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THE IMPACT OF READING HABITS ON CRITICAL THINKING OF TENTH-GRADE SENIOR HIGH SCHOOL STUDENTS

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Abstrak

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.
Kata Kunci: *Reading, Habits, Critical Thinking, Correlation, Impact*

Abstract

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) b 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.
Keywords: *Reading, Habits, Critical Thinking, Correlation, Impact*

INTRODUCTION

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..

Reading is one of the literacy 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 has included 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 are essential, as they enable 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.

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. .

In the reading process, the ability to analyze information is very necessary because this is the process of interpreting information and evaluating 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..

Currently, in high school, many things can be learned, especially in English subjects. In tenth-grade, 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 they read, and as they develop, they learn to identify, infer, analyze, and evaluate the content in the reading texts. Phase E focuses not only on reading comprehension but also on developing students' analytical and critical thinking.

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 between the students' reading habits and their critical thinking.

English learning outcomes Phase E for tenth-grade of high school aims to develop students' ability to use English effectively in various contexts, one of which is reading, where at the end of phase E students can independently identify, analyze, and develop their to make simple inferences in understanding 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".

Previous studies, such as those by Muhammad & Sholichah (2019) and Hasana (2022), have reported a strong positive correlation between reading habits and critical thinking, suggesting that frequent reading directly enhances analytical skills. However, these studies primarily relied on self-reported questionnaires or limited assessment methods (e.g., analytical writing tasks), which may not fully capture the complexity of critical thinking. Additionally, their samples were drawn from different educational contexts, potentially overlooking socio-cultural and pedagogical influences.

This study integrates Putra et al.'s (2023) multidimensional model of reading habits—encompassing frequency, material diversity, academic/non-academic engagement, and environmental support—with Halpern's (2023) framework of critical thinking, which emphasizes reasoning, analysis, decision-making, and problem-solving. Together, these frameworks challenge the assumption that reading volume alone enhances critical thinking, instead highlighting the role of engagement quality (e.g., reflective reading practices) and contextual factors (e.g., instructional methods, text complexity). By assessing both habits and cognitive skills holistically, the study shifts focus from mere habit formation to how reading is processed analytically, offering a nuanced lens to explain why frequent reading may not always correlate with stronger critical thinking.

METHODS

This research employs a quantitative approach with a correlational method. Hence, this study obtained data using a correlation design with quantitative research. According to Creswell (2012) the correlation method is an approach in quantitative research that

measures the degree of relationship or association between two or more variables. In this design, researcher use statistical analysis to determine whether and how strongly the variables are related. In this study, the researcher did not change or control any variables but looked at the relationship between them using correlation statistics. Pearson's Product-Moment was used to measure the correlation because the data came from a Likert scale, which provides interval-level data.

Population & Sample

The population is a generalization area composed of objects or individuals with specific attributes and characteristics chosen by the researcher for analysis and conclusion, based on Sugiyono (2017). This study used a population of

Likert scales: very often, often, rarely, and never.

students at SMA Dharma Wanita 1 Sidoarjo class X in the 2024/2025 academic year. The researcher used 51 students from the second semester in this research; the sampling used was a total sampling.

Research Instrument

The instruments used by the researcher in this research are questionnaires and tests. The researcher used a closed questionnaire on reading habits based on the indicator of reading habits by Putra et al (2023). The reading habit questionnaire consists of 30 questions designed based on six indicators of reading habits and has four likert scales: very often, often, rarely, and never

Table 1. Scoring of the Questionnaire for Reading Habit

No	Optional Response	Score
1.	Very often	4
2.	Often	3
3.	Rarely	2
4.	Never	1

It also includes a table with several indicators for each questionnaire question.

Table 2. The Indicator of Reading Habits

No	Indicator	Questioning
1.	Reading Frequency	1-5
2.	Books Read	6-10
3.	Time Spent on Academic Reading	11-15
4.	Time Spent on	16-20

	non-Academic Reading	
5.	Motivation in the Family Environment	21-25
6.	Motivation in the Academic Environment	26-30

Furthermore, the researcher planned to evaluate students' reading habits based on their questionnaire responses. By organizing the students' answers, the researcher aims to classify their reading habits into several categories. A table outlining the classification of students' reading habits follows.

Table 3. Classification Table of Students' Reading Habits

NO	Score	Categories
1	81-100	Excellent
2	61-80	Good
3	50-60	Fair
4	≤49	Poor

This critical thinking test is designed based on Halpern's (2023) framework, which integrates four main components:

- Verbal Reasoning
- Argument Analysis
- Decision-Making
- Problem-Solving

After distributing a questionnaire, students take a reading test with accommodations for assessing critical thinking by modifying the question items from HOTS *(Higher Order Thinking)* with a critical thinking assessment found in previous studies.

Classification Table of Students' Critical Thinking Test

NO	Score	Categories
1	85-100	Excellent
2	70-84	Good
3	50-69	Fair
4	≤49	Poor

The test uses multiple-choice questions where participants analyze scenarios (criticizing weak arguments), test hypotheses (selecting relevant evidence), or solve problems (prioritizing

solutions). The goal is to holistically assess critical thinking, focusing on analytical accuracy, logical reasoning, and resistance to reasoning errors.

Data Collection Procedures

The researcher takes several steps to obtain the following data:

1. The researcher gives a questionnaire about reading habits directly to the students.
2. The researcher asks the students to do the test using the paper provided.
3. The researcher checked and collected the data.
4. The researcher informed the students about their reading habits and test scores and informed them that the results would be kept confidential

Data Analysis

The researcher analyzes and calculates the data using SPSS (Statistical Package for Social Sciences) to measure a significant correlation between students' reading habits and critical thinking. Explaining quantitative research requires a researcher to explain how one variable affects another variable based on Creswell (2012)

Questionnaire Analysis

- **Validation**

Validity is a measurement made to show the level of validity of an instrument. A measuring instrument is said to be valid if the instrument measures what it is supposed to measure. To measure the validity between scores, the researcher used the product-moment correlation:

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

Source (Sugiyono, 2017)

In this study, the number of respondents (N) was 51. Therefore, df = 51-2 = 49. With an alpha of 0.05, the r-table value obtained is 0.2759. If the r-calculated > r-table, the statement/item is declared valid. Conversely, if the r-calculated < r-table, the statement/item is deemed invalid.

Reading Habits Validity Test Results

Testing the validity of the reading habits instrument using 30 items shows that all questions are valid (r count > r table 0.2759). The item correlation coefficients ranged from 0.286 (item 23) to 0.734 (item 6), meeting the validity criteria.

- **Reliability**

Reliability is a crucial aspect of research, as it pertains to the

consistency and trustworthiness of measurement results (Syaifuddin, 2004). According to Sugiyono (2017) , the instrument is deemed reliable if its reliability coefficient is at least >0.6. To simplify the calculation process for both validity and reliability tests,

$$\alpha = \frac{k}{k-1}\left(1\frac{\sum s^2 j}{s^2 x}\right)$$

Source (Sugiyono, 2017)

Reading Habits Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.893	30

Based on the above, it is known that the result of the reliability test value is 0.893. The results are declared reliable if > 0.6. So it can be said that the reliability results prove.

Correlative Analysis

The Product-Moment Formula was used in this research to employ the basic correlation technique. The following is the basic correlation formula to use:

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

Source (Sugiyono, 2017)

The correlation in this formula is 1.000 - 0.00; if the number shows 1.000, meaning there is a strong correlation between the two variables, and 0.00 indicates no correlation. Below is a table of correlation coefficients.

Table of Correlation Coefficient

No	Correlation Coefficient (r)	Interpretation
1	0.00 – 0.199	Very low correlation
2	0.20 – 0.399	Low correlation
3	0.40 – 0.599	Moderate correlation
4	0.60 – 0.799	High correlation
5	0.80 – 1.000	Very high correlation

Source: (Sugiyono, 2017)

Before conducting the product-moment test, it is necessary to test the prerequisites, namely:

- Normality Test

  To determine if the data follows a normal distribution, a normality test will be performed.The test will be conducted using SPSS 27.0. A significance value greater than 0.05

will indicate that the data is normally distributed.

- Linearity Test

  A linearity test will be conducted to check for a linear relationship between the studied variables.This is a necessary step before performing correlation analysis or linear regression. The test results will be interpreted based on the significance level. If the probability value is greater than 0.05, it suggests a linear relationship between variables X and Y. Conversely, a probability value less than 0.05 indicates that the relationship between X and Y is non-linear.

Hypothesis

- H_o (Null Hypothesis): There is no significant correlation between students' reading habits and critical thinking .
- H_1 (Alternative Hypothesis): There is a significant correlation between students' reading habits and critical thinking**.**

FINDING AND DISCUSSION

This chapter investigated the correlation between students' reading habits and critical thinking using two instruments: a 30-item reading habit questionnaire where respondents described their actual practices, and a 12-question multiple-choice critical thinking test assessing reasoning, analysis, decision making, and problem-solving. The analysis included descriptive statistics for both variables and correlation analysis, with reading habits analyzed from questionnaire responses and critical thinking from test results. Data were processed using SPSS version 27, and the findings for both variables are presented below.

The Result of Students' Reading Habits

Statistical descriptive analysis was also carried out using SPSS 27.0 based on the questionnaire data. The following table statistical analysis of students' reading habits:

Descriptive Statistics of Students' Reading Habits

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
READING HABITS	51	28.00	88.00	67.9412	10.89479
Valid N (listwise)	51				

Analysis of the reading habits data for Grade X students at SMA Dharma Wanita 1 Gedangan shows scores ranging from a minimum of 28 to a maximum of 88, with a mean (average) score of 67.9

and a standard deviation of 10.89479. Based on this score range, the students are categorized as having good reading habits

The Result of Students' Critical Thinking.

Based on the critical thinking test results, a statistical descriptive analysis has also been carried out using SPSS 27.0. The following table statistical analysis of critical thinking test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CRITICAL THINKING	51	10.00	100.00	55.4902	21.43023
Valid N (listwise)	51				

The test results show critical thinking scores for Class X students at SMA Dharma Wanita 1 Gedangan ranging from a minimum of 10 to a maximum of 100, with a mean of 55.49 and a standard deviation of 21.430.

Normality Test

Before conducting the product-moment correlation analysis, the researcher assessed data normality using the Kolmogorov-Smirnov test, selected due to the sample size exceeding 51 respondents. A significance value greater than 0.05 indicates a normal distribution. This analysis was performed with SPSS 27.0, and the resulting normality test statistics are presented in below.

One-Sample Kolmogorov-Smirnov Test

			READING HABITS	CRITICAL THINKING
N			51	51
Normal Parameters[a,b]	Mean		81.4902	55.4902
	Std. Deviation		13.08644	21.43023
Most Extreme Differences	Absolute		.113	.089
	Positive		.113	.079
	Negative		-.062	-.089
Test Statistic			.113	.089
Asymp. Sig. (2-tailed)[c]			.115	.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.099	.381
	99% Confidence Interval	Lower Bound	.091	.368
		Upper Bound	.106	.393

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.
e. This is a lower bound of the true significance.

This table indicates that both variables met the assumption of normality, as the significance level for reading habits (0.115) and critical thinking (0.200) exceeded 0.05. This confirms that the data distribution for students' reading habits and critical thinking was normal.

Linearity test

A linearity test was performed using SPSS 27.0 to assess whether the relationship between reading habits and reading test scores follows a linear pattern. The statistical output for this linearity analysis appears below

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
CRITICAL THINKING * READING HABITS	Between Groups	(Combined)	12514.828	29	431.546	.867	.644
		Linearity	1014.431	1	1014.431	2.039	.160
		Deviation from Linearity	11500.398	28	410.728	.826	.687
	Within Groups		10447.917	21	497.520		
	Total		22962.745	50			

The table demonstrates a significance level of 0.644 for deviation from linearity, exceeding 0.05. This indicates a statistically significant linear correlation between students' reading habits and critical thinking.

Product Moment Analysis

The correlation test analysis method used is Pearson's Product-Moment Correlation. The product-moment correlation test results are shown in the Table below.

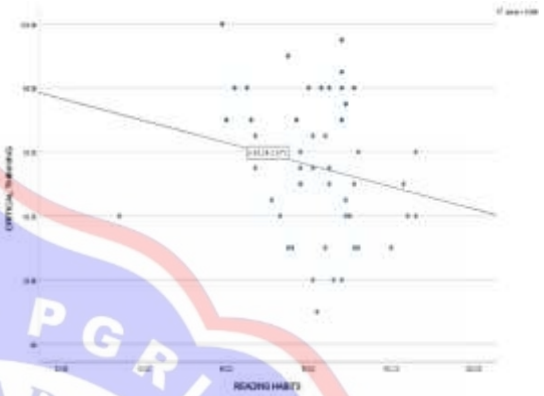
Pearson's Product-Moment Correlation Results

Correlations

		READING HABITS	CRITICAL THINKING
READING HABITS	Pearson Correlation	1	-.210
	Sig. (2-tailed)		.139
	N	51	51
CRITICAL THINKING	Pearson Correlation	-.210	1
	Sig. (2-tailed)	.139	
	N	51	51

The product-moment correlation analysis reveals a non-significant relationship between reading habits and critical thinking (sig 2-tailed = 0.139 > 0.05), indicating failure to reject the null hypothesis (H_0). The correlation coefficient (r = -0.210) reflects a low negative relationship, falling within the 0.20–0.399 interval for low correlation. This relationship is visually depicted in the scatter plot below**.**

Table Scatter Plot Correlation Results



The Description of Students' Reading Habits and Critical Thinking

Based on the assessment below, the low correlation relationship between reading habits and critical thinking of students was described.

The Findings of Students' Reading Habits & Critical Thinking

CATEGORY	Reading Habits	Critical Thinking
POOR	2 Students	18 Students
FAIR	8 Students	17 Students
GOOD	36 Students	12 Students
EXCELLENT	5 Students	4 Students

Based on the table, Reading Habits are mostly in the good category (70.6% of students). Critical thinking is dominated by the poor (35.3% of students) and fair (33.3% of students) categories, indicating a need for significant improvement in analytical. Only 4 students (7.8%) achieved excellent in critical thinking.

DISCUSSION

This study's key findings indicate tenth-grade students at SMA Dharma Wanita 1 Gedangan demonstrated reasonably good reading habits (mean = 67.94), though with notable individual variation their counterparts at SMA Dharma Wanita 1 Gedangan showed fair critical thinking in test (mean = 55.49), despite some higher-performing individuals; and statistical analysis revealed no significant correlation between these variables (r = -0.210, p = 0.139), leading to acceptance of the null hypothesis regarding their relationship.

The resulted of this study indicate no significant correlation between reading habits and critical thinking (r = -0.210; p = 0.139), in contrast to the findings of Muhammad & Sholichah (2019) and Hasana (2022), who reported a significant positive correlation. This difference may be due to variations in the measurement instruments: both previous studies used multidimensional methods (interviews, observations, writing tests), better able to capture the complexity of critical thinking, while this study relies on self-report questionnaires. In addition, different sample contexts—such as the level of critical literacy and the availability of analytical reading—may affect the strength of the relationship between variables.

The observed low negative correlation (r = -0.210) warrants further investigation into students' reading material types, particularly as non-academic content may potentially impede critical thinking development. These findings reinforce the view that the reading habit-critical thinking relationship is context-dependent, influenced by unmeasured variables beyond this study's scope.

CONCLUSION

Based on a study at SMA Darma Wanita 1 Gedangan found that tenth-grade students had moderate reading habits (average score: 67.94), with some students performing well and others poorly. However, their critical thinking skills, measured through a HOTS-based reading test, were below average (mean score: 55.49), despite a few high performers. Surprisingly, the data showed no significant positive correlation between reading habits and critical thinking—instead, there was a slight negative correlation ($r = -0.210$), though statistically insignificant ($p = 0.139 > 0.05$). Consequently, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_1) was rejected, suggesting no meaningful relationship between the two variables.

SUGGESTION

Based on the findings and discussion, the researcher proposed the following recommendations for suggestions regarding this study

- **For Students**

This study highlights the importance of developing strong critical thinking skills. Students should focus on reading high-quality, analytical materials—such as scholarly articles, argumentative essays, and critical nonfiction—that challenge assumptions and encourage deeper analysis. While varied reading is beneficial, reducing exposure to purely dogmatic or entertainment-focused content may help create more room for intellectually stimulating engagement. Platforms like Google Scholar, Coursera, and reputable online journals provide valuable resources, which can be supplemented with interactive critical thinking exercises available through these digital tools.

- **For Teacher**

To enhance students' analytical skills, English teachers should adopt creative and innovative approaches in selecting reading materials. They can design structured tasks that encourage critical thinking, such as evaluating an author's bias or comparing different viewpoints. Teachers should provide diverse texts (e.g., on social issues, technology, or the environment) while guiding students in assessing source credibility—for instance, by teaching them how to apply evaluation criteria.

- **For Researchers**

Future research should adopt a deeper approach to examine the connection

between reading habits and critical thinking. *First*, longitudinal or experimental studies could track how reading impacts critical thinking over time. *Second*, mixed-methods research (combining quantitative and qualitative data) may help explain inconsistencies—for example, by interviewing avid readers with low critical thinking skills. *Finally*, investigating mediating factors—such as reading type (academic vs. leisure), discussion intensity, or teacher influence—could offer new insights. Such research would fill gaps in understanding and provide a more comprehensive perspective.

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