

**THE CORRELATION BETWEEN STUDENTS CRITICAL
THINKING SKILLS AND THEIR READING COMPREHENSION
IN DESCRIPTIVETEXT OF THE EIGHTH GRADE IN THE
SECOND SEMESTER AT SMP AMAL BAKTI JATIMULYO
SOUTH LAMPUNG**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

MASRITA BELLA PRIATINI

NPM.1811040273

Study Program : English Education
Advisor : Rohmatillah, M.Pd.
Co Advisor : M. Nawawi, M.Pd.



**TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG**

2023

**THE CORRELATION BETWEEN STUDENTS
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2023**

ABSTRACT

Students think and try to comprehend the reading text when they read. In reading a text the students not only read every sentence in the text but also need to comprehend the meaning of the text. This means comprehending skills cannot be separated from reading comprehension. The students had difficulty understanding the meaning and reading a long text such as descriptive text. It was because they have low motivation and do not find a good strategy for learning reading comprehension. The aim of the research was to find out the correlation between students' critical thinking and reading comprehension at SMP Amal Bhakti Jatimulyo South Lampung in the second semester in the academic year 2023/2024.

The research design in this study was quantitative which used correlational design. In collecting the data, the researcher used questionnaire and test. The population of the study were the eight-grade students of at SMP Amal Bhakti. The sample of the study consisted of 30 students. The Method of sampling in this study was cluster random sampling. The technique of collecting data of students' critical thinking by using questionnaire. The technique of collecting data of reading comprehension was test. The technique of data analysis used the Pearson product moment correlation.

The research findings show that the score of correlation coefficient obtained is 0.5332 which was in the interval of 0.40 – 0.599. Thus, the relationship was categorized into fair. Hypothesis alternative was accepted and hypothesis null was rejected. Critical thinking gave the contribution to the reading comprehension for the students at SMP Amal Bhakti Jatimulyo South Lampung on Academic years 2023/2024. In short, Critical thinking helped the students easily in understand the reading text. The educators need to pay attention more to the students related the critical thinking in comprehending the reading text.

Keywords: *Correlation design, critical thinking, descriptive text, reading comprehension*

DECLARATION

Hereby, I stated this thesis entitled “The Correlation Between Students Critical Thinking Skills and Their Reading Comprehension in Descriptive Text of the Eight-Grade in the Second Semester at SMP Amal Bakti Jatimulyo South Lampung” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung, 10th October 2023

Declared by,



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**THE CORRELATION BETWEEN STUDENTS
CRITICAL THINKING AND THEIR READING
COMPREHENSION IN DESCRIPTIVE TEXT
OF THE EIGHT GRADE IN THE SECOND
SEMESTER AT SMP AMAL BAKTI
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ADMISSION LETTER

The Following thesis entitled: **“THE CORRELATION BETWEEN STUDENTS CRITICAL THINKING AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT OF THE EIGHTH GRADE IN THE SECOND SEMESTER AT SMP AMAL BAKTI JATIMULYO SOUTH LAMPUNG”**, written by **MASRITA BELLA PRIATINI, NPM: 1811040273**, Department: English Education, has been successfully defended as Thesis Defense of the Faculty Tarbiyah and Teacher Training Raden Intan State Islamic University, Lampung. The thesis defense was held on, **December 07, 2023**.

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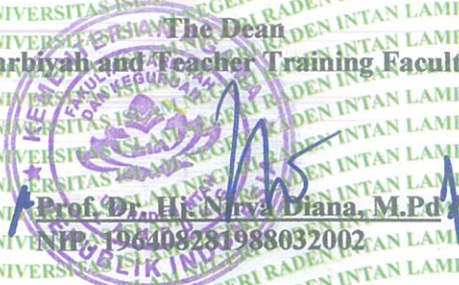
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

So, surely with hardship comes ease. Surely with that hardship comes more ease.

(Q.S Al- Insyirah:5-6)¹

¹ Departemen Agama RI, *Al-Quran Terjemahan*, ed. Uztaz Ahmad Sholihin Ustaz Makbul, Ustaz Hilman Fauzi (Bandung: CV Darus Sunnah, 2015), 178.

DEDICATION

Bismillahirrahmanirrahim...

Praise and gratitude to Allah Subhanahu Wataalla for abundant blessing to me and from my deep of heart and great love, this thesis is dedicated to:

1. My God, Allah SWT, whose blessing and mercy are very important for the completion of my thesis
2. My beloved mother Ms. Beti, who have given me unconditional love and endless support, not only for the completion of my studies but also for my success in life. I grateful because I have mother and sisters who always support me, and this thesis is absolutely also yours.
3. My beloved family Ms. Zainah and also Mr. Abdullah who have been caring me and helped and then always support me to complete my college until my done, thank you so much.
4. My beloved grand-mother Ms. Salmah Zahra who always support and praying for every stages of my life.
5. My beloved Brother and sisters Angga Adi Saputra, Mega Sariatini and Nayla Margareta who have been very supportive, caring, and generous during the many difficult stages of my studies at the university.
6. All beloved lecturers, classmates, and graduates of English education Study Program Tarbiyah and Teaching Training Faculty State Islamic University of Raden Intan Lampung who has academic skill and knowledge over the tears of study in the university.

CURRICULLUM VITAE

The writer's name is Masrita Bella Priatini. She was born in South Lampung on March 12nd 2000. She is the first of three children of Mr. Masrum and Ms. Beti. She has two sisters, her name Mega Sriatini and Nayla Margareta. The writer began her study at elementary school at SD Negeri 1 Karang Anyar in 2007 and graduated in 2012. Then she continued her study to Junior High School of SMP Amal Bakti Jatimulyo and graduated in 2015. Then after she finished her study in Junior High School in 2015, she continued her study to Vocational School at SMK Amal Bakti Jatimulyo and graduated in 2018. Furthermore, she continued her study to UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Firstly I would like to express my sincerest praises to God Allah Ta'ala when has lent me His blessing and mercy for completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad SAW the best lover of the god Allah who was sent to us to enlighten the path of humanity and divine salvation.

Secondly my study in Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and supports from various individuals whose numbers are impossible to mention one by one here due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, as a Dean of the Faculty of Tarbiyah and Teaching Training Raden Intan State Islamic University of Lampung.
2. M. Ridho Kholid, S.S., M.Pd, the chairperson of the English Education Study Program.
3. Ms. Rohmatillah, M.Pd, my advisor and my academic advisor who has patiently guided and directed the writer until the completion of this thesis as well.
4. Mr. Nawawi, M.Pd, my co advisor patiently guided, helped supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. All lecturers in the Department of English Education of Raden Intan State Islamic University of Lampung who have taught the researcher since the first year of her study.
6. Mrs. Anggi, S.Pd, as an English teacher in SMP Amal Bakti Jatimulyo.
7. All fellow students in the Department of English Education of Raden Intan State Islamic University of Lampung especially all of friends in Excell Class, class of 2018.
8. My dearest friends: Della Amalia, Rora Almaida, and Siti Wilza Alifia. My beloved friends' Selly Tritia, S.Pd.

9. For dearest partner in my deep heart but the researcher cannot mention their name's here, because they are not mention name one by one.
10. Thank you for myself who has completed this thesis well.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this are always open heartedly welcome.

Bandar Lampung, October 10th 2023

Masrita Bella Priatini
NPM. 1811040273

TABLE OF CONTENT

| | |
|-------------------------------------------------------------------------------|------------|
| COVER | i |
| TABLE OF CONTENTS | iii |
| CHAPTER I INTRODUCTION | 1 |
| A. Title Confirmation | 1 |
| B. Background of the Problem | 2 |
| C. Identification and Limitation of the Problem..... | 5 |
| D. Formulation of the Problem..... | 6 |
| E. Objective of the Research | 6 |
| F. Significance of the Research..... | 6 |
| G. Relevance Studies..... | 7 |
| H. Systematic Discussion | 9 |
| CHAPTER II REVIEW OF THEORY AND HYPOTHESIS ... | 11 |
| A. Theory..... | 11 |
| 1. Concept of Critical Thinking | 11 |
| a. Definition of Critical Thinking..... | 12 |
| b. Aspect of Critical Thinking..... | 13 |
| c. Benefits of Critical Thinking..... | 14 |
| 2. Concept of Students Critical Thinking | 15 |
| 3. Concept of Reading Comprehension | 16 |
| a. Definition of Reading Comprehension | 16 |
| b. Aspect of Reading Comprehension | 17 |
| 4. Concept of Text..... | 20 |
| a. Definition of Text | 20 |
| b. Kinds of Text | 20 |
| 5. Descriptive text..... | 22 |
| a. Definition of Descriptive Text | 22 |
| b. Generic Structure of Descriptive Text..... | 22 |
| c. The Language Feature of Descriptive Text..... | 23 |
| d. The Example of Descriptive Text..... | 24 |
| 6. Concept of Students Critical Thinking in Reading Descriptive Text | 24 |
| B. Frame of Thinking | 26 |
| C. Hypothesis | 27 |

| | |
|---------------------------------------------------------------|-----------|
| CHAPTER III RESEARCH METHOD | 29 |
| A. Time and Place of the Research | 29 |
| B. Research Design | 29 |
| C. Population, Sample, and Data Collection Technique | 30 |
| D. Operational Definition of Variable | 31 |
| E. Data Collection Technique | 32 |
| F. Instrument of the Research | 35 |
| G. Validity, Reliability of the Instrument | 37 |
| H. Data analysis | 40 |
| CHAPTER IV RESULT AND DISCUSSION | 43 |
| A. Result of the Research | 43 |
| 1. Result of Questionnaire Critical Thinking... | 43 |
| 2. Result of Reading Comprehension Test | 64 |
| B. Research Finding | 64 |
| C. Discussion | 77 |
| CHAPTER V CONCLUSION AND RECOMMENDATION .. | 81 |
| A. Conclusion | 81 |
| B. Recommendation | 82 |
| REFERENCES | 83 |
| APPENDIXES | 87 |

LIST OF TABLES

| | |
|--------------------------------------------------------------------------------------------------|----|
| 1.1 Students Reading Comprehension Scores of SMP Amal Bhakti in the Academic year 2022/2023..... | 4 |
| 3.1 Total number of Eight students in SMP Amal Bhakti in the Academic year 2022/2023 | 30 |
| 3.2 The Specification of Critical Thinking Test | 32 |
| 3.3 The specification of Reading Comprehension | 34 |
| 3.4 Criteria of Reading Comprehension | 35 |
| 3.5 Scoring of Measurement Critical Thinking | 36 |
| 3.6 Category of measurement Critical Thinking | 37 |
| 4.32 result of Reading Comprehension | 63 |
| 4.33 Distribution of Students Reading Comprehension Scores | 64 |
| 4.34 Students Critical Thinking and Reading Comprehension | 71 |
| 4.35 The Correlation Between Students Critical Thinking and Reading Comprehension | 73 |
| 4.36 Coefficient Correlation Interpretation | 75 |
| 4.37 Result of Normality Test | 75 |
| 4.38 The Calculation of Pearson Product Moment Correlation | 76 |

LIST OF APPENDIXES

| | |
|------------------------------------------------------------------------------|-----|
| 1. The Result of Interview with English Teacher | 87 |
| 2. Result of Interview Eight Grade Students in Preliminary Research | 89 |
| 3. Students Preliminary Research Scores | 91 |
| 4. Syllabus | 95 |
| 5. Documentation Preliminary Research..... | 103 |
| 6. Reading Instruments Test | 105 |
| 7. Result of Reading Comprehension Test..... | 111 |
| 8. Documentation | 114 |
| 9. Result of Questionnaire | 115 |
| 10. Result of Reading Comprehension Test | 119 |
| 11. Result of Validity Item | 125 |
| 12. Result of Reliability item | 126 |

CHAPTER I INTRODUCTION

This chapter presented background of the problem, identification of the problem, limitation of the research, objectives of the research, the uses of the research, and scope of the research.

A. Title Confirmation

In this subchapter, the writer explained the aim of this proposal title to avoid misunderstanding for the readers. The title of this proposal was “The Correlation between Students' Critical Thinking Skills and Their Reading Comprehension in Descriptive Text of the Eighth Grade at SMP Amal Bakti”. The explanation below is for understanding some of the terms included in this proposal:

1. The Correlation

The correlation is kind of research design that measure the relationship between one and more variable. There is a correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables.¹ It provides information on how variables were associated. Based on those explanations above this research correlated between students' critical thinking skills and their reading comprehension in descriptive text.

2. Critical Thinking Skill

Critical thinking as the art of analyzing and evaluating thinking to improve it.² Critical thinking is the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. There are six aspects of critical thinking such as interpretation, analysis,

¹ Cohen et al, *Research Methods in Education 8th Edition* (London: Routledge., 2018). 45.

² L Paul, R., & Elder, *Theminiature Guide to Critical Thinking Concepts and Tools* (Dillon Beach, CA: Foundation for Critical Thinking Press., 2008).98.

evaluation, inference, explanation, and self-regulation. This research correlated the aspect of critical thinking through read a descriptive text.

3. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word and word knowledge, and fluency based on the aspect of reading comprehension.³

4. Descriptive text

Descriptive text is a kind of text that tells about something such as things, places, people, or many more.

Based on the title confirmation above that describe each element of this title of a proposal it can be concluded that this research correlated the student critical thinking skills and their reading comprehension in the descriptive text of the Eighth Grade at SMP Amal Bakti Jatimulyo South Lampung”.

B. Background of the Problem

Language is a means of communication which is very important for us to adapt to society. Language is used by human beings to interact with others and to express feelings and thoughts. It is their tool for carrying on their affairs, working, trading, and living together. So, we can say that language is very important to individuals to live in a society so that they can survive. As it is known, language is an important tool used by people in the world to communicate with each other. English is one of the most widely spoken languages in the whole world, and that is the reason today English becomes an international language.

As an international language, English is used in many fields all over the world. It is also a fact that English is widely needed by people. For example, to transfer new modern science, technology, and information. Transferring new modern science, technology, and information can be done through the reading process. Meanwhile, reading is the process of looking at a series of written symbols and getting meaning from them. When people read, they

³ Irene Fountas Gay Su Pinnel, “Research Base for Guided Reading as an Instructional Approach,” *Scholastic* (New York, 2011).53.

use their eyes to receive written symbols (letters, punctuation marks, and spaces) and they use their brains to convert them into words, sentences, and paragraphs that communicate something to them. Reading plays an important role in developing knowledge, through reading students can absorb all the information, experience, and ideas provided in books.

People usually read the text to find the message or information. Whether or not they can understand the text they read, it depends on their reading comprehension ability. According to Kosanovich reading comprehension as the process of simultaneously extracting and involvement with written language is very important since it supports student's academic performance. Students think and try to comprehend the reading text when they read. This means thinking skills cannot be separated from reading comprehension. In line with this, comprehension is the process of deriving meaning from connected text. Additionally, Maftoon et, al state that one factor that may influence students' reading comprehension is critical thinking.

Dewey, the 'father' of the modern critical thinking tradition, called it 'reflective thinking'. Dewey argues that reflective thinking, the careful collection, and evaluation of evidence leading to a conclusion, should be a central aim of education.⁴ Many researchers such as Vaseghi, Gholami, and Barjesteh also support that "critical thinking plays a central role in academic instruction because it is what students need to succeed both in an academic environment and real-life situations."⁵ Data shown by research conducted in the scope of critical thinking endorse that this skill is very essential in education and real life.

Based on the preliminary research done by interviewing the English teacher and students of the eighth grade. The score of reading comprehension by the students can be seen in the table:

⁴ Dewey, "Critical Thinking: Conceptual Framework," *Journal on Educational Psychology* 2, no. 1 (2018): 12–18.

⁵ Barjesteh Hamed Reza Vaseghi, Reza Gholami, . "Critical Thinking: An Influential Factor in Developing English Reading Comprehension Performance. *Advances in Asian Social Science*" (University Putra Malaysia, 2018).

Tabel 1
Students Reading Comprehension Score of the Eight Grade
Students at SMP Amal Bakti in the Academic Year of 2022/2023

| No | Class | Score | | Total |
|--------------|--------|-------|-----|-------|
| | | <74 | >75 | |
| 1 | VIII A | 27 | 3 | 30 |
| 2 | VIII B | 22 | 8 | 30 |
| 3 | VIII C | 26 | 4 | 30 |
| TOTAL | | 74 | 12 | 90 |

Source : Preliminary Research at SMP Amal Bakti

Based on the table, the data showed that from 90 students only 12 students got a score higher than the score of standard competence cumulative >75, and 74 total students got lower than standard competence. It means that the students' reading comprehension was still lower as the English teacher said that the students of the eighth grade at SMP Amal Bakti felt difficult to understand the text in fluent, may they lack vocabulary and do not have a good enough ability in thinking and analyzing the text because the limited of facilitate of school. Some of them were not satisfied with their reading score. The students were sometimes lazy to think because they had to assess and judge the rationality of an idea from the reading text given by the teacher. In addition, sometimes they got bored doing this activity.⁷ They had lack motivation in reading a long text in English and feel afraid to read the text, especially in descriptive text.

On another side, the teacher said that the students in eighth grade still had difficulty understanding the meaning and reading a long text such as descriptive text. It was because they have low motivation and do not found a good strategy for learning reading comprehension. The students have to deal with reading not only in reading subjects but also reading to support their courses, too. Since all courses surely provide several texts to read and understand, the students should have good reading comprehension and critical thinking skills. In understanding the reading text, this research using descriptive text. Descriptive text can be used as good reading text in students critical thinking. It also supported by Ghazali, he said that descriptive text and

narrative text was good to used as a reading text in students critical thinking. ⁶ Taking into consideration what literature has documented concerning the role of reading comprehension and critical thinking. Therefor the writer was interested in conducting a study about the correlation between students' critical thinking in reading comprehension.

According to the statements above, the researcher was interested in conducting the study entitled "The Correlation between Students' Critical Thinking Skills and Their Reading Comprehension in Descriptive Text of the Eighth Grade at SMP Amal Bakti Jatimulyo South Lampung".

C. Identification of the Research

Based on the background of the problem above, there were some problems in teaching and learning reading comprehension, such as:

1. The students had lack motivation and got bored in learning English.
2. The students had lack ability in thinking and analyzing the text.
3. Most of students were afraid to read a long paragraph
4. The majority of students got difficulties in reading descriptive text

Considering the problems identified above, the research focussed on the correlation between two variables, they were students' critical thinking skills and their reading comprehension in descriptive text in the second semester of the eighth grade in the Second Semester at SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024.

⁶ Muhammad Ghazali, "Improving Students' Reading Comprehension On Descriptive And Recount Text Through Critical Thinking (A Classroom Action Research At The Eighth Grade Of Mts Daar El-Istiqomah Sukawana Serang Banten) Thesis" (Uin Syarif Hidayatullah Jakarta, 2017).

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulated the problems as follow: “is there any positive correlation between students' critical thinking skills and their reading comprehension in the descriptive text of the eighth grade in the Second Semester at SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024?”

E. Objective of the Research

In line with the problem above, the objective of this study was to know whether there was correlation between students' critical thinking skills and their reading comprehension in the descriptive text of the eighth grade in the Second Semester at SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024.

F. Significance of the Research

From the statement above, the significance of this research as follows:

1. Theoretically

To gave information to the readers about the correlation between students' critical thinking skills and their reading comprehension in the descriptive text of the eighth grade in the Second Semester at SMP Amal Bakti in the academic year of 2023/2024.

2. Practically

a. For the students

The result of this research to knowing the students about their critical thinking in reading comprehension at SMP Amal Bakti in the second Semester.

b. For the teacher

The result of this research gave information to the teacher about critical thinking skills. The teacher can encourage their students to practice reading comprehension factors

of high students critical thinking through their ability in English.

c. For other researchers

The result of this research used for others researchers who conducted the research in the same place and can give some information about critical thinking skill in any ability.

G. Relevance Studies

1. The first previous research by Erni and Cucu entitled “The Correlation between Students' Critical Thinking and their Reading Comprehension Ability”. Based on this study the previous research measured the student's critical thinking skills with reading comprehension. This research used questionnaires and reading comprehension tests as the data to collect the information from students. The finding found that the data collection was analyzed by using Pearson Product Moment Correlation. The result showed that the r of the critical thinking and reading comprehension ability test was 0.746. Therefore, it can be concluded that there was a significant correlation between critical thinking and reading comprehension ability.⁷ The difference between this research and previous research was the used of research subject. Previous research used subject in university students, meanwhile in this research the subject used high school students. The similarities were to know the students critical thinking in reading comprehension.
2. The second previous research by Any was entitled “The Correlation between Critical Thinking and writing achievement of the fifth semester students of the English Education Study Program of UIN Raden Fatah Palembang”. This research had been conducted to measure the correlation between critical thinking and students' writing achievement. To collect the data the researcher used questionnaires and

⁷ Erni & Cucu, “The Correlation between Students Critical Thinking and Their Reading Comprehension Ability,” *Journal of English Education UNEJ* 12, no. 3 (2017): 6–12.

writing scores from English teachers that had been analyzed. Based on the data finding it can be concluded that there was a positive correlation between students' critical thinking skills and their writing achievement.⁸ The difference between this research and previous research was the used of research subject. Previous research used subject in university students, meanwhile in this research the subject used high school students. Other than that previous research used of writing skills, this research used reading skills. The similarities was to know the students critical thinking.

3. The last previous research by Duran entitled “The Correlation between critical thinking and the learning results of the senior high school students in biology learning implementing group investigation (GI) Learning in Malang, Indonesia” This research aims at investigating the correlation between the critical thinking and the learning results of senior high school students in Biology learning implementing the Group Investigation (GI) learning in Malang. This research was conducted in 2015 from July until December, using a correlational design. The population of this research was all senior high school students in Malang. The subjects of this research were 32 students of class X MIA 2, and 33 students of class X MIA 4 of St Mary senior high school Malang. Data were analyzed using simple linear regression analysis. The results of this research showed that there was a correlation between students' critical thinking and their learning results with the regression equation of the correlation between the two variables $Y = 0.988X + 0.095$, having a reliability value of 73.9%.⁹ The difference between this research and previous research was the used of research subject. Previous research

⁸ Andy Jaya, “The Correlation between Critical Thinking and Writing Achievement of the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang,” *Journal English Education UIN Raden Fatah* 3, no. 3 (2017): 24.

⁹ Yakobus & Duran, “The Correlation between Critical Thinking and the Learning Results of the Senior High School Students in Biology Learning Implementing Group Investigation (Gi) Learning in Malang, Indonesia,” *Journal of Applied and Advanced Research* 2, no. 2 (2017): 56.

used subject of biological learning group in senior high school, meanwhile in this research the subject used high school students. The similarities were to know the students critical thinking of the students.

H. Systematic Discussion

This proposal entitled “The Correlation between Students' Critical Thinking Skills and Their Reading Comprehension in Descriptive Text of the Eighth Grade at SMP Amal Bakti Jatimulyo South Lampung” described several systematic of the research arranged in 5 chapters, such as:

Chapter I Introduction

This chapter consisted of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, uses of the research, relevance studies, and writing system.

Chapter II Review of related literature

This chapter consisted of frame of theory and hypothesis.

Chapter III Research methodology

This chapter consisted of time and place of the research, approach and type of the research, population, sample and data collection technique, operational definition of a variable, instruments of the research, validity and reability of the data, and hypothesis testing.

Chapter IV Findings and discussion

This chapter consisted of data description and dicsussion.

Chapter V Conclusion and recommendation

This chapter consisted of conclusion and recommendation.

CHAPTER II

REVIEW OF LITERATURE AND HYPOTHESIS

A. Theory

1. Concept of Critical Thinking

a. Definition of Critical Thinking

The notion of critical thinking (CT) has been widely used in educational contexts, including in language learning. It has been considered one of the skills in 21st century. Languages cannot be taught without critical thinking elements such as investigation and problem-solving in using the target language relying on the use of language as a tool does not guarantee to assist students to become proficient in the language. Students need to think critically in using the target language.

According to Conklin and Manfro critical thinking skills are related to higher- order thinking skills that can enhance language learning skills facilitating to obtain higher levels of language proficiency. It means that critical thinking is reflected in the choice of words and tone taking on both linguistic and personal preferences. Being critical is signified by having sufficient language fluency or even awareness of the contextually.¹ However, it is important to gather a serious definition to construct the definition of critical thinking.

Paul and Elder also defined critical thinking as the art of analyzing and evaluating thinking to improve it.² It means that critical thinking is the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge of belief. Critical thinking is about analyzing, evaluating, and criticizing something (knowledge, information, problem, and

¹ W. Manfro Conklin, *Higher Order Thinking Skills to Develop 21st Century Learners* (huntington: Shell Education Publishing, 2012).46.

² Paul, R., & Elder, *Theminiature Guide to Critical Thinking Concepts and Tools*, 2008.98.

issue) to find a good conclusion and judgment. Meanwhile, Washburn points out that critical thinking relates to the activity to criticize people or things both in terms of the negative side of them that may lead to the comprehension and best judgment about them.³

The explanation above shows that critical thinking is the objective analysis and evaluation of an issue in order to form a judgment. It is the ability to effectively analyze, identify credible sources, evaluate and respond to arguments of some information.

b. The Aspect of Critical Thinking

There are six aspects of critical thinking based on Facione's theory. There are as follows:⁴

1) Interpretation

Interpretation is to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.

2) Analysis

Analysis is to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions. Analysis includes examining Ideas, identifying arguments and analyzing arguments.

3) Evaluation

Evaluation as meaning to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion.

³ Paul, R., & Elder. 100.

⁴ Peter Facione, *Critical Thinking: What It Is and Why It Counts Insight Assessment* (California: Mc Grawhill, 2011).78.

- 4) Inference
Inference means to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data or other forms of representation.
- 5) Explanation
Explanation as being able to present in a cogent and coherent way the results of one's reasoning. Evaluation aims to answer agreed questions and to make a judgment against specific criteria. Explanation is an important skill for everyone, no matter what field students decide to pursue. Becoming good at explanation requires practice, as do all skills. Explanation refers to the ability to explain the assumptions that lead to the conclusions reached.
- 6) Self-regulation
Self-regulation to mean self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills.

Based on the aspects of critical thinking above it can be concluded that the students' critical thinking can be measured by using six aspects of critical thinking, those are interpretation, analysis, evaluation, inference, explanation, and self-regulation aspects.

c. Benefits of Critical Thinking

Critical thinking skill is very useful in human life, particularly in this modern era. Thinking critically can help people be easier to face their life. The ability to think, critically, and rationally is crucial as that ability is needed in making a decision, solving problems, or evaluating some issues that cannot be separated from human life. Critical thinking skill is indispensably used in many fields such as education, research, finance, society, politics, management

or other aspects of life

According to Paul and Elder, there are some benefits of critical thinking as mentioned below:

- 1) Bringing a clear and accurate formulation of vital questions and problems.
- 2) Having an effective interpretation of ideas and information.
- 3) Making reasonable conclusion and solutions which are in accordance with relevant criteria and standards.
- 4) Thinking inclusively or open minded.
- 5) Having an effective communication with other in coping with complex problem.⁵

Meanwhile, Hidayati quoted some benefits of critical thinking ability as stated below:

- 1) The work can be conducted accurately and carefully.
- 2) The ability to determine something which is relevant in writing (nothing) can be more accurate and specific
- 3) The ability to conduct the problem solving and project management can be done accurately.
- 4) The work and academic attainment can be better improved.⁶

To sum up, the ability to critically thinking is beneficial for people because it is used in many aspects of life such as in the workplace, education, politics, or social life. Having critical thinking ability can help people solve the problem carefully and accurately. Most importantly, people can make reasonable conclusions and solutions from the issues that arise.

⁵ L Paul, R., & Elder, *Theminiature Guide to Critical Thinking Concepts and Tools* (California: Foundation for Critical Thinking Press, 2007).87.

⁶ Mawaddah Hidayati, Rita Inderawati, and Bambang Loeneto, "The Correlations among Critical Thinking Skills, Critical Reading Skills and Reading Comprehension," *English Review: Journal of English Education* 9, no. 1 (2020): 69–80, <https://doi.org/10.25134/erjee.v9i1.3780>.

2. Concept of Students Critical Thinking

Critical thinking is a high-order thinking skill that potentially increases students' critical analytical power. The improvement of students' critical analytical power is closely related to the improvement of students' intellectual ability. Therefore, developing the students' critical thinking skills in learning is an effort to improve students' learning results. According to Johnson critical thinking can be used as a means to solve problems, to make decisions, to seek answers, to enrich the meaning, and to fulfill the desire to know something.⁷ Critical thinking skills can help people to make informed decisions based on careful, systematic, logical efforts and to consider many points of views.

Redhana stated that critical thinking was a useful characteristic in school learning at every level, although critical thinking rarely got the attention from the teachers. Students need to repeatedly practice their thinking skills even though this skill is already part of their way of thinking. Regular practice that the students do will have an effect on the efficiency and automation of their thinking skills. The thinking skills are not inherited and are not automatically owned by students.⁸ Critical thinking skills are obtained through guided practice. If in the teaching of critical thinking skills the students have not reached the stage where the students understand and learn to use it, the thinking skills will not be much useful.

Similarly, Eklof stated that critical thinking skills were a habit and an intellectual skill guiding one to a reliable understanding; this habit was not carried from birth, but it must be learned.⁹ Students in the classroom have different abilities, namely low ability group, medium ability group, and high

⁷ E. B Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (United States of America: Corwin Press, 2002).67.

⁸ I.W Redhana, "Pembelajaran Berpikir Tingkat Tinggi High-Order Thinking Learning" (IKIP Singaraja, 2013).56.

⁹ T. F Eklof, "Higher Mind: The Method of Critical Thinking," *Philosophical Practice* 2, no. 3 (2005): 3-7.

ability group by using criteria such as intelligence test result, average score of the subjects they take, and objective test result of the subjects learned¹⁰. Similarly, according to Arikunto that in fact there are students having high, moderate, and low ability. Individual differences must be considered and addressed in the learning strategy, so that each student can develop fully and master the learning materials thoroughly.¹¹

Based on the explanation above, the critical is really important to be mastered by the student, especially in understanding the text in the class. Critical thinking can be used as a means to solve problems, to make decisions, to seek answers, to enrich the meaning, and to fulfill the desire to know something.

3. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is the center reading. According to Chester, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension starts from moving the words on the page to the meaning in the mind, recognizing individual words using memory and knowledge of letter and sound patterns, matching the resulting pronunciations with meanings, and finally connecting these words into idea units.¹² It means a person's ability to understand context based on what is read or heard.

¹⁰ Hamalik, *Proses Belajar Mengajar Teaching and Learning Process* (Jakarta: Bumi Aksara, 2004).67.

¹¹ S Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2016).

¹² Paula J Clarke and Dean Cheshier, *Developing Reading Comprehension* (new york: The Guilford Press, 2014).67.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.¹³ It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text, and the reader's knowledge. According to Nadhira, reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences

It can be said that reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension is a process in which the reader constructs meaning using material, information in the text, and the reader's knowledge. Reading comprehension can be defined as the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences.

b. Aspect of Reading Comprehension

There are the criteria used to measure students' reading comprehension abilities according to Brown, the explanation are as follow:¹⁴

1. Main idea (topic)

Main Idea is the most important thing should be written in a paragraph or text. The reader are supposed to define and understand the main idea or the topic from the reading text. The difference between main idea and topic is the main idea is in the form of sentence while topic is usually in form of phrase ; main idea is the central idea of the text. E.g: Bedugul was one of the tourist place in Bali that located in Candi Kuning village, baturiti district-tabanan.

¹³ Gay Su Pinnel, "Research Base for Guided Reading as an Instructional Approach." 68.

¹⁴ Henry Douglas Brown, *Language Assessment Principle and Classroom Practice* (new york: Longman, 2004).78.

2. Phrases in content/expression/idioms

An idiom is a widely used saying or expression containing a figurative meaning that differs from the phrase's literal meaning. Idioms often summarize or reflect a commonly held cultural experience, even if that experience is now out of date or antiquated. E.g: Jump the gun, sick as a dog.

3. Inference (implied detail)

Inference is an idea which is implied or not directly stated in the text. It is the way for the readers to draw conclusions about the content of the text. E.g: The moon sure looks bright.

4. Grammatical feature

A grammatical category or grammatical feature is a property of items within the grammar of a language. Within each category there are two or more possible values (sometimes called grammemes), which are normally mutually exclusive. E.g: Using simple past tense(was, were, went), Using action verbs (look, run).

5. Detail (scanning for a specifically stated detail)

The detail information usually is the answer of 5W 1H questions. Finding detail information is reading selectively to achieve very specific reading goals, e.g finding a name, place, number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text. The way to find out detail information can be done by scanning. Scanning is the way to search some particular piece of information in a text, in the short process of reading to find detail information. E.g: According to the passage.

6. Excluding fact not written (unstated details)

This means that the correct answer often expresses the same idea as what is written in the passage, but the words are *not* exactly the same. E.g: Which of the following is not stated...?

7. Supporting idea

A supporting detail is meant to provide evidence for a broader idea. If you ask yourself what a passage is mostly about, you will typically find that any supporting details given are too narrow to answer that question. E.g: In Bedugul there were some tourisms place that was very interesting to visit

8. Vocabulary content

Vocabulary meaning requires the readers to guess certain word or phrase from the context. In reading text, the students will meet some words or phrases in the sentences. Of course, each word or phrase has its own meaning as its single position; however, in reading comprehension the students should not define every word or phrase they meet because the words or phrase might have different meaning when they join together with other words. E.g: go, visit, came

Based on those descriptions, the researcher concluded that reading comprehension was a complex interaction involving various aspects such as extracting of meaning, construction of meaning, and the process of understanding the meaning and reading comprehension has a lot of criteria to assess the student's ability to read and understand the meaning of the text they read such as main idea, phrases in content/expression/idioms, inference, grammatical features, detail, excluding fact not written, supporting idea and vocabulary content.

3. Concept of Text

a. Definition of Text

Texts have a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹⁵ Further language is always produced, exchanged, or received as a text that is language as a system of communication is organized as cohesive units we call texts.

Siahaan and Shinoda stated that a text is a meaningful language in a context, it is both a spoken and written text.¹⁶ Therefore, a text is a writing form or result of the writer's write. That is usually text form contains several paragraphs. A spoken text is meaning spoken text. It can be a word, phrase, sentence, or discourse. Written text is any meaningful written text. The writer assumes that text is some sentences in written text and the readers can get information from the text.

Based on the statement above, a good text is relevant to the theme, has adequate grammatical and generic structure, and is well-written, and was understandable to the reader.

b. Kinds of Text

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students. Those are as follows:¹⁷

- 1) Descriptive text
Descriptive is the type of text that describes an object.
- 2) Recount text
Recount text is the type of text about information in the past event.
- 3) Narrative text
Narrative text is the type of text about problematic story that has a climax and document as a solution in the end

¹⁵ K. Paterson, *Text Me a Strategy* (Canada: Pembroke Publishers., 2009).56.

¹⁶ Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008).4.

¹⁷ Pardiyono, *Aku Pasti Bisa: The Art of Teaching* (Yogyakarta: Andi publisher, 2010).

of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

- 4) Procedure text
Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.
- 5) Explanation text
Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.
- 6) Report text
Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.
- 7) Exposition text
Exposition text is the type of text about argument or opinion of someone to perceive the problem.
- 8) Discussion text
Discussion text is the type of text to present (at least) two points of view about an issue.
- 9) News item
News item is the type of text about events of the day which are considered newsworthy or important.¹⁸

According to the explanation above, there were many differences in terms of the context and number of words spoken by someone in writing or audibly to send a message, the writer determined that the text was a substantial linguistic entity. This research focused on descriptive text as one of the materials in the eighth grade of junior high school.

¹⁸ Pardiyo. 12.

4. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive is a type of written text with a particular purpose to define an object such as human or non-human. Descriptive text clarified about person, item, and position in a special way. Muslaini add that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.¹⁹

As explained by Oshima and Hogue that descriptive writing appeals to the senses, it tells how something looks, feels, smells, tastes, and sounds.²⁰ A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It suggests that descriptive writing depends on colorful language to bring a subject to life. Descriptive text is a text that gives information about a particular person, place, and thing. Mursyid stated that descriptive text is a kind of text with the purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others.²¹ The characteristic features of a person, an animal, or a particular thing become the focus of the descriptive text. The point of descriptive text is to describe something, in particular, to help people perceive it through words.

The conclusion from the explanation above is, descriptive text is a written English text which describes the characteristics of something, it can be a person, a place, or a thing. Besides that, descriptive text tells something explains how someone looks or feels by using general information and specific information.

b. Generic Structure of Descriptive Text

Descriptive text has structures, Gerot and Wignell in Mursyid said that the generic structures of descriptive text are identification and description:

1) Identification

¹⁹ Muslaini, "Strategies For Teaching Reading Comprehension By Muslaini * Syiah Kuala University, Banda Aceh," *English Educational Jurnal* 8, no. 1 (2017): 66–77.

²⁰ Hogue Oshima, A., A., *Introduction to Academic Writing (3 Rd Edition)* (new york: Pearson Education, 2007).45.

²¹ M Musyid, "English Learning Handout," learning English, 2020, <http://mmursyidpw.files.wordpress.com/2011/02/learning-%0Adescription.pdf%0A>.

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually state in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

2) Description

The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.²² It uses to support the identification.

Finally, it can be concluded that descriptive text is a written English text which describes a person, place, or thing in detail. Besides that, the descriptive text tells something that explains how someone looks and feels by using general information and specific information. It means that descriptive text is a paragraph arrangement that consists of generic structures that can make a good written and good arrangement.

c. The Language Feature of Descriptive Text

The significant grammatical featured in descriptive text are:

- 1) Focus on specific participant (my English teacher, tia's cat, etc)
- 2) Use of simple present tense.
- 3) Verb of being and having "relational process" (my dad really cool, he has short blackhair)
- 4) Use descriptive adjectives (strong legs, white clothes).
- 5) Use detailed noun phase to give information about the subject (very beautiful scenery, asweet young lady)
- 6) Use of action verb "material processes" (it eats grass, it runs fast)
- 7) Use of adverbial to give additional information about behavior (fast, at yard).

²² Musyid. 7-10.

d. The Example of Descriptive Text

Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site. (*Identification*)

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true. (*Description*)

5. The Concept of Students Critical Thinking in Reading Descriptive Text

Students in the classroom have different abilities in understanding the material especially in understanding the text. Critical thinking was a useful characteristic in school learning at every level, although critical thinking rarely got the attention from the teachers. Students need to repeatedly practice their thinking skills even though this skill is already part of their way of thinking.

Descriptive text is description about sensory experience—how something looks, sounds, tastes. Mostly it is

about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description.²³ It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail.

According to Aloqaili the connection between critical thinking and reading comprehension in descriptive text is related to schema theory.²⁴ Vaseghi et al asserts reading involves an interactive process in which the reader actively produces meaning through a set of mental processes.²⁵ Readers construct a meaningful representation of text using their schemata.²⁶ Schemata are considered to be necessary for regulating and organizing the readers' reading experience and his ability to interpret the meaning of the text. Readers need to think while reading to bridge his own previous knowledge and new knowledge in the text.

Anderson in Hady explains that there are six ways in which schemata function in thinking and remembering new information. Those are: 1) Most new knowledge is gained by assimilating new information into existing structure; therefore, subject matter learning should build on prior knowledge whenever possible. 2) The students' existing schemata help to allocate attention by focusing on what is pertinent and important in newly presented material. 3) Schemata allow and direct the inferential elaboration of incoming information and

²³ Ikhwan Mahfud, "The Effect of Presentation , Practice and Production (PPP) Method on Students Writing Descriptive Text At the First Grade Students of SMKS Taman Siswa Lubuk Pakam In Axcademic Year 2019/2020," *Focus Pendidikan Bahasa Inggris UPMI* 2, no. 2 (2020): 38–40.

²⁴ A. S Aloqaili, "The Relationship between Reading Comprehension and Critical Thinking: A Theoretical Study.," *Journal of King Saud University* 3, no. 3 (2011): 6–9.

²⁵ Barjesteh Hamed Reza Vaseghi, Reza Gholami, . "Critical Thinking: An Influential Factor in Developing English Reading Comprehension Performance. Advances in Asian Social Science" (University Putra Malaysia, 2018).

²⁶ S. M Gilakjani, A. P., & Ahmadi, "The Relationship between L2 Reading Comprehension and Schema Theory: A Matter of Text Familiarity.," *The International Journal of Information and Education Technology* 2, no. 1 (2011): 4–8.

experience. 4) Schemata allow orderly searches of memory by providing learners with a guide to the types of information that should be recalled. 5) Schemata facilitate the thinking skills of summarizing and editing. 6) Schemata permit inferential reconstruction when there are gaps in memory, which means that they help the learners generate hypotheses about missing information. To be successful readers, they must have inferential and reasoning skills to establish meaningful connections between information in the text and relevant background knowledge.²⁷ While Gallo in Hady also said that uses metacognitive strategies to develop critical thinking. He suggests that improved critical thinking requires developing the processes of observation, analysis, inference, and evaluation.

To be successful readers, they must have inferential and reasoning skills to establish meaningful connections between information in the text and relevant background knowledge.

B. Frame of Thinking

Reading comprehension is one of the language skills that can be used to investigate science and technology. The goal of reading comprehension is to gain understanding or information from reading so that readers can connect old information and new information. Critical thinking is one of the success factors of students in reading comprehension. Students learn to think critically in school through their learning activities. Critical thinking is a critical topic in modern education, particularly in the digital age. There are six aspects of critical thinking such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. The specific goal of teaching critical thinking in the study of science is to advance students' thinking skills and thus prepare them for today's world of diverse information. descriptive text is a kind of text with the purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others.

²⁷ Hady Maresyah Putra, "The Correlation Between Critical Thinking And Reading Comprehension Achievement Of English Education Study Program Students' Of Uin Raden Fatah Palembang" (Islamic State University Raden Fatah Palembang, 2017).

Regarding the ability to think critically through reading and understanding descriptive text, having thinking or reasoning skills prioritizes how to analyze and evaluate a speech. The relationship between critical thinking and the ability to understand writing is an intellectual task that students must master, especially in understanding information contained in descriptive text. Regarding the explanations above, the researcher was eager to discover the relationship between students' critical thinking skills and reading comprehension in descriptive text. This research also analysis the students critical thinking by using six aspects of critical thinking such as interpretation, analysis, evaluation, inference, explanation, and self-regulation.

C. Hypothesis

Based on the explanation above, this research took the hypothesis as follows:

- (Ho): There was no positive correlation between students critical thinking skills and their reading comprehension in descriptive text of the eighth grade at SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024
- (Ha): There was positive correlation between students critical thinking skills and their reading comprehension in descriptive text of the eighth grade at SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024.

CHAPTER III RESEARCH METHOD

A. Time and Place of the research

1. Place of the Research

This research conducted at SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024.

2. Time of the Research

This research conducted at the first semester of the eighth grade in SMP Amal Bakti Jatimulyo South Lampung in the academic year of 2023/2024.

B. Research Design

The research design in this study was quantitative which used correlational design. It wanted to know the relationship between two variables covering an independent variable (Critical Thinking) and a dependent variable (reading comprehension). This research conducted by giving a questionnaire and test to collect reading comprehension data from a sample class at SMP Amal Bakti.

According to Creswell, a correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary constantly. In the case of two variables, it means that two variables share a common variance, or they co-vary together.¹ This design used to find out the relation between two variables or more and to see the influence of each other. In this case, this design employed to see the correlation between students' critical thinking skills and their reading comprehension in the descriptive text of the Eight Grade at SMP Amal Bakti.

¹John W. Creswell, *Educational Research, Quantitative And Qualitative Research, Fourth Edition* (Boston: Pearson Education, 2012).56.

C. Population, Sample, and Data Collection Technique

1. Population

The population refers to the total number of people in a particular place or area. In other words, as explained by Ary that the larger group of generalizations made is called population. Ary also said that a population is all members of a class of people, events, or objects that are well defined.² Based on the definition above, the population is the subject in this case. The population of this research was of the students in the eighth grade of SMP Amal Bakti.

Table 3.1
The Total Number of Students at the Eight Grade of SMP Amal Baktiin the academic year of 2022/2023

| No | Class | Gender | | Total |
|--------------|--------|-----------|-----------|-----------|
| | | Male | Female | |
| 1 | VIII A | 10 | 20 | 30 |
| 2 | VIII B | 15 | 15 | 30 |
| 3 | VIII C | 9 | 21 | 30 |
| Total | | 34 | 56 | 90 |

Source : Documentation of SMP Amal Bakti

Based on the population of this research was all students of the eighth grade at SMP Amal Bakti which consisted there are 90 students.

2. Sample

The sample is the key to conducting research. As said by Ary, the sample is a small part of the population or the representative of a population. A sample can be defined as a part of the population that is observed³. The sample of this research is 30 students in the eighth grade at VIII A at SMP Amal Bakti.

² Donald Ary, *Introduction to Research in Education* (Canada: Thomson Wordswort, 2010).56.

³ Ary.57.

3. Sampling Technique

In getting the sample of the population this research used the cluster random sampling technique. The cluster random sampling technique is a method of probability sampling that is often used to study large populations. The researcher divided a population into smaller groups known as clusters. They then randomly select among these clusters to form a sample. This research took one class as a sample of this research, there is VIII A with a total of students was 30 from the eighth grade at SMP Amal Bakti. This research used this class because the researcher needs to analyzed the correlation between critical thinking and reading comprehension in a class that got the highest score in reading comprehension of the English subject.

D. Operational definition of variable

Based on the explanation above, the researcher identified some of an operational definition of each variable as follows:

1. Operational Definition of Critical Thinking

Students' critical thinking skills are related to higher-order thinking skills that can enhance language learning skills facilitating them to obtain higher levels of language proficiency. Critical thinking is about analyzing, evaluating, and criticizing something (knowledge, information, problem, and issue) to find good conclusions and judgment. There are six aspects of critical thinking such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. This research analyzed the students critical thinking by using six aspect of critical thinking such as interpretation, analysis, evaluation, inference, explanation, and self-regulation.

2. Operational Definition Reading Comprehension in Descriptive Text

Reading Comprehension is intentional thinking during which meaning is constructed through interactions between

text and reader. Descriptive text is a text that describes person, thing, or animal. Description is about someone's experience, how something looks like, sounds and tastes. In this research, students reading descriptive text is the ability of students to read and to understand the specific detail in descriptive text.

E. Data Collection Technique

In collecting data of this research, the steps as follows:

1. Critical Thinking

This research used questionnaire as an instrument to measure the critical thinking of students by adapting using Ennis, Millman, and Tomko's theory. The total numbers of statements are 30 statements. The specification of the critical thinking test is as follows:

Table 3.2
The Specification of Critical Thinking Test

| No | Aspects | Indicators | Items |
|----|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1 | Interpretation | The students were able to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events judgments, conventions, beliefs, rules, procedures, or criteria. | 1,2,3,4,5 |
| 2 | Analysis | The students were able to identify the intended and actual inferential relationship among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions | 6,7,8,9,10 |
| 3 | Evaluation | The ability to evaluate the veracity of assertions or other representations—descriptions or accounts of an individual's view, experience, circumstance, | 11,12,13,14,15 |

| | | | |
|--------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| | | judgment, belief, or opinion—was granted to the students. | |
| 4 | Inference | The students demonstrated the ability to recognize and gather the components required to make logical inferences, formulate theories and conjectures, take into account pertinent evidence, and lessen the effects of data or other forms of representation. | 16,17, 18, 19, 20 |
| 5 | Explanation | The outcomes of their thinking might be persuasively and coherently presented by the pupils. The capacity to explain the presumptions that underlie the findings drawn is referred to as explanation. | 21,22,23,2 4,25 |
| 6 | Self-regulatory | The students were able to monitor one's cognitive activities, the elements used in those activities, and the results deduced, particularly by applying skills. | 26,27,28,2 9,30 |
| Total | | | 30 |

Adopted from Ennis, Millman, and Tomko in Pratiwi (2018)

2. Reading Comprehension Test

Reading comprehension students focus on descriptive text that consisted of 40 items the reading comprehension that used was multiple choice by the options A, B, C, and D. The criteria of the reading comprehension test are as follows:

Table 3.3
The Specification of Reading Comprehension Test

| Research Variable | Aspects | Indicators | Items Number | Total |
|--------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------|
| Reading Comprehension | Main idea | The students were able to identify the main idea of the text | 21, 26, 28, 37 | 4 |
| | Expression / idiom/phrase | The students were able to identify the expression/idiom/phrase of the text | 23, 24, 35, 36 | 4 |
| | Inference (implied detail) | The students were able to identify the inference (implied detail) of the Text | 5, 7, 8, 13, 17, 32, 40 | 7 |
| | Grammatical feature | The students were able to identify the grammatical feature of the text | 25, 34 | 2 |
| | Detail (scanning for a specifically stated detail) | The students were able to identify the detail (scanning for a specifically stated detail) of the text | 1, 2, 3, 6, 9, 10, 11, 12, 14, 18, 19, 20, 22, 31 | 14 |
| | Excluding facts | The students were able to identify the excluding | | |

| | | | | |
|--------------|----------------------------|--------------------------------------------------------------------------|--------------------|-----------|
| | written (unstated details) | facts no written (unstated details) of the Text | 16, 30 | 2 |
| | Supporting idea | The students were able to identify the supporting idea of the text | 33, 39 | 2 |
| | Vocabulary in context | The students were able to identify the vocabulary in context of the text | 4, 15, 27, 29, 38, | 5 |
| Total | | | | 40 |

Source : Brown (2004)

The result of students reading comprehension classified based on the following table:

Table 3.4 Criteria of Reading Comprehension

| Score | Criteria of Achievement |
|--------------|-------------------------|
| 91-100 | Excellent |
| 81-90 | Very good |
| 71-80 | Good |
| 61-70 | Average |
| 51-60 | Fair |
| 41-50 | Poor |
| Less than 40 | Inadequate |

Taken from : (Hyland, 2003)

F. Instrument of the Research

1. Questionnaire Students Critical Thinking Skills

The questionnaire gave to measure and get more information on students' critical thinking during the first semester at SMP Amal Bakti in the academic year of 2023/2024. A questionnaire is a tool for gathering information through reading comprehension, it is one of the most widely used social research techniques. Based on the

definition above, it can be concluded that a questionnaire is a list of questions that given to the respondents of the research to collect information (data) about the respondents through their responses concerning the question. In this research, the questionnaire consisted of 30 items. The scoring system of the questionnaire were as follows:

Table 3.5 Scoring of Questionnaire Critical Thinking Skill

| Positive statement | Option | Score | Negative statement | Option | Score |
|---------------------------|---------------|--------------|---------------------------|---------------|--------------|
| ngly agree/always | SA | 5 | Strongly agree | SA | 1 |
| Agree / often | A | 4 | Agree/ often | A | 2 |
| Undecided | U | 3 | Undecided | U | 3 |
| Disagree /seldom | D | 2 | Disagree / seldom | D | 4 |
| Strongly disagree/ Never | SD | 1 | Strongly disagree/ Never | SD | 5 |

Source: Linkert Scale (2017)

To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking criteria, the formula's as follows:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N : Total score ideal

To know the students critical thinking, the researcher used the technique analysis of qualitative description with percentage and also to found the level of students critical thinking, the researcher used category for measurement:

Table 3.6
Category of Measurement of Critical Thinking

| No | Score | Categorized |
|----|--------|-------------|
| 1 | 81-100 | Very good |
| 2 | 61-80 | Good |
| 3 | 41-60 | Fair |
| 4 | 21-40 | Bad |
| 5 | 0-20 | Very bad |

(Dwi & Ermayanti, 2016)

2. Reading Comprehension Test

The test given to find out the student's reading comprehension in descriptive text. The participants answered the questions by the option A, B, C, and D. They consisted of the five aspect of reading comprehension as follows: determining the main idea or ideas, locating reference, understanding vocabulary, making conclusions and detailed information. The analysis based on the scoring rubric suggested by Arikunto's Formula to know student's emotional intelligence criteria, the formula's as follows :

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N : Total score ideal

G. Validity, Reliability of the Instrument

1. Validity of Reading Test

A good reading test is a test that has validity. As explained by Arikunto, validity is a matter of relevance. It means that a test measures what is claimed to be measured.⁴ A Test can be said valid if the instrument items test measure what purpose should be measured. To

⁴ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.

measure whether a test had good validity or not, this research analyzed the test from content validity and construct validity.

a. Content Validity of Reading Test

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material that gives is suitable for the curriculum use. It means that giving the test to the sample based on the curriculum in the school.⁴ This research used the test based on the material in the syllabus used in SMP AmalBakti based on core competencies and basic competencies. Then consulted to the English teacher to determine whether the instruments fulfill the content validity or not.

b. Construct Validity of Reading Test

Construct validity focuses on kind of the test that would be used to measure the ability. Construct validity is used to measure perception, language behavior, motivation, and even the language ability.⁵ This research administers a reading test of scoring the student's reading based on the eight aspects of reading: they are main idea, phrases in content/expression/idioms, inference, grammatical features, detail, excluding fact not written, supporting idea and vocabulary content. Then the instrument consulted to the English teacher at SMP Amal Bakti to make sure whether the instrument is valid or not.

c. Items Validity of Reading Test

Item validity is the extent to which an individual item measures what it supports to measure. The writer gave some questions to know valid or not the questions that were given to the students. The item validity used SPSS to measure the validity of the test

items. In this research, the researcher used SPSS to calculate the data obtained from the try out to find the item validity of each item. Meanwhile to know the validity of each item should be analyze by using distribution significance of r table.

There were the criteria:

If $r_{\text{count}} > r_{\text{table}}$, so the item was valid

If $r_{\text{count}} < r_{\text{table}}$, so the item was not valid

After count the item validity by using SPSS computation then analyze by r table it was found that there were 30 items from pre-test and post-test that $r_{\text{count}} > r_{\text{table}}$, it can be seen in appendix 11).

2. Reliability Test

A reliable reading test is consistent and dependable.⁵ Brown stated that if you give the same test to the same students or matched on two different occasions, the test should yield similar results.⁷ To ensure the reliability of the scores and to avoid the subjectivity of the researcher. They were the teacher and the researcher, to estimate the reliability of the test. This research used reliability analysis by using SPSS to calculate the reliability of the test. To know the degree or level of the reliability of the reading test also use the criteria of reliability as follows:

- a. 0.800 – 1.000 = Very high
- b. 0.600 – 0.800 = High
- c. 0.400 – 0.600 = Medium
- d. 0.200 – 0.400 = Low
- e. 0.000 – 0.200 = Very low

Related to Cresswell, the data would reliable if the Cronbach's Alpha score > 0.600 according the criteria of reliability test. According the result it can be seen that the reliability result based on Cronbach's Alpha was $0.953 >$

⁵ H. Douglas Brown, *Language Assessment; Principles and Classroom Practices* (San Fransisco: Longman, 2003). 67.

0.600, the reliability result was very high than the criteria. So, it can be concluded that the scores of reliability test criteria were high reliability. (The reliability result can be seen in appendix 12).

D. Data Analysis

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by research in many disciplines, including, statistics parametric tests to produce accurate results, the assumption underlying them such as normality and homogeneity tests must be satisfied. It means that to get an accurate result need to done some tests such as the normality test and homogeneity test.in parametric statistics, two assumptions must be fulfilled they were normality test and the linearity test.

1. Fulfillment of the Assumptions

1) Normality Test

The normality test used to measure the data in the classes are normally distributed or not.⁹ In this research used statistical computation by using SPSS (*Statistical Package for Social Science*) is use for normality. The tests of normality employing are Kolmogorov- Smirnov and Shapiro-Wilk.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 : is accepted if $\text{sig} > \alpha = 0.05$

H_a : is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test will formulate as follow:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

Based on the results, it was found that the significance value of critical thinking was 0.307, and the significance value of reading comprehension was 0.280. Since all of the significance values are higher than 0.05, it can be concluded that the data are normally distributed.

2) Linierity of Correlation

After getting the result of the normality test, the researcher going to analyzed whether there was a correlation between two variables or not by determining the coefficient of correlation. The variable of this research was students' critical thinking (X) and their reading comprehension (Y). For the correlation analysis of those variables, the researcher used Pearson Product Moment Coefficient. Pearson Product Moment Coefficient can be used to measure the correlation between critical thinking and reading comprehension. Pearson correlation coefficient was appropriate to variables of the ratio or interval type and it also assumes that each set of scores is normally distributed.

The coefficient correlation or “r” indicates the strength or weakness of the relationship between those variables. The interpretation for calculating correlation coefficients was the value of +1 is obtained for perfect positive correlation, a value of -1 for perfect negative correlation, and a value of zero for no correlation at all. The formula that used as follows:

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

Where :

- r : Person r correlation coefficient
- N : Number of respondent
- X : Students' score in Critical Thinking
- Y : Students' score in reading comprehension
- $\sum x$: Sum of x scores
- $\sum y$: Sum of y scores
- $\sum x^2$: Sum of squared x scores
- $\sum y^2$: Sum of squared y scores

$\sum xy$: Sum of the product paired source

2. Hypothesis Testing

The writer knows the data were normal and homogeneous. To measure the hypothesis, the researcher used descriptive quantitative analysis and the data was correlate them by SPSS program 24.0. while the hypothesis:

The hypotheses are:

(Ho) : There was no positive correlation between students critical thinking skills and their reading comprehension in descriptive text of the eight grade at SMP Amal Bakti in the academic year of 2023/2024

(Ha) : There was positive correlation between students critical thinking skills and their reading comprehension in descriptive text of the eight grade at SMP Amal Bakti in the academic year of 2023/2024

CHAPTER IV RESULT AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consisted of description of the data, result of data analysis, and discussion.

A. Result of the Research

a. The Result of Questionnaire Critical Thinking

The researcher presented the result of the research of questionnaire critical thinking by showing the frequency and percentage based on the options of each item of questionnaire. There were 30 items questionnaire about critical thinking that got from the students. This item of questionnaire includes in aspects of "Interpretation". The result can be seen from the table 4.1 below:

Table 4.1
Saya bisa memahami permasalahan yang saya hadapi

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 13 | 43.33% |
| 4 | Seldom | 8 | 26.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table above, the questionnaire results of the items "*Saya bisa memahami permasalahan yang saya hadapi*" there were some students that choose some of classification that always, often, sometime, seldom, and never. In this item there were 43.33% of the students choose option "sometime" and there were no students choose option "seldom" and "never". It indicates that most students sometime understand the problems they face.

The second items “*Ketika menghadapi masalah saya mencari informasi dari sumber lain untuk menyelesaikannya*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Interpretation”. The result of items two can be seen on the table below:

Table 4.2
Ketika menghadapi masalah saya mencari informasi dari sumber lain untuk menyelesaikannya

| No. | Classification | Frequency | Percentage |
|--------------|-----------------------|------------------|-------------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 12 | 40% |
| 4 | Seldom | 9 | 30% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below 40% of the students choose option “sometime” and 30% of the students choose option “seldom”. It indicated that students sometime searched for information from other sources to solve the problem.

The third items “*Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Interpretation”. The result of items three can be seen on the table below:

Table 4.3
Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 5 | 16.67% |
| 2 | Often | 9 | 30% % |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 5 | 16.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table above it can be seen that 36.67% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students were able to find ways to solve the problem.

The fourth items “*Saya dapat mengorganisir/mengatur informasi yang saya peroleh*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Interpretation. The result of items four can be seen on the table below:

Table 4.4
Saya dapat mengorganisir/mengatur informasi yang saya peroleh

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 6 | 20% |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 15 | 50% |
| 4 | Seldom | 3 | 10% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table above it can be seen that 50% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students can organize the information they get.

The fifth items “*Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Interpretation”. The result of items five can be seen on the table below:

Table 4.5
Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 4 | 13.33% |
| 2 | Often | 10 | 33.33% |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 5 | 16.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table above it can be seen that 36.67% of the students choose option “sometime” and 4% students choose option “always”. It indicates that sometime students can manage the best time to solve the problem quickly and appropriately.

The sixth items “*Ketika mendapat sebuah masalah, saya mengerti apa yang harus saya lakukan*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Analysis”. The result of items six can be seen on the table below:

Table 4.6
Ketika mendapat sebuah masalah, saya mengerti apa yang harus
saya lakukan

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 4 | 13.33% |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 16 | 53.34% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

Based on the table above it can be seen that 53.34% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students understood what they should do, when they get a problem.

The seventh items “Saya mampu membedakan antara fakta dan opini” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Analysis”. The result of items seven can be seen on the table below:

Table 4.7
Saya mampu membedakan antara fakta dan opini

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 9 | 30% |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 5 | 16.67% |
| 5 | Never | 5 | 16.67% |
| Total | | 30 | 100% |

Based on the table below it can be seen that 36.67% of the students choose option “sometime” and 16.67% students choose option “never”. It indicates that sometime students are able to distinguish between facts and opinions.

The eighth items “*Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Analysis”. The result of items eight can be seen on the table below:

Table 4.8
Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 13 | 43.33% |
| 4 | Seldom | 8 | 26.67% |
| 5 | Never | 3 | 10% |
| Total | | 30 | 100% |

Accordinging the table below it can be seen that 43.33% of the students choose option “sometime” and 10% students choose option “never”. It indicates that sometime students were careful in choosing the information they get if it suits their problem.

The ninth items “*Saya bisa memberikan penilaian yang akurat/sesuai terhadap sebuah masalah*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Analysis”. The result of items nine can be seen on the table below:

Table 4.9
Saya bisa memberikan penilaian yang akurat/sesuai terhadap
sebuah masalah

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 9 | 30% |
| 3 | Sometime | 10 | 33.34% |
| 4 | Seldom | 7 | 23.33% |
| 5 | Never | 4 | 13.33% |
| Total | | 30 | 100% |

According the table below it can be seen that 33.34% of the students choose option “sometime” and 30% of students choose “often”, meanwhile 13.33% students choose option “never”. It indicates that some of the students can provide an accurate assessment of a problem.

The tenth items “*Saya dapat menyimpulkan masalah dengan pikiran saya*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Analysis”. The result of items ten can be seen on the table below:

Table 4.10
Saya dapat menyimpulkan suatu masalah dengan pikiran saya

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 4 | 13.33% |
| 2 | Often | 14 | 46.67% |
| 3 | Sometime | 9 | 30% |
| 4 | Seldom | - | - |
| 5 | Never | 4 | 13.33% |
| Total | | 30 | 100% |

Based on the table below it can be seen that 46.67% of the students choose option “often” and 13.33% students choose option “never”. It indicates that most of the students can conclude a problem with their mind.

The eleventh items “*Saya bisa memberi komentar terhadap suatu masalah*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Evaluation”. The result of items eleven can be seen on the table below:

Table 4.11
Saya bisa memberi komentar terhadap suatu masalah

| No. | Classification | Frequency | Percentage |
|--------------|-----------------------|------------------|-------------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 11 | 36.67% |
| 3 | Sometime | 12 | 40% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

According to the table below it can be seen that 40% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students are giving comment on a problem.

The twelveth items “*Saya mencari solusi dari suatu masalah dengan sabar dan gigih*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Evaluation”. The result of items twelve can be seen on the table below:

Table 4.12**Saya mencari solusi dari suatu masalah dengan sabar dan gigih**

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 2 | 6.67% |
| 2 | Often | 3 | 10% |
| 3 | Sometime | 12 | 40% |
| 4 | Seldom | 11 | 36.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

Based on the table below it can be seen that 40% of the students choose option “sometime” and there were no students choose option “never”. It indicates that the most of the students are looking for a solution of a problem patiently and persistently.

The thirteenth items “*Dengan pemikiran saya, saya bisa menilai suatu masalah*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Evaluation”. The result of items thirteen can be seen on the table below:

Table 4.13**Dengan pemikiran saya, saya bisa menilai suatu masalah**

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 2 | 6.67% |
| 2 | Often | 4 | 13.33% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 10 | 33.34% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen that 46.67% of the students choose option “sometime” and there were no students choose option “never”. It indicates that the most of the students can judge a problem by their thinking.

The fourteenth items “*Dengan pemikiran saya, saya bisa menilai suatu masalah*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Evaluation”. The result of items fourteen can be seen on the table below:

Table 4.14
Dengan pemikiran saya, saya bisa menilai suatu masalah

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 2 | 6.67% |
| 2 | Often | 4 | 13.33% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 10 | 33.34% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen that 46.67% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students are able to develop an ideas.

The fiveteenth items “*Saya dapat menyimpulkan masalah yang dijelaskan*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Evaluation”. The result of items fiveteen can be seen on the table below:

Table 4.15
Saya dapat menyimpulkan masalah yang dijelaskan

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 10 | 26.67% |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 6 | 26.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen that 36.67% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students can deduce when the problem described.

The sixteenth items “*Ketika membaca sebuah topik/artikel, saya bisa memahami pokok permasalahannya*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Inference”. The result of items sixteen can be seen on the table below:

Table 4.16
Ketika membaca sebuah topik/artikel, saya bisa memahami pokok permasalahannya

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 4 | 13.33% |
| 2 | Often | 7 | 23.33% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 5 | 16.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

Based on the table below it can be seen that 46.67% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can understand the point when reading a topic/article.

The seventeenth items “*Ketika menghadapi masalah saya bisa menyelesaikannya*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Inference”. The result of items seventeen can be seen on the table below:

Table 4.17
Ketika menghadapi masalah, saya bisa menyelesaikannya

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 5 | 16.67% |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 15 | 50% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen that 50% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students can solve their problems when the face it.

The eighteenth items “*Ketika menghadapi masalah, saya bisa mengambil kesimpulan*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Inference”. The result of items eighteen can be seen on the table below:

Table 4.18
Ketika menghadapi masalah, saya bisa mengambil kesimpulan

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 4 | 13.33% |
| 2 | Often | 8 | 26.67% |
| 3 | Sometime | 10 | 33.33% |
| 4 | Seldom | 8 | 26.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen that 33.33% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students can draw a conclusion when they faced a problems.

The nineteenth items “*Saya mampu mengungkapkan alasan dalam menarik kesimpulan*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Inference”. The result of items nineteen can be seen on the table below:

Table 4.19
Saya mampu mengungkapkan alasan dalam menarik kesimpulan

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 9 | 30% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

Based on the table below it can be seen that 44% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometime students are able to reveal the reasons for drawing conclusions.

The twentieth items “*Ketika membaca sebuah topik, artikel, saya bisa memahami maksud dari penulis*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Inference”. The result of items twenty can be seen on the table below:

Table 4.20
Ketika membaca sebuah topik, artikel, saya bisa memahami
maksud dari penulis

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 7 | 23.33% |
| 2 | Often | 8 | 26.67% |
| 3 | Sometime | 13 | 43.33% |
| 4 | Seldom | 2 | 6.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen that 43.33% of the students choose option “sometime” and there were no students choose option “never”. It indicates that sometimes when students were reading a topic/article, they can understand the intent of the author.

The twenty-first items “*Saya menyelesaikan permasalahan, saya membaca informasi lebih dari satu kali*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Explanation”. The result of items twenty-one can be seen on the table below:

Table 4.21
Saya menyelesaikan permasalahan, saya membaca informasi
lebih dari satu kali

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 15 | 50% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | 5 | 16.67% |
| Total | | 30 | 100% |

From the table below it can be seen that 50% of the students choose option “sometime” and 16.67% students choose option “never”. It indicates that most of the students read the information more than once when they solve the problem.

The twenty-second items “*Ketika menghadapi masalah saya dapat mengungkapkan pemikiran saya mengenai masalah tersebut*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Explanation”. The result of items twenty-two can be seen on the table below:

Table 4.22
Ketika menghadapi masalah saya dapat mengungkapkan pemikiran saya mengenai masalah tersebut

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 9 | 30% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

Based on the table below it can be seen that 46.67% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can express their thoughts on the matter when faced the problems.

The twenty-third items “*Ketika menghadapi masalah saya dapat mengeluarkan pendapat*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Explanation”. The result of items twenty-three can be seen on the table below:

Table 4.23
Ketika menghadapi masalah, saya dapat mengeluarkan pendapat

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 8 | 26.67% |
| 3 | Sometime | 10 | 33.33% |
| 4 | Seldom | 9 | 30% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen 33.33% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can express their opinion when they faced the problem.

The twenty-fourth items “*Saya bisa menjelaskan pemikiran saya mengenai suatu masalah secara meyakinkan*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Explanation”. The result of items twenty-four can be seen on the table below:

Table 4.24
Saya bisa menjelaskan pemikiran saya mengenai suatu masalah secara meyakinkan

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 5 | 16.67% |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 15 | 50% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

According to the table below it can be seen 50% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can explain their thinking about a problem conclusively.

The twenty-fifth items “*Saya bisa menjelaskan pemikiran saya mengenai suatu masalah secara logis/masuk akal*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Explanation”. The result of items twenty-five can be seen on the table below:

Table 4.25
Saya bisa menjelaskan pemikiran saya mengenai suatu masalah secara logis/masuk akal

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 8 | 26.67% |
| 3 | Sometime | 10 | 33.33% |
| 4 | Seldom | 8 | 26.67% |
| 5 | Never | 4 | 13.33% |
| Total | | 30 | 100% |

According to the table below it can be seen 33.33% of the students choose option “sometime” and 13.33% of the students choose option “never”. It indicates that sometime students can explain their thinking about a problem logically.

The twenty-sixth items “*Saya bisa memprediksi ide-ide yang dapat memecahkan masalah tersebut*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Self-Regulatory”. The result of items twenty-six can be seen on the table below:

Table 4.26
Saya bisa memprediksi ide-ide yang dapat memecahkan masalah tersebut

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 9 | 30% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen 46.67% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can predict the ideas that can solve the problem.

The twenty-seventh items “*Ketika menghadapi masalah, saya dapat berfikir dengan kritis*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Self-Regulatory”. The result of items twenty-seven can be seen on the table below:

Table 4.27
Ketika menghadapi masalah, saya dapat berfikir dengan kritis

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 5 | 16.67% |
| 2 | Often | 8 | 26.67% |
| 3 | Sometime | 14 | 46.67% |
| 4 | Seldom | 3 | 10% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

From the table below it can be seen 46.67% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can think critically when they faced the problems.

The twenty-eighth items “*Ketika menghadapi masalah, saya dapat berfikir dengan logis/masuk akal*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Self-Regulatory”. The result of items twenty-eight can be seen on the table below:

Table 4.28
Ketika menghadapi masalah, saya dapat berfikir dengan logis/masuk akal

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 6 | 20% |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | 7 | 23.33% |
| Total | | 30 | 100% |

Based on the table below it can be seen 36.67% of the students choose option “sometime”, meanwhile 23.33% students choose option “never”. It indicates that some of the students can think logically when they face the problem.

The twenty-ninth items “*Ketika menghadapi masalah, saya dapat berfikir secara mendalam*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Self-Regulatory”. The result of items twenty-nine can be seen on the table below:

Table 4.29
Ketika menghadapi masalah, saya dapat berfikir secara mendalam

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | 3 | 10% |
| 2 | Often | 8 | 26.67% |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 8 | 26.67% |
| 5 | Never | - | - |
| Total | | 30 | 100% |

Based on the table below it can be seen 36.67% of the students choose option “sometime” and there are no students choose option “never”. It indicates that sometime students can think deeply when they face the problem. It indicates that some of the students can think logically when they face the problem.

The thirtieth items “*Ketika menghadapi masalah, saya dapat berfikir positif*” there were some students that choose some of classification that was always, often, sometime, seldom, and never. This item of questionnaire includes in aspects of “Self-Regulatory”. The result of items thirty can be seen on the table below:

Table 4.30
Ketika menghadapi masalah, saya dapat berfikir positif

| No. | Classification | Frequency | Percentage |
|--------------|----------------|-----------|-------------|
| 1 | Always | - | - |
| 2 | Often | 7 | 23.33% |
| 3 | Sometime | 11 | 36.67% |
| 4 | Seldom | 8 | 26.67% |
| 5 | Never | 4 | 13.33% |
| Total | | 30 | 100% |

Based on the table below it can be seen 36.67% of the students choose option “sometime” and 13.33% of the students choose option “never”. It indicates that sometime students can think positively when they face the problems.

Table 4.31
Result of Students’ Critical thinking

| No | Options | | | | | | | | | |
|--------------------|------------|--------|------------|--------|--------------|--------|------------|---------|-----------|--------|
| | Always (5) | | Often (4) | | Sometime (3) | | Seldom (2) | | Never (1) | |
| | F | P | F | P | F | P | F | P | F | P |
| 1 | 3 | 10% | 6 | 20% | 13 | 43.33% | 8 | 26.67% | - | - |
| 2 | 3 | 10% | 6 | 20% | 12 | 40% | 9 | 30% | - | - |
| 3 | 5 | 16.67 | 9 | 30% | 11 | 36.66% | 5 | 16.67% | - | - |
| 4 | 6 | 20% | 6 | 20% | 15 | 50% | 3 | 10% | - | - |
| 5 | 4 | 13.33% | 11 | 36.67% | 10 | 33.33% | 5 | 16.67% | - | - |
| 6 | 4 | 13.33% | 6 | 20% | 16 | 53.34% | 4 | 13.33% | - | - |
| 7 | - | - | 9 | 30% | 11 | 36.67% | 5 | 16.67 | 5 | 16.67% |
| 8 | - | - | 6 | 20% | 13 | 43.33% | 8 | 26.67% | 3 | 10% |
| 9 | - | - | 9 | 30% | 10 | 33.34% | 7 | 23.33% | 4 | 13.33% |
| 10 | 4 | 13.33% | 14 | 46.67% | 9 | 30% | - | - | 4 | 13.33% |
| 11 | 3 | 10% | 11 | 36.67% | 12 | 40% | 4 | 13.33% | - | - |
| 12 | 2 | 6.67% | 3 | 10% | 14 | 46.67% | 11 | 36.67% | - | - |
| 13 | 2 | 6.67% | 4 | 13.35% | 14 | 46.67% | 10 | 33.34% | - | - |
| 14 | - | - | 10 | 33.34% | 11 | 36.67% | 6 | 20% | 3 | 10% |
| 15 | 3 | 10% | 8 | 26.67% | 11 | 36.67% | 11 | 36.67% | 8 | 26.67% |
| 16 | 4 | 13.33% | 7 | 23.33% | 14 | 46.67% | 5 | 16.67% | - | - |
| 17 | 5 | 16.67% | 6 | 20% | 15 | 50% | 4 | 13.333% | - | - |
| 18 | 4 | 13.33% | 8 | 26.67% | 10 | 33.33% | 8 | 26.67% | - | - |
| 19 | 3 | 10% | 9 | 30% | 14 | 46.67% | 4 | 13.33% | - | - |
| 20 | 7 | 23.33% | 8 | 26.67% | 13 | 43.33% | 2 | 6.67% | - | - |
| 21 | - | - | 6 | 20% | 15 | 50% | 4 | 13.33% | 5 | 16.67% |
| 22 | 3 | 10% | 9 | 30% | 14 | 46.67% | 4 | 13.33% | - | - |
| 23 | 3 | 10% | 8 | 26.67% | 10 | 33.33% | 9 | 30% | - | - |
| 24 | 5 | 16.67% | 6 | 20% | 15 | 50% | 4 | 13.33% | - | - |
| 25 | - | - | 8 | 26.67% | 10 | 33.33% | 8 | 26.67% | 4 | 13.33% |
| 26 | 3 | 10% | 9 | 30% | 14 | 46.67% | 4 | 13.33% | - | - |
| 27 | 5 | 16.67% | 8 | 26.67% | 14 | 46.67% | 3 | 10% | - | - |
| 28 | - | - | 6 | 20% | 11 | 36.67% | 4 | 13.33% | 7 | 23.33% |
| 29 | 3 | 10% | 8 | 26.67% | 11 | 36.67% | 8 | 26.67% | - | - |
| 30 | - | - | 7 | 23.33% | 11 | 36.67% | 8 | 26.67% | 4 | 13.33% |
| Total score | 84 | | 231 | | 362 | | 175 | | 47 | |

Notes:

F : Frequency

P : Percentages

From the table above it described that option “always” has 84 frequencies. The option “often” has 231 frequencies. The option “sometimes” has 362 frequencies. The option “seldom” has 175 frequencies. The option “never” has 47 frequencies.

b. Result of Reading Comprehension Test

After the reading comprehension test were collected, it gave the scores to the students answer. The reading test scores can be seen in appendix 10 in page 73. From the calculation variable Y was found $\sum Y = 2326$ and $\sum Y^2 = 183398$. Based on the data above, it is known that the highest score was 92 and the lowest score was 48. The classification of the students' scores can be seen in the table below.

Table 4.33
Distribution of Students' Reading Comprehension Test Score

| Score | Criteria | Frequency | Percentage |
|--------------|------------|-----------|-------------|
| 91-100 | Excelent | 1 | 3.33% |
| 81-90 | Verygood | 18 | 60% |
| 71-80 | Good | 7 | 23.34% |
| 61-70 | Average | 3 | 10% |
| 51-60 | Fair | - | - |
| 41-50 | Poor | 1 | 3.33% |
| Less than40 | Inadequate | - | - |
| Total | | 30 | 100% |

Taken from : (Hyland, 2003)

According to the data above, it can be explained that there were 3.33% students who acquired scores 91-100, 60% students who acquired score 81-90, 23.34% students who acquired score 71-80, 10% students who acquired score 61-70 and there were 3.33% students who acquired score 41-50. So, the highest percentage was the criteria of very good with the percentage 60%.

B. Research Findings

1. The Analysis of Students Critical Thinking

The first step in getting qualitative analysis result is by collecting and classifying each item of questionnaire based on each option multiplied them by standard score which have been determined before. Analyzing the total percentage of the students' level in critical thinking was based on the indicators of questionnaires. It can be seen as follows:

a. Interpretation

According to Facione's theory there are six aspects of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. In this research find out about the result of six aspects about critical thinking the eight-grade students of SMP Amal Bhakti. To find out the result of critical thinking aspects, this research counts the result of questionnaire by count the frequency of each item in the questionnaire.

The "interpretation" aspect was divided into several questions in the critical thinking questionnaire. Questions that relate to this aspect were found in question items number 1, 2, 3, 4 and 5. To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking criteria.

Total frequency of "interpretation" aspect was 500 point that get from calculation of all the questionnaire result in questions number 1 to five. Meanwhile the total item of this questionnaire result was 150 point that get from total item of questionnaire (30 items) multiple with total positive statement 5 options "always, often, sometime, seldom, and never". The result of this calculation can be seen below:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N = Item of questionnaire

$F = 500$

$N = 150$

$$P = \frac{f}{n} \mathbf{100 : 5}$$

$$P = \frac{500}{150} \mathbf{100 : 5}$$

$$P = 66.67\%$$

b. Analysis

According to Facione's theory there are six aspects of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. In this research find out about the result of six aspects about critical thinking the eight-grade students of SMP Amal Bhakti. To find out the result of critical thinking aspects, this research counts the result of questionnaire by count the frequency of each item in the questionnaire.

The "analysis" aspect was divided into several questions in the critical thinking questionnaire. Questions that relate to this aspect were found in question items number 6, 7, 8, 9, 10. To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking criteria.

Total frequency of "analysis" aspect was 457 point that get from calculation of all the questionnaire result in questions number 6 to 10. Meanwhile the total item of this questionnaire result was 150 point that get from total item of questionnaire (30 items) multiple with total positive statement 5 options "always, often, sometime, seldom, and never". The result of this calculation can be seen below:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N = Item of questionnaire

F = frequency

N = Item of questionnaire

F = 457

N = 150

$$P = \frac{f}{n} \mathbf{100 : 5}$$

$$P = \frac{457}{150} \mathbf{100 : 5}$$

$$P = 60.93\%$$

c. Evaluation

According to Facione's theory there are six aspects of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. In this research find out about the result of six aspects about critical thinking the eight-grade students of SMP Amal Bhakti. To find out the result of critical thinking aspects, this research counts the result of questionnaire by count the frequency of each items in the questionnaire.

The "evaluation" aspect was divided into several questions in the critical thinking questionnaire. Questions that relate to this aspect were found in question items number 11, 12, 13, 14, and 15. To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking.

Total frequency of "evaluation" aspect was 473 point that get from calculation of all the questionnaire result in questions number 11 to 15. Meanwhile the total item of this questionnaire result was 150 point that get from total item of questionnaire (30 items) multiple with total positive statement 5 options "always, often, sometime, seldom, and never". The result of this calculation can be seen below:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N = Item of questionnaire

$F = 473$

$N = 150$

$P = \frac{f}{n} \mathbf{100 : 5}$

$P = \frac{473}{150} \mathbf{100 : 5}$

$P = 63.07\%$

d. Inference

According to Facione's theory there are six aspects of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. In this research find out about the result of six aspects about critical thinking the eight-grade students of SMP Amal Bhakti. To find out the result of critical thinking aspects, this research counts the result of questionnaire by count the frequency of each items in the questionnaire.

The "inference" aspect was divided into several questions in the critical thinking questionnaire. Questions that relate to this aspect were found in question items number 16, 17, 18, 19, and 20. To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking criteria.

Total frequency of "inference" aspect was 501 point that get from calculation of all the questionnaire result in questions number 16 to 20. Meanwhile the total item of this questionnaire result was 150 point that get from total item of questionnaire (30 items) multiple with total positive statement 5 options "always, often, sometime, seldom, and never". The result of this calculation can be seen below:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N = Item of questionnaire

F = 501

N = 150

$$P = \frac{f}{n} 100 : 5$$

$$P = \frac{501}{150} 100 : 5$$

P = 66.8%

e. Explanation

According to Facione's theory there are six aspects of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. In this research find out about the result of six aspects about critical thinking the eight-grade students of SMP Amal Bhakti. To find out the result of critical thinking aspects, this research counts the result of questionnaire by count the frequency of each items in the questionnaire.

The "explanation" aspect was divided into several questions in the critical thinking questionnaire. Questions that relate to this aspect were found in question items number 21, 22, 23, 24, and 25. To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking criteria.

Total frequency of "explanation" aspect was 462 point that get from calculation of all the questionnaire result in questions number 21 to 25. Meanwhile the total item of this questionnaire result was 150 point that get from total item of questionnaire (30 items) multiple with total positive statement 5 options "always, often, sometime, seldom, and never". The result of this calculation can be seen below:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N = Item of questionnaire

F = 462

N = 150

$$P = \frac{f}{n} \mathbf{100 : 5}$$

$$P = \frac{462}{150} \mathbf{100 : 5}$$

$$P = 61.6\%$$

f. Self-regulatory

According to Facione's theory there are six aspects of critical thinking, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. In this research find out about the result of six aspects about critical thinking the eight-grade students of SMP Amal Bhakti. To find out the result of critical thinking aspects, this research counts the result of questionnaire by count the frequency of each items in the questionnaire.

The "self-regulatory" aspect was divided into several questions in the critical thinking questionnaire. Questions that relate to this aspect were found in question items number 26, 27, 28, 29, and 30. To measure the percentage from the questionnaire of critical thinking used Arikunto's formula to know student's critical thinking criteria.

Total frequency of "self-regulatory" aspect was 447 point that get from calculation of all the questionnaire result in questions number 26 to 30. Meanwhile the total item of this questionnaire result was 150 point that get from total item of questionnaire (30 items) multiple with total positive statement 5 options "always, often, sometime, seldom, and never". The result of this calculation can be seen below:

$$P = \frac{f}{n} \times 100$$

Notes :

P : Percentage

F : Frequency total the answer

N = Item of questionnaire

F = 447

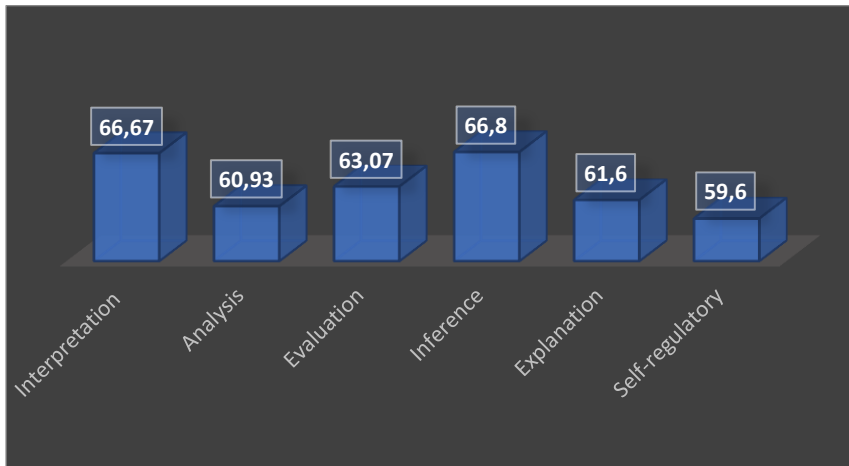
N = 150

$$P = \frac{f}{n} 100 : 5$$

$$P = \frac{447}{150} 100 : 5$$

P = 59.6%

Graph 4.1
Result of Critical Thinking Analysis



According to the graph above, it can be seen that the highest percentage is indicator “Inference” 66.8%. According to Dwi and Ermayanti, it means that the level of the students’ critical thinking in “Analysis” was categorized “Good “. It found in the level of percentage (61 - 80).

Table 4.34
The Students’ Critical Thinking and Reading Comprehension Test Score

| No | Student's code | Questionnaire result (X) | Reading comprehension score (Y) |
|----|----------------|--------------------------|---------------------------------|
| 1 | A1 | 83 | 81 |
| 2 | A2 | 70 | 80 |
| 3 | A3 | 66 | 48 |
| 4 | A4 | 75 | 83 |
| 5 | A5 | 84 | 70 |
| 6 | A6 | 60 | 82 |
| 7 | A7 | 78 | 82 |

| | | | |
|----|--------------|-------------------------------------|-------------------------------------|
| 8 | A8 | 56 | 78 |
| 9 | A9 | 67 | 76 |
| 10 | A10 | 70 | 81 |
| 11 | A11 | 66 | 85 |
| 12 | A12 | 80 | 87 |
| 13 | A13 | 83 | 83 |
| 14 | A14 | 90 | 77 |
| 15 | A15 | 73 | 65 |
| 16 | A16 | 60 | 70 |
| 17 | A17 | 77 | 81 |
| 18 | A18 | 80 | 50 |
| 19 | A19 | 78 | 84 |
| 20 | A20 | 83 | 73 |
| 21 | A21 | 81 | 88 |
| 22 | A22 | 85 | 90 |
| 23 | A23 | 77 | 81 |
| 24 | A24 | 80 | 84 |
| 25 | A25 | 83 | 75 |
| 26 | A26 | 81 | 92 |
| 27 | A27 | 81 | 70 |
| 28 | A28 | 83 | 65 |
| 29 | A29 | 83 | 81 |
| 30 | A30 | 80 | 84 |
| | TOTAL | $\Sigma X = 2293$ | $\Sigma Y = 2326$ |

2. The Correlation between Students' Critical Thinking and Students' Reading Comprehension

In this case, both the students' critical thinking and vocabulary mastery are related by using Pearson Product moment formula. The data are described on the following table:

Table 4.35
The Correlation between Students' Critical Thinking and
Reading Comprehension

| No | X | Y | XY | X² | Y² |
|-----------|----------|----------|-----------|----------------------|----------------------|
| 1 | 83 | 81 | 6723 | 6889 | 6561 |
| 2 | 70 | 80 | 5600 | 4900 | 6400 |
| 3 | 66 | 48 | 3168 | 4356 | 2304 |
| 4 | 75 | 83 | 6225 | 5625 | 6889 |
| 5 | 84 | 70 | 5880 | 7056 | 4900 |
| 6 | 60 | 82 | 4920 | 3600 | 6724 |
| 7 | 78 | 82 | 6396 | 6084 | 6724 |
| 8 | 56 | 78 | 4368 | 3136 | 6084 |
| 9 | 67 | 76 | 5092 | 4489 | 5776 |
| 10 | 70 | 81 | 5670 | 4900 | 6561 |
| 11 | 66 | 85 | 5610 | 4356 | 7225 |
| 12 | 80 | 87 | 6960 | 6400 | 7569 |
| 13 | 83 | 83 | 6889 | 6889 | 6889 |
| 14 | 90 | 77 | 6930 | 8100 | 5929 |
| 15 | 73 | 65 | 4745 | 5329 | 4225 |
| 16 | 60 | 70 | 4200 | 3600 | 4900 |
| 17 | 77 | 81 | 6237 | 5929 | 6561 |
| 18 | 80 | 50 | 4000 | 6400 | 2500 |
| 19 | 78 | 84 | 6552 | 6084 | 7056 |
| 20 | 83 | 73 | 6059 | 6889 | 5329 |
| 21 | 81 | 88 | 7128 | 6561 | 7744 |
| 22 | 85 | 90 | 7650 | 7225 | 8100 |
| 23 | 77 | 81 | 6237 | 5929 | 6561 |
| 24 | 80 | 84 | 6720 | 6400 | 7056 |
| 25 | 83 | 75 | 6225 | 6889 | 5625 |
| 26 | 81 | 92 | 7452 | 6561 | 8464 |
| 27 | 81 | 70 | 5670 | 6561 | 4900 |
| 28 | 83 | 65 | 5395 | 6889 | 4225 |

| | | | | | |
|--------------|--------------|--------------|----------------|----------------|----------------|
| 29 | 83 | 81 | 6723 | 6889 | 6561 |
| 30 | 80 | 84 | 6720 | 6400 | 7056 |
| | ΣX | ΣY | ΣXY | ΣX^2 | ΣY^2 |
| Total | =2293 | =2326 | =178144 | =177315 | =183398 |

From the calculation of variable X and Y, It was known that:

$$\Sigma X = 2293 \qquad \Sigma X^2 = 177315$$

$$\Sigma Y = 2326 \qquad \Sigma Y^2 = 183398$$

$$\Sigma XY = 178144$$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be found the product of rxy, as follow:

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

$$r_{xy} = \frac{30 \times 178144 - (2293)(2326)}{\sqrt{30 \times 177315 - (2293)^2} \sqrt{30 \times 183398 - (2326)^2}}$$

$$r_{xy} = \frac{8344320 - 5333518}{\sqrt{(5319450 - 5257849)} \sqrt{(5501940 - 5410276)}}$$

$$r_{xy} = \frac{3010802}{\sqrt{(61601)(91664)}}$$

$$r_{xy} = \frac{3010802}{\sqrt{5646594}}$$

$$r_{xy} = \frac{3010802}{5646594}$$

$$r_{xy} = 0.5332$$

Based on the manual calculation above, it was found that the rvalue was 0.5332. Then the r value was consulted with the

table of the interpretation coefficient correlation r as follows :

Table 4.36
Coefficient Correlation Interpretation

| Interval | Category |
|--------------|-----------|
| 0.00 – 0.199 | Very poor |
| 0.20 – 0.399 | Poor |
| 0.40 – 0.599 | Fair |
| 0.60 – 0.799 | High |
| 0.80 – 1.00 | Very high |

From the table of the interpretation coefficient correlation above, it can be seen that the r value (0.5332) was at the level “fair” correlation. So, it meant that the correlation between students’ critical thinking and vocabulary mastery of the sample class was in fair correlation. The result of the calculation that was counted by product moment above showed that the index of correlation was 0.5332.

3. Normality Testing

The researcher applied SPSS 24.0 program to calculate the normality of the data. The result of hypothesis of the data can be seen below:

Table 4.37
Result of Normality Test

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| Critical Thinking Result | .168 | 30 | .031 | .960 | 30 | .307 |

a. Lilliefors Significance Correction

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Reading Comprehension | .189 | 30 | .008 | .958 | 30 | .280 |

a. Lilliefors Significance Correction

Based on the results, it was found that the significance value of critical thinking was 0.307, and the significance value of reading comprehension was 0.280. Since all of the significance values are higher than 0.05, it can be concluded that the data are normally distributed.

4. Testing Hypothesis using SPSS Program

The researcher applied SPSS 24.0 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation. The result of the test using SPSS 24.0 Program can be see as follow:

Table 4.38

The calculation of Pearson Product Moment correlation using SPSS 24.0 Program

| | | Critical Thinking | Reading Comprehension |
|-----------------------|---------------------|-------------------|-----------------------|
| Critical Thinking | Pearson Correlation | 1 | .815** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| Reading Comprehension | Pearson Correlation | .815** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

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

In relation to the first problem in the research which aim was to seek the significant correlation between students' critical thinking and their reading comprehension, the researcher used Pearson Product Moment Correlation Coefficient to answer the first question. Moreover, based on the correlational analysis which can be seen in the Table 4.38, from the statistical analysis, it was also shown that the sig p-value was 0.000 which was less than 0.05 ($0.00 < 0.05$). Therefore, these scores explicitly indicated that it was insufficient to reject the null hypothesis that was in the other words, there was a significant correlation between students' critical thinking and their reading comprehension.

- (Ho) : There was no positive correlation between students critical thinking skills and their reading comprehension in descriptive text of the eighth grade at SMP Amal Bakti in the academic year of 2023/2024 (rejected)
- (Ha) : There was positive correlation between students critical thinking skills and their reading comprehension in descriptive text of the eighth grade at SMP Amal Bakti in the academic year of 2023/2024 (accepted)

C. Discussion

In this research to know the students critical thinking, the researcher analyzed from the questionnaire result that consists of some aspect of critical thinking such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Meanwhile to know the students' reading comprehension in descriptive text, the researcher gave a test.

The result of students critical thinking that analyzed five aspect of critical thinking skill such as interpretation, analysis, evaluation, inference, explanation, and self-regulation that found by calculation all the questionnaire results of critical thinking. The calculation of five aspects of critical thinking it was found that the highest percentage was aspects "Inference" 66.8%. According to Dwi and Ermayanti, it means that the level of the students' critical thinking in "Analysis" was categorized "Good ". It found in the level of percentage (61 - 80).

After that, the researcher also analyzed the student's reading comprehension in descriptive text by giving a test. Based on the reading comprehension in descriptive text through test it can be seen that there were 3.33% students who acquired scores 91-100, 60% students who acquired score 81-90, 23.34% students who acquired score 71-80, 10% students who acquired score 61-70 and there were 3.33% students who acquired score 41-50. So, the highest percentage was the criteria of very good with the percentage 60%.

After the calculation of the students critical thinking and students reading comprehension in descriptive text, the researcher analyzed the correlation between students critical thinking and reading comprehension in descriptive text by using pearson product moment formula. Based on the findings it can be seen that there was positive correlation between students' critical thinking and their reading comprehension. The score of correlation coefficient obtained is 0.5332 which is in the interval of 0.40 – 0.599.

Thus, the relationship is categorized into fair. It meant that the higher critical thinking the student have, the better they comprehend in reading. So, there was a fair correlation between the students' critical thinking and reading comprehension. Hypothesis alternative was accepted and hypothesis null was rejected. Students' critical thinking gave the contribution to the vocabulary mastery for the Students at SMA Amal Bhakti on Academic years 2023/2024.

According to the result gave a positive correlation between reading comprehension ability and scientific literacy skill. Such correlation confirms that the higher ability of reading comprehension, student's scientific literacy skill will simultaneously be improved. The ability of science texts reading is very important for students to be able to learn and succeed in science classes. Students who are proficient readers of science literature are able to relate what they are learning to their immediate surroundings by drawing connections between new ideas and what they already know and have experienced.

Appropriate prior knowledge is a prerequisite for good reading. Students can focus on related ideas and themes and gain a profound understanding of science content by engaging in reading and writing activities. Students are able to build on prior knowledge and make connections between it and the real world through reading and writing. Students learn and practice effective critical thinking skills early in their studies, they will contribute at many levels in their academic life.

When reading, they will allow students to understand the content of their course clearly. Students will be able to analyze and evaluate – and compare and contrast – the value of particular materials, including theories, methods, concepts and the major debates that have been presented. Developing critical thinking skills will allow all students to develop more reasoned arguments for their assignments, projects and examination questions. They will be able to use and draw on evidence to justify their own arguments and ideas.

In addition, they will be able to synthesize their own thoughts, the thoughts of differing theorists/ researchers and those of the course materials authors.⁴² Related to the theories above, the researcher concluded that critical thinking plays a role in improving their reading comprehension. Students who have good critical thinking think about the importance of comprehending text in learning English as foreign language.

This also supported by previous research by Hidayati, et., al explain that critical thinking which involved reasoning, was the process the reader used to determine which interpretations were consistent with textual evidence and background knowledge. Furthermore, there is a connection between critical thinking and reading comprehension.⁴³ Readers must have the inferential and reasoning skills to establish meaningful connections between information in the text and relevant background knowledge. Central to these skills is knowing what constitutes an inferential or causal/logical relation and being able to recognize or construct one when need in order to form a coherent mental representation of the text.

Last, the answers to the questions can be seen from the results of statistical analyses showing that there were significant correlations among predictor variables (critical thinking and critical reading) and criterion variable (reading comprehension achievement). It can be concluded that students' critical thinking

⁴² Wahyuni and Miarsyah. 38.

⁴³ Hidayati, Inderawati, and Loeneto, "The Correlations among Critical Thinking Skills, Critical Reading Skills and Reading Comprehension."

and critical reading get effect on their reading comprehension. It could happen since critical thinking becomes the starting point to involve in the way students gain the information especially in a reading activity, and the critical reading helps the students process and connect their prior knowledge and the new knowledge they get while reading.

Reading critically required using critical thinking abilities, hence there was a connection between reading critically and critical thinking. Among these were the abilities of analysis and inference. Reading critically is distinct from other types of reading in that it questions the functions and purposes of the text in addition to its literal meaning. Reading while keeping in mind the parallels and discrepancies between the content the reader is reading and what they have previously observed. Analytical thinking and assessing what one reads were evidently key components of the process, requiring higher order cognitive abilities and comprehension skills including inference, reasoning, and judgment. These abilities were necessary to recognize, deduce, compare, and discern between fact and opinion.

Related to the theories above, the researcher concluded that critical thinking plays a role in improving their reading comprehension. Furthermore, there is a connection between critical thinking and reading comprehension. Reading critically required using critical thinking abilities, hence there was a connection between reading critically and critical thinking. Analytical thinking and assessing what one reads were evidently key components of the process, requiring higher order cognitive abilities and comprehension skills including inference, reasoning, and judgment.

This research was important to be carried out that it can be used as input material, to further improve the quality of learning. Interesting learning requires good collaboration in the use of relevant texts to the material in order to help students to facilitate student understanding. So that it can produce more complemented learning. In addition, the use of descriptive text can help the students become more interested in comprehending the reading text.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consisted of conclusion of this research and any suggestion for the teacher, students also further next researcher.

A. Conclusion

Based on the findings and discussions, there was positive correlation between students' critical thinking and their reading comprehension. The score of correlation coefficient obtained is 0.5332 which was in the interval of 0.40 – 0.599. Thus, the relationship was categorized into fair. Hypothesis alternative was accepted and hypothesis null was rejected. Critical thinking gave the contribution to the reading comprehension for the Students at SMP Amal Bhakti on Academic years 2023/2024.

The findings of the study indicated that alternative hypothesis stating that there was a positive correlation between students' critical thinking and vocabulary mastery of the eight grade students at SMP Amal Bhakti was accepted and the null hypothesis stating that there was no a significant positive correlation between students' critical thinking and reading comprehension of the eight grade students at SMP Amal Bhakti was rejected. It meant that the higher critical thinking the student have, the better they comprehend in reading. The rvalue was 0.5332, it was interpreted as fair correlation, so there was a fair correlation between the students' critical thinking and reading comprehension.

Critical thinking in that engaging critically in reading meant employing critical thinking skills. These included the analysis and inference skills. It was clear that the process involves analytic thinking and evaluating what one reads it required higher order cognitive skills and comprehension skills such as making inferences, reasoning and judging. These skills were important in order to inferred, compared, distinguished between fact and opinion, and identify the author's intention.

B. Recommendation

The results of this study show that there was a significant correlation between critical thinking skill and reading comprehension. It can be reached some suggestions for the students, teachers, and other researcher.

1. For the students

The result of this research to knowing the students about their critical thinking in reading comprehension at SMP Amal Bakti in the second Semester. In learning reading, the students need to more pay attention in reading to understand the meaning of the text. The students had to always analyze and evaluate their skill to build their critical thinking skill. Hopefully, it can help them improve their critical thinking skill and reading comprehension as well.

2. For the teacher

The result of this research gave information to the teacher about critical thinking skills. The teachers had to improve the techniques or the strategy in teaching critical thinking in reading comprehension. The teacher needs to give more practice to the students in comprehend a text. They also should teach critical thinking skill to the students because it has many impacts in students' real life. It was not only important for the students' academic performance such as reading comprehension but also can help students to face the problems in their real life.

3. For others researcher

For other researcher had to consider whether teaching approach, teaching method, teaching strategy, or teaching technique related to developed students' critical thinking skill. Additionally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since they were still many unexplained factors that can give contribution for students' reading comprehension

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APPENDICES

APPENDIX 1

**THE RESULT OF INTERVIEW WITH THE ENGLISH
TEACHER IN THE PRELIMINARY RESEARCH**

| NO | Questions | Answer | Conclusion |
|----|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1 | Bagaimana respon siswa terhadap pelajaran bahasa inggris? | Sejauh ini respon siswa itu cukup baik ya, mereka tertarik untuk belajar bahasa inggris. Namun kadang ada beberapa dari mereka yang memberikan respon kurang baik juga. Mungkin karena tidak tertarik atau memang sulit materinya atau apa. Sejauh ini respon mereka seperti itu. | Kurang tertarik |
| 2 | Bagaimana kemampuan siswa dalam Reading Comprehension? | Karena penguasaan kosakata nya sedikit jadi kemampuan reading comprehension siswa rendah, sulit untuk mereka mengerti isi text tersebut | Kemampuan siswa dalam Reading Comprehension Rendah |
| 3 | Apa kesulitan siswa dalam memahami pelajaran Reading Comprehension kepada Anak-anak kelas 8 SMP ini bu? | Siswa sulit menemukan main idea nya, supporting detail nya juga. mungkin karena minim penguasaan vocabulary ya. dan juga mereka cukup bingung ketika ada tugas yang lain juga jadi mereka mungkin susah menerima materi Reading yang saya berikan. jadi, respon mereka ya begini hanya sedikit. | Kesulitan yang dihadapi siswa yaitu sulit memahami text bacaan Reading. |
| 4 | Apakah ibu memiliki strategy atau teknik tertentu dalam mengajarkan | Terdapat beberapa karakteristik strategi yang saya gunakan ketika mengajarkan Reading kepada siswa kelas VIII ini, pertama saya | .pertama guru menjelaskan may eri pelajaran, ked ua baisanya mayer o |

| | | | |
|---|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Reading kepada siswa? kepada siswa?</p> | <p>menggunakan strategi penyampaian materi secara Verbal , bertutur secara lisan merupakan alat utama dalam melakukan stategi ini, oleh karena itu ring mengidentikannya denganceramah , kedua, biasanya materi pelajaran yang disampaikan adalah yang sudah jadi seperti data atau fakta , konsep –konsep tertentu yang harus di hafal sehingga menuntut siswa untuk berfikir ulang. Ketiga , tujuan utama pembelajaran adalah penguasaan materi peajaran itu sendiri, artinya setelah proses pembelajaran berakhir diharapkan dapat memahaminya dengan benar dengan cara dapat mengungkapkan kembali yang telah diuraikan.</p> | <p>pelajaran yang sudah ada di LKS atau buku Panduan dan harus menghafal konsep-konsep tertentu agar siswa tidak berfikir ulang. Ketiga, setelah proses pembelajaran siswa diharapkan bisa menguraikan materi apa yang sudah dijelaskan oleh guru tersebut.</p> |
| 5 | <p>Bagaimana menurut ibu sendiri, apakah pembelajaran bahasa inggris di sekolah ini sudah efektif?</p> | <p>Menurut saya pembelajaran Bahasa Inggris disini belum efektif ya. Karena, dari setiap pembelajaran masih terdapat banyak kekurangan . mulai dari mereka yang saya nilai kurang. Di tambah nilai mereka juga banyak yang di bawah rata-rata</p> | <p>Pembelajaran bahasa inggris untuk kelas XI di SMAN 1 Katibung belum efektif</p> |

APPENDIX 2

The Result Of interview students eitgh grade SMP Amal Bakti in the premilinary research

| No | Question |
|----|-------------------------------------------------------------------------|
| 1 | Bagaimana cara guru kamu mengajar Reading ? |
| 2 | Dapatkah kamu memahami isi teks bacaan yang kamu baca? |
| 3 | Selama ini apa yang membuat kamu sulit memahami isi teks yang kamu baca |
| 4 | Kesulitan apa yang kamu hadapi saat mengerjakan soal reading ? |

Student 1

| No | Asnwer |
|----|--------------------------------------------------------------------------------------------------------------------------|
| 1 | Biasanya kami mendengarkan materi terlebih dahulu yang sedang dijelaskan oleh ibu guru itu diberi soal tentang bacaan |
| 2 | Tidak |
| 3 | Saya tidak mengerti arti dari teks nya, jadi saya tidak bisa mengerjakan dengan Maksimal |
| 4 | Saya susah menentukan main idea , karna tidak tau artinya |

Student 2

| No | Answer |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Biasanya ibu guru ceramah dulu, kemudian menjealskan ateri yang akan dipelajari setelah itu kita diberi soal |
| 2 | Tidak |
| 3 | Saya terkadang susah mengartkan karna sedang dalam kondisi emosi, atau karna keadaan kelas sedang tidak stabil jadi terkadang mengganggu kefokusn saya , apalagi itu baca teksjadi butuh ketenangan |
| 4 | Saya susah menentukan main idea nya |

Student 3

| No | Answer |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Biasanya guru kami mengambil dan memberikan materi bacaan dari buku panduan atau LKS |
| 2 | Bisa, tapi hanya sedikit |
| 3 | Kami kesulitan dalam mengartikan kata dalam teks, maupun mengartikan makna dalam kalimat, gurunya pun kurang memberikan motivasi dan materinya kurang menarik |
| 4 | Saya kurang bisa memahami main idea dalam teks bacaan |

Student 4

| No | Answer |
|----|--------------------------------------------------------------------------------------------------------------|
| 1 | Biasanya guru kami memberikan materi dari buku LKS atau buku panduan bahasa inggris |
| 2 | Tidak |
| 3 | Kami sulit memahami kosa kata dalam bahasa inggris |
| 4 | Kesulitannya adalah kami tidak tahu mana main idenanya dan kami juga susah mehamai soal dalam bahasa inggris |

Student 5

| No | Answer |
|----|----------------------------------------------------------------------------------------------------------|
| 1 | Terkadang ibu guru menjelaskan di depan kelas setelah itu bapak memneri kami tugas |
| 2 | Tidak, karena saya kurang bisa membaca bacaan dalam bahasa inggris |
| 3 | Kesulitan saya adalah tidak bisa membedakan |
| 4 | Saya terkadang tidak mengerti soal soal bahasa inggris apalagi kalo banyak teks nya gitu suka bingung |

APPENDIX 3**Students Preliminary Research Score****Students' Score of Reading Test at the Eight Grade SMPN Amal****BaktiClass: VIII A**

| No | Nama Siswa | L/P | Nilai |
|-----------|-------------------|------------|--------------|
| 1 | AR | P | 40 |
| 2 | A | P | 20 |
| 3 | AZ | P | 40 |
| 4 | AH | P | 20 |
| 5 | AR | L | 40 |
| 6 | AZ | P | 60 |
| 7 | AZ | P | 50 |
| 8 | ANA | P | 40 |
| 9 | ANJ | P | 30 |
| 10 | AA | P | 40 |
| 11 | AFA | P | 50 |
| 12 | AP | L | 70 |
| 13 | DFS | L | 30 |
| 14 | DMC | P | 70 |
| 15 | F | P | 70 |
| 16 | FM | L | 30 |
| 17 | F | L | 20 |
| 18 | HPS | L | 60 |
| 19 | KA | P | 60 |
| 20 | LV | P | 30 |
| 21 | MR | L | 50 |
| 22 | MRA | L | 20 |
| 23 | MRK | L | 50 |
| 24 | NFR | P | 20 |
| 25 | NRF | L | 30 |
| 26 | P | L | 30 |
| 27 | PA | P | 50 |
| 28 | RP | P | 70 |
| 29 | RA | P | 70 |
| 30 | SAP | P | 80 |

Class: VIII B

| NO | Nama Siswa | L/P | Nilai |
|-----------|-------------------|------------|--------------|
| 1 | AL | P | 40 |
| 2 | AS | L | 40 |
| 3 | AWD | P | 20 |
| 4 | BR | L | 40 |
| 5 | DKS | P | 30 |
| 6 | DA | P | 60 |
| 7 | DC | P | 40 |
| 8 | D | P | 80 |
| 9 | D | P | 60 |
| 10 | DL | P | 70 |
| 11 | DN | P | 50 |
| 12 | EAT | P | 20 |
| 13 | HS | L | 20 |
| 14 | MA | L | 50 |
| 15 | MAS | L | 60 |
| 16 | MZS | L | 20 |
| 17 | M | P | 60 |
| 18 | MNA | L | 30 |
| 19 | MAI | L | 30 |
| 20 | MDH | L | 20 |
| 21 | RS | L | 70 |
| 22 | RA | L | 80 |
| 23 | RSH | L | 80 |
| 24 | RS | P | 30 |
| 25 | R | L | 30 |
| 26 | SL | L | 20 |
| 27 | SP | P | 80 |
| 28 | SRP | P | 20 |
| 29 | SAN | P | 80 |
| 30 | VCD | P | 40 |

Class: VIII C

| No | Nama Siswa | L/P | Nilai |
|-----------|-------------------|------------|--------------|
| 1 | ADP | P | 70 |
| 2 | ARM | L | 30 |
| 3 | AZ | P | 40 |
| 4 | AW | P | 60 |
| 5 | AZ | P | 40 |
| 6 | DM | P | 30 |
| 7 | FPJ | L | 70 |
| 8 | FW | L | 20 |
| 9 | FDS | L | 70 |
| 10 | FAC | P | 80 |
| 11 | GA | P | 30 |
| 12 | IN | P | 30 |
| 13 | KAA | L | 60 |
| 14 | LAT | P | 20 |
| 15 | MAC | L | 20 |
| 16 | MAH | L | 30 |
| 17 | MBI | L | 30 |
| 18 | MDN | L | 30 |
| 19 | MJ | L | 20 |
| 20 | MTU | P | 60 |
| 21 | NB | P | 40 |
| 22 | SAF | P | 90 |
| 23 | SFZ | P | 60 |
| 24 | TR | L | 20 |
| 25 | WCP | P | 20 |
| 26 | WD | P | 20 |
| 27 | YPY | P | 20 |
| 28 | YA | L | 20 |
| 29 | ZA | P | 30 |
| 30 | ZCR | P | 30 |

SILABUS

Sekolah : SMP Amal Bakti
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Ganjil
Tahun Pelajaran : 2022 / 2023 Kompetensi Inti :

| | | |
|--------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Kompetensi Sikap Spiritual | : | Menghargai dan menghayati ajaran agama yang dianutnya |
| 2. Kompetensi Sikap Sosial | : | Menunjukkan perilaku <i>jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri</i> , dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya |
| 3. Kompetensi Pengetahuan | : | memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata |
| 4. Kompetensi Keterampilan | : | mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| 3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan <i>menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf</i> , serta | Ungkapan untuk: Menyapa, berpamitan, berterimakasih, meminta maaf dan menanggapi, untuk menjaga hubungan interpersonal denganguru dan teman. | <ul style="list-style-type: none"> Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. Mengidentifikasi ungkapan yang sedang dipelajari | <ul style="list-style-type: none"> Tes tertulis : bentuk pilihan ganda atau esai yang disampaikan dengan google form atau tugas tertulis melalui Google | <ul style="list-style-type: none"> Video pembelajaran yang diunggah guru ke channel Youtube. Teks dialog tentang ungkapan menyapa, | 24 JP | <ul style="list-style-type: none"> Buku Bahasa Inggris When English Rings a Bell Kelas VII (Kemendikbud RI 2016) Interenet Youtube |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| <p>menanggapinya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan <i>menyapa</i>, <i>berpamitan</i>, <i>mengucapkan terimakasih</i>, dan <i>meminta maaf</i>, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | | <ul style="list-style-type: none"> • Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. • Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. • Melakukan refleksi tentang proses dan hasil belajar. | <p>Classrom</p> <ul style="list-style-type: none"> • Tes Lisan : berupa rekaman suara berbentuk dialog tentang ungkapan menyapa,berpamitan,berterimakasih,meminta maaf yang disampaikan melalui WA atau Google Classroom. <p>Penilaian Sikap: Kesungguhan dalam megnerjakan tugaas- tugas (ketepatan waktu, kerapian tuisan dsb.)</p> | <p>berpamitan. mengucapkan terimakasih dan meminta maaf.</p> <ul style="list-style-type: none"> • Slide tentang ungkapan menyapa,berpamitan,meminta maaf dan menanggapinya. | | |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| <p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; <i>pronoun (subjective, objective, possessive)</i></p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek</p> | <p>Jati Diri (berkenalan, memperkenalkan diri sendiri/orang lain)</p> <p>Fungsi sosial Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?</i></p> | <ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan-ungkapan penting Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal Memaparkan jati dirinya yang sebenarnya. Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya Melakukan refleksi tentang proses dan | <ul style="list-style-type: none"> Tes tertulis : bentuk pilihan ganda atau esai yang disampaikan dengan google form atau tugas tertulis melalui Google Classroom Tes Lisan : berupa rekaman suara berbentuk dialog tentang ungkapan menyapa,berpamitan,berterimakasih,meminta maaf yang disampaikan melalui WA atau Google Classroom. | <ul style="list-style-type: none"> Video guru mengajar Audio suara tentang pemaparan jati diri Teks dialog yang berisi tanya jawab tentang jati diri. Slide tentang pemaparan jati diri | 40 JP | <ul style="list-style-type: none"> Buku Bahasa Inggris When English Rings a Bell Kelas VII (Kemendikbud Ri 2016) Internet Youtube |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| <p>dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | <p>dan semacamnya.</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Nama status hubungan keluarga, kekerabatan, teman, tetangga</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Article <i>a, an, the..</i></p> <p>(5) Kata kerja yang menunjuk tindakan yang</p> | <p>hasil belajarnya</p> | <p>Penilaian Sikap: Kesungguhan dalam mengerjakan tugas- tugas (ketepatan waktu, kerapian tulisan dsb.)</p> | | | |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| | <p>sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live,</i> dan sebagainya.</p> <p>(6) Penyebutan kata benda singular dan plural (-s), dan children</p> <p>(7) Ucapan, tekanan kata, Intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> | | | | | |
| 3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam | - Pernyataanpertanyaanterkaithari, bulan, namawaktudalamhari, waktu dalam bentuk angka, tanggal, dantahun | <ul style="list-style-type: none"> Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun | <ul style="list-style-type: none"> Tes tertulis : bentuk pilihan ganda atau esai yang disampaikan dengan google form atau tugas tertulis melalui Google | <ul style="list-style-type: none"> Video guru mengajar tentang <i>telling time</i> Video guru mengajar tentang hari, tanggal, dan bulan | 22 JP | <ul style="list-style-type: none"> Buku Bahasa Inggris when English Rings a Bell Kelas 7. Internet Youtube |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| <p>bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikankosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | | <ul style="list-style-type: none"> Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah Melakukan refleksi | <p>Classrom</p> <ul style="list-style-type: none"> Tes Lisan : berupa rekaman suara berbentuk dialog tentang ungkapan menyapa,berp amitan,berteri makasih,memi nta maaf yang disampaikan melalui WA atau Google Classroom. <p>Penilaian Sikap: Kesungguhan dalam megnerjakan tugaas- tugas (ketepatan waktu, kerapian tuisan dsb.)</p> | <ul style="list-style-type: none"> Slide/ gambar aktifitas yang dilengkapi dengan waktu/ jam Slide / gambar nama nama bulan | | |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| | | tentang proses dan hasil belajarnya | | | | |
| <p>3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> | <p>Mengidentifikasi dan menyebutkan berbagai macam benda, binatang dan bangunan umum di lingkungan sekitar.</p> <p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda.</p> <ul style="list-style-type: none"> • Generic structure dari teks deskriptif • Unsur kebahasaan : (Kata sifat, kata ganti, kata benda plural dan singular, kata kerja) | <ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar Rumah | | <ul style="list-style-type: none"> • Video guru mengajar tentang nama benda di sekolah/ rumah, bangun publik dan binatang • Slide/ gambar nama benda di sekolah/ rumah, bangun publik dan binatang | 26 JP | <ul style="list-style-type: none"> • Buku Bahasa Inggris when English Rings a Bell Kelas 7. • Internet • Youtube |

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan pembelajaran | Penilaian | Media pembelajaran | Alokasi waktu | Sumber Belajar |
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| 4.4.2Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | | <ul style="list-style-type: none"> • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya | | | | |
| 3.5 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.5 Menangkap makna secara kontekstual terkait dengan fungsi | <p><i>Teks lagu pendek dan sederhana</i></p> <p><i>Fungsi sosial</i> Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.</p> | <ul style="list-style-type: none"> • Membaca, menyimak, dan menirukan lirik lagu secara lisan. • Menanyakan hal-hal yang tidak diketahui atau berbeda • Menyebutkan pesan yang terkait dengan bagian-bagian tertentu • Melakukan refleksi | <ul style="list-style-type: none"> • Tes tertulis : bentuk pilihan ganda atau esai yang disampaikan dengan google form atau tugas tertulis melalui Google Classrom | | 8 JP | <ul style="list-style-type: none"> • Buku Bahasa Inggris when English Rings a Bell Kelas 7. • Internet • Youtube |

Appendix 5 Documentation of Pra Research





Appendix 5

READING INSTRUMENT TEST

School : SMP Amal Bakti
Class : VIII
Skill : Reading

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Fill the correct answer by crossing (X) from four option (a),(b),(c),(d) given in the following questions.

Read the text carefully and answer the questions correctly!
The following text is for question 1-4

My school library

There is a library in my school. It is on the second floor. It is about seven meters wide and ten meters long. There are eleven bookshelves in the library. They are full of books. My favorite is the shelf next to the door. It is the shelf for displaying the magazines and newspaper. I love reading newspaper, especially about sport.

Students visit the library every break. They love visiting the library because it is quit and cool. It is very comfortable to read in this library.

1. Where is the library located ?
 - a. It is not far from the school
 - b. It is on the second floor
 - c. It is down stairs
 - d. It is next door
2. What is next to the door of the library ?
 - a. The sport reports
 - b. The self for displaying the books newspaper
 - c. Eleven bookshelves
 - d. The shelf for displaying magazines and newspaper
3. When do the students usually come to the library ?
 - a. During class
 - b. During break time
 - c. After school
 - d. In the morning
4. It is very comfortable. (In paragraph 2)
What does the underline word mean ?
 - a. Feeling interested in something
 - b. Making somebody feel relaxed
 - c. Making somebody feel sad
 - d. Not knowing what to do

The following text is for question 5-8

My room

My favorite place in my house is my bedroom. I painted it pink because I like barbie. I put pictures of barbie on the wall. Near the window is my desk. There are an alarm clock, a dictionary, and some encyclopedia on the desk. The alarm clock wakes me up in the morning. The dictionary and the encyclopedias help me when I study. My bed is very comfortable. The color of the sheet is pink. The pillow and the bolster are pink, too.

5. Why did the writer paint her room pink ? because
 - a. Pink makes her comfortable
 - b. It is her favorite color
 - c. She likes pink colour
 - d. She likes Barbie
6. When does the writer use the encyclopedias ?
 - a. In her spare time
 - b. When she studies
 - c. When she wakes up
 - d. In the morning
7. What is the purpose of the text ?
 - a. To ask the readers to paint their room pink
 - b. To tell the readers how to decorate a room
 - c. To tell about the writer's hobby
 - d. To describe the writer's room
8. From the text, we know that there are in the writer's room ...
 - a. Two alarm clocks
 - b. Three windows
 - c. Some picture
 - d. Two pillows

The following text is for question 9-12

I. My favorite Doll

I have a favorite doll. It is a spongebob doll. The color is yellow. It has two big eyes and a big smile. The feet are only two. It wears a pair of black shoes. It wears a white T-shirt and brown shorts. I put my spongebob on my bed. I sleep and play with it every day.

9. What is the color of spongebob's shorts ?
 - a. They are orange
 - b. They are black
 - c. They are yellow
 - d. They are brown
10. Where does the writer put her doll ?
 - a. In her study room
 - b. In the living room
 - c. On her bed
 - d. On the sofa
11. What is on spongebob's feet ?
 - a. Big smile
 - b. Black shoes
 - c. White T-shirt
 - d. Brown shorts
12. How is spongebob's smile ?
 - a. Big
 - b. Small
 - c. Funny
 - d. Sad

The following text is for question 13-16

My English Dictionary

Today is my birthday. My father gave me a dictionary. It is very thick. It has six hundred and seventy pages. There are pictures on some pages of the dictionary. They make the dictionary special. The color of the cover is bright red and the color of the pages is white. The pictures are in black and white. It is a new edition.

13. Why is the dictionary special ? Because
- a. The cover is bright red
 - b. The color of the pages is white
 - c. It has some pictures on the pages
 - d. It has six hundred and seventy pages
14. What is the color of the cover ?
- a. The cover is red
 - b. The cover is white
 - c. The cover is black
 - d. The cover is brown
15. It is very thick.
What is the antonym of "thick" ?
- a. Thin
 - b. Small
 - c. Little
 - d. Few
16. Which of the following statements is TRUE according to the text ?
- a. The writer bought the dictionary in a bookstore
 - b. The dictionary is a gift for the writer's birthday
 - c. All the pages have a pictures
 - d. The pictures are colorful

The following text is for question 17-20

My lovely "Telon"

I have a pet. It is a cat. Its name is Telon. Telon has gray fur. It has two cute ears and two bright eyes. The eyes Telon look funny. Telon has a long tail. Every day, I feed Telon with some rice and fish. I go to the market to buy the fish and my mother steamsit for me. I bring Telon to a veterinarian when he looks not so well. I love Telon very much.

17. What is Telon ?
- a. It is a dog
 - b. It is a cut
 - c. It is a fish
 - d. It is a hamster
18. How do Telon's eyes look like ?
- a. They are small
 - b. They are cute
 - c. They are bright
 - d. They are long
19. How does the writer get the fish ? She
- a. Steams it
 - b. Buys it at the market
 - c. Finds it in the refrigerator
 - d. Takes it from the veterinarian

20. When does the writer take Telon to the veterinarian ?
- a. When she wants to do check up
 - b. When her mother ask her to
 - c. When she has some money
 - d. When Telon is not healthy

The following text is for question 21-25

Lions are the most dangerous animals. I in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

21. What is the text about ?
- a. Tiger
 - b. Crocodile
 - c. Lion
 - d. Dog
22. When does the writer visit to safari park ?
- a. Last week ago
 - b. Last month ago
 - c. Last year ago
 - d. On Sunday
23. Only female lions do the hunting means
- a. The male lions do hunting for the female
 - b. The male lions do hunting by themselves
 - c. The female lions do hunting by themselves
 - d. The female lions just take the meat
24. "it is large and strong" the synonym of strong is
- a. Successful
 - b. Powerful
 - c. Peaceful
 - d. Harmful
25. "I in the safari park last month."
- The correct word to answer the sentence is
- a. See
 - b. Saw
 - c. Seen
 - d. Seeing

The following text is for question 26-27

My Cat Monty

I Have a cat named Monthy. She is big, fluffy and long haired. Her fur is light grey with black stripes. Her expression is adorable. Her eyes are green. She's really well behaved. She doesn't scratch But, she also can be moody at times. She's an indoor car.

26. What is the main idea of the text?
- a. The cat is cute
 - b. The cat is naughty
 - c. The cat is ugly
 - d. The cat is happy
27. The word "moody" in the text mean
- a. Sad
 - b. Glad
 - c. Ugly
 - d. Depressed

The following text is for question 28-29

My Dog

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

28. What is the main idea of the text?
- a. Dolgy is a cute animal
 - b. Dolgy does not like bones
 - c. Dolgy likes milk and bread
 - d. Dolgy never eats shoes
29. The word 'gently' in the text means.....
- a. Softly
 - b. likely
 - c. Hardly
 - d. Smoothly

The following text is for question 30-36

Peter is the youngest in our family. He is fourteen years old and four years younger than I am. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

30. Which of the following statement is not true about Peter?
- a. He has long and straight hair.
 - b. He is not interested in sports.
 - c. He has bright eyes.
 - d. He plays football and tennis.
31. According to the passage, we know that Peter is
- a. The writer's youngest brother
 - b. A naughty boy
 - c. The writer's elder brother
 - d. A friendly boy
32. From the text, we may conclude that....
- a. Many people do not like Peter.
 - b. Peter is a welcoming person.
 - c. Peter is older than the writer.
 - d. Peter is not diligent at all
33. What is the text mostly about?
- a. Peter
 - b. Peter's family
 - c. Peter's hobby
 - d. Peter's elder brother
34. "He is fourteen years old . . . Than I am."
- The underlined word refers to
- a. Peter
 - b. The writer's brother
 - c. The writer
 - d. The writer's family
35. "Peter is interested in sports very much, and at school he plays football and tennis."The

underlined phrase can be replaced by

- a. Dislike sport
- b. Hates sport very much
- c. Really likes sport
- d. Finds sport not really entertaining

36. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He is lazy.
- c. He always asks.
- d. He is diligent.

The following text is for question 37-40

J. Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

37. What is the main idea of the text?
- a. The Natural Bridge National Park is dirty
 - b. The Natural Bridge National Park is bored to visit
 - c. The Natural Bridge National Park is luscious
 - d. The Natural Bridge National Park is small
38. The word 'luscious' in the text means.....
- a. Succulent
 - b. Dull
 - c. Dense
 - d. Dry
39. Where is the natural bridge national park located?
- a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Numinbah Valley
 - c. 110 kilometers from Pacific Highway
 - d. 110 kilometers from Lamington National Park
40. What will the visitors see in the night?
- a. A common glow worm
 - b. A great dark cave
 - c. The unique feature of the glow worms
 - d. The unique rocks

Appendix 6

INSTRUMENT OF CRITICAL THINKING

Name :
Class :

Jawablah pertanyaan dibawah ini dengan memberikan tanda (√) pada kolom yang telah disediakan!

| No | Pernyataan | Selalu (5) | Sering (4) | Kadang-kadang (3) | Jarang (2) | Tidak Pernah (1) |
|----|------------------------------------------------------------------------------------------------------------|---------------|---------------|----------------------|---------------|---------------------|
| 1 | Saya bisa memahami permasalahan yang saya hadapi | | | | | |
| 2 | Ketika menghadapi masalah, saya mencari informasi dari sumber lain untuk menyelesaikannya. | | | | | |
| 3 | Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut. | | | | | |
| 4 | Saya dapat mengorganisir/mengatur informasi yang saya peroleh. | | | | | |
| 5 | Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat. | | | | | |
| 6 | Ketika mendapat sebuah masalah, saya mengerti apa yang harus saya lakukan. | | | | | |
| 7 | Saya mampu membedakan antara fakta dan opini. | | | | | |
| 8 | Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi. | | | | | |
| 9 | Saya bisa memberikan penilaian yang akurat/sesuai terhadap sebuah masalah. | | | | | |
| 10 | Saya dapat menyimpulkan suatu masalah dengan pikiran saya. | | | | | |
| 11 | Saya bisa memberi komentar terhadap suatu masalah. | | | | | |
| 12 | Saya mencari solusi dari suatu masalah dengan sabar dan gigih. | | | | | |
| 13 | Dengan pemikiran saya, saya bisa menilai suatu masalah. | | | | | |
| 14 | Saya mampu mengembangkan gagasan atau ide dari suatu | | | | | |

| | | | | | | |
|----|-----------------------------------------------------------------------------------------------|--|--|--|--|--|
| | informasi. | | | | | |
| 15 | Saya dapat menyimpulkan masalah yang dijelaskan. | | | | | |
| 16 | Ketika membaca sebuah topik/artikel, saya bisa memahami pokok masalahnya. | | | | | |
| 17 | Ketika menghadapi masalah, saya bisa menyelesaikannya. | | | | | |
| 18 | Ketika menghadapi masalah, saya bisa mengambil kesimpulan. | | | | | |
| 19 | Saya mampu mengungkapkan alasan dalam menarik kesimpulan. | | | | | |
| 20 | Ketika membaca sebuah topik/artikel, saya bisa memahami maksud dari penulis. | | | | | |
| 21 | Saat menyelesaikan permasalahan, saya membaca informasi lebih dari satu kali. | | | | | |
| 22 | Ketika menghadapi masalah, saya dapat mengungkapkan pemikiran saya mengenai masalah tersebut. | | | | | |
| 23 | Ketika menghadapi masalah, saya dapat mengeluarkan pendapat. | | | | | |
| 24 | Saya bisa menjelaskan pemikiran saya mengenai suatu masalah secara meyakinkan. | | | | | |
| 25 | Saya bisa menjelaskan pemikiran saya mengenai suatu masalah secara logis/masuk akal. | | | | | |
| 26 | Saya bisa memprediksi ide-ide yang dapat memecahkan masalah tersebut. | | | | | |
| 27 | Ketika menghadapi masalah, saya dapat berpikir dengan kritis. | | | | | |
| 28 | Ketika menghadapi masalah, saya dapat berpikir dengan logis/masuk akal. | | | | | |
| 29 | Ketika menghadapi masalah, saya dapat berpikir secara mendalam. | | | | | |
| 30 | Ketika menghadapi masalah, saya dapat berpikir positif. | | | | | |

Adopted from Ennis, Millman, and Tomko in Pratiwi (2018)

The Result of Reading Comprehension Test

| CODE | READING SCORES | Y2 |
|--------------------|-----------------------|---------------|
| A1 | 81 | 6561 |
| A2 | 80 | 6400 |
| A3 | 48 | 2304 |
| A4 | 83 | 6889 |
| A5 | 70 | 4900 |
| A6 | 82 | 6724 |
| A7 | 82 | 6724 |
| A8 | 78 | 6084 |
| A9 | 76 | 5776 |
| A10 | 81 | 6561 |
| A11 | 85 | 7225 |
| A12 | 87 | 7569 |
| A13 | 83 | 6889 |
| A14 | 77 | 5929 |
| A15 | 65 | 4225 |
| A16 | 70 | 4900 |
| A17 | 81 | 6561 |
| A18 | 50 | 2500 |
| A19 | 84 | 7056 |
| A20 | 73 | 5329 |
| A21 | 88 | 7744 |
| A22 | 90 | 8100 |
| A23 | 81 | 6561 |
| A24 | 84 | 7056 |
| A25 | 75 | 5625 |
| A26 | 92 | 8464 |
| A27 | 70 | 4900 |
| A28 | 65 | 4225 |
| A29 | 81 | 6561 |
| A30 | 84 | 7056 |
| SUM | 2326 | 183398 |
| LOWER SCORE | 48 | |
| HIGH SCORE | 92 | |
| MEAN | 77.53 | |



Appendix 9 Students Questionnaire Result

INSTRUMENT OF CRITICAL THINKING

Name: _____
Class: _____

Jawablah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan!

| No | Pernyataan | Selalu (5) | Sering (4) | Kadang-kadang (3) | Jarang (2) | Tidak Pernah (1) |
|----|------------------------------------------------------------------------------------------------------------|------------|------------|-------------------|------------|------------------|
| 1 | Saya bisa memahami permasalahan yang saya hadapi | | | | | |
| 2 | Ketika menghadapi masalah, saya mencari informasi dari sumber lain untuk menyelesaikannya | | ✓ | | | |
| 3 | Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut. | | | | ✓ | |
| 4 | Saya dapat mengorganisir/mengatur informasi yang saya peroleh. | | | ✓ | | |
| 5 | Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat. | ✓ | | | | |
| 6 | Ketika mendapat sebuah masalah, saya mengerti apa yang harus saya lakukan. | | | | ✓ | |
| 7 | Saya mampu membedakan antara fakta dan opini. | | | | | ✓ |
| 8 | Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi. | | | | | ✓ |
| 9 | Saya bisa memberikan penilaian yang akurat/sesuai terhadap sebuah masalah. | ✓ | | | | |
| 10 | Saya dapat menyimpulkan suatu masalah dengan pikiran saya. | ✓ | | | | |
| 11 | Saya bisa memberi komentar terhadap suatu masalah. | ✓ | | | | |
| 12 | Saya mencari solusi dari suatu masalah dengan sabar dan gigih. | ✓ | | | | |
| 13 | Dengan pemikiran saya, saya bisa menilai suatu masalah. | ✓ | | | | |
| 14 | Saya mampu mengembangkan gagasan atau ide dari suatu | | | | ✓ | |

INSTRUMENT OF CRITICAL THINKING

Name : Septi Hana Pertiwi
Class : VIII A

Jawablah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan!

| No | Pernyataan | Selalu (5) | Sering (4) | Kadang-kadang (3) | Jarang (2) | Tidak Pernah (1) |
|----|------------------------------------------------------------------------------------------------------------|------------|------------|-------------------|------------|------------------|
| 1 | Saya bisa memahami permasalahan yang saya hadapi | ✓ | | | | |
| 2 | Ketika menghadapi masalah, saya mencari informasi dari sumber lain untuk menyelesaikannya. | ✓ | | | | |
| 3 | Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut. | | ✓ | | | |
| 4 | Saya dapat mengorganisir/mengatur informasi yang saya peroleh. | | | ✓ | | |
| 5 | Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat. | | ✓ | | | |
| 6 | Ketika mendapat sebuah masalah, saya mengerti apa yang harus saya lakukan. | ✓ | | | | |
| 7 | Saya mampu membedakan antara fakta dan opini. | ✓ | | | | |
| 8 | Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi. | | ✓ | | | |
| 9 | Saya bisa memberikan penilaian yang akurat/sesuai terhadap sebuah masalah. | | | ✓ | | |
| 10 | Saya dapat menyimpulkan suatu masalah dengan pikiran saya. | ✓ | | | ✓ | |
| 11 | Saya bisa memberi komentar terhadap suatu masalah. | | | | ✓ | |
| 12 | Saya mencari solusi dari suatu masalah dengan sabar dan gigih. | | ✓ | | | |
| 13 | Dengan pemikiran saya, saya bisa menilai suatu masalah. | | | ✓ | | |
| 14 | Saya mampu mengembangkan gagasan atau ide dari suatu | | ✓ | | | |

INSTRUMENT OF CRITICAL THINKING

Name : *Tatta Utana natuo .i.*
 Class : *BA*

Jawablah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan!

| No | Pernyataan | Selalu (5) | Sering (4) | Kadang-kadang (3) | Jarang (2) | Tidak Pernah (1) |
|----|------------------------------------------------------------------------------------------------------------|---------------|---------------|----------------------|---------------|---------------------|
| 1 | Saya bisa memahami permasalahan yang saya hadapi | ✓ | | | | |
| 2 | Ketika menghadapi masalah, saya mencari informasi dari sumber lain untuk menyelesaikannya. | | | | ✓ | |
| 3 | Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut. | | | | ✓ | |
| 4 | Saya dapat mengorganisir/mengatur informasi yang saya peroleh. | | | | ✓ | |
| 5 | Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat. | | | ✓ | | |
| 6 | Ketika mendapat sebuah masalah, saya mengerti apa yang harus saya lakukan. | | | | ✓ | |
| 7 | Saya mampu membedakan antara fakta dan opini. | | | | | ✓ |
| 8 | Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi. | | | | | ✓ |
| 9 | Saya bisa memberikan penilaian yang akurat/sesuai terhadap sebuah masalah. | ✓ | | | | |
| 10 | Saya dapat menyimpulkan suatu masalah dengan pikiran saya. | ✓ | | | | |
| 11 | Saya bisa memberi komentar terhadap suatu masalah. | ✓ | | | | |
| 12 | Saya mencari solusi dari suatu masalah dengan sabar dan gigih. | ✓ | | | | |
| 13 | Dengan pemikiran saya, saya bisa menilai suatu masalah. | ✓ | | | | |
| 14 | Saya mampu mengembangkan gagasan atau ide dari suatu | | | | ✓ | |

INSTRUMENT OF CRITICAL THINKING

Name : Dio Aji RAHMAN
Class : VII A

Jawablah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan!

| No | Pernyataan | Selalu (5) | Sering (4) | Kadang-kadang (3) | Jarang (2) | Tidak Pernah (1) |
|----|------------------------------------------------------------------------------------------------------------|------------|------------|-------------------|------------|------------------|
| 1 | Saya bisa memahami permasalahan yang saya hadapi | ✓ | | | | |
| 2 | Ketika menghadapi masalah, saya mencari informasi dari sumber lain untuk menyelesaikannya. | | ✓ | | | |
| 3 | Saya mampu menemukan cara-cara yang dapat memecahkan masalah tersebut. | | | ✓ | | |
| 4 | Saya dapat mengorganisir/mengatur informasi yang saya peroleh. | ✓ | | | | |
| 5 | Saya dapat mengatur waktu sebaik mungkin untuk menyelesaikan masalah secara cepat dan tepat. | ✓ | | | | |
| 6 | Ketika mendapat sebuah masalah, saya mengerti apa yang harus saya lakukan. | ✓ | | | | |
| 7 | Saya mampu membedakan antara fakta dan opini. | | | | ✓ | |
| 8 | Saya berhati-hati dalam memilih informasi yang saya peroleh apakah sesuai dengan masalah yang saya hadapi. | ✓ | | | | |
| 9 | Saya bisa memberikan penilaian yang akurat/sesuai terhadap sebuah masalah. | | ✓ | | | |
| 10 | Saya dapat menyimpulkan suatu masalah dengan pikiran saya. | | ✓ | | | |
| 11 | Saya bisa memberi komentar terhadap suatu masalah. | | | | | |
| 12 | Saya mencari solusi dari suatu masalah dengan sabar dan gigih. | ✓ | | | | |
| 13 | Dengan pemikiran saya, saya bisa menilai suatu masalah. | ✓ | | | | |
| 14 | Saya mampu mengembangkan gagasan atau ide dari suatu | ✓ | | | | |

Appendix 10 Reading Descriptive Text Result

READING INSTRUMENT TEST

School : SMP Amal Bakti
 Class : VII
 Skill : Reading

75

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet
2. Read the directions from each text
3. Fill the correct answer by crossing (X) from four option (a), (b), (c) (d) given in the following questions

Read the text carefully and answer the questions correctly!
 Text 1. Question 1-3

Tulips

Tulips are among the beautiful flowers in the world, especially when they are blooming.
 Tulips are monocots. They produce one large, bell-shaped bloom at the end of each stem. They come in most colors but blue. Reds and yellows are common, but they vary from white to deep purple.
 There are over 4,000 garden varieties all over the world. And there are about 100 species of wild tulips, growing right across Asia to Tiongkok. Huge numbers of tulips are now grown in the field in Holland. Nowadays Holland is still the center of tulips growing. Tulips are familiar for their blooming. They bloom in the spring from bulbs.

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

1. What color do the tulips have in varied?

| | |
|----------------------------------------------|----------------------------------------------------|
| <input checked="" type="checkbox"/> a. Blue. | <input type="checkbox"/> c. Red and Yellow. |
| <input type="checkbox"/> b. Red. | <input type="checkbox"/> d. White and deep purple. |
2. How many tulip garden varieties are there in the world?

| | |
|-----------------------------------------------|------------------------------------|
| <input type="checkbox"/> a. 1.000. | <input type="checkbox"/> c. 3.000. |
| <input checked="" type="checkbox"/> b. 2.000. | <input type="checkbox"/> d. 4.000. |
3. They produce one *large*... (paragraph 2). What is the synonym of large?

| | |
|------------------------------------|----------------------------------------------|
| <input type="checkbox"/> a. Big. | <input checked="" type="checkbox"/> c. Tall. |
| <input type="checkbox"/> b. Small. | <input type="checkbox"/> d. Fat. |

Text 2. Read the text and answer the questions 4-6

Wingo Island

The island of Wingo is by the island of Singa. In the water around Wingo island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a

Nama: Septi Hana Pertiwi
Appendix 6

42

READING INSTRUMENT TEST

School : SMP Amal Bakti
Class : VII
Skill : Reading

92

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Fill the correct answer by crossing (X) from four option (a), (b), (c), (d) given in the following questions.

Read the text carefully and answer the questions correctly!
Text 1. Question 1-3

Tulips

Tulips are among the beautiful flowers in the world, especially when they are blooming.

Tulips are monocots. They produce one large, bell-shaped bloom at the end of each stem. They come in most colors but blue. Reds and yellows are common, but they vary from white to deep purple.

There are over 4,000 garden varieties all over the world. And there are about 100 species of wild tulips, growing right across Asia to Tiongkok. Huge numbers of tulips are now grown in the field in Holland. Nowadays Holland is still the center of tulips growing. Tulips are familiar for their blooming. They bloom in the spring from bulbs.

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

1. What color do the tulips have in varied?

| | |
|----------|-----------------------------------------------------|
| a. Blue. | <input checked="" type="checkbox"/> Red and Yellow. |
| b. Red. | d. White and deep purple. |
2. How many tulip garden varieties are there in the world?

| | |
|-----------------------------------------------|-----------------------------------------------|
| a. 1.000. | c. 3.000. |
| <input checked="" type="checkbox"/> b. 2.000. | <input checked="" type="checkbox"/> d. 4.000. |
3. They produce one large... (paragraph 2). What is the synonym of large?

| | |
|------------------------------------------|----------|
| <input checked="" type="checkbox"/> Big. | c. Tall. |
| b. Small. | d. Fat. |

Text 2. Read the text and answer the questions 4-6

Wingo Island

The island of Wingo is by the island of Singa. In the water around Wingo island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a

READING INSTRUMENT TEST

85

School : SMP Amal Bakti Kelas : BA
 Class : VII
 Skill : Reading
 Nama : Fatma Viana Rizki A.

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Fill the correct answer by crossing (X) from four option (a),(b),(c),(d) given in the following questions.

Read the text carefully and answer the questions correctly!

Text 1. Question 1-3

Tulips

Tulips are among the beautiful flowers in the world, especially when they are blooming.

Tulips are monocots. They produce one large, bell-shaped bloom at the end of each stem. They come in most colors but blue. Reds and yellows are common, but they vary from white to deep purple.

There are over 4,000 garden varieties all over the world. And there are about 100 species of wild tulips, growing right across Asia to Tiongkok. Huge numbers of tulips are now grown in the field in Holland. Nowadays Holland is still the center of tulips growing. Tulips are familiar for their blooming. They bloom in the spring from bulbs.

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

1. What color do the tulips have in varied?

| | |
|----------------------------------------------|----------------------------------------------------|
| <input checked="" type="checkbox"/> a. Blue. | <input type="checkbox"/> c. Red and Yellow. |
| <input type="checkbox"/> b. Red. | <input type="checkbox"/> d. White and deep purple. |
2. How many tulip garden varieties are there in the world?

| | |
|-----------------------------------------------|------------------------------------|
| <input type="checkbox"/> a. 1,000. | <input type="checkbox"/> c. 3,000. |
| <input checked="" type="checkbox"/> b. 2,000. | <input type="checkbox"/> d. 4,000. |
3. They produce one *large*... (paragraph 2). What is the synonym of large?

| | |
|------------------------------------|----------------------------------------------|
| <input type="checkbox"/> a. Big. | <input checked="" type="checkbox"/> c. Tall. |
| <input type="checkbox"/> b. Small. | <input type="checkbox"/> d. Fat. |

Text 2. Read the text and answer the questions 4-6

Wingo Island

The island of Wingo is by the island of Singa. In the water around Wingo island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a

Dio Asi RAHMAN
kelas 8A

Appendix 6

42

READING INSTRUMENT TEST

School : SMP Amal Bakti
Class : VII
Skill : Reading

48

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Fill the correct answer by crossing (X) from four option (a), (b), (c), (d) given in the following questions.

Read the text carefully and answer the questions correctly!

Text 1. Question 1-3

Tulips

Tulips are among the beautiful flowers in the world, especially when they are blooming.

Tulips are monocots. They produce one large, bell-shaped bloom at the end of each stem. They come in most colors but blue. Reds and yellows are common, but they vary from white to deep purple.

There are over 4,000 garden varieties all over the world. And there are about 100 species of wild tulips, growing right across Asia to Tiongkok. Huge numbers of tulips are now grown in the field in Holland. Nowadays Holland is still the center of tulips growing. Tulips are familiar for their blooming. They bloom in the spring from bulbs.

Taken from: Hurustiyati. 2012. Modul pengayaan Bahasa Inggris untuk smp/mts kelas VIII

1. What color do the tulips have in varied?
 a. Blue.
 b. Red.
 c. Red and Yellow.
 d. White and deep purple.
2. How many tulip garden varieties are there in the world?
 a. 1.000.
 b. 2.000.
 c. 3.000.
 d. 4.000.
3. They produce one large... (paragraph 2). What is the synonym of large?
 a. Big.
 b. Small.
 c. Tall.
 d. Fat.

Text 2. Read the text and answer the questions 4-6

Wingo Island

The island of Wingo is by the island of Singa. In the water around Wingo island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a



YAYASAN AMAL BAKTI LAMPUNG
SEKOLAH MENENGAH PERTAMA (SMP) AMAL BAKTI

Jl. P. Senopati Desa Jatimulyo
 Kecamatan Jati Agung Kab. Lampung Selatan
 Propinsi Lampung

Telp. (0721) 7624 224 / faks
<https://sekolahamalbaktiofficial.sch.id>
 Email: admin@sekolahamalbakti.sch.id

Nomor : 420.1698/SMP.AB/09/2023

Lamp : -

Perihal : **Izin Pemberian Penelitian**

Yth. Dekan Fakultas Tarbiyah dan Keguruan
 Universitas Islam Negeri Raden Intan Lampung

di-

Tempat

Assalamu'alaikum wr wb

Menindaklanjuti surat yang masuk pada kami perihal permohonan penelitian, dengan ini kami sampaikan bahwa permohonan saudara pada prinsipnya kami setujui, untuk mahasiswa Program Strata 1 atas nama:

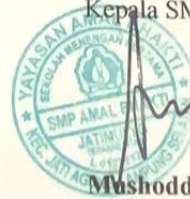
Nama : Marsita Bella Priatini
 Program Studi : Tarbiyah/Pendidikan Bahasa Inggris
 Semester : 11 (Sebelas)
 Judul : The Correlation Between Student Critical Thinking Skills and Their Reading Comprehension In Descriptive Teks Of the Eight Grade at SMP Amal Bhakti

Untuk dapat melakukan penelitian di SMP Amal Bhakti mulai tanggal 04 September 2023 sampai dengan selesai.

Demikian surat ini kami buat untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum wr wb

Jati Agung, 04 September 2023
 Kepala SMP Amal Bhakti



Mushoddiq, M.Pd

Appendix 11
Result of Item Validation

| No. Questions | R table | R Hitung | | |
|------------------|----------------------------|----------|---------------------|-------------|
| | | Pre-test | Kriteria | Hasil |
| 1 | N=30 R table = 0.349 | 0.930 | Lebih dari r table | Valid |
| 2 | | -0.269 | Kurang dari r table | Tidak valid |
| 3 | | 0.930 | Lebih dari r table | Valid |
| 4 | | -0.125 | Kurang dari r table | Tidak valid |
| 5 | | 0.847 | Lebih dari r table | Valid |
| 6 | | 0.930 | Lebih dari r table | Valid |
| 7 | | 0.930 | Lebih dari r table | Valid |
| 8 | | 0.930 | Lebih dari r table | Valid |
| 9 | | -0.073 | Kurang dari r table | Tidak valid |
| 10 | | 0.486 | Lebih dari r table | Valid |
| 11 | | 0.847 | Lebih dari r table | Valid |
| 12 | | 0.847 | Lebih dari r table | Valid |
| 13 | | 0.347 | Kurang dari r table | Tidak valid |
| 14 | | 0.930 | Lebih dari r table | Valid |
| 15 | | 0.930 | Lebih dari r table | Valid |
| 16 | | 0.930 | Lebih dari r table | Valid |
| 17 | | 0.486 | Kurang dari r table | Valid |
| 18 | | 0.262 | Kurang dari r table | Tidak valid |
| 19 | | 0.486 | Lebih dari r table | Valid |
| 20 | | -0.071 | Kurang dari r table | Tidak valid |
| 21 | | 0.847 | Kurang dari r table | Valid |
| 22 | | 0.847 | Lebih dari r table | Valid |
| 23 | | 0.043 | Kurang dari r table | Tidak valid |
| 24 | | 0.483 | Lebih dari r table | Valid |
| 25 | | 0.847 | Lebih dari r table | Valid |
| 26 | | 0.578 | Lebih dari r table | Valid |
| 27 | | 0.293 | Kurang dari r table | Tidak valid |
| 28 | | 0.847 | Lebih dari r table | Valid |
| 29 | | -0.091 | Kurang dari r table | Tidak valid |
| 30 | | 0.847 | Lebih dari r table | Valid |
| 31 | | 0.847 | Lebih dari r table | Valid |
| 32 | | -0.118 | Kurang dari r table | Tidak valid |
| 33 | | 0.847 | Lebih dari r table | Valid |
| 34 | | 0.847 | Lebih dari r table | Valid |
| 35 | | 0.930 | Lebih dari r table | Valid |
| 36 | | 0.930 | Lebih dari r table | Valid |
| 37 | | 0.930 | Lebih dari r table | Valid |
| 38 | | 0.930 | Lebih dari r table | Valid |
| 39 | | 0.847 | Lebih dari r table | Valid |
| 40 | | 0.486 | Lebih dari r table | Valid |

Appendix 12
Reliability Result

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|---------------------|------------|
| .953 | 40 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|-------------------------------|-----------------------------------|-----------------------------------------|----------------------------------------|
| VAR00001 | 31.5000 | 82.000 | .923 | .950 |
| VAR00002 | 31.5625 | 92.125 | -.310 | .958 |
| VAR00003 | 31.5000 | 82.000 | .923 | .950 |
| VAR00004 | 31.4375 | 90.641 | -.166 | .956 |
| VAR00005 | 31.4375 | 83.351 | .834 | .950 |
| VAR00006 | 31.5000 | 82.000 | .923 | .950 |
| VAR00007 | 31.5000 | 82.000 | .923 | .950 |
| VAR00008 | 31.5000 | 82.000 | .923 | .950 |
| VAR00009 | 31.4375 | 90.254 | -.115 | .956 |
| VAR00010 | 31.4375 | 86.060 | .453 | .953 |
| VAR00011 | 31.4375 | 83.351 | .834 | .950 |
| VAR00012 | 31.4375 | 83.351 | .834 | .950 |
| VAR00013 | 31.4688 | 86.967 | .307 | .954 |
| VAR00014 | 31.5000 | 82.000 | .923 | .950 |
| VAR00015 | 31.5000 | 82.000 | .923 | .950 |
| VAR00016 | 31.5000 | 82.000 | .923 | .950 |
| VAR00017 | 31.4375 | 91.802 | -.317 | .957 |
| VAR00018 | 31.3438 | 88.168 | .232 | .954 |
| VAR00019 | 31.4375 | 86.060 | .453 | .953 |
| VAR00020 | 31.3750 | 90.113 | -.106 | .956 |
| VAR00021 | 31.3438 | 89.394 | .012 | .955 |
| VAR00022 | 31.4375 | 83.351 | .834 | .950 |
| VAR00023 | 31.3438 | 89.394 | .012 | .955 |

| | | | | |
|----------|---------|--------|-------|------|
| VAR00024 | 31.4063 | 86.314 | .452 | .953 |
| VAR00025 | 31.4375 | 83.351 | .834 | .950 |
| VAR00026 | 31.3750 | 85.984 | .554 | .952 |
| VAR00027 | 31.3125 | 88.222 | .274 | .953 |
| VAR00028 | 31.4375 | 83.351 | .834 | .950 |
| VAR00029 | 31.3750 | 90.242 | -.126 | .956 |
| VAR00030 | 31.4375 | 83.351 | .834 | .950 |
| VAR00031 | 31.4375 | 83.351 | .834 | .950 |
| VAR00032 | 31.4063 | 90.507 | -.156 | .956 |
| VAR00033 | 31.4375 | 83.351 | .834 | .950 |
| VAR00034 | 31.4375 | 83.351 | .834 | .950 |
| VAR00035 | 31.5000 | 82.000 | .923 | .950 |
| VAR00036 | 31.5000 | 82.000 | .923 | .950 |
| VAR00037 | 31.5000 | 82.000 | .923 | .950 |
| VAR00038 | 31.5000 | 82.000 | .923 | .950 |
| VAR00039 | 31.4375 | 83.351 | .834 | .950 |
| VAR00040 | 31.4375 | 86.060 | .453 | .953 |



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