

**THE CORRELATION BETWEEN CRITICAL READING ABILITY AND
ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY
PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY**

A Thesis by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2019

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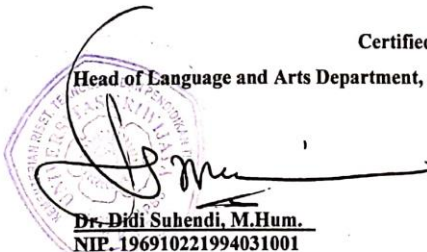
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A Thesis

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DEDICATION AND MOTTO

This thesis is dedicated to:

- The almighty god, Allah SWT who has blessed and mercy in our lives.
- My beloved parents, Drs. Kms. Taufik. R., M.Si and Megawati who are always beside me. Thank you so much for your unconditional love, support, and continuous prayer for me all the time. You are mean the world to me.
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Motto:

- Sometimes, the difficulty should you feel first before the perfect happiness comes to you. – R.A. Kartini
- It doesn't matter how many times you knocked down. All that matters is you get up one more time than you were knocked down. – Roy T. Bennett

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Palembang, June 2019

The Writer,

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**THE CORRELATION BETWEEN CRITICAL READING ABILITY AND
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STUDENTS OF SRIWIJAYA UNIVERSITY**

ABSTRACT

Critical reading ability is one of the critical elements that should be mastered by students in this modern era. The aims of this study were to know the students' level of critical reading ability, to know the students' level of academic achievement, to find out whether or not there was a significant correlation between critical reading ability and academic achievement, and to find out how much the contribution of critical reading ability to academic achievement of English Education Study Program Students of Sriwijaya University. The sample of the study was 142 students from fourth and sixth semesters of English Education Study Program who were chosen by using purposive sampling technique. The data were collected by using test and documentation. Statistical Package for Social Sciences (SPSS) version 24 was used in analyzing the data. The result of the study showed that most of the English Education Study Program Students were categorized as poor level in critical reading ability. They were weaker in identifying writers' tone or emotion toward the text, recognizing details information about the text, and making inferences. Thus, the students's level of academic achievement i.e cumulative GPA were categorized in very satisfactory predicate. There was a significant positive correlation between critical reading ability and academic achievement with r -obtained (0.232) and rx_y (0.163). However, the contribution of critical reading ability to academic achievement was 4,7%.

Keywords: *Critical Reading Ability, Academic Achievement, Correlation, Regression*

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CHAPTER I

INTRODUCTION

This chapter presents; (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

For many years, researchers believe that reading takes an important role in our lives. By reading people can gain a lot of information about what happens around the world and add more knowledge. Reading is an essential performance in all subjects (Bakke, 2010). Brassell and Rasinski (2008) defined the word ‘read’ is an ability to examine and comprehend the meaning of written words on a text. Reading is a creation in interpreting the meaning of printed text by sounding out of words, accessing meaning and reading with appropriate pronouns, and providing expression (Brassell & Rasinski, 2008). It involves multidimensional of human senses such as eyes, mouth, ears and brain. Researchers in United States claimed that students in 3rd grades of senior high school have highly indicators to leave school and cannot continue bachelor if they fail to read proficiently (Hernandez, 2011).

In Indonesia, English is regarded as a foreign language (FL). In learning English, people need to have skills which are reading, listening, speaking, and writing. Reading becomes more important for English language learners in supporting the development of world and providing access to information at school and work (Komiyana, 2009). Learning to read in L2 is not as simple as transferring from L1, rather a complex process that requires an “ability to combine L1 and L2 reading resources into a dual-language processing system” (Grabe, 2009). Along with the importance of EFL reading, the Ministry Regulation of Education and Culture in Indonesia states EFL reading as one of the important majors that should be taught starting from junior high school. Reading is not just about reading in a

text, but it is a receptive skill which might be a source of learning and enjoyment (Nation, 2009).

One of the categories of reading skills is critical reading (CR). According to Graduate Student Instructor Teaching and Resource Center (2016), critical reading means evaluating passages with the goals of identifying, comparing the idea, looking for conflict of interest, questioning and taking the result of the passage. It is "very-high level comprehension texts that required interpretation and evaluation skill" (Pirozzi, 2003, p. 325). In reading critically, readers need to involve an active thinking as a strategy to encourage their cognitive processes in three upper levels of Bloom's Taxonomy (Nasrollahi, Krish & Noor, 2015).

Being a critical reader is urgent in this digital era where the information is easily accessed from both printed and electronic media. However, the information contained in the media is not always correct and reliable. Reading critically is significant due to each written text represents certain ideas, each of them contains various meanings and versions which are different one from another, and each text provides a way for the readers to accept it as the truth (Morgan, 1997 as cited in Sultan, Rofiuddin, Nurhadi & Prihatni, 2017). Hence, students and workers have to possess good analytical skills in evaluating and analyzing the information based on daily life so that they can end up with the valid one (Zin, Wong & Rafik, 2014).

In Malaysia, a critical reading is a new focus that increases as an important part to ensure academic success and prepare future workplace (Zin et al, 2014). Ippolite, Steele and Samson (2008) add that critical literacy becomes critical elements in affecting students' overall success in academic school. Along with the importance of critical reading, some university in Indonesia has been applied critical reading as one of the important lessons in learning process. The university are Indonesia University, Yogyakarta State University, Brawijaya University, Sriwijaya University, Ahmad Dahlan University, Unika Musi Charitas, Ar-Raniry State Islamic University, and Raden Fatah Islamic University. According to the *Peraturan Menteri Pendidikan and Kebudayaan* (2014) about Bachelor Competence, the college students need to master some skills which are critical

thinking and critical reading so that they are able to give a wise solution independently or as a group. In addition, skills of analysis, synthesis and evaluation are needed by the college students as the provision to success.

However, there are some studies that show the critical reading ability of collegians is still low. In Malaysian University, the collegians are often labelled as lack of critical thinking as well as critical reading (Zin et al, 2014). They were weaker in identifying writer's purpose and main idea. Anuar and Sidhu (2017) added that some Malaysia students from social sciences and humanities background were weaker in recognizing paraphrase of an academic text, skimming and scanning long passages, distinguishing facts from opinions, and differentiating relevant ideas from irrelevant.

Moreover, over 60 Indonesian EFL students who had taken critical reading course in Malang, most of them have low critical reading ability especially in determining main idea and purpose, recognizing tone, making inferences and taking conclusion of the English reading passage (Par, 2018). Therefore, it can affect their academic achievement. Collegians who are good in reading skills will have a good academic achievement because they do not only receive the knowledge but they will also identify deeply about the information before make the judgment (Goatly, 2013).

Academic achievement has been recognized as one of the important goals of education all over the world. According to National Center for Education Statistic (2000, p.8), achievement is an individual characteristic and performance of students in the same class and other classes of the school. Basically, academic achievement is formed as a result of learning effort of students. Being successful in academic will bring people to higher level of education as well as a quality of life.

At university level, the result of students' academic achievement is called as Indeks Prestasi Kumulatif (IPK) or Cumulative Grade Point Average (GPA). CGPA is really important in a workplace as one of the requirements for getting a job, and continuing study especially going abroad. According to *Fakultas Keguruan*

and Ilmu Pendidikan FKIP Universitas Sriwijaya (2015), Cumulative GPA is a representation of collegians success in some semesters and at the end of learning program. Nonetheless, it is not easy to have higher academic achievement.

Collegians have to finish all of credits semester with good scores, there is no E score and the D score more than 15 % from credits semester. In English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University, students have to finish 145 credits semester to obtain bachelor degree. In all of the credits, there are 13 credits of reading lesson. It shows that reading has a big proportion in affecting students' academic achievement. Thus, Zin et al. (2014) add intellectual as the main factors influencing students' academic success because it involves cognitive skills which related to the critical reading (Basri, 2012). Reading comprehension is a significant predictor of students' academic achievement (Bastug, 2014). Students with low-level of comprehension texts are expected to fail in academic, and cannot continue their degree (Bahadir, 2012, as cited in Akin, Koray & Tavukçu, 2015).

Based on the explanation above, a study entitled "The Correlation between Critical Reading Ability and Academic Achievement of English Education Study Program Students of Sriwijaya University" was conducted.

1.2 Problems of the Study

The problems of the study were formulated in the following questions:

1. What was the critical reading level of English Education Study Program students of Sriwijaya University?
2. What was the academic achievement level of English Education Study Program students of Sriwijaya University?
3. Was there any significant correlation between critical reading ability and academic achievement of English Education Study Program students of Sriwijaya University?

4. If yes, how much was the contribution of critical reading ability to academic achievement of English Education Study Program students of Sriwijaya University?

1.3 Objectives of the Study

Based on the problems, the objectives of the study were:

1. In order to know the critical reading level of the English Education Study Program students of Sriwijaya University.
2. In order to know the academic achievement level of the English Education Study Program students of Sriwijaya University.
3. In order to find out whether or not there was a significant correlation between critical reading ability and academic achievement of English Education Study Program students of Sriwijaya University.
4. In order to find out how much was the contribution of critical reading ability to academic achievement of English Education Study Program students of Sriwijaya University.

1.4 Significance of the Study

By conducting the study, hopefully this correlational study can be students' reference in order to increase their critical reading ability. For teachers and lecturers, hopefully this study can give an insight about the importance of critical reading so they can find solutions how to teach critical reading in order to make students have higher achievement. For future researchers, hopefully the result of this study will give a lot of information about critical reading ability and academic achievement that can be useful as a reference for doing research on the same topic.

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