

ABSTRAK

Adi Putra Kristiawan Boimau 2025. *The Impact of Reading Habits On Critical Thinking of Tenth-Grade Senior High School Students*. Thesis. English Education Study Program University of PGRI Delta Sidoarjo. Advisor: 1) Dr. Lailatul Musyarofah, S.Pd., M.Pd. Advisor: 2) Henry Rio Putranto, S.Pd, M. Pd.

Keywords: *Reading Habit, Critical Thinking, Impact*

Penelitian ini menyelidiki hubungan antara kebiasaan membaca dan kemampuan berpikir kritis pada siswa kelas X SMA Darma Wanita 1 Gedangan. Menggunakan desain korelasional kuantitatif, data dikumpulkan dari 51 siswa melalui kuesioner kebiasaan membaca 30 butir yang divalidasi diadaptasi dari Putra (2023) dan tes berpikir kritis berbasis kerangka kerja Halpern (2023), yang menilai penalaran, analisis, pengambilan keputusan, dan pemecahan masalah. Analisis deskriptif menunjukkan bahwa kebiasaan membaca siswa sebagian besar tergolong "baik" (rata-rata = 67,94), sementara kemampuan berpikir kritis rata-rata "cukup" (rata-rata = 55,49), dengan variasi signifikan (skor berkisar 10–100). Analisis korelasi Pearson menunjukkan hubungan negatif lemah ($r = -0,210$, $p = 0,139$), sehingga hipotesis nol (tidak ada korelasi signifikan) diterima. Berbeda dengan studi sebelumnya dari Muhammad & Sholichah, 2020 dan Hasana, 2022 yang melaporkan korelasi positif kuat, penelitian ini mengungkap kompleksitas kontekstual. Perbedaan metodologis, seperti ketergantungan pada kuesioner laporan diri versus pendekatan campuran dalam studi terdahulu, serta faktor kontekstual seperti kualitas bahan bacaan atau praktik pengajaran, mungkin menjelaskan perbedaan ini. Secara mencolok, adanya outlier—misalnya siswa dengan kebiasaan membaca rendah yang meraih skor tinggi dalam berpikir kritis—menunjukkan bahwa faktor eksternal (dukungan keluarga, strategi pengajaran) mungkin lebih berpengaruh daripada frekuensi membaca. Temuan ini mempertanyakan asumsi kausalitas langsung antara kebiasaan membaca dan berpikir kritis, menekankan perlunya eksplorasi kualitatif terhadap variabel mediator (jenis bacaan, pendampingan guru). Bagi pendidik, hasil ini menyoroti pentingnya mengintegrasikan praktik literasi kritis dan metode penilaian beragam alih-alih hanya berfokus pada kuantitas membaca. Penelitian ini berkontribusi pada wacana pendidikan literasi dengan menganjurkan strategi kontekstual serta penelitian lanjutan menggunakan desain longitudinal atau campuran untuk mengurai hubungan kompleks antara kebiasaan membaca dan berpikir kritis.

ABSTRACT

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This study examines the impact of reading habits on critical thinking among tenth-grade students at SMA Darma Wanita 1 Gedangan. Using a quantitative correlational design, data were collected from 51 students through a 30-item reading habits questionnaire based on Putra et al (2023) and a critical thinking test aligned with Halpern (2023) components (reasoning, analysis, decision-making, problem-solving). Descriptive statistics revealed that students' reading habits were predominantly categorized as "good" (mean = 67.94). Some students have very good reading habits, but there are still some students who have poor reading habits, while critical thinking averaged "fair" (mean = 55.49) but some students have good critical thinking. And t. Pearson's correlation analysis demonstrated a weak negative relationship between the variables ($r = -0.210$, $p = 0.139$), leading to the acceptance of the null hypothesis (no significant correlation). Contrary to prior studies, Muhammad & Sholichah (2020) and Hasana (2022), which reported strong positive correlations, this research highlights contextual complexities. Methodological differences, such as reliance on self-report questionnaires versus mixed-method approaches in earlier works, and contextual factors like reading material quality or instructional practices, may explain discrepancies. Notably, outliers—such as students with poor reading habits achieving high critical thinking scores—suggest external influences (e.g., family support, teaching strategies) may outweigh reading frequency. The findings challenge assumptions about direct causality between reading habits and critical thinking, emphasizing the need for qualitative exploration of mediating variables (e.g., reading genres, teacher scaffolding). For educators, the results underscore the importance of integrating critical literacy practices and diverse assessment methods rather than focusing solely on reading quantity. This study contributes to literacy education discourse by advocating for context-specific strategies and further research using longitudinal or mixed-method designs to unravel the nuanced relationship between reading habits and critical thinking.