

## **THE CORRELATION BETWEEN STUDENTS' READING HABIT AND CRITICAL THINKING SKILLS (A Correlational Study Conducted at the Eleventh Grade Students of SMA Negeri 12 Rejang Lebong in the Academic Year of 2021/2022)**

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### **ABSTRACT**

This research aims to determine whether there is a positive correlation between students' reading habit and critical thinking skills. The method used in this research is a quantitative approach with the correlation method. The sample consisted of 30 eleventh grade IPA students at SMAN 12 Rejang Lebong. The instruments used in this research, namely a questionnaire used to measure the level of reading habit and a writing test to measure the level of students' critical thinking skills. There are several results from this research, including the following; the reading habit of the eleventh grade IPA students of SMAN 12 Rejang Lebong is quite good with an average of 74.37. Some students have very good reading habits, but there are still some students who have poor reading habits. Second, students' critical thinking skills in writing analytical exposition texts in eleventh grade IPA students at SMAN 12 Rejang Lebong are low because they have an average score of 62.57, but some students have good critical thinking skills. And the last, the correlation between students reading habit and critical thinking skill. There is a positive significant correlation between the both variables with a sig. (2-tailed) value of  $0.00 < 0.05$  and a Pearson correlation of 0.615. So it can be concluded that there was a positive significant correlation between students' reading habit and critical thinking skills in eleventh grade IPA students at SMAN 12 Rejang Lebong with a high correlation.

**Keywords: Reading Habit, Critical Thinking Skills and Correlation.**

### **INTRODUCTION**

Critical thinking is one of the thinking skills that have the potential to increase students' critical analytical power. Critical thinking skills are needed in the 21st century, because with critical thinking students are able to think logically, solve problems and can make rational decisions about what to believe or what to do (Susilawati, et al., 2020). Critical thinking is goal-directed, reflective, and reasonable thinking, as in evaluating evidence for arguments where all relevant information may not be available (King et al., 2015). Furthermore, Halpern (2014) states that critical thinking is the conscious use of cognitive skills or strategies to increase the likelihood of the desired outcome. It is used to describe purposeful, reasoned, and goal-directed thinking to be achieved. Students who have

the ability to think critically are expected to achieve the competency standards set by the 2013 curriculum, and be able to face a competitive future (Hadiyati, et al, 2019). In general, there are several factors that affect critical thinking skills, one of which is reading habit.

The habit of reading can affect the level of a person's critical thinking ability. Reading is a multifaceted activity that combines visual, mental, psycholinguistic, and metacognitive functions in addition to verbal writing (Tahmidaten & Krismanto, 2020). Reading activity is more than just an activity, but also a complex exercise. At the reading stage, it does not only require using physical activities in the form of the sense of sight, but also includes mental activities in the form of understanding and catching means good reading from what is read (Hudaa et al.,2020). Student reading activity is one of the activities that are useful for developing language skills independently. In addition, reading habit make children good readers to help intelligence in critical thinking (Syafitri, 2018).

Reading is one of the important skills for students. Reading skills are very important for a better life, because reading is not only used in one subject but also in all other subjects which aims to understand what is contained in the readings we read (Handayani, Martina & Rizal, 2021). Reading can also be considered as a process of understanding and remembering what has been read so that it becomes good information. Reading is a complex activity that requires people to employ a variety of skills, such as comprehension and imagination, as well as watching and remembering (Kridalaksana & Harimurti, 1984).

Someone who has the habit of reading can be seen from the person's attitude when reading, how often the person reads in their daily life, how many books or other academic readings are read, how much free time is used for academic and non-academic reading, and how often the inclusion of encouragement to read both in the family environment and academic environment.

However, the fact is that reading habit in Indonesia is still very low. This is evidenced by the results of a UNESCO survey which states that Indonesian people's interest in reading is only 0.001%, which means that only 1 in 1000 people with high reading interest (Muttaqiin & Sopandi, 2016). Meanwhile, according to the research results of the Program for International Student Assessment (PISA), Indonesia is ranked 74th out of 79 countries (OECD, 2018). In addition, based on the results of the calculation of the Reading Literacy Activity Index (Alibaca) by the Ministry of Education and Culture, it shows that the average number of the National Alibaca Index which consists of 34 provinces in Indonesia is 37.321 which can be categorized as low literacy activity where there are 9 provinces in Indonesia included. In the category of moderate literacy activity (index number between 40.01 – 60.00), 24 provinces in the low category (20.01 - 40.00); and 1 province is categorized as very low (0 – 20.00). Meanwhile, Bengkulu province has an index number of 37.41 which is included in the category of low literacy activation (Solihin, 2019). This means that most provinces are at a low level of literacy activity.

These results indicate that none of the provinces in Indonesia fall into the category of high and very high literacy activity levels (index values between 60.01 – 80.00 and 80.01 – 100.00).

Literacy activity in Bengkulu province is still relatively low. This is due to several factors, namely the low interest in reading in the community due to a lack of motivation and desire to read and caused by technological developments. Based on the results of interviews to one of teachers as a curriculum representative at SMA Negeri 12 Rejang Lebong, information is obtained that reading habit and critical thinking skills of SMA Negeri 12 Rejang Lebong students is still low. This is influenced by the lack of student interest in reading activities. Students tend to use cellphones than reading book. This phenomenon is not caused by the unavailability of reading facilities; the school has provided literacy-based facilities in the form of a library with adequate books. The school has also made reading a habit by making a schedule of visits to the library that must be carried out by each class. In addition, the school has also given students directions to fill their empty hours by reading in the library. However, students still have low interest and initiative in reading books.

Based on the explanation above and the results of the researcher' observations during a few visit to SMAN 12 Rejang Lebong, the researcher saw that students' interest in reading habits was minimal and low. It is known that there is very little interest in student visits to the library, because most of the students use gadget more often than holding books. So this causes the knowledge and critical thinking power of students is very low. Therefore, researcher is interested in conducting research in these schools. The researcher wants to find out if there is a positive correlation between students' reading habit and critical thinking skills to gather empirical information on the topic. The title of the research is "The Correlation between Students' Reading Habit and Critical Thinking Skills (A Correlational Study Conducted at the Eleventh Grade Students of SMA Negeri 12 Rejang Lebong in the Academic Year of 2021/2022)".

## **METHOD**

This research is a quantitative research with correlational method. Quantitative research is the process of obtaining information through the use of large amounts of data as a tool to describe a subject (Margono, 2004). On the other hand, correlation research is a study of the relationship between two variables using the available correlation coefficients (Suryabrata, 2009). The population in this research was all grade IX students of SMAN 12 Rejang Lebong for the academic year 2021-2022. The number of students in the second year is around 56 students in 2 different classes, namely science and social studies. Sampling has been carried out using purposive sampling. According to Sugiyono (2017) purposive sampling is a sampling technique with certain considerations. After considering the predetermined criteria, the class that meets the criteria as respondents is class XI IPA

SMA Negeri 12 Rejang Lebong which carries out exposition analytic text learning activities with 30 students.

In collecting data, researcher used two data collection instruments, namely questionnaires and tests. Questionnaires were used to determine students' reading habits. The reading habit questionnaire consists of 30 questions designed based on six indicators of reading habits and has five Likert scales, namely always, often, rarely, and never. The analytical exposition text writing test is used to determine students' critical thinking skills. In the critical thinking test used the Illinois assessment by using several components that are assessed, namely focus, reasoning, organization, conventions and, integration.

In this research, the researcher analyzed the correlation between students' reading habits and students' critical thinking skills using the product moment available in the IBM SPSS Statistics 22 program. The steps in analyzing the data were: correcting students' answers, calculating student scores. Then test the normality, linearity of the data, finally do the product moment test using the SPSS 22.0 program.

## FINDINGS

### Reading Habit

**Table 4.4 Descriptive Statistics of Students' Reading Habit**

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Habit	30	54	95	74.37	9.640
Valid N (listwise)	30				

Based on the table above, it can be seen that the minimum score for students' reading habits was 54 and the maximum was 95. In addition, the mean for students' reading habits was 74.37 and the standard deviation was 9.640, can be categorized as having good reading habit.

### Critical Thinking

**Table 4.7 Descriptive Statistics Writing Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Score	30	45	78	62.57	8.908
Valid N (list wise)	30				

Based on the table above, it can be seen that the minimum score for the writing test was 45 and the maximum was 78. In addition, the mean was 62.57 and the standard deviation was 8.908. Based on the score interval, students' critical thinking skills through the writing test of class XI IPA SMA Negeri 12 Rejang Lebong can be poor.

### Correlation Analysis

Before to the correlation analysis, the correlation prerequisite test was conducted. Correlation prerequisite test, namely normality test, linearity test:

#### 1. Normality Test

The normality test in research used the Shapiro-Wilk normality test because the sample < 50 respondents. If a data distribution has a significance value greater than 0.05, it is considered normally distributed. Analysis was performed with the help of SPSS 22.0 to ensure normality. The results of the data normality test can be seen in Table 4.9.

Table 4.9 Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Reading Habit	.108	30	.200*	.987	30	.962
Critical Thinking	.165	30	.037	.956	30	.243

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4.9 showed that the significant level for the reading habit variable is  $0.962 > 0.05$  and variable critical thinking is  $0.243 > 0.05$ . It means that the data both students' reading habit and critical thinking were distributed normally.

#### 2. Linearity Test

Table 5.0 Linearity Test Results

			Sum of Squares	Df	Mean Square	F	Sig.
Critical_Thinking_Reading_Habit	Between Groups	(Combined) Linearity	1742.950	20	87.148	1.405	.308
		Deviation from Linearity	869.490	1	869.490	14.014	.005
			873.460	19	45.972	.741	.723
Within Groups			558.417	9	62.046		
Total			2301.367	29			

Table 5.0 showed that the significance level of deviation from linearity is  $0.723 > 0.05$ . So it can be concluded that there is a significant linear correlation between the variables of reading habit and critical thinking.

### 3. Product Moment Analysis

**Table 5.2 Pearson's Product Moment Correlation Test Results**

		Reading Habit	Critical Thinking
Reading Habit	Pearson Correlation	1	.615**
	Sig. (2-tailed)		.000
	N	30	30
Critical Thinking	Pearson Correlation	.615**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* Correlation is significant at the 0.01 level (2-tailed).

Based on the product moment test results in table 5.2, the sig (2-tailed) is  $0.00 < 0.05$  which means  $H_1$  is accepted. It has a correlation coefficient of 0.615, this shows that the correlation coefficient is in the interval 0.60 – 0.799 with a high correlation interpretation. In other words, there is a significant correlation between reading habit and critical thinking skills at the Eleventh Grade Students of SMA Negeri 12 Rejang Lebong with a high correlation.

## Discussion

This research was conducted at SMAN 12 Rejang Lebong. Researcher is interested in examining the correlation between students' reading habits and critical thinking skills of eleventh graders at SMAN 12 Rejang Lebong. The respondents in this research are 30 students who were taken through persuasive sampling technique, namely a technique where the subject was selected with certain criteria.

Based on the research results, there are three findings from this study. First, the reading habit of the eleventh grade students of SMAN 12 Rejang Lebong is quite good with a mean of 74.37. Some students have very good reading habits, but there are still some students who have poor reading habits. Second, students' critical thinking skills in writing analytical exposition texts in eleventh grade students at SMAN 12 Rejang Lebong are low, because they have an average score of 62.57. However, some students have good critical thinking skills. And finally, there is a significant correlation with a

high correlation between the second variable with a sig. (2-tailed) value of  $0.00 < 0.05$  and a Pearson correlation of 0.615. So, it can be said that there is a significant correlation between students' reading habits and critical thinking skills in eleventh grade students at SMAN 12 Rejang Lebong with a high correlation.

There are two instruments used in this research, namely a questionnaire used to measure the level of reading habits and a writing test to measure the level of students' critical thinking skills. Both instruments were used and distributed to 30 respondents of correlation eleventh grade students at SMAN 12 Rejang Lebong. The questionnaire instrument contains 30 questions from 6 indicators and uses a 4-point Likert scale. To test the quality of the questionnaire instrument validity and reliability tests have been carried out so as to produce a valid and reliable questionnaire to use. While the writing instrument to measure critical thinking, students were asked to write an analytical exposition text with a minimum of 100 words in 45 minutes. The analysis was carried out by evaluating the work of the respondents. The writing assessment was carried out by an English teacher at SMAN 12 Rejang Lebong by taking into account several aspects of the assessment. The results of the data collection were then used as material to test the correlation between reading habit and critical thinking skills.

Based on descriptive statistics of students' reading habits, the minimum score was 54 and the maximum score was 95. In addition, the average score was 74.34 and the standard deviation was 9.640. Meanwhile, the descriptive statistics of the writing test showed that the minimum score was 45 and the maximum score was 78. In addition, the mean score was 62.57 and the standard deviation was 8.908.

Based on the results of the normality test, the significance value for the reading habit variable was  $0.962 > 0.05$ , then for the critical thinking variable  $0.243 > 0.05$ . Because the significant value on the scale of the two variables is greater than 0.05, it can be concluded that both data are normally distributed and have met the assumption of normality test.

While the linearity test of the data between reading habits and critical thinking variables obtained a significance value of  $0.723 > 0.05$ , then the variable data between reading habits and critical thinking had a linear relationship. Based on the results of the data assumption test conducted through the linearity test of the distribution of the decision-making and problem-solving variables, it was stated to be linear.

The results of the prerequisite test between the normality test and the linearity test showed that the data were normally and linearly distributed, so that the research hypothesis was tested using the Pearson Product Moment parametric analysis. Based on the results of the correlation test using Pearson Product Moment analysis with the SPSS 22.0 application program obtained sig(2-tailed)  $0.00 < 0.05$  with a correlation coefficient value of 0.615. It can be concluded that there is a significant

between reading habits and critical thinking skills of eleventh grade students at SMAN 12 Rejang Lebong with a high correlation. So this shows that H1 is accepted and HO is rejected.

From the explanation above, the researcher found that there was a significant positive correlation between students' reading habits and critical thinking skills. So it can be concluded that students' critical thinking processes can be influenced by the texts they read, because there are types of readings in each text. Students will have a lot of new knowledge and information gained through reading and it will be very helpful for critical thinking. In addition, students must realize the importance of why they must cultivate an interest in reading to achieve good reading habits. Besides aiming to increase knowledge, reading also aims to learn vocabulary, write and practice pronunciation.

## CONCLUSION

From the results of this research, in the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there are have some results; first, the reading habit of the eleventh grade students of SMAN 12 Rejang Lebong is quite good with an average of 74.37. Some students have very good reading habits, but there are still some students who have poor reading habits. Second, students' critical thinking skills in writing analytical exposition texts in eleventh grade students at SMAN 12 Rejang Lebong are low, because they have an average score of 62.57. Based on the results of the correlation test using Pearson Product Moment analysis with the SPSS 22.0 application program, it was obtained sig (2-tailed)  $0.00 < 0.05$  with a correlation coefficient value of 0.615. It can be concluded that there is a significant positive correlation between reading habits and critical thinking skills of eleventh grade science students at SMAN 12 Rejang Lebong with a high correlation. So this shows that H1 is accepted and HO is rejected.

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