

**THE CORRELATION BETWEEN CRITICAL THINKING AND READING
COMPREHENSION OF THE SIXTH SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2021**

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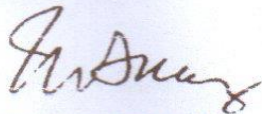
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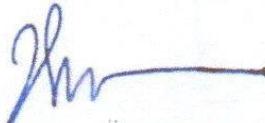
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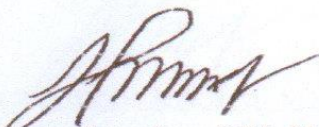


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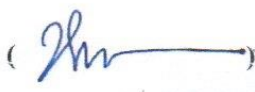
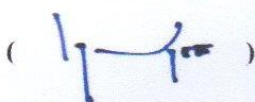
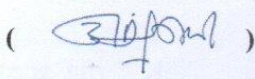
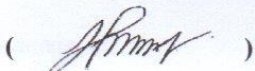
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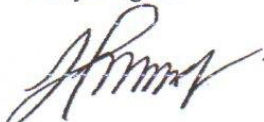
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Palembang, July 2021

The Undersigned

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THESIS DEDICATIONS

1. My parents, Ayah Supri Hartono and Ibu Rahayu. Thank you for your love, patience, prayers, and support.
2. My lovely brother Fahrul thank you for not offending me because I spent longer time to finish my degree and also thank you for your advice.

MOTTO

Kesuksesan dapat diraih bukan dari cepat atau lambat nya waktu, bukan juga dari besar atau kecilnya nilai yang didapat, tapi dari kegigihan dalam mencapainya.

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Palembang, July, 2021

The Writer,

Nanda Ramadhanthy Pangestu

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL.....	iii
DECLARATION OF PLAGIARISM	iv
THESIS DEDICATIONS & MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT.....	xii
CHAPTER I: INTRODUCTION	1
Background	1
The Problems of the Study.....	4
The Objectives of the Study.....	5
The Significance of the Study	5
CHAPTER II: LITERATURE REVIEW	6
Concept of Critical Thinking	6
Concept of Reading.....	7
Teaching of Reading at the English Education Study Program	10
Critical Thinking and Reading Comprehension	10

Previous Related Studies.....	11
Hyphotheses of the Study	13
CHAPTER III: METHODOLOGY	14
Method of the Study.....	14
Variables of the Study.....	14
Population and Sample.....	14
Technique for Collecting Data	16
Validity and Reliability	16
Technique for Analyzing Data	17
Correlational Analysis.....	17
CHAPTER IV: FINDINGS AND INTERPRETATION.....	18
Findings of the Study	18
Results of Students' Critical Thinking	18
Results of Students' Reading Comprehension	19
Correlation between Critical Thinking and Reading Comprehension	19
Regression Analysis of Critical Thinking toward Reading Comprehension	20
Interpretation of the Study	20
CHAPTER V: CONCLUCIONS AND SUGGESTIONS	24
Conclusions.....	24

Suggestions	24
REFERENCES.....	25
APPENDICES	30

LIST OF TABLES

Table 1	Sample of the Study	15
Table 2	Results of Students' Critical Thinking	18
Table 3	Results of Students' Reading Comprehension	19
Table 4	Correlation between Critical Thinking and Reading Comprehension	19
Table 5	Regression Analysis of Critical Thinking toward Reading Comprehension	21

LIST OF APPENDICES

APPENDIX A	: Critical Thinking Test
APPENDIX B	: Reading Comprehension Test
APPENDIX C	: The Result of Critical thinking and Reading Comprehension Test
APPENDIX D	: The Result of Correlation and Regresion
APPENDIX E	: Usul Judul Skripsi
APPENDIX F	: Approval of Research Design Seminar
APPENDIX G	: Letter of Having Conducted the Research Design Seminar
APPENDIX H	: SK Pembimbing
APPENDIX I	: Permohonan Surat Izin Penelitian Kepada Dekan Bidang Akademik
APPENDIX J	: Surat Izin Penelitian dari Dekan Bidang Akademik
APPENDIX K	: Approval of Preliminary Research Report Seminar
APPENDIX L	: Approval After Preliminary Research Report Seminar
APPENDIX M	: Approval of Final Exam

The Correlation between Critical Thinking and Reading Comprehension of the Sixth Semester Students of English Education Study Program of Sriwijaya University
ABSTRACT

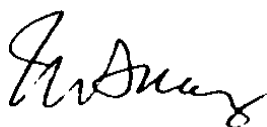
Reading is more than just saying what is written, it should be supported by linguistic and non-linguistic aspects so that students can understand text. One of the things that contributes to students' reading comprehension is critical thinking skill. Therefore, this research is aimed to find out whether or not there was significant correlation between critical thinking and reading comprehension. This was quantitative research. The population of this study was the English Education study program students at Sriwijaya University. The sample consisted of 67 students. The data were taken from critical thinking test and reading test. The result showed that the correlation coefficient of critical thinking and reading comprehension ability test was 0.992 with the p value was 0.000. Therefore, it can be concluded that there was significant correlation between critical thinking and their reading comprehension ability. In addition, to know the percentage of critical thinking skill influence on reading comprehension, R-square was obtained. The students' critical thinking skill gave significant effect with 89% contribution towards reading comprehension.

Keywords: *Correlation, Critical Thinking, Reading Comprehension*

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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background of the study, (2) the research questions of the study, (3) the objectives of the study, and (4) the significance of the study.

Background

In this 21st century era, English has been accepted as the global language among the speakers of thousands of different languages. Roa (2019) states that English is used by over 60 countries as a de facto official language, but not as a primary language. There are even fifty-four countries with English as their official language and the language of their instruction in higher education and various international organization. It means that English is really important to be learned, because it plays a vital role in all life aspects such as politics, economy, art, social, education, and others (Mauranen, 2009). In Indonesia, the role of English is essential in many parts, especially education. Lauder (2008) states that Education not only focuses on teachers but also from various sources, it is also important as a means to prepare young people to confront problems in the era of globalization. Wagner (2010) states that there are seven skills needed in the 21st century, such as the ability to think critically and solve problems, collaboration and leadership, agility and adaptability, the spirit of initiative and entrepreneurship, able to communicate effectively in verbal and oral, able to access and analyze information and be curious and imagine.

Critical thinking skills cannot develop naturally and automatically. They need to be taught, learned, and practiced (Cottrell, 2005). The practice of critical thinking should be integrated in classrooms through questioning and reasoning. The students should be encouraged to question all information they got and they must also have reasons for their beliefs and actions. Therefore, education for now on should pay close attention to the development of student's thinking skills. Dewey (1910) states that critical thinking as a reflective thinking and defines it as an active, continuous and meticulous consideration of a belief or

form of knowledge that is taken for granted in terms of the reasons that support it and conclusions due conclusions that are inclined.

Yasushi (2016) states that critical thinking is a set of skills and dispositions which enable one to solve problems logically and to attempt to reflect autonomously by means of metacognitive regulation on problem-solving processes. With this ability a person is able to think logically and rationally, improve analytical skills, make someone tend to be creative, and can utilize ideas to find additional information that is relevant so that they can evaluate and modify it to produce the best and final ideas to reflect or evaluate themselves against decisions that was taken. Johnson (2006) states that students who have an adequate critical thinking ability has a possibility 's great to study the problem a systematic, facing millions of tan hand with an organized way, and formulate critical questions that are very needed in democratic life.

According to Garnison, Anderson and Archer (2001), there are four skills that must be mastered in critical thinking. The first is a quick response to various events. This is a skill to identify or recognize problems quickly. The second is exploration. It is a skill to think of personal and social ideas to make decision preparations. The third is integration of building the goals of ideas. The last is Resolution. It proposes hypothetical solutions or applies solutions directly to problems, dilemmas or testing ideas and hypotheses. Based on the explanation from the experts above, it can be concluded that critical thinking skill is the ability to think logically, reflectively, systematically and productively which is applied in the form of consideration and decision making.

Besides, being good at reading literacy is also important because it can help people to engage with the progress of communication in the global era. Reading is not only the way to share ideas between the writer and the readers, but also a very common way used by most of people in order to get information and enrich their knowledge. Reading comprehension has an important point in Language skills. The students can learn many things through reading. For example, if students want to add ideas for the writing through their books or internet which they read, students expand their knowledge from their reading experience. To do that, the readers will know how to connect or relate with the

information which found in the text or internet. But in the fact, students are lazy to read.

In terms of English proficiency, the position of Indonesia is in the 51st rank among 88 countries with score of 51.58 (Educational First, 20018). Educational First (2018) also showed that among the 11 provinces surveyed, South Sumatra received a low score of 49.16. It is caused by the number of illiterate people is still very big, 154.032 people or 3.16% of the population. Based on the result above, South Sumatra Province had low result standards related to literacy in this case including reading. Furthermore, in South Sumatera, there are some problems in reading and writing English faced by the students. Dwianasari (2015) investigated the students' problems on reading comprehension at an Islamic junior high school in Sungai Bahar. She indicated that there were some of students' problems on reading comprehension at an Islamic Public School in Sungai Bahar. First, the problem related to students' spelling that used proper intonation. Second, students' grammar that caused by the lack of grammar knowledge, students' vocabularies that caused by the difficulties in understanding the vocabulary. Next, students have difficulty because the teacher provides uninteresting material. After that students problems on reading speeds, reading a long text can cause students to spend time. The last was main problem on reading comprehension among other issues that is students have difficulty in understanding on reading comprehension.

The Program for International Student Assessment (PISA) (2018) states that 30% of Indonesian children from the age of 15 years the students can identify the main idea in a text of moderate length, find information based on explicit, and can reflect on the purpose and form of the text. This can be interpreted that 70% of Indonesia's young generation does not have the basic skills in critical thinking.

In English education, the students are practiced and taught to be a teacher. A teacher should be good at thinking and reading skills. For English major, reading skill is taught from semester 1 to semester 5. The writer assumed that critical thinking and reading comprehension are practiced during the reading classes. Since reading comprehension becomes important aspect in supporting

students' academic achievement. However, to improve students' reading comprehension is not easy, it should be supported by linguistic and non-linguistic aspects. There are some students who have a good understanding of linguistic readings but their understanding is still poor. On this occasion there is an interesting phenomenon that students' critical thinking skills contributed to reading comprehension skills. It was found that those whose good reading comprehension, they were critical thinkers. As the response of the issues elaborated above, the writer will conduct a study to see and find out students' critical thinking and reading comprehension.

The relationship between critical thinking and reading is well established in the literature. For example, Norris and Phillips (1987) point out that reading is more than just saying what is on the page it is thinking. Moreover, Beck and McKeown (2001) asserts there is no reading without reasoning. Yu-hui et, Li-rong and Yue (2010) state clearly that reading is a thinking process to construct meaning.

Based on the explanation above, the writer is interested in conducting a study entitled "The Correlation between Critical Thinking and Reading Comprehension of the Sixth Semester of English Study Program Students of Sriwijaya University" in order to find out whether there was a significant correlation between Critical Thinking and Reading Comprehension of the Sixth Semester of English Study Program Student of Sriwijaya University and to know how the contribution.

Research Questions

1. Was there any significant correlation between critical thinking and reading comprehension of the sixth semester of English education study program students of Sriwijaya University?
2. How was the contribution of critical thinking to reading comprehension of the sixth semester of English education study program students of Sriwijaya University?

Objectives of the study

1. To find out whether or not there was a significant correlation between critical thinking and reading comprehension of the sixth semester of English education study program students of Sriwijaya University.
2. To find out whether or not there was a contribution of critical thinking to reading comprehension of the sixth semester of English education study program students of Sriwijaya University.

Significance of the study

The writer hopes that this study will give valuable information for English teachers for students and for other writers. Hopefully, the result of this study will help the teacher to concern about the critical thinking toward reading comprehension in the future. Moreover, the writer hopes that the results of this study will help student to be aware of reading ability. Furthermore, the writer also hopes that this study can be source for the other researches. This study can be used as valuable references for further research.

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