

CHAPTER I

INTRODUCTION

A. Background of the Study

Language activity is a social activity carried out by humans in their life with other to communicate. The function of language as a means of social communication in society cannot be separated from the community itself as its speakers. Language skills have four main components, including speaking, listening, reading, and writing skill. Listening and reading skills are receptive skills, while speaking and writing skills are productive skills.

One of language skills that can be used to explore science and technology is reading comprehension. The purpose of reading comprehension is to gain understanding or information from a reading as a whole so that readers are able to connect old information and information that they just know. Reading also plays a role in knowing the various kinds of scientific and technological advances that continue to develop. Through reading, advances in science and technology can be known and understood before they can be applied.

Humans can obtain information and expand their knowledge by reading. Readers are expected to be able to read well so that the information conveyed by the author can be understood properly. Thus, reading is not only a skill that supports success in participating in learning at school, but a skill that every individual needs to have in life in society, both during the study period and after completing education at school.

Reading comprehension is a fundamental ability that must be fulfilled for every education system at every level of education in

Indonesia. The progress of a nation cannot be separated from how the nation's generation develops literacy. Through reading, we can generate and shape a person's character and personality, and through reading also the civilization of a nation can be awakened.

In order to make human beings who can contribute to the development of the nation, education must be given special attention. A development requires people to love to learn. A very effective learning process, among others, can be done through fondness of reading. People who like to read will get a lot of new insights and knowledge that can increase their intelligence, so that they can answer the challenges of life in the future.

One of the literacy problems in Indonesia is the lack of reading skills in society. Based on the latest research conducted by the Program for International Student Assessment (PISA), it showed that the reading ability of students in Indonesia is still very low, ranking 74th. Indonesia only got a score of 377, while the highest was China with a score of 555.¹ This means that there is a paradox in Indonesia where on the one hand Indonesia must improve the quality of its human resource, on the other hand Indonesia has not been able to improve the quality of its education competitively.² The presentation of the results of this study shows the importance of improving reading skills for students. There are many factors for the lack of reading ability of students in Indonesia, such as a lack of

¹ Mohammad Tohir. "Hasil PISA Indonesia Tahun 2018 Turun Dibanding Tahun 2015". Universitas Ibrahimy, Situbondo, 2019. p.1

² Tedi Rohadi. Critical Literacy Based Instructional Reading Materials. *Loquen: English Studies Journal*, Vol. 11, No. 1, 2018, 16-27. p.17

vocabulary, not using reasoning effectively, low reading interest, an unsupportive environment, and the desire to get instant information.

Learning to read is not only expected to improve reading skill, but also to improve students' critical thinking skills. Critical thinking is one of the keys to one's success in achieving science and technology which is increasingly developing. In connection with the things mentioned above, increasing the ability to think critically is one of the benchmarks for improving the quality of education.

Critical thinking is one of the success factors of students in reading comprehension. In school, students learn how to think critically in their learning activities. Using critical thinking is essential to avoid emptying the mind. So, students need to use their reasoning deeply so that when reading they do not only receive information, but also analyze a text. Critical thinking is a skill that requires a process to be taught to students. The ability to divide and analyze text should be used accurately and automatically into suitable units is essential for the reading process.

Critical thinking is an important and vital topic in modern education, especially in the digital era. The specific purpose of teaching critical thinking in the study of science is to take students' thinking skills to a further level and thereby prepare them for today's world full of diverse information. Moon stated that "when critical thinking is clearly expressed in higher education descriptors, it means that students who are achieving those levels or qualifications should

be critical thinkers."³ Critical thinking means thinking properly in the pursuit of relevant and reliable knowledge about the world.

The main priority of an education system is to educate students about how to learn and think. Critical thinking can be defined as the ability to think clearly and rationally, by thinking critically students can better understand problems and can find the best answers to the problems at hand. Students who think critically can ask the right questions, gather relevant information, efficiently and creatively sort out information, reason logically from information, and arrive at reliable and trustworthy conclusions about something.

One of the weaknesses of the learning process carried out by the teachers is the lack of effort to develop students' thinking skills. In any learning process in any subject, the teacher encourages students to master a number of subject matter rather than providing space for students to use their thinking power creatively. This is because the learning process in the classroom is directed at the students' ability to memorize and hoard information without being required to understand the information they remember to connect it with everyday life.

Based on the results of preliminary research at SMAN 2 Serang City, in learning activities the teacher does not use a learning model that is attractive to students and the results are not in accordance with what is expected, especially in students' critical thinking skills. This causes the attention of students in the learning

³ Jennifer Moon. *Critical Thinking: An Exploration of Theory and Practice*. (New York: Rotledge, 2008) p.8

process is still lacking. Lack of student attention to subject matter in the learning process makes the level of students' critical thinking skills still low. The learning activities are dominated by teachers because the teacher only uses the lecture method and the students just sit listening to the teacher explain. This learning activity also makes students appear not directly involved in the learning process. Students are always required to be able to explain the concepts that have been taught by the teacher, but the teacher does not guide students to be able to solve problems related to the reading text discussed.

Apart from the learning method and the lack of student involvement in learning, it is based on the results of preliminary research on learning activities in SMAN 2 Serang City. Students in today's technology era tend to think instantly and practically, said one class XI teacher at SMAN 2 Serang City. Of course, if the ability to reason is instilled and developed in students, human resources who are intelligent in thinking or reasoning, wise in deciding and critical in solving problems will be formed. Learning to read should be directed at developing the power of thought and reasoning creatively, independently to find various approaches, strategies for remembering, processing, and finding messages or information in the text being read.

Basically, critical thinking is the ability to think clearly and rationally, and also understand the logical relationships between ideas or events. Currently, almost all students, even children who have not been to school, hold and operate a gadget. Through their gadgets, they access various kinds of information, whether it be text, images, sound or video. The problem is that not all of the information can be

accounted for. There is information that is half correct. There is also something that is not true at all. In fact, there is information that is clearly misleading. Without the ability to think critically, our children may swallow false, even misleading information, which in the end can not only harm themselves or their families, but can also harm others.

In connection with the ability to think critically by reading comprehension, namely having skills in thinking or reasoning that give priority to how to analyze and assess a discourse. The relationship between critical thinking and reading comprehension is an intellectual work that must be developed in students. When reading, students are expected to have broad insights and ideas. These ideas can be obtained from reading, observing and discussion.

In the 2013 curriculum, one of the texts that students must master in reading comprehension is analytical exposition text. The analytical exposition text is one of the English language subject matter listed in the 2013 revised 2017 curriculum syllabus which is taught to class XI students of SMAN 2 Serang City. Analytical exposition text material is found in basic competence 4.8 which contains contextual capture of meaning related to social functions, text structure, and linguistic elements of oral and written analytical exposition text, related to natural or social issues covered in other subjects in class XI. To understand analytical exposition text, students do not only receive information, but they must analyze and understand information accurately with clear logic.

Regarding the explanations above, the researcher is eager to conduct the research about the students' critical thinking and reading

comprehension specifically to analytical exposition text. In this study, the researcher intends to investigate whether or not there is a correlation between students' critical thinking skill and students' reading comprehension especially at the XI grade of SMAN 2 Serang City. Besides, the researcher considered the study of argumentative writing integrated with critical thinking is still rare. This research entitled **“The Correlation between Students' Critical Thinking Skill and their Reading Comprehension of Analytical Exposition Text”**.

B. Identification of the Problem

Based on the background of the study stated above, the problems were identified as follow:

1. There were many students got low score in reading
2. There were some students revealed that they were still confused on how to comprehend reading text clearly
3. Critical thinking can be seen as one of factor on students reading comprehension of analytical exposition text
4. Reading comprehension involves the ability to not only read the words but also the abstract meaning behind the text. The students cannot use their higher order thinking to get meaning behind the text because higher order thinking is the part of critical thinking
5. Some students are passive in reading comprehension, they had curiosity but they cannot put the information in new context and form relation between ideas
6. Some students cannot conclude the text comprehensively, they only simply receive all information without use their cognitive skill before they come to the conclusion.

C. Limitation of the Problem

Based on the problems which were identified above, the researcher limits the problem as follows:

1. The students' critical thinking skill
2. The students' reading comprehension of analytical exposition text
3. The correlation between students' critical thinking skill and their reading comprehension of analytical exposition text

D. Statement of the Problem

Based on the background and identification of the problem above, the statement of the problem of this research is formulated as follows:

1. How is students' critical thinking of the XI grade students of SMAN 2 Serang City, academic year 2021/2022?
2. How is students' reading comprehension of analytical exposition text of the XI grade students of SMAN 2 Serang City, academic year 2021/2022?
3. Is there any significant correlation between students' critical thinking skill and their reading comprehension of analytical exposition text of the XI grade students of SMAN 2 Serang City, academic year 2021/2022?

E. Objective of the Study

Based on the statements of problem, the objectives of research are to know:

1. The students' critical thinking of the XI grade students of SMAN 2 Serang City, academic year 2021/2022

2. The students' reading comprehension of analytical exposition text of the XI grade students of SMAN 2 Serang City, academic year 2021/2022
3. The correlation between students' critical thinking skill and their reading comprehension of analytical exposition text of the XI grade students of SMAN 2 Serang City, academic year 2021/2022

F. Significant of the Study

The result of this research is theoretically and practically expected to give contribution to educational world :

1. Theoretically, the result of this research is useful for English teachers, school policy makers, and the other researchers. Firstly, Can increase and develop knowledge about the effect of critical thinking on reading comprehension of analytical exposition text. Secondly, as information and comparison for other researchers who wish to conduct similar research. Thirdly, as a reference material that can be used to obtain an overview of the influence of critical thinking on reading comprehension of analytical exposition text
2. Practically, the result of this research is useful for English teachers, school policy makers, and the other researchers. Firstly, contribute thoughts to teachers, administrators, developers, or educational institutions in responding to problems in the world of education. Secondly, as feedback for the English teacher in an effort to improve the process of critical thinking activities to improve students' reading comprehension of analytical exposition text learning outcomes. Thirdly, as a consideration for

the school in making policies regarding the implementation of education, especially English lessons in schools.

G. Previous Study

1. Aghajani, Mojtaba and Gholamrezapour, Emad. *International Journal of Instruction* July 2019, Vol.12, No.3. "Critical Thinking Skills, Critical Reading and Foreign Language Reading Anxiety in Iran Context". This research is about the effect of critical thinking skills on critical reading and Foreign Language Reading Anxiety. This study uses quantitative methods to determine the effect between variables. The subjects of this study were 177 male students from Khatam Ol-Anbia University. The results of this study are that various aspects of critical thinking skills have an effect on Critical Reading and Foreign Language Reading Anxiety. Therefore, teachers must be aware of students' critical thinking skills.⁴

What Aghajani and Gholamrezapour have in common with researcher's study is it focuses on critical thinking skills and also discusses reading. This study also uses quantitative methods as conducted by researchers. But the difference is that the reading variable in the study discusses critical reading and Foreign Language Reading Anxiety specifically. In addition, the research subjects were university students, while researcher examined the subjects of senior high school students.

2. Nurlailatul, Barokah. Graduate Program of English Education Department of Syarif Hidayatullah State Islamic University. "The

⁴ Aghajani, Mojtaba & Gholamrezapour, Emad. "Critical Thinking Skills, Critical Reading and Foreign Language Reading Anxiety in Iran Context". *International Journal of Instruction*. Vol.12, No.3. July 2019, pp.219-238.

Effect of Task-Based Language Teaching (TBLT) by Guided Writing and Critical Thinking On Students' Writing Argumentative Essay (A Quasi-experimental Research in the Twelve Grade Students of SMAN 1 Jawilan, Serang-Banten), 2018". This study used a quasi-experimental research method with a total sample of 32 students in the control class and 32 students in the experimental class. After being given treatments using the Task-Based Language Teaching and critical thinking methods, there were several results obtained in this study, namely: (1) There was an effect on writing skills between students who were taught by TBLT guided writing and those who were taught by free writing, (2) There was no effect of students' writing skills between students who have high critical thinking and those who have low critical thinking, (3) There was no interactional effect between TBLT guided writing and critical thinking on students' writing argumentative essay ability.⁵

The similarity with Nurlaillatul's research with this research is that one of them focuses on critical thinking and the research subjects are senior high school students. Meanwhile, a very significant difference is that researcher uses correlation research, while Nurlaillatul used quasi-experimental research. In addition, Nurlaillatul's other research variables were TBLT and argumentative essay writing. Meanwhile, researcher only focuses on critical thinking and reading comprehension of analytical exposition text.

⁵ Nurlaillatul Barokah. Thesis: "*The Effect Of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay*". (Jakarta: Syarif Hidayatullah State Islamic University, 2018).

3. Atika, Rizka Nurul. English Education Department of State Islamic University Of Sultan Syarif Kasim Riau. "The Correlation between Students' Critical Thinking and Their Ability in Writing Analytical Exposition at State Islamic Senior High School 2 Model Pekanbaru". This study used a correlational method to determine the correlation between students' critical thinking and their abilities in writing analytical exposition. The study had a sample of 55 students from a total population of 295. To determine students' critical thinking skills and writing skills of analytical exposition, Atika used questionnaires and tests so that the results could be calculated. Based on the correlational product moment assisted by SPSS 26.0, the Sig.t of the study was 0.009 which is lower than 0.05. It means there is no correlation between students' critical thinking and their ability in writing analytical exposition.⁶

Based on Atika's research, there are similarities with researcher's study, it is focusing on critical thinking skill. The method used by Atika was the same as that used by researchers, namely correlational research. In addition, the subject is also high school students. However, there is a difference between Atika's research and the researcher's study which the Y variable focuses on writing skill of analytical exposition text, while the Y variable of the researcher is the reading comprehension of analytical exposition text.

⁶ Rizka Nurul Atika, Thesis: "*The Correlation between Students' Critical Thinking and Their Ability in Writing Analytical Exposition at State Islamic Senior High School 2 Model Pekanbaru*". (Riau: State Islamic University Of Sultan Syarif Kasim, 2017)

4. Arifin, Syaadiyah. *Journal of Education and Teaching*. Volume 53 Number 3 2020. "The Role of Critical Reading to Promote Students' Critical Thinking and Reading Comprehension". This study intends to investigate critical reading to help students' critical thinking and reading comprehension. This is a subjective exploration with the purposive qualitative method used to acquire information from seven (7) EFL non-English significant college students in their second semester through three (3) short contentious texts, a semi-organized interview, and understudies' responses in composed structures. The outcomes showed that students fostered their critical thinking abilities and further developed their reading comprehension in differing degrees by openness to various errands.⁷

Based on Arifin's study, there are similarities with researcher's study, Arifin's research discussed critical thinking dan reading comprehension. It also used Watson-Glaser as the instrument for critical thinking. However, there were some differences between Arifin's study and the researcher's study which the main variable was critical reading. The critical thinking and reading comprehension were the dependent variable. In addition, the research method was quantitative which was different with the researcher's study using quantitative as research method.

5. Purwaningsih, Wahyu. *Jurnal Prima Edukasia*, Volume 9 Number 2 2021. "Improving Students' Critical Thinking Skills using Time Bar Media in Mathematics Learning in The Third-Grade

⁷ Syaadiyah Arifin. "The Role of Critical Reading to Promote Students' Critical Thinking and Reading Comprehension". *Jurnal Pendidikan dan Pengajaran*, Vol.53 No. 3, 2020, pp 318-327.

Primary School". This study intends to further develop the students' critical thinking skills using time bar media in mathematics learning for in grade IIIA of State Primary School Kotagede I. It utilized study hall activity research as plan by Kemmis and McTaggart. The subjects of this exploration were grade 3th State Primary School Kotagede I with a sum of 30 students. The information was gathered through perception, composed tests, and meetings. The examination instrument utilized was the educator's movement perception sheet in science learning, composed test questions, and interview guides for instructors and understudies. The instrument of the test each test question there are 6 things in the portrayal. The got information were examined utilizing unmistakable quantitative and subjective procedures. The results showed that the use of time bar media in mathematics learning could improve students' critical thinking skills. The critical thinking skills covered: giving basic clarifications, building fundamental abilities, closing, giving further clarifications, and organizing procedures and strategies. The expansion in understudies' decisive reasoning abilities was seen in view of the test brings about the pre-activity (43%) which expanded to 80% in the main cycle and expanded to 90% in the second cycle.⁸

Based on Purwaningsih's study, there is one similarity with researcher's study, Purwaningsih's study discussed critical thinking as one of variable. However, there were some

⁸ Wahyu Purwaningsih. "Improving students' critical thinking skills using time bar media in mathematics learning in the third-grade primary school". *Jurnal Prima Edukasia*, Vol. 9 No. 2, 2021, pp.248-260

differences between Purwaningsih's study and the researcher's study. Firstly, the lesson in that research is mathematics. Secondly the critical thinking was the dependent variable. Lastly, the research method was classroom action research.

6. Zubaidah, Siti et al. *International Journal of Instruction*, Volume 11 Number 2 2018. Revealing the Relationship between Reading Interest and Critical Thinking Skills through Remap GI and Remap Jigsaw. The aim of this research was to reveal the relationship between student's reading interest and critical thinking skills through Reading Concept Map Group Investigation (Remap GI) and Reading Concept Map Jigsaw (Remap Jigsaw) learning models. To do as such, two science classes from 1st grade of two Senior High Schools in Malang, Indonesia were chosen as the members of the review. They were given the perusing interest poll and decisive reasoning abilities exposition test after thought by two different learning models. The acquired information was dissected through Pearson Product Moment Coefficient of Correlation and doing a measurable relapse examination. The outcome uncovered that there was no relationship between's two factors both in Remap GI or Remap Jigsaw class. In light of no relationship between's two factors was found, two factors were thought about through Remap GI and Remap Jigsaw utilizing spellbinding examination. The finding of this study has a few ramifications for instructors to consider a few viewpoint or abilities from understudies and their relationship

with one another. So the instructor can foresee what should be created and how to make it happen.⁹

Based on Zubaedah et al's study, there were two similarities with researcher's study, v study revealed the relationship between critical thinking and reading comprehension. It also used correlational research as the research method. However, there was a difference between Zubaedah et al's study and the researcher's study. In Zubaedah et al's study there were other variables, Remap GI and Remap Jigsaw as the teaching method.

⁹ Siti Zubaidah et al. "Revealing the Relationship between Reading Interest and Critical Thinking Skills through Remap GI and Remap Jigsaw". *International Journal of Instruction*. Vol.11, No.2, 2018, pp. 41-56