

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents research background, research problem, research objectives, significances of the study, scope of limitation, hypotesis and definitions of key terms.

#### **A. Research Background**

English is an international language which is very popular and has been studied and used by a lot of people around the world, including Indonesia. In Indonesia, English is a foreign language. According to Hamra and Syatriana (2010, p. 27), it is the first foreign language in Indonesia. English subject must be taught to the students from elementary school until higher education, so the students are easy to understand and interact in various aspects by using English.

Based on the syllabus of English subject for senior high school, there are four main skills that must be learned by the students. There are listening, speaking, reading and writing. All of them must be mastered as none of them is more important to be learned than the others. Each area of English is equally important and the development of one area tends to accelerate learning in another (Rabbit, 2015). Therefore, mastering one skill in English is not enough because each skill is related to each other.

In relation to those four skills, all of the skills are very important. One of them is reading. Reading is the window of the world. By reading, people will know many things. It is very important aspect in our life. Much information and knowledge can be obtained from reading. Its importance is

also clear from the very first Quranic revelation, Iqra which means read. By reading, the students can develop ideas, increase knowledge, and overcome problems.

According to Yilmaz (2012, p. 823), reading is a receptive skill in which one looks at and attempts to understand what has been written. It is multi-dimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text (Brassel & Rasinki, 2008, p. 15). Moreover, Zare and Othman (2013, p. 188) state that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In addition, Grellet (1987, p. 8) also explains that it is not only the process of recognition, perception, and interpretation of written materials, but an active one in that it includes the cognitive abilities such as guessing/predicting, checking and asking questions.

Reading is useful to understand the meaning of the text and gain knowledge. Yogurtcu (2012, p. 376) mentions that the main goals of learning reading skills and understanding the texts are to recognize the words, understand, enrich the vocabulary, interpret the reading, evaluate the reading, develop a critical perspective, transfer the reading text into a part of life, develop thinking skills through reading, read texts or events critically, see the social problems with the help of the intellectual structure and gain the ability to see and solve them. Reading is important for students. Akabuike and Asika (2012, p. 11) found that there is a strong correlation between reading and academic achievement. In other words, a student who is a good reader is more likely to do well in school and pass the exams than a student who is a weak

reader. In addition, Noorizah (2011, p. 2) argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time.

In relation to these problems, reading is actually influenced by several factors, and one of the factors is interest. Interest of something is arising from the individual's interested to something because of their requirement or their feeling that something- they will be learned-will mean for them. Students who has certain needs or desires toward something will have high interest a more enthusiastic to achieve what they want to do. Sadirman (2003, p. 76) states "interest is a condition that occurred when someone sees characteristic of situation that is correlated with his/her own need and desire".

Additionally, Muhibbin (2004, p. 136) states "interest affects the quality of students' learning achievement in many field of certain study." This skill is not easy to master because there is a number of factors that directly affect student's ability to comprehend the various materials that they are assigned to read. These factors include cognitive experience, reading rate, purpose for reading, linguistic experience, and interest (Cheek et. al., cited in Ade, 2005, p.1).

Further, a great interest in something including in his or her learning activities will encourage a person to do it better, in this case is reading activity. Sardiman (2003, p. 76) states that interest is a condition that occurred when someone sees characteristic of situation that is correlated with his/her own need and desire. In relation to this, interest is related to students' desire in reading. According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. In

addition, McKool (2007), claims that reading interest is defined as readings done when students are outside the school compound. Furthermore, the US Departement of Education (2005) defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library.

The interest in English is very important to increase students' achievement. Hornby (2005, p. 12) states that achievement is a thing that should be done successfully, especially using their own effort and skill. It means that student's achievement is about how success the learner can master the materials of the learning object. In addition, according to Algarabel and Dasi (2001, p. 46) "achievement is the competence of a person in relation to a domain of knowledge".

Beside interest, one of recent phenomenon in education nowadays is the raising of the expectation. Students are asked to gain some new challenging goals and do more activities than before. When reflect to the condition in this era, the students are expected to do more than their age. For instance, kindergarten students should be able to read and count numbers, although, in that age, they have to build their social awareness by playing with their friends. Another example is the students in this era should be able to master the technology besides learning about science, social, math, and other subjects. But all in all even though the world changed, the most important aim of education is still to grow up students who can adapt to different conditions, who can think in different, flexible and original ways (Gunes, et al., 2014, 449).

To achieve this raising expectation, there are two skills that must be covered up by students, those are critical thinking and problem solving, skills which are very important for human being in this era. By mastering those skills, students are expected to have ability to create information, to question, search and contribute information, to adopt and to apply their own thought. Accordingly, they can adapt to the condition of their environment and follow the development of the world. Rather than to focus on critical thinking skills, the researcher is interested to study about the correlation between students' critical thinking disposition and english achievement. Fascione (2000) stated that the critical thinking disposition is continuous internal motivation in applying critical thinking in daily life. Another reason why the researcher promote this topic into the paper is there have been many studies promoting the critical thinking skills than the disposition. The researcher wants to know more about the disposition and wants to contribute in the field of critical thinking disposition.

Many factors that can make the students low on English achievement, and it can be from the interest and critical thinking. But another factor which influences student's English achievement comes from the students circle such as their parents, economic status, family status, home environment, or classroom environment. The other factors such as motivation, teacher, learning style, environment and parent involvement can influence the achievement (Halawah, 2006, p. 91). In addition, Klem and Connell (2004) found that schools which provide some conditions including high standard for academic learning and conduct, meaningful and engaging pedagogy and

curriculum, professional learning communities among the staff, and personalized learning environments are more likely to have students who are engaged in and connected to school.

As the researcher wants to know the rare promoted topic that might influence reading comprehension, the researcher promote those phenomena and would like to investigate the correlation between them. Therefore, this study aimed at investigating the significant correlation between critical thinking disposition, reading interest and English achievement of eleventh grade students.

### **B. Research Problems**

Based on the explanation above, the following research problems are addressed:

1. What is simultaneous correlation among critical thinking disposition, reading interest and english achievement of eleventh grade students of MAN 3 Nganjuk?

### **C. Research Objectives**

From the research problems above, the objectives of the study are stated as the following:

1. The researcher wants to know the simultaneous correlation among critical thinking disposition, reading interest and english achievement of eleventh grade students of MAN 3 Nganjuk?

#### **D. Significances of the Study**

This research is expected to be useful for the following parties:

1. For the students

After knowing that the students' English achievement is influenced by their reading interest. It is expected that students can find out the reading topics that can make them get more interest. Therefore, they can encourage their frequency and ready in order to increase their English achievement.

2. For the teachers

After conducting this research. It is expected that this research can give more benefit and information for the teacher. Further, the teachers is expected can understand that the English achievement can be influenced by reading interest. Therefore, the teacher can help the students to encourage their reading interest and the teacher can adapt the appropriate topics for the students to improve the students' interest in reading.

3. For the next researcher

It is expected that by reading this study, other researchers will have alternative source and guidance to conduct similar research.

They are also expected to expand this study for better result.

#### **E. Scope and Limitation**

This research focuses on the correlation between critical thinking disposition, reading interest and english achievements. In order to limit the participant, the researcher conducts this research in eleventh grade of MAN

3 Nganjuk. Furthermore, this study concentrates on the critical thinking disposition theory by Fascione and reading interest by Sadirman. This research does not discuss the other kind of critical thinking and critical reading skills, example, the strategies, and the development. It also does not investigate the effect and the relationship between those three variables.

#### **F. Hypothesis**

The researcher sets up the hypothesis for this research. There are two kinds of hypothesis, they are H0 (Null Hypothesis) and H1 (Alternative Hypothesis). There are the description of the hypothesis:

1. The multiple correlation of critical thinking disposition, reading interest and english achievement.

H0 : There is no simultaneous correlation between critical thinking disposition, reading interest and english achievement of eleventh grade students of MAN 3 Nganjuk.

H1 : There is simultaneous correlation between critical thinking disposition, reading interest and english achievement of eleventh grade students of MAN 3 Nganjuk.

#### **G. Definitions of Key Term**

1. Reading Interest

Sadirman (2003) state that reading interest is the force that drives the child to pay attention, to feel interested and excited to read the activities that they want to do on their own reading activity.

## 2. Critical Thinking Dispositions

Fascione (1990) stated that critical thinking dispositions is the continuous internal motivation to act critically. It is absolutely different with critical thinking skills.

## 3. Achievement

Algarabel and Dasi (2001) stated that achievement is the competence of a person in relation to a domain of knowledge.