

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitations, Hypothesis, and operational definition.

A. Background of the Study

In the current era, given the convenience of finding information, many positive things are given, and negative things are also spread. The ability to read and analyze is important and interrelated. Reading is a crucial skill that should be emphasized in educational studies. Reading with strong comprehension is fundamental to effectively learning and understanding information. Based on Hartono (2023), this skill is essential for navigating complex texts across various subjects, enhancing educational experiences, and supporting critical thinking development. Reading is interpreting the information from the text that the reader reads. Some people find reading hard.

A report from the KALLA Institute (2024), Indonesia ranks second lowest in global literacy, which shows that interest in reading in this country is very low. Data from UNESCO (2024) shows that only 0.001% of Indonesian people have a good interest in reading, which means that out of every 1,000 people, only one is an avid reader. The report shows that Indonesian people have bad reading habits.

Reading is one of the literacies that leads us to see the world broadly and intelligently. Academically, reading helps students interpret the field they are learning about because of understanding achievement in today's climate of learning standards. Reading comprehension could be successful if it includes four essential components: the reader's linguistic competence, the nature of the reading text, attitudes towards reading, and reading habits.

According to Sartika (2021) reading comprehension is a complex cognitive process that involves explaining written language and actively finding, exploring, creating, and interpreting meaning from textual information. It transcends mere reading; it requires the reader to engage with the content critically and contextually to fully grasp and accurately understand the conveyed ideas. In the context of English language learning, strong reading comprehension is essential, as it enables learners to effectively assimilate and apply information, ensuring clarity and precision in understanding without misinterpretation.

Hence, cultivating reading habits among students, particularly those learning English, is essential for enhancing their cognitive abilities and comprehension. These habits not only foster a deeper engagement with texts but also facilitate the understanding of reading materials, enabling students to process information more effectively. By developing consistent reading practices, learners can improve their intelligence and analytical skills, making it easier to grasp complex concepts and ideas presented in written form.

According to research by *PISA (Program for International Student Assessment)*, OECD (2024), Indonesia ranked 71 out of 81 countries in the reading literacy assessment, with an average score of 359. This score is notably lower than the average of 476. This low score reflects challenges in students' ability to understand and engage with complex texts, which is essential for effective communication and critical thinking. PISA (2024), presents the findings, the scores of the girls are higher than the scores of the boys, with a close comparison. It can be concluded that each student has different reading abilities and reading habits. Reading habits can have an impact on shaping students' thinking patterns.

As technology develops today, there are many conveniences for finding and obtaining information. With the ease of obtaining information, sometimes people accept everything raw without having to understand and filter its contents. This happened some time ago when there was an election contest where there was a lot of misleading and wrong information, as well as a hoax, where people are divided. In the reading process, the ability to analyze information is very necessary because this is the process of interpreting information and evaluating it by Dianti (2015). Therefore, critical thinking is very important and necessary for people to be able to understand information more deeply and be selective in accepting the information they receive. Critical reading involves the process of reflecting on the material one reads, evaluating its content, and applying personal judgment to the information.

Currently, in high school, many things can be learned, especially in English subjects. In grade X, by the end of Phase E, students read and respond to various texts, such as narratives, descriptions, procedures, expositions, recounts, and reports from KEMENDIKBUD (2024). They use text as a source of information to learn new concepts. Students look for and evaluate specific details and main ideas from the texts read, and they are learning to identify, infer, analyze, and evaluate the content in the reading text. Phase E focuses not only on reading comprehension but also on developing students' analytical and critical thinking.

However, in the learning process, sometimes some students just read without understanding the content, and in assignments, some students are less motivated to read and tend to ask their friends. Learning activities students carry out "show their low reading habits. According to Putra et al (2023) a person's reading habits vary depending on reading frequency, the number of readings, the amount of reading time, and the type of reading. Based on the observations obtained, research needs to be conducted to determine whether there is an impact of the students' reading habits on their critical thinking.

English learning outcomes Phase E for tenth-grade high school students aim to develop their ability to use English effectively in various contexts, one of which is reading. By the end of Phase E, students can independently identify, analyze, and develop their understanding to make simple inferences about implied information in the text. The researcher wants to examine whether reading habits have an impact

on each student's critical thinking by conducting a study entitled “The Impact of Reading Habits on Critical Thinking of Tenth-Grade Senior High School Students”.

B. Statement of the Problem

Based on the background of the study above, the researcher identifies the problems as are:

1. How are the reading habits of tenth-graders at SMA Darma Wanita 1 Gedangan?
2. How is the critical thinking of tenth-graders at SMA Darma Wanita 1 Gedangan?
3. Is there a significant correlation between students' reading habits and critical thinking at SMA Darma Wanita 1 Gedangan?

C. Objective of the Study

Based on the statements of the problem, the objectives to be achieved in this study are as follows.

1. To find the reading habits of tenth-grade students at SMA Darma Wanita 1 Gedangan.
2. To find the critical thinking of tenth-grade students at SMA Darma Wanita 1 Gedangan.
3. To find out the correlation between students' reading habits and critical thinking at SMA Darma Wanita 1 Gedangan

D. Significance of the Study

The researcher estimates that the results of this study will bring several benefits:

1. For English teachers, the positive impact results provided by this study are expected to make teachers aware and respond seriously to this problem for the progress of learning activities, so that the quality of reading habits towards critical thinking possessed by students shows good results.
2. For students, this study encourages students to read more so they can improve their critical thinking, understand ideas better, and learn to analyze information more carefully.
3. For Researchers, this study's findings can help other researchers in the same field. It can guide future research and point out areas that need more study."

E. Scope & Limitation

The scope of this study was focused on tenth-grade students at SMA Darma Wanita 1 Gedangan. The researcher limits the problems of the students are less in reading habits.

F. Hypothesis

1. H_0 (Null Hypothesis): There is no significant correlation between students' reading habits and critical thinking.
2. H_1 (Alternative Hypothesis): There is a significant correlation between students' reading habits and critical thinking .

G. Operational definition

The operational definitions of this study are:

1. Reading Habits

A person's regular reading habits, including the type of reading, duration, frequency, and method, are done consistently, often due to their encouragement (not coercion), and become part of their lifestyle.

2. Critical Thinking

Critical thinking is the ability to deeply analyze information, evaluate evidence or arguments, and draw logical conclusions. This process involves clear thinking, questioning assumptions, and considering different perspectives to make well-informed decisions

3. Impact

Impact refers to the effect or influence that an action, event, or decision has on a person, group, or situation. It can be positive or negative and is often measured by the changes or outcomes it creates over time.