THE CORRELATION BETWEEN STUDENTS’ CRITICAL READING STRATEGIES AND THEIR READING COMPREHENSION ACHIEVEMENT AT THE SECOND GRADE OF SMKN 1 KOTABUMI

(AScript)

By
Galih Nurul Islamy

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018
ABSTRACT

THE CORRELATION BETWEEN STUDENTS’ CRITICAL READING STRATEGIES AND THEIR READING COMPREHENSION ACHIEVEMENT AT THE SECOND GRADE OF SMKN 1 KOTABUMI

By

Galih Nurul Islamy

Reading is one of language skills that should be mastered by students because by reading the students can have further practices of language they have already learned through listening and speaking. Reading also can support students in mastering knowledge. Factually, in learning reading the students do not only have to understand the meaning of the text but also to construct and to comprehend the meaning of the text. However, it was found that the students had difficulty in comprehending the reading text. One factor that may cause students’ difficulty in reading was lack of reading strategies.

The objectives of this research were to investigate the correlation between students’ critical reading strategies and their reading comprehension achievement and what aspect of reading comprehension significantly correlate with students’ critical reading strategies. This research was conducted at the second grade of SMKN 1 Kotabumi. The sample of this research was 30 students of XI TKJ. This research utilize ex-post facto design related to the correlational study. Questionnaire of critical reading strategies and reading comprehension test were used as instruments in collecting the data. In analyzing the data, the researcher correlated the result of questionnaire and reading test by using Pearson Product Moment Correlation.

The result of the research showed that there was a correlation of students’ critical reading strategies and their reading comprehension achievement. This was proved by the result of the analysis which was showed that r-value was higher than r-table (0.612 > 0.361). The result also showed that some aspects of reading comprehension significantly correlate with students’ critical reading strategies. Inference was the first aspect of reading comprehension that significantly correlated with previewing strategy. Determining main idea was the second aspect of reading comprehension that significantly correlated with annotating strategy. Identifying specific information was the third aspect of reading comprehension that significantly correlated with annotating strategy and skimming and scanning strategy. It proved that critical reading strategies significantly influenced students’ reading comprehension.

Keywords: correlation, critical reading strategies, reading comprehension.
THE CORRELATION BETWEEN STUDENTS’ CRITICAL READING STRATEGIES AND THEIR READING COMPREHENSION ACHIEVEMENT AT THE SECOND GRADE OF SMKN 1 KOTABUMI

By
GALIH NURUL ISLAMY

A Script
Submitted in a Partial Fulfillment of the Requirements for S-1 Degree
in
The Language and Arts Education Department of Faculty of Teacher Training and Education

FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF LAMPUNG BANDAR LAMPUNG 2018
Research Title: THE CORELLATION BETWEEN STUDENTS CRITICAL READING AND THEIR READING ACHIEVEMENT AT SECOND GRADE OF SMKN 1 KOTABUMI

Student's Name: Galih Nurul Islamy

Student's Number: 1213042032

Department: Language and Art Education

Study Program: English Education

Faculty: Teacher Training and Education

APPROVED BY
Advisory Committee

Advisor

Prof. Agi Bambang Setiyadi, Ph.D.
Drs. Ramlan Ginting Suka, M.Pd.
NIP 19590528 198610 1 001
NIP 19570721 198603 1 003

The Chairperson of
The Language and Art Education Department

Co-advisor

Dr. Matiyanto Widodo, M.Pd.
NIP 19620203 198811 1 001
ADMITTED BY

1. Examination Committee
   Chairperson: Prof. Ag. Bambang Setiyadi, Ph.D.
   Examiner: Drs. Huzairin, M.Pd.
   Secretary: Drs. Ramlan Ginting Suka, M.Pd.

2. The Dean of Teacher Training and Education Faculty
   Prof. Dr. P. Suwignjo, M.Si.
   NIP 19620804 198905 1 001

Graduated on: December 03\textsuperscript{rd}, 2018
SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini:

Nama : Galih Nurul Islamy
NPM : 1213042032
Judul Skripsi : The Correlation between Students’ Critical Reading Strategies and Their Reading Comprehension Achievement at SMKN 1 Kotabumi
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka.
3. Pernyataan ini saya buat dan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis, serta sanksi lainnya dengan norma yang berlaku di Universitas Lampung.

Periode Lampung, 03 Desember 2018
Sembuat pernyataan,

[Signature]
Galih Nurul Islamy
NPM 1213042032
MOTTO

وَمَا أَنْبِيَتْ وَإِلَيْهِ تُوْكَّلْتُ عَلَيْهِ بِاللَّهِ إِلَّا اِثْنًٰفَيْنِ

And My success in only by Allah

Upon him I have relied and to Him I return.

(Qur’an Hud 11:88)

بُلْ أَلْلَهُ مَوْلاَكُمْ وَهُوَ خَيْرُ الْمُسَاَرِئِينَ

But Allah is your protector and He is the best helper

(Qur’an Ali Imran 3:150)
The researcher’s name is Galih Nurul Islamy. She was born on April 22\textsuperscript{nd} 1994 in Bogor. She is the Second child of Hidayatullah Mas’ud and Mutmainah. She has two siblings namely Muhamad Iqbal Hidayat and Khairunnisa Fadilah.

She joined TK Muslimin Kotabumi in 1999. Then, she continued her study at SDN Islam Ibnu Rusyd Kotabumi and graduated in 2006. After that she continued her study at Mts Diniyyah Putri Lampung and graduated in 2009. Then she continued her study at MA Diniyyah Putri Lampung and graduated in 2012.

In the same year, she was accepted as student in English Education Study Program at Teacher Training and Education Faculty Lampung University. She accomplished her Teaching Training program (PPL) at SMAN 1 Semaka Tanggamus From July 28\textsuperscript{th} to September 22\textsuperscript{nd} 2015.
DEDICATIONS

With love and appreciation, this script is proudly dedicated to:

The most perfect gift of my life: my beloved parent Father and Mother

Hidayatullah Mas’ud and Mutmainah

My dear siblings

Muhammad Iqbal Hidayat and Khairunnisa Fadilah

My Beloved Friends in English Education 2012 of Lampung University

My almamater, University of Lampung
ACKNOWLEDGEMENTS

All Praises to Allah SWT, the almighty and the most merciful God, peace be upon to the beloved final prophet Muhammad SAW. Alhamdulillahirabbil’alamin I thank to Allah SWT for his countless blessing and guidance to me that enables me to accomplish this script. I would like to present my deepest thanks and appreciation to all people who had helped me to finish this script. Then I want to express my sincere gratitude to:

1. The writer’s first advisor, Prof. Ag. Bambang Setiyadi, Ph.D., for his advice, suggestions, encouragements, patient, and valuable guidance during the completion of this script. Thank you very much for your time to share your great knowledge and experience to me.

2. The writer’s second advisor, Drs. Ramlan Ginting Suka, M.Pd., who has guided the writer with his worthy correction and suggestions in helping the writer to improve this script.

3. The writer’s examiner, Drs. Huzairin, M.Pd., who has given his suggestions and critics to complete this script.

4. The writer’s academic consultant, Ujang Suparman, M.A., Ph.D., who has given his contribution in expanding the writer’s knowledge during the her study.

5. All lecturers of English Department, Lampung University who have transferred much knowledge to the writer, for guidance, instruction, and help during study at this university.
6. Eva Mutiara, S.Pd., an English teacher of SMKN 1 Kotabumi for her truly kind, help, and encouragement.

7. The writer’s wonderful parents, Hidayatullah and Mutmainah. Thank you so much for your endless love, prayers, and support. They are truly the most precious gift of my life.

8. The writer’s beloved brother and sister, Muhammad Iqbal Hidayat and Khairunnisa Fadilah. Thank you for supporting the writer all the time.

9. Ec Risaka Family, papa Andi Sheena, Aulia, Purwanti, Yanto, Saiful, Muhtar, Sandi, Elita, Oppy, Dara. Thank you for the support, prayer, laugh, stories and all the silly things we shared since the first meeting.

10. The writer’s Closest friends, Darrel, Zwetta, Nina, Anjar. Who always motivate and cheer the writer up in anything. Thank you for always being there for me.

11. The writer’s beloved friends in English Department 2012, Yosua, Taqim, Anjar, Dian, Nina, Fajar, Paullo, Vivi, Ryan, Ulfi, ka Rina, Ka Riska, Mbak Nuri and all family of ED 2012. Thank you for the unforgettable moments which had been experienced together.

Finally, the researcher realizes that this research is still far from perfection. Therefore, constructive criticism, comment and suggestion are welcomed for better research. Hopefully this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.
# TABLES OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>TITLE</td>
<td>iii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iv</td>
</tr>
<tr>
<td>ADMISSION</td>
<td>v</td>
</tr>
<tr>
<td>LETTER OF DECLARATION</td>
<td>vi</td>
</tr>
<tr>
<td>CURRICULUM VITAE</td>
<td>vii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>viii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>ix</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1. Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2. Research Question</td>
<td>4</td>
</tr>
<tr>
<td>1.3. Objectives</td>
<td>4</td>
</tr>
<tr>
<td>1.4. Uses</td>
<td>5</td>
</tr>
<tr>
<td>1.5. Scope</td>
<td>5</td>
</tr>
<tr>
<td>1.6. Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>II. LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>2.1. Reading</td>
<td>7</td>
</tr>
<tr>
<td>2.2. Reading Comprehension</td>
<td>8</td>
</tr>
<tr>
<td>2.3. Reading Strategies</td>
<td>11</td>
</tr>
<tr>
<td>2.4. Critical Reading Strategies</td>
<td>11</td>
</tr>
<tr>
<td>2.5. Critical Reading Strategies and Reading comprehension</td>
<td>16</td>
</tr>
<tr>
<td>2.6. Advantages and Disadvantages of critical reading strategies</td>
<td>17</td>
</tr>
<tr>
<td>2.7. Theoretical Assumption</td>
<td>18</td>
</tr>
<tr>
<td>2.8. Hypothesis</td>
<td>18</td>
</tr>
<tr>
<td>III. RESEARCH METHODS</td>
<td></td>
</tr>
<tr>
<td>3.1. Design</td>
<td>19</td>
</tr>
<tr>
<td>3.2. Population and Sample</td>
<td>20</td>
</tr>
<tr>
<td>3.3. Variable</td>
<td>20</td>
</tr>
</tbody>
</table>
3.4. Data Collecting Techniques ................................................................. 20
  3.4.1. Reading Comprehension Test ......................................................... 20
    3.4.1.1. Validity of the Reading Test .................................................. 21
    3.4.1.2. Reliability of the Reading Test .............................................. 22
  3.4.2. Critical Reading Strategies Questionnaire ...................................... 24
    3.4.2.1. Validity of the Questionnaire .............................................. 25
    3.4.2.2. Reliability of the Questionnaire ............................................ 27
3.5. Try out of the instruments .................................................................. 28
  3.5.1. Level of Difficulty ........................................................................ 28
  3.5.2. Discrimination Power .................................................................. 28
  3.5.3. Scoring ....................................................................................... 29
3.6. Data Collecting Procedures ................................................................. 30
3.7. Data Analysis ..................................................................................... 32
3.8. Hypothesis Testing ............................................................................. 33

IV. RESULTS AND DISCUSSION
4.1. The Result of Research ...................................................................... 34
  4.1.1. Result of Reading Comprehension .................................................. 35
  4.1.2. Critical Reading Strategies Questionnaire ...................................... 36
4.2. The Correlation between Students’ Critical Reading strategies and
    Their Reading Comprehension Achievement ........................................ 37
  a. The Correlation between Previewing Strategy and Reading
     Comprehension ............................................................................... 38
  b. The Correlation between Annotating Strategy and Reading
     Comprehension ............................................................................... 39
  c. The Correlation between Skimming and Scanning Strategy
     and Reading Comprehension .............................................................. 39
  d. The Correlation between Summarizing Strategy and
     Reading Comprehension .................................................................. 40
4.3. The Aspects of Reading Comprehension significantly correlate with
    students’ Critical Reading Strategies ................................................... 41
  a. The Correlation between Previewing Strategy and the Aspect
     of Reading Comprehension ............................................................... 41
  b. The Correlation between Annotating Strategy and the Aspect
     of Reading Comprehension ............................................................... 42
  c. The Correlation between Skimming and Scanning strategy
    and The Aspect of Reading Comprehension ...................................... 43
  d. The Correlation between Summarizing strategy and the Aspect
     of Reading Comprehension ............................................................... 44
4.4. Discussion ......................................................................................... 45
V. CONCLUSION AND SUGGESTION

5.1. Conclusion ........................................................................................................... 56
5.2. Suggestion ........................................................................................................... 57

REFERENCES ............................................................................................................ 59

APPENDICES ............................................................................................................ 63
LIST OF TABLES

Table 1. The Specification of Reading Testit........................................... 21
Table 2. The Specification of Questionnaire........................................26
Table 3. The Result of Cronbach’s Alpha........................................... 27
Table 4. Distribution Frequency of Students’ Reading Score .......... 35
Table 5. Distribution Frequency of Students’ Critical Reading
Strategies ......................................................................................... 36
Table 6. The Result of Pearson Product Moment Computation........ 37
Table 6.1. The Correlation between Previewing Strategy and Reading
Comprehension ............................................................................... 38
Table 6.2. The Correlation between Annotating Strategy and Reading
Comprehension ............................................................................... 39
Table 6.3. The Correlation between Skimming and Scanning Strategy
and Reading Comprehension............................................................ 39
Table 6.4. The Correlation between Summarizing Strategy and Reading
Comprehension ............................................................................... 40
Table 7. The Result of Correlation between Previewing Strategy
and the Aspects of Reading Comprehension................................. 41
Table 8. The Result of Correlation between Annotating Strategy
and the Aspects of Reading Comprehension................................. 42
Table 9. The Result of Correlation between Skimming and Scanning
Strategy and the Aspects of Reading Comprehension............. 43
Table 10. The Result of Correlation between Summarizing Strategy
and the Aspects of Reading Comprehension.............................. 44
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Test</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Inter-rater Judgment</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Upper and Lower Group Try out Tabulation</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>All Group Try out Tabulation</td>
<td>79</td>
</tr>
<tr>
<td>5</td>
<td>Difficulty Level</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Discrimination Power</td>
<td>82</td>
</tr>
<tr>
<td>7</td>
<td>Reliability of Reading Test</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>The Computation of Reliability of Reading Test</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>The Score of Reading Test and Questionnaire</td>
<td>86</td>
</tr>
<tr>
<td>10</td>
<td>Critical Reading Strategies Questionnaire</td>
<td>87</td>
</tr>
<tr>
<td>11</td>
<td>Validity Judgment</td>
<td>89</td>
</tr>
<tr>
<td>12</td>
<td>Students’ Critical Reading Strategies</td>
<td>96</td>
</tr>
<tr>
<td>13</td>
<td>The Classification of Students’ Critical Strategies</td>
<td>102</td>
</tr>
<tr>
<td>14</td>
<td>The Result of Students’ Reading Comprehension and Critical Reading Strategies</td>
<td>103</td>
</tr>
<tr>
<td>15</td>
<td>Reliability of the questionnaire</td>
<td>104</td>
</tr>
<tr>
<td>16</td>
<td>The Correlation between Students’ Critical Reading Strategies and their Reading Comprehension Achievement</td>
<td>105</td>
</tr>
<tr>
<td>17</td>
<td>The Correlation between Students’ Critical Reading Strategies and the Aspects of Reading Comprehension</td>
<td>107</td>
</tr>
<tr>
<td>18</td>
<td>Students’ Reading Comprehension Test</td>
<td>111</td>
</tr>
<tr>
<td>19</td>
<td>Students’ Critical Reading Questionnaire</td>
<td>114</td>
</tr>
<tr>
<td>20</td>
<td>Letter</td>
<td>121</td>
</tr>
</tbody>
</table>
I. INTRODUCTION

This chapter introduces the topic of the research that will be explained background, research question, objectives, uses, scope, and definition of terms which are used in this research.

1.1. Background of the Problem

In learning English the students should be mastered four basic skills of English language, one of basic skills should be mastered by students is reading. Reading become a priority skill that should be mastered by students because by reading the students can have further pratices of language they have already learned through listening and speaking. Reading also can support students in mastering knowlegde. On the other hand reading is important skill needed by students.

Silberstain (1994) defines reading as an active process of interacting with print and an instantaneous association of those symbols with the readers’ existing knowledge. The main purpose of reading is constructing and commprehending the meaning of the text. According to Nuttall (1996) reading comprehension is an active process which involves readers, material of reading and the readers’ previous knowledge in order to get meaning of the text they read. Moreover Schumm (2006) says that comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning.
Comprehension process involves readers’ understanding about the words and how they use the word to create meaning of the text. In line with the concept about reading comprehension, in teaching learning process the students do not only have to understand the meaning of the text but also constructing and comprehending the meaning of the text.

Based on pre-observation in SMKN 1 Kotabumi, the researcher found that the students had low score reading especially in comprehending the text. The researcher also found that the students would employ different strategies to overcome their difficulties. However, the students did not know what strategy they used and how to use it in appropriately way. In order to solve the students’ problems, the researcher thought that the teacher should teach the students by using the appropriate reading strategy so that the students could read and understand the meaning of the text.

In line with the problem described above, Oxford and Crookall (1989) said that reading strategies is learning techniques, behaviors, problem-solving skills, or study skills that can lead learners to learn more effective and efficient. Employing reading strategy during reading process will lead the readers become more aware to what they read and how they respond when they do not understand. Additionally Ali et al (2015) claimed that reading strategies affected by the students’ ways in learning reading and how they encountered their problem in reading. Considering the statement about it is needed to teacher to teach the students by using various strategies because reading with various
strategies would create students to be critical readers. Actually, there are many strategies that can be used to comprehend the text. One of them is critical reading strategies. Critical reading strategies refer to strategies that encourages learners to each of cognitive processes in three upper levels of Bloom’s taxonomy which commonly association. Critical reading strategies help the students to read their textbooks and various reading passages systematically and critically. Critical reading strategies also give an opportunity to the student to read personally, actively, and deeply.

Previously, there are some researcher who have done the research related to critical reading strategies. The first research was conducted by Suacillo et al (2016), They conducted the research among the third year college students of Fillipino catholic university. The finding of their research showed that there was a positive moderate correlation between critical reading strategies and reading comprehension then they also found that critical reading strategies gave a significant effect on students’ reading comprehension. The second research was conducted by Harida (2016), the finding showed that teaching the students by using critical reading strategies could give the students a better result on their reading comprehension and also could give them better understanding about the text. The third research was conducted by Femilia (2015), the result reveals that the good critical readers employed ten critical reading strategies and the result also revealed that critical reading strategies formed an interactive model of reading.
Based on the background above, students’ reading comprehension is affected by their strategies in learning reading. For this reason, the researcher is interested to investigating the correlation of students’ critical reading strategies and their reading comprehension achievement and how students’ critical reading strategies correlate with the aspect of reading comprehension. Therefore, this research is entitled “The Correlation Between Students’ Critical Reading Strategies and Their Reading Comprehension Achievement At Second Grade Of SMKN 1 Kotabumi.”

1.2. Research Questions

Based on the background of study above, the researcher formulated the research questions as follows:

1. Is there any correlation of students’ critical reading strategies and their reading comprehension achievement?
2. What aspects of reading comprehension significantly correlate with students’ critical reading strategies?

1.3. Objectives

The objectives of the research are:

1. To find out whether there is a correlation of students’ critical reading strategies and their reading comprehension achievement.
2. To find out the aspects of reading comprehension that significantly correlate with students’ critical reading strategies.
1.4. Uses

The uses of this research are:

Theoretically, this research can be used to support the finding from previous research that related to the correlation of students’ critical reading strategies and their reading comprehension achievement then this research can be used as a reference for further research of critical reading strategies. Moreover practically this research can be use as the consideration for all English teachers to be aware of what strategy is appropriate for their students and how appropriate strategy develops students’ reading comprehension. Then this research can be used as information for all students that the use of appropriate strategy can help them to overcome their problem in learning reading especially in comprehending the text.

1.5. Scope

The research was conducted at the second grade students of SMKN 1 Kotabumi in academic year 2016/2017. This research focused on seeing the correlation of students’ critical reading strategies and their reading comprehension achievement. Firstly, the researcher used reading comprehension test to find out students’ achievement in reading. The text which was used on reading comprehension test was report text. After that the researcher used critical reading strategies questionnaire to analyze students’ critical reading strategies.
1.6. **Definition of Terms**

In this research, there are several definitions of term that should be consider well as follows:

a. Reading is the ability to draw meaning from the printed page and interpret this information appropriately.

b. Reading comprehension is a progressive skill in attaching meaning to an entire reading selection.

c. Reading comprehension achievement is the accomplishment of someone’s reading ability to understand the written text over a given period time. It is commonly measured by test.

d. Critical reading strategies refer to strategies that encourages learners to each of cognitive processes in three upper levels of Bloom’s taxonomy which commonly association.
II. LITERATURE REVIEW

This chapter discusses about reading, reading comprehension, reading strategy, critical reading strategies and reading comprehension, advantages and disadvantages of critical reading strategies, theoretical assumption and hypothesis.

2.1. Reading

Reading is one of the important skill in learning foreign language. It is a very complex skill. Guy et al. (1993) said that reading is the recognition of printed or written symbol that serve as stimuli to recall meaning. While, Nuttall (1985) defined reading as the meaningful interpretation of printed or written verbal symbols. It meant that the reader try to understand the meaning of written text which was read through symbol and letter.

In addition Dubin and Eskey (1985:27) said that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message. In the reading process the readers try to involve their background knowledge in order to understand the meaning and message of the text.
Moreover Bamford (1988) defined reading as the constructing meaning from a printed or written message. On the other hand, the main purpose of reading not only to gain meaning and message from the text but also to construct the meaning of the word. Therefore, when the readers read the text they try to gain the meaning of the text by involving their background knowledge and interpret it into meaningful language. Furthermore, According to Grellet (1981) there are two types of reading.

a. **Intensive Reading**

   Intensive reading means reading shorter texts to extract specific information. This activity is more likely to emphasize the accuracy activity involving reading for details. It is use to gaining a deep understanding of the text, which is important for the reader.

b. **Extensive Reading**

   Extensive reading means reading a longer text to understand the components parts and overall meaning of the text. This activity mainly involving global understanding of reader.

### 2.2. Reading Comprehension

Reading comprehension is an activity that was done by the readers to get new ideas and knowledge in order to understand the content of the text. According to Doyle (2004) reading comprehension is a progressive skill in attaching meaning to an entire reading selection. It is very complex process to grasp meaning in the text and also the writers’ idea. In comprehending the text, certainly the readers relates their prior knowledge with the content of text in
order to get a new understanding or knowledge. Comprehension has some meaning with understanding. Grabe & Stoler (2002) defined comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggest that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Meanwhile, Ruddell (1994) state that reading comprehension is the process in which reader constructs meaning while or after interacting with the text through the combination of prior knowledge and previous experience. Furthermore, Harris and Hogdes (1995) said that reading comprehension is the construction of the meaning of a written text through a reciprocal ideas between the reader and the message in a particular text. In order to get the information of the comprehension is needed by the readers. While readers are in reading, they engaged their self into written text in order to understand the content of the text. Furthermore, on reading comprehension, a reader should have knowledge about understanding the reading passage. Suparman (2012) states that there are five aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. **Determining Main Idea**

   Determining ideas is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words.
2. **Identifying Specific Information**
   
   It means looking for information that relevant to goal in mind and ignoring the irrelevant.

3. **Inference**

   Inference is a good guess or conclusion drawn based on logic of passage.
   
   Finding inference means the reader imply the sentence or passage understand and conclude it logically.

4. **Reference**

   According to Latulippe (1986) references are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases.

5. **Vocabulary**

   Vocabulary is the core component of language proficiency and provides much of basis for how well students speak, listen, read, and write. On the other hand when vocabulary mastery improves, the comprehension will be deeper.

In summary, these five aspects of reading comprehension are important in comprehending the text. In addition, in the research the researcher used these five aspect of reading comprehension in constructing reading test.
2.3. Reading Strategies

Strategies can be defined as conscious action that learner takes to achieve desired objectives. Brown (2007) stated that strategies is the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. According to Cohen (1980) reading strategies refer to those mental processes that readers consciously choose to use in accomplishing reading tasks. Meanwhile, Block (1986) said reading strategies are techniques and methods readers use to make their reading successful. These methods include how to conceive a task, what textual cues they attend to, how readers makes senses of what they read, and what they do when readers should take the active role in strategic reading. Using reading strategies can be of great help to non-native readers because it may serve as an effective guideline for overcoming language deficiency and obtaining better reading achievement. Therefore to be strategic readers, students not only need to know what strategies to use, but also when, why, and how to use these strategies appropriately and effectively (Cheng 1988). Moreover, to become good readers the students need to know what strategies they use and how to use those strategies appropriately. There are many strategies that can be used by readers, one of them is critical reading strategies.

2.4. Critical Reading Strategies

Critical reading refers to careful, active, reflective, and analytic reading. It is skill to discover information and ideas within a text (Kurland 2000). Critical reading provides students the opportunity to think about and to analyze the information
critically which means being able to look at the content with a wider viewpoint related to their critical understanding and getting the chance to evaluate the content they face. According to Richards and Schmidt (2002) critical reading is reading in which the reader reacts critically to what he or she is reading, through relating the content of reading material to personal standards, values, attitudes or beliefs, going beyond what is said in the text. In critical reading students try to understand what a text says, how is saying, what it want to do, and what it means as a whole. In addition Comb (1992), define critical reading as an interactive process, which use several level of simultaneously.

According to Ali et al (2015) Critical reading strategies refer to strategies that encourages learners to use each of the cognitive processes in three upper levels of Bloom’s taxonomy which commonly associated with critical thinking skills. Most of critical reading strategies are often based on readers’ background knowledge, what readers know from life experiences or from reading other texts. Some experts have proposed about the types of critical reading strategies. David (1998) proposed seven critical reading strategies. It starts with (1) previewing which is learning the text before read it and make a prediction of the text. (2) contextualizing which is making a perception of the text based on historical, biographical, and cultural context as well as making inference. (3) questioning which is asking questions about the reading material’s content. (4) reflecting on challenges on beliefs and values which is examining personal statement. (5) outlining and summarizing which are restating main idea. (6) evaluating the arguments which is assessing its validity and credibility. (7) comparing and
contrasting related reading. Sousa (2004) only proposed critical reading strategies into six by combining reflecting on challenges on belief and value strategy with questioning strategy. Axelrod and Cooper (2002) proposed ten critical reading strategies. There were preview, annotate, contextualize, outline, analyze opposition, summarize, paraphrase, synthesize, question and reflect. Tovani (2000) proposed seven critical reading strategies. There were set a purpose for reading, preview the text before reading, pay attention to print features and text structures, mark the text while read, make connections between the text and reader personal experience and knowledge, monitor a comprehension of the text, summarize the key points when finished reading. Meanwhile, Ali et al (2016) proposed ten critical reading strategies by completing all strategies that have proposed by some experts they were previewing, annotating, skimming and scanning, fact vs opinion, questioning, drawing a conclusion, monitoring, summarizing, paraphrasing, and synthesizing. Moreover, this study relates to the ten critical reading strategies that proposed by Ali et al (2016). The critical reading strategies examined in this study were described as follow:

1. **Previewing**

   According to Mikulecky (1996) Previewing is focused on learning about the text before reading the text as a whole. The readers previewing the text by read the title and subtitle of the text. Several studies such as (Echevarria et 2008, Sousa 2011, Mc Cormick 1989, and Dole et al 1991) claimed that previewing help learners to improve comprehension by tapping on their prior knowledge.
2. Annotating

According to Axelrod, Cooper and Warriner (1999), Peirce (2006) and Linkon (2008) annotating means circling key words and writing comments or questions about the material in the margins of the text. The readers should do this strategy while they read text.

3. Scanning and Skimming

Grabe and Stoller (2002:266) define skimming as a specialized type of reading in which the reader reads quickly for general understanding of the text and for the gist of the passage. While scanning means glancing rapidly to get a specific information from the text.

4. Fact vs. Opinion

Fact vs opinion means that the readers should make a connection between fact of the text with their opinion. For example the fact the colour of spinach is green and it is an healthy food then in readers opinion spinach is not delicious and bitter.

5. Questioning

Questioning is engaging in learning dialogue with text (authors), peers, and teachers through self questioning, question generation, and question answering (Mc Ewan, E.K 2007). The readers should write down the question during a reading process. Some researcher suggest that questioning strategy is necessary for develop comprehension, this

6. **Drawing conclusion**

Drawing conclusion is looking for clues in the text and make a predicting of the text. The readers drawing conclusion by gather all information of the text and correlate it with their background knowledge.

7. **Monitoring**

Monitoring means that the readers should monitor their understanding about the text. They can monitor their understanding by asking their self about the text for example what the text means, says, and does. Then the readers also can monitor their understanding by reread the text.

8. **Summarizing**

Summarizing is restating the meaning of the text in one’s own word. Summarizing teach students how to discern the most important ideas in the text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.

9. **Paraphrasing**

Paraphrasing means restate and clarify the few meaning of sentences and translate it into our own word. In paraphrasing the sentence readers should translate the sentence into their own word.
10. Synthesizing

Synthesizing means combining ideas and information from different text. The readers need to reread the text then translate some word into their own word.

In short critical reading strategies is the strategies that encourages learners to use their higher thinking elements in comprehending the text. Critical reading strategies help students to use various strategies in one time.

2.5. Critical Reading Strategies and Reading Comprehension

Reading comprehension is important in reading. Successful comprehension occurs when the readers know which skill and strategies are appropriate for them and how they applying it to overcome their problem in doing the task. Meanwhile one of aspect that affect students’ comprehension is reading strategies.

Suacillo et al (2016) said if the readers use critical reading frequently, their reading comprehension will also be improved. Therefore, reading strategies are required to efficient and effective reading. In addition Mohammad ali et al (2015) argue that critical reading strategies can helped the students to overcome their problem in reading comprehension, they also argue that one of problem in using critical reading strategies is students’ understanding. Before the students used critical reading strategies the students should know what is critical reading strategies and how to use it. Another factor that should be noticed is students’ background knowledge. The students should related their background knowledge
when they comprehend the text, because without background knowledge there is no comprehension and the student will get difficulty in learning reading.

From the explanation above, it showed that critical reading strategies and reading comprehension is related to each other. So critical reading strategies is important to be known by both teacher and student in order to develop reading comprehension ability.

2.6. Advantages and Disadvantages of Critical Reading Strategies

Tovani (2000) state that there are many advantages of critical reading strategies they are:

1. Help the readers to understand more difficult reading task and to obtain a better understanding.
2. Give a deeper understanding about the passage.
3. Improve personal reading ability of the readers.
4. Make the readers become autonomous readers.

In relation to the advantages of critical reading strategies, Mohammad Ali et al. (2015) state there are three weaknesses of critical reading strategies, they are:

1. Critical reading strategies need students’ understanding of the passage.
2. Critical reading need students to develop their personal reading ability.
3. Critical reading strategies take more time when applying in the classroom.

In short, critical reading strategies have advantages and disadvantages. But, we can see that the advantage of critical reading strategies is more than the disadvantages of critical reading strategies.
2.7. Theoretical Assumption

From the theories presented above, the researcher assumed that critical reading strategies gives a good effect to students’ achievement in reading and this strategies can help the students to improve their ability in reading because the success of reading depend on what and how reading strategies applied by the readers. Moreover, reading strategies had a significant role in supporting students’ success in reading comprehension.

2.8. Hypothesis

Based on the theories and theoretical assumption above, the researcher formulated the hypothesis as follow:

1. There is a correlation between students’ critical reading strategies and their reading comprehension achievement.

2. Inference, determining main idea, identifying specific information are the aspects of reading comprehension that significantly correlate with students’ critical reading strategies.
III. RESEARCH METHODS

This chapter discusses method of the research which consists of design, population and sample, variables, data collecting techniques, validity and reliability, try out of the data, data collecting procedure, data analysis and hypothesis testing.

3.1. Design

This research was quantitative research because it focused on the result of the research (product). In this research the researcher used *Ex-post facto* design that related to the co-relational study. *Ex post facto* design was used in this research because there was no treatment on subject of the research and the data were collected by seeing the correlation between two variables. The design of this research can be described as follow:

\[ T1, T2 \]

Where:

- \( T1 \) : reading test
- \( T2 \) : critical reading questionnaire

(Setiyadi, 2006:132)
3.2. Population and sample

A population is define as the whole subject of the research. Setiyadi (2006:38) states that research population is all individuals which are being targeted in research while sample is individual who give the data. The population of this research was the second grade of SMKN 1 Kotabumi. There are eight classes of the second grade students that consist of 30 students for each class. For the sample of this research, the research took one class as a sample. The sample are taking by purposive sampling.

3.3. Variables

In this research there are two variables. They are independent and dependent variable. Students’ critical reading strategies is an independent variable because this variable affect students’ reading comprehension achievement. Then students’ reading comprehension achievement is a dependent variable because this variable affected by students’ critical reading strategies.

3.4. Data Collecting Techniques

In this research, the researcher uses two instruments for collecting the data. There are reading test and critical reading questionnaire.

3.4.1. Reading Comprehension Test

To measure students’ achievement in reading comprehension, the researcher conducted reading test to the students. The reading test consisted of 50 items with five possible choices for each item. Factual
report text was choosen as the material of the test. The result of this test will be correlated to the result of questionnaire to know the correlation of students’ critical reading strategies and their reading comprehension achievement. The table specification below was show the specification of reading test items in relation with five aspects of reading comprehension that proposed by Suparman (2012)

### Table 1. The specification of reading test items

<table>
<thead>
<tr>
<th>No</th>
<th>Reading skills</th>
<th>Items Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determining main idea</td>
<td>1,6,9,19,22,26</td>
</tr>
<tr>
<td>2</td>
<td>Identifying detail</td>
<td>10,13,17,21,23,27,30</td>
</tr>
<tr>
<td>3</td>
<td>Inference</td>
<td>3,5,7,12,14,29</td>
</tr>
<tr>
<td>4</td>
<td>Reference</td>
<td>4,8,15,20,25,28</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>2,11,16,18,24</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30 items</td>
</tr>
</tbody>
</table>

### 3.4.1.1. Validity of Reading Test

In this research to know whether the instrument has good validity or not, the researcher analyzed content and construct validity of the instrument.

**a) Content validity**

Content validity concerns with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material on the test must be suitable with the curriculum. It means that the test must correlate with 2013 English curriculum and the syllabus for the second year of senior high school students. To measure the validity of reading test the researcher used inter-rater technique (see Appendix 2).
b) Construct validity

Construct validity is needed for the test instrument which has some indicators in measured one aspect or construct. Reading has five aspects, therefore if the test has already measure the five aspect, the test has cover all aspects of construct validity. In measuring construct validity the researcher used *inter-rater* techniques (see Appendix 2) The test must be in line with the five aspects of reading comprehension that proposed by Suparman (2012).

Based on the result of *inter-rater* techniques (see Appendix 2), the reviewers agreed if the reading test had good content validity. The content were already related to the 2013 English curriculum and syllabus for second grade of senior high school. Moreover, the reviewers also agreed if the reading test had good construct validity and the construct were already measured the five aspects of reading that proposed by Suparman (2012).

3.4.1.2. Reliability of Reading test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy 1985). The test are determined by using Pearson Product Moment which measures the correlation coefficient of the reliability between odd and even number in the following formula:
Where:

\( r_{xy} \): coefficient of reliability between odd and even numbers items

\( x \): odd number

\( y \): even number

\( x^2 \): total score of odd number items

\( y^2 \): total score of even number items

\( xy \): total score of odd and even number

The criteria of reliability:

- 0.0 - 0.49 = low
- 0.50 – 0.89 = moderate
- 0.9 – 1.00 = high

After measuring the reliability of odd and even numbers items, the researcher uses Spearman Brown’s Prophecy formula to measure the reliability of test items as a whole. The formula is as follows:

\[
r_k = \frac{2r_{xy}}{1 + r_{xy}}
\]

In which:

\( r_k \): the reliability of the test

\( r_{xy} \): the coefficient between the first half and the second half items

(Hatch and Farhady, 1982)
After the researcher analyzed the data, it showed that the reliability of half test was 0.96 and the reliability of whole test was 0.97 (see Appendix 8). Based on the criteria of reliability, it indicated that the test had high reliability.

3.4.2. Questionnaire

After conducting the test, the researcher distributed the questionnaire to the students in order to get the data about students’ critical reading strategies. The researcher used the questionnaire which previously used by Femilia (2015). Originally the questionnaire consist of 16 items but the researcher develop it into 30 items. In the questionnaire students were given instruction to write their response to statement in the questionnaire. They should mark number one, two, three, four, or five related to the strategy they use in comprehending the text. Number 1 meant that the students never use the strategy, number 2 meant that the students rarely use the strategy, number 3 meant that the students rarely use the strategy, number 4 meant that the students often use the strategy, and number 5 meant that the students always use the strategy.

After answering the questionnaire, the students were classified into four kinds of critical reading strategies based on their highest score of questionnaire answers. Moreover, the students who belonged to the previewing strategy might choose the activities that related to learn the text to understand the text such as making prediction about the text, inferring the text, and set a purpose of reading. The students who belonged to annotating strategy might choose the activities such as underlining the important information, highlighting the passages, marking the key words, and taking note in the margins of the text.
Then the students who belonged to skimming and scanning strategy might choose the activities such as reading the text rapidly to find specific information in the text and reading the text quickly for general understanding of the text and for the gist of the passage. Furthermore, the students who belonged to summarizing strategy might choose the activities such as restating the meaning of the text in their own word and writing a few words or more that present main idea of text in their own word.

3.4.2.1. Validity of Questionnaire

To investigate the validity of questionnaire items, the researcher used *inter-rater validity*. It referred to the method of judging the level of validity by one or more reviewer in topics discuss and having strong background of teaching English as foreign language. The raters are lecture of University of Lampung and an English teacher of SMKN 1 Kotabumi. The rater were asked to rate 30 items on two point rating scales ranging from 1 (important) to 2 (not important) to internally validated and examined the item and its relevance to the research literature. There were three points would be validated by the rater. There are face validity, content validity, and construct validity. Face validity referred to how the questionnaire was comprehended by the respondent. Content validity referred to the represented representativeness of each item in the questionnaire. Then construct validity referred to the formation of the questionnaire. The questionnaire contain critical reading strategies theory and representing on the table specification below:
Table 2. The specification of Questionnaire items

<table>
<thead>
<tr>
<th>No</th>
<th>Reading skills</th>
<th>Items</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Previewing</td>
<td>3, 18, 29</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Annotating</td>
<td>2, 5, 11</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Skimming and Scanning</td>
<td>4, 17, 21</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fact vs opinion</td>
<td>20, 27, 12</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Questioning</td>
<td>1, 10, 22</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Drawing a conclusion</td>
<td>6, 13, 28</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monitoring</td>
<td>7, 16, 23</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Summarizing</td>
<td>8, 14, 26</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Paraphrasing</td>
<td>25, 19, 15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Synthesizing</td>
<td>9, 24, 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30 items</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of validity Judgment (see Appendix 10), the reviewers agreed if the questionnaire had good contain validity. The contain were already related to the purpose of the questionnaire, but there were 12 items that should be deleted (27, 22, 6, 13, 28, 16, 23, 19, 15, 25, 24, 30). Moreover it can be assumed that the questionnaire test is valid and only 18 items in this questionnaire that can be administered by the researcher and the items of the questionnaire were representing on the table specification below:

Table 2.1. The specification of Questionnaire items

<table>
<thead>
<tr>
<th>No</th>
<th>Reading skills</th>
<th>Items</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Previewing</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Annotating</td>
<td>4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Skimming and Scanning</td>
<td>7, 8, 9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fact vs opinion</td>
<td>10, 11</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Questioning</td>
<td>12, 13</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monitoring</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Summarizing</td>
<td>15, 16, 17</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Synthesizing</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18 items</td>
<td></td>
</tr>
</tbody>
</table>
3.4.2.2. Reliability of Questionnaire

To find whether the questionnaire was reliable or not for the second grade students of SMKN 1 Kotabumi the researcher use reliability analysis. The reliability analysis used in this research was Cronbach Alpha. This reliability analysis was used to measure the internal consistency of the items of the questionnaire. According to (Setiyadi, 2006:167) the higher alpha, the more reliable the questionnaire would be. For knowing the criteria of reliability, the following scale was used:

- Between 0.800 to 1.00 = very high reliability
- Between 0.600 to 0.800 = high reliability
- Between 0.400 to 0.600 = moderate reliability
- Between 0.200 to 0.400 = low reliability
- Between 0.000 to 0.200 = very low reliability

Having analyzing the result of the questionnaire, The result of the computation of the questionnaire was 426 (see Appendix 15). It meant that the questionnaire had moderate reliability

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>0.426</td>
</tr>
</tbody>
</table>

From the table above it seems that the questionnaire could be used to investigate the students’ critical reading strategies in reading comprehension. the researcher also found that all 18 items of the questionnaire were valid.
3.5. Try out of the instrument

3.5.1. Difficulty Level

Difficulty Level relates to how easy or difficulty the item is from the point of view of the students who take the test. It is important since the items which are too easy can tell us nothing about differences within the test population. To see the difficulty level, the research uses the formula as follow:

\[ DL = \frac{U + L}{N} \]

In which:

- **DL**: difficulty level
- **U**: the proportion of upper group students who answer correctly
- **L**: the proportion of lower group students who answer correctly
- **N**: the total number of students

The criteria are:
- 0.0 - 0.3 = difficult
- 0.3 - 0.7 = middle (good item)
- 0.7 - 1.0 = easy

(Shohamy 1985)

Based on the result of the try out test consisted of 7 difficult items (6,7,15,16,28,33,45), 39 average items (1,2,3, 5,8,9, 10,11,12,13, 14,18,19,20,21, 22,23,24,25,26,27,29,31,32, 34,35, 36, 37,38, 39,41, 42,43,44,46,47, 48, 49 , 50) and 4 easy items (4 , 17 , 30, 40) (see Appendix 5).

3.5.2. The Discrimination Power of the Test Item

Discrimination power refers to extent to which the items are able to differentiate between high and low level students on that test. To determine the discrimination power, the researcher uses the following formula:
DP = \frac{U - L}{\frac{1}{2}N}

In which:

DP: Discrimination Power
U: the number of students from the upper group who answer correctly
L: the number of students from the lower group who answer correctly
N: total number of students

The criteria are:
0.00 - 0.20 = Poor items
0.21 - 0.40 = satisfactory items
0.41 - 0.70 = Good items
0.71 - 1.00 = Excellent items

(Shohamy, 1985)

Based on the criteria above, there were 20 poor items (1, 2, 3, 5, 6, 7, 10, 12, 15, 16, 18, 22, 25, 27, 28, 29, 33, 38, 45, 46), 17 satisfactory items (8, 9, 11, 13, 14, 17, 19, 23, 24, 26, 29, 37, 39, 40, 42, 43, 49), 12 good items (4, 20, 30, 31, 32, 34, 35, 41, 44, 47, 48, 50) and 1 excellent item (21). After analyzing the level of difficulty and discrimination power, it was found that there were only 30 items which could be administered for the reading comprehension test. (see Appendix 6).

3.5.3. Scoring

In scoring students’ result of the test, the researcher Henning’s formula. The ideal score of the test were calculated by using the following formula:

\[ S = \frac{R}{N} \times 100 \]
Where:
S : the score of the test
R : the total of the right answer
N : the total of test items

(Henning, 1987)

3.6. Data Collecting Procedure

Below were the procedures of the research:

1. **Determining the research instruments**

   There were two instruments used in this research. Each test represents the variables; each instrument represents the variables; reading comprehension test and critical reading questionnaire. Reading comprehension test consisted of 50 items and the questionnaire consisted of 30 items.

2. **Trying out the instruments**

   Before the test were administered to the sample class, the instrument was tried out to the students whose equal level to the students of XI TKJ 1 SMKN 1 Kotabumi in order to balance their reading proficiency with the instrument of the research, XI Tata Niaga was used as the try out class.

3. **Analyzing the result of try-out test**

   The result of try out tests were used to analyzed the validity and the reliability of the instruments, the level of difficulty, and the discrimination power in order to create the good instruments for the real research.
4. Administering reading comprehension test

The researcher administered the reading test in sample class in order to get the data about students’ reading comprehension. The test was held directly without any treatment before.

5. Distributing the questionnaire of critical reading strategies

The researcher distributed the questionnaire to the students in order to get the information about students’ critical reading strategies and the students had to answer the question based on the statement which are provided.

6. Gathering the data

The data gathered from both reading comprehension test and questionnaire

7. Analyzing the data

After getting all the data, the researcher would analyze the data by using Pearson Product Moment Correlation in SPSS version 16.0 to know the correlation of two variables.

8. Drawing conclusion

As the last step, conclusion was drawn up carefully considering the result of the data analysis.
3.7. Data analysis

In order to find out the correlation between critical reading strategies and students’ reading comprehension achievement, the researcher analyzed the data by using Pearson Product Moment Correlation in SPSS 16. Pearson Product Moment Correlation have four basic assumptions:

1. The two variables that would be correlated is from the same sample
2. The data is in form of interval or ratio data
3. The data is distributed normally
4. There is a linear relationship between two variables

(Setiyadi, 2006)

In this research, the data were obtained from the result of reading comprehension test and critical reading strategies questionnaire. Moreover, from the questionnaire test, the researcher got four kinds of data, the students who used previewing strategies, the students who used annotating strategy, the students who used skimming and scanning strategy, and the students who used summarizing strategy. The students were classified into those four kinds of strategies in reading based on their highest score of questionnaire answers. After getting the data, the researcher correlate the result of critical reading strategies questionnaire to students’ reading comprehension. To determine whether each main correlation and the interaction correlation were statically significant, the researcher compared the r-value to r-table to assess the hypothesis. If the r-value is higher than r-table, the data were significantly correlate. If the r-value is lower than r-table, the data were not significantly correlate.
3.8. Hypothesis Testing

Hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis was analyzed by using Pearson Product Moment Correlation in SPSS version 16.0. The researcher used the level of significance 0.05 in which the hypothesis was approved if sign $p$. The hypotheses were:

1. Ho: There is no correlation of students’ critical reading strategies and their reading comprehension achievement.

   H1: There is a correlation of students’ critical reading strategies and their reading comprehension achievement.

The criteria were:

   a. If the r-value is lower than r-table: $H_0$ is accepted that there is no correlation of students’ critical reading strategies and their reading comprehension.

   b. If the r-value is higher than r-table: $H_1$ is accepted that there is a correlation of students’ critical reading strategies and their reading comprehension.

2. Inference, determining main idea, identifying specific information are the aspects of reading comprehension that significantly correlate with students’ critical reading strategies.
V. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and the suggestion to further researcher. Beside, the researcher also give some suggestions for English teachers and learners related to the correlation between students’ critical reading strategies and their reading comprehension achievement.

5.1. Conclusion

Based on the data analysis, the conclusion of this research would be presented as follow:

1. There was a correlation of students’ critical reading strategies and their reading comprehension achievement and Critical reading strategies significantly correlate with reading comprehension achievement.

2. In this research, the researcher found that correlation coefficient between reading comprehension and previewing strategy is 0.368, correlation coefficient between reading comprehension and annotating strategy is 0.785, the correlation coefficient between reading comprehension and skimming and scanning strategy is 0.854, correlation coefficient between reading comprehension and
summarizing strategy is 0.547, and then only annotating strategy that significantly correlate with reading comprehension.

3. Inference was the first reading comprehension aspect that significantly correlate with previewing strategy. Determining main idea was the second reading comprehension aspect that significantly correlate with annotating strategy. Identifying specific information was the third reading comprehension that significantly correlate with annotating strategy and skimming and scanning strategy.

5.2. Suggestions

Based on the conclusion of the research, the researcher would provide some suggestions as follows:

1. In this study the researcher only examined students’ critical reading strategies generally without examined the sub skill of critical reading strategies then for the other researchers who will do similar research, to examined the sub skill of critical reading strategies such as separating important and unimportant information, making judgment of information, determining writer purpose and tone and compiling information in a new pattern. Moreover, this research was conducted with a limited number of subjects. This might be a good suggestion for other researchers to do a similar research with a bigger number of subjects in order to get more valid. Additionally, in collecting the data of students’ critical reading strategies the researcher only use questionnaire. The next researcher can
use interview and the observations to make the data more valuable. Besides, it suggests to the next researcher to explore critical reading strategies by seeing the contribution of critical reading strategies on students’ reading comprehension and the effect of critical reading strategies on students’ reading comprehension.

2. For the teachers, the researcher suggests that the teacher to teach the students by giving the activities that can stimulate students’ cognitive process such as teach them to set a purpose to read, memorize a new word by relating their prior knowledge and giving various reading text to the students in order to make the students familiar with the text. In addition, the researcher suggests that the teacher should introduce critical reading strategies in their classroom in order to help their students to overcome their problem in learning process especially on reading comprehension. Moreover, the researcher also suggests to the teacher to give explicit instruction on practicing the use of reading strategy by dealing with one strategy at a time in order to make their students know what strategy they use and how to use it.

3. For the students, the researcher suggests that they should increase their understanding and personal reading skill in order to improve their reading comprehension ability. It also suggests to the students to improve their cognitive process by set a purpose before read, memorizing a new words and repeated it frequently. Moreover, the use of effective and appropriate strategy could help the students to become successful reader especially in reading comprehension.
REFERENCES


