

ABSTRACT

Maharani, Clara Yudith. 2013. *The Influences of Learning Activities in Critical Reading and Writing 2 Class on Students' Critical Reading and Writing Skills*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study aimed to find out the influences of learning activities in Critical Reading and Writing 2 Class on students' critical reading and writing skills of the students of the English Language Education Study Program at Sanata Dharma University. Because critical reading and writing is an important subject developed by many educational institutions, the researcher regards it as an important issue. Moreover, the English Language Education Study Program has designed Critical Reading and Writing Class to facilitate students to extend their knowledge and develop their critical reading and writing skills.

There were two research problems formulated in this study. The first one was "How are the learning activities in Critical Reading and Writing 2 Class conducted?". The second one was "What are the influences of learning activities in Critical Reading and Writing 2 Class on students' critical reading and writing skills?".

To answer the questions, the researcher employed survey as the method and observation checklist and questionnaire as the instruments. The researcher analyzed the results of the observation by categorizing the learning activities into three part, pre-activities, main activities, and post-activities. Then, the results of the questionnaires were analyzed by calculating the percentage of scales of agreements.

The results of the observation showed that watching a video and introducing a topic were the pre-activities for reading skill. Then, explaining the steps in critical reading and discussing the text were the main activities. The post-activities were reviewing the lesson and summarizing the discussion. For writing skill, the pre-activities were discussing an article and explaining the materials. The main activities were stating topics and having consultations. Then, the post-activities were writing outlines and drafts. The results of the questionnaires showed that discussing a text and doing exercises helped the students to develop their critical reading skill. Then, making critical questions helped the students to develop their critical thinking. Besides, brainstorming ideas and having consultation helped the students to develop their critical writing skill. However, most students still had difficulties in critical reading and writing. They found it difficult in critical reading because the vocabulary of the texts were difficult for them. Besides, they found it difficult to organize their ideas in writing.

Keywords: learning activities, critical reading, critical writing, critical thinking

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Penelitian ini bertujuan untuk mengetahui pengaruh kegiatan pembelajaran di kelas "Critical Reading and Writing 2" pada kemampuan critical reading dan criticalwriting mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Sanata Dharma. Karena critical reading and writing adalah mata kuliah penting yang dikembangkan oleh berbagai institusi pendidikan, peneliti menganggap hal ini sebagai permasalahan yang patut diteliti. Selain itu, Program Studi Pendidikan Bahasa Inggris telah merancang kelas Critical Reading and Writing untuk membantu mahasiswa memperluas pengetahuan mereka dan mengembangkan kemampuan critical reading dan criticalwriting mereka.

Terdapat dua rumusan masalah dalam studi ini. Yang pertama adalah "Bagaimana kegiatan pembelajaran di kelas Critical Reading and Writing 2 berlangsung?". Yang kedua adalah "Apa pengaruh kegiatan pembelajaran di kelas Critical Reading and Writing 2 pada kemampuan critical reading dan criticalwriting mahasiswa?"

Agar dapat menjawab permasalahan tersebut, peneliti menggunakan metode survey dan lembar observasi dan kuesioner sebagai instrumen penelitian. Peneliti menganalisa hasil observasi dengan menggolongkan kegiatan pembelajaran menjadi tiga bagian, pra-kegiatan, kegiatan utama, dan kegiatan penutup. Kemudian, hasil kuesioner dianalisa dengan menghitung persentase skala persetujuan.

Hasil observasi menunjukkan bahwa menonton video dan memperkenalkan topik adalah pra-kegiatan untuk kemampuan membaca. Penjelasan langkah-langkah dalam critical reading dan mendiskusikan teks adalah kegiatan utama. Kegiatan penutup adalah menyimpulkan pelajaran dan hasil diskusi. Untuk kemampuan menulis, pra-kegiatannya adalah mendiskusikan artikel dan penjelasan materi. Kegiatan utama adalah menyampaikan topik dan konsultasi. Kemudian, kegiatan penutupnya adalah menulis bagan dan konsep tulisan. Hasil kuisisioner menunjukkan bahwa mendiskusikan teks dan mengerjakan latihan soal membantu mahasiswa mengembangkan kemampuan critical reading. Membuat pertanyaan membantu mahasiswa mengembangkan pemikiran kritis. Selain itu, mendiskusikan ide dan konsultasi membantu mahasiswa mengembangkan kemampuan critical writing. Bagaimanapun juga, sebagian besar mahasiswa masih kesulitan dalam critical reading and writing. Mereka kesulitan dalam critical reading karena kosakata dalam teks sulit dipahami. Selain itu, mereka kesulitan untuk mengembangkan ide mereka dalam menulis.

Kata Kunci: learning activities, critical reading, critical writing, critical thinking