

**THESIS**

**THE CORRELATION BETWEEN STUDENTS' CRITICAL THINKING  
DISPOSITIONS AND STUDENTS' READING COMPREHENSION AT  
EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL**



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**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2023**

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*To Compile Thesis in Undergraduate Program English Education Department  
Faculty of Education and Teacher Training of Universitas Islam Negeri Maulana*

*Malik Ibrahim Malang*



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**APPROVAL SHEET**

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*Assalamualaikum Wr. Wb.*

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**LEGITIMATION SHEET**  
**THE CORRELATION BETWEEN STUDENTS' CRITICAL THINKING**  
**DISPOSITIONS AND STUDENTS' READING COMPREHENSION AT**  
**EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL**

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## DECLARATION OF AUTORSHIP

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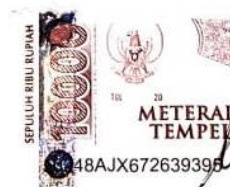
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Declare that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. *This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any person.*
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The Researcher,



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## **MOTTO**

*tak apa mengaku ringkih di palangan// bertahanlah sedikit lebih lama//*

*tumbuhlah liar serupa gulma//*

*-ERK-*



## **DEDICATION**

The most important thing is my gratitude to Allah SWT, who has given mercy and blessings to all of us. Thank you for giving me the health, strength, and knowledge to complete my thesis. My peace and salutation, do not forget to extend to our Prophet, Muhammad SAW.

I dedicate this thesis to my parents and my family, who always pray for me, give me strength, love, motivation, and many other life lessons. I also thank all my friends who have provided encouragement and motivation. Lastly to myself, thank you very much for persevering in the face of many trials and obstacles because that is what makes us stronger and better. Thanks to the prayers, support, and motivation you have given to me, I finally finished this thesis.

## ACKNOWLEDGEMENT

*In the name of Allah SWT, The Beneficent, The Merciful*

All praise belongs to Allah SWT, who has given mercy and guidance to the author so that the writer has sufficient knowledge and willingness to complete the thesis entitled “The Correlation Between Students' Critical Thinking Disposition and Students' Reading Comprehension Eight Grade Students of Junior High School.” Not to forget, my peace and salutation are always devoted to our great prophet Muhammad SAW.

It is happiness and pride for me to be able complete this thesis trough a long journey. However, the completion of this thesis would not have been possible without the support from various parties. Therefore, the author would like to say thank you very much to:

1. Prof. Dr. H. M. Zainuddin, M.A as the Rector Universitas Islam Negeri Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Nur Ali, M.Pd as the Dean Faculty of Education and Teacher Training.
3. Prof. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department.
4. Mrs. Nur Fitria Anggrisia, M.Pd as my supervisor that has given her time to guide me in compiling this thesis from beginning to end patiently, so that I can complete this thesis properly.
5. All lecturers of the English Education Department who have given me a lot of knowledge and new experiences while I was in college.

6. Mr. Budi Sulistijanto, M.Pd who have provided opportunities and support in completing this thesis and students of VIII A class who have participated as the sample.
7. To my parents and all of my family who always provides motivation, encouragement, and prayers so that I can finish this thesis.
8. All my friends in the 2019 English Education Department thank you for always being my friend, the support and help you give means a lot to me.
9. To all friends who I cannot mention one by one who have accompanied me in every organization, committee, and work group while I was studying.
10. Finally, I would like to thank myself because I have persevered, believe, tried hard and did not give up to finish this thesis.

Hopefully all the support that you have given to the author will be replaced with a better reply by Allah SWT. The author realizes that there are errors in writing this thesis. Hopefully this thesis can be useful for writers and readers.

Malang, October 18, 2023

The Researcher,



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## LATIN ARABIC TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Alphabet

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

### C. Diphtong Vocal

أَوْ = aw

أَيُّ = ay

أُوُّ = û

إِيُّ = î

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## ABSTRACT

Umam, Qaidul. 2023. The Correlation Between Students' Critical Thinking Disposition and Students' Reading Comprehension Eight Grade Students of Junior High School. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.  
Advisor: Nur Fitria Anggrisia, M.Pd

**Key Words:** correlation, critical thinking disposition, reading comprehension

Reading comprehension is an essential skill in learning English and must be mastered by students. However, many of them still have not mastered reading comprehension well. So, to master reading comprehension, there are influencing factors, one of which is the affective factor, namely the critical thinking disposition. A strong tendency to apply good thinking habits will motivate readers to think analytically, independently, and critically. This disposition will produce a willingness to become more critically by evaluating and analyzing the information. Therefore, researchers conducted correlation research to determine the relationship between critical thinking disposition and reading comprehension in eighth-grade students at junior high school students.

This research was conducted using quantitative methods and applying correlational research design. Researchers used purposive sampling to take samples. The research subjects were 32 students. The California Critical Thinking Disposition Inventory (CCTDI) used as test material for critical thinking disposition and reading comprehension of recount text as material for students' reading comprehension test. Data was collected using questionnaires and reading comprehension tests, which were then analyzed and processed using SPSS version 25.

This findings of this research shows that the correlation value between these two variables is 0.406. Besides that, the research confirmed that in the hypothesis test, with  $t_{\text{count}} = 2.435$  and  $t_{\text{table}} = 1.697$ , it can be concluded that relationship exists between variables. In other words, a moderate and significant relationship exists between critical thinking disposition and reading comprehension in eighth-grade students at junior high school. The researcher concludes that mastering an excellent critical thinking disposition will also increase students' reading comprehension.



## ABSTRAK

Umam, Qaidul. 2023. Korelasi Antara Disposisi Berpikir Kritis dan Pemahaman Membaca Pada Siswa Kelas Delapan Sekolah Tingkat Menengah Pertama. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd

**Kata Kunci:** korelasi, disposisi berpikir kritis, pemahaman membaca

Pemahaman membaca merupakan keterampilan penting dalam belajar bahasa Inggris dan harus dikuasai oleh siswa. Namun masih banyak diantara mereka yang belum menguasai pemahaman membaca dengan baik. Maka dari itu, untuk menguasai pemahaman membaca ada faktor yang mempengaruhi, salah satunya adalah faktor afektif yaitu disposisi berpikir kritis. Kecenderungan yang kuat untuk menerapkan kebiasaan berpikir yang baik akan memotivasi pembaca untuk berpikir analitis, mandiri, dan kritis. Disposisi ini akan menghasilkan kemauan untuk menjadi lebih kritis dengan mengevaluasi dan menganalisa informasi. Oleh karena itu, peneliti melakukan penelitian korelasi untuk mengetahui hubungan antara disposisi berpikir kritis dan pemahaman membaca pada siswa kelas delapan tingkat sekolah menengah pertama.

Penelitian ini dilakukan dengan menggunakan metode kuantitatif dan menerapkan desain penelitian korelasional. Peneliti menggunakan purposive sampling untuk mengambil sampel. Subjek penelitian berjumlah 32 siswa. Instrumen California Critical Thinking Disposition Inventory (CCTDI) digunakan sebagai bahan tes disposisi berpikir kritis dan pemahaman bacaan teks recount sebagai bahan tes pemahaman bacaan pada siswa. Data dikumpulkan dengan menggunakan angket dan tes pemahaman membaca, yang kemudian dianalisis dan diolah menggunakan SPSS versi 25.

Temuan penelitian ini menunjukkan bahwa nilai korelasi kedua variabel tersebut adalah sebesar 0,406. Selain itu, penelitian mengkonfirmasi bahwa dalam uji hipotesis, dengan  $t_{hitung} = 2,435$  dan  $t_{tabel} = 1,697$ , dapat disimpulkan bahwa ada hubungan antar variabel. Dengan kata lain, terdapat hubungan yang moderat dan signifikan antara disposisi berpikir kritis dan pemahaman membaca di kelas delapan sekolah menengah pertama. Peneliti menyimpulkan bahwa penguasaan disposisi berpikir kritis yang baik juga akan meningkatkan pemahaman membaca siswa.

## مستخلص البحث

أمام ، قيدول. ٢٠٢٣. العلاقة بين التصرف في التفكير النقدي وفهم القراءة لدى طلاب الصف الثامن في المدرسة الإعدادية. أطروحة، قسم تدريس اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.  
المشرف: نور فيتريا أنجريسيا ، دكتوراه في الطب

**الكلمات المفتاحية:** الارتباط ، التصرف في التفكير النقدي ، فهم القراءة

يعد فهم القراءة مهارة مهمة في تعلم اللغة الإنجليزية ويجب أن يتقنها الطلاب. ولكن لا يزال هناك الكثير منهم الذين لم يتقنوا فهم القراءة بشكل جيد. لذلك ، لإتقان فهم القراءة ، هناك عوامل مؤثرة ، أحدها هو العامل العاطفي ، وهو التصرف في التفكير النقدي. إن الميل القوي لتبني عادات التفكير الجيد سيحفز القراء على التفكير التحليلي والمستقل والنقدي. سيولد هذا التصرف رغبة في أن تكون أكثر أهمية من خلال تقييم المعلومات وتحليلها.

لذلك ، أجرى الباحثون دراسة ارتباط لتحديد العلاقة بين التصرف في التفكير النقدي وفهم القراءة لدى طلاب الصف الثامن الإعدادي. تم إجراء هذا البحث باستخدام الأساليب الكمية وتطبيق تصميم البحث الارتباطي. يستخدم الباحثون أخذ العينات الهادفة لأخذ العينات. بلغ عدد طلاب الدراسة 32 طالباً. تستخدم أداة جرد التصرف في التفكير النقدي في كاليفورنيا كمواضع اختبار للتخلص من التفكير النقدي وفهم القراءة لنصوص إعادة السرد كمواضع لاختبارات فهم القراءة لدى الطلاب. تم جمع البيانات باستخدام الاستبيانات واختبارات فهم القراءة ، والتي تم تحليلها ومعالجتها بعد ذلك باستخدام SPSS الإصدار ٢٥ .

أظهرت نتائج هذه الدراسة أن قيمة الارتباط بين المتغيرين هي ٠.٤٠٦. بالإضافة إلى ذلك ، تؤكد الأبحاث أنه في اختبار الفرضية ، مع  $t_{count} = 2435$  و  $t_{table} = 1697$  ، يمكن استنتاج أن هناك علاقة بين المتغيرات. بمعنى آخر ، كانت هناك علاقة معتدلة ومهمة بين التصرف في التفكير النقدي وفهم القراءة في الصف الثامن من المدرسة الإعدادية. وخلص الباحثون إلى أن إتقان التصرف الجيد في التفكير النقدي سيحسن أيضاً فهم الطلاب للقراءة.

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, the research question, the study's objective, the study's significance, the scope and limitation of the study, and the definition of terms.

### **1.1 Background of the Study**

Language has an important role in the learning process, because the process of transferring knowledge between teachers and students requires using language as the main communication tool. Language itself is in the form of spoken and written language. Spoken language occurs in direct situations and usually happens during teaching and learning process. On the other hand, writing is more flexible, meaning it can be used inside or outside the classroom. Students use written language to generate knowledge and use it to support learning. Written language is considered a fundamental aspect of student success in the learning process because formal education presents learning material in written language.

Good reading skills are also needed to support the use of written language. Reading, one of the language skills taught since the beginning of education, is seen as a source of knowledge because knowledge development is usually obtained through reading. These are skills needed at all stages of education. One reading skill that needs to be mastered is reading comprehension ability. Reading comprehension refers to absorbing a book's meaning to understand a sentence's linguistic meaning (Hock et al., 2015). In addition, reading also supports other skills, such as productive skills, speaking, and writing. Then, it

is seen as the most critical input language for improving language learning. Decoding information from the printed text is the process of absorbing and conveying the meaning of the printed text. Besides that, the importance of reading has also been explained from an Islamic perspective, one of which is the verse in the Al-Quran in QS Az-Zumar (39) verse 9:

أَمْ مَنْ هُوَ قَلِيلٌ مِّنْ أَتَاءِ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ  
وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

This means: *'Are they better' or those who worship 'their Lord' devoutly in the hours of the night, prostrating and standing, fearing the Hereafter and hoping for the mercy of their Lord? Say, 'O Prophet, ' "Are those who know equal to those who do not know?" None will be mindful 'of this' except people of reason.(QS. Az-Zumar: 9)*

The Al-Quran verse above states that *Ulul albab* can also be interpreted as someone with sharp abilities. This ability of reason distinguishes between people who know and those who do not know. In critical thinking, the intellectual side is expected to lead humans to differentiate between right and wrong. To determine it, it is necessary to read so that from this, it can be seen that there is a correlation between reading activities ordered by the Al-Qur'an, which will impact the progress of the human mind and their piety to Allah SWT.

Although reading is essential for learning processes and outcomes, some people believe learning to read is challenging. However, in Indonesia, where English is a foreign language. Reading is as complex as reading a first language; reading is also a challenge for EFL learners (McNamara, 2009), because understanding how words fit together in each sentence is more challenging than

it seems. Readers may understand every word in a sentence, but understanding the relationship between the sentence and the meaning of the text as a whole requires hard work. In addition, because students do not often use it in everyday life, it is a challenge to master it. So that many things must be done so that students understand reading and decoding more than native students.

Several factors can influence efforts to improve reading comprehension skills. According to Alderson (2001), it is summarized that two factors can influence reading comprehension; they are the text factor and the reader factor. From the text factor, several factors lead to reading success. Text cohesion, text type or genre, and text readability are among them. Because language can never be separated from the text, the text influences how the reader conveys its meaning. In addition, another aspect that can affect reading skills is the reader factor. From the reading factor, several factors lead to reading success. They are background knowledge of readers, motivation, goals, anxiety, strategies, skills in cognitive and meta-cognitive aspects, rapid word recognition and eye movement, and characteristics of readers. Thus, the reader's cognition and affection can result in successful reading comprehension. Aspects of cognition and affect are different if human cognition is activated in reading activities through thinking. On the other hand, affective elements such as motivation and attitude support reading force to achieve understanding as the goal of reading.

To support one of the factors that plays an important role, namely the affective factor, one of the skills needed in reading comprehension is critical thinking. Critical thinking is logical and reflective thinking that focuses on making decisions that will be believed or carried out (Ennis, 2013). Regarding

the relationship between critical thinking and reading comprehension, the ability to read with critical thinking can help students to absorb various information so that students understand the contents of the reading correctly and carefully. In learning essential reading, students are not only required to understand the reading content but also to understand, analyze, conclude, and assess the reading content so that students' understanding of reading becomes optimal (Agoestanto et al., 2019). Therefore, critical thinking is a necessary skill to achieve reading comprehension.

Meanwhile, critical thinking is classified as critical thinking as a skill and disposition (Ennis, 2013). When it comes to skills, it is in the cognitive aspect, and when it comes to dispositions, it is in the affective aspect. Thinking disposition is regarded as an affective aspect; it is involved in the variables attached to support reading comprehension (Gillet, 2012). Critical thinking disposition is an inclination of behavioral tendencies to use critical thinking skills, and it is needed during reading comprehension due to reading text is not just reading text, yet it is the skill to understand beyond texts. To reach an understanding, the readers should think critically.

Moreover, in relation to the disposition to think critically, reading comprehension is an initial way that students can use to be able to think critically. In addition, with lots of reading practice, the ability to make fair and analytical judgments can be achieved. Therefore, Stobaugh (2012) states that reading comprehension is the gate to being a critical thinker. The willingness to think critically would drive a reader toward applying critical thinking skills in reading. A strong tendency to exercise good thinking habits, such as being open-

minded, persistent in seeking the truth, analytical, and inquisitive in finding evidence to support before accepting the views offered, will positively motivate readers to think analytically, independently, and critically. Strong and positive critical dispositional attributes, which result in the willingness to be a reflective reader, will influence readers to engage with the information in the text more critically by evaluating and analyzing the information.

In addition, it is based on the idea of reading as a social process that views reading as a social phenomenon; readers react to the text critically, called critical reading. This is the highest reading level, called reading outside the text. Critical reading is a reading activity that involves critical thinking skills. A critical thinker usually always raises probing questions, has an open mind, and makes logical conclusions based on evidence (Priyatni & Nurhadi, 2023). In addition, he also mentioned that reading various sources to double-check information shows that reading comprehension is necessary or in line with a willingness to ask questions and become a mature assessor after reading activities.

On the other hand, reading comprehension requires readers to be critical. When it's time to think critically, people who tend to think critically will do so; Critical thinking disposition is a person's tendency to use critical thinking, so it is claimed to be in line with success in reading comprehension. Critical thinking disposition plays a central role in language learning because students will face real situations after school. According to Ataç (2015), the critical thinking approach has a more comprehensive view of language. Through critical thinking, students are required to become independent learners who do not

depend on the teacher as the only source of knowledge. In addition, Arslan et al., (2014) emphasizes that although thinking skills are innate abilities, they can be taught and learned so that improving thinking skills in the learning process through teaching materials in a syllabus or lesson plan will be better. In the national curriculum in Indonesia, problem-based learning has been conceptualized as student-centered learning. So that critical thinking has benefits in creating an efficient and more comprehensive learning system. Apart from the significance of the relationship between critical thinking disposition and reading comprehension, some fundamental issues for further research are considered. Critical thinking is also one aspect that is shifted in the latest curriculum, which is intended for students to become independent learners. However, the realization has yet to be achieved. Classroom learning still uses conventional teacher-centered teaching. Therefore, the disposition of critical thinking is rarely possessed by students. Even though the disposition to think critically is a person's main attribute to becoming a critical thinker. So that later critical thinking will be used in the right situation.

Previous researchers have conducted several studies regarding the relationship between critical thinking disposition and reading comprehension. The first research is by Azizah and Fahriany (2017). This research aimed to know the relationship among three variables, genre awareness, critical thinking disposition, and reading comprehension at SMAN 4 South Tangerang. The study found that there is a correlation between genre awareness and reading comprehension with correlation, there is a correlation between students' critical thinking disposition and their reading comprehension, and there is a



simultaneous correlation between students' genre awareness and critical thinking disposition with their reading comprehension. The contributions stated that reading comprehension success is determined by students' genre awareness and critical thinking disposition.

The second is from Işık (2015). This study aims to measure the students' relationship between students' critical reading levels and critical thinking dispositions, and reading frequency in both English and Turkish. The findings of the study revealed that critical thinking dispositions have a triggering effect on the development of critical reading skills. However, it cannot be said that reading frequency affects critical reading.

The third previous study is by Genç (2017). The study described EFL learners' critical thinking levels. It examined the relationship between participants' critical thinking levels and selected variables such as gender, academic achievement in EFL, subject area, and self-reported reading. The results indicated that participants in this research generally have a low critical thinking disposition. It was seen that females had higher scores concerning analyticity and open-mindedness; successful students were more open-minded; the participants reporting that they read every day had higher scores in inquisitiveness and self-confidence than the other groups, and finally, it was seen that participants' subject areas did not indicate a significant relationship with any of the subscales.

The last study is from Sahrian (2022); this study aimed at seeking the degree of the correlation among critical thinking disposition, reading interest, and English achievement of the eleventh-grade students of MAN 3 Nganjuk.

The results revealed a significant contemporary association between reading interest, critical thinking disposition, and English achievement, and the coefficient correlation indicates that the association between variables was strong.

It attempted to determine the correlation between critical thinking disposition and reading comprehension based on existing problems, previous studies, and the necessity for further investigation in the EFL junior high school students setting. The correlation between the variables will be investigated theoretically and in field research so that this research will provide credible information about the correlation between critical thinking disposition and reading comprehension in eighth-grade students of junior high school.

## **1.2 Research Question**

The researcher focuses on one research question that is formulated based on the description of the background of the study above:

1. Is there any significant correlation between the eight-grader students of junior high school critical thinking dispositions and their reading comprehension?

## **1.3 Objective of the Study**

In concordance with the research question above, the aim of this study is:

1. To determine the significant correlation between the eighth-grader students' critical thinking dispositions and their reading comprehension of junior high school.

## **1.4 Significance of the Study**

The researcher hopes that the result of this study can be used for:

1. Teachers

Researchers hope this research can motivate instructors to develop more effective English teaching and learning activities and media, especially regarding reading comprehension.

2. Students

The outcome of this study will expect to help students understand the importance of learning reading as a fun activity to learn English. That skill will advance, and the students' love for English will grow.

3. Other researchers

The result of this study can use other researchers to learn more about it and conduct more effective investigations. Knowing the issue can be beneficial to them.

### **1.5 Scope and Limitation of the Study**

This research investigates the correlation between students' critical thinking dispositions and reading comprehension of eighth-grade students of junior high school. The research subjects are students of class 8th A at SMPN XZ, which had 32 students. The reason why the researcher choose this class because the student was superior to other classes after receiving advice from the teacher there. In addition, the reading section also has recount text material from student exercise books.

### **1.6 Definition of Key Terms**

To prevent misunderstanding of terms in this study, the definitions of terms used in this study are explained below:

### **1. Correlation**

Correlation is a relationship between one variable and another where there is still a causal relationship between two or more variables. Correlation research will be used to find the relationship between students' critical thinking dispositions and reading comprehension and see if the two influence each other.

### **2. Critical thinking dispositions**

Critical thinking dispositions are meant in this study to be the tendency to think logically and reflectively about a person in making decisions that will be believed or carried out within the reading comprehension ability.

### **3. Reading comprehension**

Reading comprehension is an ability that involves cognitive processes that operate on various types of knowledge to achieve various types of reading. Reading comprehension involves visual processing, speed, logic, and reasoning skills. In this study, the researcher only focused on reading comprehension material in recount texts.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes theories and previous studies to enrich the essential information. Three points will be described below: critical thinking disposition, reading comprehension, and previous studies.

#### **2.1 Critical Thinking Dispositions**

In this chapter the researcher will explain the definition, characteristics and measurement of critical thinking disposition.

##### **2.1.1 Definition of Critical Thinking Disposition**

Ennis (2001) state that critical thinking is classified as critical thinking skill and disposition. When it comes to skill, it is in the cognitive domain, and when it comes to disposition, it is in the affective domain. Disposition is a person's behavioral tendency to see things as reasonable, valuable, and essential, coupled with a belief in persistence and self-confidence (Lin, 2016). Critical thinking disposition is an inclination or tendency to use critical thinking skills, one of the essential components of critical thinking (Zin & Eng, 2014). Disposition to think critically can be defined as consistent willingness, motivation, inclination, and intention to be engaged in critical thinking while reflecting on significant issues, making decisions, and solving problems (Facione et al., 1997). It is purposeful, reasoned, and goal-directed in critical thinking and is the kind of attitude to thinking.

A person's disposition can be seen or observed based on a person's habits in acting or behaving (Facione, 2013). Furthermore, disposition refers to each individual's behavior's tendency to deal with all problems. Based on this, the critical thinking disposition referred to in this study is a person's tendency to think logically and reflectively in making decisions that will be trusted or carried out in solving problems. Behavior to deal with problems owned by students appears in learning through solving problems. According to Sumarmo et al. (2012), critical thinking dispositions will form students with a strong desire and awareness to think and act mathematically in a positive way.

In the theories of critical thinking disposition in the educational approach, critical thinking is defined as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends." According to Ben-Chaim et al. (2020), a student's disposition to think critically is a necessary precondition for critical thinking and significantly affects critical thinking capability.

Conversely, Ritchhart (2022) explained that critical thinking disposition is the term used to describe intellectual behavior. It is similar to habit and behavior, but they are different. When behavior and habit are automatic actions that people usually produce due to their usual actions, disposition tends to be a conscious activity that people need to activate in a particular situation. It determines students' attitudes toward learning both in and outside the classroom. However, the other explanation defines

critical thinking disposition as part of intrinsic motivation due to the mutual condition (Zin & Eng, 2014).

### **2.1.2 Characteristics of Critical Thinking Disposition**

Several experts have provided several components and characteristics of people with critical thinking. Zin and Eng (2014) state that good critical thinkers' dispositions are characterized by having a spirit of inquiry, being open-minded, being able to draw unwarranted assumptions cautiously, and being able to weigh the credibility of the evidence. However, Ennis (2001) defined the ideal of critical thinkers are disposed into three major components. Then, each of the components is divided into some components. These components of critical thinking disposition can be elaborated as follows:

1. Care that their decisions be valid and justified

Critical thinkers explore various possibilities, alternatives, and viewpoints before making decisions and open to new ideas and different perspectives. They prioritize in facts and evidence rather than personal opinions or emotions.

2. Care about representing a position clearly and honestly

Critical thinkers express their thoughts and positions clearly and transparently. They avoid ambiguity and ensure their message is easily understood. Determining and maintaining focus on the conclusion and questions, avoiding irrelevant details or distractions. Being reflective about their own beliefs and self-aware. Taking into account the situation in making the judgment.

### 3. Care about the dignity and worth of every person

Discovering and listening to others' views and reason. They engage in respectful and constructive dialogue, avoiding behaviors that intimidate others. They considering people's feeling and maintain respectful arguments.

#### **2.1.3 Measurement of Critical Thinking Disposition**

Facione (2000) proposed measures to assess critical thinking disposition, which may be summarized into seven indicators. These indicators are inquisitiveness, open-mindedness, analyticity, truth-seeking, critical thinking self-confidence, systematicity, and maturity. Furthermore, Facione et al. (1997) invented the measurement of critical thinking disposition by developing California Critical Thinking Disposition Inventory (CCTDI) to assess critical thinking disposition. The California Critical Thinking Disposition Inventory (CCTDI) includes seven measures such as inquisitiveness, open-mindedness, analyticity, truth-seeking, critical thinking self-confidence, systematicity, and maturity. The overall California Critical Thinking Disposition Inventory (CCTDI) score calculated from mathematically equal contributions from each scale. These seven measures are considered the most important predictors of critical thinking disposition. California Critical Thinking Disposition Inventory (CCTDI) is explained as follows:



## 1. The inquisitiveness

According to Facione (2013), the inquisitiveness scale measures one's intellectual curiosity and desire for learning even when the application of the knowledge is not readily apparent. Intellectual curiosity and a desire to know are among the defining characteristics of the educated person. Considering that knowledges continue to develop following needs, especially in sector psychology, nursing, education, and journalism. A deficit in inquisitiveness would signal a fundamental limitation of one's potential to develop expert knowledge and practice ability. In general, inquisitive people can be expected to think that they want to know more about any topic and also always want to learn new things.

## 2. The open-mindedness

The open-mindedness scale addresses being tolerant of divergent views and sensitive to the possibility of one's own bias (Facione, 2013). Open-mindedness is crucial for citizens of a pluralistic, multicultural society which values tolerance and understanding of the beliefs and lifestyles of others. Conversely, dispositional intolerance or educational efforts in such varied populations as those with substance abuse problems, those in the criminal justice system, and those enmeshed in urban violence. People who are intolerant of different views may think that there are limits to an idea. On the other hand, people who tend to be open-minded can predictably generally easy to understand what other people think about things.

### 3. The maturity

The maturity scale targets the disposition to be judicious in one's decision-making. The mature person can be characterized as one who approaches problems, inquiry, and decision-making with a sense that some problems are difficult to avoid unreasonable and many times judgments must be made based on standard contexts and evidence which preclude certainty (Facione, 2013).

This dispositional attribute has implications for responding to ill-structured problems and making complex decisions involving multiple stakeholders, such as policy-oriented and ethical decision-making. The maturity in critical thinking disposition serves as a fundamental element in the process. However, maturity development in critical thinking is a dynamic process shaped by a combination of factors, including education, experience, and ongoing self-reflection and is not determined by age (Utomo, 2016). It is through the interplay of these elements that individuals progress in their ability to think critically and navigate complex decision-making scenarios.

### 4. The truth-seeking

According to Facione (2013), this scale targets being eager to seek the appropriate knowledge in a given context, courageous about asking questions, and objective about pursuing inquiry even if the findings do not support their self-interests or prejudices. . The truth-seekers will seek truth based on adjusting their beliefs according to those facts and reasons. In addition, the truth-seekers remains

receptive to serious consideration of additional facts, reasons, or perspectives, even if this should necessitate changing one's mind on some issue. The truth-seeking people continually evaluates new information and evidence. In contrast, lack in truth-seeking may will result in poor decision-making, and an understanding of issues will give rise to misconceptions.

#### 5. The critical thinking self-confidence

The critical thinking self-confidence scale measures the trust one places in one's reasoning process (Facione, 2013). Critical thinking self-confidence allows one to trust the soundness of reasoned judgments and lead others in the rational resolution of problems. An appropriate level of critical thinking self-Confidence, increasing concerning one's maturity and mastery of critical thinking skills, would be the desired developmental trajectory for all students. Rises and falls in critical thinking self-confidence might suggest a person's progress through developmental levels, with a rise of critical thinking self-confidence indicating comfort at a given level of cognitive development and a fall in critical thinking self-confidence resulting from the same cognitive dissonance, which gives impetus to an upward movement.

Whether an individual's level of critical thinking confidence is warranted is another matter; however, some underestimate their ability to think critically, while others other-over-rate their critical thinking-ability. Practicing professionals who over-rate their critical

thinking abilities may act with inadequate caution, while those whose critical thinking self-confidence is lower than their actual critical thinking skills level might be expected to demonstrate a lack of leadership in intimate client contact and more extensive group settings.

#### 6. The analyticity

According to Facione (2013), analytic scales target the application of reasoning and evidence to solve problems and anticipate potential conceptual or practical difficulties, and consistently alert to the need to intervene. People with this characteristic tend to want to anticipate the consequences of events and ideas and use reason, rather than some other strategy, to deal with several problems. Being analytical will encourage person, especially during reading comprehension activities, to connect observation with theory or previous knowledge in order to anticipate errors when understanding a text that has a high level of complexity.

#### 7. The systematicity

Systematics measures organized, orderly, focused, and diligent in investigations (Facione, 2013). An organized approach to problem-solving and decision-making is a characteristic of a wise person when solving the various problems being handled. People who tend to be systematic will agree with focusing on asking before answering. However, many people would think that they would differ on issues

that require speed in decision making or issues that are undergoing rapid change.

These indicators determine the ideal critical thinkers seen from the perspective of disposition. These dispositional aspects explore the characteristics of people that can be considered as critical thinkers according to their behavior in thinking.

## **2.2 Reading Comprehension**

In this chapter the researcher will explain reading comprehension by dividing definitions, processes, levels, and reading recount texts at the junior high school level.

### **2.2.1 The Definition of Reading Comprehension**

Reading comprehension is a process in which readers generate meaning by engaging with the text using a combination of past knowledge and experience, information in the text, and the reader's attitude (Pardo, 2018). According to Clarke et al. (2013), reading comprehension is positioned within the text itself and also understanding results from the interaction between the text and the reader's response to it. In addition, he considers reading very important for teaching and learning, and it is vital to consider situations in which developing students must extract and apply meaning from texts. Additionally, reading comprehension skills become increasingly important as students progress through the school system. The reader's knowledge to comprehend has been the emphasis of reading comprehension. Knowing

that reading may be a transforming experience that influences the reader's thinking and learning is crucial. It is possible to come across new phrases, ideas, and viewpoints that test and broaden our understanding.

Reading comprehension entails a reader creating a mental model of a text by creating ad hoc connections based on the concepts and events in the text (León & Escudero, 2015). On the other hand, reading comprehension is defined as the process by which the reader creates meaning from text-based information (Hock et al., 2015). Using the text's features and their prior knowledge of the world, the reader constructs a mental image of the meaning of the text during this process. Deep comprehension happens when the reader combines text-based knowledge with prior information.

Additionally, it is possible to define reading comprehension as the capacity, method, and development of a text employing the reader's prior knowledge. There is a process that readers go through when reading material. Readers will combine text-based knowledge and prior information in the reading comprehension process.

Understanding the written word to extract information from the text reading is another definition of reading comprehension. Understanding is the outcome of reading; reading is the process. The act of reading itself dramatically affects the development of reading comprehension.

### **2.2.2 The Process of Reading Comprehension**

Reading comprehension is how readers construct meaning from text (Brown & Abeywickrama, 2004). There are three kinds of processing in reading; bottom-up processing, top-down processing, and interactive processing. These are explained as follows:

1. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. In this process, the reader must recognize multiple linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001). The bottom-up strategy is called the local or problem-solving and support strategy for readers to grasp specific linguistic components (Sheorey & Mokhtari, 2001). It assumes that the reader has to scan from letter to letter, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally, it is processed. The readers start to process the word sound to understand the most significant part. It means that bottom-up processing begins to comprehend a passage by decoding them into sound and then constructing the meaning.

2. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantics to create meaning in the text (Hudson, 2022). The reader constructs meaning by bringing their early thought to the text being read. It means that readers' background knowledge is fundamental in getting the importance of the text. In top-down

processing, the reader makes some predictions about the text. The process is continued by taking samples that will be confirmed or not to the prophecies that have been made before. It can be assumed that in top-down processing reader checks the prediction first. Next, a top-down strategy is defined as a general or global strategy for readers to predict text content, set a goal for reading, and monitor readers' reading process (Sheorey & Mokhtari, 2001).

The top-down processing emphasizes the importance of schemata, namely previous experience and background knowledge, in understanding literary work (Xia, 2011). It assumes that the reader's background knowledge is fundamental in getting the meaning of the text. In this process, a reader makes some predictions about the text. The process is continued by taking confirmed samples to the prophecies that have been made before. Finally, the reader checks the projections. Gregory (2019) states that top-down processing brings the reader's thought from general to particular. The reader uses his knowledge of the world and language structure to recognize the individual words.

### 3. Interactive processing

Interactive processing is a combination of bottom-up processing and top-down processing. In this process, the reader predicts the text's probable meaning, then moves to the bottom-up processing to check whether that is really what the writer says (Brown, 2001). It means that the reader recognizes words and predicts the implied information



in constructing the meaning of the text. (Harrison, 2020) states that the interactive process is a mixture of bottom-up and top-down processing. In this process, the reader mostly follows the bottom-up processing in which the reader recognizes the word first to be the basis of understanding the more significant part. Still, the input from the top-down processing also will be used if necessary.

In summary, reading processing is a mental process in which readers' mind engages with the text. In committing their mind to the text, the reader employs their background knowledge to make sense of the ideas presented. To make sense of the ideas, the reader goes through some processes. Those processes are bottom-up, top-down, and interactive processing. In bottom-up processing, the reader constructs the text from the smallest unit and becomes automatic so that the reader is unaware of how it operates. To teach the whole understanding, the reader must understand the passage by reading word by word. A top-down processing reader brings a great deal of knowledge, expectation, assumption, and questions to the text, gives a basic understanding of vocabulary, and checks new information that appears. Readers have known about the passage, so they want to know if there is any information. The last is interactive processing, which combines bottom-up and top-down processing at the same time. It describes a process that moves both of them depending on their situation.

### **2.2.3 Levels of Reading Comprehension**

Every reader has varieties of understanding levels in a text. Some indicators cause the readers to have a different level of understanding, such as unstated meaning in which the importance is not stated directly or the significant implication in a text. In addition, understanding the specific and main ideas also influences the level of understanding. From these indicators, the understanding process leads to critical text evaluation, inferred meaning, and literal text meaning. Based on the explanation above, Alderson (2001) stated that the understanding level consists of three levels: they are critical understanding, inferred understanding, and literal understanding. Literal understanding, it is defined as an understanding of readers based on the text. It means that their knowledge is similar to the text. The next is inferred understanding, is defined as an understanding or knowledge of readers to comprehend a text; it means that they can tell the content of the text with their own words. Furthermore, the third is critical understanding, which is defined as a critique or judgment of readers of the text. It means that they can criticize the text based on their own words.

From the description above, it can be said that a reader will get the ability to evaluate such distinction. If it is assumed that inferred understanding is deeper than literal understanding and critical understanding is valued higher than literal understanding. It means that the sequences of experience are. First, readers learn how to understand

texts. Secondly, study inferred meanings from text, and last, the ways to approach text critically and to evaluate the text.

#### **2.2.4 Reading Recount Text in Junior High School**

Recount text is a type of text that serves to retell events or experiences that occurred in the past. Recount text is used to retell an event that has happened in the past (Hook, 2021). This text aims to provide information or entertain readers who read it. According to Knapp (2019), recount text is written to make a report about an experience from a related circuit event. Based on the type of text, recount text has various kinds of text that can be used for reading activity, such as personal recount, factual recount, imaginative recount, and historical recount. This can be adjusted according to the purpose of the reading comprehension itself.

The writer will use reading comprehension metrics from Stanley and King (2010) in this study. Thus, there will be five indicators used in this research. It is broken down into reading comprehension markers such as identifying references, locating material, determining the meaning of vocabulary in context, and drawing inferences.

In summary, teachers who teach reading through expository texts are undoubtedly responsible for their students' reading comprehension, putting them in a dependent position. Additionally, by focusing students on comprehending the narrative, teachers spend less time providing feedback on other, more critical reading-related factors such as content and coherence. Furthermore, five aspects of reading comprehension are

appropriate for the Merdeka curriculum of junior high school (Stanley & King, 2010). These are:

1. Finding main ideas

The primary subject can be covered in a paragraph, making it easier for readers to understand the section. A paragraph's beginning, middle, or last sentence can contain the main idea.

2. Finding information

It necessitates that readers quickly scan critical passages in the text. It frequently includes a guessing question word. You can uncover specific details like person, place, event, and time when looking for information.

3. Finding the meaning of vocabulary in the context

When reading a sentence or paragraph in a text, the reader must be able to infer the meaning of each word or sentence.

4. Identifying reference

Students are often brief and use a lot, including they, she, he, it, her, him, and others. This element might help the reader understand the reading passage by identifying the word to which they are referring.

5. Concluding

Readers are expected to be able to make correct predictions of the text through the process of accurately reading the cues given by the author.

The researcher used eight variables in this study to combine reading comprehension and recount text indicators. It was broken down into

reading comprehension indicators like detecting references, locating material, determining the meaning of vocabulary in context, and drawing inferences. Orientation, event, and re-orientation are two signs of a recount text. To increase students' reading comprehension of recount material, students should be able to interpret language well. The following reading comprehension and recount text elements make up the reading comprehension indicators for recount text:

Variable	Indicators
Students' Reading Comprehension	<ol style="list-style-type: none"> <li>1. Finding Main Idea</li> <li>2. Obtaining Reliable Information</li> <li>3. Determining Vocabulary Meaning</li> <li>4. Choosing Reference</li> <li>5. Drawing Conclusion</li> <li>6. Orientation</li> <li>7. Event</li> <li>8. Re-orientation</li> </ol>

*Table 2. 1 Reading Comprehension Indicators for Recount Text*

### **2.3 Previous Study**

Many studies have been conducted and discussed the topic. Previous researchers have conducted research conducted by several studies regarding the relationship between students' critical thinking disposition and reading comprehension. The first research is by Azizah and Fahriany (2017), this

research was aimed at knowing the relationship among three variables, genre awareness (X1), critical thinking disposition (X2), and reading comprehension (Y). The study was conducted at SMAN 4 South Tangerang, and the participants were 180 twelfth-grade students. A quantitative method used correlation as the design to get through this research. The research found that there is a correlation between genre awareness (X1) and reading comprehension with a correlation value of 0.876, which is higher than 0.05; there is a correlation between students' critical thinking disposition and their reading comprehension (Y) with a value to 0.263 which is higher than 0.05, there is a simultaneous correlation among students' genre awareness and critical thinking disposition with their reading comprehension with correlation value  $R_{y.12} = 0.881$  and the  $\rho$ -value = 0.00 < 0.05 meaning that the  $H_0$  is rejected. The contribution of X1 and X2 to support the Y variable is 77.5%, or it is stated that reading comprehension success is determined by students' genre awareness and critical thinking disposition.

The second is from Işık (2015). This study aims to measure the students' relationship between students' critical reading levels, critical thinking dispositions, and reading frequency in both English and Turkish. The participants of this study, which was conducted in the spring term of the 2008-2009 academic year, comprised 147 students in Bilecik Osmaniye 75. Yıl Anadolu High School. The study results indicated that 32.4% of the students were at a low level, 46.2% were at a medium level, and 21.4% were at a high level. As it is seen, the majority of the students were at medium level. The findings indicated a positive and direct correlation for the relationship between

the student's critical reading levels and their critical thinking dispositions; however, this relation is insignificant. For the relationship between the student's critical reading levels and reading frequency, the findings showed that there is no relationship between these two variables. The findings of the study revealed that critical thinking dispositions have a triggering effect on the development of critical reading skills. However, it cannot be said that reading frequency affects critical reading.

The third previous study was by Genç (2017); the study described EFL learners' critical thinking levels and examined the relationship between participants' critical thinking levels and selected variables such as gender, academic achievement in EFL, subject area, and self-reported reading. The overall design of the study was based on the quantitative research method. Data were collected from 280 students using the Turkish adaptation of the California Critical Thinking Disposition Inventory during the 2015-2016 academic year. The results indicated that participants in this research generally have a low critical thinking disposition. Moreover, they have low critical thinking dispositions in five of the scales- authenticity, inquisitiveness, self-confidence, truth-seeking, and systematicity-while they have medium critical thinking disposition in just one subscale-open-mindedness. It was seen that females had higher scores concerning analyticity and open-mindedness; successful students were more open-minded; the participants reporting that they read every day had higher scores in inquisitiveness and self-confidence than the other groups, and finally, it was seen that participants' subject areas did not indicate a significant relationship with any of the subscales.

The last study is from Sahrian (2022), This study was aiming at seeking the degree of the correlation among critical thinking disposition, reading interest and english achievement of the eleventh-grade students of MAN 3 Nganjuk. This study was a quantitative study with a correlational design. The participants of the research were 154 students from 7 classess of eleventh grade of MAN 3 Nganjuk. The data were analyzed using correlational statistic test namely Kendall tau-b test since the normality of the data was not achieved. The results revealed that there was a significant correlation between reading interest and critical thinking disposition. Next, the correlation between students' reading interest and English achievement showed significant correlation. Next, there was a significant correlation between students' critical thinking disposition and English achievement of eleventh grade students of MAN 3 Nganjuk ( $.000 < 0.05$ ). In accordance with the strength of the correlation between critical thinking disposition and English achievement, it was found weak correlation ( $r = .310$ ). There was a significant contemporaneous association between reading interest and critical thinking disposition and English achievement ( $.000 < 0.05$ ). Furthermore, the coefficient correlation (R) is 0.745, indicating that the association between variables was strong.

In the previous research described, the researcher explained much about the correlation between students' critical thinking dispositions and reading comprehension in general and from a certain point of view. There are some similarities and differences between this research and the previous research. Based on the previous studies above, no one used particular reading materials for the test item. Therefore, researchers will focus on recount text material. The



choice of recount text was because previous research conducted by Azizah and Fahriany (2017) only focused on the relationship between text genre awareness and students' reading comprehension, so the researcher will try to focus on one text genre, namely recount text to prove whether reading comprehension in a particular text has an effect or not. Apart from that, Recount text material will be selected to fulfill Mr. B's request as a participating teacher. The next difference is related to research participants who will be conducted in junior high schools, while in previous studies, the research participants were high school and university students.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains the research design, subject of the study, research instrument, data collection technique, validity, reliability, data analysis, and hypothesis used in this study.

#### **3.1 Research Design**

This study's correlational research is a designed quantitative research method. Two variables, independent (X) and dependent (Y) are used in this research. Examining the correlation between students' critical thinking disposition and reading comprehension is the goal of this study. The measurement of two or more elements, as mentioned in Kartikawati (2018), is the correlational approach is the determination or estimation of the extent to which the values for the factors are related or change in a recognizable pattern. It talks about a study conducted to extract variables, whether they were one or even more, without comparison or relation to other factors.

In line with the title "The Correlation Between Students' Critical Thinking Disposition and Students' Reading Comprehension Eight Grade Students of Junior High School," the researcher stated as follows students critical thinking disposition is variable X, and students' reading comprehension is variable Y.

#### **3.2 The Subject of the Study**

The subject of this study explains the population and sample of research.

##### **3.2.1 Population**

According to Ary et al. (2019), the population can be defined as all parts of a well-defined class, object, person, or activity. It is illustrated that the population is still included in the general category because it consists of all class members or other objects. The population of this research is eight-grade students of SMPN XZ in the academic year 2023/2024. The 197 eighth graders are divided into seven classes. The student population in this study is shown in the table.

No.	Classes	Classification		Total of Students
		Male	Female	
1.	8 A	8	24	32
2.	8 B	13	19	32
3.	8 C	11	21	32
4.	8 D	14	18	32
5.	8 E	10	14	24
6.	8 F	13	10	23
7.	8 G	12	10	22
Total		81	116	197

*Table 3. 1 Student Population*

The researcher chose SMPN XZ because this school has used a new Merdeka curriculum. It is hoped that later, with reading comprehension test can equip them to achieve functional literacy levels expected to habituate students with AKM questions. At the same time, the eight grade was chosen because the English teacher suggested taking this class

during preliminary studies, and another reason was that eight grade had two English course meetings a week.

### **3.2.2 Sample**

The researcher uses purposive sampling to take the sample because it is more practical in the number of groups. This approach selects a sample from existing population data sources depending on different criteria, such as persons who are thought to be similar to what is expected or people in positions of power, to make it simpler for the researcher to investigate the item or social situation under research (Winarni, 2018). In that case, the researcher requested a sample from the English teacher who had confirmed taking the 8th A class with 32 students. The researcher took this class because, according to the English teacher, this class was superior compared to the other classes. In addition, students in this class are easy to work with and cooperative.

### **3.3 Research Instrument**

Research instruments are all processes prepared to collect data (Fraenkel & Wallen, 2012). It is shown that the instrument is used to help the researcher obtain data when conducting the research. The researcher uses two instruments to investigate the possible correlation among the research variables. The research data was obtained from the critical thinking disposition questionnaire and reading comprehension test results. The following are descriptions of both tests:

1. Critical thinking disposition questionnaire

Critical thinking disposition is measured based on self-report. One example of self-reporting is a questionnaire. These subjects chose the response that best described their reaction to the idea. The researcher adapted the questionnaire from Azizah and Fahriany (2017) because it has been done previously in case studies in Indonesia. And then, the researcher translated it into Indonesian to make it easier for students. Meanwhile, the original California Critical Thinking Disposition Inventory (CCTDI) was developed by Facione (2000). The questionnaire outlined 40 questions from the results of validity and reliability tests for respondents. In addition, the questionnaire measured seven indicators of critical thinking dispositions. They are asked to rate some statements in the Likert-scale questionnaire from 5-1. The distribution of each item is as follows:

No.	Aspects	Number	Items
1.	Inquisitiveness	1, 2, 3, 4, 5, 6, 7	7
2.	Open-minded	8, 9, 10, 11, 12, 13	6
3.	Maturity	14, 15, 16, 17, 18	5
4.	Truth-seeking	19, 20, 21, 22, 23, 24	6
5.	CT self-confidence	25, 26, 27, 28, 29, 30	6
6.	Analyticity	31, 32, 33, 34, 35	5
7.	Systematicity	36, 37, 38, 39, 40	5
Total			40

Adapted from Azizah and Fahriany (2017)

*Table 3. 2 Critical Thinking Disposition Questionnaire Outline*

## 2. Reading comprehension test

The reading comprehension test determines students' reading comprehension of recount text. In this study, the reading comprehension items test based on learning achievement in the Merdeka English curriculum for eighth-grade students of SMPN XZ. The researcher use recount text material in chapter 1 of unit 2 students' book. The following is the distribution of learning achievements:

Learning Achievements	Content/Topic	Competence
<p>Students communicate their ideas and experiences through simple, structured paragraphs, showing progress in using specific vocabulary and simple sentence structures. Using examples, they plan, write, and present text information, imagine, and persuade using simple and compound sentences to construct arguments and explain or defend an opinion.</p>	<p>Recount text</p>	<p>Students can compose oral and written transactional interaction texts in the form of recount texts by paying attention to social functions, text structures, and linguistic elements that are correct and in context.</p>

*Table 3. 3 Learning Achievements of Phase D*

In addition, the form of the test is multiple-choice questions with four answers: A, B, C, or D. The reading comprehension test covered 20 test items, and its questions are selected from students' books and other sources

suitable for their level. The questions were given to find the main ideas, find information, find the meaning of vocabulary in context, identify references, conclude, orientation, event, and orientation. The topic of the test is related to their personal experiences.

No.	Description	Number of items
1.	Finding Main Idea	3
2.	Obtaining Reliable Information	2
3.	Determining Vocabulary Meaning	2
4.	Choosing Reference	2
5.	Drawing Conclusion	2
6.	Orientation	3
7.	Event	3
8.	Re-orientation	3

*Table 3. 4 Reading Comprehension Test Content Outline*

The results have been calculated using the formula below to measure the value of the reading comprehension test instruments. The maximum score that students can get on the test is 100.

Test	Number	No. Items	The Score of Each Item	Total Score
Reading Comprehension	20	1-20	5	100

*Table 3. 5 Reading Comprehension Scoring Test*

### **3.4 Data Collection Technique**

Data collection in this study uses instruments. The researcher used a critical thinking disposition questionnaire and a reading comprehension test to collect the data in this study. The researcher obtained data and distributed question items directly to the sample in the class.

#### 1. Critical thinking disposition questionnaire

The researcher takes the first step in the first week, a critical thinking disposition questionnaire, to determine students' critical thinking disposition. This questionnaire was carried out offline in the classroom. Before starting the test, the researcher explained the purpose and procedures for filling out the worksheet for 10 minutes. After that, the students had to complete 40 multiple-choice statements on the critical thinking disposition questionnaire for 50 minutes. After the students complete the questionnaire, their answers are recorded, and the results are analyzed.

#### 2. Reading comprehension test

The researcher takes the second step in the second week, which is a reading comprehension test related to recount text to determine the student's reading comprehension ability. This test can be carried out offline in the classroom. Before starting the test, the researcher explained the purpose and procedure for filling out the answer sheet for 10 minutes. After that, the researcher gives a test to students through exam papers related to reading comprehension of recount text. The researcher provides students with time to answer questions for 30 minutes. After finishing working on the questions, students submit answer sheets to the researcher to be assessed.

### **3.5 Validity and Reliability**



### 3.5.1 Validity

Validity is a testing technique that demonstrates the extent of an instrument's accuracy and precision in carrying out the measurement function. Sugiyono (2016) states that valid instruments are measuring tools used to acquire data. Validity refers to an instrument's capability to calculate what should be measured. In other words, a tool is considered valid if it can accurately display the results of the variables it is designed to measure. There are two criteria to determine the validity of test items, as follows:

1. If  $r_{\text{value}} > r_{\text{table}}$  at the level significance of 5%, then the items are valid.
2. If  $r_{\text{value}} < r_{\text{table}}$  at the level significance of 5%, items are invalid.

The validity test calculations used the correlation formula from Statistical Product and Service Solution (SPSS) version 25 in this study. The results showed 40 valid critical thinking disposition items and five invalid items. As for reading comprehension, all 20 items are valid. The results of the validity test calculation can be seen in the appendix.

### 3.5.2 Reliability

One of the most crucial components of a high-quality test is the reliability test. It has to deal with reliability, reproducibility, or a test taker's performance. The results are consistent when the same object is measured using the instrument multiple times. Examples of unreliable or inconsistent instruments are rubber measuring tools (Sugiyono, 2016). Conversely, a test with low reliability could give the test-taker

substantially different results between the two test administrations. In addition, the instrument is reliable if:

1. If  $\alpha \text{ croncbach} > r_{\text{value}}$  at the level significance of 5%, then the items are reliable.
2. If  $\alpha \text{ croncbach} < r_{\text{value}}$  at the level significance of 5%, then the items are not reliable.

In this study, the reliability test uses the Alpha-Cronbach formula. It is calculated using Statistical Product and Service Solution (SPSS) version 25 the following results from the reliability of critical thinking disposition and reading comprehension test.

No.	Variable	<i>Alpha</i>	r table 5% (32)	Description
1.	X	0,736	0,349	Reliable
2.	Y	0,943	0,349	Reliable

*Table 3. 6 Result of Reliability Test*

The computation showed that the coefficient reliability of critical thinking disposition was 0,736 while the reliability of reading comprehension was 0,943. All of these instruments were reliable and consistent. The computation result of the reliability test can be seen in the appendix.

### **3.6 Data Analysis**

The final stage in the research process is data analysis. Before conducting data analysis, the researcher calculates the two data scores by conducting descriptive data analysis and manages the score as a table. Next, the researcher

converts the two data into interval data to be calculated using the correlation formula. However, before the researcher knows the correlation between the two variables, the researcher conducts several tests, including normality and linearity.

#### 1. Normality test

The normality test here aims to determine whether the data has been distributed normally or not. In this study, the researcher conducted a normality test using Shapiro-Wilk because there were fewer samples than 50 respondents. This normality test uses Statistical Product and Service Solution (SPSS) version 25. The data can be expected if the value of the data significance is more than 5% or 0.05.

#### 2. Linearity test

The linearity test in this study aims to determine whether the two variables (independent and dependent variables) have a linear relationship or not. The linearity test in this study uses Statistical Product and Service Solution (SPSS) version 25. Both variables can be considered linear if the significance of linearity is less than 0.05.

#### 3. Correlation of two variables

This analysis is used to test the truth of the hypothesis put forward. The analysis aims to determine whether there is a correlation between variable X and variable Y. The researcher analyzed the data using the Product Moment correlation formula from Carl Pearson. In this study, students' critical thinking disposition is variable X, and students' reading comprehension is variable Y. This technique determines the absence of a

correlation between two variables of the interval type (Sugiyono, 2016). The following is the Product Moment correlation formula from Carl Pearson:

$$r_{xy} = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}}\sqrt{\{n \sum y^2 - (\sum y)^2\}}}$$

In which:

$r_{xy}$  : Correlation coefficient between variables X and Y

x: Critical thinking disposition score

y: Reading Comprehension score

n: Number of respondents

(Sugiyono, 2016)

After that, to explain the indicator score of the "r" correlation, usually the product-moment ( $r_{xy}$ ) is interpreted as in the table below:

Correlation coefficient "r"	Interpretation
0.00 – 0.19	Very low correlation
0.20 – 0.39	Low correlation
0.40 – 0.59	Moderate Correlation
0.60 – 0.79	Strong Correlation
0.80 – 1.00	Very Strong Correlation

*Table 3. 7 Table of "r" Value Pearson Correlation*

### **3.7 The Hypothesis of the Study**

After getting the correlation results between students' critical thinking disposition and reading comprehension, researcher test the hypothesis using the t-test. Then, the results obtained from the data value of t were compared with

the value of the  $t_{table}$ . To find out the table, the available table looked at with a significance level of 5% or 0.05, which was 1.697 because the number of samples was 32 students. In this research, the researcher presents two hypotheses, including:

1. Null Hypothesis ( $H_0$ )

There is no correlation between students' critical thinking disposition and reading comprehension.

2. Alternative Hypothesis ( $H_1$ )

There is a correlation between students' critical thinking disposition and reading comprehension.

When the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, a positive relationship exists between students' critical thinking disposition and reading comprehension. On the other hand, if the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected, it indicates no relationship between students' critical thinking disposition and reading comprehension.

## CHAPTER IV FINDING DISCUSSION

This chapter describes the study's results obtained from the research that has been done; including findings, data analysis, and discussion.

### 4.1 Finding

This section explains data analysis findings regarding students' critical thinking dispositions and reading comprehension. Two types of instruments are used to collect data: questionnaires and tests. Meanwhile, to show the correlation between students' critical thinking dispositions and reading comprehension, researchers conducted several tests, as explained below:

#### 4.1.1 Data of Students' Critical Thinking Disposition

This section shows the score of the student's critical thinking disposition questionnaire. The results of each indicator will be shown by calculating their average to be able to show the highest and lowest scores obtained by the students. Apart from that, the researcher also showed the interval score which contains the overall results of CCTDI score. The previously ordinal score converted into interval score so that quantitative analysis calculations can be carried out. The results are shown in the table below:

No. Respondents	Indicator							Interval Score
	01	02	03	04	05	06	07	
Student 1	27	24	17	24	29	20	24	83
Student 2	28	20	17	24	24	22	21	78

Student 3	29	26	19	27	23	19	24	84
Student 4	28	22	19	22	25	20	21	79
Student 5	33	24	19	26	28	21	25	88
Student 6	28	19	14	23	21	23	22	75
Student 7	32	25	20	26	29	20	24	88
Student 8	33	27	17	24	25	21	22	85
Student 9	28	19	14	23	21	23	22	75
Student 10	27	24	17	24	29	20	24	83
Student 11	30	25	21	24	22	15	24	81
Student 12	24	22	25	25	26	14	24	80
Student 13	29	26	19	27	23	19	24	84
Student 14	33	24	22	27	27	23	24	90
Student 15	31	25	19	26	23	21	22	84
Student 16	35	24	22	27	27	23	24	91
Student 17	35	24	22	27	27	23	24	91
Student 18	34	27	23	27	22	22	23	89
Student 19	34	28	21	27	24	21	24	90
Student 20	29	26	21	26	22	18	23	83
Student 21	30	26	21	25	28	18	21	85
Student 22	35	24	22	27	27	23	24	91
Student 23	28	20	17	24	24	22	21	78
Student 24	35	24	22	27	27	23	24	91
Student 25	29	23	17	24	26	22	19	80

Student 26	33	23	21	29	27	22	25	90
Student 27	24	25	14	28	25	18	18	76
Student 28	31	25	19	26	23	21	22	84
Student 29	31	24	19	25	28	22	24	87
Student 30	30	25	23	29	30	24	24	93
Student 31	34	28	21	27	24	21	24	90
Student 32	33	26	19	29	24	19	24	87
Average	31	24	19	26	25	21	23	85

*Table 4. 1 The Result of Critical Thinking Disposition Score*

The table shows that the respondents are 32 students. Based on seven indicator of CCTDI show that the highest scores obtained by students were in inquisitiveness with a total average 31 while the lowest score is in maturity with total average of 19. The mean score or the average value of critical thinking dispositions is 84,78. The range of possible scores was 18, the highest score was 93, and the lowest score was 75. The total score of this data was 2713. The results of the descriptive statistics are presented in the table below:

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
CTDQ	32	18	75	93	2713	84,78	5,222
Valid N (listwise)	32						

*Table 4. 2 Descriptive Statistics Students' Critical Thinking Disposition*



#### 4.1.2 Data of Students' Reading Comprehension

This section shows the student's reading comprehension of recount text test results score. The score is based on the reading comprehension assessment rubric provided. The scoring rubric can be seen in the appendix. The results are shown in the table below:

No. Respondents	Reading Comprehension Score
Student 1	90
Student 2	75
Student 3	75
Student 4	65
Student 5	90
Student 6	75
Student 7	85
Student 8	75
Student 9	65
Student 10	95
Student 11	75
Student 12	85
Student 13	75
Student 14	85
Student 15	95
Student 16	90
Student 17	85

Student 18	80
Student 19	75
Student 20	80
Student 21	70
Student 22	90
Student 23	80
Student 24	75
Student 25	80
Student 26	90
Student 27	75
Student 28	85
Student 29	90
Student 30	85
Student 31	70
Student 32	80

*Table 4. 3 The Result of Reading Comprehension Score*

The table shows that the respondents are 32 students. The mean score or the average value of the reading comprehension test is 80,78. The range of possible scores was 30; the highest score was 95, and the lowest score was 65. The total score of this data was 2585. The results of the descriptive statistics are presented in the table below:

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
RCT	32	30	65	95	2585	80,78	8,143
Valid N (listwise)	32						

*Table 4. 4 Descriptive Statistics Students Reding Comprehension*

#### 4.1.3 Normality Test

To analyze the data, the writer used Statistical Product and Service Solution (SPSS) version 25 to test the normality of the instruments in this research. The results of the normality test analysis are presented in the table below:

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
CTDQ	,122	32	,200*	,942	32	,087
RCT	,167	32	,023	,943	32	,092

*Table 4. 5 Normality Test Results*

From the data table above, the writer uses Shapiro-Wilk because the number of samples used by the researcher is less than 50 respondents. The data above shows that both variables have a normal distribution. It is shown from the significance value of the student's critical thinking disposition is 0.087. At the same time, the significance value of students' reading comprehension is 0.092. Both results have a higher value than

the significance level of 0.05 or 5%, meaning the data is normally distributed.

#### 4.1.4 Linearity Test

The linearity test of students' critical thinking disposition and reading comprehension in this study were calculated using Statistical Product and Service Solution (SPSS) version 25. The results of the linearity test analysis are presented in the table below:

			Sum of Squares	df	Mean Square	F	Sig.
RCT *	Between	Combined	1113,802	14	79,557	1,436	,237
CTDQ	Groups	Linearity	339,134	1	339,134	6,122	,024
		Deviation from Linearity	774,669	13	59,590	1,076	,436
	Within Groups		941,667	17	55,392		
	Total		2055,469	31			

*Table 4. 6 Linearity Test Results*

From the data table above, the critical thinking disposition questionnaire and reading comprehension test are distributed linearly. The linearity is 0.024, and the deviation from linearity is 0.436. These results show that the data has a good linear regression because the significance value is less than 0.05. In contrast, the linearity deviation has a higher value than the 0.05 significance level.

#### 4.1.5 Correlation Analysis

The product Moment correlation formula from Carl Pearson was used in Statistical Product and Service Solution (SPSS) version 25 to analyze the correlation between variables. The results of the correlation analysis between students' critical thinking disposition and reading comprehension presented in the table below:

		CTDQ	RCT
CTDQ	Pearson Correlation	1	,406*
	Sig. (2-tailed)		0,021
	N	32	32
RCT	Pearson Correlation	,406*	1
	Sig. (2-tailed)	0,021	
	N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

*Table 4. 7 Results of Correlation*

The results of the correlation analysis above between students' critical thinking disposition and reading comprehension is 0,406 and a significance level of 0.021. It means there is a correlation between critical thinking disposition and reading comprehension. The calculated  $r_{count}$  (0,406) exceeds the  $r_{table}$  (0.349). In addition, based on the table "r" value Pearson Correlation, this value shows a moderate correlation between critical thinking disposition and reading comprehension.

#### 4.1.6 Hypothesis Test

After knowing the two variables' correlation analysis results, the researcher test the hypothesis using the t-test. The t-test of students' critical thinking disposition and reading comprehension in this study were calculated using Statistical Product and Service Solution (SPSS) version 25. Following are the results of the calculations that have been carried out:

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	T	
(Constant)	27,086	22,095		1,226	,230
CTDQ	,633	,260	,406	2,435	,021

a. Dependent Variable: RCT

*Table 4. 8 Results of Coefficient*

From the above calculations, the obtained t value ( $t_0$ ) is 2,435. Then, the results obtained from the data value of t compared with the value of the  $t_{table}$ . To find out the  $t_{table}$ , the researcher looked at the available  $t_{table}$  with a significance level of 5% or 0.05, which was 1,697. In addition, based on the the two t values that have been obtained, with  $t_{count} = 2,435$  and  $t_{table} = 1.697$ , it can be concluded that the  $t_{count}$  is greater than the  $t_{table}$  ( $2,435 > 1.697$ ). Therefore, it can be interpreted that  $H_0$  is rejected and  $H_1$  accepted. It means that there is a relationship between students' critical thinking disposition and reading comprehension.

## 4.2 Discussion

In this section, a discussion is presented based on the results of the study obtained and the problem in this study, namely, to determine whether there is a significant correlation between students' critical thinking disposition and reading comprehension. Based on descriptive data, the mean score or the average value of critical thinking dispositions is 84.78, while the highest score is 93 and the lowest score is 75. These data show that students' critical thinking dispositions are good. External and internal factors cause this, one of which is because eighth grade A is a superior class compared to other eighth grades. So, the learning situation and environment require students to think critically. This is supported by Arslan et al. (2014) emphasizes that although thinking skills are innate abilities, they can be taught and learned so that improving thinking skills in the learning process through teaching materials in a syllabus or lesson plan will be better.

Meanwhile, the mean score or the average value of the reading comprehension test is 80.78, while the highest score is 95 and the lowest score is 65. This shows that students have good reading comprehension skills of recount text. The results of the data on students' reading comprehension scores, they mostly failed at understanding questions of judgment, or critical reading questions. In this type of question, students were asked to react to the text or to determine whether the statement was correct based on the reading passage. However, they made it good at answering questions that contain some detailed information. This was known as a type of testing comprehension at the literal meaning level or the surface level of reading comprehension. Based on

Alderson (2001), the understanding level of reading comprehension consists of three levels: critical understanding, inferred understanding, and literal understanding. From there, it can be concluded that the students only have reading comprehension ability in the literal meaning, while the upper abilities such as making inferences and judgments are still low.

The study's findings reveal a moderate correlation between students' critical thinking disposition and reading comprehension in eighth graders of junior high school. The correlation value between the two variables is 0.406. According to the table "r" value Pearson Correlation, the level of this correlation is 0.400 – 0.590. At that level, table criteria are a moderate variable correlation. Moreover, the research confirmed that in the hypothesis test, with  $t_{\text{count}} = 2.435$  and  $t_{\text{table}} = 1.697$ , it can be concluded that the  $t_{\text{count}}$  is greater than the  $t_{\text{table}}$  ( $2.435 > 1.697$ ). Therefore, it can be interpreted that  $H_0$  is rejected, and  $H_1$  is accepted. This shows that students' critical thinking disposition helps improve students' reading comprehension. This research results also align with the theoretical framework. Regarding the factors that can influence reading comprehension, Anderson (2018) states that two factors can influence reading comprehension: text factors and reader factors. Of the reader factors, affective elements such as motivation and attitude support the achievement of understanding as the goal of reading. Having the disposition to think critically can help students absorb various information correctly and carefully.

The score results obtained by students are based on the indicators in the critical thinking disposition questionnaire developed by Facione et al. (1997), which shows that the highest average score is inquisitiveness and the lowest



score is maturity. Regarding the highest results obtained by students on the inquisitiveness indicator, researchers will correlate it to the questions on the reading comprehension test. On questions number 4, 12, and 17 which require students to tend to use inquisitive, on average students can answer well. It can be concluded that having inquisitiveness will help students in solving questions on that number. In general, inquisitive people can be expected to think that they want to know more about the topic. Inquisitiveness is essential in mastering reading comprehension, students with inquisitiveness will try to understand a text through a top-down process. The top-down processing emphasizes the importance of schemata, namely previous experience and background knowledge, in understanding text (Xia, 2011). Besides that, on reading comprehension questions that require maturity in solving them, such as those found in questions number 5 and 13 in reading comprehension test, on average students have quite difficulty answering correctly. This difficulty is caused by the question of having complex reading materials and decision-making.

Meanwhile, the results of other indicators in the critical thinking disposition questionnaire, such as open-mindedness, truth-seeking, critical thinking self-confidence, analytics, and systematicity, the average student results exceed the standard. These results indicate that the five indicators do not have a significant correlation with students' reading comprehension abilities. These results are of course different from the highest score on the previous indicator, namely inquisitiveness, which had the highest score. It is advisable for educators instructing reading comprehension to junior high school students to prioritize the enhancement of critical thinking skills and dispositions, particularly in

areas where indicators exhibit lower scores, such as maturity. By doing so, it is anticipated that all indicators will be equally addressed, leading to the optimization of reading comprehension abilities.

Furthermore, the correlation coefficient results between the critical thinking disposition and the reading comprehension ability show that the critical thinking disposition has a moderate impact on reading comprehension. These results differ from previous research conducted by Sahrian (2022), which showed strong relationships between variables. This difference occurs because the critical thinking abilities of junior high school students are still below the critical thinking abilities of high school students, and the use of reading tests differs from previous research. This is also an influencing factor because previous research used general text genres, while this research only focuses on the recount text genre. The differences in results are caused by choosing a specific type of text genre in the reading comprehension test. This aligns with Alderson (2001) statement, which states that text cohesion, text type or genre, and text readability cause reading success. Because language can never be separated from the text, the text influences how the reader conveys its meaning.

Meanwhile, regarding the significance between variables obtained from this research, it is supported by previous research conducted by Işık (2015) whose findings revealed that critical thinking dispositions trigger the development of critical reading skills. It means there was a significant correlation between critical thinking disposition and reading comprehension. Critical thinking disposition can influence reading comprehension, so critical thinking disposition plays a vital role in successful reading. This finding confirms the

theory that the state of critical thinking bias is consistent with student achievement in reading comprehension because reading comprehension requires readers to be critical in analysis and interpretation. Apart from that, the ability to react to or judge the passages read shows the influence of mastering critical thinking disposition on reading comprehension.

In conclusion, this research has substantial implications for the government, educational institutions, teachers, and future researchers in the field of education. It underscores the importance of considering students' psychological aspects and attitudes in improving English language reading comprehension. Integrating cognitive and affective elements in learning can prepare students to excel in this globally competitive era. Moreover, this study successfully demonstrates a significant correlation between students' critical thinking disposition and reading comprehension among eighth-grade students at junior high school, underscoring the potential for educators to leverage critical thinking to enhance reading skills and deepen students' comprehension of English texts.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from this study. Conclusions and suggestions are obtained from the findings and discussions discussed in this study.

#### 5.1 Conclusion

This study aims to determine whether or not there is a correlation between students' critical thinking disposition and reading comprehension in the eighth grade of junior high school. Based on the findings and discussion, it can be described the results that there is a moderate correlation between students' critical thinking disposition (X) and reading comprehension (Y). In the descriptive data, shows that students' critical thinking disposition is good. Meanwhile, the reading comprehension data results show that students have good reading comprehension skills of recount text.

This analysis also used product-moment correlation and found that the value is 0.406, higher than r table 0.349 and a significance level of 0.021. This finding shows a correlation between critical thinking disposition and reading comprehension but in moderate correlation. Moreover, the research confirmed that in the hypothesis test, with  $t_{\text{count}} = 2.435$  and  $t_{\text{table}} = 1.697$ , it can be concluded that the  $t_{\text{count}}$  is greater than the  $t_{\text{table}}$  ( $2.435 > 1.697$ ). Therefore, it can be interpreted that  $H_0$  is rejected, and  $H_1$  is accepted.

In addition, this research concludes that reading comprehension is in line with students' critical thinking dispositions because, based on the results of the correlation test that the researchers conducted, the results were significant. The

correlation value between critical thinking disposition and reading comprehension shows that mastering this critical thinking disposition in learning can help students improve their mastery of reading comprehension, especially in the recount text genre. So, to improve reading comprehension, because psychological aspects are still often ignored by teachers, it is necessary to develop new methods that are relevant to the level of junior high school students.

## **5.2 Suggestion**

Based on the results of the study that the researcher has concluded above, the researcher would like to offer some suggestions as follows:

### **1. Teachers**

Based on the findings of this research, critical thinking disposition has a correlation with reading comprehension skills. Therefore, to support the research results, it is suggested that teachers use specific techniques to increase students critical thinking disposition. Critical thinking is needed during reading activity because reading does not only stop with comprehension but there is an activity beyond it called a high level of reading comprehension. In addition, by knowing the results of this study, the teacher can also determine the appropriate strategies to use to help improve students' reading comprehension skills. This is because students' critical thinking disposition influences their reading comprehension.

### **2. Students**

Based on the findings of this research, students' ability in reading comprehension is mostly on average or good based on the research results.

However, they must be more familiar with English reading materials to develop suitable activities. Some students find it challenging to identify vocabulary that is rarely found, so they are slow and, at the same time, interfere with critical thinking in the reading comprehension test process.

### 3. Other researchers

Based on the findings of this research, this can be used by future researchers in researching related topics. Other researchers need to know the selection of test material to be studied or tested. Because this study uses recount text, future researchers can choose other text types according to the sample level. In addition, because the researcher uses a critical thinking disposition, further researchers need to examine other affective factors that help improve students' reading comprehension skills.

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# **APPENDICES**

## Research Permission Lette



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
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[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 1526/Un.03.1/TL.00.1/06/2023 26 Juni 2023  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

Kepada

Yth. Kepala UPT SMPN 6 Gresik  
di  
Gresik

**Assalamu'alaikum Wr. Wb.**

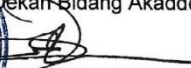
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Qaidul Umam  
NIM : 19180010  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2022/2023  
Judul Skripsi : **The Correlation Between Students' Critical Thinking Dispositions And Students' Reading Comprehension at Eight Grade Students Of SMPN 6 Gresik**  
Lama Penelitian : **Juli 2023** sampai dengan **September 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

Ah. Dekan,  
Wakil Dekan Bidang Akademi  
  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

## Letter of Research Completion



PEMERINTAH KABUPATEN GRESIK  
**DINAS PENDIDIKAN**  
**UPT SMP NEGERI 6 GRESIK**

Jl. Kanjeng Sepuh Mriyunan Telp 031-3949021

SIDAYU

NSS : 201050112004

NIS : 200040

NPSN : 20500485

### SURAT KETERANGAN

Nomor : 423.4/303.437.53.12.02.2023

Yang bertanda tangan di bawah ini :

Nama : **ABD AZIZ,S.Pd,M.Pd.**  
NIP : 19671102 199203 1 007  
Pangkat/ Gol : Pembina TK.I / IV b  
Jabatan : Kepala Sekolah

Dengan ini saya menerangkan bahwa :

Nama : **QAIDUL UMAM**  
NIM : 19180010  
Pendidikan : Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim  
Fakultas Ilmu Tarbiyah dan Keguruan  
Program Studi : Tadris Bahasa Inggris- S1  
Judul Penelitian : **"The Correlation Between Students' Critical Thinking Dispositions and Students' Reading Comprehension at Eight Grade Students of SMPN 6 Gresik"**

Yang bersangkutan adalah benar-benar telah melakukan Penelitian di UPT SMP Negeri 6 Gresik bulan Agustus – September 2023.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Sidayu, 10 Agustus 2023  
Kepala Sekolah,  
  
**ABD AZIZ, S.Pd, M.Pd.**  
196711021992031007

### Instrument of Critical Thinking Disposition Questionnaire

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Read each of the following statements and put checklist (√) whether you strongly agree (5), agree (4), neither agree nor disagree/neutral (3), disagree (2), or strongly disagree (1) about it.

No.	Statements	Scale				
		5	4	3	2	1
1.	Mempelajari hal-hal baru sepanjang hidup saya itu luar biasa.					
2.	Saya tahu bagaimana menemukan informasi untuk mendukung pembelajaran saya.					
3.	Saya menyiapkan diri untuk memahami masalah dan bagaimana cara menyelesaikannya.					
4.	Menggunakan situasi kehidupan nyata adalah cara saya untuk memahami pembelajaran.					
5.	Saya bersedia mencari informasi untuk mendukung mata pelajaran yang saya pelajari.					
6.	Saya menyelidiki fenomena yang menarik perhatian saya.					
7.	Penting bagi saya untuk mengetahui segala sesuatu tentang hal-hal yang menjadi perhatian saya.					
8.	Penting bagi saya untuk memahami apa yang dipikirkan orang lain tentang berbagai hal.					
9.	Menerima pendapat orang lain itu penting untuk menciptakan perdamaian.					
10.	Sudut pandang orang lain membantu saya untuk lebih bertoleransi.					
11.	Bias tidak sulit untuk saya identifikasi.					
12.	Membaca adalah sesuatu yang saya lakukan ketika memiliki waktu luang.					
13.	Orang yang kuat menentukan jawaban yang tepat.					

14.	Membaca dari banyak sumber memungkinkan saya bersikap adil dalam membuat penilaian.					
15.	Beberapa sudut pandang tidak mengganggu saya dalam memberikan penilaian terhadap sesuatu.					
16.	Orang sering menanyakan pendapat saya dalam menilai beberapa sudut pandang.					
17.	Sangat mudah bagi saya untuk memutuskan antara sudut pandang yang berlawanan.					
18.	Saya mengajukan pertanyaan setiap kali saya tidak mengerti.					
19.	Saya menghubungkan ilmu dalam setiap keputusan dalam belajar.					
20.	Saya bisa menyimpulkan untuk apa pembelajaran itu bagi saya.					
21.	Segala jenis informasi diperlukan untuk mendukung pemahaman saya tentang belajar.					
22.	Saya bangga bisa berpikir dengan teliti.					
23.	Rekan-rekan melibatkan saya dalam pengambilan keputusan.					
24.	Intervensi orang tidak akan mengganggu saya dalam mengambil keputusan.					
25.	Saya ingin berpikir dan mengembangkan ide saya sendiri dalam kelompok peer-review.					
26.	Membuat kesalahan dalam belajar bukanlah masalah besar bagi saya.					
27.	Saya tahu keterampilan saya dan tidak pernah merasa rendah diri karenanya					
28.	Saya selalu menggunakan bukti untuk mendukung ide-ide saya.					
29.	Saya dapat membedakan fakta dan opini.					
30.	Menggali informasi adalah hal yang saya lakukan dalam memahami sesuatu.					

31.	Saya tidak meragukan apa pun dalam memutuskan apa yang saya rasa benar.					
32.	Saya selalu menghindari pernyataan yang tidak logis.					
33.	Orang-orang mengatakan saya terburu-buru saat mengambil keputusan.					
34.	Ketika saya melakukan sesuatu, saya memberikan fokus saya padanya.					
35.	Saya mengutamakan tugas-tugas saya.					
36.	Saya tahu bagaimana menentukan tugas mana yang akan saya lakukan terlebih dahulu sebelum yang lain.					
37.	Menjadi terorganisir dengan baik adalah apa yang selalu saya lakukan dalam pembelajaran saya.					
38.	Saya bertanggung jawab untuk menyelesaikan satu hal sebelum melakukan yang lain.					
39.	Saya bisa melakukan apa saja yang ada dalam jadwal saya.					
40.	Ketidakpastian selalu mengganggu saya.					

Adapted from Azizah (2017)

\*The original Californian Thinking Disposition Inventory (CCTDI) is developed by Facione (2000)

### Instrument of Reading Comprehension Test

Name : \_\_\_\_\_

Class : \_\_\_\_\_

**Choose A B C or D for the best answer!**

Read the following text and answer question 1-3!

It was the beginning of July. My family and I were going on vacation on the beach. We chose the beach because it was the cheapest place for our vacation. We left home early in the morning because the beach was far enough. We arrived there at 10.00 a.m.

At the beach, the weather was sunny and clear. We were about to take the banana boat when suddenly the weather became cloudy, and the waves became so high. It was terrible. Everything shook terribly. We started to scream in fear because of the thunder and lightning. Then it rained very heavily. We ran to the house near the beach. I held my parent's hands. We were praying together when Mom was trying to calm me down.

Not long after, the rain stopped, and the extreme weather changed slowly. But we didn't want to continue our vacation longer. We decided to go home as soon as possible. On the way home, we thanked God for saving us from bad weather on the beach. It was a terrible experience.

1. What does the text tell you about?
  - A. Interesting experience in the beach
  - B. Good experience on the beach
  - C. Nice experience on the beach
  - D. Bad experience on the beach
2. When did the writer and his family arrive in the beach?
  - A. Arrived at noon
  - B. Arrived at morning
  - C. Arrived at midnight
  - D. Arrived at night
3. The writer spent the vacation in the beach because?
  - A. It was cheap
  - B. It was free of charge
  - C. It doesn't take a long time
  - D. It has a beautiful view



Read the following text and answer question 4-6!

The day of my 14th birthday is a memorable time for me. Many friends and relatives came to the party was something very special to me. It was the day of my party, the day I would never forget. The party started at 7 p.m. My mom and my sister had already been busy since early morning. Although we ordered the food from the restaurant, they still had many things to do in the kitchen. I was called into the house to help with food, decorations, and chairs.

The party started when many people came at around 7.15 p.m. We gathered in the living room. With the beautiful gown my father bought me a few days ago, I felt like a queen. Everybody sang the birthday song. I blew up the candles and cut the birthday cake. The most exciting moment was when the time to play games came after those activities. My brother led the activities. We all had a good time. We played lots of fun. Older people were chatting upstairs when my friends and I played games. Before the party I had practiced magic tricks for many day, I could show everyone my tricks.

Another thing that made me happy was the birthday present. I got three dolls: an American girl doll named Bekah, a butterfly baby doll, and a cabbage path doll which you could feed peanut butter and jelly. That day was the best birthday ever.

4. What is the purpose of the text...
  - A. To describe the memorable birthday party
  - B. To retell the writer's past birthday party
  - C. To inform about the games in the birthday party
  - D. To entertain the readers with the story of the party
5. What is the main idea of the second paragraph?
  - A. The birthday party started early
  - B. The writer was very proud of her birthday gown
  - C. The writer enjoyed the activities in her birthday party
  - D. The writer's brother was very good at playing games
6. The last paragraph is called?
  - A. Orientation
  - B. Reorientation
  - C. Event
  - D. Resolution

Read the following text and answer question 7-9!

I just recently came to my hometown in Malang. There my friends and I went to visit the local beach. We went just for a walk. There were a lot of pretty rocks and shells around the coast. We were attracted to collect them.

At the beach, among the colorful rocks and shells. I found a white and rectangular bottle. I was interested because of its unique shape. I was rinsing the sand off it when I noticed something inside it.

To my surprise, I held it against the sunlight and saw two tiny hearts shape pendants. An arrow connected them. We had lots of fun coming up with different stories of how this tiny treasure ended up on our beach.

7. What did the writer find in the beach?
- A. A white and rectangular bottle    C. Shell  
B. Rocks    D. Stone
8. "... because of its unique shape" (paragraph 2). The underlined word means...
- A. Picturesque    C. Fine  
B. Colorful    D. Old
9. The writer writes the text in order to...
- A. Tell his experience    C. Entertain the reader  
B. Describe the beach    D. Encourage visitors

Read the following text to answer questions number 10-12!

Last week was a holiday. We, the 8th-grade students, had camping in Cibodas. We planned it for a long time ago. We wanted to get a new experience of living outdoors. There were five groups which had five members each. Fuadi, Supa, Aqso, Uqi and I were in the second group. Everyone should bring their bedding, clothes, and a set of eating utensils. The bedding should be light and give enough protection against the damp ground.

The first activity was setting up the tents while the others prepared to cook the food. We did these activities for about two hours before having our own meals. At night, we had a campfire. We sat around it, sang songs accompanied by guitars, played roles, danced, jokes, and had some funny games. We were pleased.

The next day we learned to be the advantage in the nearest forest to find treasures in certain places. We had to find the signs to get them. My group got one; it was a set of storybooks. In the evening we left the camping ground. It was tiring, but it was fun to cook our food, wash the clothes, and stay under the beautiful moonlight and stars.

10. " ... enough protection against the damp ground." (paragraph 2). The underlined word closest in meaning to...

- A. Security
- B. Solution
- C. Connection
- D. Safety

11. "at night we had a camp fire. We sat around it, sang songs,..." (paragraph 4) The word "it" in the sentence refers to...

- A. Guitar
- B. Camp Fire
- C. Song
- D. Meal

12. What is the purpose of the text?

- A. To tell readers the steps to avoid the danger in your life
- B. To describe the situation of camping site at Cibodas
- C. To retell the writer's experience about camping at Cibodas
- D. To inform the people about the advantages of camping

Read the following text to answer questions number 13-14!

It was a sunny day and as I walked into the zoo, I noticed the cages and the chimpanzees were the most noticeable animals. We were looking at them like a theater. There were seats looking into the chimpanzees playing in the open field. They were interacting and moving up and down around their stone house.

The chimpanzees at the moment were playing together and suddenly all of them made sounds and one of the chimpanzees that look order that the others ran to one of the youngest chimpanzees and jumped toward her, and at the moment when we were looking at the situation behind the window and ran away. He was angry about something and jumped around but after a while another chimpanzees came to him and he became calm.

They were sixteen chimpanzees in that area and they were separate most of the time. For a long time they were sitting and on of chimpanzee was on top of the stone house and was eating fruit, and four of them were sitting on the stairs

and looking at each other, and I saw the corner two of those were grooming each other.

13. Why did one of the chimpanzees become angry?

- A. He could not play in the open field
- B. People became closer behind the window
- C. Other younger chimpanzees disturbed him
- D. Sounds by other chimpanzees annoyed him

14. "We were looking at them like a theater, ..." (paragraph 1). What does the underline word refer to?

- A. Cage
- B. Notices
- C. Animals
- D. Chimpanzees

Read the following text to answer questions number 15-17!

I had a very long holiday at the end of the first semester. It was about two weeks. I decided to go to Anyer Beach; I called my friends and invited them to go together. And I was very happy because they agreed with my idea. So, we planned our departure to go to Anyer Beach. The day was Monday until Tuesday.

On Monday morning at 6, we were ready to go to Anyer Beach. We left for Anyer by car. After 3 hours of driving, we arrived there. We went straight to the hotel and took a rest. The hotel was really in front of the beach.

In the afternoon I played with the sand and water beach. Some of my friends swam at the pool beside the hotel. The next day we enjoyed our holiday at Anyer Beach.

15. What did the writer do in the afternoon...

- A. Swam at the sea
- B. Played with the sand
- C. Rode boat banana
- D. Windsurfed

16. What does paragraph three tell us about?

- A. The writer's activity in Anyer
- B. Planning go to Anyer
- C. Leaving for Anyer with friends
- D. The situation of the hotel

17. What is the writer's purpose to write the text?

- A. To share his experience during holiday in Anyer beach
- B. To describe Anyer beach to the readers
- C. To tell how to spend the holiday

D. To express the situation of his holiday

Read the following text to answer questions number 18 to 20!

Last holiday, I went to Semarang with my friend for vacation. We went there on a night bus. When we arrived in Bandung, the bus stopped at a small restaurant for a rest. My friend drank some cold lemonade. Then I went to the toilet, it took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

18. What is the topic of the text above?

- A. My Vacation
- B. Vacation to Semarang
- C. Vacation with family
- D. Vacation to foreign country

19. What did the writer do when the bus stop for rest in Bandung?

- A. The writer bought souvenirs
- B. The writer drank lemonade
- C. The writer went to toilet
- D. Th writer got a cup of coffe

20. "...The bus was not there. It had gone!" The word "it" in paragraph three refers to?

- A. The writer
- B. The writer's friends
- C. The bus
- D. The waitress

**KEY ANSWER OF TEST**

- |      |       |       |       |
|------|-------|-------|-------|
| 1. D | 6. B  | 11. B | 16. A |
| 2. B | 7. A  | 12. B | 17. A |
| 3. A | 8. A  | 13. D | 18. B |
| 4. A | 9. B  | 14. D | 19. C |
| 5. C | 10. A | 15. B | 20. C |

**Instrument Validator Letter**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
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[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : B-*Sabli* /Un.03/FITK/PP.00.9/07/2023 31 Juli 2023  
Lampiran : -  
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.  
Maslihatul Bisriyah, M.TESOL  
di -  
Tempat

**Assalamualaikum Wr. Wb.**

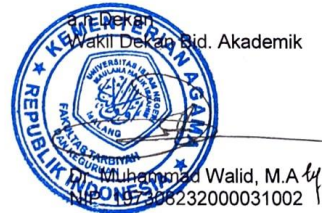
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Qaidul Umam  
NIM : 19180010  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Correlation Between Students' Critical Thinking  
Dispositions And Students' Reading Comprehension  
At Eight Grade Students Of Smpn 6 Gresik  
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



## Validation Sheet

### Validation Sheet Critical Thinking Disposition Questionnaire

“THE CORRELATION BETWEEN STUDENTS’ CRITICAL THINKING DISPOSITIONS  
AND STUDENTS’ READING COMPREHENSION AT EIGHT GRADE STUDENTS OF  
SMPN 6 GRESIK”

Validator : Maslihatul Bisriyah, M.TESOL  
NIP : 19890928 201903 2 016  
Expertise : Instrument  
Instance : Maulana Malik Ibrahim State Islamic University of Malang  
Validation Date :

#### A. Introduction

This validation sheet aims to obtain an assessment from the Validator of research instrument in the form of 45 English questions in questionnaire form. This instrument will be addressed to the research subjects, namely eighth-grade junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

#### B. Guidance

1. In this section, assess by ticking (√) with the following criteria to the columns below:  
1 : Very Poor  
2 : Poor  
3 : Average  
4 : Good  
5 : Excellent
2. Please give comments and suggestion in the columns below

**C. Validation Sheet**

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies					✓
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question in the research instrument					✓
4.	The research instrument is relevant with the relevant with the research objectives					✓
5.	The research instrument can help the researcher find out students' abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer					✓
8.	The research using proper grammar.					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulated clearly and unequivocally				✓	

**D. Suggestion**

.....

.....

.....

.....

.....

**E. Conclusion**

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, 02 August 2023

Validator



Maslihatul Bisriyah, M.TESOL



### Score Result of Student Critical Thinking Disposition Questionnaire

Students	Indicator							Total Items	Total Score
S1	27	24	17	24	29	20	24	165	83
S2	28	20	17	24	24	22	21	156	78
S3	29	26	19	27	23	19	24	167	84
S4	28	22	19	22	25	20	21	157	79
S5	33	24	19	26	28	21	25	176	88
S6	28	19	14	23	21	23	22	150	75
S7	32	25	20	26	29	20	24	176	88
S8	33	27	17	24	25	21	22	169	85
S9	28	19	14	23	21	23	22	150	75
S10	27	24	17	24	29	20	24	165	83
S11	30	25	21	24	22	15	24	161	81
S12	24	22	25	25	26	14	24	160	80
S13	29	26	19	27	23	19	24	167	84
S14	33	24	22	27	27	23	24	180	90
S15	31	25	19	26	23	21	22	167	84
S16	35	24	22	27	27	23	24	182	91
S17	35	24	22	27	27	23	24	182	91
S18	34	27	23	27	22	22	23	178	89
S19	34	28	21	27	24	21	24	179	90
S20	29	26	21	26	22	18	23	165	83
S21	30	26	21	25	28	18	21	169	85
S22	35	24	22	27	27	23	24	182	91
S23	28	20	17	24	24	22	21	156	78
S24	35	24	22	27	27	23	24	182	91
S25	29	23	17	24	26	22	19	160	80
S26	33	23	21	29	27	22	25	180	90
S27	24	25	14	28	25	18	18	152	76
S28	31	25	19	26	23	21	22	167	84
S29	31	24	19	25	28	22	24	173	87
S30	30	25	23	29	30	24	24	185	93
S31	34	28	21	27	24	21	24	179	90
S32	33	26	19	29	24	19	24	174	87

**Score Result of Students Reading Comprehension Test**

<b>Students</b>	<b>Item Test</b>																			<b>Total Score</b>
S1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	90
S2	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	75
S3	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	75
S4	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	1	65
S5	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	90
S6	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	75
S7	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	85
S8	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	75
S9	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	1	65
S10	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	95
S11	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	75
S12	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	85
S13	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	75
S14	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	85
S15	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	95
S16	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	90
S17	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	85
S18	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	80
S19	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	75
S20	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	80
S21	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0	70
S22	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	90
S23	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	80
S24	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	75
S25	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	80
S26	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	90
S27	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	75
S28	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	85
S29	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	90
S30	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	85
S31	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	70
S32	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	80

## Validation Sheet

### 1. Validity Test of Critical Thinking Disposition Questionnaires

		Total Score
X1	Pearson Correlation	,619**
	Sig. (2-tailed)	0,000
	N	32
X2	Pearson Correlation	,676**
	Sig. (2-tailed)	0,000
	N	32
X3	Pearson Correlation	,521**
	Sig. (2-tailed)	0,002
	N	32
X4	Pearson Correlation	,772**
	Sig. (2-tailed)	0,000
	N	32
X5	Pearson Correlation	,454**
	Sig. (2-tailed)	0,009
	N	32
X6	Pearson Correlation	0,252
	Sig. (2-tailed)	0,164
	N	32
X7	Pearson Correlation	,530**
	Sig. (2-tailed)	0,002
	N	32
X8	Pearson Correlation	,513**
	Sig. (2-tailed)	0,003
	N	32
X9	Pearson Correlation	0,200
	Sig. (2-tailed)	0,272
	N	32
X10	Pearson Correlation	,355*
	Sig. (2-tailed)	0,046
	N	32
X11	Pearson Correlation	,626**
	Sig. (2-tailed)	0,000
	N	32
X12	Pearson Correlation	,588**
	Sig. (2-tailed)	0,000
	N	32
X13	Pearson Correlation	,418*
	Sig. (2-tailed)	0,017
	N	32
X14	Pearson Correlation	,665**
	Sig. (2-tailed)	0,000
	N	32

X15	Pearson Correlation	,417*
	Sig. (2-tailed)	0,018
	N	32
X16	Pearson Correlation	,554**
	Sig. (2-tailed)	0,001
	N	32
X17	Pearson Correlation	,354*
	Sig. (2-tailed)	0,047
	N	32
X18	Pearson Correlation	,595**
	Sig. (2-tailed)	0,000
	N	32
X19	Pearson Correlation	,584**
	Sig. (2-tailed)	0,000
	N	32
X20	Pearson Correlation	,479**
	Sig. (2-tailed)	0,006
	N	32
X21	Pearson Correlation	,652**
	Sig. (2-tailed)	0,000
	N	32
X22	Pearson Correlation	,473**
	Sig. (2-tailed)	0,006
	N	32
X23	Pearson Correlation	,808**
	Sig. (2-tailed)	0,000
	N	32
X24	Pearson Correlation	,502**
	Sig. (2-tailed)	0,003
	N	32
X25	Pearson Correlation	,535**
	Sig. (2-tailed)	0,002
	N	32
X26	Pearson Correlation	0,138
	Sig. (2-tailed)	0,450
	N	32
X27	Pearson Correlation	,560**
	Sig. (2-tailed)	0,001
	N	32
X28	Pearson Correlation	,529**
	Sig. (2-tailed)	0,002
	N	32
X29	Pearson Correlation	,744**
	Sig. (2-tailed)	0,000
	N	32
X30	Pearson Correlation	,725**

	Sig. (2-tailed)	0,000
	N	32
X31	Pearson Correlation	,477**
	Sig. (2-tailed)	0,006
	N	32
X32	Pearson Correlation	,513**
	Sig. (2-tailed)	0,003
	N	32
X33	Pearson Correlation	,676**
	Sig. (2-tailed)	0,000
	N	32
X34	Pearson Correlation	,513**
	Sig. (2-tailed)	0,003
	N	32
X35	Pearson Correlation	,682**
	Sig. (2-tailed)	0,000
	N	32
X36	Pearson Correlation	,702**
	Sig. (2-tailed)	0,000
	N	32
X37	Pearson Correlation	,763**
	Sig. (2-tailed)	0,000
	N	32
X38	Pearson Correlation	,607**
	Sig. (2-tailed)	0,000
	N	32
X39	Pearson Correlation	,537**
	Sig. (2-tailed)	0,002
	N	32
X40	Pearson Correlation	,419*
	Sig. (2-tailed)	0,017
	N	32
X41	Pearson Correlation	,682**
	Sig. (2-tailed)	0,000
	N	32
X42	Pearson Correlation	,763**
	Sig. (2-tailed)	0,000
	N	32
X43	Pearson Correlation	0,286
	Sig. (2-tailed)	0,113
	N	32
X44	Pearson Correlation	,619**
	Sig. (2-tailed)	0,000
	N	32
X45	Pearson Correlation	0,295
	Sig. (2-tailed)	0,101

	N	32
Total Score	Pearson Correlation	1
	Sig. (2-tailed)	
	N	32

## 2. Validity Test of Reading Comprehension Test

		Total Score
X1	Pearson Correlation	,556**
	Sig. (2-tailed)	,001
	N	32
X2	Pearson Correlation	,744**
	Sig. (2-tailed)	,000
	N	32
X3	Pearson Correlation	,840**
	Sig. (2-tailed)	,000
	N	32
X4	Pearson Correlation	,846**
	Sig. (2-tailed)	,000
	N	32
X5	Pearson Correlation	,653**
	Sig. (2-tailed)	,000
	N	32
X6	Pearson Correlation	,599**
	Sig. (2-tailed)	,000
	N	32
X7	Pearson Correlation	,599**
	Sig. (2-tailed)	,000
	N	32
X8	Pearson Correlation	,840**
	Sig. (2-tailed)	,000
	N	32
X9	Pearson Correlation	,846**
	Sig. (2-tailed)	,000
	N	32
X10	Pearson Correlation	,599**
	Sig. (2-tailed)	,000
	N	32
X11	Pearson Correlation	,840**
	Sig. (2-tailed)	,000
	N	32
X12	Pearson Correlation	,653**
	Sig. (2-tailed)	,000
	N	32
X13	Pearson Correlation	,675**
	Sig. (2-tailed)	,000

	N	32
X14	Pearson Correlation	,744**
	Sig. (2-tailed)	,000
	N	32
X15	Pearson Correlation	,653**
	Sig. (2-tailed)	,000
	N	32
X16	Pearson Correlation	,846**
	Sig. (2-tailed)	,000
	N	32
X17	Pearson Correlation	,556**
	Sig. (2-tailed)	,001
	N	32
X18	Pearson Correlation	,507**
	Sig. (2-tailed)	,003
	N	32
X19	Pearson Correlation	,599**
	Sig. (2-tailed)	,000
	N	32
X20	Pearson Correlation	,840**
	Sig. (2-tailed)	,000
	N	32
Total Score	Pearson Correlation	1
	Sig. (2-tailed)	
	N	32

## Reliability Sheet

### 1. Reliability Test of Critical Thinking Disposition Questionnaires

#### Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded <sup>a</sup>	0	,0
	Total	32	100,0

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

#### Reliability Statistics

Cronbach's Alpha	N of Items
,736	41

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	334,50	1842,129	,606	,730
X2	335,00	1837,290	,662	,729
X3	334,69	1840,544	,501	,730
X4	334,75	1819,290	,760	,727
X5	334,63	1845,339	,431	,731
X7	334,53	1849,805	,496	,731
X8	334,72	1848,789	,486	,731
X10	334,88	1852,113	,326	,732
X11	335,00	1837,097	,604	,729
X12	335,09	1827,894	,577	,728
X13	335,19	1848,544	,428	,731
X14	334,59	1832,894	,670	,729
X15	335,00	1853,806	,417	,732
X16	335,06	1833,415	,553	,729
X17	335,53	1852,709	,358	,732
X18	335,47	1825,805	,600	,728
X19	335,13	1831,790	,583	,729
X20	334,66	1846,168	,461	,731
X21	334,31	1843,512	,630	,730
X22	334,50	1848,000	,446	,731



X23	335,00	1811,097	,800	,725
X24	335,13	1837,145	,503	,730
X25	334,97	1836,870	,526	,730
X27	335,03	1833,064	,543	,729
X28	334,50	1845,097	,507	,731
X29	334,72	1830,080	,725	,728
X30	334,56	1831,351	,714	,728
X31	334,94	1838,899	,449	,730
X32	334,72	1848,789	,486	,731
X33	335,00	1837,290	,662	,729
X34	334,72	1848,789	,486	,731
X35	334,59	1831,797	,685	,729
X36	334,28	1831,822	,698	,729
X37	334,81	1812,802	,762	,726
X38	334,44	1842,964	,615	,730
X39	334,59	1838,055	,530	,730
X40	334,28	1856,854	,412	,732
X41	334,59	1831,797	,685	,729
X42	334,81	1812,802	,762	,726
X44	334,50	1842,129	,606	,730
XTotal	159,84	447,426	,993	,949

## 2. Reliability Test of Reading Comprehension Test

### Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded <sup>a</sup>	0	,0
	Total	32	100,0

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

### Reliability Statistics

Cronbach's Alpha	N of Items
,943	20

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	17,19	15,512	,512	,942
X2	17,28	14,467	,699	,939
X3	17,22	14,628	,816	,937
X4	17,19	14,931	,827	,938
X5	17,19	15,319	,616	,941
X6	17,22	15,209	,549	,942
X7	17,22	15,209	,549	,942
X8	17,22	14,628	,816	,937
X9	17,19	14,931	,827	,938
X10	17,22	15,209	,549	,942
X11	17,22	14,628	,816	,937
X12	17,19	15,319	,616	,941
X13	17,31	14,544	,616	,942
X14	17,28	14,467	,699	,939
X15	17,19	15,319	,616	,941
X16	17,19	14,931	,827	,938
X17	17,19	15,512	,512	,942
X18	17,25	15,290	,442	,944
X19	17,22	15,209	,549	,942
X20	17,22	14,628	,816	,937

## Result of Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
CTDQ	,122	32	,200*	,942	32	,087
RCT	,167	32	,023	,943	32	,092

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

a. Lilliefors Significance Correction

**Result of Linearity Test**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
RCT * CTDQ	Between	(Combined)	1113,802	14	79,557	1,436	,237
		Linearity	339,134	1	339,134	6,122	,024
		Deviation from Linearity	774,669	13	59,590	1,076	,436
	Within	Groups	941,667	17	55,392		
	Total		2055,469	31			

## Results of Correlation Test

		<b>Correlations</b>	
		CTDQ	RCT
CTDQ	Pearson Correlation	1	,406*
	Sig. (2-tailed)		,021
	N	32	32
RCT	Pearson Correlation	,406*	1
	Sig. (2-tailed)	,021	
	N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

### Result of Hypothesis Test

Model	Unstandardized Coefficients		Standardized	T	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	27,086	22,095		1,226	,230
CTDQ	,633	,260	,406	2,435	,021

a. Dependent Variable: RCT

## Documentation









## Thesis Consultation


Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

### G. KONSULTASI DAN BIMBINGAN SKRIPSI

#### Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
01/23 /08	- Revisi proposal - Konsultasi soal untuk penelitian dan permohonan validator	- memperhatikan tata cara penulisan dan halaman - menyarankan validator untuk soal penelitian	
31/23 /08	- Revisi proposal - Konsultasi analisa data bab 4	- Mengoreksi kardah kepenulisan sesuai format - Merincikan analisa data	
05/23 /09	- Setor Revisi 1-3 - Setor hasil olah dat bab 4-5	- Memeriksa kembali olah data penelitian	
20/23 /09	- Revisi BAB 4-5	- Menjabarkan kembali finding & discussion - Revisi abstrak	
22/23 /09	- Setor Revisi 1-5 - Menambah abstrak	- Merincikan kembali antara hasil dan discussion	
09/23 /10 ...	- Setor revisi dan abstract		

Malang, 09 Oktober 2023.....  
Dosen Pembimbing,

  
Nur Fitria Angrisia  
NIP. ....



## Curriculum Vitae



Nama : Qaidul Umam  
Tempat, Tanggal Lahir : Lamongan, 22 November 2001  
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Fakultas, Program Studi : Fakultas Ilmu Tarbiyah dan Keguruan, Tadris  
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### Riwayat Pendidikan

- |                                     |             |
|-------------------------------------|-------------|
| 1. TKM Mazra'atul Ulum Paciran      | 2004 – 2007 |
| 2. MI Mazra'atul Ulum Paciran       | 2007 – 2013 |
| 3. MTs Mazra'atul Ulum Paciran      | 2013 – 2016 |
| 4. MA Mazra'atul Ulum Paciran       | 2016 – 2019 |
| 5. UIN Maulana Malik Ibrahim Malang | 2019 – 2023 |

Malang, October 18, 2023

The Researcher,

**Qaidul Umam**

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