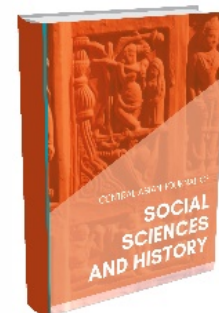




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Improving Critical Thinking Ability in Reading Literacy in Advent Supiori SMP Students

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Abstract:

This study discusses reading literacy which is a person's ability to use potential and skills in processing and understanding information when carrying out reading and writing activities. Through literacy skills, a person not only gains knowledge but can also use his knowledge and experience to be used as a reference in the future.

As an educator at the Supiori Adventist Middle School, I encountered a problem which was the result of my question and answer observation as an educator that most students were unable to understand or analyze exam questions. The limitations of the

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standard Indonesian vocabulary also affect the way students give correct answers verbally, thus making the answers shallow. More about the background of the geographical conditions of the area of origin of the students at Supiori Advent Middle School, it has a considerable impact on how they communicate in correct Indonesian.

This research method uses a qualitative descriptive method with the type of Classroom Action Research (CAR). This research is an effort to improve the learning process and improve student learning outcomes in Indonesian, especially reading texts. This Classroom Action Research is used because the problems that occur in the classroom are related to the implementation of teaching and learning activities.

Based on the results of classroom action research in Class VIII of SMP Advent Supiori which has been carried out through several actions, namely cycle I and cycle II, as well as based on discussion and assessment it can be concluded that there is an increase in critical thinking in Class VIII students of SMP Advent Supiori in reading literacy.

INTRODUCTION

Literacy is a person's ability to use their potential and skills in processing and understanding information when carrying out reading and writing activities. Through literacy skills, a person not only gains knowledge but can also use his knowledge and experience to be used as a reference in the future.

Critical thinking is an intellectual thinking process in which thinkers deliberately assess the quality of making decisions when using all of these skills effectively in the right context and type of thinking, thinkers use reflective, independent, clear, and rational thinking. With good literacy skills, it is hoped that critical thinking skills will increase. According to Hasan (Farihatin, 2013) suggests that basic literacy skills have an important role in one's life for academic success. This literacy ability must be the main weapon for the generation of the Indonesian nation and must be taught from an early age.

As an educator at the Supiori Adventist Middle School, I encountered a problem which was the result of my question and answer observation as an educator that most students were unable to understand or analyze exam questions. The limitations of the standard Indonesian vocabulary also affect the way students give correct answers verbally, thus making the answers shallow. More about the background of the geographical conditions of the area of origin of the students at Supiori Advent Middle School, it has a considerable impact on how they communicate in correct Indonesian.

According to Kirsch and Jungeblut in the book literacy: Profile of America's Young Adult defines literacy as a person's ability to use information to develop knowledge so that it brings benefits

to society (in Irianto and Febianti, 2017), so I have the desire that students have the ability to provide answers – answers with good vocabulary, broad thinking and can be linked to many things. I question the competence of students in Indonesian lessons. I believe that every child has the potential to be developed, they must be able to compete with students throughout Indonesia. Specifically for language literacy, in 2003 an Indonesian person's reading literacy achievement was ranked 39th out of 40 countries, in 2006 ranked 48th out of 56 countries, in 2009 ranked 57th out of 65 countries and 2012 ranked 64th out of 65 countries. A simple way to master literacy is to instill the habit of reading. Reading provides benefits for someone, namely adding insight and knowledge. According to Sumardi (2011), the foundation for building mastery of all sciences is the pleasure and habit of reading. A passion for reading is a positive activity that will make someone smarter than someone who doesn't have the habit of reading. the foundation for building mastery of all sciences is the pleasure and habit of reading. A passion for reading is a positive activity that will make someone smarter than someone who doesn't have the habit of reading. the foundation for building mastery of all sciences is the pleasure and habit of reading. A passion for reading is a positive activity that will make someone smarter than someone who doesn't have the habit of reading.

Based on the description of the problems found, this study aims to (1) find out whether there is an increase in critical thinking in good reading literacy skills, (2) find out whether the teacher understands true reading literacy and the teacher's ability to implement it to students in class. (3) to find out the steps that will be implemented for students to think critically through literacy activities especially reading and (4) to find out the biggest factors that influence the low literacy skills in reading at Advent Supiori Middle School.

RESEARCH METHODS

This research method uses a qualitative descriptive method with the type of Classroom Action Research (CAR). This research is an effort to improve the learning process and improve student learning outcomes in Indonesian, especially reading texts. This Classroom Action Research is used because the problems that occur in the classroom are related to the implementation of teaching and learning activities. According to Kemmis and Mc. Taggart (Rofi'uddin 2002:10) Classroom Action Research is a form of collective self-reflection that engages participants in social situations to develop rationalizations and justifications from educational practices as they experience them in their daily practice. It should be reminded again that the basic purpose of Classroom Action Research is to improve the learning practices of teachers in the classroom or lecturers in lecture halls, and not to generate knowledge or theory, Wiriaatmadja (2008:75). Classroom action research is a problem-solving activity that starts from: a) planning (planning), b) implementation (action), c) data collection (observing), d) analyzing data/information to decide the extent of the strengths or weaknesses of the action (reflecting).

This research was conducted at Supiori Adventist Middle School in class VIII students of Supiori Adventist Junior High School with a total of 14 students. The data collection techniques used were observation, interviews, documentation and tests carried out by submitting a number of questions or questions in writing to all students using Student Worksheets and Assessment Sheets. After the data

was collected, the researcher conducted data analysis. The data obtained from the teaching and learning process was calculated using the KKM formula (Minimum Completeness Criteria). Used is the percentage as stated by Ali Muhammad (2002:95), ie

$$\text{Formula : \%} = \frac{n}{N} \times 100\%$$

Information : \% = Percentage

n = value that obtained

N = Total value

100 = Fixed number

Mastery level:

90 % - 100 % = Very capable

80 % - 89 % = Able

70 % - 79 % = Quite capable

<69 % = Unable

100 % is a fixed multiplication number

RESEARCH RESULT

In this chapter the researcher will describe the results of the research conducted on Class VIII students of SMP Advent Supiori. The class studied was class VIII on critical thinking skills in reading literacy.

Cycle I

Class Action Planning in cycle I was carried out with the stages previously described. In order to get results or a reference in the implementation of Cycle I, a pre-test or basic test has been carried out beforehand in order to get a reference for the implementation of this Cycle I test. Based on the results of the pre-test that was carried out at Advet Supiori Middle School in class VIII with a total of 14 students, there were 10 students who were still experiencing problems in Indonesian, especially reading literacy. Overall, it is still not enough to get 50% of the maximum score in accordance with the KKM in schools.

The stages carried out in this Cycle I research, the researcher held discussions while preparing the Learning Implementation Plan with the class teacher to get more information and be able to meet the needs of the class.

The next stage is observation, data from the results of actions that have been carried out in stages

according to the existing steps. Stages of learning reading literacy through critical thinking of students in class VIII SMP Advent Supiori. The results of the conditions in the class or other students are still talking when the teacher explains the material so that it has not produced maximum results, namely in accordance with the Minimum Completeness Criteria. So that many students did not get maximum results when carrying out the Cycle I tests. The following is an attachment to the scores from students on the Cycle I tests.

No	Student's name	Articulation	Intonation	Pause	Volume	Score	Ket
		50	20	20	10		
1	Adolof Waramory	45	15	15	10	85	A
2	Aron manusefer	40	10	6	9	65	C
3	Elijah Swom	46	10	10	10	76	B
4	Ira Imbab	36	10	10	10	65	C
5	Marshal Pandori	36	7	7	8	58	D
6	Mambri Kurni	22	10	15	8	55	D
7	Hana Manapaisem	26	13	17	9	65	C
8	Olivia Kmur	44	15	20	10	86	A
9	Paul Krey	27	10	15	8	60	D
10	Sabatho Ubey	41	10	15	9	75	B
11	Syane Mnusefer	44	15	20	10	89	A
12	Yan Binur	31	15	15	9	70	C
13	Yeskiel Warfadu	33	9	8	8	58	D
14	Samuel Naps	40	15	20	10	85	A
		Total : 992					

The results of the actions and observations that have been carried out by researchers in the pre-test and Cycle I when compared have an increased rhythm but have not met the Minimum Completeness Criteria standards in Supiori Advent Middle School. Researchers must review the results of existing data and must continue in Cycle II to get maximum results and in accordance with the KKM in schools. Comparison of the results of the pre-test showed that the overall student results were 82.78%, while in the Cycle I test stage it showed 70.85%. from the results of observations made by researchers many students who get low scores on intonation and pausing assessments,

Based on the results obtained that Cycle I had not obtained satisfactory results or had not reached the existing Minimum Completeness Criteria, the researcher decided to continue the test in Cycle II.

Cycle II

The results that have been obtained in the previous cycle state that the researcher must continue this research to the Cycle II stage. Based on Cycle II, this was carried out as a continuation of Cycle I which had been implemented to improve students' ability to think critically in reading literacy in class VIII of SMP Advent Supiori.

Improving critical thinking skills in reading literacy of class VIII students at Advent Supiori Middle School has produced very satisfying results for researchers, teachers and students at the school. At this stage the learning takes place students look more serious and calm when the researcher is explaining the material. Students are getting used to a quiet class situation so that the presenter can freely express material, the researcher makes observations by looking at the criteria and assessments that have been obtained by the students. The average criterion value is higher than the previous value. The following table can be seen in the Cycle II stage.

No	Student's name	Articulation	Intonation	Pause	Volume	Score	Ket
		50	20	20	10		
1	Adolof Waramory	50	15	20	10	95	A
2	Aron Mnusefer	35	18	15	10	78	B
3	Elijah Swom	40	19	20	10	89	A
4	Ira Imbab	35	15	15	10	75	B
5	Marshal Pandori	25	18	15	10	70	B
6	Mambri Kurni	25	19	15	10	72	B
7	Hana Manapaisem	35	20	20	10	85	B
8	Olivia Kmur	47	20	20	10	97	A
9	Paul Krey	29	15	15	10	71	B
10	Sabatho Ubey	35	20	20	10	85	A
11	Syane Mnusefer	48	20	20	10	98	A
12	Yan Binur	35	20	20	10	85	B
13	Yeskiel Warfadu	28	15	15	10	70	B
14	Samuel Naps	45	20	20	10	95	A
Total: 1,162							

The scores related to students' ability to improve critical thinking in reading literacy in the Indonesian language subject in class VIII SMP Advent Supiori which has been presented by the researcher in the table above shows the ability to improve significantly. Maximum results are due to the cooperation of teachers and students so as to resolve student constraints in Indonesian lessons at

school. The results of the percentages show 83.% that class VIII students are able to complete critical thinking in reading literacy.

Step by step the researcher has carried out from planning, action to Cycle II observation and continued reflection to end this research at Cycle II stage. Reflection Cycle II is the end of research on improving students' critical thinking in reading literacy at class VIII Adventist Supiori Middle School. Based on the results of research that has been carried out by researchers and get results that are in accordance with the Minimum Completeness Criteria standard. Researchers hope that teachers in Indonesian subjects can maintain existing grades or can improve students' abilities during teaching and learning activities. Researchers have completed all the steps for Cycle I and Cycle II on the results of this study,

Discussion

The results of research that has been carried out by researchers in Cycle I and Cycle II are based on activities that have been carried out, namely: planning, action, observation, and reflection on Cycles I and II. Below is a discussion of the results of the second cycle of research on increasing critical thinking in reading literacy in class VIII of SMP Advent Supiori. The following research discussion is based on the results of research that researchers have conducted and obtained very satisfactory results, in fact, almost all students exceeded the Minimum Completeness Criteria at school.

The researcher carried out the Cycle I stage but at this stage the scores of the students had not reached maximum results because many students did not pay attention when the researcher gave directions to pay attention during the explanation. Many students talked with their friends and the class became a little noisy and disturbed, this affected the test in Cycle I. The scores obtained as a whole at the stage of Cycle I increased more than the pre-test that had been done before. The score in Cycle I increased to 57.15% of students who completed and 42.85% did not complete. This means that there is a significant increase in this first Cycle test, but it is still a little far from what was expected.

Researchers continue Cycle II to get maximum results or get standard grades from the school. At this stage the researcher succeeded in getting the class to be quieter than before in Cycle I. The students seemed calmer and didn't talk to their friends when the speaker started presenting the material provided. The students carefully watched and listened to the articulation, intonation, pauses, and the speaker's volume when explaining in front of the class. It is true that what the researchers hoped for in this Cycle II, was successful maximally and students got grades according to the existing KKM. Class atmosphere can be controlled safely and students can study in peace. Comparison of the percentages obtained by researchers can be seen in the table below.

Table 3. Grade VIII Mastery Score Preset

No	Test	Completeness Presentation	The number of students	Criteria
1	Pretest	28.58%	14	Not finished
2	Cycle I	57.15%	14	Not finished
3	Cycle II	83%	14	complete

The three completeness percentages obtained by the researchers were very satisfying because in Cycle II the student scores soared from the scores in Cycle I which had been carried out previously. This should be a reference for teachers of Indonesian subjects in order to maintain or increase this value.

Reflecting on the findings, it has been found that increased critical thinking can improve students' reading literacy skills in class VIII SMP Advent Supiori. This is illustrated in Cycle II which shows the percentage of students' overall scores. This of course cannot be separated from the design, implementation, observation, and reflection as well as the steps used in carrying out the research. In Cycle I individually, not all students scored beyond the Minimum Completeness Criteria, namely 42.85% did not complete and did not reach the standards in school. Cycle II obtained the Minimum Completeness Criteria of 83% complete, a very significant development because students have proven that they are able to complete this test as well as possible even though they have to use two tests or arrive at the second cycle.

The results of the research and discussion that have been carried out by the researchers show a very significant increase in class VIII SMP Advent Supiori in increasing critical thinking in reading literacy. Researchers hope that in the future Indonesian language subject teachers can maintain and improve students' abilities in learning Indonesian.

Conclusion

Based on the results of classroom action research in Class VIII of SMP Advent Supiori which has been carried out through several actions, namely cycle I and cycle II, and based on discussion and assessment it can be concluded that there is an increase in critical thinking in Class VIII students of SMP Advent Supiori in reading literacy. This increase in ability can be seen from the results of observations obtained in each cycle. The ability of the Minimum Completeness Criteria in Cycle I, namely at presentation 42.85%, has not reached the target standard at school. However, in Cycle II there was an increase in the Minimum Completeness Criteria at a presentation of 83%. This proves that students are able to complete the test as well as possible even though they have to pass two tests or arrive at the second cycle.

This shows that Class VIII students of SMP Advent Supiori have achieved critical thinking skills in reading literacy as expected. The purpose of learning in improving critical thinking skills is said to be successful, because out of 14 children, 83% or 12 children have reached the Minimum Completeness Criteria while (17%) children or 2 children have not reached the specified criteria.

The results of the research and discussion that have been carried out by the researchers show the results of a very significant increase in class VIII SMP Advent Supiori in increasing critical thinking in reading literacy. The researcher hopes that in the future Indonesian language teachers can maintain and improve students' ability to think critically in reading literacy.

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