

NARRATIVE TEXT TO ENHANCE STUDENTS' CRITICAL THINKING THROUGH COLLABORATIVE STRATEGIC READING

MUHAMMAD ULUL AZMI*, RACHMAWATI ACHADIYAH**

University of Kyai Abdullah Faqih Gresik

azmizam99@gmail.com*, achadiyahzakariyah@gmail.com**

First Received: August 25, 2023

Final Proof Received: August 29, 2023

ABSTRACT

There is an indispensable need for language teachers to promote a more specific breakthrough in diverse wide-ranging Indonesian EFL classroom contexts. Critical thinking is the accurate answer. Reading in EFL classroom context plays an important role in obtaining information and knowledge. To read comprehensively, strategies are required. This study entrusts collaborative strategic reading as the strategy to enhance students' reading comprehension integrated with critical thinking. Designed with Quasi quasi-experimental design, 40 students of Madrasah Tsanawiyah Mambaus Sholihin, Gresik took part in the study. They were grouped into two groups, an experiment and a control class. 20 students in the experiment group have been claimed able to think critically. The significance value of the experiment group is .000 which is <0.05 as the significance value. They were being taught narrative text by using collaborative strategic reading and being provided critical reading comprehension. Two specific major themes strongly suggested Indonesian EFL teachers incorporate critical thinking in reading class through collaborative strategic reading by utilizing narrative text in their multiverse foreign language classroom settings to promote more fruitful learning outcomes, also promote their cultural awareness that assists students to get preparing in critical reading as the compulsory skill in 21st century.

Keyword: Narrative text, Critical Thinking, Collaborative Learning, Reading Comprehension

I. INTRODUCTION

Reading is one of the most important skills for English learners as a foreign language. Especially through reading readers can get information and open their minds and gain knowledge. Moreillon cited by Alqorni elucidated that reading also gains meaning from printed and visual information. (Alqarni, 2015) He claimed that reading helps develop the learner's imagination and provides relaxation and entertainment. Moreover, readers can have different goals, such as Reading for fun, reading for information, reading for work, reading for personal development, and academic reading. Furthermore, reading also helps develop the learner's imagination and provides relaxation and entertainment. Additionally, readers can have different goals, such as: Reading for fun, reading for information, reading for work, reading for personal development, and academic reading. As a result, reading can be seen as a way of obtaining information, knowledge, and understanding (Semercioğlu et al., 2020)

In a similar vein, Mcnamara determined the purpose of reading is to create context from text. Therefore, reading helps students understand, comprehend, and create coherence in writing. ("Reading Comprehension Strategies," 2007) However, the act of reading is not only uttering words but also understanding the meaning of words and extracting information from what they read. The reader must find the meaning of the problem sentences written by the author. The most important aspect of the reading process is reading comprehension. In English language

learning, reading with reading comprehension cannot be separated, because reading comprehension is directed at reading comprehension. (Anwar, 2020) Reading comprehension is the process of extracting and simultaneously constructing meaning through interaction and engagement with written language (Aziz, 2020). In other words, reading comprehension is the process of obtaining new ideas and a means of communication between authors and readers. (Bermillo & Merto, 2022)

Nevertheless, several problems are faced by EFL learners when they are reading, the very basic hurdle is students can read but fail to grasp the meaning. When the teacher asked them to answer questions based on the text, they could not answer the questions, and they were unable to summarize and re-state the text. As Mohammadi pointed out, traditional reading classes always required students to read materials, understand the meaning of difficult words, and answer questions based on the text. These activities are traditional reading activities. Therefore, it is necessary to improve reading comprehension skills with critical thinking skills. (Yousefi & Mohammadi, 2016a). Critical thinking is widely recognized as one of the primary issues of second language acquisition scholars. (Nicoteri, 1998) Critical thinking is one of the primary aims of education. It should be given more consideration, and all of its potential implications on language learning should be examined. They found that learners who think critically perform better in language learning. Students who think critically employ more effective and diverse tactics than those who do not. (Vdovina, 2013).

Concerning reading skills, Soylemez and Hildrim asserted that when learners foster their critical literacy abilities, they can learn how to read texts by taking different stances and considering what the text communicates from different points of view. (YILDIRIM & SÖYLEMEZ, 2018) These new concepts are necessary due to the challenging and ever-changing world developing special abilities such as decision-making and problem-solving are crucial for learner's success in their academic and social life. However, Indonesian high schools are not well-trained in how to think critically. They are accustomed to comprehending passages literally and inferentially. It was contrary to the demand of the Indonesian latest curriculum version that emphasized using HOTS as the main thinking style. It was reflected in their daily assignment and tests which did not require them to think highly and critically. (Yousefi & Mohammadi, 2016b)

The most appropriate to promote students' critical thinking in reading comprehension is using strategies that relate to abilities. By developing a new strategy, it is believed that learners will be able to perform learning activities comfortably. Reading has several strategies, one of them is Collaborative Strategic Reading (CSR). (Batubara & Pd, 2018) CSR is a set of educational strategies designed to help students of all ability levels master and practice comprehension strategies used in informational texts. This strategy was developed by Klinger and Vaughn. (Instruction et al., n.d.). CSR suggests that students learn specific strategies related to effective reading. CSR includes its four strategies designed to help students learn specific strategies for understanding texts. Here are the details

1. The first is a Preview : Previewing is the primary step in collaborative strategic reading. This step is for activating students' background knowledge related to the text, making predictions about what will they learn, and motivating students to actively read.
2. The second is clicks and clunk : Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds

smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or fail to understand – what they are reading or what is being read to them. For example, when students do not know the meaning of a word, it is a clunk. This step is done to comprehend the text.

3. Get the GIST to find the main idea, the supporting details, and the concluding sentence. Get the GIST also to teach students to find the main idea as a way of making sure they have grasped what they have read. Students' understanding can be gauged by their ability to mention are characters involved in the story, the time, the place, the problems of the conflict, and the resolution which explains how characters resolved their problems.
4. Wrap up : in the wrap up activity, students were asked to formulate questions based on the stories they read and also answer them.
5. Summarize: In the summarizing activity, students were highly encouraged to express their feelings, and opinions regarding the stories. They were asked to give comments on the story value. They were also assigned to re-tell the stories by using their language. This part according to (Aulia, n.d.) belongs to critical thinking activity.

As has been known well, reading comprehension depends on the passage. The passage characteristics impact comprehension response. (Tourimpampa et al., 2018) Equally important, the Indonesian curriculum has assigned teachers to teach by using a Text-based approach. (Kemdikbud, 2022) Hence, the use of text must be undertaken. There are some texts which have been used in junior high school. One of them is narrative text. Narrative text is a text type that tells a story in which people encounter a problem or crisis that they need to overcome it shows how people or groups of people overcome a problem or crisis in their lives. (Suhendri & Kurniawan, 2022) Narrative text always provides readers with moral value at the end of the story. This part of it can raise students' critical thinking. (Indah et al., 2022)

Most early studies as well as current work focus on how reading comprehension was being enhanced through collaborative strategic reading. The first study was carried out by (Satyaputri & Soraya, 2021) which figured out that CSR was effective in teaching reading to high school students. Students were able to identify the main idea, find supporting details, and make inferences. Ultimately, (Muizatun & Katili, 2020) also found the same findings that CSR has increased students' reading comprehension. By involving 20 students of MA Al-Huda Gorontalo, she discovered that CSR can guide students to find the main idea, analyze specific information, make inference, and understand the difficult vocabulary. Further essential findings related to CSR were also conducted by (Khampool & Chumworatayee, 2023) which combined CSR and cooperative learning. This combination assisted students in improving reading comprehension and actively involved in class participation. (Alenezi, 2021) also supported by his study that CSR is the most common reading strategies which utilized by 203 Saudi EFL students who have enrolled in Reading classes. They claimed that CSR is the best strategy to find the implicit meaning of poetry text. In addition, (Lissett Olaya & González González, 2020) CSR strengthens English reading skills and fosters leadership, decision-making, communication and problem-

solving abilities. Additionally, it increases participation, motivation, and goal achievement in students' language learning process.

Although all of these previous studies conducted interesting investigations regarding the successful implementations of collaborative strategic reading to improve EFL students' reading comprehension, none of these studies has investigated how the reading passage can enhance students' critical thinking skills. To fill this gap, this study was undertaken to conduct a profound investigation on some specific reading activities that utilized CSR to enhance students' critical thinking skills. One research problem was formulated to shed enlightenment for the specific discovery of this study namely; Is there any significant effect of CSR enhancing students' critical thinking skills with narrative text?.

II. METHOD

The experiment was employed with quasi-design. The respondents are 40 students who are in the eighth grade of Madrasah Tsanawiyah Mambaus Solihin Islamic boarding house (Pondok Pesantren), located in Manyar, Gresik. They are grouped into experiment and group classes. Each group consists of 20 students. Pesantren students are always appealing to be investigated. (Fakhruddin & Megawati, 2018) That is because they have two focus disciplines to be achieved. Religious knowledge and competence and science or social knowledge and competence.

A. Data Collection

The data was obtained through a reading comprehension test. The reading comprehension test is in essay format since the study goes over students' critical thinking. The questions were designed by the researcher by considering the reliability of the test. 10 questions were distributed to do the Pre-test and 10 questions were distributed to do the post-test.

Aiming to give the score to students' answering in essay tests, this study adopted The Critical Thinking Scoring Rubric from Eastern Illinois University. (Collins et al., 2007) It can be demonstrated as follows:

Critical Thinking Scoring Rubric

Rating Criteria	NA	Rating Scale					
		Emerging		Developing		Mastering	
Summarized problem, question, or issue		Does not attempt to or fails to identify and summarize accurately.		Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.		Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.	
		1	2	3	4	5	6
Considers context and assumptions		Approach to the issue is in egocentric and socio-centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.		Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.		Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. Questions assumptions, addressing ethical dimensions underlying the issue.	
		1	2	3	4	5	6
Communicates own perspective, hypothesis, or position.		Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear or simplistic.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.	
		1	2	3	4	5	6
Analyzes supporting data and evidence		No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.		Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective, discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.		Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.	
		1	2	3	4	5	6
Uses other perspectives and positions		Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.		Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.		Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.	
		1	2	3	4	5	6
Assesses conclusions, implications, and consequences		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.		Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.		Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities.	
		1	2	3	4	5	6

Figure I: Critical Thinking Rubric

Each item has six points as the highest point because the total item is 10 questions for critical reading comprehension, those who answer critically for all numbers will get 60. Reading comprehension usually requires students to find information that was explicitly stated in the text. In this study, the researcher designed to transform it into a more critical which utilized taxonomy bloom in levels 4, 5, and six. The reading comprehension can be depicted as follows:

Tabel 1: posttest result

Post-Test Reading Comprehension		
The Legend of Banyuwangi		
Reading Comprehension (Pretest)		Stage of CSR

1.	What is the story about? What does the story tell you about? Can you mention the legend story in your town?	Preview
2.	Mention the characters involved in the story! When did the story happen? Where was the story located / Where was the story from	Click and Clunk
3.	Do you agree that King Sulahkromo is a bad person? State your reason by providing evidence!	Get The Gist
4.	If you were Sidopekso, what would you do after being informed by King Sulahkromo?	Critical questions
5.	Mention 2 personality characters of Sri Tanjung based on the story! State-supported evidence to support your answer!	Critical Questions
6.	What might happen to Sidopekso after the water spreads a wonderful fragrance?	Critical Questions
7.	Have you ever had a similar accident in your daily life? What is it? Tell it briefly!	Critical Questions
8.	Make a question in which the answer is "Prejudice and distrust, as well as uncontrolled lust, became the cause of Sidopekso killing his wife"	Wrap up Activity
9.	Make a question in which the answer is "Trust in a partner is very important in marriage. Don't immediately believe in bad news about your partner. Make sure before you regret it!"	Wrap up Activity
10.	Re-tell the legend of Banyuwangi with your own words. Consider the generic structure!	Summarize Activity

Then, to conduct a reliable and normal test, the researcher invited 10 students to participate in the try-out test. The reliability and the validity of reading comprehension items can be analyzed as follows:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.570	.560	10

Figure 2: Reliability Statistics

The Cronbach's Alpha shows 0.570 which means the degree of reliability is at a moderate level. Also, it indicates that the test is eligible to use.

B. Data Analysis

Due to the number of respondents not reaching 50, the researcher analyzes the normality of data by considering the Shapiro-Wilk result. (Isnawan, n.d.) The Sig. cells of Shapiro-Wilk shows .050, .020, .012, .038 which all of the values are >0.05. it can be concluded that the data is normal. The normality data is the pre-requirement to do a T-test.

Tests of Normality							
Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Hasil_belajar	1	.197	20	.040	.904	20	.050
	2	.193	20	.048	.882	20	.020
	3	.246	20	.003	.870	20	.012
	4	.146	20	.200*	.898	20	.038

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3: Normality Test

III. RESULTS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Eks	20	12	48	30.80	10.247
PostTest_Eks	20	36	60	52.20	7.564
Pretest_Kontrol	20	6	36	20.70	9.432
Posttest_Kontrol	20	6	42	24.60	11.664
Valid N (listwise)	20				

Figure 4: Descriptive statistics

The statistical testing of Descriptive statistics indicates that there is improvement in students' pre-tests and students' post-test both in the experiment group and control group. The experiment group was treated by collaborative strategic reading (CSR) while the control group students did not. Equally important, to answer the research question of this study, Paired Sample T-test was undergone. The result can be seen as follows:

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest_Eks - PostTest_Eks	-21.400	8.994	2.011	-25.609	-17.191	-10.641	19	.000
Pair 2	Pretest_Kontrol - Posttest_Kontrol	-3.900	11.229	2.511	-9.155	1.355	-1.553	19	.137

Figure 5: sample paired test

The output of Pair 1 shows the significance value is .000 which is <0.05 and Pair 2 shows .137 which is >0.05 . Students who were taught reading comprehension with collaborative strategic reading to enhance their critical thinking by providing them critical reading comprehension were in experiment group or Pair 1. It means that collaborative strategic reading strategy (CSR) affects enhancing students' critical thinking.

IV. DISCUSSION

The method achieves a statistically better significant effect on students who were being taught by collaborative strategic reading than students who were not. This is consistent with what has been found in a previous study (Batubara & Pd, 2018) inviting 45 students, he revealed that implementing Collaborative Strategic Reading can overcome students' barriers to reading comprehension. Students' score average was improved from 67 to 87 in reading comprehension of narrative text. A similar conclusion was reached by (Anwar, 2020) which pointed out that students' ability to comprehend passages was only 50%. By applying CSR as a reading strategy the ability is enhanced to 100%. He also found that CSR can improve students' participation in class. (Bermillo & Merto, 2022) also verified the effectiveness of CSR on students' reading comprehension and motivation by involving 90 participants of Grade 9 Philippines students. They revealed that Collaborative Strategic Reading is an effective strategy to help students improve their ability in reading. This study revealed that CSR intervention had a positive impact on the reading comprehension of the EFL students. Thus, the result of students reading activities in CSR classrooms showed greater improvement than students in classrooms where CSR was not implemented.

To be more insightful, this study suggests that collaborative strategic reading impacts students' critical thinking. By providing critical reading comprehension, students can respond critically. The result of this study demonstrated in the chapter matches the state of the critical pedagogy. Earlier, Masduqi argued that the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action is referred to as critical thinking. (Masduqi, 2011)

Masduqi also discovered that university students especially ELT students lack of being critical thinking. Myriad students faced barriers in writing an essay in the form of delivering ideas and thought, exchanging opinion and assumption, and eliminating incorrectly between facts and opinions. Thus, he stated that it was urgent to teach critical thinking to university students. (Masduqi, 2011) As time progressed, many researchers filled this gap and have attempted to embed critical thinking in English language teaching. This present study attempts to integrate critical thinking in the primary stage which is high school level.

Several contributions have made by (Issa & Khataibeh, 2021), (Ginting et al., 2021), (Rozi, 2021), (Achadiyah & Azmi, 2023) (Baghoussi, 2021) who revealed some essential points in integrating critical thinking and the English language teaching. They are successfully portraying how critical thinking was being embedded with English skills such as reading and listening as receptive skills, seeking for their correlation and attempting to know the efficacy of critical thinking in teaching English.

Furthermore, the use of narrative text as an imaginative story is an excogitation to be implemented in teaching English, especially in reading skills. Narrative text in Merdeka Belajar curriculum exists D phase or junior high school (SMP). The narrative text provides various stories coming from Indonesia, such as the legend of certain places: The legend of Banyuwangi, the legend of Surabaya, the legend of Tangkuban Perahu, folklores: Malin Kundang, Joko Tingkir, Lutung Kasarung, Cindelas, and Fable which the characters are animals. Indonesian students are familiar with narrative text because the region has its own stories. Thus, the narrative text belongs to authentic material. Authentic materials play a crucial role in providing students with background knowledge to develop their critical thinking skills.(Setyowati et al., 2020) Real-life experience enables students to easily analyze and evaluate arguments, opinions, and thoughts..

V. CONCLUSION

Bearing all these findings and explications, collaborative strategic reading as one of the reading strategies has been proven to enhance students' critical thinking in narrative text. On account of these novelty findings, EFL teachers are highly encouraged to incorporate critical thinking in every English skill, especially in reading skills. Reading activity is the gate to acquire a new language and gain information and knowledge from written language. The combination of collaborative strategic reading and narrative text, the selection of narrative text topics that students already know well, and the availability of critical reading comprehension are worth pondering to teach reading skills in EFL classrooms. This activity gives students more fruitful reading learning outcomes in terms of comprehending language content. Important, by thinking critically, students are equipped with complex thinking skills such as evaluating, making judgments, making predictions, proposing solutions, and formulating alternatives. Authentic materials utilized in this study, narrative text based on local wisdom also promote students' cultural awareness.

Further, the enrichment of reading passages' genre is crucially pivotal for prospective researchers desirous of replicating this existing study. Future researchers are openly welcome to run a more profound investigation of other reading passage which is used in EFL classroom based on Merdeka Belajar Curriculum. it is worth applying by Indonesian EFL learners to foster their ability to read critically. By paying more in-depth attention to this research scope, English teachers will be assisted to pay attention to what text they are going to use when integrating critical thinking enterprises gradually resulting in a more exponential elevation of the targeted learners' critical thinking. Notwithstanding, the obtained research results unfolded in this present study have shed a little enlightenment for Indonesian EFL teachers, practitioners, policy-makers, and educators on considering others' thinking styles such as; creative thinking by adeptly taking others' reading strategies in which learners are given more chance to develop their critical thinking skills.

REFERENCES

- Alenezi, S. (2021). Investigating Saudi EFL Students' Knowledge and Beliefs Related to English Reading Comprehension. *Arab World English Journal*, 12(1), 339–356. <https://doi.org/10.24093/awej/vol12no1.23>
- Alqarni, F. (2015). Collaborative Strategic Reading to Enhance Learners' Reading Comprehension in English as a Foreign Language. *Academic Journal of Interdisciplinary Studies*, 4(1), 161–166. <https://doi.org/10.5901/mjss.2015.v4n1p161>
- Anwar, A. K. (2020). The Effect of Collaborative Strategic Reading Toward Students Reading Skill. *Anglophile Journal*, 1(1), 21. <https://doi.org/10.51278/anglophile.v1i1.62>
- Aulia, S. (n.d.). COLLABORATIVE STRATEGIC READING TO IMPROVE STUDENTS' READING COMPREHENSION Susana Aulia (Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma). 05.
- Aziz, I. N. (2020). The Use of CIRC Strategy on Students' Reading Comprehension Skill. *Journal of English Education And Technology*.
- Baghoussi, M. (2021). Critical Thinking in Algerian Secondary School EFL Classes: Expectations and Reality. *Arab World English Journal*, 12(3), 97–110. <https://doi.org/10.24093/awej/vol12no3.7>
- Batubara, A., & Pd, S. P. M. (2018). Implementing Collaborative Srtategy Reading To Improve Student'S Reading Comprehension. *Journal English Language Teaching and Research*, 2(1), 84–100.
- Bermillo, J. E., & Merto, V. L. T. (2022). Collaborative Strategic Reading on Students' Comprehension and Motivation. *European Journal of English Language Teaching*, 7(1), 71–103. <https://doi.org/10.46827/ejel.v7i1.4148>
- Collins, E. R., Hoffman, L. A., Bishop, Gill, B. J., Criteria, R., Scale, R., Elo, S., Kyngäs, H., Section, P., & Practice, R. (2007). Rating Criteria context and supporting data perspectives and. *Journal of Advanced Nursing*, 37(1), 5–6.
- Fakhruddin, M. Z., & Megawati, F. (2018). Stakeholder Perspective toward English Language Teaching in Pesantren. *Script Journal: Journal of Linguistic and English Teaching*, 3(1), 49. <https://doi.org/10.24903/sj.v3i1.200>
- Ginting, P., Hasnah, Y., & Utami, D. S. (2021). Enhancing Students' Critical Thinking in Writing Through Group Investigation Strategy Assisted by Digital Story Board Media. *IJET (Indonesian Journal of English Teaching)*, 10(1), 112–125. <https://doi.org/10.15642/ijet2.2021.10.1.112-125>
- Indah, W., Rohmana, M., Rizki, K., & Nf, A. (2022). Exploring the Use of Narrative Text in Teaching Reading Comprehension in Efl Classroom. 488–496.
- Instruction, R., Programs, R., Skills, R., Strategies, R., Education, S., & Reading, S. (n.d.). Research Iso Practice.
- Isnawan, M. G. (n.d.). KUASI-EKSPERIMEN.
- Issa, H. B., & Khataibeh, A. (2021). The Effect of Using Project Based Learning on Improving the Critical Thinking among Upper Basic Students from Teachers' Perspectives. *Pegem Egitim ve Ogretim Dergisi*, 11(2), 52–57. <https://doi.org/10.14527/pegegog.2021.00>

- Kemdikbud. (2022). Buku Saku Kurikulum Merdeka; Tanya Jawab. Kementerian Pendidikan Dan Kebudayaan, 1–50.
- Khampool, W., & Chumworatayee, T. (2023). Collaborative Strategic Reading (CSR) Instruction and its Effects on Thai EAP University Learners ' Reading Comprehension across Two Proficiency Levels. 0672(December).
- Lisett Olaya, M., & González González, G. M. E. (2020). Cooperative Learning to Foster Reading Skills. *Institución Universitaria Colombo Americana*, 21(21), 119–139.
- Masduqi, H. (2011). Critical Thinking Skills and Meaning in English Language Teaching. *TEFLIN Journal*, 22(2), 185–200.
- Muziatun, M., & Katili, M. (2020). The Collaborative Strategic Reading (Csr) Through Students Reading Comprehension. *Indonesian Journal of Learning and Instruction*, 3(1). <https://doi.org/10.25134/ijli.v3i1.3007>
- Nicoteri, J. A. (1998). Critical Thinking Skills. *American Journal of Nursing*, 98(10), 32–47. <https://doi.org/10.2307/3471579>
- Reading Comprehension Strategies. (2007). In *Reading Comprehension Strategies*. <https://doi.org/10.4324/9780203810033>
- Rozi, N. F. (2021). Classroom Debate Strategy To Enhance Students' Critical Thinking Skills in Argumentative Writing. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 10(2), 274–288. <https://doi.org/10.26618/exposure.v10i2.5916>
- Satyaputri, T. R., & Soraya, I. (2021). Exploring Diverse Thinking Level Students Challenge and Strategy in Solving English Language HOT Question. *New Language Dimensions*, 1(2), 76–89. <https://doi.org/10.26740/nld.v1n2.p76-89>
- Semericioğlu, S. M., Kıroğlu, K., & Çağlayanc, K. T. (2020). The Effect of Collaborative Strategic Reading Model on Fourth Grade Students' Understanding Skills in Informative Texts. *Bartın University Journal of Faculty of Education*, 9(1), 155–167. <https://doi.org/10.14686/buefad.508251>
- Setyowati, R. N., Sari, M. M. K., & Habibah, S. M. (2020). Improving Critical Thinking Skills of Students through the Development of Teaching Materials. June 2019. <https://doi.org/10.2991/icss-18.2018.50>
- Suhendri, S., & Kurniawan, F. (2022). Improving Students' Motivation and Reading Ability in Learning Narrative Text using Problem-Based Learning. *Jurnal Penelitian Tindakan Pendidikan*, 1(1), 27–35. <https://doi.org/10.23917/jptp.v1i1.978>
- Tourimpampa, A., Drigas, A., Economou, A., & Roussos, P. (2018). Perception and text comprehension. It's a matter of perception! *International Journal of Emerging Technologies in Learning*, 13(7), 228–242. <https://doi.org/10.3991/ijet.v13i07.7909>
- Vdovina, E. (2013). Developing Critical Thinking in the English Language Classroom. *ENGLISH LANGUAGE TEACHERS' ASSOCIATION (ELTA SERBIA)* December, Volume 1(No 1), 54–68.
- YILDIRIM, S., & SÖYLEMEZ, Y. (2018). The Effect of Performing Reading Activities with Critical Reading Questions on Critical Thinking and Reading Skills. *Asian Journal of Education and Training*, 4(4), 326–335. <https://doi.org/10.20448/journal.522.2018.44.326.335>

- Yousefi, S., & Mohammadi, M. (2016a). Critical thinking and reading comprehension among postgraduate students: The case of gender and language proficiency level. *Journal of Language Teaching and Research*, 7(4), 802–807. <https://doi.org/10.17507/jltr.0704.23>
- Yousefi, S., & Mohammadi, M. (2016b). Critical thinking and reading comprehension among postgraduate students: The case of gender and language proficiency level. *Journal of Language Teaching and Research*, 7(4), 802–807. <https://doi.org/10.17507/jltr.0704.23>



© 2018 by the journal. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC-BY SA) license (<http://creativecommons.org/licenses/by/4.0/>).