

Getting Higher Critical Thinking Skills Through Analyzing and Responding to Text

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Abstract. *Understanding the academic text in English requires the ability to think critically and respond to it precisely by way of writings. This research is aimed at improving the students' critical reading ability through the use of Double Entry Journal. To achieve such competences, we have conducted a Classroom Action Research by involving a group of at risk students who were struggling to complete the course of Reading at 5th semester. Throughout 2 cycles, we found out that students' critical thinking did not only get improved in their reading activity, but also in their oral performances. Data shows that students' oral performance was better in fiction work. In addition to the use of DEJ, the article further discusses types of students' activity that might achieve critical thinking skills particularly in the development of their reading, speaking, and writing skills.*

Key words: *critical thinking skills, double entry journal, major types of non-fiction*

A. INTRODUCTION

Critical thinking skill is one of the most important vehicles that take someone to reach academic success in a university or college. The capacity to think critically requires someone to have the ability to 'interpret, analyze, evaluate, infer, explain, and self-regulate or monitor one's own thinking and correct flaws in logic' (Facione, 1990). Such skills are mostly acknowledged in current situation as promoted in the 21st century learning outcomes. In the broader sense, critical thinking skills are attached together with the other sub skills such as Communication skills (reading, writing, speaking, listening), Computation skills (understanding and applying mathematical concepts and reasoning, analyzing and using numerical data), Community skills (citizenship; diversity/pluralism; local, community, global, environmental awareness), Critical thinking and problem solving skills (analysis, synthesis, evaluation, decision making, creative thinking), Information management skills (collecting, analyzing, and organizing

information from a variety of sources), Interpersonal skills (teamwork, relationship management, conflict resolution, workplace skills). (Kemenristek Dikti, 2020; Kelly M, 2019).

In the context of English as a Foreign Language (EFL) learning, the essence of critical thinking does not only determine one's success in acquiring or receiving information, but also producing it in the target language. Great attentions have been paid to balance these receptive and productive skills as reflected in school curricula, but success is unlikely to satisfy the current flow of TEFL in Indonesia.

Recent techniques in developing students' communicative competence have been fruitful, however, many of them failed to reach the target for some reasons. The fifth semester students of English in Tadris department, for example, suffered from the inability to interact verbally inside or outside the class sessions. They were identified at risk level and had very low motivation and achievement although they had been struggling for it for five semesters. Previous observations and interviews with this 'margin' group were reported to point that some misleadings in academic development and communication in target language occurred and therefore, they should be reoriented to critical thinking.

This study was set up when this 'under-achievement' student happened to take Extensive Reading subject. Through the application of Double Entry Journal, the current Classroom Action Research (CAR) seeks to uncover the development of students' critical thinking especially in analyzing and responding to texts. The ideas behind this practice were based on the facts that over the years, numerous studies have reported that extensive reading benefits language learners in a variety of ways, including in the area of critical literacy. These studies claimed that prolific readers noticeably improved their reading proficiency, reading habits, reading fluency, and vocabulary retention, as well as writing and spelling (Nation, 1977). In addition to gains in a range of language skills, students experienced delight in language learning and positive feelings as extensive reading motivates them for further study and reading. Gee (1999) argues that the more we read, the more competent language learners we become. Through the cycles of the research, the study tried

to consolidate language learning in other important ways as well to gain more competence in the target culture and acquire broader background knowledge for more complex reading.

Non-fiction works such as Essays, journals, diaries, documentaries, scientific papers, photographs, biographies, textbooks, travel books, blueprints, technical documentation, user manuals, diagrams and some journalism are exposed to the respondents. Other works can legitimately be either fiction or non-fiction, such as journals of self-expression, letters, magazine articles, and other expressions of imagination. Though they are mostly either one or the other, it is possible for there to be a blend of both. Some non-fiction may include elements of unverified supposition, deduction, or imagination for the purpose of smoothing out a narrative, but the inclusion of open falsehoods would discredit it as a work of non-fiction. The publishing and bookselling business sometimes uses the phrase "literary nonfiction" to distinguish works with a more literary or intellectual bent, as opposed to the greater collection of nonfiction subjects.

The numerous literary and creative devices used within fiction are generally thought inappropriate for use in non-fiction. They are still present particularly in older works but they are often muted so as not to overshadow the information within the work. Simplicity, clarity and directness are some of the most important considerations when producing non-fiction. Audience is important in any artistic or descriptive endeavor but it is perhaps most important in non-fiction. In fiction, the writer believes that readers will make an effort to follow and interpret an indirectly or abstractly presented progression of theme, whereas the production of non-fiction has more to do with the direct provision of information. Understanding of the potential readers' use for the work and their existing knowledge of a subject are both fundamental for effective non-fiction. Despite the truth of non-fiction it is often necessary to persuade the reader to agree with the ideas and so a balanced, coherent and informed argument is vital.

Theoretical discussions and some case studies have provided information that there are significant relations between reading and writing for young children (Musthafa,

1991:52). As cited in Teale and Martinez (1989), although reading and writing are not mirror images of each other, they mutually reinforce each other in the process of literacy development. Literature is what the reader perceives and responds to as one. It is anything that evokes responses from readers, listeners, and/or viewers. Literature can therefore take a variety of media: written texts (e.g., short stories, novels, poems, drama, etc.) and pictorial graphical representations (e.g., caricatures, drawings, calligraphies, etc.), audiovisuals such as those presented on TV and Video, and those packaged through sound arrangements. It follows that responses from readers are also variable and multi-formal: oral and written verbal (e.g., oral responses, dramatics reading, written responses, etc.), visual non-verbal (e.g., pantomime, pictorial illustrations, etc.), etc.

The central point is the ‘reader’ or literary experiencer – the importance of literature is what the reader feels important; its meaning is in what feelings are evoked and association that can be made by the reader as the result of literary encounter (as cited in Bleich, 1975). Depending on the purpose of reading, Rosenblatt (1991:441) identifies two kinds of reading: aesthetic and efferent. Aesthetic reading is a reading event during which attention is given primarily to the public aspect, while efferent reading is that if the reader focuses attention on the private elements. In general, the difference of these two types lies in the following three things: what the reader does, the stance that she adopts and the activities she carries out in relation to the text.

Literary experience is both personal as well as social (Bleich, 1975). It is a personal act because the response that a reader makes is to be used to take care of private feeling. It is also called social because when the reader is constructing her response, she does it with an eye toward the intended reader or listener.

In comprehending a text, the reader actively creates meaning, and in so doing she brings into the text her background knowledge about the topic, about sociolinguistic convention and her intentions, expectations and purpose of reading, her values and beliefs that she already has in mind (Smith, 1988; de Fina, et al, 1991). Therefore, the meaning does not reside ready made in the text or in the reader; it is derived

from the interaction between the content and the structure of the author's message and the experiences and prior knowledge of the reader (Rosenblatt, 1989).

It is clear from the above principles that in efferent reading, the reader is interested only in what the words point to – the objects, ideas, and actions designated. In contrary, in aesthetic reading, the reader's primary concern is with what happens during the actual reading event. Therefore it can be concluded that the first type is directed toward concepts to be retained, ideas to be tested, actions to be performed after the reading. In the second type, however, the reader's attention is directed on what she is living through during her relationship with that particular text.

The idea of incorporating critical thinking into educational practices was initiated by Greek philosophers, reinforced the World War II, and enhanced by Bloom in the 1950s with his *Taxonomy of Educational Objectives*. It gained currency particularly in the 1980s (Djiwandono, 2013). The latter concern was voiced in a Tbilisi Declaration over three decades ago, whereby it stated that the ultimate goal of education is to teach them critical thinking which will enable students to deal with social and environmental issues (Intergovernmental Conference on Environmental Education, 1978).

Critical thinking has been defined in some ways with a bit differences. Ennis (1987:10) defines it as “reasonable, reflective thinking that is focused on deciding what to believe or do”. Facione (1990) maintains that the following skills make up critical thinking, namely: (a) Interpretation: the ability to comprehend information; (b) Analysis: the ability to identify the main arguments presented; (c) Evaluation: the ability to judge whether this argument is credible and valid on the logic and evidence given; (d) Inference: the ability to decide what to believe or do based on solid logic, and to understand the consequences of this decision; (e) Explanation: the ability to communicate the process of reasoning to others; and (f) Self-Regulation: the ability to monitor one's own thinking and correct flaws in logic.

Kurland (2000) adds open-mindedness as another important dimension of critical thinking. Being open minded requires that a critical thinker adopt the following

characteristics such as: (1) evaluate all reasonable inferences; (2) consider a variety of possible view points or perspectives; (3) remain open to alternative interpretations; (4) accept a new explanation, model, or paradigm because it explains the evidence better, is simpler, or has fewer inconsistencies or covers more data; and (5) accept new priorities in response to a reevaluation of the evidence or reassessment of our real interests.

Double-Entry Journal strategy enables students to record their responses to text as they read. Students write down phrases or sentences from their assigned reading and then write their reactions to that passage. The purpose of this strategy is to give students the opportunity to express their thoughts and become actively involved with the material they read. The benefits of this strategy are such: (a) It improves students' comprehension, vocabulary, and content retention. (b) This interactive strategy activates prior knowledge and present feelings, and promotes collaborative learning. (c) It fosters the connection between reading and writing as students are able to 'reply' to the author or speaker as they write their responses (Joyce, M, 1997; Litwiller, D., 2003; and Ruddell, R, 2002). Others contend that this kind of strategy helps students become more involved with their reading, encourages students to bring their background knowledge to the reading of the text, engages students to "engage with the author" around the text, and scaffolds reading with a variety of texts in all curriculum areas.

There are many types of Double-Entry Journal (DEJ) but the most common one is students write two column space. The classroom procedures usually begin with the introducing a passage of text to the students. The teacher then discusses the DEJ technique and models the procedure including specific guidelines for writing. Students are told to read the selected text making journal entries whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly. Next, students fold a piece of paper in half, length wise. In the left column, the students write a phrase or sentence from the selection that was particularly meaningful to them, along with the page number. In the right column, the students react to the passage by writing personal responses to the quotes on the left. The entry may

include a comment, a question, a connection made, or an analysis. Finally, students can share their responses with the class or literature discussion group.

As an effort to the integration of language skills (especially reading, writing, and speaking), the current study seeks to uncover both cognitive and affective modes by which students strive to comprehend the text. Both fiction and non-fiction works have potential aids to trigger out students' thinking and imagination, and therefore, it is important to understand students' preferences when they analyze and respond to the texts. Extensive reading plays a great role in language learning either in the first, second, or foreign language. It can provide comprehensible input. In his 1982 book, Krashen argues that extensive reading will lead to language acquisition, provided that certain preconditions are met. These include adequate exposure to the language, interesting material, and a relaxed, tension-free learning environment.

This study was in line with the idea that integrating some language skills such as reading, speaking, and writing in every learning session of EFL learning has been the most effective way to speed up the students' mastery or acquisition of the target language (Goodman, 1986). Theorists argue that double entry journal is a useful strategy that promotes engagement with text by connecting reading and writing (Blachowicz & Ogle, 2008). To complete a double entry journal, students need to read the text closely to identify and select a quote, word, phrase, or concept from the text that is important or confusing (L'Allier & Elish-Piper, 2007). Students then reflect on the information pulled from the text by writing a note that shows their reactions, connections, and inferences related to the excerpt they selected (Alvermann, Swafford, & Montero, 2004). This synthesis of ideas promotes active engagement and rich understanding of text (Nugent & Nugent, 1987).

Recent study conducted to the freshmen English (Besral, 2013) of this institution shows that almost eighty percents of respondents (out of 33 students learning Reading II subject) responded to the key events of text assigned to them. Unfortunately, the rest 20 percents only made connection to words, ideas, and concept. The minimum respond to these three items might be caused by many

factors; the most salient one was that students had low or insufficient knowledge (in term of language) in making connections, or the texts might have been beyond their thinking and imagination. To confirm such uncertainties, therefore, students will be exposed to short stories and research/ journal articles for this study.

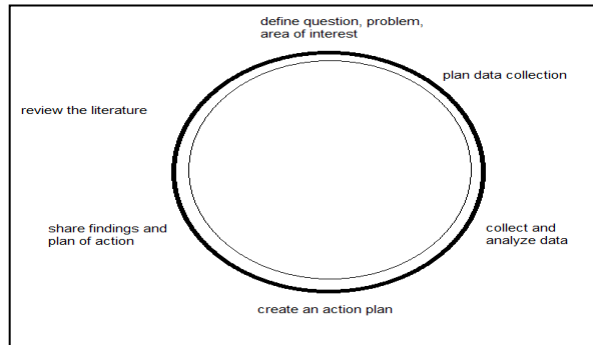
The two researches presented above may enhance the current study and be a complementary for future understanding of the case under investigation. It is expected that through the description of students' efforts towards critical thinking and their development of oral skills will enable the researcher to shed light to more effective and challenging methodology particularly in the integration of reading and speaking skills.

Based on the ideas above, Double Entry Journal technique was applied in the Extensive Reading subject to the seventh semester students at Tarbiyah and Teacher Training Faculty, Islamic University 'Imam Bonjol' of Padang (Academic Year of 2013). The two different things I would try were: First, assigning students (in pairs) with some short stories and research journal articles. Second, instructing them to respond to the texts by using 'Double Entry Journal' technique. Finally, asking them to share orally on specific responds to the materials being assigned. While these students were free to choose the journals articles, they were determined to read, analyze, and respond to both short stories and journal articles. Given that these two types of texts were the comprehensible inputs for the students' reading, in what degrees did they assist students' development of critical thinking? Do the students' learning activities provide good support for their spoken and written skills in English?

B. METHOD

The subject of this study was 10 students of English Tadris at the Faculty of Islamic Education and Teacher Training, State Islamic University 'Imam Bonjol' Padang. Less was known about students' learning styles. However, as most Lecturers claimed, these students lacked cognitive and motivation in language learning. Their current achievement on reading skills was 65.83, suggesting that they need to be acquainted with some types of study skills.

The step or procedure taken in this CAR was based on Johnson (2005: 22) consisting of ‘(a) defining question, problem, area of interest; (b) plan data collection; (c) collect and analyze data; (d) create an action plan; (e) share findings and plan of action; and (f) review the literature’ as shown below.



Based on the concept of Extensive Reading (ER), students were strongly recommended to take the materials from journals on language teaching and educational themes in *The Jakarta Post*.

Procedures

In the early session, the class was introduced to the goals of the Extensive Reading (ER) subject together with the materials to be read, analyzed, and responded. Students were to read the texts at home or outside the class but should report them in the classroom. They were directed to use Double Entry Journal and what to be expected of them for final exam. A part from it, classroom activity was set up as follows: Analyzing Text and Responding to it. When students read the text, they should complete the table as described below.

Name/ Student Number	:/.....
Semester/ Dept/	:/.....
Title	:
Author	:
Quotation		
from the	Page	Responds
source text		
.....	
.....	

.....
Etc

Students (in group) acted or responded to the text orally in front of the class and followed by question and answer. When a group presentation was done, the other groups should clarify or ask some questions or they may comment (e.g., critiques or suggestion).

The main data of this study revealed the score of (1) Students' comprehension on the texts that accounts for several indicator such as: (a) Content and Responses; (b) Connection to the literature; and (c) Organization/ Number of Entries and (2) Students' performance when responding to text that covered (a) Language comprehensibility; (b) Cultural ability; (c) Communication skills (organization, expression, use of evidence, eye contact, board use; and (d) Interaction (listening, question handling/ responding) (Cohen, 1994: 275).

The different scores of both pre and post-test was merely to help the researcher shape and clarify the theme to be analyzed or categorized. Finally, the results of this study would serve as the baseline in determining action to be proposed or acted especially in the quality improvement of Extensive Reading program ahead, generally in the development of English Department.

C. FINDINGS

As the research went through 10 weeks, the general framework of the classroom session (Time-Line) ran as follows:

Week	Students' Activity
1	<ul style="list-style-type: none">• Think of, read about, and discuss the goals of extensive reading• Talk about how people read in their first and second languages, and discuss any similarities and differences• Discuss why some of the books are appealing and others are not• Compare samples of a few texts to see which of them is most comfortable for their language level

Week	Students' Activity
2	<ul style="list-style-type: none">• Discuss the aspects of aesthetic and efferent reading• Discuss the advantages of Double Entry Journal
3	<ul style="list-style-type: none">• Select the literary works and begin reading
4-5	<ul style="list-style-type: none">• Report to class about the books they have chosen, the number of pages they have read, the complexity of vocabulary, and plot development• Continue working with their Journals <p>Students report on how they are getting on with reading, problem</p>
6-7	<p>they have encountered, and emotions and feeling they experienced as they read and write</p> <ul style="list-style-type: none">• Select the journal articles and begin reading• Report to class about the journals they have read together with their DEJ
8-9	<ul style="list-style-type: none">• Recount their experiences in both reading and writing• Since they have finished the book by now, it is time for them to give an overview of the materials to recommend or not recommend the texts to their classmates
10	<ul style="list-style-type: none">• Submit their final journals

Referring to the central theme of the study, the following description presents portrayal of students' endeavor toward achieving better reading skills as well as responding to texts.

1. Critical Reading Skills

The implementation of DEJ technique which was expanded to oral presentation as the follow-up of students' reading activity had resulted in the better comprehension of text as shown in the table below:

Aspect	Pre-Test	Post-Test	Difference
N	12	11	-1
Mean	65.83	69.90	4.07

Sd	20.77	8.54	- 12.23
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Table 4.2: Improvement of Students' Reading Comprehension

Table describes their improvement from 65.83 to 69.90. Since the data of standard deviation decreased, it suggests then that students' score were approaching to its optimal homogeneity. In other words, students' competences were beginning to develop. Although the majority of the students admitted that learning with DEJ was under-pressured, they claimed that such activity improved their vocabulary, pronunciation, critical thinking, and speaking skills. Reading under pressure was perceived to be a positive thing in the sense that it motivated them to read even though they found some difficulties in reading and making presentation.

2. Analyzing Non-Fiction Works

The quality of students' journal for non-fiction works seemed to be low (M=54.7) as some aspects of the indicators were not performed appropriately. Table 4.4 describes each of the indicators in which 'explanation' is the only point that students may present the best.

Students were not successful in judging or evaluating the author' ideas and managing or controlling their minds when dealing with texts (M= 2.1). In almost similar case, they were not quite able to interpret, analyze, and infer what have been stated in the texts (M= 2.7 and 2.2). All respondents were in the category of average. These findings suggest that students' critical reading were not well developed through such reading activity.

Table 4.5: Students' Responds to Non-Fiction Work (Reading - Writing)

ASPECTS							
N of Resp.	Inte rpre tati on	A na ly si s	E va lu a ti on	In fe r- en ce	E xp la n- ati on	Self Reg ulat -ion	TOTAL SCORE (x 3.33)
1	2	3	3	2	3	2	49.95
2	4	3	3	2	4	2	63.27
3	2	3	3	2	3	2	49.95
4	3	2	3	3	3	2	53.28
5	2	3	3	2	3	2	49.95
6	3	3	3	2	4	3	63.27
7	3	2	3	3	3	2	53.28
Tot al	19	19	3	16	23	15	382.9
Me an	2.7	2.7	2.1	2.28	3.28	2.1	54.7

Classification:

Quality	Range Score	Percentage
Good	74.2 – 100	00.00
Average	47.6 – 73.2	100.00
Poor	19.9 – 46.6	00.00

The points above served the next modification that I should made, therefore, the next classes would be planed to run as follows:

Showing and discussion to the students the real indicators for their journal writing such as:

Int	An	Eval	Inf	Expl	Self
erp	aly	ua-	er-	an-	Regulat
ret-	sis	tion	enc	ation	-ion
Ati			e		
on					

3. Responding To Non-Fiction Works

Students' responds to non-fiction works were basically the results of their total approaches in both reading and speaking in which the following sub skills are involved: (1) language comprehensibility, (2) cultural ability, (3) communication skill, and (4) interaction. As shown in Table 4.5, students' score were not actually good enough (M=48.7). In general, however, forty-three percents of respondents were in the category of 'good', while the rest share similar percentages (28.5).

The component of 'Interaction', by which respondents handled the classroom discussion were identified to be the primary source of weaknesses in this respect. Their weakness is also proved by their lack comprehensibility of the source text together with the other two skills such as cultural and communication skills.

Table 4.6: Students' Responds to Non-Fiction Works (Reading Speaking)

N. of Respondent	ASPECTS				TOTAL SCORE
	Lg. Comprehensibility	Cultural Ability	Communication Skill	Interaction	
1	5	3	3	5	16
2	20	20	20	15	75
3	18	18	18	11	65
4	10	14	15	13	52
5	5	3	3	5	16
6	16	15	17	12	63
7	11	13	17	13	54
Total	85	86	93	74	314

Me	12,14	12,28	13,28	10,5	48,7
an				7	

Classification:

Qualification	Range Score	Percentage
Good	61 – 75	42.8
Average	36 – 60	28.5
Poor	15 – 35	28.5

D. FINDING AND DISCUSSION

This Extensive Reading program did not necessarily improve students' reading skills as it was evidenced in the previous data as the Extensive Reading Foundation (2011) explains that:

When students 'read to learn' (Intensive Reading) they are reading a text to learn something about the language itself – maybe a new word, some grammar and so on. We could call it 'study reading'. This is the typical reading many students do in their textbooks. The passages are short and often have a lot of language the students don't know. There are typically pre- and post-reading activities and comprehension questions as well. The aim of this reading is to help teach the language or a reading skill such as guessing the topic of an article from its title, or to give examples of say, the past tense which the students will then study intensively.

On the contrary, what we expected from the students through their Extensive Reading is that they practice the skill of reading, so that they can process the language to improve comprehension and enjoyment. In support of this issue, The Extensive Reading Foundation claims that:

When students 'learn to read' (Extensive Reading), they are practicing the skill of reading by reading for information – reading a story book for example with the aim of enjoying the reading without consciously knowing they are learning. The aim is to build reading fluency - not necessarily to learn new things (although they may learn some), and to deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively. This allows them to process language faster and improves comprehension and

enjoyment. Students can also ‘learn to read’ by building their set of reading skills and strategies and by doing speed reading activities designed to improve comprehension speed and overall fluency.

The form of evaluation in Extensive Reading should be directed to the process of how the students go about the topic or deal with the issues presented by the author. That is why the quality of students’ Double Entry Journal became the essential element in this study. Recent support by The Reading Foundation strongly argued that:

In Extensive Reading, as long as students are reading a book at their level, there is then no need to test their comprehension. This is because part of the decision about which book to read involved making sure they could understand most of the book before reading it. Extensive Reading is not about testing. It is about helping students to build their reading speed and fluency, and become more confident readers in English.

Instead of questioning students’ reading achievement, I would focus the discussion on the two main questions as have been put earlier namely: (1) To what directions do the students develop their analytical thinking provided that they are exposed to fiction and non-fiction works? and (2) To what extent do students’ oral competences get developed if they are assigned to deal with fiction and non-fiction works? To discuss each of the following points, several sub indicators that have been stated need to be explored.

1. Students’ Analytical Thinking

The development of students’ analytical thinking in this study was expected to come from the type of learning activity in which students were required to write their responds in the form of Double Entry Journal. What can be inferred from the two types of journal? Presented below are the two journals which cover fiction and non-fiction works.

(a) Fiction

ASPECTS			TOTAL
Content and	Connection	Orgz/ N. of	SCORE

N of Resp.	Responses	to Literature	Entries	
N= 10				
Total	120	86	60	542
Mean	12	8.6	6	54.2

(b) Non-Fiction

N of Resp.	ASPECTS						TOTAL SCORE (x 3.33)
	Interpretation	Analysis	Evaluation	Explanation	Self-Regulation	Other	
N= 7							
Total	19	19	3	16	23	15	382.9
Mean	2.7	2.7	2.1	2.2	3.28	2.1	54.7

It was evidenced from the comparison between responding to fiction and non-fiction work that students made a little better in the non-fiction (54.2 to 54.7). Though it was not significant, students' ability in **explaining** the source text was in line with their capacity to **understand** the content and responses of the source text. The other aspects of critical thinking skills such as **interpretation** and **analysis** could be developed only if their ability to **make connection** was achieved. While their low self-regulation can only be tackled if they could improve the quantity of their responds together with ways of its organization.

2. Students' Oral Competence

Students' critical thinking was expected to be improved not only through their reading activity, but also through oral performance. Data shows that students' oral performance was better in fiction work (Mean= 54.7) than in non-fiction (48.7) as shown below.

(a) Respond to Fiction work

N of Res p atio n	ASPECTS						TOTA L SCOR E (X 3.33)
	Inte r pret - atio n	Ana l- Ysi s	E va lu At io n	In fe r- en ce	Exp lan- atio n	Self Reg ulat ion	
Tot al	19	19	21	16	23	15	382.9
Me an	2.7	2.7	3	2. 2	3.28	2.1	54.7

(b) Respond to Non-Fiction work

N. of Resp	ASPECTS				TOTAL SCORE
	Lg. Comp re hensi bility	Cultu ral Abilit y	Com m. Skill	Inter- action	
Total	85	86	93	74	314
Mean	12.14	12.28	13.28	10.57	48.7

Although students' performance in fiction work was better than non-fiction, their **communication skill** was better developed in non-fiction. This is consistent with their better achievement in making **explanation**. How should such a case be collaborated in the teaching and learning process of reading? To answer this question, it is crucial to look at many aspects which shaped the kind of instruction and they might cover the issues ranging from the material selection, teaching method, classroom interaction and evaluation, to the concern on developing students' critical reading.

Material Selection: In order to promote comprehension both in fiction and non-fiction genres, students' reading activity must be facilitated by adequate materials.

The materials selected for this experiment were based on popular short stories in the world such as those written by Yukio Mishima, Ernest Hemingway, William Faulkner, Toni Cade Bambara, Edgar Allan Poe, Maxine Chernoff, Kate Chopin, Tess Gallagher, Franz Kafka, and Yasunari Kawabata. All of these short stories explore all elements in great details, however, most respondents failed to quote significant points and respond to them. It is presumably clear that students' sources of difficulties were not in the knowledge aspects, but rather, they suffered from the incomplete mastery of language structures. In addition to facilitate students' comprehension in fiction work, very few journal articles were chosen by the respondents. Instead of searching the journals through internet, respondents took some excerpts from the books that have been delivered by the other lecturers such as TEFL Methodology and Classroom Management. These phenomena strongly suggest that they were quite lazy to access the more relevant or challenging materials from other sources.

Teaching Method: Since DEJ promotes students' critical reading, then by encouraging them to present their oral reports, it is expected that their communication skills will get improved. Although feedback or comments on their presentations were often provided, but still, the same mistakes and weaknesses occurred in the rest of their performances. In short, teaching technique for this study has been varied ranging from critical reading, concept-mapping, underlining/note taking, writing or making quotation, to making presentation which includes strategic skills, speaking, and communication skills.

Classroom Interaction: Classroom interaction in this context refers to the activity done by the students and lecturer. Students' interaction during the presentation should involve the material itself, audience, and lecturer. Individual or group presentation is expected to practice or perform some communicative aspects such as explaining (telling, describing, showing something, demonstrating), asking questions, answering and commenting on someone's statement or questions. Besides, he or she should be able to lead and encourage the audience to be involved in the material being exposed. The teacher or lecturer's role is among other things: clarifying something such as the main topic, actors, method, or other elements of

text and encouraging the audience to be more involved in the discussion. Sometime, judgement or comment are provided to the presenter so that other students may take some lessons for their own benefits.

Critical Reading: Critical reading refers to the ability of the readers to judge the opinion or evidence presented by the author, how the author presents it and for what purpose (for non-fiction work). In the case of fiction works where the author presents the plot, characters, setting, and climax, the readers are encouraged to be more focused on those elements. Probably, the indicators of critical reading skills should be more emphasized within the whole activities done by the students. But, some of the teaching procedures then must be broken down as to accelerate them with students' capacity either in reading and responding to texts.

E. CONCLUSION

Although it is not always the case, reading can be a favorite activity in the EFL classroom. The key is to follow the principles of extensive reading: students select books that interest them, they read at their own level and pace, and they do not let unfamiliar vocabulary or expressions derail the pleasure of reading. Extensive reading of literature is a fruitful way to learn English, and when it is combined with writing tasks in the form of Double Entry Journal, students will arrive at a deeper understanding of reading strategies, literary elements, and the English language. The success they experience with extensive reading will be revealed in their journals by an understanding of the motives of characters, a description of an unfolding plot, and reflections on how the story relates to their own experiences. Through the connection with literature, students become inspired to offer their opinions and tell their own stories; as a result, they gain confidence as readers, writers, and independent learners. With clear guidelines and objectives, extensive reading offers students the opportunity not only to recognize how they learn, but also to actively participate in that learning.

Suggestions

The current study has revealed the pedagogical aspects of EFL learnings ranging from the materials selection, teaching techniques, communicative competence/

strategies for effective communication, to critical thinking skills. Some of the great issues have been resolved while others remain in the theoretical principles or conceptual framework. For better implementation of Double Entry Journal and in search with critical reading skills, the following recommendations need to be considered.

First, as students were not quite familiar with both aesthetic and efferent reading, future planning for Reading subject must be redesigned. The content of Reading I, for example, may be more exposed students to aesthetic reading with a slight addition of efferent. More advanced students must be directed to be involved in scientific readings (non-fiction works) by taking the materials from the books and research journals.

Second, as it is evidenced in the low quality of students' Double Entry Journal, it is recommended that other related subjects such as listening, speaking and reading should explore, develop and train strategies skills so that students' investment of time and energy may be spent appropriately. For this purpose, it is also advisable that those related subjects be conducted through Double Entry Journal technique.

Third, students' communicative competence needs to be developed in accordance with critical thinking skills. To achieve this purpose, English teachers are recommended to develop students' oral and written skills. The following list will not be so exhausting to be adjusted such as: (a) Interpretation: the ability to comprehend information; (b) Analysis: the ability to identify the main arguments presented; (c) Evaluation: the ability to judge whether this argument is credible and valid on the logic and evidence given; (d) Inference: the ability to decide what to believe or do based on solid logic, and to understand the consequences of this decision; (e) Explanation: the ability to communicate the process of reasoning to others; and (f) Self-Regulation: the ability to monitor one's own thinking and correct flaws in logic.

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