

CHAPTER I

INTRODUCTION

The chapter discusses the research background, the research question, the research purpose, the research significance, and the previous research.

A. Background

Currently, thinking critically on students is the most important thing, students in demanding to think critically in the study in particular. It is by the demands of the current 2013 curriculum which leads students to think critically. In the 2013 curriculum the system carried out was students center that students must be more active than teachers. Then a suitable strategy is needed to trigger students' critical reading. They can give their opinions or perspectives about the text they have read. The strategy must make the student's interest to learn; they do not feel bored while learning process; they can enjoy while learning process.

Moreover, to support the argument above, the statement comes from Amalia & Hasanuddin (2016), it is essential for students in the globalization era, they must have skill more competitive, competent, and critical. Reading and thinking are an excellent way to get information. It means the students who live in the globalization era. They must have Critical skills in reading.

Critical reading is thorough, active, reflective, and analytic reading (Zintz Cited in Amalia et al., 2016). Critical Reading also is a fundamental technique in thinking that involves discovering, taking apart, evaluating the author's meaning base on standard set, and integrate the meaning to ideas that the reader already knows (Zadina cited Amalia & Hasanuddin, 2016). It means critical reading is complicated to understand. It makes the student difficult and needs a long time to read.

Talking about the student's critical reading skill, found several problems in 11th grade in MA Al-Masthuriyah, first, students are less interested in reading because the method is tedious, the students feel bored during reading and not got nothing of the reading results. Second, students are

not thinking critically in reading in the cause of lack of interest in reading students.

From the result of problems arising in grade 11 MA Al-Masthuriyah, then this research takes one aspect in critical thinking. It is gaining new perspective. In addition to supporting the 2013 curriculum program mentioned, gaining new perspective after reading is the most natural thing because students can connect their readings with daily life later. Then, there is one out of 3 critical reading aspects. The aspect is: Identifying authors ' purpose, inference fact, or opinion, gaining perspective (Sophia,2017). In this case, this research takes only one aspect of gaining new perspective. Because it is easy to do by the students and can attract also triggers the student's criticism in reading.

In addition, Handayani (2018) also said one of the purposes of critical reading is to gain a new perspective. One way to aim at critical reading is that the readers can give their perspective when reading the text. Readers not only understand the contents of the text by answering questions. However, in critical reading, the reader can give his response to the text and give their new perspective to the text.

To help to gain perspective, students are doing a tiresome method, then, in this case, the research uses the Reading Club project as a way to gain new perspective of students so that students are more comfortable in giving their perspective. According to the opinions of Ed (2015), the process reading club same with learning English process in the informal classroom situation, but in Reading Club uses fun method that makes students more interest for learning English especially in reading the text, Book, article, etc. As the statement from the process of reading club is reading, sharing, and giving perception. This study used one of the projects from the Reading Club, the Group discussion. According to Street (2014), there are several projects in Reading Club. One of the projects is group discussion with fun learning. The process of the project is reading, sharing, and giving opinion or perception

There are some previous researches regarding the topic. First, research by Akin, Koray, & Tavukçu (2015), it is about the effectiveness of using scientific text for triggering the critical reading skill. This research has the purpose of investigating the effect of a science and technology lesson for critical reading skills on students' academic achievement — the secondary research from Amalia & Hasanuddin (2016), about critical reading activities through authentic text. The result of the research is the implication that the proper use of texts could improve students' critical reading skills. The last is the research from Street (2014), about work the reading club in the English learning process. It can help students more interest in reading and can enjoy while reading. In this research, there are five workings in the Reading Club process.

However, this research is different from previous research. While previous studies focused on improving critical reading through individual activities, this research focuses more on the use of discussion in reading club project. It does not use the strategy of how to make Critical Reading can improve. The previous research Reading Club can do in an informal situation. Critical Reading can use the new strategy and make the strategy through Reading Club and can use the project Reading Club in the classroom in Formal situation. So, for finding the problem and the result can answer through the research question.

B. Research Question

The problems above were formulated in the following research question:

1. How is the process of implementing English reading club project to foster students' critical reading skills?
2. What is students' perception of the implementation of reading club projects to foster critical reading skills “Gaining New Perspective”?

C. Research Purposes

The research questions above there are two formulas about the gaining perspective project in critical reading skills. So, in the research have two purposes for finding the problems:

1. To know the process of fostering students' critical reading skills "Gaining new perspective" through English reading club project.
2. To know students 'perception of implementation reading club project to foster critical reading skill "Gaining Perspective."

D. Research Significances

This research gives several significances. Practically, this research is useful for schools, teachers, which Reading Club Project can be used as the method for reading activities.

Theoretically, this research can be useful for a teaching-learning process Moreover, increasing the reading critically.

E. Rationale

Definition of Reading

Reading is critical to add our knowledge. Especially in the learning process, According to Amalia & Hasanuddin (2016), in academic life, students must have excellent skills in reading while learning process can understand the subject. Reading is critical meanwhile for our comprehension and getting information. It can help us to understand other materials.

Further illuminate reading as "a process in which information from the text and the knowledge possessed by the reader act together to produce meaning" (K.Frankel, 2018). According to Handayani (2018), reading is one of the skills for language learning; language skill is vital for comprehending reading. English is language and mastering the language need to get information to develop our language so, through reading we can get information for developing our language in learning English.

Teaching and learning reading must interest in making the student or teacher can be easier to understand and to deliver the material in the text. As the statement from Suryani (2015), reading is complicated. Complex to teach and to learn and make it the student hard to understand (Carnine, Silbert, and Kameenui: 1990:3) reading is difficult to understand to teaching, and learning reading needs a good strategy to solve it. It needs to interest strategy in reading.

According to Permata Sari (2015), there are four levels in reading comprehension: Literal, Interpretive, critical, and creative cited in Smith (1969). Four levels in comprehension skill, it relates to cognitive or intellectual skill in the behavior of reading (Bloom 1966:55) cited in Permata Sari, (2015). One of the levels in reading comprehension is Critical Reading.

Critical Reading

Critical reading, it is reading in thinking critically. Reading is a receptive activity that is done to get information related to literacy or written information. Through reading, we can get much information, and it will be processed by our brain to find meaning in the text. Moreover, for processing the text or information sent by the text, it is produced by our thinking. Also, in reading skills, there is critical reading for practicing our critical thinking.

In many years, Critical Reading has become central attention for Critical pedagogues; some scholars and researchers have tried to incorporate or encourage the inclusion of critical reading in Reading skills (Huck, 1968), in research from Tijms, Stoop, & Polleck, (2018).

According to Amalia & Hasanuddin (2016), one of skill in critical reading gain a new idea or a new perspective from the student or the reader from the author's perception. While reading, the readers have a new perspective of the text that they read after they get the information from the author's perception.

According to Asrita & Nurhilza (2018), Critical Reading is more effective through group discussion because in group discussion the student is more focus on their duty and they will pay attention while learning process.

Reading Club

Reading club is an opportunity to negotiate differences and build community in classrooms. (Twomey, 2007). Like the statement, the reading club is a group discussion to help the student more comfortable to read. Because of the strategy of reading club interest, it is the strategy to help the students easier in reading the text because in the way in this strategy, students can learn reading enjoy, fun and they can share their knowledge with other members.

In another statement, the reading club can be call book club because, in book club, students do reading a book process while learning. A small group intervention was conducted, using book clubs or in other words called Reading Club or Group, in which students read and discuss literature to enhance reading attitude, reading comprehension, and social-emotional competencies. (Tijms et al., 2018). This statement said that a book club or reading club could enhance students' social-emotional. It can be enhanced through reading critically. By critical reading, the students can read the social situation around them.

The Reading for Pleasure initiative is an essential program in this club, especially in this evaluation, the average age of children in the reading club is around one year. (Street, 2014). It means through reading students can get an evaluation from their reading a text. They can share their knowledge and opinion with other people in this strategy. However, Street (2014) said that the Reading Club is always in an informal situation. Further about reading club and project can be seen in Chapter II.

F. Previous Research

There are five previous types of research on critical reading. First, research by Yu, (2015), it is about the effect of critical reading for a College student in China. In this research, the researcher found a student whom critical reading and non-critical in reading. Is there any effect for a student in college. Second, research by Amalia & Hasanuddin (2016), about using authentic text in critical reading activities for a college student how they respond to an authentic text for critical reading activities, the problem in this research that students difficult to trigger their critical thinking in reading activity, if the students read alone. Third, by Akın, Koray, & Tavukçu (2015), about the understanding of scientific texts for

the effectiveness of a critical reading skill. This research tells about critical reading can be improved through scientific text because the scientific text is more comfortable with triggering critical reading skills. Like mathematics, it needs to think aloud and critically to understand. Fourth, research by Street (2014), it is about the five selected school in reading clubs can impact evaluation student in the classroom. Also, last, it is research by Jocius & Shealy (2018), it is about the club that the student read critically. Through the club, the student can find the issue. There are many issues that the student found, such as cultural, academic, and social life.

Based on previous researches above, all of the research tells about the impact of the text on Critical Reading skills. the research gap is from previous studies listed that critical reading is often done at the student college level because critical reading is the highest level of reading activity, Thus, the object of the research is student college, but in this research is high school students. Then in the previous research said that the trigger to the criticism of thinking is difficult, if read alone then it takes an interesting method to trigger to the criticism of the reader in the critical reading activity, then in the research this time triggers the criticality students through the English Reading Club project, group discussion. Therefore, the students can share the knowledge from reading with their friends. The students easily think critically during reading text. Give the title of the paper is "GAINING NEW PERSPECTIVE" PROJECT: FOSTERING STUDENTS' CRITICAL READING SKILL THROUGH ENGLISH READING CLUB PROJECT."