

# **Critical Thinking of English Education Program Students in Constructing Reading Comprehension Questions**

**Thesis**



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## ABSTRACT

**Ihsan Nul'Ibad.2022. Critical Thinking of English Education Program Students in Constructing Reading Comprehension Question.**

Critical thinking is one of higher order thinking skills that are known to play a crucial role in moral, social, mental, cognitive, and science development. This thesis aims to find out students' critical thinking in constructing reading comprehension question, the strategy used in constructing reading comprehension question and the problem faced by the students in constructing reading comprehension question. The participants of this research were English students who took Language assessment course at Universitas Negeri Padang. The data were collected through test. The questionnaires were distributed to twenty participants. Then, the finding shows that students' critical thinking in constructing reading comprehension question is categorized medium. In addition, the students usually have strategies in using critical thinking to construct reading questions. Moreover, the students usually have problem in constructing reading comprehension question.

**Keywords:** *Critical thinking, analyzing, evaluating, creating, reading comprehension question.*

## **ABSTRAK**

### **Ihsan Nul'Ibad.2022. Pemikiran Kritis Mahasiswa Program Pendidikan Bahasa Inggris dalam Menyusun Soal Pemahaman Bacaan**

Berfikir kritis merupakan salah satu keterampilan berfikir tingkat tinggi yang diketahui berperan penting dalam perkembangan moral, social, mental, kognitif dan sains. Penelitian ini bertujuan untuk mengetahui pemikiran kritis mahasiswa dalam menyusun soal pemahaman bacaan, strategi yang digunakan dalam menyusun soal pemahaman bacaan, dan masalah yang dihadapi mahasiswa dalam menyusun soal pemahaman bacaan. Peserta penelitian ini adalah mahasiswa bahasa Inggris yang mengambil matakuliah Penilaian Bahasa di Universitas Negeri Padang. Data dikumpulkan melalui tes. Angket dibagikan kepada 20 peserta. Kemudian, hasil temuan menunjukkan bahwa kemampuan berfikir kritis mahasiswa dalam menyusun soal pemahaman bacaan tergolong sedang. Selain itu, para mahasiswa biasanya memiliki strategi dalam menggunakan pemikiran kritis untuk membangun pertanyaan bacaan. Selain itu, mahasiswa mengalami kesulitan dalam menyusun soal pemahaman bacaan.

**Kata Kunci:** Pemikiran Kritis, Menganalisa, Mengevaluasi, Mencipta, Soal Pemahaman Bacaan

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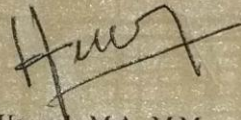


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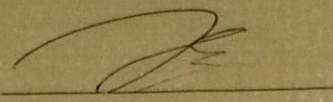
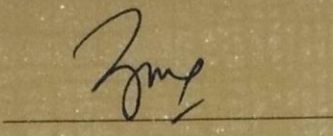
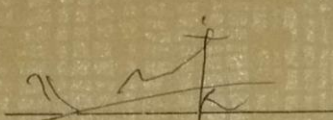


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Saya yang menyatakan



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## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS.....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>LIST OF CONTENTS.....</b>	<b>iii</b>
<b>LIST OF TABLES.....</b>	<b>iv</b>
<b>LIST OF FIGURES.....</b>	<b>v</b>
<b>CHAPTER I.....</b>	<b>1</b>
A. Background of the Research .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Research Question.....	7
F. Purpose of the Research .....	8
G. Significance of the Research.....	8
H. Definition of the Key Terms .....	9
<b>CHAPTER II.....</b>	<b>10</b>
A. Review of Related Theory .....	10
1. The Overview of Critical Thinking.....	10
2. Critical Thinking in Cognitive Domain.....	14
3. Critical Thinking in Reading Comprehension Question .....	16
4. Critical Thinking in Constructing Reading Question.....	22
5. The Common Problems Using Critical Thinking in Constructing Reading Questions.....	25
B. Review of Related Finding.....	28
C. Conceptual Framework .....	31
<b>CHAPTER III.....</b>	<b>32</b>
A. Research Design.....	32
B. Data and Source of Data .....	32
C. Instrumentation .....	33
D. Technique of Data Collection .....	38
E. Technique of Data Analysis .....	39
<b>CHAPTER IV.....</b>	<b>44</b>
A. Results.....	44
B. Finding.....	63
C. Discussion.....	71
<b>CHAPTER V.....</b>	<b>78</b>
A. Conclusion .....	78
B. Implication .....	79
C. Suggestion.....	79
<b>REFERENCES</b>	
<b>APPENDIX</b>	



## LIST OF TABLES

Table 1. Three High Level of Cognitive Processes to Analyze Student’ Critical Thinking .....	21
Table 2. Distribution of Students’ Questions.....	34
Table 3. Students’ Critical Thinking (Bloom Taxonomy) ... ..	35
Table 4. Characteristic of Students Critical Thinking’ Questions .....	36
Table 5. The Strategies and Problems in Constructing Reading Comprehension Questions.....	37
Table 6. Students’ problem in using critical thinking in constructing reading comprehension question.....	38
Table 7. Distribution of Critical Thinking Questions .....	39
Table 8. Critical Thinking Profile Description .....	40
Table 9. Criteria of Reliability .....	42
Table 10. Likert Scale of the Criteria Interpretation .....	43
Table 11. Students’ Critical Thinking in Constructing Reading Questions .....	46
Table 12. Analyzing Level of Thinking.....	47
Table 13. Evaluating Level of Thinking .....	49
Table 14. Creating Questions.....	50
Table 15. Classification of Students’ Critical Thinking .....	51
Table 16. Examine and Break Information Into Parts by Identifying Motives or Causes.....	52
Table 17. Present and Defend Opinions by Making Judgments About Information, Validity Of Ideas Or Quality Of Work Based On A Set Of Criteria	54
Table 18. Students compile Information Together In A Different Way By Combining Elements In A New Pattern Or Proposing Alternative Solutions.....	55
Table 19. Students’ problem on Background Knowledge .....	57
Table 20. Students’ Problem on Language Component ... ..	58
Table 21. Students’ Problem On Vocabulary. ....	59
Table 22. Students’ Problem on Reading Fluency.....	60
Table 23. Students’ ability to identify the text genre.....	61
Table 24. The Percentage of Students High Level of Question.....	63

## **LIST OF FIGURES**

Figure 1. Low Level of Thinking and Critical Thinking .....	45
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Research**

The development of science and technology in the era of the industrial revolution 4.0 requires students to have good competence. The industrial revolution 4.0 resulted in a paradigm shift in education that focuses on knowledge production and innovative applications of knowledge. One important element that must be a concern to encourage economic growth and competitiveness of the nation in the era of the industrial revolution 4.0 is to prepare a more innovative learning system and increase the competencies of graduates who have 21st-century skills which include critical thinking, creativity, collaboration, and communication (Trilling and Fadel, 2009).

Critical thinking is one of higher order thinking skills (HOTS) that are known to play a crucial role in moral, social, mental, cognitive, and science development (Pieterse, Lawrence, & Friedrich-Nel, 2016). Every human being has a potential to grow and develop to become a critical thinker because thinking indeed has a relationship with self-organization patterns that exist in every creature including humans (Zubaidah, 2010). According to Johnson (2002), critical thinking is not something that is difficult to put in practice and it does not belong to the high intelligence quotient (IQ) people only, but also to everyone.

Ennis (2011) refers critical thinking to rational and reflective thinking which emphasizes on decision making based on what to believe or what to do. Critical thinking can be easily performed by someone who has characteristics as a critical thinker. Critical thinking allows students to take a closer look at a number of different or similar opinions to theirs. As a result, they can make a scientifically true judgment based on the contradictory arguments and be confident in making decisions (Hasruddin, 2009). In addition, critical thinking is best understood as the ability of thinkers to take charge of their own thinking (Fahim & Masouleh, 2012). Furthermore, critical thinking is related to the cognitive development of an individual (Papp et al., 2014; Tew, 2015; Tice, 2000; Vong & Kaewurai, 2017).

Peterson & Taylor (2012) claim teachers and students will both benefit from questions that are purposefully designed. They will acquire the ability to make connections to prior learning as well as make meaning of the world around them. Through the planning and implementation of questions that need high level thinking, lecturer foster the kind of engagement and critical thinking skills that students will need to process and address new situations. Students' level of thinking will be identified from their response. Higher level questioning requires students to further examine the concepts under study through the use of application, analysis, evaluation, and synthesis while lower level questioning simply requires students to gather and recall information.

In higher education, one of goals is to prepare students to think critically, as well as a quality needed by employers of university graduates. The ability of students to think critically has become a major concern for educators and

psychologists. They try to understand the factors that influence the acquisition of thinking skills. As a result, critical thinking ability is regarded as an important variable in the learning process of students.

According to Hader (2005) thinking critically will increase creativity and enhance the ability to think in accordance with the rules of logic and probability. It also increases the ability to apply these skills to real-life problems, which are not content-independent. Critical thinking offers an opportunity to be objective, less emotional, and more open-minded as people appreciate others' views and opinions.

In addition, Critical thinking in reading needs to be introduced in formal education, particularly for university students. However, the accessible information expanded by reading sources, such as newspapers, magazines, or internet-based materials, is not always truthful. Therefore, critical thinking in reading skills enable students to acquire the needed meaning from different sources of information. Pardede (2007) stated that critical reading is basically a thinking and reading process that requires adequate understanding.

Reading is a receptive skill, but it practically involves an active process of thinking and has cognitive consequences for the readers. Reading is an activity to find out information in written text. For finding out the information, it needs thought and perception. It also needs a comprehension to find out the information. Moreover, comprehension is the process in understanding a sense of word, sentence, and connected text. Harmer (2007) states reading is useful for language



acquisition. Reading is a set of skill which need comprehension in determining or finding out the making of sense and meaning from the printed word and also ability in decoding (sound out) the printed word. It is concluded that through reading activity, students do not only gain more information, skills and knowledge, but reading activity also enhance students to obtain other language skills.

Reading assessment is one of the topics of Language Assessment taught to students of English Department Universitas Negeri Padang, besides speaking, listening, and writing assessment. In reading assessment, teachers teach models of assessment to observe students' reading ability, developing the materials, and create reading assessment tools. Related to the topic of this study, students are usually asked to construct reading questions. As students at English Department of UNP who have taken subject of Language Assessment are assigned to use their critical thinking in constructing reading question. The research focus on investigating students' critical thinking in constructing reading question because the students have got prior knowledge of reading, types of reading, reading questions construction.

Based on the results of the preliminary research, it is found that there are several problems were experienced by students in the language assessment course. Students have less interest in reading learning material, many of them do not submit assignments related to constructing reading question on time and some even do not submit the assignments. In addition, the lack of responses towards lecturers' or other students' questions is also a problem for students. At the end of the learning session the lecturer gave several questions to find out whether the

material presented was understood by the student but in fact they were just silent and did not give a response or answer to the question. Furthermore, the lack of ability to ask higher order questions related to learning materials also become a problem for the students. The lecturer asks students to make questions related to the material that has been taught in the semester exam. When viewed from the semester, the students must have been able to make high order questions, but the questions made by the students are not classified as high order questions.

Based on the description above, it is very important to see deeply the assessment of students' critical thinking. In this study, the researcher uses Bloom' Taxonomy that is modified by Anderson and Krathwohl (2001) to fit outcome-based educational objectives.

Related to critical thinking and reading comprehension question as a study conducted by Yola Afriliamanda (2019), she researched teachers' competence in constructing reading comprehension's questions. Her research focused on how English teachers' competence in classifying and creating higher levels of questions. She found that the most common questions created by the teachers were at understanding.

Yuliawati and Mahmud (2016) also did the research, which focused on teacher's questioning and students' critical thinking in EFL classroom interaction. They examined the levels of questions based on Bloom's Taxonomy used in EFL classroom interaction to investigate the teacher's questioning techniques and to analyze the roles of teacher's questioning on students' critical thinking. Their

research also focused on how students answer the questions created by teachers in EFL classroom, meanwhile this research is purely finding out the teachers' competence in creating questions. They also found that teacher used all levels of lower-order thinking (knowledge, comprehension, and application) whereas they only used analysis question respectively as the one of the higher-order thinking levels in the classroom.

The researcher will focus on investigating students' critical thinking in constructing reading questions. The researcher will provide a reading comprehension to 20 students of English Department of Universitas Negeri Padang who have taken Language assessment subject. Then, the students will be asked to construct reading questions based on the text given. Later, the researcher will analyze students' strategies for students who achieve the three upper levels of 4 (analyzing), 5 (evaluating) and 6 (creating) based on Bloom taxonomy Revised (Anderson and Krathwohl, 2001). The researcher will also investigate the problems for students who do not achieve the level of 4, 5 and 6. It means that students are at level 1 (remembering), 2 (understanding), 3 (applying), and 4 (analyzing) of Bloom taxonomy Revised (Anderson and Krathwohl, 2001).

## **B. Identification of the Problem**

Based on the background of the research problem above, several research problems can be identified: analyzing students' critical thinking through constructing reading comprehension questions. Then, investigating students' strategies in using critical thinking in constructing reading comprehension

questions. The last, analyzing the problem met by students using critical thinking in constructing reading comprehension questions.

### **C. Limitation of the Problem**

Dealing with the background and identification of the problem, the research is limited on investigating students' critical thinking in constructing reading comprehension questions, students' strategy in using critical thinking in constructing reading question and students' problem in using critical thinking in constructing reading comprehension question.

### **D. Formulation of the Problems**

In accordance with limitation of the problem above, the formulation of the problem in this research is: "How is students' critical thinking in constructing reading comprehension questions?"

### **E. Research Questions**

Staying with the formulation of problem above, there are a number of research questions to be proposed as follow:

1. How is students' critical thinking in constructing reading comprehension questions?
2. What are students' strategies using their critical thinking in constructing reading questions?
3. What are students' problems using their critical thinking in constructing reading questions ?

## **F. Purposes of the Research**

In detail this research is supposed to:

1. To find out students' critical thinking in constructing reading comprehension questions.
2. To find out students' strategy using their critical thinking in constructing reading comprehension questions.
3. To find out students' problem using critical thinking in constructing reading comprehension question.

## **G. Significance of the Research**

This research is expected to give beneficial contributions theoretically and practically. Theoretically, this research is expected to give valuable information the specific knowledge of the researcher in the applied linguistic field particularly in using critical thinking in constructing reading questions. Moreover, it can help other researchers as their reference to do the future research related to critical thinking in constructing reading questions.

Practically, this research hopefully can give contribution to the students by knowing how to construct reading questions by using critical thinking. It will give students to use them. Moreover, this research hopefully can give awareness to the lecturers so that lecturers can use this research as their evaluation to promote the language learning opportunities. Therefore, the teaching process will be more



interactive and effective as well as give good input to the students.

#### **H. Definition of Key Terms**

There are few of terms used based on their function in the research. The terms are as follows:

1. Critical thinking is defined as a way of thinking by using cognitive skills which involves higher level of cognitive ability to do deep analysis, synthesis and reflection.
2. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.