

CHAPTER I

INTRODUCTION

A. Background of Study

For many years students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to engage in international interaction. A foreign language is one not widely used in students' immediate social context which might be used for future travel or other cross cultural communication situations, or studies as a curricular requirement or elective in school, but with no immediate practical application (Troike, 2006, p.4).

Critical thinking is deliberate thinking because it always involves a clear purpose, a specific goal. When the students think critically, the students are looking for reasons or explanation for events, considering various sides of an issue, attempting solve the problem, coming to a decision, or making sense of a situation (Pirozzi, 2003, p.200). Further explained that critical thinking is the one who has abilities such as, focusing on a question, analyzing arguments, asking and answering questions of clarification, judging the credibility of a source, deducing, inferring explanatory conclusions, and identifying assumptions (Ennis, 1987, p.38).

According to Fahim and Komijani (2011, p.35) state that critical thinking ability of students correlated positively and significantly with the students L2. Learning and thinking by stating that the only capacity the students can use to learn is human thinking. it can be concluded that the utilization of critical thinking would help EFL students learn L2 more effectively and profoundly. Students need critical thinking in English teaching learning. The students need to solve word problems in English class, to evaluate the difficulties that the students get in learning during the class, and to interpret the problem, before attempting to solve a problem, make sure that the students know what the problem is. To identifying the problem, defining it very specifically and taking ownership of it, the

students need to gather as much information about it as possible. Problems do not disappear by the students, so the students must take the ownership.

According to Zorn (1980, p.70), reading comprehension is the art of understanding what the students' read. He adds that comprehend is one of the elements of reading, which is invisible. Jarolimek (1985, p.234) also states that reading comprehension means that the reader is able to extract from the selection its essential facts and understanding visualize details and sense the readiness of facts. Therefore, the researcher can say that the most important thing in reading is understanding.

When students read, the students must think critically. According to Norris and Phillips (cited in Aloqaili, 2011, p.38) states that reading is more than just saying what is on the page; it is thinking. The experts explain that critical thinking provides a means of explaining the ability to work out ambiguous text by generating alternative interpretations, considering the students in light of experience and world knowledge, suspending decision until further information is available and accepting alternative explanation. Critical thinking is the process which the reader uses to comprehend.

Paul (2004) assumes that critical thinking has major role in reading comprehension. He notes that by thinking about a specific concept, the one can reflect reader's point of view. It means that by thinking about how to comprehend a text, the learner can better and faster understand the text. Moreover, critical thinking is deliberate thinking because it always involves a clear purpose, a specific goal. When the students think critically, the students are looking for reasons or explanations for events, considering various sides of an issue, attempting to solve the problem, coming to a decision, or making sense of a situation (Pirozzi, 2003, p.200)

From the explanation mentioned above, there are some researchers that have found about the correlation between critical thinking and reading comprehension. One of the researchers is Ranti Wulandari (2019) entitles *The Relationship between Critical Thinking and Reading Comprehension by Second Year Students of Islamic State Senior High School 4 Kampar*. This research was conducted in the second year students of Islamic State

Senior High School 4 Kampar, Riau-Indonesia. The total of sample in this research was 54 students. This research aimed to find out whether or not there is any significance relationship between critical thinking and reading comprehension. Meanwhile, this research focused in relationship between critical thinking and analytical exposition text of reading comprehension. The research used correlational design which carried out two kinds of instruments. They are questionnaire and test. For critical thinking, the researcher used questionnaire. Then, for reading comprehension, the researcher used test in the form of multiple choice. The data was analyzed using product moment formula through SPSS 16.0 which the researcher finding showed that there is a significant relationship between critical thinking and reading comprehension of the second year students of state Islamic senior high school 4 Kampar.

The other related research by Aygozel Jumayeva (2016) entitles *The Relationship between Students' Critical Thinking Skill and Their Reading Comprehension of Descriptive Text*. This research was conducted at the eleventh grade students of SMA Kharisma Bangsa. The sample of this research was taken based on purposive sampling technique with the total number were 35 students. This research aimed to find out whether or not there is any significance relationship between critical thinking ability and reading comprehension. Meanwhile, this research focused in relationship between critical thinking and descriptive text of reading comprehension. The research used correlational design which carried out two instrument in collecting the data. The first instrument was to measure students' critical thinking skill used Cornell Critical Thinking Test and the second instrument was to measure students' comprehension reading skill, in this research an instruction asking the students to read and improve students' comprehension reading skill. The data collected then were calculated by using Pearson Product Moment correlation coefficient and t-test with sig. 5% and 1%. It shows that there is significant relationship between critical thinking and reading comprehension of the eleventh grade students of SMA Kharisma

Bangsa. Therefore, it can be concluded that higher the students critical thinking skill, the better the students' comprehension reading skill.

The last research by Hady Maresyah Putra (2017) entitles *The Correlation between Critical Thinking and Reading Comprehension Achievement of English Educational Study Program Students' of UIN Raden Fatah Palembang*. This research was conducted in English Education Study Program Students at UIN Raden Fatah Palembang. The population of the research was 636 active EFL students. By using purposive sampling technique, there were 108 students involved as participants in this research. Therefore, the aims of the research were to find out whether critical thinking had any significant correlation to reading comprehension. Meanwhile, this research focused in relationship between critical thinking and reading comprehension achievement. The research used correlational research method. The data were obtained by using two instruments which were critical thinking test and reading comprehension test. To answer the problem using Pearson Product Moment Correlation Coefficient. From the data analysis, it was found that there was no significant correlation between students' critical thinking and reading comprehension since the p-value was (.20) greater than significance value (.20 > .005). In short, critical thinking did not have any relation to reading comprehension of English Education Study Program students of UIN Raden Fatah Palembang.

In comparison with the previous related studies above, this research has some similarity since it has the same independent variable (critical thinking) and dependent variable (reading comprehension). The first research above investigated whether or not critical thinking had relationship with analytical exposition text of reading comprehension; while the finding of this research showed that there is significant relationship between critical thinking and reading comprehension. Then for the next research above investigated whether or not critical thinking had relationship with descriptive text of reading comprehension; while the finding of the research showed that there is significant relationship between critical thinking and reading comprehension. The last research above investigated whether or not

critical thinking had correlation with reading comprehension achievement; while the finding of the research showed that there is no significant correlation between critical thinking and reading comprehension achievement. However, there is the different among each other; the types of reading comprehension of the researches different in this research. This research is reading comprehension of TOEFL preparation than other investigations conducted by other researchers.

Based on the reason above, the researcher conduct a research entitle, *“The Correlation between Students’ Critical Thinking and Reading Comprehension at MAN 2 Gresik.”*

B. Research Question

Based on the background above, the research questions of this research be formulated as the following:

Is there any significant correlation between students’ critical thinking and reading comprehension at MAN 2 Gresik?

C. Objective of Study

Based on the question above, the objective at this research as the following:

To find out whether there is a significant correlation between critical thinking and reading comprehension at MAN 2 Gresik.

D. Hypothesis of Study

Based on the statements of the problems presented earlier, the research hypothesis is stated as follows:

H_a : There is significant correlation between students’ critical thinking and reading comprehension at MAN 2 Gresik.

H_o : There is no significant correlation between students’ critical thinking and reading comprehension at MAN 2 Gresik.

E. Scope and Limitation

Due to the researcher's limitation of knowledge, time, ability, and energy, the researcher conducts the investigation which is only focus on the correlation critical thinking and reading comprehension of the students at MAN 2 Gresik.

F. Definition of Key Terms

1. Correlation

According to Creswell (2012, p.338), correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlation in this research is the correlation between critical thinking and reading comprehension at MAN 2 Gresik.

2. Critical Thinking

According to Bassham et.al (2011, p.1), critical thinking is the general term given to a wide range of cognitive skill and intellectual dispositions needed to effectively identify, analyze, and evaluate truth. In conclusion, critical thinking is the ability to understand, construct, and criticize arguments and communicate the ideas clearly and effective.

3. Reading Comprehension

According to Snow (2002, p.11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and the involvement with written language. It means that reading comprehension is process of understanding and constructing meaning from a piece of text done by the students.