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)

THESIS

Submitted as a Partial Requirement for Sarjana Degree (S.Pd)
In English Education Study Program

Submitted by:

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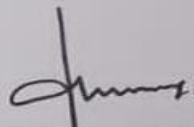
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Thank you for the attention.

Wassalamu'alaikum Wr. Wb

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MOTTO

"حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ"

"Cukuplah Allah (menjadi penolong) bagi kami dan Dia sebaik-

baik pelindung."

(QS. Al-Baqarah: 152)

DEDICATION

The name of Allah, the most gracious and most merciful. All praise and gratitude to Him who has given strength, patience and perseverance to finish this thesis. *Shalawat* and *salam* to our Prophet Muhammad SAW, his family and friend.

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It is hoped that this undergraduate-thesis will be use full for all readers. Then, the researcher also realizes that this thesis still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

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<u>Rulita Hasanah</u>
The researcher

ABSTRACT

Rulita Hasanah, 2022. *The Correlation between Students' Reading Habit and Critical Thinking Skills at the Eleventh Grade Students of SMA Negeri 12 Rejang Lebong.* **Thesis. English Education Research Program, Department Of Language Education, Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu.**

Advisors: 1. Feny Martina, M.Pd   2. Zelvia Liska Afriani, M.Pd

This research aims to determine whether there is significant 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 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, Correlation

ABSTRAK

Rulita Hasanah, 2022. *Hubungan antara Kebiasaan Membaca Siswa dan Keterampilan Berpikir Kritis pada siswa kelas XI SMA N 12 Rejang Lebong*. **Skripsi. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu.**

Pembimbing: 1. **Feny Martina, M.Pd** 2. **Zelvia Liska Afriani, M.Pd**

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan positif antara kebiasaan membaca siswa dengan kemampuan berpikir kritis. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan metode korelasional. Sampel terdiri dari 30 siswa kelas XI IPA SMAN 12 Rejang Lebong. Instrumen yang digunakan dalam penelitian ini yaitu angket yang digunakan untuk mengukur tingkat kebiasaan membaca dan tes menulis untuk mengukur tingkat kemampuan berpikir kritis siswa. Ada beberapa hasil dari penelitian ini, antara lain: Kebiasaan membaca siswa kelas XI IPA SMAN 12 Rejang Lebong cukup baik dengan rata-rata 74,37. Beberapa siswa memiliki kebiasaan membaca yang sangat baik, namun masih ada beberapa siswa yang memiliki kebiasaan membaca yang kurang baik. Kedua, kemampuan berpikir kritis siswa dalam menulis teks eksposisi analitis pada siswa kelas XI IPA SMAN 12 Rejang Lebong tergolong rendah karena memiliki nilai rata-rata 62,57, namun beberapa siswa memiliki kemampuan berpikir kritis yang baik. Dan terakhir hubungan antara kebiasaan membaca siswa dengan kemampuan berpikir kritis. Terdapat hubungan yang signifikan antara kedua variabel dengan nilai sig. (2-tailed) nilai 0,00 < 0,05 dan korelasi Pearson 0,615. Sehingga dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kebiasaan membaca siswa dengan kemampuan berpikir kritis siswa kelas XI IPA SMAN 12 Rejang Lebong dengan korelasi yang tinggi.

Kata Kunci: Kebiasaan Membaca, Kemampuan Berpikir Kritis, Korelasi

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CHAPTER I

INTRODUCTION

A. Background

In the 21st century education is very important because education makes students productive, creative, innovative, independent, and successful human beings so that they can guarantee the occurrence of a society that is able to live independently to achieve mutual prosperity. It is stated in the Law No. 20 of 2003 article 1 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills by themselves, society, nation and state. The education system in Indonesia currently implements the 2013 curriculum, where the students are required to be active and be central in the learning process. Based on the Ministry of Education and

Culture (2018) to achieve learning objectives and the formation of human resources who have competencies and skills students are expected to be able to process, present, and reason in the concrete and abstract realms according to what has been learned, this functions. Thinking is one of the most important factors in the learning process of students. In accordance with the wishes of the 2013 Curriculum, students are strongly encouraged to be able to think at a higher level or Higher Order Thinking Skill (HOTS). In general, there are several aspects that show higher order thinking skills, one of which is critical thinking.

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, critical thinking is the conscious use of cognitive skills or strategies to increase the likelihood of the desired outcome(Halpern, 2014). It is used to describe purposeful, reasoned, and goal-directed thinking to be achieved. The critical thinking process includes the types of thinking involved in solving problems, formulating conclusions, calculating possibilities, and making decisions. 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. 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. 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).

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 37.32l 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.

These two factors cause people to tend to fill their spare time with various activities other than reading, such as watching television, listening to music, playing *gadgets*, playing games, watching *YouTube,* and other similar activities. In addition, increasingly sophisticated technology makes it easier for people to access various information and knowledge through internet media, both using smart phones (*gadgets)* and computers. This has resulted in people starting to rarely read books to find information because its function has been replaced by the internet. Technological developments also have a negative impact on the younger generation, especially children. Increasingly sophisticated technology has resulted in children getting away from reading habit. Easy access to various online technology-based games causes children to prefer *online games* to reading books.

Based on the results of interviews conducted on Monday, December 27, 2021 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 problems that occur in the eleventh grade of SMA Negeri 12 Rejang Lebong, the researcher finds several interesting problems to study, namely:

1) Students still do not have the interest and good reading habit when at school or in their daily life.

2) Students' critical thinking skills are still relatively low due to the lack of students' interest in reading which causes low student knowledge.

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 significant 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)"

B. Identification of the Problems

Based on the background of the research above, the problems can be identified as follows:

1. Students' can understanding of the importance of reading habit is still lacking.

2. Students do not have good reading habit in their daily life. So, the student is still not able to achieve the criteria of a good reader.

3. Students' understanding of the correlation between reading habit and critical thinking skills is still lacking.

C. Limitation of the Problems

The problem of this research will be limited to the variables. First, the problem is limited to the reading habit of the eleventh grade students of SMA Negeri 12 Rejang Lebong.

Second, the problem is limited to the critical thinking skills of the eleventh grade students of SMA Negeri 12 Rejang Lebong

D. Research Problem

Based on the results identified above, the problem of this research is formulated into the following questions:

1. How is the reading habit of eleventh graders at SMA Negeri 12 Rejang Lebong?

2. How is the critical thinking skill of eleventh graders at SMA Negeri 12 Rejang Lebong?

3. Is there significant correlation between students' reading habit and critical thinking skills?

E. Purpose of the Study

The purpose of this research are as follows:

1. To describe the reading habit of eleventh graders at SMA Negeri 12 Rejang Lebong.

2. To describe the critical thinking skill of eleventh graders at SMA Negeri 12 Rejang Lebong?

3. To find out whether or not there is significant correlation between students' reading habit and critical thinking skills

F. Significances of the Study

1. For students

This research will motivate students to read more in order to improve their critical thinking skills.

2. For teachers

This can be useful for teachers to know the reading habit of students and can help teachers to know the needs of students in learning to improve students'

critical thinking. In addition, the results of this research the teacher can understand that students need motivation so that they spend time reading several types of reading books.

3. Further the researcher

The findings of this study may be valuable to other researchers working in a similar field. If they plan to perform more study in the same field, it can be a source of concern as well as a recommendation for future investigations.

G. Definition of the Key Terms

1. Reading Habit

Reading habit are routine activities in the process of thinking to achieve an understanding of ideas and information gained through written or unwritten symbols. Reading is essentially the process performed

by the reader to build the meaning of the message conveyed through writing.

2. Critical Thinking

   Critical thinking is a skill or activity that uses the mind to think logically, solve problems, formulate conclusions, calculate possibilities, and make decisions. It also goes through a series of processes, from reviewing the idea to assessing the strength of the meaning of the idea.

CHAPTER II

REVIEW OF LITERATURE

A. Reading Skill

1) Definition Reading

Reading is an activity of verbalizing words or written presentations, a process of expressing or obtaining the researcher's concepts or acting as intended by those concepts (Ibrahim, 2009).

Reading is one of the skills of language skills that must be mastered by every student in learning a language. Reading is a process of language reception(Carrell et al., 1998). This is the process that the reader does to get the message that the researcher will convey through words or written language. Reading is a complex activity that involves perception and thought (IAE). Understanding or reception can be interpreted as an ability that involves students' thoughts and analysis. The activity of know-how

something is accomplished by students with their cognitive skills seeking to capture which means of what's being faced or studied(Tahmidaten & Krismanto, 2020). It is considered as one of the important skills in academic and professional success and plays an important role in learning a second or foreign language(Obaidullah & Rahman, 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 et al., 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).

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).The activity of transforming symbols (letters) into spoken words are known as the visual process in reading. Word recognition, literal comprehension, interpretation, critical reading, and creative understanding are all part of the reading thinking process. This is consistent with Finonchiaro's definition of reading as an attempt to comprehend the meaning contained in written language, including both inferred and explicit meanings, through the processing of information, syllabus, syntax, and semantics (Tarigan, 2008).

So, it can be concluded that reading is the activity of seeing the writing and the process of understanding the contents of the writing which aims to obtain information. However, reading is not only seeing or speaking written but also involves activities such as visual and thinking. Visual means translating written symbols into spoken words and thinking, which includes word recognition, literal understanding and creative understanding.

2) Kinds of Reading

Brown states that there are two types of classroom reading performance, those are oral and silent reading. Oral reading is preferred to the beginning level. At the beginning and intermediate level, oral reading can serve as an evaluative check on processing skills, double as pronunciation check , and serve to add some extra students' participation while silent reading is better to the advance one. Silent reading can be subcategorized into intensive and extensive reading (Douglas, 2001).

According to Brown, intensive reading is usually a classroom oriented activity in which students focus on the linguistics or semantics details of passage " Intensive reading call students' attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications and rhetorical relationship, while extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. In the other word extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Most extensive reading is performed outside of class time.

3) Types of Reading

According to Brown, there are several types of reading in the classroom:

a. Oral reading and silent reading

Occasionally, teacher will have reason to ask the students to read orally. At the beginning and intermediate levels, oral reading can:

1) Serves as an evaluative check on bottom up processing skill.

2) Double as a pronunciation check.

3) Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

For advanced levels, usually only advantages can be gained reading orally. The teacher want to use oral reading to serve these purpose because the advantages of oral reading can easily come into:

1) Oral reading is not very authentic language activity.

2) While one student is reading, others can easily lose attention.

Silent reading may be subcategorized into intensive and extensive reading.

b. Intensive reading

Intensive reading is reading shorter text (anecdotes, short narrative, descriptions, etc) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. In intensive reading, teacher provides direction and help before, sometimes during, and after reading. Students do exercises that require them to work in dept. with various selected aspect of the text . Intensive reading calls students attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, and rhetorical relationships.

c. Extensive reading

Extensive reading is reading longer text (book, long articles, essays, technical report, etc.), usually for someone's pleasure. In this type, students are usually given more freedom to choose reading materials that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extend selected by the teacher.

4) Reading Comprehension

Reading is one of dominant activity in daily life. Especially in academic, reading must done by student in many activities, such as reading text book, articles, journal, newspaper and others in order to get information which they need. Dalmar, said that reading is an activity or cognitive process that seeks to find of information contained in the article. It means that reading is a thinking process to understand the contents of the text read.

Therefore, reading is not just simply look at a collection of letters that have formed the word, groups of words, sentences, paragraph, but seem to be more that reading is an activity to understand symbols, writings, signs are meaningful so that message can be accepted by the reader.

Nunan stated that reading comprehension refers to reading for meaning, understanding, and entertainment. It means that reading as the process to understand information presented in written and people are able to read if the words printed can be identified. According to Snow, " Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language ". So, in comprehending a topic, the readers interacts with the text relates to the question of the text to prior experiences of construct meaning which can be found in the text . Reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes

some learners feel difficult to comprehend the text that they have read, so they got nothing from the text. Therefore the teachers have to be more concerned about the problem.

5) Teaching Reading

Teaching reading is the way of teacher to activate students comprehension in reading by creating the well-prepared of teaching reading strategy. There are some definitions of teaching reading stated by many experts. According to Richards, "Teaching reading receives a special focus". There are a number of reason for this. First, many foreign language students often have reading as one of their most important goals. Second, written texts serve various pedagogical purposes. It means that good reading texts provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language. Then, reading is a skill which is highly valued by students and teachers alike.

Moreover, Harmer explained that there are some principles of teaching reading, they are as follow: First, reading is not passive skill. Second, students need to be engaged with what they are reading. Third, students should be encouraged to respond to the content of a reading text not just to the language. Forth, prediction is major factor in reading. Fifth, match the task to the topic. Last, good teachers exploit reading texts to the full. "It means that, a teacher should apply the principles in teaching reading. If the teacher can apply it well , teaching learning reading can be active activity . So, in teaching reading students are needed to have more practice so that the information of the written text can be delivered to students.

6) Reading as a Habit

In the Big Indonesian Dictionary (KBBI) it is stated that a habit is something that is usually done and so on; Between patterns for responding to certain situations that are learned by an individual and which he does repeatedly

for the same thing (Departement Pendidikan Nasional, 2002)

Reading can be considered a habit if done continuously or routinely. Reading habit usually begin with student interest and can be seen from students' behavior towards reading (Sibatuara, 2019).Without someone informing you, interest is a sensation of liking or interest in something or an activity. Interest arises because of the desire to get information or understand the contents of a reading. Interest will develop to form a habit. Interest can be seen from the aspect of attention, pleasure, enjoyment, and satisfaction as a stimulus for one's actions and actions.

Low interest in reading habit can have a bad impact on students. With low reading habit among students, it is possible that their academic performance is very dismal and creates a source of great concern and concern for all stakeholders in the education sub-sector (Sibatuara, 2019).There are three main types of reading habit: Hobby,

Recreation, and Concentration (Ogbodo, 2010). Hobby is an activity that is carried out because someone gets joy and satisfaction from doing it, recreation as an activity that diverts or entertains or stimulates and concentration as a power solution when doing reading. The practice of reading as a hobby helps a person to become versatile in knowledge in many fields and the person can discuss knowledge issues with others.

7) Benefits of Reading Habit

There are several benefits that students can get, including:

a) Help the mind to work effectively

Good reading habit can make a person's mind continue to work. The more they learn, the stronger their minds become.

b) Improve vocabulary

The more you read the more vocabulary you will acquire. Then the better you can identify errors,

interpret meaning, and understand the message contained in the reading.

c) Improve Intellect

Reading as a window to the world. Books as a source of information, so that anyone who regularly reads will have a fairly broad insight.

d) Helping Readers Think Positive

Readers with good reading habit have knowledge and information from what they read. This makes them think productively and critically.

8) Indicators Reading Habit

There are six markers of reading habit, according to Cesar, Gaona, and Gonzalez:

a) A reading frequency report is a personal account of the books read in one's leisure time. It is a short or long period of time during which a person reads.

b) Books read is a summary of how many books a person has read in the last three months.

c) Academic reading time refers to the amount of time a person spends reading academic texts related to his field of study.

d) Non-academic reading refers to time spent reading books that are not directly relevant to a person's field of study.

e) In a family setting, motivation is linked to a person's desire to acquire books, as well as the family's reading interest.

f) In an academic setting, motivation is linked to the teacher's instruction to read books (Gaona & Gonzalez, 2011).

B. Critical Thinking Skills

1) Definition Critical Thinking

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). According to Ennis critical thinking is reasoned and reflective thinking with an emphasis on making decisions about what to believe or do (Finken & Ennis, 1993). Furthermore, Halpern states that critical thinking is the conscious use of cognitive skills or strategies to increase the likelihood of the desired outcome (Halpern, 2014). It is used to describe purposeful, reasoned, and goal-directed thinking to be achieved. The critical thinking process includes the types of thinking involved in solving problems, formulating conclusions, calculating possibilities, and making decisions. Students who have critical thinking skills are expected to achieve the

competency standards set by the 2013 curriculum, and be able to face a competitive future (Hadiyati et al., 2019).

Critical thinking is related to inductive thinking skills, such as knowing relationship, analyzing known or open problems, distinguishing cause and effect, drawing conclusions and analyzing relevant data. Meanwhile, deductive thinking skills relate to the ability to solve problems that are logical, spatial and can distinguish between facts and opinions. Other critical thinking skills include the ability to evaluate, compare and detect bias (Kusumah, 2019). So through critical thinking we can also solve a number of problems by looking for the right answer.

2) Components of Critical Thinking

Component of Critical Thinking is Cognitive. Cognitive skill is a mental activity to obtain knowledge. Which resulted some consensus related to critical thinking), the critical thinking cognitively encompasses some skills

and sub skills which are acknowledged by the Delphi
experts presented in Table 2.1 as follows:

Table 2.1

**Consensus List of Critical Thinking Cognitive Skills and
Sub Skills**

No	Skills	Sub Skills	Example
1	Interpretation	Categorization	To make recognition of a problem and its character; to make a decision to classify information, to create a report of things happened; to make a classification of data, findings, or opinions.

| | | Decoding Significant | To make a detection and description of someone's question purposes; to make an appreciation of a certain gesture in a social situation provided; to apprehend the use of irony or rhetorical questions in debate; to create an interpretation of data presented. |
| | | Clarifying Meaning | To paraphrase of someone's statement; to look for a useful example which can help explain a problem to someone else; to |

			create a clarity of an ambiguity by providing its distinction.
2	Analysis	Examining ideas	To make the identification of a phrase or expression which can lead someone's opinion; to find out and determine the similarity and difference of particular views; to determine the systematic ways of a complicated assignment; to create a view of abstract concept.

		Identifying Arguments	To determine the plausibility of a claim given in a paragraph or passage.
		Analyzing arguments	To determine and create the identification of the author's major claims and their reasons of an argumentative passage.
3	Evaluation	Assessing claims	To create recognition of the credibility factors of an event witness; to determine the plausibility of action in a certain situation; to determine the truth and falsity of

			a claim provided.
		Assessing arguments	To make an evaluation or judgment whether or not a conclusion of an argument follows its premises.
4	Inference	Querying evidence	To make a judgment of the background of information that can help support one's opinion; to make a plan of a discovery that can provide the information availability.

		Conjecturing Alternatives	To create and propose a set of options related to a problem solving; to determine and scheme the difficulties and advantages of certain priorities in a decision making
		Drawing conclusions	To make inferences to test an empirical hypothesis.
5	Explanation	Stating results	To convey, state, or write someone's reasons of the views provided, matters, research findings, judgments, and so on.

		Justifying procedures	To explain someone's choice of a particular statistical test for purposes data analysis; to design a graphic display which represents the quantitative information used as evidence
		Presenting arguments	To write a paper in which one argues for a given position or policy

6		Self-examination	To examine a view of a controversial issue with sensitivity to the possible influences of personal bias or interest
		Self-correction	To make a revision of factual deficiency in a work

Next, the inventories differ in labeling the skills composing critical thinking, analysis, evaluation and inference are the skills that are common to the inventories presented by critical thinking theorists. Finally, breaking down the abstract concept of critical thinking into identifiable skills helps theorists, educators and practitioners to teach these skills and assess students' progress.

3) The Stages Critical Thinking

The stages critical thinking arises from the activity of thinking itself. They are Examinations, interpretations, and judgments (Vincent, 2004).

a) Examination

Examination consists of investigating the problem or evidence or data related to the problem. Examination is carried out to obtain evidence relating to what has happened.

b) Interpretation

Interpretation means making decisions about the meaning of the evidence.

c) Judgment

Judgment helps determine a problem or conclusion about an issue.

The process of critical thinking involves examination activities aimed at obtaining information about the problems that have arisen. Interpretation activities to

determine the meaning of evidence obtained from the investigations and activity judgments carried out. An activity to assess a problem by drawing conclusions based on previously performed interpretations and investigations. All three activities are carried out in stages, from examination to judgment. The thinking process precedes by examination that leads to the end result of a thinking process, conclusion, or judgment.

Based on the above explanation, there are at least three activities that are part of the critical thinking process: examination, interpretation, and judgment. Investigation is an activity, it is basically aimed at finding evidence or information about one or more issues. Next is the importance of evidence or information from the next step, or previously conducted investigations. The last one is judgment; it is conclusions from data or evidence and information obtained from previous activities, examinations, and interpretations of the subject.

4) Benefit of Critical Thinking

Through thinking critically, one may make precise consideration towards one's works, and one may obtain several benefits that will facilitate not only in terms of the academic performance but also in terms of dealing with the real life problems. A number of benefits can be obtained as follows:

a) The work can be conducted accurately and carefully;

b) The ability to determine something which is relevant in writing (noting) can be more accurate and specific.

c) The ability to conduct the problem solving and project management can be done accurately.

d) It can raise a feeling of confidence of successful outcome in complex problems and projects.

e) The work and academic attainment can be better improved.

Meanwhile, critical thinking may be beneficial in terms of:

a) Bringing a clear and accurate formulation of vital questions and problems

b) Having an effective interpretation of ideas and information.

c) Making reasonable conclusions and solutions which are in accordance with relevant criteria and standards.

d) Thinking inclusively or open minded.

Based on the explanations above, critical thinking may be considered as the ability which is important for every individual and particularly for students since it helps them do their tasks effectively and accurately, for instance as they are writing, they may find themselves easily develop their ideas since they can think the ideas inclusively, also they may find themselves will be able to keep in having an effective communication with others in coping with complex.

5) Criteria of Critical Thinking

According to Ennis, critical thinking has six essential elements, which are abbreviated as FRISCO:

a) F (Focus)

The focus is more than a thesis statement and/ or listing of subordinate points. This feature examines whether the subject/issue of the paper is clear and the position/ opinion is explicitly announced in the opening and maintained thought the paper. Multiple positions are focused only if there is an umbrella statement. In the opening of the paper, the writer must indicate the intent to support one or more positions/opinion and preview major points of support. The paper will close with an effective conclusion. This assumes at least a forty-minute writing period.

Degree to which main idea/theme or point of view is clear and maintained:

1) Unclear, absent, insufficient length to ascertain

2) Confusing attempted main point unclear or shifts.

3) Underpromise, overdeliver, overpromise, underdeliver: infer: two = positin w/o unifying statement.

4) Bare bones: position clear: main point previewed.

5) Position clear, generally previewed.

6) All main points are specified and maintained

b) R (Reason)

This feature incorporates the strength of three different types of reasoning, the recognition of alternatives viewpoints, and the degree of clarity.

The three types of reasoning are generalizing, best explanation inferring, and value judging, often interdependent in the same paper.

1. Generalizations

   Generalizations are inferred from the supporting examples orevidence. When papers draw inferences beyond the data, the small group or sample must be typical of larger group. Personal examples and anecdotes are acceptable provided they represent the widespread experience of other. Good warranted generalization are usually agreed upon by experts and promoted as acceptable interpretations of supporting reasons or fact.

2. Best explanation

   Best explanation inferring is solid i it is plausible and consistent with the pacts. The conclusions should help to account for the facts or reasons, and they should be better than alternatives explanations of the same facts or reasons. If a best explanation conclusion is

asserted, alternative explanations must be refuted.

3. Value statement

Value statement are statement that place value on the way something we, is, or could be. We might, for example, judge that was wrong for killing y:. Herw we evaluate a past action. This judgment is deduced from the acceptable principle that it is wrong to kill another human being. Another way in which value judgment can be supported is by specific example and situation. The judgment that drugs are bad might be supported by precise and vivid personal examples of a family member's deterioration because of drugs.

In this section, we also judge the sufficiency of supporting reasons. The sufficiency as supporting reasons depend upon

its amount, significance and thoroughness. Support scores for longer papers will depend on the proportion of reasons or sub points developed by more specific detail and reasons and evenness or balance of support for key points. Obviously, short papers will have fewer opportunities to develop reasons or to support points.

Degree to which conclusion supported by reasons/evidence, alternatives addressed, and argument clear.

1. Conclusion unsupported, no reasoning attempted, insufficient

2. Conclusions minimally supported, alternatives unmentioned, muddled confused

3. Some insufficient support, alternatives prejudicially mentioned, key terms underlined

4. Moderate support, alternatives mentioned fairly, some vagueness

5. Conclusions well supported, alternatives well recognized; clear

6. Strong supported, alternatives thoroughly addressed. Clear.

c) **I (Integration)**

The purpose of this rating is to provide a general evaluation of how clearly the paper achieves the assigned task. The holistic rating assumes that the effectiveness of the paper depends upon the skill with which the students orchestrates the fundamental features to complete the assignment. The judgment is limited to the combination of the features and does not include contributions of other

factors such as humor or originality. It reflects the view that the paper is a total work, that the whole is greater than the sum of the parts.

This "focused" holistic judgment is not the reader is reaction to the work as art, it is the reader is reaction to the work as craft how adequately the work achieves the purpose. To arrive at the judgment, raters read the paper thought from beginning to end thinking.

d) **S (Supporting Reasons)**

This feature focuses on the quality and detail of the or sub points. Supporting reasons are usually more specific than coclusions.23 The quality of support depend on its specificity, accuracy and credible**.**

Specificity is usually achieved thought the use of concrete details, example, and reasons. Accuracy or credibility of support is judged be deciding

whether sources are credible and whether the reasons, examples, and details are factual or plausible.

Degree to which supporting reasons and evidence are clear, believable, and from credible sources:

1. No support, no credible sources, unbelievable vague, confusing

2. Attempted, dubious sources, inaccurate, vague

3. Some sources and/ or reasons/ evidence dubious, some vagueness

4. Some sources credible: reasons/ evidence generally believable, sometimes second level, specific

5. Most sources credible: most reasons/evidence believable, often at second level, specific

6. All sources credible: all reasons: all reasons/evidence believable, second level/beyond spec.

e) C (Conversation)

Evaluations of the paper are use of conventions should take into account the following: how seriously the errors interfere with communication: the number of errors in relation to how much was written (there an error in three sentences is a lot different from three errors in three paragraphs) and the kinds of errors are listed following the scale.

The evaluation of conventions takes into account the papers proximity to a final draft in the writing process. For example, if a student has had three weeks to do assignment with multiple drafts, more stringent criteria may be used in assigning a convention score than for an in class writing assignment.

Use of conventions of standard English:

1. Many errors, unreadable, confused meaning, problems with sentence construction, insufficient length to ascertain maintenance

2. Many major errors, confusion

3. Some major errors, many minor, sentence construction below mastery

4. Developed, few major errors, some minor, meaning unimpaired, mastery of sentence construction

5. A few minor errors, but no more than one major error

6. No major errors, one or two minor errors

f) **O (Overview)**

This feature examines whether the composition exhibits a clear structure or plan of development (beginning, middle, end) and whether the points are logically related to each other.24 Organization has a

"vertical" dimension (coherence) indicated by the use of paragraphing and transitions to signal the relation of the support to the position. Organization also has a "horizontal" dimension (cohesion) evidenced by the connection of one sentence to the text. The writer may employ varied methods to achieve coherence and cohesion, e.g. repetition, pronouns, synonyms, parallel structure, connectives and transitions.

Fully developed papers will use paragraphs and transitions to signal the plan or text structure. Less developed papers will fail to use paragraphing or will use it inappropriately. These papers may also use few cohesive ties or transitions to cue the logical relationships. Some less developed papers may have digressions, or the train of thought may resemble free associations or stream of consciousness.

Degree to which logical flow of ideas and explicitness of the plan are clear and connected :

1. No plan, insufficient length to ascertain maintenance

2. Attempted plan is noticeable

3. Not knowledge able in paragraphing

4. Some cohesion and coherence from relating to topic, plan is clear

5. Most points connected, coherent, cohesive, using various methods

6. All points connected, signaled with transitions/ other cohesive devices.

C. Analytical Exposition Text

1. Definition of Analytical Exposition Text

Analytical exposition is a sort of spoken or written material that aims to persuade the reader that something is the case. To strengthen the persuasion, the speaker or writer presents arguments as the main

reasons why the proposition is true. Scientific publications, journals, periodicals, newspaper articles, academic speeches or lectures, research reports, etc. all contain this kind of material. The scientific community, academic community, and educated people enjoy analytical presentation.

2. **Generic Structure of Analytical Exposition Text**

The generic structure of analytical exposition text has three components, namely:

a. Thesis

The thesis statement is the greatest way to convey the idea in a single sentence. The goal of a thesis statement is to guide a hypothetical claim that needs evidence to be accepted or rejected. The thesis is the topic or central idea of an analytical explanation paragraph. The thesis is divided into two sections: position and preview. Perspective in a thesis statement refers to the writer's position on

the subject, whereas preview refers to an outline of the important points that will be made**.**

b. Argument

Argument is a reason offered (for or again something). Arguments are concepts to advance the subject. There are two parts to this argument: the point and the elaboration. The fundamental argument is restated in the point, and each point is developed and supported in the elaboration.

c. Reiteration/conclusion

Reiteration includes restating the author's stance and viewpoint on the main subject. This paragraph serves as the writing's final paragraph and is always found at the end of the text.

3. **Language Features of Analytical Exposition Text**

Language features of analytical exposition text explained by Grace and Sudarwati are follows:

a. Using of simple present tense and simple perfect tense.

b. Using of relational processes.

c. Using mental processes. It is to state what the writer or speaker thinks or feels about something. For example realize, feel, etc.

d. Using emotive an evaluative words.

e. It often needs material processes. It is used to state what happens.

f. Enumeration is sometimes necessary to show the list of given arguments.

g. Using connective/transition.

D. The Correlation between Reading Habit and Critical Thinking

Reading habit is an attitude that shows a liking for reading activities, which is done by taking the time to read all kinds of readings repeatedly and continuously. The habit of reading can affect the level of one's critical thinking

ability. 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 lives, 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 the urge to read both in both a family and an academic setting(Diem & Atmanegara, 2015).

Through the habit of reading one is able to increase knowledge about theories and concepts that can be used as a reference for decision making. Through reading habit can add information and broad insight related to the development of education. Reading habit is often associated with the influence of a person's success in thinking critically and acting more systematically because generally someone who likes to read books will be more systematic and critical in dealing with a problem(Samsuri, 2016). By reading a lot, a person will be more open-minded so that a person's critical thinking skills will increase. The more

often a person reads, the wider the knowledge he has so that the higher the critical thinking ability of a person.

It is said to have high critical thinking skills if a person always gives arguments with reliable theories, has a skeptical and analytical attitude, never hesitates in expressing his opinions, always finds out and evaluates the truth of the information he receives and has broad and more open thinking.

E. Review of Some Previous Studies

There are some relevant previous studies related to this study. First, the study conducted by Muhammad, Sholichah, and Aziz in 2019 entitled "Effect of Reading Culture on Students' Critical Thinking Ability at SMP Islam Al Syukro Universal Ciputat in 2019". In this study, the researcher used quantitative descriptive research and cross sectional study design. It aimed identify and describe the practice of reading culture and its influence in improving students' critical thinking skills. The results showed the

reading culture at Al Syukro Universal Islamic Junior High School Ciputat was quite good and the correlation test results showed a significant positive influence between reading culture and students' critical thinking skills (P_{value} = 0.001).

Second, the study conducted by Barokah and Kesuma in 2020 entitled "The Influence of News Reading Habit on Critical Thinking Skills in State High School Students in Langsa City". This study used a survey method. It would examine the regression link between news reading habit and critical thinking skills in high school students. This study found that reading the news have an impact on students' critical thinking skills as measured by a t-test. It was a 0.003 significance value.

Third, the study conducted by Anggraini, Sawiji, and Susanti in 2020 entitled "The Effect of Reading Habit and Self-Concept on Critical Thinking Abilities of PAP Students in SIM Courses" This study used a quantitative

descriptive approach. It was found that reading habit have a significant positive effect on critical thinking skills of LAP students (t-count (5.110) > t-table (1.999), self-concept had a significant positive effect on critical thinking skills (t-count (8.260)) > t-table (1.999), and reading habit and self-concept together had a significant positive effect on critical thinking abilities of PAP students (F-count (179.277) > F-table (3.145)).

Fourth, the study conducted by Fitrianti, Purwanti, and Sularmi, in 2020 entitled "The Correlation between Learning Styles and Reading Habit with Critical Thinking Skills in Social Studies Learning in Elementary School" This study used the correlation method. Data collection technique used essay or description tests and questionnaires. The results of this study found that there is a relationship between learning styles and critical thinking skills (ry1 0.49), the relationship between reading habit and critical thinking skills (ry2 0.61), and the relationship

between learning styles, reading habit and critical thinking skills. (ry1.2,0.66).

From previous studies, there are some differences and similarities with this study. The difference lies in the number and types of variables used in the study. The first and second studies had two variables, namely reading culture, critical thinking skills and the second research used News Reading Habit, Critical Thinking Skills variables. The third and fourth studies had three variables, namely Reading Habit, Self-Concept, Critical Thinking Ability and the fourth research used three variables of Learning Style, Reading Habit and Critical Thinking Ability. While this research will use two variables, namely reading habit and critical thinking skills. From the four previous studies, there are similarities with this, which are both using critical thinking skills as the dependent variable.

F. Conceptual Framework

In the previous sub chapter, the review of the theoretical studies, the writer explains some theories underlying two variables used in this research: students' reading habit and critical thinking skill. The theories will be used to test the hypothesis: There is significant correlation between Students' Reading Habit and Critical Thinking Skills Conducted at the Eleventh Grade Students of SMA Negeri 12 Rejang Lebong.

This research will find out the correlation between students' reading habit and critical thinking skill. The students' reading habit will be measured through questionnaire. On the other hand, students' critical thinking skill will be measured by conducting written test. Later, the result of each test will be correlated each other to prove the hypothesis. Therefore, the way of thinking for this research can be illustrated as the following figure:

```
┌─────────────────────┐         ┌─────────────────────┐
│   Reading Habit      │         │  Critical Thinking  │
└──────────┬──────────┘         └──────────┬──────────┘
           │                               │
           ▼                               ▼
┌─────────────────────┐         ┌─────────────────────┐
│   Questionnaire      │         │   Written Test      │
└──────────┬──────────┘         └──────────┬──────────┘
           │                               │
            ╲                             ╱
             ▼                           ▼
        ┌─────────────────────────────────────┐
        │     Correlational Computation        │
        └──────────────────┬──────────────────┘
                           │
                           ▼
                  ┌─────────────────┐
                  │     Result       │
                  └─────────────────┘
```
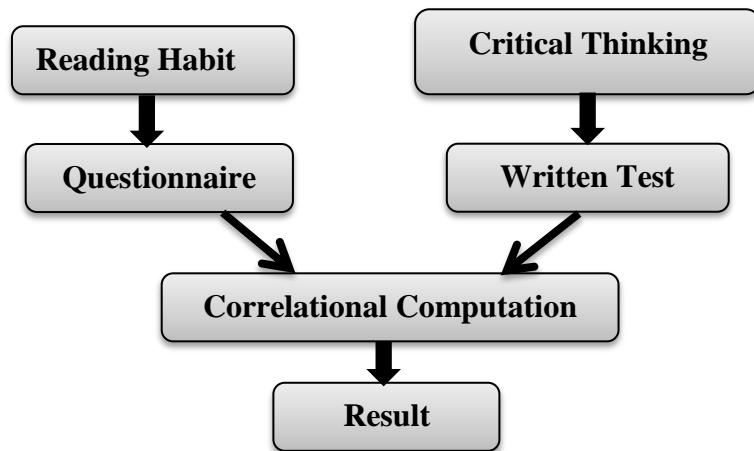
G. Hypothesis

The hypothesis of this research is:

H_o = There is no significant correlation between students'

reading habit and critical thinking skills

H_1 = There is a significant correlation between students'

reading habit and critical thinking skills

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employs a quantitative approach with a correlational method. Quantitative research is the process of getting information via the use of a large amount of data as a tool to describe a subject (Margono, 2004).Correlation research, on the other hand, is the study of the relationship between two variables using the correlation coefficients that are available (Suryabrata, 2011).Because the goal of this study is to verify and measure the presence of a relationship between variables, which qualitative studies have not proved, quantitative design is more appropriate for this study than qualitative design.

Based on the research title "*The Correlation between Students' Reading Habit and Critical Thinking skills at the*

Eleventh Grade Students of SMA Negeri 12 Rejang Lebong in the Academic Year of 2021/2022", the X variable in this research is students' reading habit, while the Y variable is critical thinking skills. This research examines whether the variable X has significant correlation to the variable Y.

B. Population and Sample

The population is a generalization area made up of things or persons with specific attributes and characteristics that the researcher has chosen to analyze and derive conclusions from (Sugiyono, 2017). The population take in this research is all grade IX students of SMAN 12 Rejang Lebong for the academic year 2021-2022. The total numbers of the students in the second years are about 56 students in 2 different classes.

Table 3.1 Population of the Research

No	Class	Male	Female	Number
1	IPA	12	18	30
2	IPS	9	17	26

The sample is part of the population selected for a research process which is considered to be able to represent the entire population. This is in line with Arikunto's opinion (2016), the sample is part or representative of the population being studied. In this research, the sampling used purposive sampling. According to Sugiyono purposive sampling is a sampling technique with certain considerations. According to Sekaran and Bougie (2017), purposive sampling is limited only to certain types of people who can provide the desired information, either because they are the only parties who have it or meet several criteria determined by the researcher.

In this research, the class that met the criteria as respondent was class XI IPA SMA Negeri 12 Rejang Lebong who was carrying out exposition analytical text learning activities with a total of 30 students.

C. Research Instruments

In this research, the researcher used two instruments for data collection, namely questionnaires and test. Questionnaires used determine students' reading habit, while tests used determine students' critical thinking skills.

1. Questionnaire

The reading habit questionnaire consists of 30 questions that designed based on six indicators of reading habit and has five Likert scales, namely always, often, rarely, and never.

There are six markers of reading habit, according to Cesar, Gaona, and Gonzalez:

a) A reading frequency report is a personal account of the books read in one's leisure time. It is a short or long period of time during which a person reads.

b) Books read is a summary of how many books a person has read in the last three months.

c) Academic reading time refers to the amount of time a person spends reading academic texts related to his field of study.

d) Non-academic reading refers to time spent reading books that are not directly relevant to a person's field of study.

e) In a family setting, motivation is linked to a person's desire to acquire books, as well as the family's reading interest.

f) In an academic setting, motivation is linked to the teacher's instruction to read books.

The components of the Likert scale questionnaire evaluation criteria are as follows:

Table 3.2 Scoring of Questionnaire for Reading Habit

No	Optional Response	Score
1	Very Often	4
2	Often	3
3	Rarely	2
4	Never	1

In addition, based on the answers of the questionnaire, the researcher would assess students' reading habit. By categorizing the students' responses to the questionnaire, the researcher would categorize their reading habit into numerous categories. Below is a table Classification of students' reading habit:

Table 3.3 Classification Table of Students' Reading Habit

No	Score Interval	Categories
1	81 –100	Excellent
2	61– 80	Good
3	41 – 60	Fair
4	0- 41	Poor

Source: Anita A(2021)

2. Test

The test is intended to determine whether or not students have met the goals that have been set. An analytical exposition text, writing test used as the second instrument in this research. The researcher assigned pupils the duty of creating an analytical exposition text. In 45 minutes, students required to create an analytical text for a short essay exposition of 100 words. The written test of analytical exposition text is intended to determine critical thinking skills.

In the Illinois critical thinking essay test there are six components that are assessed, namely:

1) Focus

2) Supporting Reasons

3) Reasoning

4) Organization

5) Conventions And,

6) Integration.

The first component is the focus on measuring the level of truth and clarity of the main idea or theme of a subject or topic in an essay or writing. The second is supporting reasons to see the level of truth, clarity, trustworthiness, credibility of the supporting reasons or evidence as well as sources of reference. Third, Reasoning shows the level of truth and clarity of conclusions supported by reasons or evidence, alternative solutions, and arguments. Fourth, the organization shows the level of clarity and linkage between the flow of thinking and the firmness of the plan. The organization component has two dimensions, namely, a vertical dimension and a horizontal dimension. The vertical dimension is indicated by the use of related and coherent paragraphs and transitions, while the horizontal dimension is indicated by the relationship between sentences. Furthermore, the conventions component measures the use of grammar in standard English. The last component, namely integration, shows a general evaluation of the

clarity or correctness of the writing whether it is in accordance with the given task.

D. Data Analysis

The research conducted three analyzes, namely: questionnaire analysis, critical thinking test analysis and correlation analysis.

1. Questionnaire Analysis

a. Validation

Validity is a measurement made to show the level of validity of an instrument. A measuring instrument is said to be valid if the instrument measures what it is supposed to measure. In other words, the instrument measures the construct as expected(Imam, 2015). To measure the validity between scores, the researcher used *the product moment correlation* following:

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

Note:

r_{xy} = Correlation coefficient

N   = Number of sample

X   = Total items

Y   = Total score

If test criteria $r_{count} > r_{table}$ with a price of "r" at a significant level of 0.05 then the measuring instrument is declared valid, and vice versa if r count < r table then the measuring instrument is not valid.

After testing as many as predetermined items, if there are invalid items, they will be deleted immediately and only items that have been declared valid for data collection are used for data collection.

b. Reliability

Reliability is the extent to which the measurement results can be trusted, meaning that when several measurements are made for the same group, relatively the same results are obtained(Syaifuddin, 2003). The validity of the reliability test carried out to determine the extent to which the measurement results remain consistent and reliable. According to Sugiyono, the instrument is declared reliable if the reliability coefficient is at least 0.6. To simplify the calculation of the validity test and reliability test, the researcher used Microsoft Excel and SPSS 22.0.

In this research, the reliability test used *the formula cronbach* alpha:

$$\alpha = \frac{k}{k-1}\left(1\frac{\sum s^2 j}{s^2 x}\right)$$

Note :

α = reliability coefficient alpha

k = number of items

Sj = respondent variance for item 1

Sx = total score variance

When two or more researchers in the same object provide the same data, or when the same researcher produces the same results at different times, the measuring equipment is considered to be trustworthy.

2. **Critical Thinking Test Analysis**

After the researcher distributes a questionnaire for completion, students would take a writing test. The researcher would give the students' essay test scores based on the scoring of the experts. The following is a table of criteria and scoring sheets for critical thinking essay test based on Marguerite Finken and Robert Ennis (1993):

Table 3.4 Criteria and Scoring Sheets for Critical Thinking

Essay Test

No	Variable	Sub-Variable	Indicators	Scores
1	Focus	The degree to which the central idea, theme, or point of view is clear and consistent.	a. Incomplete: insufficient length to determine maintenance	1
				2
			b. Confusing main point unclear or shifts	3
			c. Don't overpromise and under deliver overpromise, under deliver:	4

			deduce: two = position without an unified statement.	5
				6
			d. No frills: position is clear: main point previewed	
			e. Position is clear, and has been previewed in general.	
			f. All main points are defined and kept in mind.	

| 2 | Supporting reasons | The degree to which the reasons and supporting evidence are clear, trustworthy, and derived from trustworthy sources | a. There is no credible, unreliable, or ambiguous source of information and support. b. Attempts, questionable sources, inaccuracies, and ambiguity. c. Some sources, reasons, and evidence are questionable, and there is | 1 2 3 4 5 |

			some ambiguity.	6
			d. A few reliable sources: some arguments/evidence can be relied on.	
			e. Most credible sources: most of the reasons/evidence can be trusted	
			f. All credible sources: all reasons/evidence can be trusted	
3	Reasoning	The degree to	a. Conclusion is	

		which conclusions are supported by reasons and evidence, alternatives discussed, and clear arguments	not supported, there is no good reason	1
			b. Conclusions are minimally supported, alternatives 1 2 are not mentioned and are confusing	2
				3
			c. Some support is inadequate, alternatives are mentioned with prejudice, key terms are underlined	4
				5

			d. Moderate support, with alternatives mentioned fairly and some ambiguity. e. Conclusions are well supported, alternatives are well-know and obvious. f. Alternatives are handled thoroughly and clearly, with strong support.	6

4	Organizati on	To degree to which the flow of ideas is logical and the firmness of the plan is clear and connected	a. No plan, insufficient length to ascertain maintenance	1
				2
				3
			b. Tried plan is seen	
			c. Do not have knowledge in making paragraphs	4
				5
			d. There is some cohesion and coherence in the topic and the plan is clear.	
				6
			e. Using a variety of	

			methods, the majority of the points are connected, coherent, and cohesive.	
			f. All points are connected, and another cohesive transition is used to signify this.	
5	Convention s	Use of conventions standard English	a. Many errors, illegible, confused 1 meaning, problems with sentence	1

			construction, length is not enough to ensure maintenance	2
				3
			b. Lots of big and confusing mistakes	
			c. There are a few major errors, but many minor ones, and sentence construction is still a work in progress.	4
				5
				6
			d. Developing, some major	

			errors, some minor, meaning is not disturbed, mastery of sentence construction e. A few minor mistakes and one big mistake f. There are no big mistakes, only a few minor mistakes	

6	Integration		a. Most features are missing, insult length	1
			b. Efforts to overcome the assignment, conclusions	2
			c. Partially developed and one feature is not developed	3
			d. Essentials present	4
			e. Features are there, but not all of them are the same	5
			f. All features	6

			are proven	
			and well	
			developed	

Source: Destria, H (2019)

The following is the table of score interval on critical thinking test analysis category using standards taken from Marguerite Finken and Robert Ennis (1993):

Table3.5 Score Interval on Critical Thinking Test

No	Score Interval	Categories
1	86 –100	Very Good
2	71– 85	Good
3	56 – 70	Fair
4	≤55	Poor

3. **Correlative Analysis**

The Product Moment Formula used in this research to employ the basic correlation technique. The following is the basic correlation formula to use:

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

Note:

r_{xy} = Coefficient variable X and Y

X   =Variable independent score

Y   = Variable dependent score

N   =   Amount of samples

The correlation in this formula is 1.000 - 0.00, if the number shows 1.000, meaning there is a strong correlation between the two variables and 0.00 indicates no correlation. Below is a table of correlation coefficients:

Table 3.6 Table of Correlation Coefficient

Correlation Coefficient (r)	Interpretation
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Moderate correlation
0.60 – 0.799	High correlation
0.80 – 1.000	Very high correlation

Source:Sugiyono (2013)

Before conducting the product-moment test, it is necessary to test the prerequisites, namely:

a) Normality Test

Normality test would be conducted to find out whether the data is normally distributed or not. Parametric statistics cannot be used, if the data on the variable is not normal. Therefore, in a research the required data should vary normally.

Because the sample tested is less than 50 samples (N), the normality test in this research will use the Shapiro-Wilk test. If the significance value is > 0.05 then the data is normally distributed. The test would be carried out using SPSS 22.0.

b) Linearity Test

A linearity test would be performed to determine whether or not two or more variables under investigation have a linear connection. In correlation analysis or linear regression, this test is employed as a requirement. In the linearity test, the decision-making will be based on the value. If the probability value is if the probability value

> 0.05 then the relationship between variables (X) and (Y) are linear. However, if the probability value < 0.05 then the relationship between variables (X) and (Y) is not linear. In this research, correlation test analysis would be carried out using SPSS 22.0.

BAB IV

RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher investigates whether there is significant correlation between students' reading habits and critical thinking skills. Researcher used two kinds of instruments in data collection to obtain data from this study, namely a reading habit questionnaire and a writing test. Respondents filled out a questionnaire based on their real life with a reading habit questionnaire consisting of 30 items. After that, the researcher asked the students to write an analytical exposition text. The discussion is descriptive data on students' reading habits, critical thinking skills, and correlation analysis. The researcher analyzed students' reading habits based on the results of the questionnaire and critical thinking skills based on the writing test results. The data were analyzed

using the SPSS version 22 program. The results of the students' reading habits and critical thinking skills will be presented as follows:

1. **Questionnaire Data Analysis**

   After distributing questionnaires containing 30 statements to 30 respondents. Questionnaire data was generated which will be carried out several types of data analysis, namely as follows:

a. Validity Test

   Validation was carried out using the SPSS 22.0 program. The validity of the test is carried out to determine whether or not a questionnaire is valid from each variable. This validity test uses the *Pearson Product Moment correlation*, namely the correlation of questions with the total score. The test uses a significance level ($\propto$) = 0.05 which is commonly used and the number of samples (n) = 30 respondents, so that r $_{table}$ is 0.361.

Based on data results, it is known that all questionnaire statements are valid because the r-$_{count}$ value of each item has a value greater than the r-$_{table}$ value.

b. Reliability Test

Instruments that had previously been pronounced valid were subjected to reliability tests. If the responses to the questions are always consistent, the variable is considered to be valid. *Cronbach Alpha (α)* statistical test used to measure reliability. If a variable's *Cronbach Alpha* value is more than 0.6, it can is said to be reliability. The analysis was carried out with the help of SPSS 22.0 to test the instrument's reliability. Following table 4.3 shows the results of reliability testing for the questionnaire results

.

Table 4.1 Reliability Statistics Test Result

Cronbach's Alpha	N of Items
.855	30

Based on table 4.1 above, it is known that the result of the reliability test value is 0.855. The results are declared reliability if > 0.6. So it can be said that the reliability results prove that all statements on the questionnaire are declared reliable.

c. The Result of Students' Reading Habit

Based on the questionnaire data statistical descriptive analysis has also been carried out using SPSS 22.0. The following table statistical analysis of students' reading habit:

Table 4.2 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.

Based on the table 3.3 of students' reading habits interval scores above, students of grade XI IPA SMAN 12 Rejang Lebong can be categorized as having good reading habit. The graph of students' reading habit was below.

Mean = 74.37
Std. Dev. = 9.64
N = 30
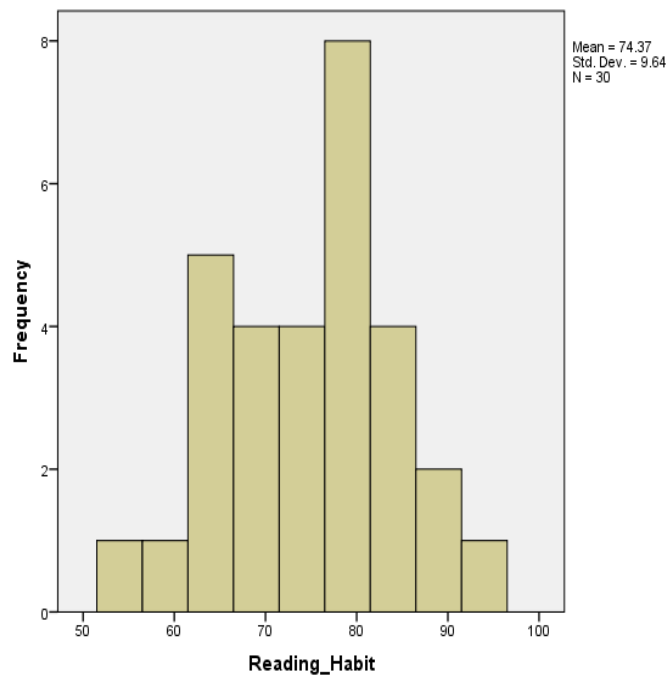
2. Critical Thinking Analysis

At this stage, to measure students' critical thinking skills the researcher used a writing test. The researcher asked the students to write an analytical text and the assessment of the analytical writing test of the students would be assessed by an English teacher of SMAN 12 Rejang Lebong. The results of the critical thinking test can be seen in Table 4.3.

Table 4.3 Critical Thinking Test Results

No	Name	Criteria					Total
		Focus	Reasoning	Integration	Conventions	Organization	
1	Student 1	16	12	12	17	3	60
2	Student 2	20	10	10	12	3	55
3	Student 3	14	15	12	16	3	60
4	Student 4	18	16	14	19	3	70
5	Student 5	20	12	10	16	4	62
6	Student 6	20	12	10	12	4	58
7	Student 7	18	18	16	15	3	70
8	Student 8	17	19	16	16	3	71
9	Student 9	19	19	15	16	3	72
10	Student 10	17	9	13	12	3	54
11	Student 11	20	12	15	15	4	66
12	Student 12	25	14	17	15	4	75
13	Student 13	22	18	14	13	3	70
14	Student 14	20	12	17	18	4	71
15	Student 15	13	8	10	11	3	45
16	Student 16	17	12	10	11	4	54
17	Student 17	15	10	10	13	2	50
18	Student 18	16	12	12	17	3	60

19	Student 19	12	16	15	14	3	60
20	Student 20	20	17	17	15	4	73
21	Student 21	20	12	10	15	3	60
22	Student 22	20	13	10	18	4	65
23	Student 23	24	17	18	15	4	78
24	Student 24	20	11	16	15	4	66
25	Student 25	21	11	18	18	4	72
26	Student 26	17	15	12	12	4	60
27	Student 27	13	10	8	12	3	46
28	Student 28	18	11	10	10	3	52
29	Student 29	14	11	12	12	3	52
30	Student 30	20	18	17	12	3	70

Based on the critical thinking test results in table 4.3, a statistical descriptive analysis has also been carried out using SPSS 22.0. The following table statistical analysis of 4.4 critical thinking test :

Table 4.4 Descriptive Statistics Critical Thinking Test

	N	Min	Max	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 fair. The critical thinking graph can be seen in the below:

The Graph of Critical Thinking

Critical Thinking
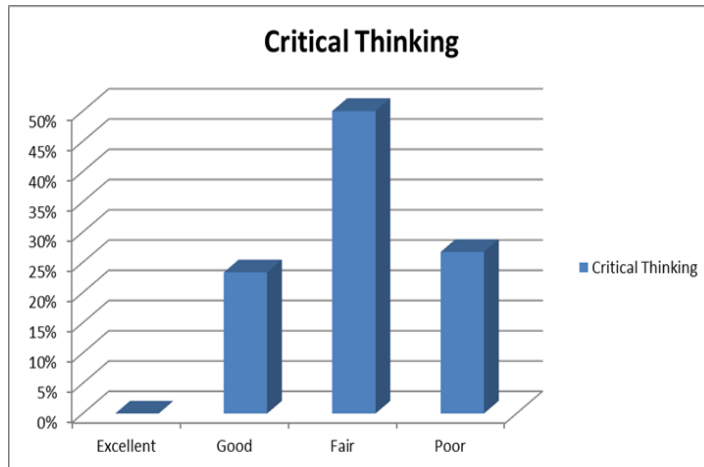
3. Correlation Analysis

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

a. Normality Test

Before doing analysis product moment, the researcher analyzed the normality of the 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 4.5.

Table 4.5 Normality Test Results

	Kolmogorov-Smirnov[a]			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 above 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.

b. Linearity Test

The linearity test was to determine the relationship between the reading habit variable and

the writing test variable in the form of linear or not. It was analyzed by using SPSS 22.0. The output of statistic result of linearity test was in below:

Table 4.6 Linearity Test Results

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

Table 4.6 showed that the significance level of deviation from linearity is 0.723 > 0.05. So it can be concluded that there is a significant linier correlation between the variables of reading habit and critical thinking.

c. Product Moment Analysis

The correlation test analysis method used is the Pearson's Product Moment Correlation. The product

moment correlation test results are shown in Table 4.7.

Table 4.7 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

Based on the product moment test results in above, the sig (2-tailed) is $0.00 < 0.05$ which means H_I is accepted. It has a correlation coefficient of 0.615, this show 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. The graph correlation of students' reading habit and critical thinking skill was below.

The Graph of Reading Habit and Critical Thinking
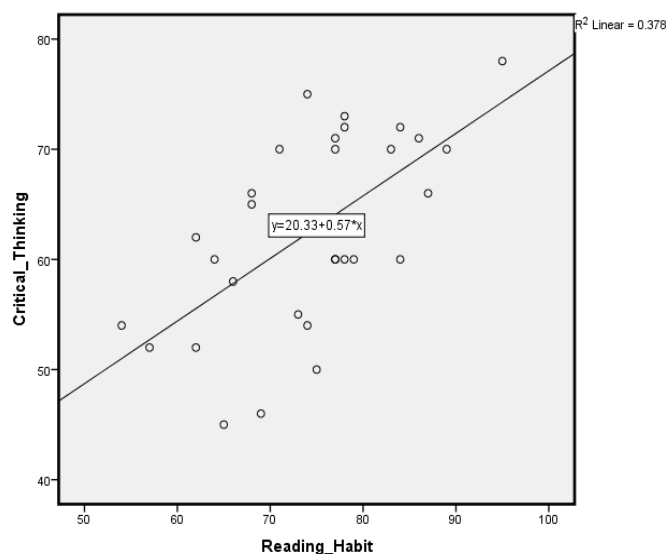
4. The Description of Students' Reading Habit and Critical Thinking Skills

According to this study, there is generally a strong positive correlation between students' reading habit and their skill for critical analysis. The researcher will also

explain each student's reading habit and critical thinking ability. The following table includes the details:

Table 4.8

Description Students' Reading Habit and Critical Thinking Skills

No	Name	Reading Habit		Critical Thinking	
		Score	Category	Score	Category
1	Student 1	74	Good	60	Fair
2	Student 2	73	Good	55	Poor
3	Student 3	78	Good	60	Fair
4	Student 4	77	Good	70	Fair
5	Student 5	62	Good	62	Fair
6	Student 6	66	Good	58	Fair
7	Student 7	83	Excellent	70	Fair
8	Student 8	86	Excellent	71	Good
9	Student 9	84	Excellent	72	Good
10	Student 10	54	Fair	54	Poor
11	Student 11	68	Good	66	Fair
12	Student 12	74	Good	75	Good
13	Student 13	71	Good	70	Fair
14	Student 14	77	Good	71	Good

15	Student 15	65	Good	45	Poor
16	Student 16	74	Good	54	Poor
17	Student 17	75	Good	50	Poor
18	Student 18	79	Good	60	Fair
19	Student 19	77	Good	60	Fair
20	Student 20	78	Good	73	Good
21	Student 21	64	Good	60	Fair
22	Student 22	68	Good	65	Fair
23	Student 23	95	Excellent	78	Good
24	Student 24	70	Good	66	Fair
25	Student 25	78	Good	72	Good
26	Student 26	77	Good	60	Fair
27	Student 27	69	Good	46	Poor
28	Student 28	57	Fair	52	Poor
29	Student 29	62	Good	52	Poor
30	Student 30	79	Good	70	Fair

There are thirty students were examined to learn more about their reading habit and critical thinking ability. The table shows a correlation between students' reading habit and critical thinking. The majority of students have good reading habits have good critical thinking abilities and students with poor reading habits

also have poor critical thinking. So, reading habits and critical thinking abilities among students are significantly positively correlated.

B. 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 critical thinking 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 H_1 is accepted and H_O is rejected.

The findings of this research confirm several theories according to experts. According to Cunningham, good reading habits are necessary for cultivating a healthy

intellect and play a very important role in enabling a person to achieve practical efficiency. In addition, a person's interest is largely determined by the amount he will read and the intensity he uses to carry out reading activities. By reading books, one gets confirmation or rejection of one's own ideas which makes one think more critically about right and wrong in society. Books can also be very entertaining. Reading for pleasure advances the development of reading as a lifelong habit that strengthens language skills and fluency noting that children improve their reading skills when they read for pleasure. Reading volume both inside and outside school has a significant impact on the development of reading speed and fluency, vocabulary, overall general knowledge, verbal ability and academic achievement(Cunningham & Stanovich, 1998).

In addition, the findings of this study are also in line with the results of several previous studies. First, the research of Muhammad, Sholichah, and Aziz (2019)

entitled "Effect of Reading Culture on Students' Critical Thinking Ability at SMP Islam Al Syukro Universal Ciputat in 2019". In general, the aim is to find out and describe the practice of reading culture and its influence in increasing students' critical thinking power. This research is a quantitative descriptive study with a cross sectional study design, with a sample of 39 students. The results of the study found that there was a significant positive effect between reading culture and students' critical thinking skills with P value (0.001).

Second, Barokah and Kesuma's (2020) research entitled "The Influence of News Reading Habit on Critical Thinking Skills in State High School Students in Langsa City". The aim is to analyze the regression relationship between News Reading Habits and Critical Thinking Skills for High School Students. The method used is the Survey Method. The results of this study indicate that the

habit of reading news affects students' critical thinking skills with a t-test which has a significance value of 003.

Reading is defined as the process by which readers derive meaning from the words they read. Furthermore, readers can get ideas from certain words in the text. Consequently, when reading, the reader must take an active role in extracting meaning from the text. Therefore, if someone has good reading habits, they will be rich in knowledge that can help them in critical thinking skills. This is in line with the opinion of Samsuri (2016) that reading habits are often associated with the influence of one's success in thinking critically and acting more systematically because generally someone who likes to read books will be more systematic and critical in addressing a problem.

Furthermore, research from Anggraini, Sawiji, & Susantiningrum (2020) conducted a study on "The Effect of Reading Habit and Self-Concept on Critical Thinking

Abilities of PAP Students in SIM Courses". on critical thinking skills of 2017 PAP students in Management Information Systems, (2) the effect of self-concept on critical thinking skills of 2017 PAP students in Management Information Systems, (3) the effect of reading habits and self-concept together on critical thinking skills 2017 PAP students in the Management Information System course. The research method used in this research is descriptive quantitative method. Questionnaires are used to collect information. The results showed that: (1) there was a significant positive effect of reading habits on critical thinking skills of 2017 PAP students in the Management Information System course (t-count (5.110) > t-table (1.999)). (2) there is a significant positive effect of self-concept on critical thinking skills of 2017 PAP students in the Management Information System course (t-count (8.260) > t-table (1.999)). (3) There is a significant positive effect between reading

habits and self-concept together on critical thinking skills of 2017 PAP students in the Management Information System course (F-count (179.277) > F-table (3.145)).

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

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, the following conclusions can be drawn from the research, including the following; 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 fair, because they have an average score of 62.57. However, there are some students who have good critical thinking skills. And finally, there is a significant positive correlation with a high correlation between the two variables.

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 H_1 is accepted and H_O is rejected.

B. Suggestion

Based on the results and discussion above, the researcher proposes suggestions that can be taken into consideration both in terms of the research that the researcher is doing. The suggestions are as follows:

1) For students

The findings of this research are anticipated to inspire readers to appreciate and comprehend the value of reading habits, which will help pupils -

develop their critical thinking abilities.

2) For Teacher

To improve reading habits, teachers are expected to always instill reading habits in their students. Meanwhile, to improve critical thinking skills, teachers are expected to always carry out writing or discussion activities for their students so that students' critical thinking skills can increase.

3) For the next researcher

The results of this research are expected to be a reference in the preparation of further research or the development of research with the same title for the sake of perfection of research, so that the results obtained will be better and become the basis for further research.

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APPENDICES

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Appendix 1 The Outline of Reading Habit Questionnaire

No	Indicators of Reading Habit	Explanation				Item numbers
		Excellent Reader	**Good Reader**	**Moderate Reader**	**Poor Reader**	
1	Reading Frequency	Read books every day	Read books every to pass the free time	Each day allow at least 15-30 minutes to read books	Only read during English lesson hours	1,2,3,4,5
2	Reading Amount of Books	• Read at least 2 books in every week • Really enjoy read books, even reading has become a hobby	Read books at least 1 book a week	Read a few sentences in book	Does not like read book	6,7,8,9,10

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3	Time Spent on Academic Reading	Every week, at least 3 times reading lesson material	Every week, at least 1 time reading book subject matter	Read the material before learning begins	Read when instructed by the teacher	11,12,13,14,15
4	Time Spent on Non Academic Reading	Every week, read fiction and non-fiction at least twice a week	Every week, at least 1 time read book entertainment	It is rare to read book outside the subject matter	Never read book outside the subject matter	16,17,18,19,20
5	Motivation in The Family Environment	• The family is always supportive when they want to buy books • The family chooses a variety of reading topics and genres • Families provide facilities for a comfortable	Families always remind you to read at least 30 minutes a day	Families seldom ask questions about lessons	The family does not pay attention to learning	21,22,23,24 ,25,

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		place to study				
6	Motivation in The Academic Environment	• Reading due to academic success. • Reading to increase knowledge • Has a complete library	• Often borrow books from the library to read at home • During recess, go to the library to read	Read books when an exam is going to be carried out or there is an assignment given by the teacher	Rarely read / borrow books in the library	26,27,28,29, 30

Source:Anita,A(2021)

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Appendix 2 Questionnaires

ANGKET

A. Biodata Responden

1. Nama Lengkap : korin kusuma Ningrum
2. Kelas : XI IPA.

B. Petunjuk Pengisian Angket:

1) Isilah identitas anda secara lengkap dan benar
2) Bacalah dengan saksama butir pernyataan
3) Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilan tanda (√) pada kolom jawaban. Keterangan jawaban :
   a. Sangat Sering (SS)
   b. Sering (SR)
   c. Jarang (JR)
   d. Tidak pernah (TP)

No	Pernyataan Kebiasaan Membaca	SS	SR	JR	TP
	Frekuensi membaca		√		
1	Setiap malam saya belajar teratur selama minimal satu jam		√		
2	Saya membaca buku untuk menghabiskan waktu luang			√	
3	Saya meluangkan waktu untuk membaca buku selama (min 3x seminggu)		√		
4	Setiap hari saya menyediakan waktu (min 15-30menit) untuk membaca buku		√		

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No	Pernyataan				
5	Saya biasanya membaca buku pada siang hari		✓		
	Jumlah Buku Bacaan				
6	Saya menikmati membaca buku		✓		
7	Saya telah membaca setidaknya (min 2 buku) selama ini		✓		
8	Saya berfikir bahwa membaca buku lebih menyenangkan dari pada bermain			✓	
9	Ketika saya bosan, saya menganggap bahwa membaca buku merupakan salah satu aktifitas yang mengurangi kebosanan		✓		
10	Saya membaca buku karena hal tersebut merupakan hobby saya.			✓	
	Waktu Untuk Membaca Buku Akademis				
11	Saya biasanya mengakses sumber bacaan secara online	✓	'		
12	Saya biasanya membaca buku di sekolah			✓	
13	Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca	✓			
14	Saya mencatat ketika guru sedang menjelaskan isi buku pelajaran	✓			
15	Saya menulis kembali catatan menggunakan bahasa saya sendiri agar mudah dipahami	✓			
	Waktu Untuk Membaca Buku Non Akademis				

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16	Saya menyukai membaca bacaan fiksi	✓			
17	Saya menyukai membaca bacaan non-fiksi		✓		
18	Saya mengisi waktu luang dengan membaca bacaan hiburan	✓			
19	Saya membaca Koran atau majalah di pagi hari				✓
20	Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya	✓			
	Motivasi Dilingkungan Keluarga				
21	Saya salah satu anak yang gemar membaca di keluarga saya		✓		
22	Keluarga mendorong saya untuk membaca minimal 30 menit dalam sehari dari pada harus bermain di dalam waktu luang saya		✓		
23	Keluarga memilihkan saya berbagai topik dan genre bacaan			✓	
24	Keluarga memberi fasilitas tempat belajar yang nyaman				
25	Keluarga selalu mendukung ketika saya ingin membeli buku		✓		
	Motivasi Dilingkungan Akademik				
26	Saya membaca untuk kesuksesan akademik Saya	✓			
27	Lingkungan sekolah yang mendukung karena siswa memiliki minat baca yang Tinggi			✓	

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28	Saya biasanya mendapatkan buku bacaan dari meminjam buku di perpustakaan			✓	
29	Saya membaca untuk mendapatkan nilai yang baik		✓		
30	Saya banyak membaca untuk menambah pengetahuan saya	✓			

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ANGKET

A. Biodata Responden
1. Nama Lengkap : Bita sintiya
2. Kelas : XI IPA

B. Petunjuk Pengisian Angket:
1) Isilah identitas anda secara lengkap dan benar
2) Bacalah dengan saksama butir pernyataan
3) Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilan tanda (√) pada kolom jawaban. Keterangan jawaban :
   a. Sangat Sering (SS)
   b. Sering (SR)
   c. Jarang (JR)
   d. Tidak pernah (TP)

No	Pernyataan Kebiasaan Membaca	SS	SR	JR	TP
	Frekuensi membaca				
1	Setiap malam saya belajar teratur selama minimal satu jam				√
2	Saya membaca buku untuk menghabiskan waktu luang			√	
3	Saya meluangkan waktu untuk membaca buku selama (min 3x seminggu)			√	
4	Setiap hari saya menyediakan waktu (min 15-30menit) untuk membaca buku				√

*

5	Saya biasanya membaca buku pada siang hari		✓		
	Jumlah Buku Bacaan				
6	Saya menikmati membaca buku		✓		
7	Saya telah membaca setidaknya (min 2 buku) selama ini		✓		
8	Saya berfikir bahwa membaca buku lebih menyenangkan dari pada bermain				✓
9	Ketika saya bosan, saya menganggap bahwa membaca buku merupakan salah satu aktifitas yang mengurangi kebosanan				✓
10	Saya membaca buku karena hal tersebut merupakan hobby saya.		✓		
	Waktu Untuk Membaca Buku Akademis				
11	Saya biasanya mengakses sumber bacaan secara online	✓			
12	Saya biasanya membaca buku di sekolah			✓	
13	Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca		✓		
14	Saya mencatat ketika guru sedang menjelaskan isi buku pelajaran	✓			
15	Saya menulis kembali catatan menggunakan bahasa saya sendiri agar mudah dipahami	✓			
	Waktu Untuk Membaca Buku Non Akademis				

*

No	Pernyataan				
16	Saya menyukai membaca bacaan fiksi		✓		
17	Saya menyukai membaca bacaan non-fiksi	✓			
18	Saya mengisi waktu luang dengan membaca bacaan hiburan	✓			
19	Saya membaca Koran atau majalah di pagi hari				✓
20	Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya	✓			
	Motivasi Dilingkungan Keluarga				
21	Saya salah satu anak yang gemar membaca di keluarga saya		✓		
22	Keluarga mendorong saya untuk membaca minimal 30 menit dalam sehari dari pada harus bermain di dalam waktu luang saya	✓			
23	Keluarga memilihkan saya berbagai topik dan genre bacaan	✓			
24	Keluarga memberi fasilitas tempat belajar yang nyaman	✓			
25	Keluarga selalu mendukung ketika saya ingin membeli buku	✓			
	Motivasi Dilingkungan Akademik				
26	Saya membaca untuk kesuksesan akademik Saya		✓		
27	Lingkungan sekolah yang mendukung karena siswa memiliki minat baca yang Tinggi		✓		

*

28	Saya biasanya mendapatkan buku bacaan dari meminjam buku di perpustakaan	✓			
29	Saya membaca untuk mendapatkan nilai yang baik	✓			
30	Saya banyak membaca untuk menambah pengetahuan saya	✓			

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Appendix 3 Critical Thinking Test

Nama : Korin kusuma Ningrum

Kelas : XI IPA

Analytical Exposition

Important Books For us

A wise man once said, "learning without book mean nothing". In my opinion this statement is true. why do I say that? this is for several reasons.

Firstly, Books are important because they develop the minds of people who read them. Book contains so much more than just the story. Books are documentations of themes that relate to everyone. you can even learn about a period in history just looking at what books were popular and published during that time.

The last thing I'll say is that books are essential to life because they do not only carry knowledge, but they also entertain us. They entertain us with stories rangin from mystery and drama to comedy, adventures and autobiographies. In other word, you can read book about anything. These possibilities are limitless and that is one of the many lessons you can learn from reading books.

reiteration is obvious that books have a great influence in our lives. without book we may learn nothing.

F : 13

R : 8

I : 10

C : 11

D : 3

*

Nama : Lisma Harawati

Kelas : XI MIPA

Analytical Exposition

F : 12
R : 16
I : 15
C : 14
O : 3

Why sleep is essential For our Health

modern-day living, especially in urban areas, does not always embrace the necessity of an adequate portion of sleep. Yet, it is essential that poeple make an effort to get enough sleep regularly.

Enough sleep makes us be more active. When we get healthy sleep, our energy levels are higher. So it can improve athletic performace, including better speed, agility, and reflexes.

sleeping is the most vital time to shape memories and make the connections between events, Felling, and experiences. In Fact, sleep helps us to Form new learning and memory pathway in our brains.

good sleep allows our mind to regain focus and tackle those tricky mental challenges. It can also stimulate creativity.

Sleep makes our immune system stronger and helps us to Fight Infection. It is our body mechanisme to ward off infection. when we do not get enough sleep, our immune system will be weaker, making us more susceptible to illness

From the Fact above, it is clearly Obvious that sleep is essential For health. getting enough healthy sleep will make us be more active, boost our memory, keep us stay alert, and strengthen our immune system

Nama : Sofi Habibah

Kelas : XI IPA.

Analytical Exposition

The Importence of Reading

I personally think that reading is an important activity in our life. Why do I say so?

Firstly we can get a lot of information about many things in the world such as sciance, technology, sports, arts and culture.

Secondly, by reading we can get a lot of news and knowladge about something happening in any part of the world which we can see directly.

Thirdly, reading can give us Plasure. When we are tired, we can read books, new papers or magazines on the entertaiment column such as short ~~stoo~~ stories, comedies or quizz to make us relax.

Fourthly, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel that we're really sitting in the Jungles, not at hom in our rooms.

Based on the facts above, it is obvious that everyone needs to read books, newspapers, magazines or other to get knowledge, news, information, and also entertaiment. In other words, we can say reading is truly important in our life.

| F : 18 |
| R : 11 |
| I : 10 |
| C : 10 |
| O : 3 |

*

Nama : TITIK RIKA SARI

Kelas : X, IPA

Analytical Exposition

F = 20
R = 18
I = 17
C = 12
O = 3

How do you study when the test is coming ? Do you start preparing for the test weeks or months before the test or leave things to the last hour? If you start studying weeks or months before the test, It is great. however if you study all the material in the last hour or minute, it is not good four you. This is called cramming.

cramming is when students stay up all night until morning to study before a test or finish an assigmen. This habit can lead to negative impacts, the first being that disruptions in the regular sleep cycle can cauce temporary intellectual lapses. For most students, less sleep can make them cauld not focus on the class. additionally, cramming can leave us with memory lapses as well.

each person has a different sleeping schedule, so some of them often use a stimulant for cramming. an example stimulant, and the most common, is caffe. while delicious and beneficial, it cauces many problems in the long-term such as caffeine intoxication syndrome, anxiety, panic, and headaches.

To sum up, cramming is not recommended because it disturbs a person's sleep cycle which causes temporary intellectual lapses, and using stimulants for cramming gives them a bad effect on their health.

Appendix 4 Reading Habit Score

No	Nama Respondent	FM1	FM2	FM3	FM4	FM5	JBB1	JBB2	JBB3	JBB4	JBB5	WMBA1	WMBA2	WMBA3	WMBA4	WMBA5	WMBNA1	WMBNA2	WMBNA3	WMBNA4	WMBNA5	MK1	MK2	MK3	MK4	MK5	MA1	MA2	MA3	MA4	MA5	Skor Total
1	Anggun Serli	3	3	3	4	3	3	3	2	3	3	3	3	3	2	3	4	3	3	4	2	3	2	2	3	4	3	3	3	3	3	84
2	Agus Minarto	2	3	3	2	2	3	4	2	2	2	3	1	3	4	2	2	2	2	3	2	4	2	3	3	3	2	2	3	3	3	73
3	Afrida Laila Safitri	2	3	3	1	2	4	2	3	3	2	3	2	4	3	3	3	3	2	1	1	3	2	2	3	4	3	3	4	4	4	78
4	Ari Anugra	2	4	4	3	2	4	3	3	3	2	2	2	4	3	4	3	2	2	2	2	3	1	1	4	3	3	3	1	2	3	77
5	Bita Sintiya	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	2	1	3	3	2	2	3	3	62
6	Dian Andika Saputra	2	2	3	3	3	3	3	2	3	2	2	3	3	3	1	4	1	3	1	3	1	1	1	1	3	1	3	2	3	2	66
7	Dina Olivia	2	2	3	3	1	3	2	4	3	2	4	3	4	1	4	4	3	4	1	3	1	3	3	1	4	3	4	4	4	2	83
8	Dinda Gite Panesya	3	3	3	3	2	1	3	4	3	3	4	2	3	1	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	1	86
9	Egi Citra Arum	3	3	3	2	3	3	2	3	3	3	4	2	4	4	2	3	2	3	1	2	3	2	2	4	4	4	4	2	4	4	84
10	Elsa Agustin	2	2	2	2	2	2	1	2	2	1	2	1	3	3	2	2	2	2	2	1	1	2	1	1	3	3	2	1	3	3	54
11	Erika Suriawati	2	2	3	2	3	3	2	2	2	2	3	1	3	3	2	2	3	3	2	3	2	2	2	4	3	1	1	3	3	3	68
12	Fikih Alfian Saputra	3	3	3	3	2	2	2	3	2	3	3	2	3	3	3	3	2	3	2	2	3	2	2	3	3	2	2	3	3	3	74
13	Indra Mahryani	2	3	3	2	2	1	3	2	3	3	3	2	3	3	2	3	3	2	3	1	1	3	3	2	3	3	3	2	3	3	71
14	Jesika Triani	2	3	3	2	3	3	3	2	3	3	3	1	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	2	3	3	77
15	Korin Kusuma Ningrum	2	3	3	2	1	3	2	3	3	3	2	1	2	2	1	3	3	2	1	2	2	2	1	2	3	4	3	1	3	3	65
16	Larasati	2	1	3	2	2	2	3	2	3	2	3	2	4	4	1	2	2	2	1	2	1	3	3	4	4	4	2	4	4	4	74
17	Lenisa Safitri	2	2	2	2	2	2	2	4	2	4	2	3	4	4	4	2	2	2	2	2	4	1	2	1	3	4	4	1	4	4	75
18	Lenzen Herpando	3	3	2	2	2	3	3	3	2	3	4	2	4	4	2	2	2	2	2	3	2	4	2	3	4	3	2	3	3	4	79
19	Lisma Tiarawati	2	3	3	3	3	4	2	3	3	2	3	2	3	4	4	3	3	3	1	1	2	1	1	3	4	4	3	1	3	4	77
20	Maulana Faizal Hidayat	2	3	3	3	3	3	2	3	3	3	2	2	2	3	2	4	2	3	3	4	3	2	2	3	3	3	2	2	3	4	78
21	Miranda	2	2	3	3	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	3	2	2	2	3	2	2	2	2	3	64
22	M. Shohib Ilhami	2	3	2	2	3	1	2	2	2	2	3	1	3	3	2	3	2	3	2	3	3	2	1	2	3	3	3	2	3	3	68
23	Rindi Antika	4	4	3	4	4	4	4	3	4	3	2	2	4	4	4	4	2	4	2	3	3	4	1	1	4	4	2	2	4	4	95
24	Rosi Puspita Sari	4	4	4	3	3	3	3	3	4	4	3	1	3	4	4	1	3	4	3	3	4	4	1	1	3	4	2	1	3	3	87
25	Ruri Melia Saputri	3	3	3	3	2	3	2	3	3	3	3	1	2	3	3	3	3	3	1	2	3	3	3	3	3	3	2	3	3	3	78
26	Sandi Novaldo	2	3	3	3	2	3	2	3	3	3	3	1	3	3	3	3	3	3	2	3	2	2	2	3	3	3	2	3	3	3	77
27	Selvia Ariani	2	2	2	2	3	3	1	2	2	3	3	1	2	3	2	3	2	2	2	2	3	2	1	3	3	4	3	1	4	4	69
28	Sofi Habibah	2	2	2	2	2	3	2	2	2	2	2	1	2	3	2	2	2	3	1	1	2	3	1	2	3	2	1	1	2	2	57
29	Tatang Suhendra	2	2	3	3	2	2	3	2	3	2	1	3	2	3	2	2	2	2	2	2	2	3	2	1	3	3	1	1	1	1	62
30	Titik Rika Sari	2	3	3	3	4	3	3	3	3	4	4	2	4	3	3	4	4	3	2	2	2	3	2	4	4	3	3	3	3	4	89

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Appendix 5 Questionnaire Results

No	Respondents	Score				Total
		Very often (4)	**Often (3)**	**Rarely (2)**	**Never (1)**	
1	Student 1	3	20	6	0	84
2	Student 2	3	10	15	1	73
3	Student 3	6	10	10	4	78
4	Student 4	6	11	10	3	77
5	Student 5	0	6	22	0	62
6	Student 6	1	13	8	7	66
7	Student 7	10	10	5	3	83
8	Student 8	5	20	2	2	86
9	Student 9	9	10	8	2	84
10	Student 10	0	6	15	6	54
11	Student 11	1	12	14	0	68
12	Student 12	0	17	11	1	74
13	Student 13	0	17	9	3	71
14	Student 14	0	20	8	1	77
15	Student 15	1	11	11	6	65
16	Student 16	8	6	10	4	74
17	Student 17	10	2	13	3	75
18	Student 18	6	11	11	0	79
19	Student 19	6	13	5	6	77
20	Student 20	3	14	12	0	78
21	Student 21	0	6	23	0	64
22	Student 22	0	14	13	0	68
23	Student 23	15	7	6	2	95

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24	Student 24	10	13	1	6	87
25	Student 25	0	20	8	2	78
26	Student 26	0	20	8	1	77
27	Student 27	3	10	12	3	69
28	Student 28	0	5	18	6	57
29	Student 29	0	9	15	5	62
30	Student 30	9	16	6	2	89

Appendix 6 Questionnaire Validity
Test Results

Questionnaire Items	r_{count}	r_{table}	Sig.	Conclusion
1	0.584	0.361	0.001	Valid
2	0.643	0.361	0.000	Valid
3	0.399	0.361	0.029	Valid
4	0.409	0.361	0.025	Valid
5	0.434	0.361	0.016	Valid
6	0.434	0.361	0.017	Valid
7	0.472	0.361	0.008	Valid
8	0.502	0.361	0.005	Valid
9	0.474	0.361	0.008	Valid
10	0.446	0.361	0.013	Valid
11	0.402	0.361	0.027	Valid
12	0.441	0.361	0.015	Valid
13	0.639	0.361	0.000	Valid
14	0.515	0.361	0.004	Valid
15	0.495	0.361	0.005	Valid

*

16	0.436	0.361	0.016	Valid
17	0.556	0.361	0.001	Valid
18	0.580	0.361	0.022	Valid
19	0.416	0.361	0.008	Valid
20	0.474	0.361	0.000	Valid
21	0.629	0.361	0.001	Valid
22	0.565	0.361	0.001	Valid
23	0.591	0.361	0.007	Valid
24	0.485	0.361	0.001	Valid
25	0.563	0.361	0.002	Valid
26	0.535	0.361	0.004	Valid
27	0.514	0.361	0.031	Valid
28	0.394	0.361	0.000	Valid
29	0.673	0.361	0.000	Valid
30	0.749	0.361	0.000	Valid

Appendix 7 Critical Thinking Test Result

No	Name	Criteria					Total
		Focus	Reasoning	Integration	Conventions	Organization	
1	Student 1	16	12	12	17	3	60
2	Student 2	20	10	10	12	3	55
3	Student 3	14	15	12	16	3	60
4	Student 4	18	16	14	19	3	70
5	Student 5	20	12	10	16	4	62
6	Student 6	20	12	10	12	4	58
7	Student 7	18	18	16	15	3	70

*

8	Student 8	17	19	16	16	3	71
9	Student 9	19	19	15	16	3	72
10	Student 10	17	9	13	12	3	54
11	Student 11	20	12	15	15	4	66
12	Student 12	25	14	17	15	4	75
13	Student 13	22	18	14	13	3	70
14	Student 14	20	12	17	18	4	71
15	Student 15	13	8	10	11	3	45
16	Student 16	17	12	10	11	4	54
17	Student 17	15	10	10	13	2	50
18	Student 18	16	12	12	17	3	60
19	Student 19	12	16	15	14	3	60
20	Student 20	20	17	17	15	4	73
21	Student 21	20	12	10	15	3	60
22	Student 22	20	13	10	18	4	65
23	Student 23	24	17	18	15	4	78
24	Student 24	20	11	16	15	4	66
25	Student 25	21	11	18	18	4	72
26	Student 26	17	15	12	12	4	60
27	Student 27	13	10	8	12	3	46
28	Student 28	18	11	10	10	3	52
29	Student 29	14	11	12	12	3	52
30	Student 30	20	18	17	12	3	70

*

Appendix 8 SPSS OUTPUT

1. Descriptive Analysis

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				

Descriptive Statistics Writing Test

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

Description Students' Reading Habit
and Critical Thinking Skills

No	Name	Reading Habit		Critical Thinking	
		Score	Category	Score	Category
1	Student 1	74	Good	60	Fair
2	Student 2	73	Good	55	Poor
3	Student 3	78	Good	60	Fair
4	Student 4	77	Good	70	Fair
5	Student 5	62	Good	62	Fair
6	Student 6	66	Good	58	Fair

*

7	Student 7	83	Excellent	70	Fair
8	Student 8	86	Excellent	71	Good
9	Student 9	84	Excellent	72	Good
10	Student 10	54	Fair	54	Poor
11	Student 11	68	Good	66	Fair
12	Student 12	74	Good	75	Good
13	Student 13	71	Good	70	Fair
14	Student 14	77	Good	71	Good
15	Student 15	65	Good	45	Poor
16	Student 16	74	Good	54	Poor
17	Student 17	75	Good	50	Poor
18	Student 18	79	Good	60	Fair
19	Student 19	77	Good	60	Fair
20	Student 20	78	Good	73	Good
21	Student 21	64	Good	60	Fair
22	Student 22	68	Good	65	Fair
23	Student 23	95	Excellent	78	Good
24	Student 24	70	Good	66	Fair
25	Student 25	78	Good	72	Good
26	Student 26	77	Good	60	Fair
27	Student 27	69	Good	46	Poor
28	Student 28	57	Fair	52	Poor
29	Student 29	62	Good	52	Poor
30	Student 30	79	Good	70	Fair

*

2. Normality Test

Tests of Normality Results

	Kolmogorov-Smirnov[a]			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

3. Linearity Test

Linearity Test Results

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

*

4. Correlation Analysis

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

*

DOCUMENTATION

*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
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Website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0072 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Feny Martina, M.Pd 198703242015032002	P I	Rulita Hasanah 1811230103	TBI	The Correlation Between Students' Reading Habits and Critical Thinking Skills (A Correlation Study on the Eleventh Graders Students of SMA Negeri 12 Rejang Lebong in the Academic Year of 2021/2022)
2	Zelvia Liska Afriani, M.Pd 199404202018012003	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022

Plt. Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Rulita Hasanah, NIM : 1811230103 yang berjudul **"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)"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal   : Senin, 23 Mei 2022
Pukul   : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu,   Mei 2022

Penyeminar I   Penyeminar II

Fera Zasrianita, M.Pd   **Reko Serasi, M.A**
NIP . 197902172009122003   NIP. 19871109201801002

*

Nomor : 271 / Un.23/F.II/TL.00/06/2022   6 Juni 2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMA Negeri 12 Rejang Lebong
Di –
     Lebong

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"THE CORRELATION BETWEEN STUDENTS' READING HABIT AND CRITICAL THINKING SKILLS (A Correlational Study Conducted At The Eleventh Grade Students Of SMA Negeri 12 Lebong In The Academic Year Of 2021/2022)"*.

Nama : Rulita Hasanah
NIM : 1811230103
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMA Negeri 12 Rejang Lebong
Waktu Penelitian : 6 Juni s/d 18 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ C7/ KP/SMAN12/RL/2022

Yang bertandatangan di bawah ini Kepala Sekolah Menengah Atas SMA Negari 12 Rejang Lebong, menerangkan bahwa:

Nama	:	RULITA HASANAH
NIM	:	1811230103
Alamat	:	UIN FATMAWATI SUKARNO BENGKULU

Telah melaksanakan Penelitian yang 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) Dari tanggal 6 juni s/d 18 juli 2022.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan seperlunya.

Rejang Lebong, 18 Juli 2022
Kepala SMA Negeri 12 Rejang Lebong

Suprehaten, S.Pd.
NIP. 196707121990021002

*

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Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1725 /Un.23/F.II/PP.00.9/03/2022
Tentang
Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa   : Rulita Hasanah
NIM   : 1811230103
Jurusan/Prodi   : Tadris Bahasa Inggris

    Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Akhirudin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An- Nas)
2	Fera Zasrianita, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Andri Saputra, M.Sc	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

    Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:
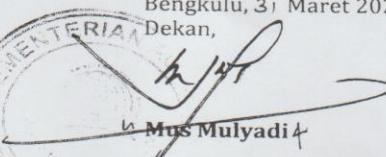
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

    Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi

Tembusan :
Yth, Wakil Rektor 1

*

KARTU BIMBINGAN

Nama Mahasiswa : Ruiita Hasanah

NIM : 1811230103
Jurusan : Tadris

Program Studi : Bahasa Inggris

Pembimbing I : Feny Martina M.Pd

Judul Skripsi : The Correlation Between Student's Reading Habits And Critical Thingking Skills (A Correlation Study On The Eleventh Grades Students Of SMA Negeri 12 Rejang Lebong In The Academic Year Of 2021/2022

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Rabu, 12 Januari 2022	Bab II	- Cari Indikator Reading habits - Cari Indikator Critical Thinking.	
2.	Jum'at 21 Januari 2022	Bab II & Bab III (Research Design)	- Penjelasan Penilaian Indikator Reading habits & Critical thinking	
3.	Rabu, 9 Februari 2022	Lampiran	- Penjelasan Korelasi - Kisi - kisi Angket Reading habits	
4.	Jum'at 25 Februari 2022	Bab I & Bab II	- Problem Research - Hypothesis	
5.	Senin 07 Maret 2022	Acc Semprop	Acc Semprop	

Mengetahui,
Dekan

Dr. Mus Mulyadi, S.Ag, M.Pd
NIP. 197005142000031004

Bengkulu, 07 Maret 2022

Pembimbing I

Feny Martina M.Pd
NIP.1987032420150320002

*

KARTU BIMBINGAN

Nama Mahasiswa   : Rulita Hasanah

NIM   : 1811230103
Jurusan   : Tadris

Program Studi   : Bahasa Inggris

Pembimbing II : Zelvia Liska Afriani, M.Pd

Judul Skripsi   : The Correlation Between Students' Reading Habits and Critical Thingking Skills (A Correlational Study Conducted at the Eleventh Grade Students of SMA Negeri 12 Rejang Lebong in the Academic Year of 2021/2022)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1. 2.	Kamis, 10-Maret-2022	Konsultasi Judul Bab I	- Perjelas isi dan grammatical pada background & identification of the problem. - Tambahkan "Definition of the key".	
3.	Kamis, 24 Maret 2022	Bab I, II & III	- Be consistent dalam penulisan subject - Perhatikan grammatical - Letakkan tahun pada kutipan - Jelaskan hubungan topik penelitian di korelasi design - Sebutkan variabel yang terdapat dalam penelitian - Perjelaskan jumlah sampel - grammatical	
4.	Senin, 14 April 2022	Plagiasi	kurangi tingkat plagiasi	
5.	Rabu, 20 April 2022	ACC Semprop	ACC Semprop	

Mengetahui,
Dekan

Drs. Mus Mulyadi, S. Ag, M.Pd
NIP. 196700514200031004

Bengkulu,11 April 2022

Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

*

Nomor : 235 /Un.23/F.II/PP.00.9/05/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Fera Zasrianita, M.Pd Penyeminar I)
2 Reko Serasi, M.A (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 23 Mei 2022

Tempat : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Rulita Hasanah (1811230103)	08.00-08.50 WIB	The Correlation Between Students' Reading Habits 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)
2.	Febri Aini Adalta (1811230162)	08.50-09.40 WIB	Students' Attitude And Anxiety on Listening Class (A Descriptive Quantitative Study of English Education Students' of State Islamic University Fatmawati Sukarno of Bengkulu)
3.	Anggun Kurniati (1811230044)	09.40-10.30 WIB	Investigating The Speech Function of Novice Versus Experienced Teacher's Talks In EFL Classroom At SMA Pancasila Bengkulu
4	Zetry Agustin (1811230026)	10.30-11.20 WIB	The Influence of English Subtitled Cartoon Videos In Teaching Listening Ability (A Quasi Experimental At Eight Grade of SMPN 05 Bengkulu In Academic Year 2021/2022)
5	Melu Sudarmi Putri (1811230058)	11.20-12.00 WIB	Online Learning Readiness At Tenth Grade Students Of SMAN 7 Kota Bengkulu In Academic Year 2022/2023

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, Mei 2022
kan,

Mulyadi

KARTU BIMBINGAN

Nama Mahasiswa   : Rulita Hasanah

NIM   : 1811230103
Jurusan   : Tadris

Program Studi   : Bahasa Inggris

Pembimbing I : Feny Martina M.Pd

Judul Skripsi   : The Correlation Between Student's Reading Habit And Critical Thingking Skills (A Correlation Study On The Eleventh Grade Students Of SMA Negeri 12 Rejang Leb9ng In The Academic Year Of 2021/2022

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
	Senin, 11/07/2022	Bab III	- Perbaiki grammar	
	Selasa, 11/07/2022	Bab IV	- Jelaskan secara rinci hasil penelitian	
	Rabu, 13/07/2022	Bab 4	-Tambahkan Prevous Study Pada Pembahasan Bab 4	
	Kamis, 14/07/2022	Bab 5	-Perbaiki kesimpulan	
	Kamis.	Appendix	-Cantumkan Lampiran	
	Jum'at, 15/07/2022	Jurnal Artikel	- Buat Jurnal Artikel	
	Senin, 18/07/2022	Acc Munaqasyah	Acc Munaqayah	

Bengkulu, 18 Juli 2022
Pembimbing I

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP.197005142000031004

Feny Martina M.Pd
NIP.1987032420150320002

KARTU BIMBINGAN

Nama Mahasiswa	: Rulita Hasanah	Pembimbing II : Zelvia Liska Afriani, M.Pd
NIM	: 1811230103	Judul Skripsi : The Correlation Between
Jurusan	: Tadris	Student's Reading Habit And Critical
		Thingking Skills (A Correlation Study On
Program Studi	: Bahasa Inggris	The Eleventh Grade Students Of SMA Negeri
		12 Rejang Leb9ng In The Academic Year Of
		2021/2022

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	Senin, 11/2022 /01	Bab 3 - 5	Perbaiki grammar	⟋⟍
	Rabu, 13/2022 /01	- Appendix	Lengkapi lampiran - Hasil tes - tulisan siswa - Dokumentasi - dan lain-lain	⟋⟍
	Kamis, 14/2022 /01	·Artikel Jurnal	Buat artikel Jurnal	⟋⟍
	Sabtu, 16/2022 /01	Artikel Jurnal	Tambahkan referensi pada Jurnal	⟋⟍
	Senin, 18/2022 /01	ACC to munaqosas		⟋⟍

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP.197005142000031004

Bengkulu, 18 Juli 2022
Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

Nomor : 3127 /Un.23/F.II/PP.00.9/07/2022   Bengkulu, 22 Juli 2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr.Syamsul Rizal, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Risnawati, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
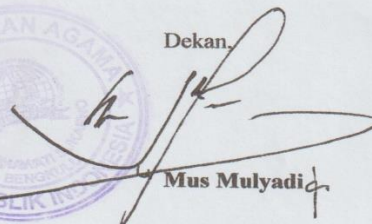Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal   : Selasa, 26 Juli 2022
Waktu   : 08.00 s/d selesai
Tempat   : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Friska Agustin 1811230020	08.00-09.00 WIB	Investigating EFL Passionate Teachers In Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 4 Bengkulu)
2	Estia Aswita 1811230111	09.00-10.00 WIB	The Effect of The Use of VOA Learning English APP With Jigsaw Strategy On Students' Listening Comprehension (Quasi-Experimental Research of students at SMAN 2 Seluma during academic year 2021/2022)
3	Rulita Hasanah 1811230103	10.00-11.00 WIB	The Correlation Between Students' Reading Habits 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)
4.	Mifta Huljanah 1811230145	11.00-12.00 WIB	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research At Eleventh Grade Of SMAN 4 Bengkulu In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi

*

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Runia Hasanah
NOMOR INDUK MAHASISWA : 1811230103
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Rabu, 09/06/2021	08:00	Vidia Aini Rahmalita	1711230119	An Analysis of Student's Need in learning English Online during Covid-19 Pandemic	
2	Rabu, 09-Juni-2021	08:00	Vera Liana Hertensi	1711230114	An Analysis of Translanguaging as a pedagogical strategy used by the English Teacher in EFL Classroom setting.	
3	Rabu, 09-Juni-2021		Anisa Irnelda	1711230003	The Effectiveness of Youtube videos from the Show English Online Channel to Improve Student's Speaking Skills	
4	Rabu, 09-Juni-2021		Reza Juanda	1611230105	An Analysis Code Mixing used by Native Speaker in Teaching EFL Students Through Guruku Mr-D Youtube Channel	
5	Rabu, 09-Juni-2021		Lutfi	1711230093	The effect of Blended Learning Method in improving Student's Reading skill by using Paired Reading strategy (A Quasi experimental Study at e learning	
6	Rabu, 09-Juni-2021		Lostrequi Jannah	1711230051	The effect of the flipped Classroom Strategy on improving Students' self-Regulation learning (An experimental Study in SMP) of Bengku	

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