

ABSTRACT

Critical thinking skills is an ability that students must have especially in the 21st century because students today face a greater challenge in evaluating information than their parents or grandparents did at their age. News literacy education has the potential to engage students and ignite their critical thinking. More importantly, it can empower them to make better-informed choices in their lives as they move beyond the classroom and into the world (Adams, 2014).

This research aims to investigate Indonesian EFL students in reading political articles and their critical thinking skills. This research also essential to find how far students can distinguish fact and opinion in reading political articles. This qualitative case study involved one lecturer and five students of English Education in Interpretative Reading Class at UIN Sunan Gunung Djati, Bandung. The data obtained from online classroom observation and document analysis.

The research reveals that from the six strategies including (1) Using context to find meaning, (2) Reading between the lines (Inferences), (3) Most/least important ideas(s) and information, (4) Sorting ideas using a concept map, (5) Visualizing, (6) Making notes, the lecturer uses two strategies to engage students in reading, reading between lines (making inferences), and visualizing. Reading between lines (making inferences) is a strategy that can engage students in reading political articles to foster their critical thinking skills. The five students of English Education are able to make inferences in a word and sentence, they are also able to mention some evidence to support their statement. The lecturer uses eight-stages to engage the students in reading political articles to foster their critical thinking skills. Then, the results of the research shows that the five students of English education are able to distinguish between facts and opinions, especially when reading the articles. They are able to mention several examples of sentences of facts and opinions contained in the political articles they had read, they are also able to determine whether in a political article contains many facts or opinions. This research reveals that students are engaging in reading political articles and able to distinguish facts and opinions especially when reading political articles.