CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastred, they are : listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assigment writing, simuations, and practice).

Teaching reading means the students mentally focus on their thought in the text that they read to get knowledge and information proposed by the

authors. This processs needs collaboration among creative teachers, active students, critical thinking, good technique and comfortable atmosphere. The goal of teaching reading is to enable learners to use English as a means of communications.

Reading is a cognitive roces of getting information from the text. In other word, students use their knowledge to understand the information. There are four processes ; first they have recognized word in the text. Second, they should know the meaning of words that make them easier to undertand sentence in the text. Third, they have to relate the maning among the sentences in the text. Then, they can get the information after they understand the meaning of whole sentences in the text.

Reading is also something crucial and indispensable for the students because the succes of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading activiy in the process of reading someone will improve the process thinking of considering ideas and convincing them broadly. The reading process very related to the development factor of thinking, based on experience the underlying, so that critical thinking can improve students reading ablitity.

Edwar Glaser defines critical thinking is: “an attitude of wanting to think deeply about problems and things that are within the reach of one’s experience, knowledge of logical reasoning examination methods, a skill to apply these methods, a striving to examine every belief or assumptive knowledge based on supporting evidence and subsequent conclusions as a result.”[1]

In addition, according to Jhon Dewey critical thinking is “active, persistent (continuous), and careful consideration of beliefs or knowledge that are received quickly from the standpoint of the reasons that support it and the concusions leading to its tendency.” Furthermore, according to Robert Ennis, saying critical thinking is “thinking that makes sense and is reflective that focuses on focusing on what needs to be believed or done.” In addition, according to Richard Paul, thinks critical thinking is “a method of thinking about any substance or problem in which the thinker improves the quality of his thinking by handling it,” he said.

Critical thinking was significantly positively correlated with their reading ability. Acoording to Zare at al said that regarding of the study highlight that higher level of reasoning, contemplating, and judging results in a better consideration of reading passages. Learners with higher critical thinking skill evaluate the text and confirm and disconfirm what is

[1] Glaser Edwar In Fisher.A, *Berfikir Kritis,* (Erlangga : Pt Gelora Aksara Pratama, 2008), P. 3

important in getting the point.[2] It means that the students critical thinking has a positive relationship with their ability to handle reading. This shows that students who critical thinking can formulate conclusions, and make decisions to better understand certain reading passages.

Based on the opinions of the experts above it can be concluded that critical thinking is an attitude of wanting to think deeply about problems and things that are within the reach and higher level of reasoning, pondering, and assessing resulting in better and logical reading considerations, as well as skill to apply critical thinking, and seek to examine each one belief or setting assumptions based on evidence of experience.

Based on the prelimary researcher observation in PPTQ Muallimin Pakan Sinayan in the tenth grade, the researcher found some problems. The first, there was some students who had critical thinking but their reading ability was low. Students had critical thinking can provide a simple explanation, building skill, concluding, provide further explanation, set strategies and tactics in reading text. Example when the teacher gives an assignment reading test, some students with critical thinking are able to understand a reading text well, the students critical thinking because in the reasoning process they will use the knowledge they already have. Including reading ability, critical thinking skills will also determine the

[2] Zaree et al. International Journal of Research in English *Education Contributory Role Of Critical Thinking In Enhancing In Reading Comprehension Ability Of Iranian ESP Students.*2018.3:3.p27

extent to which a person was able to understands a concept, story, or dialog in a reading. But in reality when students are asked to read the reading text, there are some students who are unable and less fluent in reading text.

The second, some of students have good reading ability but low in critical thinking. For example when students are given a reading test, some students who are able to read the reading text well, but their critical thinking was low so they can not do exercises well. Students had reading ability can understand and know the main idea and answer questions well. Meanwhile, one way to undersand to content of a reading, one must understand it word for word, sentence by sentence and paragraph by paragraph so that a clear understanding of the content of reading emerges.

Based on phenomena above, the researcher was interested to conduct a research under the title **"The correlation between students' critical thinking and students' reading ability at the tenth greade of PPTQ Muallimin Pakan Sinayan".**

B. Identification of the Problems

Based on the background above, the problems that arise include:

1. Some students had critical thinking but their reading ability was low.
2. Some of the students have good reading ability but critical thinking was low.

C. **Limitation of the Problem**

As can be seen from the identification, the researcher presented the scope of the problem to be research is about: "**The Correlation Between Students' Critical Thinking And Students' Reading ability At The Tenth Grade of PPTQ Muallimin Pakan Sinayan."** This limitation is done to avoid the misunderstanding and reach the target of the research effectively.

D. **Formulation of the Problem**

In order to get the objective of the study systematically, the problem in this research will be formulated in the following reseach question:

1. Is there any significant correlation between students' critical thinking and students' reading abiility at the tenth grade of PPTQ Muallimin Pakan Sinayan?
2. What is the correlation direction between students' critical thinking and students reading ability at the tent grade of PPTQ Muallimin Pakan Sinayan?

E. **Purpose of the Research**

Based on the research question above, there are two purpose of this research as followed:

1. To identify whether there is any significant correlation between students critical thinking and students reading ability at the tenth of PPTQ Muallimin Pakan Sinayan.

2. To know the correlation direction between students critical thinking and students reading ability at the tenth of PPTQ Muallimin Pakan Sinayan.

F. **Significance of the Research**

It is hoped the research finding might be usefu for peopl in educational aspect, such as:

1. The students, it can add their knowledge about the correlation of students critical thinking and students reading ability
2. The teacher, it can be useful information about the correlation of students critica thinking and students reading ability
3. The researcher, to get more knowledge about it.
4. The college, to add the literature in the library as additional information for next researcher.

G. **Definition of the Key Term**

This definition of keyword terms aims to simplify and strengthen the meaning of this thesis. As for the concepts contained in this thesis are:

1. Correlation is students ability to give explanation, building basic skills, provide further explanation, and give conclusion or critical orientation and focus on deciding what to believe and do.
2. Critical thinking is students' ability to give simple explanations, and the attitude of wanting to think deeply about things that are within the

reach and higher level of reasoning and judging result in better and logical reading considerations.

3. Reading ability is the physical capacity to get information from the text given by the teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Critical Thinking

1. Definition of Critical Thinking

Thinking is inseparable from human activities, because thinking is a feature that distinguishes humans from other creatures. Critical thinking can be interpreated as an attitude of wanting to think deeply about problems and things that are within reach and logical reseoning, as well as a skill to apply critical thinking, and stive to examine each belief or assumptive arrangement based on evidence of his experience.

Mark Mason stated that critical thinking is: " constituted by particular skills, such as the ability to assess arguments others argue that it is most importantly a critical attitude or disposition, such as the tendency to ask probing questions, or a critical orientation, or some such attribute intrinsic to character.[3] The student who are able to assess arguments and there is a tendency to ask probing questions, or critical orientation so that the problem is easier to solve.

In addition Matt Baker, saying critical thinking is " a reasoned, purposive, and introspective approach to solving problems or addressing questions, with complete evidence and information, and for

[3] Mason, Mark, *Critical Thinking And Learning*,Blackwell publishing Ltd,2008,p.2

which an incontrovertible solution is unlikely.[4] Have ability to solve problems or answer questions with evidence and complete information, so that the emergence of solutions is undeniable and impossible.

According to Ennis quoted by Alec Fisher, " critical thinking is reasonable and reflective thinking focused on deciding what to believe or do".[5] Essentially when human thinking is learning to use skills think intellectually and on when we think together, there is a solution to the problem we are facing so that when people think they can decide what to do.

Based on the opinions of the experts above it can be concluded that critical thinking is students ability to give explanation, building basic skills, provide further explanation, and give conclusion or critical orientation and focus on deciding what to believe and do.

2. Characteristics of critical thinking skill.

There are several expert conclude the characteristics of critical thinking there are. First Emily R.Lai and Second Pierce and associates. According to Emily R.Lai state critical thinking has several characteristics, there are : 1) Analyzing arguments, claims, or evidence 2) making conclusions using inductive or deductive reasons 3)

[4] Baker, Matt, *Relationships Between Critical And Creative Thinking*,(University Florida) p.3

[5] Alec Fisher, Berfikir Kritis,(Jakarta:Erlangga,2008).p4

Assessing or evaluating 4) Making decisions or solving problems.[6] Critical thinking is an inseparable series of characteristics with one other, every argument, or evidence must be analyzed with inductive or deductive reasoning. From these conclusions can be assessed so that it will produce a problem solving.

In addition Pierce and Associates state the characteristics in critical thinking are : (1) The ability to draw conclusions from observations.(2) The ability to identify assumptions.(3) The ability to think deductively .(4) The ability to make logical interpretations and (5) The ability to evaluate which arguments are weak and which one is strong.[7] Critical thinking person are able to draw conclusions from observations and are able to make logical interpretations to evaluate which arguments are weak and which are strong so that decisions can be made.

Based on the above opinion, it can be concluded that critical thinking has characteristics, including analyze arguments or evidence, draw conclusions using inductive or deductive reasoning, make decisions or solve problems. Characteristics in critical thinking cannot be separated from each other, every argument, or deductive reasoning.

[6] Emily R.Lai: *Critical Thinking. A Literature Review,* Research Report Always Learning.Pearson.2011

[7] Desmita.,*Psikologi Perkembangan Peserta Didik,* (Bandung: PT.Remaja Rosdakarya,2011)p.154

Able to evaluate which arguments ate strong which ones are weak and from these conclusions can produce a problem solving.

3. Stages in Critical Thinking

To teach or train students to be able to think critically, the are several stages. According to Kneedler in Surya stated the critical thinking steps can be grouped into three steps :[8]

a. Defining and clarifying problem

1. Identify the main issues or problems
2. Comparing similarities and differences
3. Select relevant information
4. Formulate the problem

b. Assess relevant information

1. Selecting facts, opinions, result of reasoning (judgment)
2. Check consistency
3. Identify assumptions
4. Recognizing possible stereotyping factors
5. Recognizing possible emotion, propaganda, false Interpretation of the sentence (sematic slanting)
6. Recognize possible differences in value orientation and ideology.

[8] Hendra Surya, *Strategi Jitu Mencapai Kesuksesan Belajar*, Jakarta: Elek Media Komputindo.2011

c. Troubleshooting/drawing conclusions

1. Identify the data needed and whether or not the data is sufficient
2. Predicting the possible consequences of decision or problem solving or conclusion taken.

Meanwhile, according to Arif in Susanto the stages of critical thinking are: 1) Analytical skills, 2) Synthesis skills, 3) The skills to recognize and problem solving, 4) Concluding skills, 5) Evaluating and assessing skills.[9] In critical thinking stage, it is very necessary to have analystical skill, namely the skills to combine a new from or arrangement, as well as the skills to recognize and solve problems according to their minds based on their understanding or knowledge, and to be able to assess something with various existing criteria.

Based on the above opinion, the critical thinking stages used are according to Kneedler because the stages stated are easier to understand and clear. The development of optimal critical thinking skills requires interactive classes. In order for learning to be interactive, the learning design must be attractive so that students can be actively involved in the learning process. In the learning process that develops critical thinking skill, it involves students as thinkers, not

[9] Susanto,Ahmad. *Teori Belajar dan Pembelajaran Di Sekolah Dasar*: Jakarta.Prenada Media Grup.2013

someone being taught. The educators act as mediators, facilitators, and motivators who help students learn. Critical thinking skill need to be developed in students because through critical thinking skill, students can more easily understand concepts in reading.

4. Indicator of Critical Thinking Skills

Every individual has different levels of critical thinking skills. This is where a reference or indicator is needed so that it is able to objectively assess a person's critical thinking level. Nini Afriana,dkk suggests indicators of critical thinking skills, namely:[10]

1. Providing simple explanations, including: focusing questions, analyzing and evaluating a questions, and answering question about an explanation or statement.
2. Building basic skill, including: considering whether the source can be trusted, observing and considering a report on the results of observations.
3. Provide further explanation, including: defining terms and definition considerations in three dimensions, and identifying assumptions.
4. Set strategies, and tactics, including: determining actions and interacting with others.

[10]Afriana ,Nini .Halim,A.Syukri,Muhammad,Jornal *Analysis of the Characteristics of Students' Critical Thinking Skills in Completing National Exam Questions*, Syiah Kuala University

5. Concluding, including: deducing and considering the results of the deduction, inducing and considering the result of the induction, making and determining the value of the consideration.

According to Facione state that indicator of critical thinking are : 1) Actual, analyzing the maining of the facts presented in the problem correctly and honestly, 2) reason, organizing thoughts and express reasons clearly, logically or reasonable, 3) argumentation, denying an irrelevant argument and deliver relevant arguments, 4) inference, distinguishing between conclusions based on valid logic and invalid logic, 5) implication, questioning a view and the implications of a view.[11] Students' critical thinking can analyze the essence of the facts presented in the problem clearly and logically so that a problem is created based on observations and knowledge possessed.

Based on explanation above, it can be concluded researcher will use this indicator of critical thinking from Afriana as the research guidelines, namely: providing simple explanations, building basic skills, providing further explanations, setting strategies and tactics and concluding. Because this indicators are easier to understand and will be a guideline in this research.

[11] Facione, P.A.*Critical Thinking; what it is and why it counts.*Insight assessment.California.(California Academic Press.2005)

B. The Nature of Reading Ability

1. Definition of Reading

Reading is a process to get information, and also reading is a process to understand a written text. According to Neil Anderson in David Nunan, reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning.[12] It means that reading is the way to get the information and build a meaning.

Reading means a complex process of thinking in identifying meaning which involve most of the reader's intellectual act, such as: pronunciation and comprehension in order to receive ideas or information by the text. It means reading is not only looking at word in the from of grapic symbols but getting meaning from word to word or line to understand what students read.

2. The Objective of Reading

The are many objectives in reading activities. The objective for reading is closely connected to a person's motivation for reading. Some of them read for pleasure and some read for getting informations. Here some objectives of reading which are stated by some experst. According to Williams in Mc Donough and Shaw, the objectives of reading are classified into: Getting general information

[12] Neil Anderson In David Nunan, *Practical English Language Teaching* , (Mc. Graw – Hill : 2003),P.68

from text, Getting spesific information from text; and For pleasure or for interest.[13] Therefore, the essential purpose of reading generally to get new information or for pleasure.

Meanwhile Nunan suggest that there are seven main purpose of reading *first*, To obtain information for some purpose or because we are curious about some topic *second*, to obtain instruction on how to perform some task for our work or daily life (e.g knowing how an applience work), *third* to act in a play, play a game, do a puzzle, *fourth* to keep in touch with friends by correspondence or to understand bussines letters, *fifth* to know when or where something will take place or what is available,*sixth* to know what is happening or has happened (as reported in newspapers, magazine, reports) and *finally*, for enjoyment or excitement.[14] Therefore, the purpose of reading is to obtain information and instructions on how to do a task or job everyday.

[13] Jo Mc Donough And Christopher Shaw, *Materials And Methods In Elt,* (Oxford: Black Well, 1993) P.102

[14] David Nunan, *Second Language Teaching & Learning*, (Boston: Heinle & Heinle,1999)P.251

The different objective of reading is also stated by Harmer. He devided it into some areas;[15]

1. Predictive skills

   The readers predict what the are going to read. The process of understanding the text is the process of seeing how the content of the text matches up to those prediction.

2. Extracting spesific information

   Very often we read something because we want to extrac spesifict bits of information to find out a fact

3. Getting the general picture

   We often read to things because we want to 'get general picture'. We want to have an idea of the main points of the text-overview-without being to concerned with the details

4. Extracting detailes information

   A reader often has to be able to access text tyo detailed information

5. Recognizing function and discourse patterns

   Recognizing such discourse markers in an important part of understanding how a text is constucted. We understand paragraph structure and paragraph organisation and recognise devise for cohesion

[15] Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman, 1983) P.183-184

6. Deducing meaning from context

   Deduce meaning of unfamiliar word from the context in which they appear. In addition, Nuttal devided reading into three objectives, they are :[16]

   1) Practicing speaking ability by reading aloud makes reader more confident in pronunciation, even though the normal reading is silent that focused their eye movement to the reading text, it felt so internal and private, because reading is an interaction beetween the reader and the text written.
   2) Reading that was direcltly concerned with language learning, it is unlikely were interested in the prununciation of what you read except in a tiny minority of cases, and it is even less likely that you were interested in the grammatical structured used
   3) Learn to read' by giving material that reflect the authenticpurpose for wich people do read.

In general, reading objectives mentioned above is to understand or to comprehend the reading passage from the printed text. A person may read in order to gain information or verify exesting knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the

[16] Cristine Nuttal, *Teaching Reading Skill In Foreign Language*.(Oxford:Heinemann,1989) 5th Ed., P.2-4

language being raed. Read with a specific in mind enables us to focus on the relevant parts of a text and use oppropiate reading techniquse. Obviously, purpose of reading must be established before a selection is read.

3. Reading Techniques

The techniques of reading classified by Grellet are ; skimming, scanning, extensive reading and intensive reading.[17]

a. Skimming

Skimming is used to get general idea or in formation of a passage. According to Maxwell viewed skimming as "the ability to process large quatities of materials very rapidly in order to read for a specific purpose, the location of main idea. Skimming would be helpful when we want to find out quickly about the writer's point of view. We may want to find out what the writer thinks about something.

b. Scanning

Scanning refers to the ability to locate spesific information. for instance, to locateda number in the phone book or file from a list on a computer screen. In addition, according to Maxwell state scanning is an exelent technique for reviewing to make sure that you have mastered and understood the relevant supporting

[17] Francoise Grellet, *Developing Reading Skill: A Practical Guide To Reading Comprehension Exercise,* (Cambridge: Cambridge University Press,1986),P.4

details"[18] it means a very good technique for reviewing to ensure that we have mastered and understood a reading text.

c. Extensive Reading

The goal of extensive reading is to improve reading skill by processing a quatity of materials that can be comprehended and pleasurable.[19] It means that to improve reading skill by processing a quality of materials that can be comprehended and pleasure.

d. Intensive Reading

Nuttal stated that intensive reading involves approaching the text under guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but of how the meaning is produced.[20] Therefore reading with full concentration or focus and can strengthen reading comprehension, vocabulary and skills

C. Review Of The Related Studies

The first study was conducted by Aygozel Jumayeva with the title " *The Relationship Between Students Critical Thinking And Their Reading*." The objective of this study was to describe the relationship between critical thinking skill and comprehension reading skill of descriptive text. The population in this study were students of class XI SMA Kharisma Bangsa Totaling 71 students. The sample of this study

[18] Martha J.Maxwell, *Skimming*....P.2
[19] Jerry G. Gebhard, *Teaching English*....,P.203
[20] Cristine Nuttal, *Teaching Reading...,p.38*

was taken based on purposive sampling technique with the total number were 35 students. Correlation method was applied in this study. There were two instruments in collecting the data; the first instrument was to measure students' critical thinking skill, in this case, cornell critical thinking tests, from X were administered to the samples, and the second instrument was to measure students' comprehension reading skill, in this study, an intruction asking the students to read and improve students' comprehension reading skill.

The data collected then were calculated by using Pearson Product Moment correlation coefficient and t-test with sig 5% and 1%. Based on the research analysis, it shows that the result of the product moment correlation is =0.573, it is higher than r table value in the sig. 5% and 1%. (=0.573>( )= 0.304 and = 0.573> ( )). Moreover based on the calculation of the t test, it is found that the score of t= 4.01 and it is higher than the score of t table, which t=4.01> ( ) ( )=1.67 and t=4.01 > ( ) ( )=2.43. it means that Ho is rejected and H1 is accepted. Besides, based on determination coefficient analysis, critical thinking skill has 32.8% contribution in the students' comprehension reading skill. Based on the result above, it shows that there is significant relationship between critical thinking skill and comprehension reading study of the eleventh grade students of SMA Kharisma Bangsa, academic year

2015/2016. Therefore it can be concluded that higher the students critical thinking skill, the better their comprehension reading skill.

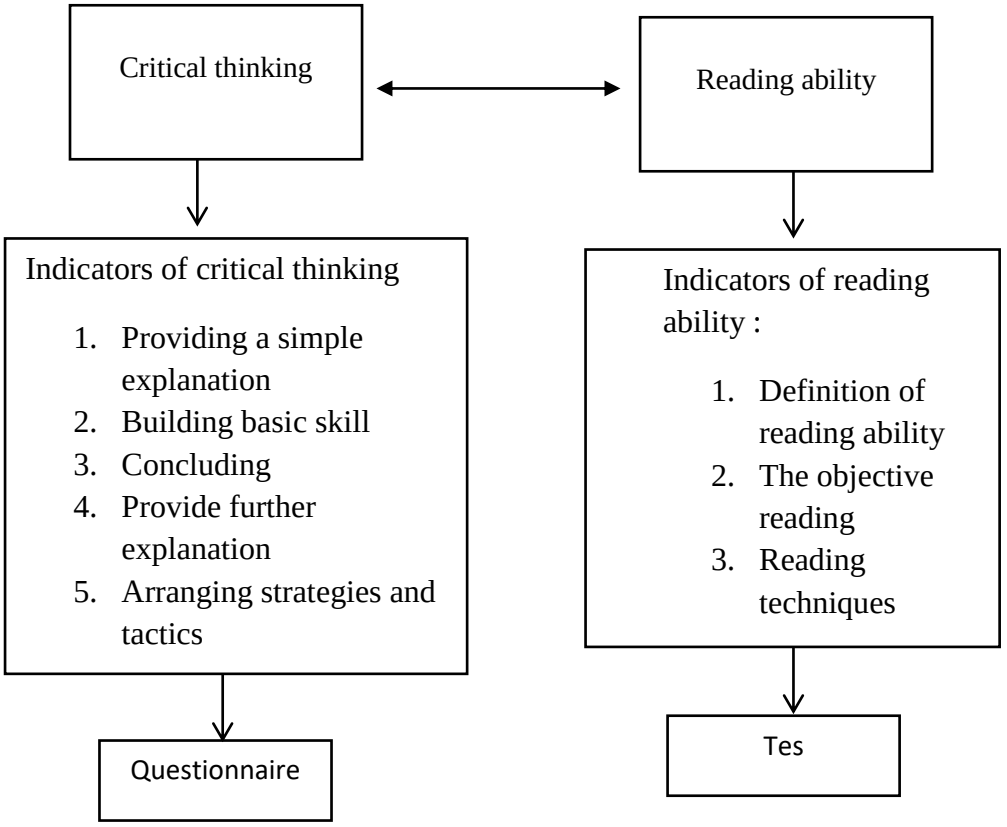
The second study was conducted by "*The Relationship Between Critical Thinking Ability And Reading Strategies Used By Iranian EFL Learners"*. The current empirical study aimed to identify those categories of reading strategies (cognitive, meta-cognitive, and compensation) that are mostly used by Iranian EFL learners, and investigate if there is any significant relationship between critical thinking ability and reading strategies used by these learners. It also pursued if there is any significant difference between critical thinking ability of male and female learners. Sevennty five Iranian EFL senior students (35 males and 40 females) majoring in English Literature and English Translation at the University of Sistan and Baluchestan in Iran participaed in this study. Based on the purpose of the study, two questionnires were administered to the participants: a critical thinking questionnaire and a reading strategy questionnaires. Results of the study showed that the most frequently used reading strategy was meta-cognitive strategy. Statistical analyses revealed a low positive significant correlation between learners' critical thinking ability and their overall use of reading strategies. The participants' critical thinking ability also correlated positively with their use of each one of cognitive, meta-cognitive, and comensation strategies. An

undependent-samples *t*-test was employed to examine the difference between critical thinking ability of males and females and the the result revealed a significant difference between male and female learners in their critical thinking; males' critical thinking ability was higher than that of females.

Based on the studies above, all of them use quantitative as the approach of the research. They have the same instrument to find out the students' reading ability but have different research objectives. The researcher will focus on the correlation between students' critical thinking and students' reading ability at the tenth grade.

D. Conceptual Framework

Conceptual framework of this research can be created as below:



E. Hypothesis

Based on the conceptual framework above, the researcher formulates the hypothesis as follow :

Ha : there is a significant correlation between students' critical thinking and students' reading ability at the tenth grade in PPTQ Muallimin Pakan Sinayan.

Ho : there is a no significant correlation between students' critical thinking and students' reading ability at the tenth grade in PPTQ Muallimin Pakan Sinayan.

In conclusion, the null hypothesis (Ho), in the research is that there no correlation between students' critical thinking and students' reading ability at tenth grade in PPTQ Muallimin Pakan Sinayan, whereas the alternative hypothesis (Ha) in the research is that there correlation between students' critical thinking and students' reading ability at tenth grade in PPTQ Muallimin Pakan Sinayan.

CHAPTER III
RESEARCH METHOD

A. Design of the Research

The researcher will use the quantitative approach. It is a kind ofd research that collects the data in the form of number. According to Sugiyono, a research is called as quantitative because of data of the research uses numeric and using statistical analysis.[21] There are many researches that use quantitative some of them are survey research, correlational research, causal-comparative research and experimental research.

The design of this research is correlational because it has the purpose to find out correlation between students' critical thinking and students' reading ability. Gay states in Emzirs' correlational research is a type of non-experimental research where the research employs the data derived from preexisting veriables. There is no manipulation of the variables in that type of research.

B. Population and Sample

1. Population

Population is the group to which she or he would like the results of the study to be generalized. The defined population has at least one

[21] Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D),* (Bandung: Alfabete, 2009). P. 13

characteristic that differenties it form other group.[22] According to Margono, the population is the totally of research object as a source of the data that have spesific characteristic in research.[23] The population of this research was the tenth grade in PPTQ Muallimin Pakan Sinayan.

Table 1.1. The Population Of X Grade

Class	Total
IPS Pa	32
IPS Pi	35
IPA Pa	21
IPA Pi	25
Total	113

From this table, the population from this research is 113 students that are total of the social students in the tenth grade in PPTQ Muallimin Pakan Sinayan.

2. Sample

From the data above it can be seen that the data of the population is more than 113 students. As Suharsimi Arikunto stated that if the subjects are less than 100, it is better to take all of the subjects. But if the subjects

[22] L.R.G, *Educational Research Competencies For Analysis And Applications*. Singapure:Merril,P.32

[23] Sugiono, *Metode Penelitian*.....p.82

are more than 100, it might be taken between 10% - 15%, 20% - 25% or even more.[24]

The author, in this case, take a sample of 20 %, the following will describe the restriction of the sample:

Population = 113

Sample = 20% of 113

= 22.6 rounded 23

Based on the above results, the number of samples that will be examined by the author is class X IPA Pi as many as 23 students.

C. Instrumentation

To collect the data, this study will use questionnaire and test.

1. Questionnaire is the number of written question that used to acquire information from respondents.[25] Questioners in this research are set of questions about reading habit activity. It will be used to find out information about reading ability. To avoid misunderstanding and make it clear, the researcher decides to make questionnaire in Indonesia Language with some of statements it is expected that the students as the sample will give spontaneous and accurated answer. It also to make researcher is easier in analyzing the data.

[24] Suharsimi Arikunto, *Prosedure Penelitian Suatu pendekatan Praktis*.(Jakarta : PT Rineka Cipta, 2006.) p.134

[25] Suharsimi, Op.Cit.,p.151

The research used questionnaire to get data of variable X that was the students critical thinking. in questionnaire, there were some steps to know about how to make questionnaire which are mentioned by Margono:[26]

a. Analyzing the research variables. The variables become indicator of the research which can be measured and can give the data for the researcher. In this research, the researcher tool students critical thinking or independent variable X and their reading ability as variable Y or independent variable
b. Deciding kinds of instruments which were used to measure variable, sub variables and indicators
c. Arranging the research guideline or instruments lay out. The guideline consist of content, kind, account, of question and the competence were measured
d. Creating items or instruments of questionnaire to the variables which are going to be measured based on the indicators which have been decided.

In addition, variable X (students critical thinking) was gathered by using questionnaire. The questionnaire consist of some questions which were related to the theory. It is closed questionnaire, because the researcher was already write the

[26] Margono,*Metodology Penelitian Pendidikan*,(Jakarta:Rineka Cipta,2003),p.157

available answer for the students as respondent. The research made the answer by using checklist Likert Scale. Sugiono stated that, checklist Likert Scale type asked the students to give check list in the provided colom.[27] After the students fill their check list in the colom, their answer was given a score from 1-5.

Table 2.1

The Likert Scale

Optional of the questionnaire	**Points for Positive Statement**
Always (selalu) (SL)	5
Often (sering) (SR)	4
Sometimes (kadang-kadang) (KD)	3
Seldom (jarang) (JR)	2
Never (tidak Pernah) (TP)	1

(Oppenheim, 2001:195)

Thus, by using cheeklist scale likert, the researcher would be easy to measure the students score about what they had answerd about the statements in questionnaire.

[27] Sugiyono,*Metode Penelitian Kuantitatif,Kuantitatif, dan Kombinasi*(Mixed Method), Mandung:Alfabeta.p.136

2. Test is the a set questions that has the purpose to measure how far the students understand about a certain material, in this case is about reading text. This test question uses third grade junior high school National Exam 2018/2019. There are 20 items in this test which are the multiple choice. Time used is 60 minutes. In order to check the answer, each right answer will be given 5 and the wrong answer will be score 0. Before giving the test, the test will be through try out process to find out the index difficulty, index discrimination, validity, and reliability.

3. Validity

   Validity is testing has been understood to dicover whether the text is measured accurately, what is intended to measure, or what purposed to measured. Arikunto states that a test can be said as a valid if it measures what is intended to measure, and the instrument is called as valid instrument what it can give the true description about the data based on the reality or fact.[28] In this research, the validity was used the content by expert. According to Margono, content validity measures certain specific objective that align with the material or the content of lesson given.[29] The test was arranged by the researcher should be discussed with advisor

[28] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2002),p.67

[29] Margono, *Metodologi Penelitian Pendidikan, Edisi Kelima*.(Jakarta:PT.Rineka Cipta,2007)p.187

and the teacher of PPTQ Muallimin Pakan Sinayan. In conclusion, a test was valid, if it measured accurately what was intended to be measured in reading ability based on the context at the tenth grade in PPTQ Muallimin Pakan Sinayan.

4. Realibility

Test is reliable if it gives the conctant result if the test is given to the some individual in other time. According to gay, reliability is the degree to which a test consistently measure whatever it measures. In other hand, if a test can give the current result as same as the previous test that had been conducted, that means that the test has a high reliability. This resarch is reliable because the test was scored by the researcher directly.

This test is also arranged by following some ways that are suggested by Hughes. In order to make the test more reliable, they were: first is do not given a choice and the range over which possible answer might vary should be restricted. Second, the test provide clear and explicit instruction. Third, the test are well laid out and perfectly legible. Fourth, the format and testing techniques are familiar for student. Last the identifications students who did the test were name or nim.[30] It is clear that

[30] Athur Hughes, *Testing for Language Teacher*,(Cambridge: Cambridge University Press,1997),p.91-93)

reability is used to measure the quality of the test scores and the consistency of the test..

D. Techniques Of Data Collection

In line with the research design above, the data was taken from the questionnaire and test. Both of the instruments will be given to the sample. The sudents will be asked to fukfill the questionnaire and test that are provided. The questionnaire will be used to find out the students reading ability and the test will be used to test the students' critical thinking.

The variable X (students' critical thinking) was gathered by using test. There were some steps in collecting the data of students' test. First, the test would be given to the students at tenth grade which had been already validated by the experts before, the topics about advantages and disadvantages of transportation, the best would be given in 45 minutes. Then, the test would be done by the students' individually. The last, the researcher checked the students' answer test.

While, the variable Y (reading ability) was gathered by using questionnaire. The were some steps in collecting the data of students' reading habit. First, the research distributed the questionnaire to the respondent which had been already validated by experts before. Second, the respondents filled the answer of the questionnaire based on the their choice, it would be given in 30 minutes. Third, the

researcher took back the data which the respondents filled. Fourth, the researcher checked the respondents' answer and got the data of students reading ability.

In conculsion, the researcher collectes the data from test as X variable and questionnaire as Y variable. It was used to know the correlation between students' critical thinking and students' reading ability .

E. Technique of data Analysis

1. Questionnaire

The data of extensive reading variable will be taken by using the questioners. There several statements in the questionnaire every number will give be sum up. For the detail, it can be followed as the step below:

a. Gathering the questionnaire sheets of the students

The researcher gather the questionnaire sheet that has been fulfilled by the student.

b. Checking the sheets.

After collecting the questionnaire from the students, the reseacher check the answer of the students and the number of the sheets whether the questionnaire sheets is still complete or not.

c. Tabulate the score

Then, the students' score from the questionnaire will be tabulated in Microsoft Excel Application

d. Finding the total score of each item

e. Finally, the score of each item of every students will be measured.

2. Test

The data which had been gotten, will be analyzed by following the producers below:

a. Gathering the students answer sheet

The researcher gathers the answer sheet that has been fulfilled by the student

b. Checking the answer

After collecting the answer sheets from the students, the reseacher check the answer of the students and the number of the sheets whether the answer sheets is still complete or not

c. Tabulate the score

Then the students' score from the test will be tabulated in Microsoft excel application

d. Finding the total score, mean score, etc.

Finally, the statistic such as mean score, standard deviation, variant, maximum, and minimum score will be measured.

3. Correlation

The researcher used product moment correlation to find out the correlation between critical thinking and reading ability students'. The formula used as bellow.[31]

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Note :

$\sum xy$ = the sum of the multiplication between X and Y variable score

N = number of cases

$\sum X^2$ = the sum of standard deviation from variable X

$\sum Y^2$ = the sum of standard deviation from variable Y

Rxy = the coefficient correlation between X and Y

[31] Anas sudjono.2012,*Pengantar Statistic Pendidikan*,Jakarta:Raja Gafindo Persada

Table 3.2

The Magnitude of Correlation

Index Correlation (rxy)	**Interpretation**
0.90-1.00	Very high correlation
0.70-0.90	High correlation
0.40-0.70	Enough correlation
0.20-0.40	Low correlation
0.00-0.20	Very low correlation

*Source: Anas Sudijono, Pengantar Statistik Pendidikan (2008) p.193*I

If the result of coefficient of correlation between X and Y is between +.00 and +1.00 or - .00 and -1.00, it shows that there is correlation between students' critical thinking as X variable and students' reading ability as Y variables. However, if the result between both of variables is 0, it shows there is no correlation between both of them.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter reveals the correlation, finding and the interpretation of the data collected through critical thinking and reading ability to answer the research questions :

1) Is there any significant correlation between students critical thinking and students reading ability at the tenth grade of PPTQ Muallimin Pakan Sinayan?
2) What is correlation direction between students critical thinking and students reading ability at the tenth grade of PPTQ Muallimin Pakan Sinayan?.

1. The description of the data

This part the steps to description data and result of students critical thinking and students reading ability. According to Muhidin, the data gotten need to be described in order to get a clear description of variable researched.[32] This research used quantitative data. The researcher quantitative data. The researcher got data by using test and questionnaire.

a. The description of the data students' critical thinking and students reading ability

[32] Sambas Ali Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*,(Bandung:Pustaka Setia,2007)p.168

This research used questionnaire to get the data variable X as many 16 statements. The statements were written Indonesia order to easy the students to understand and answer the statement. These are some steps to describe the data collected. First, tabulating the data; the data collected through questionnaire were tabulated into table. Second multiplied the data, the researcher multiplied each the respondents alternative answer by using liker scale.

Table 4.1

Description of Students Critical Thinking and Reading Ability

No	No.Reg	Critical Thinking Score (X)	Reading ability score (Y)
1	HNY	53	50
2	LI	79	60
3	NRC	69	60
4	DPA	81	75
5	NS	49	70
6	CAR	73	75
7	RZP	66	45
8	TM	84	75
9	RF	71	60
10	FL	65	70

11	AD	70	65
12	HA	54	65
13	MZP	89	75
14	MZ	71	60
15	MRS	78	65
16	YA	79	50
17	MHY	58	40
18	IKB	60	65
19	ZZ	66	65
20	MFA	88	80
21	LMA	69	60
22	PRD	93	80
23	WA	88	90
	$\bar{X}$	**72**	**65**

Based on Table 4.1 it can be concluded that the score of students critical thinking based on the data from indicators of students critical thinking which gathered from distributing questionnaire which is gathered from as many 23 respondents. This research selects the tent grade students as sample because the researcher found that the students have learner reading. They consist of four classes : IPS Pa, IPS Pi,IPA Pa and IPA Pi.

The researcher took 20 % of the tenth grade intends to find what is the correlation between students critical thinking and students reading ability in tenth grade is described by the researcher.

The researcher use the test in reading ability. The students give test 20 items in this test which are the multiple choice. Time used is 60 minutes. In scoring the researcher gave 0 point for false answer the researcher gave this formula:

$$\textbf{Reading test score} = \frac{\textbf{Number of the right answer}}{\textbf{The total number of test}} \times 100$$

2. The Analysis of Data

Having finished the research by using questionnaire about students critical thinking and students reading ability in tenth grade, the researcher used statistic calculation of the coefficient correlation of analyze the data gotten were ordinal data. The formula used as follow:[33]

a. To identify whether there is correlation or not between two variables, there searcher used the calculation the product moment formula. There are some steps that used in getting the correlation between critical thinking and reading ability in tenth grade. In helping the researcher to analyze the data after each score was ranked the data was tabulated a product moment table as follow:

[33] Anas Sudijono, *Pen73gantar Statistik Pendidikan*,(Jakarta:Raja Gafindo Persada,2002),p.23

Table 5.1

The Result of Coefficient Correlation

No	**Name**	**X**	**Y**	**X^2**	**Y^2**	**XY**
1	HNY	53	50	2809	2500	2650
2	LI	79	60	6241	3600	4740
3	NRC	69	60	4761	3600	4140
4	DPA	81	75	6561	5625	6075
5	NS	49	70	2401	4900	3430
6	CAR	73	75	5329	5625	5475
7	RZP	66	45	4356	2025	2970
8	TM	84	75	7056	5625	6300
9	RF	71	60	5041	3600	4260
10	FL	65	70	4225	4900	4550
11	AD	70	65	4900	4225	4550
12	HA	54	65	2916	4225	3510
13	MZP	89	75	7921	5625	6675
14	MZ	71	60	5041	3600	4260
15	MRS	78	65	6084	4225	4745
16	YA	79	50	6241	2500	3950
17	MHY	58	40	3364	1600	2320
18	IKB	60	65	3600	4225	3900

19	ZZ	66	65	4356	4225	4290
20	MFA	88	80	7744	6400	7040
21	LMA	69	60	4761	3600	4140
22	PRD	93	80	8649	6400	7440
23	WA	88	90	7744	8100	7920
∑		**1653**	**1500**	**120.849**	**100.950**	**109.330**

To analyze the data which have been gotten, the researcher was used the Pearson Product Moment Correlation formula to find out the correlation, the result is got as follow :

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{23(109.330) - (1.653).(1.500)}{\sqrt{\{23.(120.849) - (1653)^2\}.\{23.(100.950) - (1.500)^2\}}}$$

$$r_{xy} = \frac{35.090}{\sqrt{3.385.428.300}} = \frac{35.090}{58.184,43} = 0,603$$

Based on th e result above, the table showed that the correlation coefficient r=0.603. it means that was a positive relationship between students critical thinking and students reading ability. Based on the interpretation of Pearson

Product Moment Correlation Coefficient between 0,40 – 0,70. Thus, there was a Enough Correlation between two variables.

b. Thus answer the second question, the coefficients of correlation that show the correlation between students critical thinking and students reading ability in tenth grade was 0.603. It means, there is a enough correlations between students critical thinking and students reading ability at tenth grade since the result has positive symbol.

In addition in order to determine the magnitude correlation between students critical thinking and students reading ability in tenth grade, the researcher consult with interpretation below:

Table 5.2

The Magnitude of Correlation

Percentage of Coefficient	**Interpretation**
≥ 0.90 - ≤ 1.00	Very High Correlation
≥ 0.70 - < 0.90	High Correlation
≥ 0.40 - < 0.70	**Enough Correlation**
≥ 0.20 - < 0.40	Low Correlation
≥ 0.00 - < 0.20	Very Low Correlation

Shortly, the correlation coefficient showed that the correlation between students critical thinking and students reading ability at tenth grade was 0.603. This interpretation answers the third question in this research. Based on the interpretation table above, 0.603 " Enough " correlation because it was between 0,40 – 0,70 . In conclusion, the magnitude of the correlation between students critical thinking and students reading ability was enough correlation.

3. Hypothesis Testing

In this researcher Hypothesis Ha : there is a magnitude between students critical thinking and students reading ability in tenth grade Ho : there is no magnitude correlation between students critical thinking and students reading ability in tenth grade the researcher consulted the index (ρ) to the r-table. To consult with the r-table. To consult with the r-table, the researcher decided the Degree of Freedom (df) and also the significant level (α). The degree of freedom in third researcher of freedom in this researcher was N-2=23-2=21. Then the researcher used α= 0.05, to know the critical value of this df. To measure whether the researcher will accept or reject the hypothesis, the researcher used this formulation:[34]

Rhitung ≥ Rtab, it means H_a is accepted and H_o is rejected

Rhitung <Rtab, it means H_a is rejected and H_o is accepted

[34] Sugiyono,*Metode Penelitian*…….p.258

Since the r-table value on df=21 and on α=0.05 was 0.413 and R-hitung score obtained was 0.603, it mean the r-hitung score was bigger rather than r-table value in the table r. in other words, the H_o was rejected and the table H_a which stated that there is enough correlation between students critical thinking and students reading ability in tenth grade was accepted.

B. Discussion

Based on the finding there were two finding this research. The first finding was there any significant correlation between students critical thinking and students reading ability at tenth grade. Second finding was the correlation direction between critical thinking and students reading ability at tenth grade.

In the first finding the researcher discussion about the significant correlation between students critical thinking and students reading ability at tenth grade. In learning English language, it was important for students have good critical thinking, it will influence students reading ability, when students critical thinking , there are many words understood in the text they have read, when they want to express their ideas they can express well.

This finding was supported by several expert, the first Mohsen Zare said that there was a robust and positive correlation between ESP learners levels of critical thinking ability and their reading comprehension. Highlight that higher level of reasoning, contemplating, and judging results

in a better consideration of reading passages. Learners with higher critical thinking skill evaluate the text and confirm and disconfirm what is important in getting the point.[35]

Second expert, Muhammad Zamroni also stated that was correlation between critical thinking and reading ability in students. The ability to think critically functions for gathering information is balance with the ability to read to find a truth through a reading source, a new knowledge will be formed. This knowledge is knowledge obtained from the think critically followed by the accommodation process, namely the ability to read, so that the equilibration stage is reached, namely the stage of acquiring knowledge.[36] It means that the students critical thinking has a significant correlation with to handle reading and students critical thinking will stimulate reading ability so that the result of critically will continue or encourage someone to do activities read.

The second finding of this research was about the correlation direction between students critical thinking and student reading ability in tenth grade. In this research the researcher found was 0.603, it means that there is enough correlation between both variables. Moreover, the

[35] Zare,Mohsen. International Journal of Research in English *Education Contributory Role Of Critical Thinking In Enhancing In Reading Comprehension Ability Of Iranian ESP Students.*2018.3:3.p27

[36] Zamroni,Muhammad .Jornal *Hubungan Antara Kemampuan Berfikir Kritis dengan Kemampuan Membaca* (studi kasus budaya literasi mahasiswa PPKN Universitas negeri Surabaya).2020

correlation direction between students critical thinking and students reading ability in tenth grade is positive correlation direction. Positive correlation direction means that if the students had good critical thinking, their reading ability will increase. It can be concluded that is important for the students to have good critical thinking to increase their reading ability.

The are several experts support this result. The first is Falina Noor Amalia and Nadya. They state that based on data from both the variable, the test is carried out hypothesis with data analysis for see the correlation between critical reading with critical thinking. Counting done using the formula product moment correlation obtained that the result of recount =0.53 which is more large from the result of rtable = 0.374 and from the results can be stated that was relationship between reading ability critical of thinking ability critical student study program Indonesia Language and Literature Education FKIP Tridinanti University Palembang included in the good category. If critical reading skill, thinking critical influence success students in answering questions critical reading. Data summary show that students who get a high critical thinking score, too got high marks for reading test critical.[37]

In addition, Satyawan also stated that the results of this study are in accordance with the theory constructivism that there is a positive relationship between critical thinking skill with reading skills in PPKN

[37] Noor amalia, Falina and Nadya, Nyayu Lulu. Jurnal *Hubungan Kemampuan Membaca Kritis Dengan Kemampuan Berfikir Kritis Mahasiswa*.(Universitas Tridinanti Palembang).2020

students at the state University of Surabaya. The proposed hypothesis is proven that there are the relationship between critical thinking skills and reading ability in PPKN University students Surabaya country.[38] It means that there is positive correlation direction between students critical thinking and students reading ability.

Finally this finding has supported the theories an finding suggested by some experts. It was implied in the finding the students critical thinking correlated their reading ability at tenth grade in PPTQ Muallimin Pakan Sinayan. The teacher can help the students increasing their critical thinking, so that the students also can improve their reading ability.

All in all, in this finding, it can be seen that students' critical thinking has correlation with students' reading ability appropriate with several theories as mentioned before. It can be concluded that if the students critical thinking, their reading ability will increase.

[38] Satyawan Pujiono, journal of *Berpikir Kritis dalam Literasi Membaca dan Menulis untuk Memperkuat Jati diri Bangsa*.(Purwokerto.2012),p.695

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose this research is to know the correlation direction between students critical thinking and students reading ability at the tenth of PPTQ Muallimin Pakan Sinayan. In this research, correlate this score of the questionnaire about students critical thinking with score of students reading ability test.

Base on the research question about correlation between students critical thinking and students reading ability at the tenth of PPTQ Muallimin Pakan Sinayan, it could be concluded that:

1. There was significant correlations between students critical thinking and students reading ability at the tenth grade of PPTQ Muallimin Pakan Sinayan." The result is obtained after the research consulted t-score to r-table. r-score gotten by the research was 0.603 Whereas t-table on α=0.05 was 0.413 it means, the t-score is bigger than t-table and Ha is accepted.
2. This research result has positive direction between students critical thinking and students reading ability at tenth grade. It proves by the result gotten by the researcher as much +0.603. It shows between students critical thinking and students reading ability in positive line direction. So, highest students critical thinking also have highest reading ability at tenth grade.

B. Suggestion

Based on the finding above, it has been proved that there is magnitude correlation between students critical thinking and students reading ability at tenth grade of PPTQ Muallimin Pakan Sinayan. As can be seen on the result of the research, the researcher would like to suggest as follow:

1. For the teacher

Teachers are suggested to help the students to develop critical thinking, because it has many impacts in student's real lifes. The teacher also are expected to be able to improve students critical thinking where they can develop critical thinking habits for students reading ability at tenth grade.

2. For the students

Students are suggested to be aware of the issue and problems happened around them. They have to analyze and evaluate it to build their critical thinking. hopefully, it can help them to improve their critical thinking and reading ability as well.

3. Other researcher

Other researcher are suggested to conduct further studies on critical thinking and reading ability in order to reveal any aspects that support, enhance and develop the quality of the researcher of critical thinking and reading ability.

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