ABSTRACT

MELATI SARI ASTUTI MARZUKI: “THE USE OF CRITICAL REFLECTION TO IMPROVE STUDENTS’ COMPREHENSION IN A READING COURSE”

This study sets out to improve students’ comprehension in reading course at Vocational High School of Al-Lathifah Mulia in Cikarang. The phenomena in the school is the students are lack of reading comprehension ability. An inappropriate teaching model becomes one of the factors that makes the students face several difficulties in their reading.

The purposes of this research are to find out 1) the implementation process of critical reflection in the subject of reading for comprehension; 2) the effects of the use of critical reflection to improve students’ reading comprehension; 3) the effectiveness of the implementation of critical reflection in improving students’ reading comprehension.

Looking at the purposes, the study used a case study-exploratory sequential mixed method. The participants were selected purposively from twenty-three students of the vocational high school at 12th grade in Al-lathifah Mulia. The techniques to collect the data are observation, interview, and test. These were used to find out the implementation of critical reflection, the effects and the effectiveness of improving after using critical reflection.

The study reveal 3 important findings. There are 3 steps of implementation in critical reflection. The first implementing critical reflection: identifying the assumptions, assessing and scrutinizing into their real-life and transforming. The second there are three effects after using critical reflection: making the students comprehend the text faster than before, making them more aware of the issues around them and making them more active and brave to speak out their opinion. The third there is a significant the students’ comprehension result difference of before and after using critical reflection. The mean score of students’ comprehension before using critical reflection is 43.83, and after using is 59.09.

In short, this study concluded that the use of critical reflection can improve the students’ comprehension in reading text. The result of present study is valuable information for the vocational high schools’ teacher to make decision to use critical reflection.