

**THE CORRELATION AMONG READING INTEREST, READING SKILL
AND CRITICAL THINKING SKILL OF UNDERGRADUATE EFL
STUDENTS OF TRIDINANTI UNIVERSITY PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

PALEMBANG 2021

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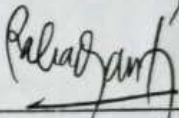
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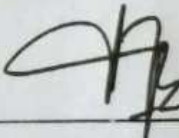


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DEDICATION AND MOTTO

This thesis is dedicated to:

- ❖ I dedicate this thesis for my Lord Jesus Christ, thanks for always being by my side in the best and the worst condition in my life. Thank you for always holding my hand when I fell down. I hope my life will always glorify you.
- ❖ My beloved parents. Thanks for everything.
- ❖ All my outstanding friends (Nina, Rachel, Peni, Vera, Aden, Devita).
- ❖ My excellent advisors, Prof. Dr. Rusman Roni, M.Pd. and Rahma Dianti, M.Pd. thanks for your guidance and support and always helping me improve.
- ❖ All the lecturers of Tridinanti University Palembang.
- ❖ Tridinanti University Palembang as my Almamater.

MOTTO

“The blessing of the lord gives wealth: hard work makes it no greater”

(Proverb 10: 22)

ACKNOWLEDGMENTS

All praise to the Lord Jesus Christ, the writer could finish writing her thesis. It was completed in order to accomplish S1 degree at the English Education Study Program, Faculty of Teacher Training and Education, Tridianti University Palembang.

Furthermore, the writer would like to express her deepest appreciation to:

1. Dr. Ir. Hj. Manisah, M.P, as the Rector of Tridianti University Palembang.
2. Nyayu Lulu Nadya, M.Pd., as a Dean of Faculty of Teacher Training and Education.
3. Nurulanningsih, M.Pd and Yuyun Hendrety, M.Pd., as The Dean Assistants of Faculty of Teacher Training and Education.
4. Jenny Elvinna Manurung, M.Pd., as the Head English of Language Education Departement.
5. Prof. Dr. Rusman Roni, M.Pd. and Rahma Dianti, M.Pd., as her two advisors for their encouragement in writing her thesis.
6. All the Lectures of Tridianti University of Palembang who sincerely guided and taught her during her study in this university.

Hopefully this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comments, and criticism are very much welcome.

Palembang, May 2021

Wina Fanta Anggalya

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, May 2021

Yang menyatakan



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ABSTRACT

This study aimed to find out the correlation between reading interest and critical thinking skill, the correlation between reading skill and critical thinking skill, the correlation among reading interest, reading skill and critical thinking skill, how much reading interest contributed to the students' critical thinking skill, how much reading skill contributed to the students' critical thinking skill, and which variable contributed the most toward students' critical thinking skill. This study used correlational research design. The sample was selected by using total sampling technique, consisting of 57 students. The data were collected by administering reading interest questionnaire, reading comprehension test, and critical thinking test. The data obtained were analysed by using Pearson Product Moment, regression analysis, and multiple regression analysis. Based on the result of data analysis it was revealed that there was very weak correlation and almost non-correlation between reading interest and critical thinking skill. Then there was a significant correlation between reading skill to their critical thinking skill and it categorized as medium correlation. There was a significant correlation among reading interest, reading skill and critical thinking skill. Since both of independent variables simultaneously correlated to the dependent variable. But the correlation was categorized as medium correlation. Moreover, reading interest contributed as much 0,01%. Otherwise, reading skill contributed as much 24%. It could be concluded that reading skill more contributed toward critical thinking skill than reading interest.

Key words: *reading interest, reading skill, critical thinking skill.*

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CHAPTER 1

INTRODUCTION

This chapter consists of (1) background, (2) problems of the study, (3) objectives of the study, and (4) significances of the study.

1.1 Background

Reading is an important skill in higher education since it is a key to academic success for all students (Tavakoli, 2014). College students are expected to academically engage with substantial reading activities which are organized around textbooks, journal articles, essays, and other academic reading texts. Academic reading is defined as reading with a specifically academic and educational purpose (Hermida 2009). Reading in an academic context is different from everyday reading. In academic reading students are expected to read widely and independently on university courses. They will be faced with extensive reading lists, and will have to make decisions about which material to read, and which to ignore. It largely depends on their reading purpose. Moreover, they need to be prepared for advanced reading assignments that demand them to deeply analyze the concepts and apply the contents. It means that students in higher education level must develop advanced reading abilities.

In advanced reading, the readers involve a fluent process to help them grasp the information to fully construct the meaning from the reading contents. Anderson (2003) argues that reading is an active and fluent process which involves the reading material in building meaning. At the time while students read a passage, their brain will be active to think and process all information

from the passage. Reading tasks are a different and engaging way of learning (Douglas et al., 2016, p. 260). The readers will engage their thoughts to think the text being read. Students in higher education must be able to understand any kinds of texts and it can only be developed by practicing a lot. However, students read for many purposes. They will have different methods for different text being read. Readers may not use the same method when they read science books and novel. If it is measured by the time, it can be guessed that a reader will read novel faster than science books. It is, of course because they have something which makes reading novel faster than science books. Something that a reader has to support their reading is what known by interest.

Interest is defined as interaction between a person and an object within the environment (Khaled, 2013). In other words, there was something happened which made a person and an object interrelated each other. In educational context, interest can be referred to as a psychological state or selective preference toward particular domain of the study. According to McKool, 2007, p. 122 reading interest is defined as reading done when students are outside the school compound. Furthermore, the US Department of Education (2005) defines reading interest as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.

In the era of information and knowledge, everyone seeks to develop their own expertise by obtaining information and knowledge as much as and as quickly

as possible. One of the ways to get information and knowledge is by reading. Reading is the most effective learning activities because learners can improve themselves regarding critical thinking, develop new and different perspectives, understand themselves and the world and also interpret events and situations they will face (Karadeniz, 2015). Reading skill is closely related to critical thinking skills. Based on the research conducted by Hosseini et al., 2012 investigating on the relationship among critical thinking, reading comprehension and reading strategies of EFL students, the way revealed that there was a positive relationship between critical thinking and reading comprehension. Students with higher critical thinking ability showed better in reading comprehension.

The education leaders agree if some elements of the ability to think critically are also included in the elements of the ability to read well. Those elements are evaluation, analysis, making inferences, thinking inductive and deductive reasoning (Hawkins, 2012). Reading not only involves the evaluation, analysis, and making conclusions, but also includes reasoning. Nearly four centuries ago, Hawkins (2012) stated that the ability to read is an indicator of a person's ability to think and reason. Based on these explanations, it can be said that the process of reading is closely related to the development of thinking factors, including critical thinking. As developing critical thinking skills in undergraduate students is one of the primary goals in higher education after they graduated, they are expected to become good citizens in evaluating the validity of information, better personal and business or making good leadership decisions, scholars and educators. Halpern (1998) states that it is crucial to develop the

critical thinking skills of the students in order to help them know how to learn and how to think clearly. It means that by having good critical thinking skill, the students can be prepared well to compete and exercise their rights and responsibilities of citizenship in a global community.

In the Faculty of Teacher Training and Education of Tridianti University, the students were trained and taught to be a teacher. Ideally, a teacher should be good at thinking and reading skills, but in fact the ability to read Indonesian students is greatly reduced (PISA, 2018) this is allegedly due to lack of student's interest. It means there is any relationship between student reading skill and reading interest. So, to be good at critical thinking skill the student must have good at reading interest and reading skill.

For English majoring, reading skill was taught from semester 1 to semester 5. The writer was assumed to be good at thinking, someone must have good at reading interest and reading skill. As the response of the issues elaborated above, the writer was interested in conducting a study to examine and find out the correlation among reading interest, reading skill and critical thinking skill. The writer aims to do the study entitled "The Correlation among Reading Interest, Reading Skill and Critical Thinking Skill of Undergraduate EFL Students' of Tridianti University Palembang".

1.2 Problems of the Study

Based on the background, the problems of this study were formulated in the following questions:

1. Was there any significant correlation between reading interest and critical thinking skill of undergraduate EFL students of tridinanti university?
2. Was there any significant correlation between reading skill and critical thinking skill of undergraduate EFL students of tridinanti university?
3. Was there any significant correlation among reading interest, reading skill and critical thinking skill of undergraduate students of tridinanti university?
4. How much did reading interest contribute toward critical thinking skill of undergraduate EFL students of tridinanti university?
5. How much did reading skill contribute toward critical thinking skill of undergraduate EFL students of tridinanti university?
6. Among the two variables, which variable did contribute the most to critical thinking skill of undergraduate EFL students of tridinanti university?

1.3 Objectives of the Study

In the light of the problems of the study above, the objectives of study were stated as follows:

1. To find out whether or not there was a significant correlation between reading interest and critical thinking skill of undergraduate EFL students of tridinanti university

2. To find out whether or not there was a significant correlation between reading skill and critical thinking skill of undergraduate EFL students of tridinanti university
3. To find out whether or not there was a significant correlation among reading interest, reading skill and critical thinking skill of undergraduate EFL students of tridinanti university
4. To find out how much reading interest was contributed toward students' critical thinking skill of undergraduate EFL students of tridinanti university
5. To find out how much reading skill was contributed toward critical thinking skills of undergraduate EFL students of tridinanti university
6. To find out among the two variables, which variable did contribute the most to critical thinking skill of undergraduate EFL students of tridinanti university?

1.4 Significances of study

By conducted this study, the writer was expected that the result of this study could contribute some significance for the following groups:

1. For the lecturers

The result of this study was expected to give valuable input for the lecturers about the importance of students' reading skill in promoting their critical thinking skill. Therefore, the lecturers can start to select the appropriate academic reading tasks to enable the cultivation of students' critical thinking skills.

2. For the students

Hopefully the finding of this study will motivate the student to start reading more for academic setting and they can raise their awareness that their reading skills influence their thinking skills.

3. For the other researchers

The findings of this study hopefully can be one of valuable sources that can be used as their reference to conduct a further study investigating the students' critical thinking skills in higher education level.

4. For the writer herself

The process of this study hopefully can give a valuable input and experience for the writer herself in conducting a scientific work and writing a thesis report. In addition, the research findings can raise writer's awareness as an educator about the importance of cultivating students' reading skill and thinking skills, especially to compete in this global era.

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