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Exploring Teacher's Perception of Using Critical Reading Strategy in Reading Comprehension of Narrative Text in Senior High School

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Abstrak

Strategi membaca kritis sangat penting dalam membantu siswa memahami teks bacaan naratif. Genre teks naratif memiliki tujuan sosial untuk menghibur dan berhubungan dengan pengalaman nyata atau imajinasi dengan berbagai cara. Cerita ini berhubungan dengan keadaan yang rumit yang mengarah pada suatu peristiwa atau titik balik lainnya, yang kemudian menemukan sebuah kesimpulan sehingga siswa dapat memahami pentingnya berbagai sumber informasi yang diperoleh dengan menerapkan strategi membaca kritis. Oleh karena itu, penelitian ini bertujuan untuk mengetahui teknik membaca kritis yang digunakan oleh guru dan alasan guru menerapkan teknik tersebut. Penelitian ini merupakan penelitian kualitatif studi kasus. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris. Guru tersebut menggunakan dua strategi membaca kritis di kelasnya: merefleksikan dan membuat garis besar dan meringkas. Hasil penelitian berdasarkan wawancara dan observasi menunjukkan bahwa membaca kritis dapat membantu siswa mengeksplorasi pengetahuan baru, berpikir kritis dan mengetahui lebih banyak kosakata dari teks naratif yang mereka baca.

Kata Kunci: *Persepsi Guru, Membaca Kritis, Teks Naratif*

Abstract

Critical reading strategy is essential in helping students understand narrative reading texts. The narrative text genre has a social purpose to entertain and relates to real or imagined experiences in various ways. The story deals with complicated circumstances that lead to an event or other turning point, which then finds a conclusion so that students can understand the importance of various sources of information obtained by applying critical reading strategies. Therefore, this study aims to discover the critical reading techniques used by teachers and why teachers apply these techniques. This research is a case study qualitative research. The participant in this study was an English teacher. The teacher used two critical reading strategies in her classroom: reflecting and outlining and summarizing. Results of the research based on interviews and observations show that critical reading can help students explore new knowledge, think critically and know more vocabulary from the narrative texts they read.

Keywords: *Teacher's Perception, Critical Reading, Narrative Text*

INTRODUCTION

In international communication, English proficiency is becoming more and more critical. The ability to learn English successfully is the most important concept that students need to comprehend and concentrate on, especially when learning to read.

The ability to extract information from a text is known as reading comprehension. Reading comprehension is crucial for broadening one's scope of thought, finding new experiences, coming up with original ideas, overcoming challenges, and finding solutions. Identifying the message intended to be communicated through writing, among other things, is the most crucial aspect of reading comprehension.

Based on the presurvey I did at the school I found many students who could not find an easy way to understand narrative text, for example, finding the idea of a story, and there were still many vocabularies (action verb) that they did not understand, therefore also this became my main idea in this study.

Reading skills is crucial, when we teaching English as a second language. According to (Munjid et al., n.d.) reading is a necessary ability for students because it is used in all school subjects, and it allows them to comprehend what they are learning and gather knowledge about subjects that will help them advance their talents.

According to (Mustafa & Bakri, 2020) Reading comprehension refers to the capacity to read, analyze, and comprehend literature. Making conclusions is one of the attributes and abilities that affect a person's capacity to read literature. When word recognition is challenging, students read words with too much processing power, which hinders their

comprehension of what is being read. People can increase reading comprehension in various ways, such as by increasing their vocabulary and reading techniques.

The researcher believes that reading comprehension is the process of understanding and learning fully and deeply the messages and points from a printed and unprinted text based on the expert's definition of reading comprehension. Reading comprehension is a crucial skill for students and readers. We have to learn the required information and lessons in text form. So, to be successful readers, we need an excellent reading strategy.

Critical reading has linguistic, conceptual/necessary, and cultural objectives as educational consent. The primary aim of linguistics is to assist students in comprehending the nature of ideological meanings implicit in texts and revealed through the language used (C. Wallace, 2003). There are some steps of critical reading

1) Annotating

Annotating is the practice of underlining key concepts in a text while reading critically. The conclusion, annotating is an excellent method for marking content that needs to be studied for tests. You can annotate by underlining essential words and adding notes or queries in the paragraphs; the body paragraphs and the explanatory content are all highlighted when you annotate.

2) Previewing

By previewing, students must become familiar with the text before reading it. The picture, title, hand note, and other introduction components will be shown to the students before they begin reading to provide them with overviews. The student will learn about the characters, stories, and settings in the narrative text.

The conclusion, when it is in a historical or original cultural context, it called previewing. Try to recognize this context as a reader and consider how it differs from your understanding.

3) Questioning

Understanding reading and creating responses ultimately entails asking questions and responding to the material.

The conclusion, the students will write down the definition of each term they are unfamiliar with and ask questions about the textual material they need clarification on.

4) Reflecting

Reflecting is concerned with the ideals and beliefs of the reader. They will integrate what they have read into their understanding, whether they are readers or students. They frequently highlight the parts that in some way contradict their attitude, perception, and status. They might respond by agreeing or disagreeing. Additionally,

they might assess the text and weigh its advantages and disadvantages.

The conclusion is reflecting is an excellent technique to help students contextualize and identify variations between their experiences and the things described in the book.

The teacher has to guide students by asking them some questions while doing this.

These questions can be used as examples by the teacher (Fitri & Zainil, 2018).

- a. What are you already aware of regarding this?
- b. After reading the title, what comes to your thoughts?
- c. Which experiences have you had? Have?
- d. Have you ever seen the image before, if any?

5) Outlining and summarizing

Finding the key points and restating them in the student's own words constitute outlining and summarizing. The ability of the students to discern between primary concepts and supporting ideas is a crucial component of outlining and summarizing. The students start by identifying the key themes in each paragraph before outlining the text.

In order to properly connect the material in an outline, readers must examine and recognize the connections between the content. The students' next task is to list the key points of each paragraph into coherent thoughts. Finally, teachers assist the students in rearranging the list of thoughts into a fresh unified concept or text. The most important reading technique for efficient studying and improved understanding is summarizing.

The outcome is based on the conclusions reached during the earlier stages of their thinking, the students should compose a summary. The summary they write demonstrates their comprehension of the book. The focus should be on the concepts that the students present. Additionally, the teacher must watch out for students simply copying and pasting content. Instead, every word expresses their ideas, and the students own the words.

6) Evaluation

A critical reader must carefully assess the significance and acceptability of the material they have read, taking into account the author's subject and the veracity of the arguments. By contrasting it with prior knowledge or other references, the reader can examine and evaluate the author's argument rather of simply accepting the material.

The outcome is when all students have finished responding to the questions, the teacher instructs them to change their answers in pairs and double-check each other's work. In this situation, critical reading demands students to be critical consumers of the

information they are given, moving them beyond the development of fundamental literacy skills like decoding, predicting, and summarizing. As a result, it is crucial that critical reading skills be provided in formal educational settings, particularly to university-level students. Because the information offered in newspapers, magazines, digital sites, and unidentified printed texts is not always correct, critical reading skills are crucial. Students are able to comprehend the significance of many sources of information through practicing critical reading.

RESEARCH METHOD

This research aims to explore teacher's perceptions of using critical reading strategies in reading narrative texts in senior high school; this research used a qualitative case study research design. The participant is one of the teachers in SMAN 3 Bekasi. To collect the data, the researcher used observation and interviews. This research was conducted in SMAN 3 Bekasi. The researcher adapted observation sheet and interview guidelines from (Hidayat, 2021). The collected data was thoroughly analyzed and described deeply with thematic analysis by Braun and Clark (2006).

RESULT AND DISCUSSION

This section presents the results of critical reading techniques applied by teacher when teaching reading in the classroom the findings are presented with various themes:

Critical Reading Techniques Applied by Teacher When Teaching Reading In The Classroom

According to the data analysis results, the teacher understood the ideas of critical reading. The teacher's definitions would be categorized into (a) reflecting and (b) outlining and summarizing. The teacher's ideas about critical reading skills are also related to her activities in teaching reading. The results are described in detail below.

1. Reflecting

According to the teacher, critical reading strategy related to the ability to gain knowledge or information in the text.

"mengajak murid untuk peduli, kritis, dan mampu memberikan pendapat serta mengeksplorasi dan mendapatkan pengetahuan baru dari sebuah bacaan."

During class, the teacher often asks questions related to the material provided. Reflecting is related to the student's understanding in class. She also said that the technique requires concentration and the reader's understanding of the narrative story. When performing this technique in class, many students volunteered to answer questions from

the teacher.

"Cerita itu yang diambil moral-valuenya, lalu dikaitkan dengan keadaan yang saat ini di kehidupan dia."

The teacher stated that students will think critically about what they read and understand the text using this expression. The teacher asks students' opinions and relates their prior knowledge to the story.

2. Outlining and Summarizing

The teacher also explained that outlining and summarizing was a critical reading activity. The following quote interview result validated this finding.

"Di kelas, saya akan meminta mereka untuk melingkari atau menggaris bawahi kata-kata yang tidak mereka pahami dan kemudian mencari artinya bersama-sama dan biasanya saya akan meminta mereka untuk membuat kesimpulan dari apa yang mereka baca tadi."

At the end of the lesson, the teacher asks students to underline the words they do not understand and then write them on the board. Outlining and summarizing can facilitate each other in the class so that those who do not know before become aware of new vocabulary. Outlining and summarizing also makes students more active in expressing their opinions when the teacher asks them to conclude the narrative story they read.

Teachers' Reasons In Applying This Technique

1. Engaging Learning Method

The teacher stated that teachers must present engaging learning so students are not bored while learning reading.

"Saya lebih suka menyesuaikan pembelajaran dengan siswa sesuai dengan minat mereka. Misalnya, siswa lebih suka visual, kinestetik, dan sebagainya. Jadi, kita bisa memilah-milah mana yang lebih mereka sukai. Oleh karena itu, dalam pelajaran saya, meskipun tujuannya sama, hasilnya akan berbeda untuk setiap siswa."

From the quotation, the teacher said that students have a connection with the teacher. this can happen if the teacher is willing to explore what students are interested in learning. Therefore, students want to continue to explore information and knowledge. In this case, the teacher must find the right solution for his students, especially since students have different ways of learning in reading comprehension.

"Jika mereka tidak suka membaca, berarti ada yang salah dengan suasana belajar mereka."

From the quotation, the teacher claimed that teachers need to have an atmosphere

that attracts and motivates students in learning.

"Dan ini sangat penting sekali karena anak-anak kadang-kadang tuh sebenarnya mereka bisa belajar sendiri, tapi kalau gurunya menarik, anak-anak tuh selain tertarik tapi jadinya juga mencerna pelajaran tersebut. Sehingga terjadilah chemistry antara guru dan anak-anak, tapi kalau gurunya tidak dipercaya oleh mereka, anak-anak merasa kok gurunya kurang meng-explore jadinya anak-anak kurang merasa bisa berinteraksi dengan guru, nah itu yang bahaya."

From the excerpt, the teacher stated that students are more interested in learning if the teacher can assist and motivate them.

2. Make Students Think Critically

The teacher said students should be able to express their views and opinions on the narrative text they read.

"Dalam menyampaikan pendapat, ada keseimbangan antara kritis, peduli, dan berani karena mereka mendapatkan banyak informasi dari apa yang mereka baca."

The teacher stated, the most important lesson in reading is the student's understanding and how they convey their content, ideas, or knowledge.

"Moral cerita tersebut disimpulkan dan kemudian dikaitkan dengan situasi saat ini dalam pengetahuannya. Itulah mengapa membaca kritis sangat penting dalam pengajaran reading. Siswa juga memiliki rasa ingin tahu yang tinggi, sehingga kemampuan mereka untuk bersikap kritis harus terus diasah dan tidak jenuh dalam kegiatan belajar di kelas."

From the excerpt, the teacher stated that many students need to read more to increase their vocabulary, and how teachers can motivate their students to keep learning reading.

3. The Lack of Vocabulary

The teacher claimed that reading comprehension is essential, so the lack of vocabulary in English can influence students' motivation to learn.

"Hal ini dapat disebabkan oleh kurangnya kosakata yang mereka kuasai dan juga karena mereka memiliki banyak pengetahuan dari teks naratif yang baru saja mereka pelajari dan belum mereka pahami."

The teacher said that the students had decreased their willingness to learn because there were many vocabulary words that they did not understand. The teacher looked for ways for the students to keep them of the new vocabulary by underlining the words they did not understand before.

"Ada yang banyak, ada yang sedang, dan ada yang sedikit."

From the quotation, the teacher stated that in one class, some students still do not know much vocabulary, some are just moderate, and some already know a lot. Outlining is expected to help students know the various vocabulary available in the narrative text.

Discussion

Based on field data from interview, the teacher has implemented two strategies, there is reflecting and outlining and summarizing.

Critical Reading Techniques Applied by Teacher When Teaching Reading In The Classroom

Based on field data from observations, the teacher has implemented five critical reading strategies that help students receive and convey their knowledge: previewing, questioning, reflecting, outlining and summarizing, and the last is evaluation.

The teacher's various critical reading strategies were analyzed. These ideas have also been mentioned in Wallace's theories. In this study, the researcher discovered that teacher's concepts of critical reading skills complemented existing theories. In addition, the following paragraphs will analyze each of the teacher's concepts.

When the class began, based on the findings of researcher observations. The teacher started to stimulate students to figure out what topic we would study this time by displaying a photo on the whiteboard. After the students correctly guessed it, the teacher began to provide stimuli in the form of questions about their perspectives of the story.

Teachers can observe how creative they are and the depth of their knowledge when they use preview strategies. Previewing is excellent for teaching students how to think critically and creatively.

The teacher also gave them a few minutes to think. When the teacher's time limit ran out, many students wanted to try to answer the question. What was discovered in the field also revealed that some students responded with a lack of vocabulary, but the teacher quickly assisted the students in completing their answers. This shows the importance of teachers in motivating children to study and express themselves.

The teacher asked questions regarding what they already discussed at the end of class to practice how they remember the material and what they got when finished learning. The researcher saw the teacher implementing the evaluation technique, which was quite similar to the critical reading strategy thought about by Wallace's theory. According to (Hanum et al., 2020), Reading to understand the contents of reading rationally, critically, and deeply, followed by the application of the intellectual ability to examine readings, was referred to as critical reading. Based on the findings, this technique is very suitable if used in the

narrative text discussed because it can make students understand more about what they are learning.

The researcher concluded that teacher's perception of critical reading is to outlining and summarizing their opinions on the narrative material they read. This exercise aims to help students gain a thorough understanding of the text. The teacher concentrated on the students' comprehension. It is also consistent with theories that teach critical reading should not retrieve information straight from the text. Students have to explore their ideas and connect them to their prior knowledge. According to (M. Wallace & Wray, 2011) Critical reading involves arranging thoughts, doing analyses, synthesizing ideas, and drawing conclusions about what it is reading.

Teachers should help students connect the written ideas to their own experiences. However, when it comes to critical reading, teachers should not simply ask students to identify primary ideas and supporting concepts but help them connect the ideas to a better understanding.

Through reflecting techniques, teachers can find out how creative students are in understanding the author's intentions and messages. According to (Nisa, 2022) through their research, they also found that critical reading can assist teachers in presenting information about narrative texts.

The teacher asked students to express their opinions about the reading text at the end of class. In this case, they looked enthusiastic to answer. Other students also paid attention to the thoughts of one of their friends who expressed their opinion. After several students have finished conveying their opinions, the teacher returns to her role to continue providing answers appropriate to the story they have read together.

The researchers also identified the teacher's concept of outlining and summarizing after reading as referring to critical reading skills. The researcher agrees with the teacher on this concept. It is connected to the theory that critical reading entails considering multiple perspectives or points of view. Students may have a different point of view after outlining and summarizing. They could gain more knowledge and improve their understanding by outlining and summarizing with others. They may also reject or accept the views of other students, as well as criticize them. As a result, this practice is the same as critical reading skills. This refers to the ability to recognize presumptions, evaluate statements concerning the information that is provided, identify faulty logic or reasoning, recognize implicit values, define terminology effectively, and generalize in the right way (M. Wallace & Wray, 2011). According to (Hanum et al., 2020) they also found that critical reading can help students receive a better understanding.

Teacher's Reasons In Applying This Technique

An exciting and non-boring learning environment highly influences students' motivation to study. The desire of students to learn more is required to be supported by the teacher as their learning guide in the classroom.

An interesting classroom atmosphere for students is when they can explore and gain new knowledge from what they learn. In this case, the teacher should support what students need in learning. An exciting class atmosphere and teachers who facilitate them prove they can still enjoy the lessons. When the learning atmosphere created by the teacher remains relaxed and allows them to explore new things, students are more able to understand the lesson itself. This is also very in line with previous research (Hanum et al., 2020) students who have received critical reading strategies from their teacher will benefit since their reading skills will improve and develop. Furthermore, enjoyed narrative stories that are easily utilized in critical reading will increase the reader's interest in reading and motivate students to read.

By conducting reflecting strategy, reflecting allows students to explore their prior knowledge and then relate it to what the author refers to. If they agree or disagree, this must be accompanied by the teacher in class so there is a clear understanding of what they read. In this case, it also exercises students' creativity in thinking critically to understand a narrative text. According to (Hromova et al., 2022) they found that critical reading can also convey agreements or disagreements with the text's point more frequently than before the intervention. This is also in line with (A. Al Roomy, 2022) findings, who stated after learning critical reading skills, students could read more effectively by understanding reading as a completely dynamic process that involves using a variety of skills. These abilities assisted students in relying on prior knowledge, confirming current knowledge, and creating new knowledge. It also allowed students to use historical context from the text to figure out the meaning of unknown terms, identify the book's key concepts, make conclusions, and synthesize the materials.

The lack of vocabulary can make students find it challenging to convey their opinions. The lack of vocabulary can happen if students are a low interest in reading. In this case, teachers must be able to motivate their students to keep reading. Therefore, teachers must also know what strategies are suitable for each student.

The outlining and summarizing strategy carried out by the teacher make students feel helped to understand a reading because students will read the text repeatedly and find new vocabulary, the main idea of the paragraph, and then they will conclude it based on their understanding. This becomes interesting when they find new experiences and knowledge

that they did not know before. According to (Hanum et al., 2020) it can be concluded critical reading can make students understand the contents and purpose of a narrative text more easily. As a result, it can assist students in gaining critical reading in the text narrative to enhance their reading knowledge skills.

Based on the teacher's activities in class, those were the two critical reading strategies. Teachers, on the other hand, do not expose children to all critical reading skills. This method takes more time and effort on their part.

CONCLUSION

Reading is a fundamental part of learning. This research explores the critical reading strategies teachers use when teaching in the classroom and why teachers use these strategies. In this case, the researcher concluded that the two strategies used, reflecting and outlining and summarizing, are very useful in creating a learning atmosphere that children like. Students like an exciting atmosphere but can still explore new knowledge gained in the learning. These two strategies also help them to gain new vocabulary and convey the results of their thoughts about what they have read and learned before. The teacher's function in the classroom is to facilitate them with learning materials and motivate them to continue learning.

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