language by the following advisor:



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(II)

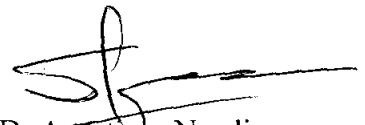
This thesis entitled **The Students' Critical Thinking Skill as Manifested in the Student-Generated Questions and the Students' Answers to Teacher's Provided Questions in Reading an English Text** prepared and submitted by Ersy Laksita Rini (8212705024) has been approved to be examined by the Board of Examiners on oral examination with a grade of _____ on 13th March, 2007.



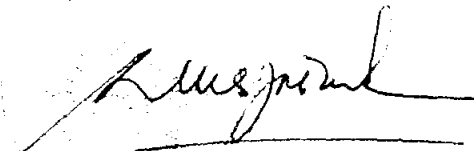
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we laughed together and strengthened each other during the hard times. Somehow, the memories have inspired me and enriched my life.

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“Don’t believe to what you see, hear, and read since it’s not always true. Trust to your heart and mind because it will not deceive you, and remember that the truth only belongs to God”

Surabaya, 31 March, 2007

Ersy Laksita Rini

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ABSTRACT

ABSTRACT

Rini, Ersy Laksita. (2007). **The Students' Critical Thinking Skill as Manifested in the Student-Generated Questions and the Students' Answers to Teacher's Provided Questions in Reading an English Text.** Unpublished S2 thesis. Master in TEFL Program of Widya Mandala Catholic University, Surabaya. Advisor: Dr. Agustinus Ngadiman.

Key words: Critical thinking, critical thinking skill, critical reading, student-generated questions, argumentative reading passage, critical questions.

Critical thinking is a thinking skill. It is the process of evaluating what other people say or write to determine whether to believe their statements. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Therefore, everyone who wants to succeed in his/her life needs this mental skill, particularly college students. By having critical thinking skill, they can succeed in encountering not only academic problems, but also other problems in their lives. This study was conducted to investigate the critical thinking skill as manifested in the student-generated question and students' answers to teacher's provided questions. This study was aimed to find out whether the questions reflect the students' critical thinking, whether the students' answers reflect the students' critical thinking, how the student-generated questions correlate to the students' answers to teacher's provided questions, and whether there is gender-specific. The questions and answers were analyzed using five critical thinking processes proposed by Devine: recognizing the writer's purpose, noting special point of view, being aware of the writer's choice of language, evaluating the writer's argument, and evaluating inferences.

A descriptive study was then conducted. The data were the students' test scores. The data were taken from 55 fifth semester students of English Department of Wijaya Kusuma Surabaya University, and they were selected by using convenience sampling. The instrument was a test consisting two parts. After reading the reading passage, the students were asked to generate 5 critical questions about the topic, and in the second part, they had to answer the teacher's provided questions. The mean calculation and the coefficient correlation were employed to analyze the data.

The results of the data analysis show that the students' critical thinking skill was poor. They performed poorly both in generating critical questions and answering the questions. The students' ability to generate critical questions correlated to their ability to answer the provided critical questions. This study also reveals that the critical thinking abilities of female and male students were not significantly different. Therefore, the students need to be taught critical thinking skills.

Based on the findings above, this study proposes the teaching of critical thinking skills. To produce critical students teachers are suggested to engage the pedagogy of question which requires posing questions to students and listening to students' questions.

Teachers should also reconsider their beliefs and attitudes about themselves, and their functions in classrooms which are supposed to have significant implications for students' ability to think critically. They need to believe that their major roles are to think, guide, initiate, facilitate and encourage the students.

ABSTRAK

Rini, Ersy Laksita. (2007). **The Students' Critical Thinking Skill as Manifested in the Student-Generated Questions and the Students' Answers to Teacher's Provided Questions in Reading an English Text.** Tesis S2. Program Pasca Sarjana Pendidikan Bahasa Inggris Universitas Katolik Widya Mandala, Surabaya. Dosen Pembimbing: Dr. Agustinus Ngadiman.

Kata Kunci: Berpikir kritis, Kemampuan berpikir kritis, membaca kritis, pertanyaan yg dibuat siswa, bacaan argumentatif, pertanyaan yang kritis.

Berpikir kritis adalah suatu proses evaluasi atas apa yang dikatakan atau ditulis orang untuk menentukan apakah yang dikatakan atau ditulis itu dapat dipercaya. Seseorang yang berpikir kritis mampu membuat pertanyaan yang pantas, mengumpulkan informasi yang berhubungan, memilah informasi itu dengan efisien dan kreatif, menelaah informasi itu dengan akalny, dan mengambil kesimpulan yang meyakinkan dan dapat dipercaya tentang kehidupan yang membuat seseorang dapat bersikap dan hidup dengan sukses. Karena itulah setiap orang yang ingin berhasil di dalam kehidupannya memerlukan kemampuan mental seperti ini, khususnya para mahasiswa. Dengan memiliki kemampuan berpikir kritis, mereka dapat berhasil dalam mengatasi masalah akademis dan juga masalah-masalah lain dalam kehidupan mereka. Penelitian ini dilakukan untuk mengetahui kemampuan berpikir kritis mahasiswa yang dimanifestasikan melalui pertanyaan yang dibuat oleh mahasiswa dan jawaban mereka terhadap pertanyaan yang diberikan pengajar. Penelitian ini secara khusus ditujukan untuk mengetahui apakah pertanyaan yang dibuat oleh mahasiswa menunjukkan kemampuan berpikir kritis mereka, apakah jawaban yang mereka buat terhadap pertanyaan yang diberikan pengajar menunjukkan kemampuan berpikir kritis mereka, bagaimana hubungan antara pertanyaan yang mereka buat dengan jawaban mereka terhadap pertanyaan yang diberikan, dan apakah kemampuan berpikir kritis itu berhubungan dengan jenis kelamin. Pertanyaan yang dibuat siswa dan jawaban yang mereka berikan di analisa dengan menggunakan lima jenis proses berpikir kritis menurut Devine, yaitu: mengenali tujuan-tujuan penulis, menangkap sudut pandang tertentu, menyadari pilihan bahasa penulis, mengevaluasi argumen penulis, dan mengevaluasi kesimpulan.

Untuk mengetahui hal-hal yang tersebut diatas, dilakukan penelitian deskriptif. Data-data penelitian ini berupa nilai-nilai test mahasiswa. Data-data tersebut diambil dari sample penelitian yang meliputi 55 mahasiswa semester lima program studi Bahasa Inggris di Universitas Wijaya Kusuma Surabaya, dan mereka dipilih berdasarkan keberadaan mereka dikelas pada saat test dilaksanakan. Instrumen yang digunakan dalam penelitian ini adalah sebuah test yang terdiri dari dua bagian. Setelah membaca bacaan, mahasiswa diminta membuat 5 pertanyaan yang kritis tentang bacaan itu, dan pada bagian kedua, mereka harus menjawab pertanyaan kritis yang diberikan oleh pengajar. Perhitungan nilai rata-rata dipergunakan untuk mengukur kemampuan berpikir kritis mahasiswa, dan perhitungan koefisien di pergunakan untuk mengetahui hubungan antara

kemampuan mahasiswa dalam membuat pertanyaan kritis dengan kemampuan mereka dalam menjawab pertanyaan kritis.

Hasil analisa data menunjukkan bahwa kemampuan berpikir kritis mahasiswa buruk. Mereka lemah baik dalam membuat pertanyaan kritis maupun menjawab pertanyaan kritis. Penelitian ini juga mengungkapkan bahwa tidak ada perbedaan yang menyolok kemampuan berpikir kritis antara siswa laki-laki dan perempuan. Oleh sebab itu, kemampuan berpikir kritis perlu diajarkan pada para siswa.

Berdasarkan penemuan-penemuan diatas, penelitian ini menyarankan pengajaran kemampuan berpikir kritis. Untuk menghasilkan siswa yang berpikir kritis, para guru/pengajar disarankan untuk menggunakan pengajaran melalui pertanyaan yang mana guru memberikan pertanyaan yang memicu siswa untuk berpikir kritis dan guru juga mendengarkan pertanyaan yang diajukan oleh siswa. Guru seharusnya mempertimbangkan kembali keyakinan dan sikap terhadap diri mereka sendiri, peran mereka di dalam kelas dimana hal ini diharapkan dapat memberikan dampak yang besar terhadap kemampuan siswa untuk berpikir kritis. Para guru hendaknya percaya bahwa peran mereka yang utama adalah memikirkan, membimbing, mengarahkan, memfasilitasi dan mendorong siswa untuk memiliki kemampuan berpikir kritis.