

# CHAPTER I

## INTRODUCTION

### A. Background

Reading is one of the language skills that aims to understand ideas and absorb information in the text. When reading, someone will experience a thought process to understand ideas broadly. A person through reading can communicate with the text without having to deal directly with the author. The process of reading is closely related to the development of thinking based on experience so that reading skills must be owned and developed by someone.

Reading is one of the factors to improve the quality of human life. If a person is able to read well, he will get the information needed to fulfill his life needs. However, in reality the reading skills of the Indonesian people are still very low. This situation can be seen from several survey results, including the Progress In International Reading Literacy Study (PIRLS) survey in 2006 which stated that the reading ability of fourth-grade students in Indonesia was in 41st position out of 45 participating countries (states) ([litbang.kemdikbud.go id](http://litbang.kemdikbud.go.id), 08/04/2013). Another survey, from the Organization for Economic Cooperation and Development (OECD) in 2009 stated that the reading ability of the Indonesian people was in the 57th position out of 62 member countries ([library.depkeu.go.id](http://library.depkeu.go.id), 16/01/2012). The data shows that the ability to read from year to year has not experienced a significant development because Indonesia's position is still below 56 other countries.

The lack of interest in reading also affects the low reading ability of Indonesian people. World Bank data Number 16369-IND and the International Association for the Evaluation of Education Achievement (IEA) study, for the East Asia region, stated that the Indonesian nation's reading interest was in the lowest position with a score of 51.7 below the Philippines (score 52.6), Thailand (score 65.1), Singapore (score 74.0) and Hong Kong (score 75.5). Other data sourced from the results of a UNESCO survey (2011) states that the reading index of the Indonesian people is only 0.001. This means that out of 1,000 Indonesians, only one person has a high interest in reading (media.kompasiana.com, 17/052014).

Some of the results of the research above can be concluded that a lack of interest in reading affects a person's reading ability, so the reading ability of Indonesian people is always in the lowest position. Besides that, reading has not yet become a culture of society even though reading culture is one of the keys to advancing this nation, especially through critical reading skills. The low reading ability is feared that Indonesia will not be able to compete in the global world. The quality of human resources is closely related to the highest level of reading ability, namely critical reading. The ability to read that must be immediately developed at this time is at the student level because it turns out that there are still many students who are not able to read critically, while students are human resources whose ideas and opinions are needed to build this nation.

Critical reading activities are related to critical thinking activities. According to Beck & Dole (in Burn, 1984) critical thinking ability is the ability to process

reading material to find meaning, both expressed and implied through the stages of knowing, understanding, analyzing, assessing, and creating. In this regard, students' critical reading skills must be improved. In addition, Dam and Volman (2004) emphasize that critical thinking is a mandatory competency for students. Besides that, academic reading are also critical reading, so all students are required to be able to read critically.

Developing students' reading skills must choose the type of reading that adds knowledge. Critical readers are required to know the entire contents of the reading. In addition, critical readers must also find reasons why the author says this and the reader must be able to respond to the contents of the reading, both weaknesses, and strengths of the text. Someone who is able to give criticism of what has been read means that person is thinking critically. Therefore, this study will take samples from fourth-semester students in class A English study program at Khairun University. The sixth-semester students of class A were chosen as research subjects because there is still an opportunity to improve their critical reading skills if their current abilities are still low.

Based on the problems that have been described, the researchers chose a topic with the title “Students' Competence in Critical Reading at IV Semester Class A English Study Program, Khairun University”

## **B. Formulation of the problem**

Based on the background above, the researcher formulates the problem: how is the critical reading ability of fourth fourth-semester class A English study program, Khairun University?

### **C. Objective of the Study**

Based on the formulation of the problem above, the purpose of this study is to describe the critical reading ability of fourth semester students of class A English study program, Khairun University.

### **D. Scope of the problem**

This research is only focus on students' critical reading ability based on several aspect of critical reading namely analyzing, syntesis, evaluating, and creaning.

#### 1. Reading

Reading is a skill development that begins with words and continues to critical reading (Harjasujana and Mulyati, 1997:5-25, in Dalman, 2013:6).

#### 2. Critical Reading

Critical reading is a way of reading by looking at the author's motives and assessing them. The reader does not just absorb what is there, but together with the author he thinks about the problem being discussed. We read with nuance and meaning. Reading critically means that we must be able to read analytically by making judgments. In reading there must be an interaction between the writer and the reader, both parties "influence each other" to form a new understanding (Soedarso, 2005:71-72).

### **E. Significant of the study**

This research is expected to provide benefits, as for the description of the benefits of research as follows

1. For Students

This research is expected to improve students' critical reading achievement and ability in lectures on campus and this ability can be applied in the world of education if one day they become educators.

2. Other Researcher

The results of this study are expected to provide input for other researchers to be able to develop research related to critical reading skills.