

ABSTRACT

Siti Laila Mustaniroh (2018): Exploring the Emergence of Students' Critical Thinking Skills during Reading Propaganda Text (A Case Study at the Second Semester of Students English Education Department of UIN Sunan Gunung Djati Bandung).

Characteristic of the 21st Century life is the abundant information makes the society to differentiating between factual versus hoax and selecting what to believe is a challenge for society to understand an issue. Living in the 21st century requires society to have critical thinking skill related to information because selecting the information need an ability to think critically. Critical thinking also requires students to comprehend the information the text they read.

This study is intended to discover students' ability in utilizing their critical thinking to comprehend the text they read, particularly in teaching reading activity. In the reading class observation, propaganda text is used as the authentic material to encourage the students' critical thinking. Then this study is written to achieve the objectives: 1) to explore the process of teaching reading by using propaganda text to facilitate students' critical thinking 2) to explore the cores of critical thinking emerge in the students' answers to questions related to the text.

A qualitative study was applied in this study, particularly a case study. The participants are the second-semester students' of class B in the English Education Department of UIN Sunan Gunung Djati Bandung and one teacher. To obtain the data, observation and document analysis were used. The observation was conducted in reading class observation. The observation data were transcribed, categorized into central themes, and interpreted into a description form. The observation data was aimed to discover the process of teaching reading using propaganda text to facilitate students' critical thinking. Moreover, the final exam papers were gathered for the source of document analysis. The data of the students' papers were analysed by using the theory purposed by Facione (1990; 1998) to find out the core of critical thinking emerge in the students' answer to the questions related to the text. The students of the final test were selected by purposively based on the high, middle, and low achieving students of class B.

The finding shows that during three times meeting of the teaching reading process, the teacher could implement the four aspects of critical thinking in the classroom activity respectively. Those are the frequent evaluative question, encouragement active learning, development tension, and fascinating with the contingency conclusion. Moreover, the data from students' papers shows the high and middle achieving students could present the cores of critical thinking such as interpretation, analysis, evaluation, and explanation. Moreover, the low achieving students' who could not presents all of those cores. Some of them merely present interpretation, analysis, and explanation. To conclude, using propaganda text as the authentic material can foster the students' critical thinking skill.