

**THE EFFECT OF READING LITERACY IN EFL
CLASSROOM ON THE CRITICAL THINKING SKILL AND
INTEREST IN READING ENGLISH OF THE STUDENTS OF
HIGH SCHOOLS IN YOGYAKARTA CITY**



By:

Reza Pustika

16716251006

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ABSTRACT

PUSTIKA, R. The Effect of Reading Literacy in EFL Classroom on the Critical Thinking Skill and Interest in Reading English of the Students of High Schools in Yogyakarta City. **Thesis. Yogyakarta: Graduate School Yogyakarta State University, 2019.**

This research aimed to reveal the effect of reading literacy in EFL classroom on (1) critical thinking skill and (2) interest in reading English of the students of high schools in Yogyakarta city.

This research employed the quantitative approach with the ex-post facto type. The sample was 168 high school students in Yogyakarta city. The sample was established by using stratified sampling technique. There were three instruments of data collection: a scale with four dimensional answers consisting of 47 statements, essay questions consisting of 3 questions, and a multiple choice question test consisting of 32 questions. The validity of the instrument included content validity, construct validity, and face validity. The data were analyzed by using descriptive analysis and multivariate analysis of variance (MANOVA).

The results of this research show that reading literacy in EFL classroom affects high school students' critical thinking skill and interest in reading English at the significant value on Wilk's Lambda test of 0,006. In additions, after it was analyzed separately by using test of between-subject effect, reading literacy in EFL classroom affects high school students' critical thinking skill by 73,1% and affects high school students' interest in reading English by 65,5%.

Keywords: *critical thinking skill, high school students, , interest in reading English, reading literacy.*

ABSTRAK

PUSTIKA, R. Pengaruh Literasi Membaca di Kelas Bahasa Inggris terhadap Kemampuan Berpikir Kritis dan Minat Baca Bahasa Inggris Siswa SMA di Kota Yogyakarta. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta. 2019.

Penelitian ini bertujuan untuk mengungkapkan: (1) pengaruh literasi membaca di kelas Bahasa Inggris terhadap kemampuan berpikir kritis dan; (2) minat baca Bahasa Inggris siswa SMA di Kota Yogyakarta.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis *ex-post facto*. Sampel penelitian ini berjumlah 168 siswa SMA di Kota Yogyakarta. Penentuan jumlah sampel menggunakan teknik sampling jenuh. Ada tiga instrument untuk mengumpulkan data. Instrumen pertama berupa skala dengan jawaban berskala 1-4 yang terdiri dari 47 pernyataan. Instrumen kedua berupa pertanyaan esai yang berjumlah 3 pertanyaan. Instrumen ketiga merupakan pertanyaan pilihan ganda dengan jumlah soal 32. Validitas instrumen meliputi validitas isi, validitas konstruk, dan validitas tampak. Analisis data pada penelitian ini menggunakan analisis deskriptif dan analisis *Multivariate Analysis of Variance* (MANOVA).

Hasil penelitian ini menunjukkan bahwa literasi membaca di kelas Bahasa Inggris memberikan pengaruh terhadap kemampuan berpikir kritis dan minat baca siswa SMA di kota Yogyakarta, yang ditunjukkan dari nilai signifikansi pada uji *Wilk's Lambda* sebesar 0,006. Hasil analisis secara terpisah (*univariate*) melalui *Test of Between-Subjects Effects* menunjukkan bahwa literasi membaca pada kelas Bahasa Inggris mempengaruhi kemampuan berpikir kritis siswa sebesar 73,1% dan mempengaruhi minat baca siswa sebesar 65,5%.

Kata kunci: literasi membaca, siswa SMA, kemampuan berpikir kritis, minat baca Bahasa Inggris

PERNYATAAN KEASLIAN KARYA

Yang bertanda tangan di bawah ini:

Nama Mahasiswa : Reza Pustika

Nomor Mahasiswa : 16716251006

Program Studi : Pendidikan Bahasa Inggris

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Yogyakarta, 27 November 2018.

Yang membuat pernyataan,

Reza Pustika

NIM. 16716251006

RATIFICATION PAGE

**THE EFFECT OF READING LITERACY IN EFL
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INTEREST IN READING ENGLISH OF THE STUDENTS OF
HIGH SCHOOLS IN YOGYAKARTA CITY**

REZA PUSTIKA

16716251006

*This thesis has been defended before the Board of Thesis Examiners of the
Graduate School of Yogyakarta State University*

On 21st of December 2018

BOARD OF EXAMINERS

Prof. Sugirin, Ph.D.

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Yogyakarta,

Graduate School

Yogyakarta State University

Director



Prof. Dr. Marsigit, MA.

NIP. 195707191983031004

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The Researcher

Reza Pustika

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ABSTRAK	iii
STATEMENT	iv
RATIFICATION PAGE	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER I. INTRODUCTION	
A. Background to the Study	1
B. Identification of Problems.....	4
C. Delimitation of Problems	8
D. Formulation of Problems	9
E. The Objectives of the Study.....	9
F. Significances of the Study	10
CHAPTER II. LITERATURE REVIEW	
A. Literature Review	11
1. Reading.....	11
a. The Definitions of Reading	11
b. The Objectives of Reading	14
c. The Skills of Reading	16
2. Literacy.....	18
a. The Definitions of Literacy	18
b. The Roles of Literacy	20
c. The Nature of Literate People	21
3. Reading Literacy	22
a. The Definitions of Reading Literacy.....	22

b. Reading Literacy in the Classroom	26
c. The Influence of Reading Literacy to Students' Critical Thinking Skills.....	30
d. The Influence of Reading Literacy to Students' Interest in Reading English.....	32
4. Critical Thinking Skill	34
a. The Definitions of Critical Thinking Skill.....	34
b. The Importance of Critical Thinking Skill.....	37
5. Reading Interest	41
a. The Definitions of Reading Interest.....	41
b. The Importance of Reading Interest in EFL Classroom	43
6. Characteristics of High School Students.....	45
B. Relevant Studies.....	46
C. Conceptual Framework	47
D. Research Hypotheses	49
CHAPTER III. RESEARCH METHOD	
A. Type of the Research.....	50
B. Setting of the Research	50
C. Population and Sample of the Research.....	50
D. Variables of the Research	53
E. Data Collection Technique.....	53
F. Validity and Reliability	56
G. Data Analysis Technique	58
CHAPTER IV. FINDINGS AND DISCUSSIONS	
A. Research Data Description.....	60
1. Data Description	60
2. Research Data Analysis	62
a) Normality Test	62
b) Descriptive Analysis	63
c) Homogeneity Test.....	65
1) Covariant Homogeneity Test	65
2) Variant Homogeneity Test.....	65

d) Multivariate Analysis	66
B. Hypothesis Test.....	67
1. Hypothesis 1.....	67
2. Hypothesis 2.....	70
C. Findings of the Implementation of Reading Literacy in EFL Classroom in Yogyakarta City	73
D. Discussions	74
1. The Reading Literacy in EFL Classroom in Yogyakarta City.....	74
2. The Influence of Reading Literacy in EFL Classroom on High School Students' Critical Thinking Skill	78
3. The Influence of Reading Literacy in EFL Classroom on High School Students' Interest in Reading English.....	81
E. Limitation of Study	84
CHAPTER V. CONCLUSIONS AND SUGGESTIONS	
A. Conclusions.....	85
B. Implications.....	86
C. Suggestions	86
D. Suggestions for the Teachers	87
E. Suggestions for Other Researchers	87
REFERENCES.....	89
APPENDICES	98

List of Tables

Table 1. Samples of the Research	51
Table 2. The Number of Students Involved in the Research	52
Table 3. Table of Variables, Instruments, and Type of Data of the Research	53
Table 4. The Theories and Item Numbers to Investigate Reading Literacy in the Classroom in Yogyakarta City	54
Table 5. The List of Adapted and Adopted Questions of the Instrument	56
Table 6. Descriptive Statistic in Categorizing the data of X Variable	61
Table 7. Table of Categorization	61
Table 8. The Result of Normality Test	62
Table 9. Descriptive Analysis of Research Data	63
Table 10. Result of Box's M Analysis	65
Table 11. The Result of Levene's Test of Equality of Error Variance	66
Table 12. Result of Multivariate Analysis	67
Table 13. Test of Between Subjects Effects Analysis Result on Students' Critical Thinking Variable (Y1)	68
Table 14. The Result of Benferroni Test of The Independent Variable (X) to The Dependent Variable (Y1)	69
Table 15. Test of Between Subjects Effects Analysis Result on Students' Interest in Reading English (Y2)	71
Table 16. The Result of Benferroni Test of The Independent Variable (X) to The Dependent Variable (Y2)	72
Table 17. The Implementation of Reading Literacy in EFL Classroom	73

List of Figures

Figure 1. Conceptual Framework of this Study	48
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LIST OF APPENDICES

Appendix 1. Questionnaire Before Validation.....	99
Appendix 2. Questionnaire for Pilot Test.....	111
Appendix 3. Pilot Test Analysis.....	126
Appendix 4. Research Questionnaire	133
Appendix 5. Research Data	147
Appendix 6. Research Data Analysis.....	169
Appendix 7. Research Letters	175
Appendix 8. Documentation	188

CHAPTER I

INTRODUCTION

A. Background to the Study

In this globalization era, the technology grows rapidly. Internet becomes one of the technology tools that ease people to access any information from different places in the world. Besides, there are a lot of information that people can access by using internet. However, not all information can be trusted. There is a lot of hoax information which is written by irresponsible people. Besides, there is a lot of controversial news that is written only from one perspective which extremely supports one side and opposes another side. With that big amount of information, people cannot prevent themselves from that unbelievable information.

As the technology develops promptly, people might find unbelievable information around them. Since people cannot avoid unbelievable information around them, there is one way to filter Indonesian students from the effect of that hoax information. Nowadays, Indonesian people can easily access any information coming from both Indonesia and other countries but it does not mean that they have to totally believe that information. Critical thinking skill is a necessary skill for students so they can analyze, criticize, and evaluate information they read. This critical thinking skill can be enhanced in the EFL classroom environment. Reading activities in English as Foreign Language (EFL) context can facilitate students to activate their critical thinking skill so they will not only understand what the text is about but also apply or evaluate the information from the text.

However, based on the research report conducted by the Ministry of Education and Culture Republic of Indonesia (2016), Indonesian students are not accustomed to answering higher order thinking questions which require them to apply, analyze, evaluate, and create. Applying, analyzing, evaluating, and creating are the process students have to do in thinking critically (Elder, 2012 in Hasan, 2013). Critical thinking skill is essential for any human being so he or she can critically select which things that are important for him or her.

By having critical thinking skill, Indonesian people will be wise in reading information. They will not easily believe the information. In reading the information, they will do analysis, synthesis, and evaluation. The more information they read, if they have critical thinking skill, the wiser Indonesian people will be.

Nonetheless, students will not activate their critical thinking skill if they do not have reading interest. To make students have interest in reading English, they should have awareness that their reading is a meaningful activity. Students' interest should come first so students will get the knowledge. By reading a lot, students will have more time to activate and sharpen their critical thinking and vice versa, if students rarely read, they will not be able to think critically.

Reading is one of the keys that can facilitate students in learning. In school environment, students are exposed to many texts from many subjects. The texts given to students can help them acquire knowledge and make them familiar with reading activities. In English Language Teaching (ELT), teachers use the texts to familiarize students with English.

Reading literacy is one of the essential things that can facilitate students to be long-life learners. Becoming a long-life learner is one of the demands of the 21st century since information and knowledge are updated every day. Indonesian students have to read to keep being updated and to be aware of anything happens today. Nevertheless, Indonesian students may not leave reading literacy behind to support their academic career in school. Primary school students should be literate so they will find it easy to learn basic knowledge. Then, junior high school students need literacy to facilitate them in learning in order to continue their study since they are expected to go to higher education. Senior high school students must have good reading literacy because they are prepared to go to the university in which there are lots of sources written in English. Moreover, vocational students need literacy so they will be familiar with the issue and knowledge related to their future career because vocational students are expected to work after they graduate from the school.

Unfortunately, based on some surveys conducted by some international organizations, education in Indonesia does not trigger students to have reading interest. A survey conducted by Progress in International Reading Literacy Study (PIRLS) in 2011 showed that Indonesia was on rank 45 from 48 countries. Due to this, Programme for International Student Assessment (PISA) in 2015 did a survey which showed Indonesia was on rank 64 from 72 countries involved in this survey. PIRLS is an international literacy research for children from all over the world that is sponsored by The International Association for The Evaluation Achievement (IEA). The study shows that Indonesian students are on the lowest 4th rank from 45

countries involved (Suhardjono, Kamdi, & Basuki, 2009). Those surveys show that reading literacy in Indonesia is still poor.

Regarding to those problems, reading literacy in EFL classroom can become the solution for those problems since reading activities in EFL classroom can accommodate students' critical thinking skill and interest in reading English. Therefore, this study examined whether the implementation of reading literacy in the EFL classroom in Yogyakarta affects students' critical thinking skill and reading interest in English in Yogyakarta city is implemented. This research is worth-doing since this study can support the Ministry of Education and Culture in improving Indonesian reading literacy which is in line with the movement proposed by the government namely School Literacy Movement.

B. Identification of Problems

Various problems that arise regarding the English reading literacy, critical thinking and reading interest of Indonesian students are divided into 4 main focuses which are presented as follows:

1. Input

Indah and Kusuma (2016) argue that Asian students especially Indonesia show lacking in critical thinking skills as proven in many empirical findings and as observed by teachers. This is due to the fact that the concerns of the education are still on knowledge exposure and elaboration. Meanwhile in developed countries the emphasis is on the shaping of critical thinking.

Donal (2015) believes that environment especially friend has an essential factor influencing students' reading interest. It can be seen how students tend

to spend their time with their friends rather than reading books. Even friends can lower students' reading interest. They persuade the others to play outside, chat or hang out together. It can make students lazy to read books.

In addition, Hao and Johnson (2013) state that reading interest is affected by students' perception about their reading. When students have a positive perception of reading, they will easily enjoy reading activity because they think that the method used interesting and fun. However, although the EFL students have positive beliefs that reading English can improve their English skills and knowledge and can support their future career and academic success, most of them are indicated not to have good English reading habits (Iftanti, 2012). It means, Indonesian students need to make reading as their habit as well.

2. Process

Suryanto (2017) argues that Indonesian culture that obliges students to follow and obey whatever teachers teach seems to hamper students to sharpen their critical development. Besides, students are passive in the process of learning and teaching activities (Natsir & Anisati, 2016).

Moreover, the time allocation for English subject in secondary schools is only once a week. This short time is not enough for students to learn English. They need much time learning English, especially in reading activities. Therefore, it is suggested by Cahyono and Widiati (2006;); Renandya (2007); Wahyudi (2002) that extensive reading should be more promoted and reading for pleasure needs to be given more priority, so that students can pick up a

great deal of new vocabulary and eventually develop their reading competence.

However, the teachers rarely ask students to explore the school library (Firdaus, 2015). The government has facilitated the schools by providing some books in the library. In the library, students will get both education and non-education books. Students will not have any interest in reading if they are not accustomed to doing extensive reading. The school library can facilitate students in extensive reading. This extensive reading activity can contribute to students' reading interest.

As mentioned in the Guide Book of School Literacy Program, the education system of Indonesia does not accustom students to read. The activities in the classroom do not trigger students to read a lot. Then, the teachers do not ask students to read outside the classroom. In English teaching and learning process, students do not have many opportunities to read.

Besides, English reading instruction only requires students to answer the questions presented from the texts. Students are not invited to criticize the text given. By only asking students to answer comprehension questions, it means English teachers in the classroom only activate students' low order thinking skill while we know that having higher critical thinking will help students' lives since critical thinking serves as the survival skill in this 21st-century era.

Masduqi (2014) argues that Indonesian students, especially those from rural areas, may not be accustomed to the idea that learning activities are

student-centered. It makes students do not want to activate their critical thinking in the reading activities in the classroom, they think that their critics will offend others.

3. Output

Mistar, Zuhairi, and Yanti (2016) state that ELF students are lack of reading strategies that can facilitate them in predicting, text mapping, and summarizing. While, predicting, text-mapping, and summarizing are abilities that can improve their critical thinking skill.

Jamnik (2005) believes that once students have a good reading habit. Their habit in reading can indicate their self-selection of books, motivation to read, eagerness to receive a book as a present. Therefore, making reading as habit for students is important.

4. Outcome

Critical thinking skill is essential for the students since it allows students to select pieces that are most appropriate and valuable for their purpose. This critical thinking skill is high on the agenda of development of foreign language learners in the information era, especially in Indonesia where conformity to group, teacher-centered instructions, rote learning and memory-based learning have been thought to constrain Indonesian students in exercising critical thinking (Richmond, 2007).

Some surveys conducted by some organizations, namely PIRLS, IEA, and Ministry of Education and Culture of Indonesia have proved that most students in Indonesia have no interest in reading. We can see it from our

environment. It is not common to see students reading a book in public places such as train station, bus settle, airport, and some other public places. Students only read when they are asked to do so. Instead of reading a book, students are busy with their gadget. Students in this era are more familiar with gadget rather than books. Sembiring (2015) argues that Indonesian people tend to spend their time watching TV instead of reading books. These days, as the technology develops, Indonesian people from adults until children tend to be busy with their own gadgets. This problem is quite related to the habit.

C. Delimitation of Problems

Based on the problems explained above, the researcher realizes that she cannot overcome all the problems. Therefore, in this study, the researcher limited the investigation upon three main points that are explained in this subchapter.

The problem is that students are not accustomed to answering questions that require high order thinking skill. In regard to this problem, this research examined how reading literacy in the EFL classroom is implemented. After that, the researcher examined the effect of reading literacy in the EFL classroom on high school students' critical thinking and interest in reading English. As has been mentioned before, most of the time, students are accustomed to answering the questions that only require them to recall and comprehend. It contradicts with some theories that reading literacy involves critical thinking as well.

Once the reading literacy is implemented better in the EFL classroom, it is expected that students will have more interest in reading. This study examined how

much impact that reading literacy in the EFL classroom gives to students' English reading interest.

The secondary school students are targeted to be the subject for this study because they are expected to continue their study to university level. They need to be well-prepared since university students are required to read a lot of books coming from western countries. Therefore, they need English reading skill to support them to continue their study later. The researcher believes that she cannot take all grade students for this study because of the time and energy limitation. This study limited the target students into the X graders students. This decision is taken because students need to be well-prepared as early as possible to face their university life later by having critical thinking and interest in reading English.

D. Formulation of Problems

In reference to the problems, the formulation of the problem in this study is presented in the following form of a question:

1. How is the effect of reading literacy in EFL classroom on high school students' critical thinking skill in Yogyakarta city?
2. How is the effect of reading literacy in EFL classroom on high school students' interest in reading English in Yogyakarta city?

E. The Objective of the Study

The objective of this study is to examine the effect of reading literacy in the EFL classroom on high school students' critical thinking skill and interest in reading English.

F. Significances of the Study

1. Theoretical Significances

- a. The research finding can examine the effect of reading literacy in the EFL classroom on high school students' critical thinking and interest in reading English.
- b. The research finding can be used as the evaluation to promote students' critical thinking skill and interest in reading English.

2. Practical Significances

- a. The research finding can be used by the Indonesian Government as the reference how reading literacy is implemented in Yogyakarta city.
- b. The research finding can inform the society about the importance of literacy to affect critical thinking and interest in reading English.
- c. The research finding can be used as input for other researchers who are interested in the similar field and will enrich and enlarge the knowledge of teaching English.

CHAPTER II

LITERATURE REVIEW

As stated in the previous chapter, the aim of this research is to examine the influence of reading literacy in the EFL classroom on high school students' critical thinking skill and interest in reading English. Therefore, the discussion in this chapter focuses on the review of related theories underlying the study. This chapter is divided into four main parts. They are the literature review, review of related studies, conceptual framework, and hypotheses. The literature review highlights the theories of literacy, reading skill, critical thinking, reading interest, and characteristics of high school students. In the related studies, the researcher shows some studies related to this research. In the conceptual framework, the researcher relates the theory of the study. The hypotheses of this study are portrayed in the fourth part of this Chapter II.

A. Literature Review

1. Reading

a. The Definitions of Reading

Reading is an interactive process and meaning that is constructed as a result of the dialogue between a text and a reader (Rosenblatt, 1996 in Naiditch, 2015). Nunan (1989) adds that reading is a solitary activity which involves many interactions between readers and what they bring to the text. Brown (2004: 189) states that reading is a process of negotiation meaning. In this process, the readers bring their understanding of the

meaning of texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

In order to make dialogue or negotiation to the text, the students have to activate their background knowledge to be connected to the vocabularies in the text. The students' background knowledge may differ one another since they learn from different text and experience. Therefore, background knowledge plays an important role in enhancing the students' reading skill. It is in line with what Mikulecky (2008) adds. Readers apply many strategies to reconstruct the meaning that the texts convey. The readers are assumed to comprehend the writers' intention. By doing so, the readers make use their background knowledge and prior experience so they can compare what they already have in their brain and what texts have. Readers' background knowledge and prior experience facilitate the readers to comprehend the texts.

Wolf (2007) defines reading as a neuronally and intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts, as by the direct message to the eye from the text. Meanwhile, Koda (2004) defines reading as a complex, multifaceted pursuit requiring the continuous deployment and integration of multiple operations. Reading is a constellation of interfaced capabilities, ranging from mechanical mappings to more sophisticated conceptual manipulations, such as reasoning and inferencing.

Smith (2004) believes that reading is no different from any other kind of thought. However, in reading, people's thought are engendered by a written text. Reading might be defined as thought stimulated and directed by written language.

Hudson (2007) articulates three assumptions that can help people make sense of competing for reading. The first of these is that reading is meaning based. Second, people should assume that the active reader provides a lot of the information necessary to comprehend any text. Third, reading is not synonymous with learning to read or with teaching reading. To clarify this distinction, Hudson (2007) emphasizes that reading is not the reinforcement of oral skills, grammatical or discourse analysis, the acquisition of new vocabulary, translation practice, answering comprehension questions, and practice to improve reading ability. Although these strategies may play a productive role in acquiring reading skills.

Reading is an interactive process between the readers and the texts. The interaction done by the readers and texts aims at grasping and negotiating the message or meaning the texts convey. In reading, people activate their thinking by recalling, analyzing, and creating any ideas that are related to the texts that will help them in comprehending the texts. By doing so, people will improve their thinking skill. Reading is one of the activities that people do for their lifetime. Most of aspects in humans' life is related to reading.

b. The Objectives of Reading

Reading is one of the main skills that students need to master in order to improve their English proficiency. In general, reading allows students to get much information and knowledge. However, Smith (2004) believes that reading is more than that. Smith (2004) believes that reading is an interpreting experience constantly since birth and people all continue to do so. In addition, Johnson (2008) emphasizes that reading is the practice of using text to create meaning. If there is no meaning being created, there is no reading taking place.

Some experts have portrayed the importance and objective of reading. One of them is Bojovic (2010). He believes that reading is a complex, purposeful, interactive, comprehending, flexible activity meaning that readers should maintain the flow of information at a sufficient rate to make connections and inferences of their reading. Each reader has a purpose for reading, whether it is for entertainment, information, or research. A reading skill is a cognitive ability which a person is able to use when interacting with the written text.

While Bojovic (2010) believes that readers have their own purpose to read, Bayless (2010) believes that reading should be a habit for people. Bayless (2010) considers reading as a tool that will lead people to a successful academic career and a productive life.

Exposing the students to a big number of books will affect their reading achievement scores (Krashen, Lee, & McQuillan, 2012). Krashen, Lee, and

McQuillan (2012) suggests the other advantage of providing the students' books. By providing the students with a wide variety of books, it is hoped that those books can facilitate all students since every student has his or her own passion and interest. Allington (2012) states that engaged reading can be done in and out of school that is called intensive and extensive reading activity. The teachers may ask the students to do reading both extensively and intensively. Bayless (2010) adds that both extensive and intensive reading can lead not only to high scores on reading achievement but to a more fulfilling and productive life as well. It is because some people achieve their life outcome by reading.

Besides giving the students chances to improve their reading achievement, providing them with a big number of books can enrich their background knowledge (Worthy & Roser, 2010). Their background knowledge will help them comprehend any other different texts. It will contribute to their reading performance. Reading mastery is one of the essential skills the students need to acquire before they go to the university level. Hermida (2009) mentions some skills every student need to acquire before going to university. Those skills include reading, writing, critical thinking, oral presentation, and media literacy. Hermida (2009) believes if the students can master those skills, it will lead them to a successful university life.

Wolley (2011) mentions the indicator in what way the students are considered as successful readers. Wolley (2011) argues that the students are

successful in reading when they can gain unfamiliar words meaning from the texts because they have word meanings from texts because they have a greater existing vocabulary, more experience using context clues, and greater background knowledge. Therefore, those students who lack reading experience, background knowledge, and vocabulary will find it difficult to gain unfamiliar words meaning.

Finally, Mikulecky (2008) emphasizes that effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning. Reading facilitates students in using textbooks for language courses, writing, acquiring vocabulary and grammar.

c. The Skills of Reading

Reading is one of the main skills in the English language. However, there are some skills students need to master in reading activities. The skill itself is defined as essential academic habits (Alexander & Jetton, 2000). Meanwhile, reading skills are those which represent linguistic processing abilities in their use and combinations.

There are some experts who propose some skills needed in reading activities. Hudson (2007) observes that research has consistently identified four reading skill categories. Those category skills cover decoding skills, comprehension skills, fluency skills, and critical reading skills. Decoding skills mean the students could recognize that the script represents units of language, such as phonemes, syllables, and words. When the students can

use the context and knowledge to derive meaning from the texts, it means the students have mastered comprehension skills. Fluency skills help students to develop abilities such as sight word recognition and recognizing high-frequency words. Lastly, if the students can analyze, synthesize, and evaluate what they read, they are categorized as critical readers.

Mikulecky (2008) lists some more skills in reading. First of all, the students need to be aware of why a text is being read. Knowing the genre or topic of the text can facilitate the students in comprehending the texts. In reading, the students must be able to recognize a word at a glance. The skills needed here are scanning and skimming. It will be better if the students can guess difficult words contained in the texts by activating their background knowledge. Then, the students are expected to give a quick preview and prediction of the text they are reading. The students are categorized as critical readers when they can question the content of the text. The ability to know the main idea and the order of the texts also become the skills the students need to master. Lastly, the students are successful in their reading when they can retell and summarize what they already read.

Gagen (2010) adds more skills students need to master in reading. Those skills are fluency, multi-syllable words handling, vocabulary, and comprehension. Fluency means that the students can read 'fast' or 'automatic'. Fluent readers are able to read quickly and accurately without effort. It means the student can know words instantly and reads the 'fast way' without slowly sounding out the word. On the other hand, multi-

syllable words are harder to read than single syllable words. Since there are a lot of multi-syllable words in English, it is essential for students to learn to read them effectively. Syllables are the chunks of sound within a spoken word said with a single puff of air. As can be expected, vocabulary knowledge is important to reading development.

Therefore, expanding the students' knowledge of words is important to reading comprehension. The greater the student's vocabulary, the easier it is to make sense of and understand a text. The last skill proposed by Gagen (2010) is comprehension. Comprehension is deriving meaning from the text. Comprehension is vital to the development of skilled reading. Comprehension is an active process requiring thoughtful interaction between the reader and text. Comprehension is the goal of reading instruction.

2. Literacy

a. The Definitions of Literacy

Barton (2007) states that the term literacy has become a code word for more complex views of what is involved in reading and writing. A literate person can, therefore, become competent and knowledgeable in specialized areas (Barton, 2007). Barton (2007) defines literacies as multiple, overlapping, and diverse in terms of people have different literacies which they make use of associate with different domains of life. These differences are increased across different cultures or historical periods.

John-Steiner and Meehan (2000) define literacy as a kind of knowledge and skill base, as well as a socialization process. It is in line with what Kern (2000) states. Kern (2000) believes that literacy emerges someone's knowledge socially-, historically-, and culturally-situated to create and interpret meaning through texts. It means that when people create meaning from the texts, they recall their knowledge on social, history, and culture so they can make sense from the text. Being literate in another language requires a critical knowledge of how textual conventions and contexts of use shape one another. Since literacy is purpose-sensitive, it is dynamic across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of a written and spoken language, on knowledge of genres, and on cultural knowledge (Kern, 2000)

After all, literacy is rooted in people's intimate everyday experiences with text (Reder & Davila, 2005). This view led to an emerging theory of literacy-as-social-practice. However, Eagleton and Dobler (2007) insist that current definitions of literacy must be wider. Literacy must include digital texts such as those found on the web.

Literacy is very close to humans' life that people use in different domains of life. Therefore, Cassidy, Ortlieb, and Garcia (2016) state that literacy becomes a hot topic of research all over the world. People's stored knowledge that has been saved in their brain facilitates them to transform what they already know to their lives. Literacy allows people to shape knowledge to be useful. This era requires more dimension of literacy which

is digital literacy. However, digital literacy will not be elaborated in this study.

Mikulecky (2008) defines literacy as a set of attitudes and beliefs about the ways of using spoken and written language that is acquired in the course of a person's socialization into a specific cultural context. It is hoped that people can have an appropriate attitude toward certain situation as they are literate.

Literacy is knowledge and skill base that can facilitate people in the socialization process. From the texts people read, they can interpret the meaning to be used in their real-life situation. Therefore, from their reading, they can change their attitude and belief about some information they read.

b. The Roles of Literacy

Literacy has been widely discussed from time to time. It is because many experts believe that literacy plays an important role in people's life. UNESCO (2006) state that literacy is a right. Both adult and children have the same right in mastering literacy, meaning that they have the same chance to learn anything they want. There is no boundary that can inhibit them from learning. All people in this world have the same right to access beneficial information for them to enhance their knowledge. UNESCO (2006) believes that literacy serves as basic education since UNESCO has stated that reading, writing and calculating are the foundation for people to learn.

Literacy is important for every single human in this world because it helps people to live their life. Besides, UNESCO (2006) states that literacy can be beneficial for people in which it can improve self-esteem, empowerment, creativity and critical reflection. Moreover, literacy can facilitate the transmission of certain values and promote the transformation of other values, attitudes, and behavior through critical reflection.

Literacy also can support students in their education life. Cambourne (2002) maintains that when students are provided with a rich social literacy environment with a wide variety of genres and text-based interactions with others, effective literacy learning could be enhanced. To do so, there should be a cooperation from all aspects like parents, teachers, and friends.

c. The Nature of Literate People

Degener (2001) believes that people are not simply considered as literate when they are able to read or write. They are literate when they can apply the literacy in their community and examine others' position in life in terms of status, gender, educational background, and socioeconomic. In other words, when people are exposed to certain texts, they are not simply able to understand the text but they are able to see the position of the text and further apply the information from the text in their own lives.

Literacy plays important role in all aspects of human beings' lives. Literacy enables people to raise children, to engage in the workplace, and to participate in any social events (National Research Council of the National

Academies, 2005). Literate people will use the information input they have from the text to their lives.

Janks (2010) classifies how language and words share a reality in creating the world. Literate people will understand a text from their own viewpoints as well as others. Besides, literate people will see the effect of literacy on their social relationship. By having literacy skill, the students will be able to both receive and give impact to the society around them. The last impact of literacy in students' life is that the students will be able to take an action to promote concepts they gain by reading and writing to their surroundings.

3. Reading Literacy

a. The Definitions of Reading Literacy

Traditionally, literacy is defined as a standard of reading performance. The OECD (2000) in Cambridge Assessment (2013) defines literacy as how well people use literacy to function in society and the economy. This requires people's ability to understand and employ printed or digital information to achieve their goals.

Abdallah (2011) argues that literacy is no longer restricted to the ability in reading books and writing with a pen. The concept of literacy has grown wider as time goes by. In this era, literacy is changed into digital and online based practices which require the students to work collaboratively to meet the context they face.

PISA in Cambridge Assessment (2013) defines reading literacy as how people understand, apply, reflect on, and engage with written texts to participate in society. This implies how the literacy in EFL context should develop the students' ability to contribute in lives outside the school. Literacy in EFL context should support the students in living their lives. Literacy First (2010) as cited in Cambridge Assessment (2013) suggests the teachers give opportunities for the students to filter, evaluate, and think critically to the texts given.

To facilitate literacy to the students, it is the teachers' job to find out the students' needs and interests so the students will find it easier to criticize the text and reflect on those texts given. The activities conducted in certain EFL context should trigger the critical thinking of the students (Degener, 2001). Shor (1992) in Ko (2013) adds that Ideal reading materials for a critical literacy-based classroom should be related to students' lives and experiences, but they should attend to the levels of students' language proficiency. It means the teachers should know the students' language proficiency so the reading literacy activities in the classroom will run effectively.

In the EFL classroom, Sander (2016) states that it is not enough to have the students only understand and answer the questions from the text. He suggests the teacher involve the students in the meaning-making process of reading. It is supported by Ko (2013), she states that some scholars also advocate literacy pedagogy where teachers do not just teach students basic

language skills or train their communicative ability, but also the teachers need to develop the critical consciousness in students whereby they can question rather than passively accept the information they read.

The National Center for Family Literacy & The National Center for ESL Literacy Education (2004) suggest some ways for the students to acquire second or foreign language literacy:

1) Motivation

The teachers may help the students to find out their motivation by making them aware of their both short- and long-term goals. The reflection of their progress and achievement in learning English is recommended as well.

2) Opportunities for interaction

By being involved in an interaction, the students will gain some input knowledge from their friends or teachers. In addition, the feedback that the students get from the interaction will help them to improve their reading literacy.

3) Vocabulary knowledge

Vocabulary knowledge includes both the number of words someone knows and the depth of knowledge about those words. The depth of knowledge refers to the pronunciation, spelling, and various meanings of the word. In the reading activities in an EFL classroom, it is the teachers' job to guide the students in enriching their vocabulary knowledge.

UNESCO (2006) defines literacy as a simple process of acquiring basic cognitive skills so these skills can contribute in the development of his or her social awareness and critical reflection as a basis for personal and social change. Further UNESCO (2006) lists some roles of literacy as follows.

1) Literacy as skills

Literacy as skills covers some sets of tangible skill namely reading, writing, oral, numeracy, and information literacy. In reading and writing, the emphasis is on how a person processes reading patterns. Writing is the transcription of the speech that requires someone to think critically. Numeracy literacy skill enables someone to process, interpret, and communicate numerical information in a variety of contexts. Lastly, someone is called information literate when he or she has the ability to access and use a variety of information sources to meet information needs.

2) Literacy as applied, practiced, and situated

The application of literacy is the continuum of literacy as skills. Some experts focus on how those literacy skills can be applied in relevant ways. This concerns on how literacy gives impact on socio-economic development. However, literacy is practiced vary by social and cultural context. When someone is considered as literate, he or she will be able to activate certain literacy skills based on the situation he or she involves.

3) Literacy as a learning process

Freire (1993) in UNESCO (2006) emphasizes the importance of bringing the learners' socio-cultural realities into the learning process. The notion is to make the students engaged with the books both by reading and writing activities. In reading activities, the students do not only have to understand and answer the question, but the students also have to interpret, reflect on, explore, and question the text. In writing activities, the students have to transform their social world into a written text.

4) Literacy as text

This literacy role focuses on how texts taught in the schools relate to the students' present and future lives.

b. Reading literacy in the Classroom

Guthrie *et al* (1996) define literacy engagement as the integration of intrinsic motivations, cognitive strategies, and conceptual learning from text. Consistent with the motivational literature, Guthrie *et al* (1996) suggest that engaging classroom contexts are (a) observational, encouraging students to initiate learning by generating their own questions from real-world observation; (b) conceptual, with a focus on substantive topics rather than reading skills; (c) self-directing in terms of supporting students' autonomy and choice of topics, books, and peers; (d) metacognitive, with explicit teaching of reading strategies, problem solving, and composing; (e) collaborative in which the teacher should emphasize the social construction

of meaning and communities of learners; (f) expressive, creating opportunities for self-expression through writing, debating, and group interaction and; (g) coherent, containing connections between classroom activities and tasks across the day, week, and month. The theoretical perspective can accelerate the development of literacy engagement in the classroom.

Wray *et al* (2000) believe that context is an essential thing in teaching reading literacy in the classroom. Contextualization of teaching appears to make it possible for pupils to make active connections between levels of knowledge. Wray *et al* (2000) find that the effective teachers tend to report using activities which involved work at more than one of text, sentence and word levels, thus assisting their pupils to make connections between these levels. Another distinctive feature of the literacy teaching of these effective teachers might be termed explicitness. The teachers make the purposes and processes of literacy explicit for their pupils, through modeling and demonstration as well as through their explanations and exemplifications. It seems that encouragement is a means for learning literacy in the classroom.

Garcia and Godina (2004) propose some basic characteristics of process literacy. This includes the use of trade books, writing from multiple drafts, integrating reading and writing activities, peer interactions; a student-centered curriculum, or students' choice for reading and writing, along with inquiry-based projects, and open-ended activities in which students are encouraged to explore the various meanings of texts. Further, Garcia and

Godina (2014) propose guidelines for effective literacy instruction in the English classroom.

Garcia and Godina (2004) suggest the teachers give diversity of experiences that characterize adolescent English language learners, it is important for educational personnel to find out who these students are in terms of their language and sociocultural backgrounds, educational experiences, literacy levels in the native language, and levels of oral and academic English proficiency. Differences among the students should be taken into account in the development of a coherent instructional program for them. A coherent program of instruction needs to include continued instruction in the native language when at all possible; high-quality ESL instruction; and targeted placement in all-English classrooms, based on the assessment of English language learners' academic English proficiency, not their oral English proficiency.

The type of instruction provided to English language learners in the native-language, ESL, and all-English classrooms need to be coordinated so that coverage of the school's curriculum standards occurs. Ideally, students should be introduced to new and difficult cognitive areas in the native-language and ESL classrooms before being expected to work in such areas in the all-English classrooms.

Teachers who work with English language learners in ESL and all English classrooms need to know how to shelter students' comprehension of English instruction through the integration of reading, writing, speaking,

and listening, and the use of visuals, gestures, drama, physical activity, and *realia* (Peregoy & Boyle, 2001 in Garcia & Godina, 2004).

The primary focus of ESL instruction should be on content-area instruction tied to the same content standards that guide the instruction of native-English speakers at the school. This type of instruction should integrate reading, writing, listening, and speaking in a particular academic domain (ESL language arts, ESL algebra, ESL biology, etc.). It should provide English language learners with the necessary vocabulary and discourse structures needed to further their learning in the specific domain.

English language arts as a content area needs to be offered as an ESL course. Enough time needs to be allotted for this course so that teachers can provide English language learners with opportunities to hear, read, discuss, and write about age-appropriate literature, as well as improve their English speaking, listening, reading and writing skills through their interactions with texts and writing activities.

Within the ESL language arts classroom, Garcia and Gordina (2004) recommend strategy instruction, in which the teacher models and gives students' guided practice in using cognitive strategies to monitor and repair their comprehension in English. Jiménez *et al* (1995) in Garcia and Gordina (2004) point out that specific strategies—questioning, summarizing, making accurate inferences, using context to figure out unknown vocabulary—are characteristic of Spanish-speaking students who are successful English readers. Garcia and Gordina (2004) also recommend that teachers encourage

English language learners to use knowledge and high-level strategies (e.g., invoking prior knowledge, noticing novelty) acquired while reading in their native languages to reading in English, as well as bilingual strategies (code mixing, code-switching, cognates, etc.)

Process writing approaches, in which students are given the opportunity to communicate their thoughts authentically through writing, seem important. Finally, Garcia and Gordina (2004) think that process literacy approaches, combined with strategy instruction and explicit instruction, especially on topics or skills not automatically known to English language learners may be particularly helpful to English language learners. The ideal literacy instruction proposed above will be used to formulate the questionnaire for this study.

c. The Influence of Reading Literacy to Students' Critical Thinking Skill

Allison and Harklau (2010) believe that reading instruction for English language learners at the secondary level need to go well beyond decoding or basic reading skills and include instruction on higher-level skills, such as summarizing and identifying key points, synthesizing across multiple sources, and reading critically. From this theory, it can be seen that reading instruction must trigger high order thinking skill. It is essential because those secondary school students are expected to develop more broadly applicable thinking skills and metacognitive strategies they will

need for lifelong learning and civic participation after high school, in college and the workplace.

It is in line with what Garcia and Godina (2004) state. Students also need an array of metacognitive thinking and learning strategies to decide how best to approach an assignment, to monitor how well they are reading and understanding relevant information sources, and to determine whether they have completed the assigned task.

Smith (2004) believes that people cannot talk without thinking, or understand what someone is saying without thinking, or make any sense of the world without thinking, so it is impossible to read and not think. Reading is thinking that is partly focused on the visual information of print. It is thinking that is stimulated and directed by written language. The only time people might attempt to read without thinking is when the text they are trying to read is meaningless to them, a situation unlikely to persist in normal circumstances.

From some theories portrayed above, it can be said that reading activities done by people cannot be separated from thinking. Thinking skill is needed when people read the texts so they can comprehend the texts. Therefore, reading instruction in the classroom should stimulate students' critical thinking. In other words, the ideal reading literacy instruction will influence students' critical thinking skills.

Shanahan (2006) argues that successful comprehension may also necessitate fluency and critical reading skills, depending on the text in

question, its relative difficulty, the context for reading, and the reader's goals. Reading referring to the interpretation of a piece of writing is just a special use of the term.

Kadir *et al.* (2014) state that students need to have fully understood a text where they would analyze, synthesize, and evaluate it, then only they would think critically about the text – choose or reject the ideas put forward, agree or disagree with the issues, and most important of all they know the reason why they do it. Students with good reading comprehension skills could perform well in any subject because they develop their critical reading skills to not only understand but analyze any text given to them.

d. The Influence of Reading Literacy to Students' Interest in Reading English

RAND (2002) shows that many studies have demonstrated that social, cultural, and historical factors are key to readers' comprehension, interest, investment, and success. It is in line with what Guthrie *et al* (1996) have stated in the previous section of this chapter. Guthrie *et al* (1996) believe that one of the ideal reading literacy instruction is for teachers to encourage students to initiate learning by generating their own questions from real-world observation and invite their students to self-direct to support students' autonomy and choice of topics, books, and peers. It means that if the teachers of reading literacy in the classroom can apply what Guthrie *et al* (1996) propose, it will influence students' interest in reading English.

There are emotional concomitants and consequences of reading. Reading, like everything else, inevitably involves feelings. On the positive side, Smith (2004) believes that reading can provide interest and excitement, stimulate and alleviate curiosity, console, encourage, rouse passions, relieve loneliness, assuage tedium or anxiety, palliate sadness, and on occasion induce sleep.

Anderson *et al.* in Hidi (2001) argue that a certain variety of texts can contribute positively to the students. The texts that have novelty, unexpected or surprising information can be sources of situational interest. Therefore, if the classroom English teachers can bring variety texts to the classroom, it will increase the students' interest in reading. Wade *et al.* in Hidi (2001) also study that the texts which have some importance or value for the students are interesting for the students. Harp and Mayer in Hidi (2001) investigate that texts that can contribute to increasing students' comprehension are interesting for the students. It is because the students can feel their achievement. As they know they can comprehend the text, they have the interest to read again. Context is another important aspect that can increase the students' interest in reading. It is stated by Schraw and Dennison in Hidi (2001). The existence of context can facilitate the students in comprehending the texts and making use the meaning from the text in other situations. In addition, the texts that are meaningful, challenging, or personally relevant to the students can contribute much in increasing the students' interest in reading.

Chen (2009) believes that students' interest will be arises once the students understand of functions of reading. It is important for the students to know the significance of their reading. However, every student has different needs in learning. Therefore, Adetoro (2010) argues that students' interest may arise from the particular needs of an individual. In most cases, the interest to engage in the activity of reading arises from a need to gain information about the individual's surroundings and contexts. Reading allows people to gather information about the experiences they already had or may have.

4. Critical Thinking Skill

a. The Definitions of Critical Thinking Skill

Elder (2012) as cited in Hasan (2013) defines critical thinking skills as a process of intellectual discipline that is actively and skillfully conceptualized, applied, analyzed, synthesized, and evaluated the information that had been collected or gathered. Critical thinking skill is a skill that brings precision to the way someone thinks and works to be more accurate and specific in noting what is relevant and what is not (Junining, 2016). Critical thinking is reasonable and reflective thinking aimed at deciding what to believe and what to do (Hunter, 2009). Critical thinking, which involves reasoning, is the process the reader uses to determine which interpretations are consistent with the textual evidence and background knowledge (Commeyras, 1990).

To be acknowledged as critical thinkers, the students need to activate their background knowledge. To have a big amount of background knowledge, the students should read a lot. By reading, the students may gain some knowledge or experience that happen to others. These reading activities require the students to have intellectual discipline meaning that the students do not only recall or understand about certain knowledge, but they also have to apply, analyze, synthesize, and evaluate certain knowledge. If the students activate their background knowledge and intellectual discipline, the students will accurately decide to believe in certain information or not.

Facione (2000) defines critical thinking as the ability to judge in a reflective way what to do or what to believe. Willingham (2007) give a wider definition of critical thinking as seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth. Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Paul and Elder (2006) define critical thinking as self-directed, self-disciplined, self-monitored, and self-corrective thinking. It entails effective communication and problem-solving abilities.

According to Critical Thinking Cooperation (2006) in Karakoc (2016), critical thinking is an ability which is beyond memorization. When students think critically, they are encouraged to think for themselves, to

question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts. Critical thinking individuals are people who research, question, refuse the information's as it is, active, think analytically and synthesis, evaluate the information and explain with true basis, treat open-minded and aware of thinking processes.

Paul and Elder (2008) reveal a list about the characteristics of critical thinkers. Critical thinkers are those who raise vital questions and problems, formulate them clearly and precisely, gather and assess relevant information, use abstract ideas to interpret it effectively, come to well-reasoned conclusions and solutions, test them against relevant criteria and standards, think open-mindedly within alternative systems of thought, finally communicate effectively with others.

When critical thinking is being discussed, then, taxonomy bloom will be discussed as well since both are somehow related. The original taxonomy Bloom provides definitions for each of the six major categories in the cognitive domain. The categories were *Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation*. The categories are ordered from simple to complex and from concrete to abstract. Further, it is assumed that the original Taxonomy represented a cumulative hierarchy; that is, mastery of each simpler category was prerequisite to mastery of the next more complex one. Therefore, Krathwohl (2002) revises the taxonomy by giving several changes. The verb aspect of the original

Knowledge category was kept as the first of the six major categories but was renamed *Remember*. *Comprehension* was renamed because one criterion for selecting category labels was the use of terms that teachers use in talking about their work. Because *understand* is a commonly used term in objectives, its lack of inclusion was a frequent criticism of the original Taxonomy. *Comprehension*, the second of the original categories, was renamed *Understand*. *Application*, *Analysis*, and *Evaluation* were retained, but in their verb forms as *Apply*, *Analyze*, and *Evaluate*. *Synthesis* changed places with *Evaluation* and was renamed *Create*.

b. The Importance of Critical Thinking Skill

After portraying the definitions of critical thinking skills proposed by some experts, therefore, according to Cottrell (2005), having this skill is beneficial in terms of providing a useful tool for problem-solving and project management, bringing greater precision and accuracy to different parts of a task. Acquiring critical thinking skill could save time since it helps to identify the most relevant information more quickly and accurately (Junining, 2016). Smith and Szymanski (2013) believe that critical thinking skills are necessary to succeed in higher education or in the workplace.

It is embedded in the Melbourne Declaration (*Educational Goals for Young Australians*) (MCEETYA, 2008) which describes successful learners as those who are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying

fundamental disciplines; and, elsewhere, as those who are able to make sense of their world and think about how things have become the way they are. This would indicate that, for the pre-service teachers who participated in this study, it is important to be engaged in critical thinking for their own academic development and to demonstrate this capacity as a part of achieving and to understand its role in their future professional practice.

Today's student should be an independent, skilled learner who uses critical thinking and builds his or her own learning in a student-centered system. This should transform education's role so that it empowers learners with lasting, transferable skills allowing them to face any problem under any circumstances (Frederiksen in Hassan & Madhum, 2007). One of Education's important goals becomes to develop critical thinkers who can adapt to different contexts, solve problems, and make use of knowledge in a logical, analytical and systematic approach. Learners are expected to reach fast-automated and effortless use of the exact accurate skills needed to solve problems in any subject matter (Pellegrino *et al.* in Hassan & Madhum, 2007).

Hader (2005) in Karakoc (2016) believes that thinking critically will boost creativity and enhance the way you use and manage your time and critical thinking not only describes the ability to think in accordance with the rules of logic and probability, but also the ability to apply these skills to real-life problems, which are not content-independent. Critical thinking can provide the students with a more insightful understanding of

themselves (Karakoc, 2016). It will offer them an opportunity to be objective, less emotional, and more open-minded as they appreciate others' views and opinions. By thinking ahead, the students will gain the confidence to present fresh perspectives and new insights into burdensome concerns.

Halx and Reybold (2005) determine that critical thinking requires the maximum exertion of intellectual capability and that students and teachers alike find critical thinking discomforting because it requires personal reflection. Most definitions of critical thinking emphasize a heightened awareness of multiple points of view and context, as well as an evaluation of one's own thought processes before reaching a conclusion. Tsai *et al.* (2013) believe that utilizing activities to enhance critical thinking, students are better able to understand why something has occurred as opposed to just understanding what has occurred. This deeper understanding allows the students to better analyze the circumstances surrounding the occurrence and differing viewpoints about the occurrence.

From the point of view of general psychology, Myers (2003) states that critical thinking examines hypotheses, uncovers hidden values, evaluates events and conclusions. Kokkidou (2013) documents increases in creativity, performance, and literacy within the confines of music, as well as an increased awareness of the musical environment in which students and educators live. Her findings were that by challenging students to think critically, educators were finding themselves thinking more critically

about their subject of expertise. Critical thinking instruction in schools has revealed positive effects on children's academic achievement, cognitive performance, meta-cognition, and self-efficacy (Kokkidou, 2013).

VanTassel-Baska, Bracken, Feng, & Brown (2009) reported findings of an increase in reading comprehension and reading assessment scores that bodes well for critical thinking skill. Paul and Elder (2006) state the thinking person improves the quality of his or her thought when he or she brings the inherent structures of thought under skillful control and imposes cognitive prototypes on them. Paul and Elder (2006) further note that it is important for the individual to be able to pose questions of vital significance, to gather all the relevant data, to examine and justify their conclusions and solutions, to keep an open mind while thinking, and to recognize and justify their hypotheses and their consequences on a practical level.

The critical thinking perspective is comprehensive and includes creativity, problem-solving, intuition, and insight (Lipman; Bowell & Kemp, in Paul & Elder, 2006). The variety and range of terms regarding critical thinking (e.g., reflective, analytic, investigative) may suggest that its nature is complex and multidimensional. Thus, critical thinking requires the presence of mind to assess and scrutinize 'knowledge' prior to its consumption (Tsui, 2003). Critical thinking, then, is disciplined thinking that requires self-regulation (Pithers & Soden, 2000), and it is

practiced by accepting or rejecting arguments based on purposeful and reasoned judgment, not based on emotions or assumptions.

In addition, cooperation among group members is a form of social interaction that can trigger the development of learner thinking skill (Brown, 2007). Furthermore, Brown (2007) explains that the cooperation among group members can trigger cognitive development of learners, including the critical thinking skills. Citing this opinion strengthened by Chen (2008) states that social interaction is a prerequisite of cognitive development.

Some benefits above show that it is important for the students to have critical thinking skill. Once they have critical thinking skill, they will be more selective in perceiving the information. They will not believe in certain information easily. Whenever they hear or read certain information, they will look for some related information. Some related information that they find will assist them to believe that information or not.

5. Reading Interest

a. The Definitions of Reading Interest

One who does not know how to read or does not like to read will likely be archaic as he or she fails to benefit from the opportunity to gain access to the wide range of knowledge (Khairuddin, 2013). Besides, when readers read to get information, they indirectly improve their reading skills. This is supported by Eskey (2002) who states that by reading, someone learns to

read and becomes better at reading. Therefore, people who read extensively can become good readers as they are exposed to new words.

According to Mc Kool (2007), reading interest is defined as readings done when students are outside the school compound. Furthermore, the US Department of Education (2005) defines reading interests as to whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials (Khairuddin, 2013).

Reading is one of the ways for the student to gain knowledge. From some experts mentioned above, it is showed that by having reading interest, the students will have more eagerness to read. To make the students have a reading interest, it is suggested for the teachers to invite the students to read the texts that are interesting for them which is in line with the nature of reading literacy. By reading a number of texts, the students will be exposed by new vocabularies. By doing so, the students will enrich their own knowledge. Finally, as the students have a reading interest, their reading skill will improve.

Kintsch in Alexander and Jetton (2000) describes two forms of interest that occur during reading namely emotional and cognitive. Emotional interest is that affective response that readers have in the text when, for example, they are particularly moved by a character's actions. Cognitive

interest results when the text captures the reader's mind and thoughts, such as when the reader finds an author's idea interesting. Other researchers have characterized interest as either individual or situational (Hidi in Alexander & Jetton, 2000). Individuals may have deep and enduring interest in certain text content. For example, someone who has studied pottery all of his life and picks up an article on a new technique for molding clay will certainly have an individual interest in the text. Readers who are individually interested are involved in knowledge seeking as they read the text because they actively pursue knowledge and skills associated with their own interests.

Interest is another variable which fosters passion and attention for a specific subject (Zayed, 2015). Reading interest has been used to refer to reader perception in regards to the degree to which a reader enjoys reading or considers it potentially exciting or interesting. According to Thomas in Squires (2014), reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating or fulfilling reading material can potentially be.

b. The Importance of Reading Interest in EFL Classroom

Murphy and Alexander (2000) state that interest can be a powerful catalyst for such persistence. Interest relates to other critical factors in learning from text, including the attention readers pay to particular text elements (Reynolds & Shirey, 1988 in Murphy & Alexander, 2000), their

overall involvement (Reed & Schallert, 1993 in Alexander & Jetton, 2000), and academic engagement (Guthrie *et al*, 1996).

Interest can be a powerful catalyst for such persistence (Murphy & Alexander, 2000). Interest relates to other critical factors in learning from text, including the attention readers pay to particular text elements, their overall involvement, and academic engagement. The value of interest has been recognized by early scholars such as Ebbinghaus (1885/1964) and James (1890) because interest has an effective role in people's attention, remembering power, learning, understanding, effort as well as personal involvement (Zayed, 2015). These roles shape the type of learning and reading engagement.

Adjah in Zayed (2015) states that reading interest and motivation for adults are contributed to by a lifelong activity rooted in past experience, level of education, and diverse knowledge. The experience of interest is central to feelings of autonomy and intrinsic motivation because it focuses and intensifies attention toward a task, supporting engagement and persistence. Interest may be an important resource for coping with unfavorable learning tasks through increasing feelings of arousal and attention (Fulmer & Frijters, 2011). In particular, students with high interest in the topic reported more interest and enjoyment of the story, which leads to greater persistence with the text (Ainley, Hillman, *et al.*, 2002 in Fulmer Frijters, 2011). Conversely, when students reported low

topic interest for a text, they were more likely to stop reading when given the opportunity and report feeling bored while reading.

Avid readers of all backgrounds are higher achievers than students who seldom read; indeed, the achievement gap between white students and students of color disappears when both read widely and passionately (Swan *et al.* 2010). Students who read widely and frequently are higher achievers than students who read rarely and narrowly. (Guthrie 2008).

6. Characteristics of High School Students

Caskey (n.d) defines an early adolescence as a distinct period of human growth and development situated between childhood and adolescence. During this stage of life, young adolescents, 10- to 17-year-olds, experience rapid and significant developmental change. Pennington (2008) mentions that these students can think abstractly and need fewer concrete examples to understand complex thought patterns. Pennington (2008) proposes characteristics of senior high school students as follows.

- a. The students need to understand the purpose and relevance of teaching and learning activities.
- b. They are both internally and externally motivated.
- c. They have self-imposed cognitive barriers due to years of academic failure and lack of self-confidence.
- d. They may have "shut down" in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning.
- e. They want to establish immediate and long-term personal goals.

- f. They want to assume individual responsibility for learning and progress toward goals.

Peer communication becomes an increasingly common activity and an important source of information, emotional support, and personal well-being. As grade level increased, students spent significantly greater amounts of time socializing with friends both talking in person and on the phone. Therefore, they are more comfortable to talk to their peers rather than any other adults. (Nippold, 2000).

B. Relevant Studies

A study conducted by Commeyras (1990) proves that the analysis of a critical-thinking in reading lesson has tried to provide substantive evidence that there does exist an interdependent relationship between critical thinking and reading comprehension. For these students, comprehending text requires critical thinking, and thinking critically about the text relied upon a certain level of reading comprehension.

A research conducted by Shihab (2011) has suggested that reading cannot be possible without thinking and to suggest that critical discourse analysis can be useful as an instrument in the teaching of the required thinking skills and communication, namely predicting, acknowledging, comparing, evaluating, decision-making and communicating. Another study conducted by Tung & Chang (2009) shows that literature reading did help weak thinkers improve their overall critical thinking and especially demonstrate better skills in

analysis. In the beginning, they were exercising their prior knowledge and experiences in L1 acquisition in reading the English texts.

A study conducted by Acheaw (2014) indicates that most of the respondents had the view that reading a novel or fiction enables them to express themselves well. Reading habit is an essential and important aspect of creating the literate society because it shapes the personality of an individual and helps him or her to develop the proper thinking methods and create new ideas. Another research conducted by Kikas, *et al* (2017) showed that when the teachers give opportunities for the students to actively participate in the classroom, the more interest in reading the students reported in that particular classroom at the end of the school year. Lastly, a research conducted by Noortyani (2018) resulted that enhancing the role of social and classroom environment to build students' reading interest can be done by designing independent reading activity which involves collaboration with students' peers.

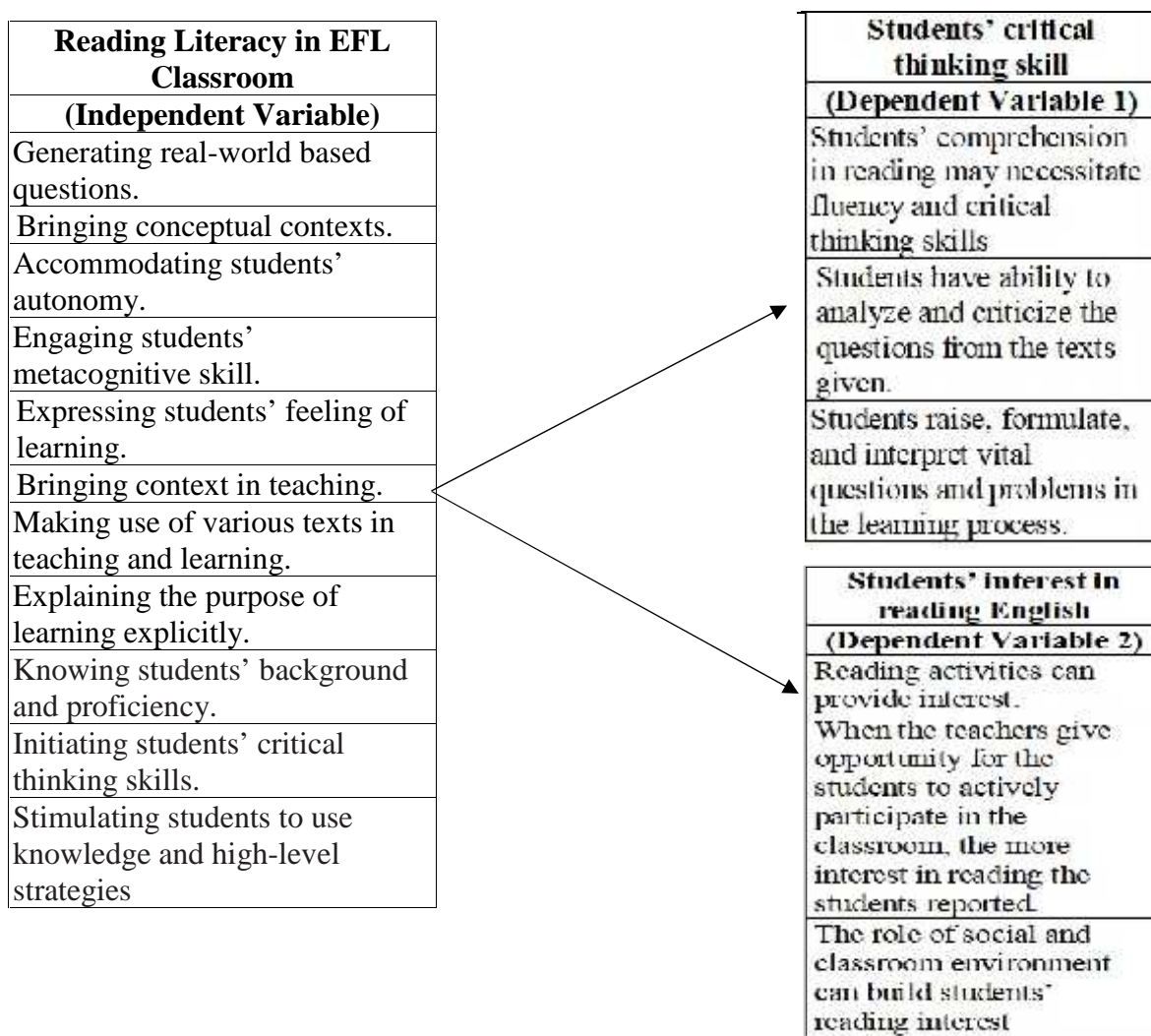
It is proved that reading cannot be separated from critical thinking. As the students read, they will do some steps that will automatically improve their reading skill. School Literacy Program requires the students to read books outside the teaching-learning books. School Literacy Program shapes the students to have a reading habit. Once the students read a lot, their way of thinking will be improved.

C. Conceptual Framework

There are three variables in this study. The variables chosen in this study are based on the theories on the ideal implementation of reading literacy in the

classroom that the researcher had read. This research investigated the effect of reading literacy in EFL classroom on high school students' critical thinking skill and interest in reading English. Based on the theories portrayed previously in this chapter, it is showed that in learning English as a second or foreign language, the students do literacy process. It is more than the ability to read and write. Reading literacy demands more from the students. The students have to be able to criticize and make an impact from their reading. This study investigated the effect of reading literacy in EFL on critical thinking skill and interest in reading English of high school students in Yogyakarta city.

Figure 1. Conceptual Framework of this Study



D. Research Hypotheses

Based on the background, literature review, and the conceptual framework, this research will have these hypotheses:

1. Hypothesis alternative 1 (H1): Reading literacy in EFL classroom influences students' critical thinking.
2. Hypothesis alternative 2 (H2): Reading literacy in EFL classroom influences students' interest in reading English.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

As has been mentioned in the first chapter, the objective of this research was to examine the influence of reading literacy in the EFL classroom on high school students' critical thinking skill and interest in reading English. This research was an ex-post facto research which focused on examining the influence of reading literacy in EFL classroom towards high school students' critical thinking and interest in reading English. To examine the influence of certain variable towards other variables, the method used is ex-post facto (Sumwartono, 2014).

B. Setting of the Research

This study was conducted in Yogyakarta City by taking 6 senior high schools as the subjects. This study was conducted on April 2018.

C. Population and Sample of the Research

According to the *Dinas Pendidikan, Pemuda dan Olahraga* Yogyakarta province, there are 11 state senior high schools in Yogyakarta City. The 11 state senior high schools in Yogyakarta city were the population of this research. Meanwhile, the 6 state senior high schools in Yogyakarta city were chosen as the sample of this research. Senior high schools in Yogyakarta city was chosen as the population as well as the sample for this study because the top three schools which achieve the highest scores for the final examination were from

Yogyakarta city. The data taken from *Dinas Pendidikan, Pemuda dan Olahraga* showed that three senior high schools in Yogyakarta city achieved the first, second, and third rank for three academic years namely 2014/2015, 2015/2016, and 2016/2017.

The 6 schools from Yogyakarta city were chosen by stratified sampling. Stratified sampling was done because the researcher wanted to take 3 from higher and 3 from low achiever schools based on their final examination results in Yogyakarta city. By doing so, the data gathered can generalize the whole population in Yogyakarta city. Therefore, this study involved 6 classrooms from 6 senior high schools in Yogyakarta city. There were 168 students involved in this study.

The schools that were chosen to become the respondents for this study were presented below. However, to obey the anonymity of research, the schools' names were omitted.

Table 1. Sample of the research

No	Name of Schools	The Scores of Final Examination			Mean Scores for 3 Years
		2014/2015	2015/2016	2016/2017	
1.	Senior High School A	82,75	76,33	80,95	80,01
2.	Senior High School B	81,33	76,99	80,64	79,65
3.	Senior High School C	78,27	74,19	79,70	77,38
4.	Senior High School D	79,75	73,44	78,91	77,36
5.	Senior High School E	76,92	72,53	77,79	75,74
6.	Senior High School F	75,67	70,63	75,26	73,85
7.	Senior High School G	74,68	70,60	73,94	73,07

Continued.

Continued.

8.	Senior High School H	73,01	68,94	72,55	71.50
9.	Senior High School I	69,52	67,27	72,45	69,74
10.	Senior High School J	67,88	66,84	71,23	68,65
11.	Senior High School K	67,19	63,56	67,31	66,02

The data above were taken from *Dinas Pendidikan, Pemuda dan Olahraga* Yogyakarta province. The researcher asked for 3 academic years to see the consistency of both high and low achiever schools. From the data, it could be seen that senior high schools in Yogyakarta city achieved consistent rank in the three academic years. Senior High Schools A, B, and C performed best for 3 years. Meanwhile, Senior High Schools I, J, and K performed the lowest for 3 years. Therefore, Senior High Schools A, B, and C were taken as the subjects for high strata. For low strata, Senior High Schools I, J, and K were chosen to be the subjects.

There were 168 students involved in this research. The number of students from each school was derived from what schools have chosen for me to conduct the research. The number of students involved in this research is presented in the following table.

Table 2. The Number of Students Involved in the Research

Name of Schools	Number of Students
Senior High School A	22
Senior High School B	24
Senior High School C	30
Senior High School I	28
Senior High School J	36
Senior High School K	34
Total	168

D. Variables of the Research

The variables in this study included both independent and dependent variables. Dependent variables in this research were students' critical thinking skill (Y1) and interest in reading English (Y2). These two variables were examined by the independent variable namely reading literacy in EFL classroom (X). The data of the independent variable were in the form of interval data. Meanwhile, the data of dependent variables were both ratio and interval.

E. Data Collection Technique

The variables, the instruments, and type of the data of this research are presented in the following table.

Table 3. Table of Variables, Instruments, and Type of Data of the Research

No.	Variables	Instruments	Type of Data
1.	Reading literacy in EFL classroom	Questionnaire	Interval
2.	Students' critical thinking skill	Test	Ratio
3.	Students' interest in reading English	Questionnaire	Interval

The type of data gathered for reading literacy in EFL classroom and students' interest in reading English variables was in the form of interval data. Although in the instrument, the scale was written as "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree", those scale were inverted into point 1-4: 1 point for "Strongly Disagree", 2 point for "Disagree", 3 point for "Agree", and 4 point for "Strongly Agree". Therefore, the data for reading

literacy in EFL classroom and students' interest in reading English variables were in the form of interval data. Meanwhile, for students' critical thinking skill variable, the data gathered were in the form of ratio since the questions to measure this variable were in the form of test.

The instruments used to gather the data for this research were questionnaire and test. The first thing the researcher did to gather the research data was investigating how reading literacy in the EFL classroom in Yogyakarta city is implemented. The data of this independent variable was gathered by distributing questionnaire. The indicators of the questionnaire were taken from the theories of ideal reading literacy in the classroom portrayed in Chapter II. The indicators checked whether reading literacy in the EFL classroom in Indonesia had been implemented well or not. There were 22 questions to investigate reading literacy in the classroom in Yogyakarta city. The blueprint of questions is presented below.

Table 4. The Theories and Item Numbers to Investigate Reading Literacy in the Classroom in Yogyakarta City

No.	Theories	Number of Items	Total Numbers
1.	Guthrie <i>et al</i> (1996) suggest that engaging classroom contexts are observational, encouraging students to initiate learning by generating their own questions from real-world observation.	1, 3, 11	3
2.	Guthrie <i>et al</i> (1996) suggest that engaging classroom contexts are conceptual, with a focus on substantive topics rather than reading skills.	6	1
3.	Guthrie <i>et al</i> (1996) suggest that engaging classroom contexts are self-directing in terms of supporting students' autonomy and choice of topics, books, and peers.	16, 18	2
4.	Guthrie <i>et al</i> (1996) suggest that engaging classroom contexts engage students' metacognitive, with explicit teaching of reading strategies, problem-solving, and composing.	8	1
5.	Guthrie <i>et al</i> (1996) suggest that engaging classroom contexts are expressive, creating opportunities for self-expression through writing, debating, and group interaction.	20, 22	2

6.	Wray <i>et al</i> (2000) believe that context is an essential thing in teaching reading literacy in the classroom.	2	1
7.	Wray <i>et al</i> (2000) find that the effective teachers tend to report using activities which involved work at more than one of text, sentence and word levels, thus assisting their pupils to make connections between these levels.	7, 10, 12, 13	4
8.	Wray <i>et al</i> (2000) argue that the teachers make the purposes and processes of literacy explicit for their pupils, through modeling and demonstration as well as through their explanations and exemplifications.	4, 9	2
9.	Garcia and Godina (2004) suggest the teachers give diversity of experiences that characterize adolescent English language learners, it is important for educational personnel to find out who these students are in terms of their language and sociocultural backgrounds, educational experiences, literacy levels in the native language, and levels of oral and academic English proficiency.	5	1
10.	Jiménez <i>et al</i> (1995) in Garcia and Gordina (2004) point out that specific strategies namely questioning, summarizing, making accurate inferences, using context to figure out unknown vocabulary.	19, 21	2
11.	Garcia and Gordina (2004) also recommend that teachers encourage English language learners to use knowledge and high-level strategies (e.g., invoking prior knowledge, noticing novelty) acquired while reading in their native languages to reading in English, as well as bilingual strategies	14, 15, 17	3
Total			22

To gather the dependent variable 2 namely reading interest in English, the questionnaire included some positive and negative statements related to students' interest in reading English. The statements in the questionnaire were in the form of Likert-Scale in which the respondents had to choose one statement from the choices given by the researcher. There were 25 question items to investigate students' reading interest. All the questions were adapted from Larsen (1999), Schoenbach, Greenleaf, and Murphy (2012), Strategic Literacy Initiative (2004), and Jacobs (2002). The questionnaire was available in the appendices. Another dependent variable was examined by conducting a critical thinking test. There are 32 question items to investigate students' critical skill.

The questionnaire to gather reading literacy in EFL classroom data was developed by the researcher based on theories on reading literacy. Information about students' reading interest in English was gathered by using questionnaire to examine the students' interest in reading English. To measure students' critical thinking skill, the researcher adapted two critical thinking skill tests. The instruments were applied in the English-speaking countries. Therefore, the researcher found it necessary to change several difficult vocabularies and provided the meaning in Bahasa Indonesia to meet the proficiency of high school students in Yogyakarta. The list of adapted questions is presented below.

Table 5. The List of Adapted and Adopted Questions of the Instrument

No.	Number of Items	Adapted or Adopted	Sources
1.	Part B no. 1-7	Adapted	Larsen A.W. (1999)
2.	Part B no. 8-14	Adapted	Schoenbach R., Greenleaf C., & Murphy L. (2012)
3.	Part B no. 15 and 16	Adapted	Strategic Literacy Initiative. (2004)
4.	Part B no. 17-25	Adapted	Jacobs J.K. (2002)
5.	Part C no. 1-4	Adapted	Larsen A.W. (1999)
6.	Part D no. 1-17	Adapted	Lauren B. & Starkey. (2010)
7.	Part E no. 1-15	Adapted	<i>Free Critical Thinking Test by Assessment Day.</i>

F. Validity and Reliability

As has been mentioned before, this research used a questionnaire and test to gather the data. It required the researcher to hold a pilot testing for this questionnaire and test before it gathered the real data in the field. The pilot test was held on March 28th, 2018 in Senior High School F. Senior High School F

was chosen because it was in the middle of final examination rank in Yogyakarta city. There were 20 students involved in this pilot test. By conducting the pilot test there, it was expected that students from both high and low achiever schools can answer the questions in the questionnaire. After conducting the pilot test, the reliability of the instrument was measured. In addition, the English teacher of Senior High School F suggested the researcher eliminate some items that might be too difficult for the students coming from low achiever schools. Regarding to this suggestion, the researcher eliminated items number 1, 2, 5, 7, 8, and 16.

Validity and reliability of the instruments used in this research were tested before the pilot testing. The validity in this study covered content validity and face validity. For content validity, the instrument was examined by experts in English language teaching and in Bahasa Indonesia. Expert in Bahasa Indonesia was involved in this validity test because the researcher used Bahasa Indonesia in some parts of the questionnaire of this study. Face validity was tested from its appearance such as whether or not the instruction of the instrument is clear enough for the respondents.

The reliability of the instrument part A and B was examined by using Cronbach alpha. The Cronbach Alpha for questionnaire part A was 0,538. and for questionnaire part B was 0,903. The reliability of instrument part D and E was examined by KR 21 formula. The KR 21 for questionnaire part D was 0,70 and for questionnaire part E was 0,71. Based on the criteria in KR 21 formula,

the KR 21 formula results of the questionnaire part D and E belonged to “High” since the “High” criteria ranged from 0,61-0,80.

Regarding the interpretation of reliability tests above, it could be concluded that the instrument was appropriate to gather the data in the field. However, the teacher from Senior High School F suggested the researcher eliminate some difficult and long items in questionnaire part D. The teacher concerned that the low achiever school students would not be able to answer the questions because the time given from each school would be limited. Therefore, the researcher decided to eliminate some items based on the teachers’ suggestion.

G. Data Analysis Technique

The three variables in this study namely reading literacy in the EFL classroom, students’ critical thinking skill, and students’ interest in reading English were analyzed by using Multivariate Analysis of Variance (MANOVA). MANOVA is appropriate in analyzing the research which has more than one dependent variable (Supranto, 2004). MANOVA was used to investigate the influence of the independent variable upon the two dependent variables. MANOVA tested both first and second hypotheses. As the prerequisite for MANOVA analysis, normality and homogeneity test were done.

The first hypothesis (H1) was “reading literacy in EFL classroom influences students’ critical thinking skill”. The Ho for this hypothesis was “reading literacy in EFL classroom does not influence students’ critical thinking”. Based

on this hypothesis, the criteria used is if Sig. on the table < 0.05 means H_0 is rejected. H_1 is accepted if the Sig. on the table < 0.05 .

The second hypothesis (H_2) was “reading literacy in EFL classroom influences students’ interest in reading English”. The H_0 for this hypothesis was “reading literacy in EFL classroom does not influence students’ interest in reading English”. The criteria used is if Sig on the table < 0.05 then, H_0 is rejected. H_2 is accepted if the Sig. on the table < 0.05 .

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of this study. It consists of 4 sub chapters namely (1) research data description, (2) hypotheses test, (3) discussion, and (4) limitation of the study.

A. Research Data Description

1. Data Description

This study was a quantitative research (ex-post facto design) which used statistics to analyze the results. The purpose of this study was to investigate the influence of reading literacy in the EFL classroom on high school students' critical thinking and interest in reading English.

This study entitled “The Effect of Reading Literacy in EFL Classroom on the Critical Thinking Skill and Interest in Reading English of the Students of High Schools in Yogyakarta City”, was conducted in 6 senior high schools in Yogyakarta City. Those six high schools were chosen based on the national examination rank that has been portrayed in the previous chapter. As has been mentioned in the previous chapter, the sample of this study was the three highest and three lowest ranks of national examination scores. The research was conducted on April 2nd, 2018 until April 27th, 2018. Before conducting the research, the researcher held a pilot testing in one of the senior high schools in Yogyakarta city on March, 28th, 2018 involving 20 students from this high school. This school did not belong to the sample of this study. There were 168 students involved in this study.

To analyse MANOVA, the data of X variable (independent variable) should be converted into 3 categories namely “Good”, “Fair”, and “Poor”. “Good” category is those respondents whose score $>$ mean + standard deviation. “Fair” category is those respondents whose score between mean – standard deviation and mean + standard deviation. Meanwhile, the respondents who belong to “Poor” category had score $<$ mean – standard deviation.

Table 6. Descriptive Statistic in Categorizing the data of X Variable

Reading Literacy		
N	Valid	168
	Missing	0
Mean		59,72
Median		60,00
Std. Deviation		4,878
Percentiles	25	57,00
	50	60,00
	75	63,00

From Table 6, it can be seen that the mean of the X variable data is 59.72 and the standard deviation is 4.87. From mean and standard deviation, the category for the independent variable can be divided. Table 7 presents the categorization of respondents to reading literacy in EFL classroom in Yogyakarta city.

Table 7. Table of Categorization

Category	Score	Number of Students
Good	$>$ Mean + Sd $>$ $59.72 + 4.87$ $>$ 64.59	29
Fair	Mean – SD \leq X \leq Mean + SD $59.72 - 4.87 \leq X \leq 59.72 + 4.87$ $54.85 \leq x \leq 64.59$	116
Poor	$<$ Mean – Sd $<$ $59.72 - 4.87$ $<$ 54.85	23

From Table 7, it can be seen that there are 29 respondents experience good reading literacy in EFL classroom. Meanwhile, there are 116 respondents experience fair implementation of reading literacy in EFL classroom. Finally, 23 respondents experience poor reading literacy in EFL classroom.

2. Research Data Analysis

a. Normality Test

Normality test was done to examine whether the data gathered in this research had normal distribution or not. Normality test was done as the prerequisite before MANOVA analysis was done. To test the normality of research data, the test was done by using Kolmogorov Smirnov by IBM SPSS Statistics 24 for Windows with the significance at 5% (0.05). In doing this test, there are two criteria that should be fulfilled, (1) if the significance result is higher than 0,05, Ho is accepted meaning that the data of research has normal distribution, (2) if the significance result is lower than 0.05, Ho is rejected meaning that the data of research does not have normal distribution. The result of the normality test of this study is presented below.

Table 8. The Result of Normality Test

Data	Number of Respondents	Asymp. Sig.	Conclusions
Reading Literacy in EFL Classroom	168	0.068	Normal
Critical Thinking	168	0.099	Normal
Interest in Reading English	168	0.096	Normal

Table.8 shows the results of the normality test of the three variables in this study. Based on the result of the normality test in Table.8 above,

the Asymp. Sig. for the three variables are >0.05 . It could be concluded that the data distribution of this study was all normal because of Kolmogorov-Smirnov Z and Asymp. Sig >0.05 . Since the significances were higher than 0.05, it means H_0 is accepted. As the data distribution of this study was normal, assumption multivariate was achieved. The result of the normality test can be further seen in the appendices.

b. Descriptive Analysis

Descriptive analysis was used to portray the data before further analysis was conducted. The descriptive analysis of data for this study is presented in the Table. 9 below.

Table 9. Descriptive Analysis of Research Data

	Reading Literacy in EFL Classroom	Mean	Std. Deviation	N
Critical Thinking	Good	18.14	4.446	29
	Fair	17.84	4.547	116
	Poor	15.00	4.189	23
	Total	17.50	4.569	168
Interest in Reading English	Good	69.55	6.237	29
	Fair	66.46	6.709	116
	Poor	64.78	7.705	23
	Total	66.76	6.877	168

Based on the categorization in Table 7 and the descriptive analysis in Table. 9, it can be seen that the respondents who experienced reading literacy in EFL classroom were classified into 3 categories (good, fair, and poor). There were 29 respondents who experienced good reading literacy in their classroom. Those 29 respondents who were categorized as “Good” have high mean on critical thinking which is 18.14. Meanwhile, respondents who

experience “Fair” reading literacy in EFL classroom have mean on critical thinking by 17.84. There were 116 respondents belonged to this “Fair” category. The “Poor” implementation of reading literacy is experienced by 23 respondents which shows mean of 15.00. From this result, it can be concluded that the implementation of reading literacy in the EFL classroom in Yogyakarta city has positive influence on high school students’ critical thinking skill and interest in reading English.

Based on Table 9, 29 respondents who experienced “Good” implementation of reading literacy in EFL classroom show the highest mean on interest in reading English since the mean is 69.55. Meanwhile, the “Fair” category of reading literacy in EFL classroom has mean 66.46 on interest in reading English. The “Poor” implementation of reading literacy in EFL classroom on interest in reading English that was experienced by 23 respondents shows mean of 64.78. From this result, it can be concluded that the implementation of reading literacy in EFL classroom in Yogyakarta city has positive influence on high school students’ interest in reading English.

From the descriptive analysis of research data, there was an influence among reading literacy in the EFL classroom, students’ critical thinking, and students’ interest in reading English. For further understanding, the analysis will be continued to multivariate analysis.

c. Homogeneity Test

Homogeneity test was aimed to determine the level of homogeneity of the covariant and variant. In this study, there were two homogeneity tests conducted. They were Box's M analysis and Levene's Test analysis.

1) Covariant Homogeneity Test

Before conducting MANOVA analysis, covariant homogeneity test should be conducted. The data is homogeneous if the score of significance is >0.05 . In contrast, if the score of significance is <0.05 , the data is not homogeneous. The covariant homogeneity test is presented in Table 10 below.

Table 10. The Result of Box's M Analysis

Box's M	F	Df1	Df2	Sig
1.552	0.251	6	37911.663	0.959

Based on Table 10 above, the score of significance is 0.959, it means that the data is homogeneous. In other words, the result of Box's M analysis shows the equality of covariant between the two dependent variables in this study.

2) Variant Homogeneity Test

This variant homogeneity test was aimed to compare variant among the variables in this study. Levene's Test was used to analyze the homogeneity of the variant in this study. While Box's M analysis examined the variables at the same time, Levene's Test examined variables specifically. The criterion in Levene's

Test is that if the score of significance is < 0.05 , it means that variant is not homogeneous. Conversely, if the score of significance is > 0.05 , it means that variant is homogeneous. The result of Levene's Test of Equality of Error Variance is presented in Table 11 below.

Table 11. The Result of Levene's Test of Equality of Error Variance

Variables	F	Df1	df2	Sig.
Critical Thinking	0.252	2	165	0.777
Interest in Reading English	0.666	2	165	0.515

Based on Table 11 above, the score of significant of students' critical thinking variable is 0.777, and the score of significant of students' interest in reading English variable is 0.515. Both scores of significant from the two variables is homogeneous because the scores are >0.05 .

d. Multivariate Analysis

Multivariate analysis was done to examine the influence among X (Reading Literacy in EFL Classroom), Y1 (Students' Critical Thinking), and Y2 (Students' Interest in Reading English) variables. This analysis consists of Pillas's Trace, Wilk's Lambda, Hotelling's Trace, and Roys Lagerst Root. In this study, Wilk's Lambda analysis was used to analyze the research data. Regarding this, there is a criterion stating that if the significance is < 0.05 , it means X variable (Reading Literacy in EFL Classroom) gives Y1 (Students' Critical Thinking) and Y2 (Students' Interest in Reading English) variables influence

thoroughly. Conversely, if the significance is >0.05 , it means X (Reading Literacy in EFL Classroom) variable does not give Y1 (Students' Critical Thinking) and Y2 (Students' Interest in Reading English) any influence. The following table is presented to show the result of the multivariate analysis. The multivariate analysis was assisted by SPSS Statistics 24 for Windows.

Table 12. The Result of Multivariate Analysis

Effect	Value	F	Hypothesis df	Error df	Sig.
Wilks' Lambda	0.915	3.721	4.000	330.000	0.006

Based on Table 12 above, it can be seen that significant of Wilk's Lambda analysis is 0.006. Since the significance result is <0.05 , it means reading literacy in EFL classroom influences students' critical thinking and interest in reading English.

B. Hypothesis Test

Hypothesis test was conducted to examine the influence of reading literacy in EFL classroom on high school students' critical thinking skill and interest in reading English. To examine the influence, the test should be done based on the data collected. There were two hypotheses in this study. The hypotheses are portrayed as follows:

1. Hypothesis 1

In Chapter II of this research, there were two hypotheses to answer the questions of this research. The first hypothesis of students' critical thinking skill:

H0 : Reading literacy in EFL classroom does not influence students' critical thinking.

H1 : Reading literacy in EFL classroom influences students' critical thinking.

In order to test this hypothesis, this research used a score of significant of 0.05 as the criterion of decision making in analyzing the research data. The data of students' critical thinking that had been gathered was analyzed by using Test of Between-Subjects Effects with SPSS. The result of Test of Between-Subjects Effects analysis is presented in Table 13.

Table 13. Test of Between-Subjects Effects Analysis Result on Students' Critical Thinking Variable (Y1)

Independent Variable	Dependent Variable	Type III Sum of Squares	Df	F	Sig.	Observed Power
Reading Literacy in EFL Classroom	Students' Critical Thinking	168.664	2	4.195	0.017	0.731

From Table 13, it can be seen that the score of significance is 0.017. Meanwhile, the formula in making the decision of this research is as follows:

Probability > 0.05 , H_0 is accepted

Probability < 0.05 , H_0 is rejected

Based on the result of analysis and the formula of decision making, the probability of the research data for Y1 variable (students' critical thinking skill) was 0.017. Therefore, H_0 is rejected because $0.017 < 0.05$. In other

words, reading literacy in EFL classroom influences students' critical thinking skill.

Further interpretation can be seen from the observed power. The observed power of the analysis is 0.731. It means reading literacy in EFL classroom can give influence to students' critical thinking skill in the amount of 73.1%. To examine the influence that reading literacy in EFL classroom to high school students' critical thinking skill and interest in reading English, further analysis should be done.

Previously, the homogeneity of students' critical thinking skill variable has been analyzed by using Levene's Test. The significance score of students' critical thinking skill variable is 0.777. Therefore, Benferroni Test that belongs to Post Hoc Test was used to analyze the comparison among variables separately. Table 14 shows the result of Benferroni Test of the independent variable (X) to the dependent variable (Y1).

Table 14. The Result of Benferroni Test of The Independent Variable (X) to The Dependent Variable (Y1)

Dependent Variable	(I)Reading Literacy in EFL Classroom	(J)Reading Literacy in EFL Classroom	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Students' Critical Thinking Skill	Good	Fair	0.3	0.931	1	-1.95	2.55
		Poor	3.14	1.252	0.039	0.11	6.17
	Fair	Good	-0.3	0.931	1	-2.55	1.95
		Poor	2.84	1.023	0.019	0.36	5.31
	Poor	Good	-3.14	1.252	0.039	-6.17	-0.11
		Fair	-2.84	1.023	0.019	-5.31	-0.36

Based on the result of Benferroni Test above, critical thinking of students who experience good reading literacy in their classrom, with the

“Good” category does not show higher significance compared to students who are in the category of “Fair”. It can be seen from the mean difference between “Good” and “Fair” categories that shows the score of 0.3; and significance $1 > 0.05$. On the other hand, the mean difference between “Good” and “Poor” category shows significant difference with the score of 3.14 with the significance of $0.039 < 0.05$. Besides, there is a significant difference between students’ critical thinking skill who belong to “Fair” and “Poor” categories because the mean difference shows a score of 2.84 with the significance of $0.019 < 0.05$.

2. Hypothesis 2

As in the students’ critical thinking variable, students’ interest in reading English variable also has a hypothesis as the criterion of decision making. The hypothesis is as follows.

H0 : Reading literacy in EFL classroom does not influence students’ interest in reading English.

H1 : Reading literacy in EFL classroom influences students’ interest in reading English.

To test this hypothesis, this research used the significant score of 0.05 as the criterion of decision making after analyzing the data. Data that had been gathered related to students’ interest was analyzed by using Test of Between-Subjects Effects with SPSS. Table 15 is presented to show the result of the analysis.

Table 15. Test of Between-Subjects Effects Analysis Result on Students' Interest in Reading English (Y2)

Independent Variable	Dependent Variable	Type III Sum of Squares	Df	F	Sig.	Observed Power
Reading Literacy in EFL Classroom	Students' Interest in Reading English	326.606	2	3.559	0.031	0.655

Based on Table 15 above, it can be seen that the significance score is 0.031. The formula of decision making is described as follows:

Probability > 0,05, H₀ is accepted

Probability < 0,05, H₀ is rejected.

Based on the result of the analysis and the formula of decision making, the significance score is 0.031. Therefore, H₀ is rejected because 0.031 < 0.05. In other words, reading literacy in EFL classroom influences students' interest in reading English.

The result of analysis shows the significance to the respondents. It can be seen from the Observed Power. The observed power is 0.655 meaning that reading literacy gives 65.5% influence to students' interest in reading English. To examine further influence given by reading literacy in EFL classroom to students' interest in reading English, a deeper analysis should be done.

As has been presented before, the significance of homogeneity of students' interest in reading English variable by using Levene's Test is 0.515. Therefore, Benferroni Test was used to analyze the independent

variable (X) to the dependent variable (Y2). Table 16 shows the result of Benferroni Test of the independent variable (X) to the dependent variable (Y2).

Table 16. The Result of Benferroni Test of The Independent Variable (X) to The Dependent Variable (Y2)

Dependent Variable	(I)Reading Literacy in EFL Classroom	(J)Reading Literacy in EFL Classroom	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Students' Interest in Reading English	Good	Fair	3.09	1.406	0.087	-0.31	6.5
		Poor	4.77	1.891	0.038	0.19	9.34
	Fair	Good	-3.09	1.406	0.087	-6.5	0.31
		Poor	1.67	1.546	0.841	-2.07	5.41
	Poor	Good	-4.77	1.891	0.038	-9.34	-0.19
		Fair	-1.67	1.546	0.841	-5.41	2.07

Based on the result of Benferroni Test above, interest in reading English of students who experience good reading literacy in their classroom, with the “Good” category does not show a significant different compared to students who are in the category of “Fair”. It can be seen from the mean difference between “Good” and “Fair” categories that shows the score of 3.09 and significance of $0.87 > 0.05$. On the other hand, there is a significant difference between “Good” and “Poor” category. It shows the score of 4.77 with the significance of $0.038 < 0.05$. Meanwhile, there is no significant difference of interest in reading English between the students who belong to “Fair” and “Poor” categories because the mean difference shows a score of 1.67 with the significance of $0.841 > 0.05$.

C. Findings of the Implementation of Reading Literacy in EFL Classroom in Yogyakarta City

Before discussing further about the effect of reading literacy in the EFL classroom in Yogyakarta city, the findings of how reading literacy in EFL classroom in Yogyakarta city should be discussed first. The questionnaire part A which had 22 items of statement was used to gather the information related to the implementation of reading literacy in the EFL classroom in Yogyakarta city. The analysis was done descriptively by using Microsoft Excel to see the percentage of each item. There were 4 scales in the questionnaire part A namely “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. However, “Strongly Agree” and “Agree” belong to “Agree” scale and “Strongly Disagree” and “Disagree” scales belong to “Disagree” scale. This was done so the difference between “Good” and “Poor” reading literacy implementation could be seen clearly. The data in detail are presented in Appendix 5. Table 17 is presented to portray the analysis result of the implementation of reading literacy in EFL Classroom.

Table 17. The Implementation of Reading Literacy in EFL Classroom

Category	Items Number
Good	1, 3, 7, 8, 10, and 18
Fair	2, 4, 6, 9, 12, 13, 14, 15, 17, and 19
Poor	5, 11, 16, 20,21, and 22

From Table 17, respondents of this research claim that they experience statements number 1, 3, 7, 8, 10, and 18 in their reading literacy instruction in the classroom. Those items represent good implementation of reading literacy in EFL classroom. Meanwhile, respondents experience poor

implementation of reading literacy in EFL classroom in some points represented by items number 5, 11, 16, 20, 21, and 22. It means respondents do not experience those statements written in the questionnaire in their reading literacy instruction in their English classroom.

D. Discussion

1. The Reading Literacy in EFL Classroom in Yogyakarta City

From table 17 above, it can be seen that there were 22 items in questionnaire part A used in this research to portray the implementation of reading literacy in EFL classroom in Yogyakarta city. This part A was used to investigate the implementation of reading literacy in the EFL classroom in Yogyakarta city. As has been mentioned in Chapter III of this research report, the questionnaire part A was formulated based on the theories of how reading literacy in the classroom should be implemented by some experts.

From the result of the analysis in Table 16 above, the high, fair, and low percentages represent “Good”, “Fair”, and “Poor” implementation of reading literacy in EFL classroom in Yogyakarta city. In this research report, there were 6 “Good”, 6 “Poor”, and 10 “Fair” things about the implementation of reading literacy in EFL classroom in Yogyakarta city.

“Good” implementation of reading literacy in EFL classroom in Yogyakarta city was represented by the items number 1, 3, 7, 8,10, and 18. The teachers encouraged the students to ask questions related to the topics learned in the classroom. It meant that the teachers have already implemented what Guthrie *et al* (1996) believe. Once the teachers let the

students ask questions in the reading instruction, it meant the teachers let the students be involved in the learning process. It implied that teachers in EFL classroom initiated student-centered learning. The teachers no longer served as the speaker in the classroom, instead, the teachers served as the leader of the discussion in the classroom. As the continuum of students' active participation in the classroom, the teachers clearly answered the students' questions and give further explanation.

The teachers facilitated the students in understanding the texts. As has been defined by some experts, reading is done when people want to grasp the meaning and message from the texts. In this research, the teachers in EFL classroom have been facilitated the students in comprehending the texts given. Once the students were able to comprehend the texts, they would be able to do higher thinking process like analyzing, criticizing, and applying the texts they were reading.

The teachers gave some opportunities for the students to express their thought and opinion related to the texts learned in the classroom. This point actually became the "Good" and "Poor" implementation reading literacy in EFL classroom. The teachers did give some opportunities for the students to express their ideas, but the students did not use these opportunities. It can be seen from the item number 20 and 22.

The students read the text given by the teachers in reading instruction. Most of the respondents of this research claimed that they read the texts given by the teachers in the reading instruction. It implied that the

respondents of this research were involved in the reading activities in EFL classroom.

Last “Good” point of implementation of reading literacy in EFL classroom was that the students had the chance to choose their own partner or group in reading instruction. This characteristic was related to the students’ autonomy in the classroom.

The “Good” points of implementation of reading literacy in the classroom showed the exposure of critical thinking skill and reading interest. The treatments done by the teachers above were beneficial to trigger students’ critical thinking skill and interest in reading English.

Based on the result of the analysis in Table 16, the 10 “Fair” points of the implementation of reading literacy in EFL classroom in Yogyakarta city are represented in the items number 2, 4, 6, 9, 12, 13, 14, 15, 17, 19. The teacher made the connection between the texts students read in the classroom and their daily life. This point was supported by the other item in the questionnaire stating that most respondents agreed that texts used in reading lessons were related to their daily life. Besides, the respondents argued that their teachers liked to read. At the beginning of reading lessons, the teachers told the students about the goals of their reading. In addition, texts used at the beginning of reading lesson were quite easy and understandable. Then, those texts were increasingly difficult as the reading instruction took place. In facilitating the students to read, the teachers gave facts about the texts the students read. Most of the respondents liked the

choice of texts made by the teachers. However, they did not have any idea about what kind of texts that can be beneficial for them. The last point was related to the respondents' critical thinking skill. Most of them did criticize the texts they were reading.

From the result of the analysis in table 15, the "Poor" points of the implementation of reading literacy in EFL classroom are represented in items number 5, 11, 16, 20, 21, and 22. The first "Poor" point of the implementation of reading literacy in EFL classroom was that the teachers do not know whether their students like to read or not. From this point, it had to be difficult for the teachers to investigate the students' interest topic of reading. As the result, the students did not have many chances to choose reading topics based on their interest. Accommodating students' topic interest is one of the characteristics of ideal reading instruction proposed by Guthrie *et al* (1996).

Next point was that the students rarely formulate questions from their real-world observation to be asked to their teachers in reading instruction. This characteristic showed that students have not linked their real-world observation to their reading activities in the classroom. It implied that their daily life was not so close to their reading in the classroom. Guthrie, *et al.* (1996) state that in the reading instruction, the students need to initiate learning by constructing their own questions from their real-world.

The finding based on the questionnaire number 20 and 22 have been mentioned earlier, the teachers did give the chances for the students to

express themselves after reading. However, from the questionnaire, it could be seen that the students did not express their opinion about their reading both in written and oral form.

Lastly, the students rarely summarize the texts they were reading. Summarizing is another way to stimulate the students' critical thinking. By summarizing, the students can retell to others what the text is about. Jiménez *et al* (1995) in Garcia and Gordina (2004) believe that questioning, summarizing, making accurate inferences, using context to figure out unknown vocabulary are necessary for the students' success in reading a foreign language.

From the discussion of "Poor" points of the implementation of reading literacy in EFL classroom, it could be seen that the teachers in Yogyakarta city missed their students' interest in reading. The lack of those points in the implementation of reading literacy in EFL classroom in Yogyakarta city should be covered next time in order to increase students' critical thinking and interest in reading English so much faster than before.

2. The Influence of Reading Literacy in EFL Classroom on High School Students' Critical Thinking Skill

The result of Hypothesis I of this research showed that reading literacy in EFL classroom in Yogyakarta city influences high school students' critical thinking skill positively and significantly. It can be seen that the respondents of this research were able to achieve good scores in the critical thinking questionnaire used in this research.

From the result of the analysis, it can be seen that the respondents of this research could answer the critical thinking test provided by the researcher. In answering those questionnaire items of Part D and E in the questionnaire, the respondents had to understand what the questions were about. This finding is in line with what Shanahan (2006) argues that successful comprehension may also necessitate fluency and critical thinking skills. The existence of boxes containing the meaning of some difficult words in the questionnaire assisted the respondents to answer the critical thinking questions.

In Chapter II of this research report, it has been portrayed that the students need to understand what they are reading before going further to the higher process of thinking. Kadir *et al.* (2014) state that students need to have fully understood a text where they would analyze, synthesize, and evaluate it, then students would think critically about the text – choose or reject the ideas put forward, agree or disagree with the issues, and most important of all they know the reason why they do it. From this research, the respondents were able to analyze and criticize the questions. In addition, from their answers, it can be seen that they were already able to think critically about the questions they were given.

From the questionnaire part A, most of the respondents agreed that teachers in their classroom always gave them opportunities to ask questions related to the learning process. As Paul and Elder (2008) reveal about a list about the characteristics of critical thinkers, the respondents of this research

raised vital questions and problems in the learning process, formulated them clearly and precisely, gathered and assessed relevant information given by their teachers, used their abstract ideas to interpret the information effectively, and came to well-reasoned conclusions and solutions. However, there were some characteristics that have not been accommodated yet by the respondents of this research. Most of them agreed that they did not communicate their opinion, criticism, and thought with their peers.

As Hypothesis I has already answered the questions of this research that reading literacy in EFL classroom influences high school students' critical thinking, this result supported a previous research conducted by Commeyras. Commeyras's research (1990) proves that the analysis of a critical-thinking in reading lesson has tried to provide substantive evidence that there does exist an interdependent relationship between critical thinking and reading comprehension. Commeyras believes that comprehending text requires critical thinking, and thinking critically about the text relied upon a certain level of reading comprehension.

From the findings, it can be seen that students and teachers cooperatively do reading activities in EFL classroom. This finding is in line with Brown (2007) Chen (2008) who explain that the cooperation among group members can trigger cognitive development of learners, including the critical thinking skills.

Therefore, the finding of this research concludes that the implementation of reading literacy in EFL classroom in Yogyakarta city influences high school students' critical thinking skill.

3. The Influence of Reading Literacy in EFL Classroom on High School Students' Interest in Reading English

Besides influencing high school students' critical thinking, the result of this research showed that reading literacy in EFL classroom influenced high school students' interest in reading English. The Hypothesis 2 test that was conducted proved that reading literacy in EFL classroom influenced high school students' interest in reading English. The criterion used in testing Hypothesis 2 was that if the significance score was $< 0,05$, it meant that reading literacy in EFL classroom influenced high school students' interest in reading English. The result of the analysis showed that the significance score was 0,031. It could be interpreted that reading literacy in EFL classroom influenced high school students' interest in reading English.

There were some points of reading literacy in EFL classroom in Yogyakarta city that could influence the high school students' interest in reading English. The teachers in Yogyakarta city encouraged the students to ask questions related to the topics learned in the classroom. Further, the teachers made a connection between the texts students read in the classroom and their daily life. Besides, the respondents of this research claimed that they read the text given by the teachers in reading instruction. Lastly, the

students had the chance to choose their own partner or group in reading instruction.

Based on the research analysis portrayed before, the respondents actively participate in reading instruction and they liked the choice of texts made by the teachers. This finding was in line with what Smith (2004) believes that reading activities can provide interest and excitement, stimulate and alleviate curiosity, console, encourage, rouse passions, relieve loneliness, assuage tedium or anxiety, palliate sadness, and on occasion induce sleep.

The experience of interest is central to feelings of autonomy and intrinsic motivation because it focused on students' attention toward a task. The research analysis showed that the students were given chance to experience their autonomy in the reading instruction. This research finding supported the previous research conducted by Kikas, *et al* (2017) that states when the teachers give opportunities for the students to actively participate in the classroom, the more interest in reading the students reported in that particular classroom at the end of the school year.

As the students were given chances to choose their own partner in reading instruction, their role in the classroom environment was clearly seen. This research finding supported a previous research conducted by Noortyani (2018) stating that enhancing the role of social and classroom environment to build students' reading interest can be done by designing

independent reading activity which involves collaboration with students' peers.

This research also revealed some points related to high school students' interest in reading English in Yogyakarta city. They were (1) students' choice of texts to read when they were in a holiday, (2) topics that were interesting for the students, and (3) what kind of text that the students wanted their school to have.

When they were on a holiday, most of the respondents of this research tended to read novels when they wanted to read. Short stories became the second most favorite text read by the students. The rest of the students chose to read comic and magazine on their holiday.

The choices of text by the high school students' in Yogyakarta city varied. The most favorite topic was romance. Comedy, horror, science-fiction, fantasy, and action were highly chosen as well. Sport, natural science, music, and adventure were chosen by few of the respondents.

The respondents of this research expected their school library to have more novels, comics, short stories, and biographies from the influential public figures. The novels, comics, and short stories can be adjusted by following the students' topic interest. The existence of biographies in library schools would be beneficial for the students of high school so they can be more motivated in studying at schools.

E. Limitation of Study

This research had been conducted by following the plan and the schedule. However, there was limitation existed in this research. The limitation could be the insight for future researchers that are interested in the same field of study.

The limitation of this research is presented as follows:

1. The population of this research was quite small which only covered a city.
2. There are many other variables that can influence students' critical thinking skill and interest in reading English like students' motivation or students' family background.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of three sections namely conclusions, implications, and suggestions of the study.

A. Conclusions

The findings of the present study have led to several conclusions. The conclusions are presented as follows.

1. There is a positive and significant influence of reading literacy in EFL classroom to high school students' critical thinking skill in Yogyakarta city. It can be seen from the F value of 4,195 and the significant value of 0,017 ($<0,05$). From this finding, it can be concluded that reading literacy in EFL classroom affects high school students' critical thinking skill in Yogyakarta city. Besides, from the finding, the observed power is 0,731. Therefore, the influence of reading literacy in EFL classroom to high school students' critical thinking skill is categorized as high.
2. There is a positive and significant influence of reading literacy in EFL classroom to high school students' interest in reading English in Yogyakarta city. It can be seen from the F value of 3,559 and the significant value of 0,031 ($<0,05$). From this finding, it can be concluded that reading literacy in EFL classroom affects high school students' interest in reading English in Yogyakarta city. Besides, from the finding, the observed power is 0,655. Therefore, the influence of reading literacy in EFL classroom to

high school students' interest in reading English is categorized as quite high.

B. Implications

From the findings of this present study, it is proved that reading literacy in EFL classroom affects high school students' critical thinking skill and interest in reading English in Yogyakarta city. Hence, the present study has a number of implications. First, by implementing ideal reading literacy instruction in English classrooms, it means the teachers help the high school students improve their critical thinking skill and interest in reading English in Yogyakarta city. Second, English teachers must be aware of the importance of reading literacy instruction since it can influence high school students' critical thinking skill and interest in reading English. Third, Yogyakarta high school students' active participation in the classroom affects the implementation of reading literacy in the EFL classroom. Finally, a good coordination between English teachers and high school students in Yogyakarta city plays an important role in implementing reading literacy in EFL classroom in Yogyakarta city. It can be inferred that if teachers set the reading instructions by following theories of ideal reading literacy instructions, the activities will give positive impact to the high school students' critical thinking skill and interest in reading English.

C. Suggestions

Based on the results of the present study, several suggestions are addressed to the English teachers who teach reading in Yogyakarta city and also to other researchers.

1. Suggestions for the English teachers in Yogyakarta city

English teachers in Yogyakarta city should:

- a. be aware of the ideal reading literacy instructions proposed by some experts. By implementing those ideal reading instruction theories in the classroom, it means the teachers facilitate the high school students in Yogyakarta city to improve their critical thinking skill and interest in reading English.
- b. encourage their students to actively participate in the reading literacy instruction since in the findings, it could be seen that students rarely formulate questions that are close to their real-life situation. By encouraging students to participate in reading literacy instruction, they will have chances to express their ideas about reading activities or texts they are discussing.
- c. stimulate their students to activate their ability of critical thinking skill by asking them to summarize and criticize the texts they read since the findings show that students do not summarize and criticize the text. By summarizing and criticizing the texts, students will sharpen their critical thinking skill.

2. Suggestions for other researchers

Due to the limitations of the study explained in the previous chapter, suggestions for other researchers are offered. Other researchers who have an interest in reading literacy in EFL classroom may conduct a study with

more population and sample with other various variables rather than critical thinking skill and interest in reading English.

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APPENDICES

Appendix. 1
Questionnaire Before Validation

Angket

Sekolah	
Kelas	
Usia	

BAGIAN A

Perintah: Berilah tanda centang (✓) pada salah satu kotak yang mewakili pendapat Anda.

ST : Sangat Tidak Setuju

T : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No	Pernyataan	Tanggapan			
		ST	T	S	SS
1.	Guru bahasa Inggris saya meminta siswa bertanya di kelas tentang topik yang sedang dipelajari.				
2.	Guru bahasa Inggris saya menjelaskan hubungan antara teks yang dibaca siswa dan kehidupan siswa sehari-hari terkait teks yang dibaca.				
3.	Selama pembelajaran <i>reading</i> , saya membaca satu teks bahasa Inggris (misalnya, <i>narrative</i> , <i>descriptive</i> , <i>fable</i> , etc.)				
4.	Guru bahasa Inggris saya menanggapi pertanyaan siswa dengan jelas.				
5.	Guru bahasa Inggris saya suka membaca.				
6.	Saya tidak mengajukan pertanyaan tentang hal di luar kelas yang saya tidak pahami kepada guru bahasa Inggris saya.				
7.	Guru bahasa Inggris saya tidak tahu bahwa saya suka membaca.				
8.	Teks yang digunakan di tiap awal pembelajaran <i>reading</i> termasuk teks yang mudah dipahami.				
9.	Selama pembelajaran <i>reading</i> , guru bahasa Inggris saya membahas fakta-fakta yang berhubungan dengan teks yang sedang dibaca.				
10.	Teks yang digunakan pada pembelajaran <i>reading</i> makin lama makin sulit.				
11.	Saya tidak suka dengan teks yang dipilih oleh guru bahasa Inggris saya.				

12.	Saya tidak mengetahui teks seperti apa yang penting untuk dipelajari.				
13.	Di kelas bahasa Inggris, saya memiliki kesempatan untuk memilih topik bacaan yang akan dipelajari.				
14.	Teks yang saya baca tidak berhubungan dekat dengan kehidupan saya sehari-hari.				
15.	Saya diperbolehkan memilih anggota kelompok saat belajar bahasa Inggris.				
16.	Saya mengkritisi teks Bahasa Inggris yang saya baca.				
17.	Guru bahasa Inggris saya membantu siswa dalam memahami sebuah teks.				
18.	Guru bahasa Inggris memberikan saya kesempatan untuk mengajukan pendapat terkait teks yang sedang dibaca.				
19.	Setelah membaca teks berbahasa Inggris, saya tidak menuliskan pendapat saya di buku catatan.				
20.	Guru bahasa Inggris saya menyampaikan tujuan membaca dengan jelas.				
21.	Saya tidak meringkas setelah membaca teks berbahasa Inggris.				
22.	Setelah membaca teks berbahasa Inggris, saya mengungkapkan pendapat saya di kelas.				

BAGIAN B

Perintah: Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan situasi dan kondisi Anda.

1. Jika saya harus membawa 2 buku atau teks berbahasa Inggris saat bertamasya, buku atau teks yang akan saya bawa adalah:

2. Dua judul teks berbahasa Inggris terbaik yang saya baca tahun lalu adalah:

3. Tiga topik bacaan teks bahasa Inggris yang saya suka adalah:

4. Saya berharap perpustakaan sekolah saya memiliki buku berbahasa Inggris tentang:

BAGIAN C

Perintah: Berilah tanda centang (✓) pada salah satu kotak yang mewakili pendapat Anda.

ST : Sangat Tidak Setuju

T : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No	Pernyataan	Tanggapan			
		ST	T	S	SS
1.	Orang tua saya menganggap membaca teks berbahasa Inggris itu penting.				
2.	Saat saya membaca teks berbahasa Inggris, saya menemukan sesuatu yang menarik.				
3.	Saya membaca teks berbahasa Inggris di Perpustakaan Umum.				
4.	Saya tidak membaca teks berbahasa Inggris di Perpustakaan Sekolah.				
5.	Saya tidak pernah membaca teks berbahasa Inggris di rumah.				
6.	Saya membaca buku berbahasa Inggris di toko buku.				
7.	Saya membaca teks berbahasa Inggris karena ditugasi oleh guru.				
8.	Saya memiliki lebih dari 10 buku berbahasa Inggris di rumah sebagai koleksi keluarga.				
9.	Saya memiliki lebih dari 5 teks berbahasa Inggris di kamar saya.				
10.	Saya adalah pembaca teks bahasa Inggris yang baik.				
11.	Saya tidak menganggap membaca teks berbahasa Inggris itu penting bagi masa depan saya.				
12.	Bagi saya, membaca teks berbahasa Inggris itu mudah.				
13.	Walau tidak ada tugas, saya membaca teks berbahasa Inggris setiap hari.				
14.	Walaupun tidak sedang mengerjakan tugas, saya butuh waktu lebih dari 1 jam untuk membaca teks berbahasa Inggris.				
15.	Saya menceritakan teks berbahasa Inggris yang saya baca kepada teman saya.				

16.	Saya tidak menceritakan apa yang saya baca dari teks berbahasa Inggris kepada keluarga saya.				
17.	Banyak teman saya yang suka membaca teks berbahasa Inggris.				
18.	Saya bersemangat ketika saya hendak membaca teks berbahasa Inggris baru.				
19.	Saya membaca teks berbahasa Inggris ketika libur sekolah.				
20.	Saya tidak suka pergi ke toko buku untuk membeli buku bacaan berbahasa Inggris				
21.	Saya tidak suka membaca teks berbahasa Inggris.				
22.	Membaca teks berbahasa Inggris membuat saya merasa terhibur.				
23.	Bagi saya, membaca teks berbahasa Inggris tidaklah menarik.				
24.	Membaca teks berbahasa Inggris adalah hobi saya.				
25.	Saya memberi saran kepada teman untuk membaca teks-teks berbahasa Inggris yang menarik.				

Part D

Instruction: Answer the following questions by making circle in the correct answer to multiple-choice questions.

1. You have an appointment for applying to the university on Monday morning. When you arrive at the university, the interviewer is not there yet. You wait for 20 minutes, but he does not come yet. What pieces of information can help you create a context for this problem? (circle all that apply)
 - a. You heard that there is a traffic in the main street.
 - b. You realize you forgot your CV and need to go home to get it.
 - c. The interviewer's secretary tells you the interview is on Tuesday.
 - d. The receptionist says that the interviewer is not coming on time.
2. For this number, write the order in the brackets. Three problems arise. In what order should you solve the following problems?
 - a. (.....) Your assignment must be submitted to your teacher by 10:00.
 - b. (.....) Your teacher asks you to lead the ceremony at 7.00.

- c. (.....) You accidentally delete the computer file containing your assignment.
3. Which statement is NOT an example of subjective?
- a. I told Blair she needs a lawyer, but she refuses. She said they only care about making money for themselves.
 - b. Todd said Ruth was promoted instead of him because she is a beautiful woman.
 - c. I cannot believe I got the lead in the school play. I guess I did okay at the audition!
 - d. Nancy will not date anyone who has not graduated from a famous university.
4. Which is probably a personal web page?
- a. www.members.aol.com/pspeabody63/
 - b. www.stateuniversity.edu
 - c. www.fastfacts.com
 - d. www.veteransuite.org
5. Steve has an unexpected emergency. He needs to fly to Manchester because his grandfather is in the hospital. Steve knows he will be away from his apartment for at least three weeks. How can he solve problems that could occur while he is gone? (Circle all answers that apply.)
- a. Buy a new lock for his door.
 - b. Leave a mail key with a neighbor who can collect Steve's mail so it will not be missed.
 - c. Ask a friend who's an animal lover to care for his two cats.
 - d. Clean out the refrigerator so food does not go bad before he returns.
6. Why is the following statement NOT an example of problem solving?
"The teacher gave me a low grade on my project because he's unhappy at home."
- a. Because the speaker doesn't know how to cheer up the teacher.
 - b. Because the speaker is just angry about getting a lower grade than expected grade.
 - c. Because the speaker thinks the project was better than it really was.
 - d. Because the speaker is making an assumption about the teacher that might not be true.

Read the following passage, and answer questions number 5 and 6.

One of the big causes of the French Revolution of 1789 was the social class system. There are three Classes, with the ministry, the monarchy, and noblemen in the top two, and farmers and the middle class in the third. Ministry and noblemen were not asked to pay taxes and had representation in the government. The monarchy lived well and led a brutal government that silenced its critics. The farmers paid heavy taxes, had no representation in the government, and hated the King's power. They grew angry at the unfair system, and finally rebelled by attacking the Bastille, a state prison in Paris.

7. What did the Bastille represent to the Third Class?
 - a. The resort
 - b. The heart of the big city
 - c. The government's inventory
 - d. The first class
8. In France's three classes, the top two included the...
 - a. ministry, noblemen, and middle class.
 - b. ministry, monarchy, and noblemen.
 - c. monarchy, noblemen, and middle class.
 - d. ministry, middle class, and farmers.
9. Ramona is unhappy in her current job and wants to find a new one. What is a realistic goal for her job search?
 - a. "I want a new job by next month. I will read the advertisements for the next four weeks, answer all interesting advertisements the day I see them, and list interviews when I get responses."
 - b. "I want a new job by next month. I will update my CV and send it out to every company I am interested in working for. I will follow up the mailing with phone calls until I get an interview."
 - c. "I want a new job within the next few months. This week, I will work on my CV. For the next three weeks, I will search other companies. Then, I will start networking. With the contact information I get, I will send out my CV."
 - d. "I want a new job within the next year. I will do some networking, especially with my alumni organization. I will update my CV and do some calls to see if there are any openings for someone with my skills and experience."
10. What are four qualities of a valuable goal?
 - a. written down, specific, measurable, told to a friend

- b. specific, measurable, realistic, honorable
 - c. written down, realistic, deadline oriented, challenging
 - d. specific, measurable, realistic, deadline oriented
11. Which is the best conclusion for the following argument?
Every store in Malioboro Mall is having a 60% off sale on Thursday. Gramedia is in Malioboro Mall. Therefore,
- a. prices were lower at Gramedia yesterday.
 - b. on Thursday, Gramedia is having a 60% off sale.
 - c. prices at Malioboro Mall are lower than at Hartono Mall.
 - d. on Thursday, prices at the mall will be 20% less than today.
12. You had a successful job search, and now have three offers from which to choose. What can you do to most thoroughly investigate your potential employers? (Choose all that apply.)
- a. check out their websites
 - b. watch the news to see if the companies are mentioned
 - c. research their financial situations
 - d. speak with people who work for them already
13. Choose the best conclusion for an argument that begins,
"The other members of Philip's swim team ..."
- a. won their events, so Philip will win his event, too.
 - b. have been swimming for at least six years, so Philip has been swimming for six years, too.
 - c. prefer to swim in outdoor pools, so Philip prefers outdoor pools, too.
 - d. wear swim trunks with the school logo on them, so Philip wears them, too.
14. You are trying to decide what kind of car to buy. You make a chart to compare two seater sports car, a two-door sedan, and a minivan in three categories. Which would NOT be a suitable category?
- a. price
 - b. gas range
 - c. tire pressure
 - d. storage capacity
15. Which scenario best represents a situation that has been decided by emotion alone?

- a. Cathy hates winter, so even though she cannot handle it, she takes a vacation to the Antarctica.
 - b. The school shuts down after a bomb threat.
 - c. Third-quarter earnings for Marie's company were much higher than predicted.
 - d. Alexis needs a new mixer, so she watches the newspaper advertisement and buys one when it goes on sale.
16. Which is NOT a valid argument?
- a. There are 6 cans of tomatoes in Adam's kitchen and 14 in his basement. There are no other cans of tomatoes in his house. Therefore, he has 20 cans of tomatoes in his house.
 - b. Everyone on the Federal yesterday was late to work. Flinn was on the Federal. Flinn was late to work.
 - c. Park Ji Sung lives in Bali. If he lives in Bali, then he is an Indonesian.
 - d. No one who eats in the cafeteria likes the pizza. My boss eats in the cafeteria. Therefore, my boss does not like the pizza.
17. Which is a judgment, not a fact?
- a. That production of Harry Potter was first-rate; you will never see it done better.
 - b. That production of Harry Potter was first-rate; it was cited as such in the newspaper.
 - c. That production of Harry Potter was first-rate; it won an award this year.
 - d. That production of Harry Potter was first-rate; 94% of audience members agreed after watching the show.
18. Which is NOT a likely cause of this situation?
"I cannot turn on the lamp in the family room!"
- a. The lamp is not plugged into an electrical outlet.
 - b. We just bought a new couch in a color that matches the lamp.
 - c. There is a power outage in the neighborhood.
 - d. The light bulb in the lamp has burned out.
19. Evidence shows that people who live in the Antarctic score higher on happiness surveys than those who live in Florida. Which is the best conclusion that can be known from this data?
- a. Florida people would be happier if they moved to the Antarctic.
 - b. People in colder climates are happier than those in warmer climates.
 - c. There are only happy people in the Antarctic.

- d. Those in the Antarctic who scored high on a happiness survey probably like snow.
20. Which of the following is a valid argument?
- a. Rain was predicted yesterday, so I took my umbrella to our outdoor rehearsal of Romeo & Juliet. It did not rain. To make sure it does not rain during today's rehearsal, I will take my umbrella with me.
 - b. You and your girlfriend or boyfriend broke up the night you had dinner at KFC, so don't worry; you and your boyfriend or girlfriend now will not break up as long as you never go to KFC.
 - c. My science teacher bases a lot of our grade on class participation. Last semester, he said I needed to participate more. If I want a better grade this semester, I need to take part in more class discussions.
 - d. Our washing machine is broken. The last time we had trouble with it, we hired a new repairman. He is probably the reason the machine broke!
21. Which is the most important reason for evaluating information found on the Internet?
- a. Authors who publish on the Internet are typically less skilled than those who publish in print.
 - b. Web writers are usually subjective.
 - c. Anyone can publish on the Internet; there is no guarantee that what you are reading is truthful or objective.
 - d. Information found in print is almost always more accurate than that found on the Internet.
22. Which is an example of hyperbole?
- a. The deck of our boat was as slippery as melted butter!
 - b. This bag of groceries weighs a ton!
 - c. Onto each life some rain must fall.
 - d. Marco's lasagna is better than Mira's.
23. Which of these problems is most serious?
- a. Your teacher is sick and misses class on the morning you are supposed to take a big exam.
 - b. You lose track of your schedule and forget to study for a big exam.
 - c. You cannot find one of the books you need to study for a big exam.

- d. The big exam is harder than you thought it would be and includes a chapter you did not study.

Part E.

Instructions:

Thick (✓) one of possible answers for the following statements.

Thick (✓) **TRUE** if you believe the statement is certainly true.

Thick (✓) **MORE INFORMATION REQUIRED**, if you decide that there is not enough data to make a decision based on the provided facts.

Thick (✓) **FALSE** if you think the statement is certainly false.

Text 1

Turkey is a surprising addition to the list of fast developing economies; with a GDP increase of 8.5% in the year 2011 alone. However, that fast growth leaves worries about possible side-effects. For example, in 2011 Turkey's rate of inflation was well above that of other countries. Secondly, there is increasing fear about Turkey's growing dependency on foreign money. A large portion of the Turkish banking system is part-owned by banks within the European zone. As the single currency weaken, such a dependency raises questions about the stability of Turkish growth.

1. There are fears that Turkey's development is at risk of weakening in the years after 2011.

True	
More Information Required	
False	

2. As Turkish banks are part-owned by those in the European zone, they may suffer if the European banks face financial difficulty.

True	
More Information Required	
False	

3. The Turkish banks are part-owned by European banks as this provides greater variation to the market and extra finance to the economy.

True	
More Information Required	
False	

4. Turkish banks are part owned by European banks as this provides greater economic links with the European zone, helping their rise into the European Union.

True	
More Information Required	
False	

5. The Turkish economy was surprisingly stagnant in 2011.

True	
More Information Required	
False	

Instructions:

Thick (✓) one of possible answers for the following statements.

Thick (✓) **Assumption Made** if you think that the statement is logical.

Thick (✓) **Assumption Not Made** if you think that the statement is not logical.

Text 2

Monarchic nations, i.e. those with royal families, differ from republican nations in several ways. An example of this difference is that citizens of monarchic nations pay more tax than citizens of republican nations.

6. The governments of monarchic nations are responsible for setting tax rates on their citizens.

Assumption Made	
Assumption Not Made	

7. Republican nations do not have a royal family.

Assumption Made	
Assumption Not Made	

8. The only types of nation are monarchic and republican.

Assumption Made	
Assumption Not Made	

9. A monarchic nation cannot be a republican nation.

Assumption Made	
Assumption Not Made	

Instructions:

Thick (✓) one of possible answers for the following statement.

Thick (✓) **CONCLUSION FOLLOWS** if you think that the statement follows the text.

Thick (✓) **CONCLUSION DOES NOT FOLLOWS** if you think that the statement does not follow the text.

Text 3

Sarah owns a new company. New companies are more likely to fail than well-established companies. Therefore:

10. Sarah's company will fail.

Conclusion Follows	
Conclusion Does Not Follow	

11. Sarah's company is more likely to fail than a well-established company.

Conclusion Follows	
Conclusion Does Not Follow	

12. Well-established companies are more likely to succeed than new companies.

Conclusion Follows	
Conclusion Does Not Follow	

Instructions:

Thick (✓) one of possible answers for the following statement.

Thick (✓) **STRONG ARGUMENT** if you think that the statement is a strong argument.

Thick (✓) **WEAK ARGUMENT** if you think that the statement is a weak argument.

Text 4.

Should university-level education be free to all students?

13. No. Too much education can lead to over-qualification, and therefore unemployment.

Strong Argument	
Weak Argument	

14. Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.

Strong Argument	
Weak Argument	

15. No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.

Strong Argument	
Weak Argument	

Appendix 2.
Questionnaire for Pilot Test

Angket

Sekolah	
Kelas	

Petunjuk Umum:

- 1) Angket ini terbagi menjadi 5 bagian yaitu bagian A, B, C, D, dan E.
- 2) Pertanyaan-pertanyaan pada bagian A, B, dan C menggunakan Bahasa Indonesia, sedangkan pertanyaan-pertanyaan pada bagian D dan E menggunakan Bahasa Inggris.
- 3) Untuk menjawab pertanyaan-pertanyaan di tiap bagian, terdapat petunjuk yang akan menuntun Anda.
- 4) Memohon kesediaan Anda untuk berpartisipasi dalam penelitian saya yang berjudul *The Influence of Reading Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City*.
- 5) Perlu Anda ketahui bahwa sesuai dengan etika dalam penelitian, jawaban Anda akan dijaga kerahasiaannya dan digunakan semata-mata untuk kepentingan penelitian.
- 6) Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda.
- 7) Atas kesediaan Anda meluangkan waktu, saya ucapkan terima kasih.

BAGIAN A

Berilah tanda centang (✓) pada salah satu kotak yang mewakili pendapat Anda!

- ST : Sangat Tidak Setuju
 T : Tidak Setuju
 S : Setuju
 SS : Sangat Setuju

No	Pernyataan	Tanggapan			
		ST	T	S	SS
1.	Guru bahasa Inggris saya meminta siswa bertanya di kelas tentang topik yang sedang dipelajari.				
2.	Guru bahasa Inggris saya menjelaskan hubungan antara teks yang dibaca siswa dan kehidupan siswa sehari-hari terkait teks yang dibaca.				
3.	Guru bahasa Inggris saya menanggapi pertanyaan siswa dengan jelas.				
4.	Guru bahasa Inggris saya suka membaca.				
5.	Guru bahasa Inggris saya tidak tahu bahwa saya suka membaca.				
6.	Selama pembelajaran <i>reading</i> , guru bahasa Inggris saya membahas fakta-fakta yang berhubungan dengan teks yang sedang dibaca.				

7.	Guru bahasa Inggris saya membantu siswa dalam memahami sebuah teks.				
8.	Guru bahasa Inggris memberikan saya kesempatan untuk mengajukan pendapat terkait teks yang sedang dibaca.				
9.	Guru bahasa Inggris saya menyampaikan tujuan membaca dengan jelas.				
10.	Selama pembelajaran <i>reading</i> , saya membaca satu teks bahasa Inggris (misalnya, <i>narrative</i> , <i>descriptive</i> , <i>fable</i> , etc.)				
11.	Saya tidak mengajukan pertanyaan tentang hal di luar kelas yang saya tidak pahami kepada guru bahasa Inggris saya.				
12.	Teks yang digunakan di tiap awal pembelajaran <i>reading</i> termasuk teks yang mudah dipahami.				
13.	Teks yang digunakan pada pembelajaran <i>reading</i> makin lama makin sulit.				
14.	Saya tidak suka dengan teks yang dipilih oleh guru bahasa Inggris saya.				
15.	Saya tidak mengetahui teks seperti apa yang penting untuk dipelajari.				
16.	Di kelas bahasa Inggris, saya memiliki kesempatan untuk memilih topik bacaan yang akan dipelajari.				
17.	Teks yang saya baca tidak berhubungan dekat dengan kehidupan saya sehari-hari.				
18.	Saya diperbolehkan memilih anggota kelompok saat belajar bahasa Inggris.				
19.	Saya mengkritisi teks Bahasa Inggris yang saya baca.				
20.	Setelah membaca teks berbahasa Inggris, saya tidak menuliskan pendapat saya di buku catatan.				
21.	Saya tidak meringkas setelah membaca teks berbahasa Inggris.				
22.	Setelah membaca teks berbahasa Inggris, saya mengungkapkan pendapat saya di kelas.				

BAGIAN B

Berilah tanda centang (✓) pada salah satu kotak yang mewakili pendapat Anda!

ST : Sangat Tidak Setuju

T : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No	Pernyataan	Tanggapan			
		ST	T	S	SS
1.	Saya punya orang tua yang menganggap membaca teks berbahasa Inggris itu penting.				
2.	Saat saya membaca teks berbahasa Inggris, saya menemukan sesuatu yang menarik.				
3.	Saya membaca teks berbahasa Inggris di Perpustakaan Umum.				
4.	Saya tidak membaca teks berbahasa Inggris di Perpustakaan Sekolah.				
5.	Saya tidak pernah membaca teks berbahasa Inggris di rumah.				
6.	Saya membaca buku berbahasa Inggris di toko buku.				
7.	Saya membaca teks berbahasa Inggris karena ditugasi oleh guru.				
8.	Saya memiliki lebih dari 10 buku berbahasa Inggris di rumah sebagai koleksi keluarga.				
9.	Saya memiliki lebih dari 5 teks berbahasa Inggris di kamar saya.				
10.	Saya adalah pembaca teks bahasa Inggris yang baik.				
11.	Saya tidak menganggap membaca teks berbahasa Inggris itu penting bagi masa depan saya.				
12.	Bagi saya, membaca teks berbahasa Inggris itu mudah.				
13.	Walau tidak ada tugas, saya membaca teks berbahasa Inggris setiap hari.				
14.	Walaupun tidak sedang mengerjakan tugas, saya butuh waktu lebih dari 1 jam untuk membaca teks berbahasa Inggris.				
15.	Saya menceritakan teks berbahasa Inggris yang saya baca kepada teman saya.				
16.	Saya tidak menceritakan apa yang saya baca dari teks berbahasa Inggris kepada keluarga saya.				
17.	Banyak teman saya yang suka membaca teks berbahasa Inggris.				
18.	Saya bersemangat ketika saya hendak membaca teks berbahasa Inggris baru.				
19.	Saya membaca teks berbahasa Inggris ketika libur sekolah.				
20.	Saya tidak suka pergi ke toko buku untuk membeli buku bacaan berbahasa Inggris				

21.	Saya tidak suka membaca teks berbahasa Inggris.				
22.	Membaca teks berbahasa Inggris membuat saya merasa terhibur.				
23.	Bagi saya, membaca teks berbahasa Inggris tidaklah menarik.				
24.	Membaca teks berbahasa Inggris adalah hobi saya.				
25.	Saya memberi saran kepada teman untuk membaca teks-teks berbahasa Inggris yang menarik.				

BAGIAN C

Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan situasi dan kondisi Anda!

1. Jika saya harus membawa 2 buku atau teks berbahasa Inggris saat bertamasya, buku atau teks yang akan saya bawa adalah:

2. Dua judul teks berbahasa Inggris terbaik yang saya baca tahun lalu adalah:

3. Tiga topik bacaan teks bahasa Inggris yang saya suka adalah:

4. Saya berharap perpustakaan sekolah saya memiliki buku berbahasa Inggris tentang:

Part D

Sub-Part 1. Answer the following questions by making circle in the correct answer to multiple-choice questions.

Example:

Who was the first president of Indonesia?

A. Soekarno
 B. Soeharto
 C. B.J. Habibie
 D. Megawati Soekarnoputeri

The correct answer is A, then, circle the option A.

Who was the first president of Indonesia?

A. Soekarno
 B. Soeharto
 C. B.J. Habibie
 D. Megawati Soekarnoputeri

1. For this number, write the order in the brackets.
 Three problems arise. In what order should you solve the following problems?
 A. (.....) Your assignment must be submitted to your teacher by 10:00.
 B. (.....) Your teacher asks you to lead the ceremony at 7.00.
 C. (.....) You accidentally delete the computer file containing your assignment.
2. Which statement is NOT an example of subjective?
 A. I told Blair she needs a lawyer, but she refuses. She said they only care about making money for themselves.
 B. Todd said Ruth was promoted instead of him because she is a beautiful woman.
 C. I cannot believe I got the lead in the school play. I guess I did okay at the audition!
 D. Nancy will not date anyone who has not graduated from a famous university.
3. Which is probably a personal web page?
 A. www.members.aol.com/pspeabody63/

List of Difficult Words	
accidentally	tanpa sengaja
arise	muncul
assignment	Tugas
following	di bawah ini
order	urutan
solve	mengatasi
submitted	dikumpul

List of Difficult Words	
date	berpacaran
graduated	lulus
instead of	daripada
lawyer	pengacara
refuse	menolak
told	memberitahu

List of Difficult Words	
probably	mungkin

- B. www.stateuniversity.edu
- C. www.fastfacts.com
- D. www.veteransuite.org
4. "The teacher gave me a low grade on my project because he is unhappy at home."
- This statement is NOT an example of problem solving because....
- A. the speaker does not know how to cheer the teacher up.
- B. the speaker is just angry about getting a lower than was expected.
- C. the speaker thinks the project was better than it really was.
- D. the speaker is making an assumption about the teacher that might not be true.

List of Difficult Words	
assumption	asumsi
cheer someone up	menyenangkan seseorang
expected	diduga
grade	nilai
might	mungkin
problem solving	pemecahan masalah

Read the following passage, and answer questions number 5 and 6.

One of the big causes of the French Revolution of 1789 was the social class system. There are three Classes, with the ministry, the monarchy, and noblemen in the top two, and farmers and the middle class in the third. Ministry and noblemen were not asked to pay taxes, and had representation in the government. The monarchy lived well and led a brutal government that silenced its critics. The farmers paid heavy taxes, had no representation in the government, and hated the King's power. They grew angry at the unfair system, and finally rebelled by attacking the Bastille, a state prison in Paris.

List of Difficult Words	
grew	menumbuhkan
hated	membenci
led	memimpin
noblemen	bangsawan
paid	membayar
prison	penjara
rebelled	memberontak
representation	perwakilan
silenced	membungkam
taxes	pajak
unfair	tidak adil

5. What did the Bastille represent to the Third Class?
- A. The resort
- B. The heart of the big city
- C. The government's inventory
- D. The first class

6. In France's three classes, the top two included the...
- ministry, noblemen, and middle class.
 - ministry, monarchy, and noblemen.
 - monarchy, noblemen, and middle class.
 - ministry, middle class, and farmers.
7. Ramona is unhappy in her current job and wants to find a new one. What is a realistic goal for her job search?

List of Difficult Words	
current	sekarang
CV	daftar riwayat hidup
goal	tujuan
interested	tertarik
interesting	menarik
within	dalam

- "I want a new job by next month. I will read the advertisements for the next four weeks, answer all interesting advertisements the day I see them, and list interviews when I get responses."
- "I want a new job by next month. I will update my CV and send it out to every company I am interested in working for. I will follow up the mailing with phone calls until I get an interview."
- "I want a new job within the next few months. This week, I will work on my CV. For the next three weeks, I will search other companies. Then, I will start networking. With the contact information I get, I will send out my CV."
- "I want a new job within the next year. I will do some networking, especially with my alumni organization. I will update my CV and do some calls to see if there are any openings for someone with my skills and experience."

8. What are four qualities of a valuable goal?
- written down, specific, measurable, told to a friend
 - specific, measurable, realistic, honorable
 - written down, realistic, deadline oriented, challenging
 - specific, measurable, realistic, deadline oriented
9. Which is the best conclusion for the following argument?

List of Difficult Words	
challenging	menantang
deadline oriented	berpaku dengan waktu
honorable	terhormat
measurable	dapat dihitung
told	dibertahukan

Every store in Malioboro Mall is having a 60% off sale on Thursday. Gramedia is in Malioboro Mall. Therefore,

- prices were lower at Gramedia yesterday.
- on Thursday, Gramedia is having a 60% off sale.
- prices at Malioboro Mall are lower than at Hartono Mall.
- on Thursday, prices at the mall will be 20% less than today.

List of Difficult Words	
sale	diskon

10. Choose the best conclusion for an argument that begins,

"The other members of Philip's swim team ..."

- A. won their events, so Philip will win his event, too.
- B. have been swimming for at least six years, so Philip has been swimming for six years, too.
- C. prefer to swim in outdoor pools, so Philip prefers outdoor pools, too.
- D. wear swim trunks with the school logo on them, so Philip wears them, too.

List of Difficult Words	
pool	kolam renang
prefer	memilih
swim trunks	celana renang

11. You are trying to decide what kind of car to buy. You make a chart to compare two seater sports car, a two-door sedan, and a minivan in three categories. Which would

NOT be a suitable category?

- A. price
- B. gas range
- C. tire pressure
- D. storage capacity

List of Difficult Words			
chart	grafik	storage	penyimpanan
decide	memutuskan	suitable	tepat
pressure	tekanan	two seater	bun
range	jangkauan	two seater	dua tempat duduk

12. Which scenario best represents a situation that has been decided by emotion alone?

- A. Cathy hates winter, so even though she cannot handle it, she takes a vacation to the Antarctica.
- B. The school shuts down after a bomb threat.
- C. Third-quarter earnings for Marie's company were much higher than predicted.
- D. Alexis needs a new mixer, so she watches the newspaper advertisement and buys one when it goes on sale.

List of Difficult Words	
decided	diputuskan
earning	pendapatan
represent	mewakili
sale	diskon
third-quarter	3/4
threat	ancaman

13. Which is NOT a valid argument?

- A. There are 6 cans of tomatoes in Adam's kitchen and 14 in his basement. There are no other cans of tomatoes in his house. Therefore, he has 20 cans of tomatoes in his house.
- B. Everyone on the Federal yesterday was late to work. Flinn was on the Federal. Flinn was late to work.
- C. Park Ji Sung lives in Bali. If he lives in Bali, then he is an Indonesian.

List of Difficult Word	
cans	kaleng-kaleng

D. No one who eats in the cafeteria likes the pizza. My boss eats in the cafeteria. Therefore, my boss does not like the pizza.

14. Which is a judgment, not a fact?

- A. That production of Harry Potter was first-rate; you will never see it done better.
- B. That production of Harry Potter was first-rate; it was cited as such in the newspaper.
- C. That production of Harry Potter was first-rate; it won an award this year.
- D. That production of Harry Potter was first-rate; 94% of audience members agreed after watching the show.

List of Difficult Words	
cited	tercantum
first-rate	peringkat pertama
won	memenangkan

15. Which is NOT a likely cause of this situation?

"I cannot turn on the lamp in the family room!"

- A. The lamp is not plugged into an electrical outlet.
- B. We just bought a new couch in a color that matches the lamp.
- C. There is a power outage in the neighborhood.
- D. The light bulb in the lamp has burned out.

List of Difficult Words			
bought	meneliti	electrical outlet	stopkontak listrik
bulb	bohlam	match	cocek
burned out	terbakar	neighborhood	lingkungan sekitar
cause	penyebab	plugged into	tersambung
couch	sofa	power outage	mati listrik

16. Evidence shows that people who live in the Antarctic score higher on happiness surveys than those who live in Florida. Which is the best conclusion that can be known from this data?

- A. Florida people would be happier if they moved to the Antarctic.
- B. People in colder climates are happier than those in warmer climates.
- C. There are only happy people in the Antarctic.
- D. Those in the Antarctic who scored high on a happiness survey probably like snow.

List of Difficult Word	
evidence	bukti

17. Which of the following is a valid argument?

- A. Rain was predicted yesterday, so I took my umbrella to our outdoor rehearsal of Romeo & Juliet. It did not rain. To make sure it does not rain during today's rehearsal, I will take my umbrella with me.

List of Difficult Words	
bases	mendasarkan
hire	mempekerjakan
probably	mungkin
rehearsal	latihan
repairman	tukang
washing machine	mesin pencuci

- B. You and your girlfriend or boyfriend broke up the night you had dinner at KFC, so don't worry; you and your boyfriend or girlfriend now will not break up as long as you never go to KFC.
- C. My science teacher bases a lot of our grade on class participation. Last semester, he said I needed to participate more. If I want a better grade this semester, I need to take part in more class discussions.
- D. Our washing machine is broken. The last time we had trouble with it, we hired a new repairman. He is probably the reason the machine broke!

18. Which is the most important reason for evaluating information found on the Internet?

- A. Authors who publish on the Internet are typically less skilled than those who publish in print.
- B. Web writers are usually subjective.
- C. Anyone can publish on the Internet; there is no guarantee that what you are reading is truthful or objective.
- D. Information found in print is almost always more accurate than that found on the Internet.

List of Difficult Words	
author	penulis
accurate	akurat
guarantee	jaminan
publish	menerbitkan
skilled	terampil
typically	biasanya

19. Which is an example of hyperbole?

- A. The deck of our boat was as slippery as melted butter!
- B. This bag of groceries weighs a ton!
- C. Onto each life some rain must fall.
- D. Marco's lasagna is better than Mira's.

List of Difficult Words	
deck of boat	geladak kapal
groceries	bahan makanan
melted	cair
slippery	licin
weigh	seberat

20. Which of these problems is most serious?

- A. Your teacher is sick and misses class on the morning you are supposed to take a big exam.
- B. You lose track of your schedule and forget to study for a big exam.
- C. You cannot find one of the books you need to study for a big exam.

List of Difficult Words	
chapter	bab
supposed	seharusnya
thought	pikir

- D. The big exam is harder than you thought it would be and includes a chapter you did not study.

Sub-Part 2. Answer the following questions by making circles in the correct answers to multiple-choice questions. To answer questions no 21-23, you may circle more than one options.

Example:

Select all the countries in East Asia.

- A. Thailand
- B. South Korea
- C. China
- D. Oman

The correct answers are B and C, then, circle the options B and C.

Select all the countries in East Asia.

- A. Thailand
- B. South Korea
- C. China
- D. Oman

21. You have an appointment for applying to the university on Monday morning. When you arrive at the university, the interviewer is not there yet. You wait for 20 minutes, but he does not come yet. What pieces of information can help you create a context for this problem? (circle all that apply)

- A. You heard that there is a traffic in the main street.
- B. You realize you forgot your CV and need to go home to get it.
- C. The interviewer's secretary tells you the interview is on Tuesday.
- D. The receptionist says that the interviewer is not coming on time.

22. Steve has an unexpected emergency. He needs to fly to Manchester because his grandfather is in the hospital.

List of Difficult Words	
appointment	janji
CV	Daftar riwayat hidup
interviewer	pewawancara
yet	belum

List of Difficult Words	
emergency	keadaan darurat
is gone	pergi
lock	kunci
mail key	kunci kotak surat
refrieroerator	lemari pendingin

Steve knows he will be away from his apartment for at least three weeks. How can he solve problems that could occur while he is gone? (Circle all answers that apply.)

- A. Buy a new lock for his door.
- B. Leave a mail key with a neighbor who can collect Steve's mail so it will not be missed.
- C. Ask a friend who's an animal lover to care for his two cats.
- D. Clean out the refrigerator so food does not go bad before he returns.

23. You had a successful job search, and now have three offers from which to choose. What can you do to most thoroughly investigate your potential employers? (Choose all that apply.)

- A. check out their websites
- B. watch the news to see if the companies are mentioned
- C. research their financial situations
- D. speak with people who work for them already

List of Difficult Words	
already	sudah
employers	Majikan/orang yang mempekerjakan orang lain.
offers	menawarkan
thoroughly	sepenuhnya

Part E.

Instructions:

- 1) Thick (✓) one of possible answers for the following statements.
- 1) Thick (✓) **TRUE** if you believe the statement is certainly true.
- 2) Thick (✓) **MORE INFORMATION REQUIRED**, if you decide that there is not enough data to make a decision based on the provided facts.
- 3) Thick (✓) **FALSE** if you think the statement is certainly false.

Text 1

Turkey is a surprising addition to the list of fast developing economies; with a GDP increase of 8.5% in the year 2011 alone. However, that fast growth leaves worries about possible side-effects. For example, in 2011 Turkey's rate of inflation was well above that of other countries. Secondly, there is increasing fear about Turkey's growing dependency on foreign money. A large portion of the Turkish banking system is part-owned by banks within the European zone. As the single currency weaken, such a dependency raises questions about the stability of Turkish growth.

List of Difficult Words					
addition - tambahan	dependency- ketergantungan	face - menghadapi	fear - ketakutan	GDP - produk domestik bruto	growth - pertumbuhan
inflation - inflasi	part-owned - sebagian dimiliki	possible - kemungkinan	provide - menyediakan	rise - kebangkitan	raise - menimbulkan
stagnant - tersendat	side-effect - efek samping	suffer - menderita	weaken - melemah	worries - kekhawatiran	

1. There are fears that Turkey's development is at risk of weakening in the years after 2011.

True	
More Information Required	
False	

2. As Turkish banks are part-owned by those in the European zone, they may suffer if the European banks face financial difficulty.

True	
More Information Required	
False	

3. The Turkish banks are part-owned by European banks as this provides greater variation to the market and extra finance to the economy.

True	
More Information Required	
False	

4. Turkish banks are part owned by European banks as this provides greater economic links with the European zone, helping their rise into the European Union.

True	
More Information Required	
False	

5. The Turkish economy was surprisingly stagnant in 2011.

True	
More Information Required	
False	

Instructions:

- 1) Thick (✓) one of possible answers for the following statements.
- 2) Thick (✓) **Assumption Made** if you think that the statement is logical.
- 3) Thick (✓) **Assumption Not Made** if you think that the statement is not logical.

Text 2

Monarchic nations, i.e. those with royal families, differ from republican nations in several ways. An example of this difference is that citizens of monarchic nations pay more tax than citizens of republican nations.

List of Difficult Words			
citizen - masyarakat	differ - berbeda	rate - nilai	royal - kerajaan
responsible - bertanggung jawab	several - beberapa	ways - hal	

6. The governments of monarchic nations are responsible for setting tax rates on their citizens.

Assumption Made	
Assumption Not Made	

7. Republican nations do not have a royal family.

Assumption Made	
Assumption Not Made	

8. The only types of nation are monarchic and republican.

Assumption Made	
Assumption Not Made	

9. A monarchic nation cannot be a republican nation.

Assumption Made	
Assumption Not Made	

Instructions:

- 1) Thick (✓) one of possible answers for the following statement.
- 2) Thick (✓) **CONCLUSION FOLLOWS** if you think that the statement follows the text.
- 3) Thick (✓) **CONCLUSION DOES NOT FOLLOWS** if you think that the statement does not follow the text.

Text 3

Sarah owns a new company. New companies are more likely to fail than well-established companies. Therefore:

List of Difficult Words				
likely - cenderung	own - memiliki	succeed - sukses	therefore - oleh karena itu	well established - mapan

10. Sarah's company will fail.

Conclusion Follows	
Conclusion Does Not Follow	

11. Sarah's company is more likely to fail than a well-established company.

Conclusion Follows	
Conclusion Does Not Follow	

12. Well-established companies are more likely to succeed than new companies.

Conclusion Follows	
Conclusion Does Not Follow	

Instructions:

- 1) Thick (✓) one of possible answers for the following statement.
- 2) Thick (✓) **STRONG ARGUMENT** if you think that the statement is a strong argument.
- 3) Thick (✓) **WEAK ARGUMENT** if you think that the statement is a weak argument.

Text 4.

Should university-level education be free to all students?

List of Difficult Words					
employee - karyawan	ensure - meyakinkan	over-qualification - keahlian melebihi yang diperlukan	qualified - berkualitas	research - penelitian	should - harus
shown - menunjukkan	slack off - malas	tend - cenderung	tuition fees - bayaran sekolah	unemployment - pengangguran	workforce - tenaga kerja

13. No. Too much education can lead to over-qualification, and therefore unemployment.

Strong Argument	
Weak Argument	

14. Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.

Strong Argument	
Weak Argument	

15. No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.

Strong Argument	
Weak Argument	

Appendix 3.
Pilot Test Analysis

Reliability Test of Research Questionnaire

Reliability test of questionnaire in this research was assisted by SPSS and Microsoft Excel. For the questionnaire part A and B, the reliability test was done by Cronbach's Alpha. Meanwhile, the reliability of questionnaire part D and E was done by KR formula. The reliability test for questionnaire part A and B is presented below.

1. Reliability Test of Questionnaire Part A.

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.538	22

From the table above, it can be seen that the Cronbach's Alpha score is 0,538. This result was, then, compared to r-table with N=20 with the r-table distribution of significance 5%. The r-table distribution for N=20 is 0,444. Therefore, Alpha = 0,538 > 0,444. It means items in questionnaire part A are reliable and able to be used to gather the research data.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	55.65	16.555	-.054	.554
Item_2	55.45	15.839	.118	.533
Item_3	55.80	13.747	.493	.467
Item_4	55.80	15.642	.135	.531
Item_5	56.25	13.987	.457	.475
Item_6	55.70	14.432	.471	.483
Item_7	55.50	14.895	.416	.496
Item_8	55.30	16.432	-.006	.546
Item_9	55.65	14.555	.478	.486
Item_10	55.35	14.871	.243	.512
Item_11	56.00	15.263	.200	.521
Item_12	55.55	14.682	.577	.484
Item_13	55.75	13.776	.505	.467
Item_14	55.80	15.432	.183	.524
Item_15	56.05	15.734	.100	.536
Item_16	56.25	18.934	-.435	.637
Item_17	55.90	15.779	.137	.530
Item_18	55.65	15.818	.089	.538
Item_19	55.90	15.568	.102	.537
Item_20	56.40	17.516	-.233	.610
Item_21	56.45	15.418	.128	.533
Item_22	56.35	14.766	.220	.516

2. Reliability Test of Questionnaire Part B

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	25

From the table above, it can be seen that the Cronbach's Alpha score is 0,903. This result was, then, compared to r-table with N=20 with the r-table distribution of significance 5%. The r-table distribution for N=20 is 0,444. Therefore, $\text{Alpha} = 0,903 > 0,444$. It means items in questionnaire part B are reliable and able to be used to gather the research data.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	63.25	101.461	.507	.900
Item_2	63.55	99.418	.744	.896
Item_3	64.40	102.042	.371	.902
Item_4	64.00	109.368	-.135	.911
Item_5	63.35	98.134	.637	.897
Item_6	63.90	97.253	.648	.896
Item_7	64.55	104.366	.240	.904
Item_8	64.25	99.882	.449	.901
Item_9	64.10	99.779	.560	.899
Item_10	64.25	98.197	.613	.897
Item_11	63.25	104.618	.140	.908
Item_12	64.10	97.463	.659	.896
Item_13	64.35	94.766	.802	.893
Item_14	64.35	97.818	.597	.898
Item_15	64.20	99.642	.570	.898
Item_16	64.40	106.884	.036	.909
Item_17	63.60	106.989	.045	.907
Item_18	63.80	95.011	.773	.893

Item_19	64.25	96.092	.693	.895
Item_20	64.15	98.450	.493	.900
Item_21	63.70	103.274	.264	.905
Item_22	63.70	96.958	.776	.894
Item_23	63.85	98.555	.524	.899
Item_24	64.25	95.566	.624	.897
Item_25	64.05	94.576	.794	.893

3. Reliability of Questionnaire Part D

Respondents	Question Items																							Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Respondent 1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	6
Respondent 2	0	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	1	1	0	0	8
Respondent 3	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	12
Respondent 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Respondent 5	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	1	1	0	1	12
Respondent 6	0	1	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	10
Respondent 7	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	11
Respondent 8	0	1	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	13
Respondent 9	0	1	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	6
Respondent 10	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	0	0	14
Respondent 11	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	5
Respondent 12	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	6
Respondent 13	1	1	0	1	0	1	0	0	1	0	1	1	0	1	0	0	1	0	1	1	0	1	0	12
Respondent 14	0	1	1	1	0	1	0	0	1	0	1	0	0	1	1	1	0	0	1	1	0	1	0	12
Respondent 15	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	15
Respondent 16	0	1	1	0	0	1	1	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	13
Respondent 17	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	6
Respondent 18	0	1	1	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	1	0	13
Respondent 19	0	1	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	0	14
Respondent 20	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	0	1	1	0	1	0	15

r11 = instrument reliability
Vt = total score variance

k = number of items
M = mean

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{M(k-M)}{kV_r}\right)$$

K	23	k/k-1	1.045455
k-1	22	m(k-m)	130.4275
M	10.15	k*st2	385.6132
k-m	12.85	m(k-m)/k*st	0.338234
st2	16.76579	1-m(k-m)/K*st	0.661766

$$r_{11} = \left(\frac{23}{22}\right) \left(1 - \frac{(130.4275)}{385.6132}\right)$$

$$r_{11} = (1.045455)(0.661766)$$

$$\mathbf{r_{11} = 0,691846}$$

The Interpretations:

- 0,00 – 0,20 = very low reliability
- 0,21 – 0,40 = low reliability
- 0,41 – 0,60 = sufficient reliability
- 0,61 – 0,80 = high reliability
- 0,81 – 1,00 = very high reliability

Since the reliability of questionnaire part D resulted a score of 0,691846, it can be concluded that the questionnaire part D is reliable to gather the research data for this study.

4. Reliability of Questionnaire Part E

Respondents	Question Items															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Respondent 1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	12
Respondent 2	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Respondent 3	0	0	1	1	1	1	1	1	0	0	0	1	1	1	1	10
Respondent 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Respondent 5	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6
Respondent 6	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	7
Respondent 7	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	10
Respondent 8	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	4

Respondent 9	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	5
Respondent 10	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	10
Respondent 11	0	0	0	1	0	0	1	0	0	0	1	1	0	1	0	5
Respondent 12	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	3
Respondent 13	0	0	0	0	1	1	1	1	1	0	0	0	1	1	1	8
Respondent 14	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	4
Respondent 15	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	4
Respondent 16	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	6
Respondent 17	0	1	0	0	1	1	1	0	1	0	1	1	1	1	1	10
Respondent 18	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	11
Respondent 19	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	3
Respondent 20	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	5

r11 = instrument reliability
 Vt = total score variance
 k = number of items
 M = mean

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kV_t} \right)$$

k	15	k/k-1	1.071429
k-1	14	m(k-m)	54.81
m	6.3	k*st	162.7895
k-m	8.7	m(k-m)/k*st	0.336693
st2	10.85263	1-m(k-m)/K*st	0.663307

$$r_{11} = \left(\frac{15}{14} \right) \left(1 - \frac{(54,81)}{162,7895} \right)$$

$$r_{11} = (1.071429)(0,663307)$$

$$r_{11} = 0.710687$$

The Interpretations:

0,00 – 0,20 = very low reliability
 0,21 – 0,40 = low reliability
 0,41 – 0,60 = sufficient reliability
 0,61 – 0,80 = high reliability
 0,81 – 1,00 = very high reliability

Since the reliability of questionnaire part E resulted a score of 0,710687 , it can be concluded that the questionnaire part E is reliable to gather the research data for this study.

Appendix 4. Research Questionnaire
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The pilot test was conducted to examine the research questionnaire. The pilot-test was conducted in Senior High School F Yogyakarta. After analyzing the result of pilot test, the researcher consulted the questionnaire with the English teacher in Senior High School F. The teacher suggested the researcher to omit some questions in Part D of the questionnaire because some questions were too difficult as the questionnaire would be distributed to the top 3 senior high schools and the bottom 3 senior high schools in Yogyakarta. The students in top senior high schools may be able to answer the questions but the students from the bottom rank would not be able to answer those difficult questions. Question items that were omitted after pilot-test are items number 1, 2, 5, 7, 8, and 16. The following is the questionnaire to gather the data for this research that was distributed to the 6 Senior High Schools in Yogyakarta city.

Angket

Sekolah	
Kelas	

Petunjuk Umum:

- 1) Angket ini terbagi menjadi 5 bagian yaitu bagian A, B, C, D, dan E.
- 2) Pertanyaan-pertanyaan pada bagian A, B, dan C menggunakan Bahasa Indonesia, sedangkan pertanyaan-pertanyaan pada bagian D dan E menggunakan Bahasa Inggris.
- 3) Untuk menjawab pertanyaan-pertanyaan di tiap bagian, terdapat petunjuk yang akan menuntun Anda.
- 4) Memohon kesediaan Anda untuk berpartisipasi dalam penelitian saya yang berjudul *The Influence of Reading Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City*.
- 5) Perlu Anda ketahui bahwa sesuai dengan etika dalam penelitian, jawaban Anda akan dijaga kerahasiaannya dan digunakan semata-mata untuk kepentingan penelitian.
- 6) Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda.
- 7) Atas kesediaan Anda meluangkan waktu, saya ucapkan terima kasih.

BAGIAN A

Berilah tanda centang (✓) pada salah satu kotak yang mewakili pendapat Anda!

ST : Sangat Tidak Setuju

T : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No	Pernyataan	Tanggapan			
		ST	T	S	SS
1.	Guru bahasa Inggris saya meminta siswa bertanya di kelas tentang topik yang sedang dipelajari.				
2.	Guru bahasa Inggris saya menjelaskan hubungan antara teks yang dibaca siswa dan kehidupan siswa sehari-hari terkait teks yang dibaca.				
3.	Guru bahasa Inggris saya menanggapi pertanyaan siswa dengan jelas.				
4.	Guru bahasa Inggris saya suka membaca.				
5.	Guru bahasa Inggris saya tidak tahu bahwa saya suka membaca.				
6.	Selama pembelajaran <i>reading</i> , guru bahasa Inggris saya membahas fakta-fakta yang berhubungan dengan teks yang sedang dibaca.				
7.	Guru bahasa Inggris saya membantu siswa dalam memahami sebuah teks.				
8.	Guru bahasa Inggris memberikan saya kesempatan untuk mengajukan pendapat terkait teks yang sedang dibaca.				
9.	Guru bahasa Inggris saya menyampaikan tujuan membaca dengan jelas.				
10.	Selama pembelajaran <i>reading</i> , saya membaca satu teks bahasa Inggris (misalnya, <i>narrative</i> , <i>descriptive</i> , <i>fable</i> , etc.)				
11.	Saya tidak mengajukan pertanyaan tentang hal di luar kelas yang saya tidak pahami kepada guru bahasa Inggris saya.				
12.	Teks yang digunakan di tiap awal pembelajaran <i>reading</i> termasuk teks yang mudah dipahami.				
13.	Teks yang digunakan pada pembelajaran <i>reading</i> makin lama makin sulit.				
14.	Saya tidak suka dengan teks yang dipilih oleh guru bahasa Inggris saya.				
15.	Saya tidak mengetahui teks seperti apa yang				

	penting untuk dipelajari.				
16.	Di kelas bahasa Inggris, saya memiliki kesempatan untuk memilih topik bacaan yang akan dipelajari.				
17.	Teks yang saya baca tidak berhubungan dekat dengan kehidupan saya sehari-hari.				
18.	Saya diperbolehkan memilih anggota kelompok saat belajar bahasa Inggris.				
19.	Saya mengkritisi teks Bahasa Inggris yang saya baca.				
20.	Setelah membaca teks berbahasa Inggris, saya tidak menuliskan pendapat saya di buku catatan.				
21.	Saya tidak meringkas setelah membaca teks berbahasa Inggris.				
22.	Setelah membaca teks berbahasa Inggris, saya mengungkapkan pendapat saya di kelas.				

BAGIAN B

Berilah tanda centang (✓) pada salah satu kotak yang mewakili pendapat Anda!

ST : Sangat Tidak Setuju

T : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No	Pernyataan	Tanggapan			
		ST	T	S	SS
1.	Saya punya orang tua yang menganggap membaca teks berbahasa Inggris itu penting.				
2.	Saat saya membaca teks berbahasa Inggris, saya menemukan sesuatu yang menarik.				
3.	Saya membaca teks berbahasa Inggris di Perpustakaan Umum.				
4.	Saya tidak membaca teks berbahasa Inggris di Perpustakaan Sekolah.				
5.	Saya tidak pernah membaca teks berbahasa Inggris di rumah.				
6.	Saya membaca buku berbahasa Inggris di toko buku.				
7.	Saya membaca teks berbahasa Inggris karena ditugasi oleh guru.				
8.	Saya memiliki lebih dari 10 buku berbahasa Inggris di rumah sebagai koleksi keluarga.				
9.	Saya memiliki lebih dari 5 teks berbahasa Inggris di kamar saya.				

10.	Saya adalah pembaca teks bahasa Inggris yang baik.				
11.	Saya tidak menganggap membaca teks berbahasa Inggris itu penting bagi masa depan saya.				
12.	Bagi saya, membaca teks berbahasa Inggris itu mudah.				
13.	Walau tidak ada tugas, saya membaca teks berbahasa Inggris setiap hari.				
14.	Walaupun tidak sedang mengerjakan tugas, saya butuh waktu lebih dari 1 jam untuk membaca teks berbahasa Inggris.				
15.	Saya menceritakan teks berbahasa Inggris yang saya baca kepada teman saya.				
16.	Saya tidak menceritakan apa yang saya baca dari teks berbahasa Inggris kepada keluarga saya.				
17.	Banyak teman saya yang suka membaca teks berbahasa Inggris.				
18.	Saya bersemangat ketika saya hendak membaca teks berbahasa Inggris baru.				
19.	Saya membaca teks berbahasa Inggris ketika libur sekolah.				
20.	Saya tidak suka pergi ke toko buku untuk membeli buku bacaan berbahasa Inggris				
21.	Saya tidak suka membaca teks berbahasa Inggris.				
22.	Membaca teks berbahasa Inggris membuat saya merasa terhibur.				
23.	Bagi saya, membaca teks berbahasa Inggris tidaklah menarik.				
24.	Membaca teks berbahasa Inggris adalah hobi saya.				
25.	Saya memberi saran kepada teman untuk membaca teks-teks berbahasa Inggris yang menarik.				

BAGIAN C

Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan situasi dan kondisi Anda!

1. Jika saya harus membawa 2 buku atau teks berbahasa Inggris saat bertamasya, buku atau teks yang akan saya bawa adalah:

2. Tiga topik bacaan teks bahasa Inggris yang saya suka adalah:

-
-
3. Saya berharap perpustakaan sekolah saya memiliki buku berbahasa Inggris tentang:
-
-

Part D

Sub-Part 1. Answer the following questions by making circle in the correct answer to multiple-choice questions.

Example:
 Who was the first president of Indonesia?
 A. Soekarno
 B. Soeharto
 C. B.J. Habibie
 D. Megawati Soekarnoputeri
 The correct answer is A, then, circle the option A.
 Who was the first president of Indonesia?
 A. Soekarno
 B. Soeharto
 C. B.J. Habibie
 D. Megawati Soekarnoputeri

1. Which is probably a personal web page?
 A. www.members.aol.com/pspeabody63/
 B. www.stateuniversity.edu
 C. www.fastfacts.com
 D. www.veteransuite.org
2. "The teacher gave me a low grade on my project because he is unhappy at home."
 This statement is NOT an example of problem solving because....
 A. the speaker does not know how to cheer the teacher up.
 B. the speaker is just angry about getting a lower than was expected.
 C. the speaker thinks the project was better than it really was.

List of Difficult Words	
probably	mungkin

List of Difficult Words	
assumption	asumsi
cheer someone up	menyenangkan seseorang
expected	diduga
grade	nilai
might	mungkin
problem solving	pemecahan masalah

- D. the speaker is making an assumption about the teacher that might not be true.

Read the following passage, and answer question number 3.

One of the big causes of the French Revolution of 1789 was the social class system. There are three Classes, with the ministry, the monarchy, and noblemen in the top two, and farmers and the middle class in the third. Ministry and noblemen were not asked to pay taxes, and had representation in the government. The monarchy lived well and led a brutal government that silenced its critics. The farmers paid heavy taxes, had no representation in the government, and hated the King's power. They grew angry at the unfair system, and finally rebelled by attacking the Bastille, a state prison in Paris.

List of Difficult Words	
grew	menumbuhkan
hated	membenci
led	memimpin
noblemen	bangsawan
paid	membayar
prison	penjara
rebelled	memberontak
representation	perwakilan
silenced	membungkam
taxes	pajak
unfair	tidak adil

3. In France's three classes, the top two included the...
- A. ministry, noblemen, and middle class.
 - B. ministry, monarchy, and noblemen.
 - C. monarchy, noblemen, and middle class.
 - D. ministry, middle class, and farmers.

4. Which is the best conclusion for the following argument?

Every store in Malioboro Mall is having a 60% off sale on Thursday. Gramedia is in Malioboro Mall. Therefore,

- A. prices were lower at Gramedia yesterday.
- B. on Thursday, Gramedia is having a 60% off sale.
- C. prices at Malioboro Mall are lower than at Hartono Mall.
- D. on Thursday, prices at the mall will be 20% less than today.

List of Difficult Words	
sale	diskon

5. Choose the best conclusion for an argument that begins,

"The other members of Philip's swim team ..."

- A. won their events, so Philip will win his event, too.
- B. have been swimming for at least six years, so Philip has been swimming for six years, too.

List of Difficult Words	
pool	kolam renang
prefer	memilih
swim trunks	celana renang

- C. prefer to swim in outdoor pools, so Philip prefers outdoor pools, too.
- D. wear swim trunks with the school logo on them, so Philip wears them, too.
6. You are trying to decide what kind of car to buy. You make a chart to compare two seater sports car, a two-door sedan, and a minivan in three categories. Which would NOT be a suitable category?

List of Difficult Words			
chart	grafik	storage	penyimpanan
decide	memutuskan	suitable	tepat
pressure	tekanan	tire	ban
range	jangkauan	two seater	dua tempat duduk

- A. price
- B. gas range
- C. tire pressure
- D. storage capacity
7. Which scenario best represents a situation that has been decided by emotion alone?

List of Difficult Words	
decided	diputuskan
earning	pendapatan
represent	mewakili
sale	diskon
third-quarter	3/4
threat	ancaman

- A. Cathy hates winter, so even though she cannot handle it, she takes a vacation to the Antarctica.
- B. The school shuts down after a bomb threat.
- C. Third-quarter earnings for Marie's company were much higher than predicted.
- D. Alexis needs a new mixer, so she watches the newspaper advertisement and buys one when it goes on sale.

8. Which is NOT a valid argument?

List of Difficult Word	
cans	kaleng-kaleng

- A. There are 6 cans of tomatoes in Adam's kitchen and 14 in his basement. There are no other cans of tomatoes in his house. Therefore, he has 20 cans of tomatoes in his house.
- B. Everyone on the Federal yesterday was late to work. Flinn was on the Federal. Flinn was late to work.
- C. Park Ji Sung lives in Bali. If he lives in Bali, then he is an Indonesian.
- D. No one who eats in the cafeteria likes the pizza. My boss eats in the cafeteria. Therefore, my boss does not like the pizza.

9. Which is a judgment, not a fact?
- A. That production of Harry Potter was first-rate; you will never see it done better.
 - B. That production of Harry Potter was first-rate; it was cited as such in the newspaper.
 - C. That production of Harry Potter was first-rate; it won an award this year.
 - D. That production of Harry Potter was first-rate; 94% of audience members agreed after watching the show.

List of Difficult Words	
cited	tercantum
first-rate	peringkat pertama
won	memenangkan

10. Which is NOT a likely cause of this situation?

"I cannot turn on the lamp in the family room!"

- A. The lamp is not plugged into an electrical outlet.
- B. We just bought a new couch in a color that matches the lamp.
- C. There is a power outage in the neighborhood.
- D. The light bulb in the lamp has burned out.

List of Difficult Words			
bought	membeli	electrical outlet	stopkontak listrik
bulb	bohlam	match	cocok
burned out	terbakar	neighborhood	lingkungan sekitar
cause	penyebab	plugged into	tersambung
couch	sofa	power outage	mati listrik

11. Which of the following is a valid argument?

- A. Rain was predicted yesterday, so I took my umbrella to our outdoor rehearsal of Romeo & Juliet. It did not rain. To make sure it does not rain during today's rehearsal, I will take my umbrella with me.
- B. You and your girlfriend or boyfriend broke up the night you had dinner at KFC, so don't worry; you and your boyfriend or girlfriend now will not break up as long as you never go to KFC.
- C. My science teacher bases a lot of our grade on class participation. Last semester, he said I needed to participate more. If I want a better grade this semester, I need to take part in more class discussions.
- D. Our washing machine is broken. The last time we had trouble with it, we hired a new repairman. He is probably the reason the machine broke!

List of Difficult Words	
bases	mendasarkan
hired	mempekerjakan
probably	mungkin
rehearsal	latihan
repairman	tukang
washing machine	mesin pencuci

12. Which is the most important reason for evaluating information found on the Internet?

- A. Authors who publish on the Internet are typically less skilled than those who publish in print.
- B. Web writers are usually subjective.
- C. Anyone can publish on the Internet; there is no guarantee that what you are reading is truthful or objective.
- D. Information found in print is almost always more accurate than that found on the Internet.

List of Difficult Words	
author	penulis
accurate	akurat
guarantee	jaminan
publish	menerbitkan
skilled	terampil
typically	biasanya

13. Which is an example of hyperbole?

- A. The deck of our boat was as slippery as melted butter!
- B. This bag of groceries weighs a ton!
- C. Onto each life some rain must fall.
- D. Marco's lasagna is better than Mira's.

List of Difficult Words	
deck of boat	geladak kapal
groceries	bahan makanan
melted	cair
slippery	licin
weigh	seberat

14. Which of these problems is most serious?

- A. Your teacher is sick and misses class on the morning you are supposed to take a big exam.
- B. You lose track of your schedule and forget to study for a big exam.
- C. You cannot find one of the books you need to study for a big exam.
- D. The big exam is harder than you thought it would be and includes a chapter you did not study.

List of Difficult Words	
chapter	bab
supposed	seharusnya
thought	pikir

Sub-Part 2. Answer the following questions by making circles in the correct answers to multiple-choice questions. To answer questions no 21-23, you may circle more than one options.

Example:

Select all the countries in East Asia.

- A. Thailand
- B. South Korea
- C. China
- D. Oman

The correct answers are B and C, then, circle the options B and C.

Select all the countries in East Asia.

- A. Thailand
- B. South Korea
- C. China
- D. Oman

15. You have an appointment for applying to the university on Monday morning. When you arrive at the university, the interviewer is not there yet. You wait for 20 minutes, but he does not come yet. What pieces of information can help you create a context for this problem? (circle all that apply)
- A. You heard that there is a traffic in the main street.
 - B. You realize you forgot your CV and need to go home to get it.
 - C. The interviewer's secretary tells you the interview is on Tuesday.
 - D. The receptionist says that the interviewer is not coming on time.
16. Steve has an unexpected emergency. He needs to fly to Manchester because his grandfather is in the hospital. Steve knows he will be away from his apartment for at

List of Difficult Words	
appointment	janji
CV	Daftar riwayat hidup
interviewer	pewawancara
yet	belum

List of Difficult Words	
emergency	keadaan darurat
is gone	pergi
lock	kunci
mail key	kunci kotak surat
refrigerator	lemari pendingin
unexpected	tak terduga

least three weeks. How can he solve problems that could occur while he is gone? (Circle all answers that apply.)

- A. Buy a new lock for his door.
- B. Leave a mail key with a neighbor who can collect Steve's mail so it will not be missed.
- C. Ask a friend who's an animal lover to care for his two cats.
- D. Clean out the refrigerator so food does not go bad before he returns.

17. You had a successful job search, and now have three offers from which to choose. What can you do to most thoroughly investigate your potential employers? (Choose all that apply.)

- A. check out their websites
- B. watch the news to see if the companies are mentioned
- C. research their financial situations
- D. speak with people who work for them already

List of Difficult Words	
already	sudah
employers	Majikan/orang yang mempekerjakan orang lain.
offers	menawarkan
thoroughly	sepenuhnya

Part E.

Instructions:

- 1) Thick (✓) one of possible answers for the following statements.
- 2) Thick (✓) **TRUE** if you believe the statement is certainly true.
- 3) Thick (✓) **MORE INFORMATION REQUIRED**, if you decide that there is not enough data to make a decision based on the provided facts.
- 4) Thick (✓) **FALSE** if you think the statement is certainly false.

Text 1

Turkey is a surprising addition to the list of fast developing economies; with a GDP increase of 8.5% in the year 2011 alone. However, that fast growth leaves worries about possible side-effects. For example, in 2011 Turkey's rate of inflation was well above that of other countries. Secondly, there is increasing fear about Turkey's growing dependency on foreign money. A large portion of the Turkish banking system is part-owned by banks within the European zone. As the single currency weaken, such a dependency raises questions about the stability of Turkish growth.

List of Difficult Words					
addition - tambahan	dependency- ketergantungan	face - menghadapi	fear - ketakutan	GDP - produk domestik bruto	growth - pertumbuhan
inflation - inflasi	part-owned - sebagian dimiliki	possible - kemungkinan	provide - menyediakan	rise - kebangkitan	raise - menimbulkan
stagnant - tersendat	side-effect - efek samping	suffer - menderita	weaken - melemah	worries - kekhawatiran	

1. There are fears that Turkey's development is at risk of weakening in the years after 2011.

True	
More Information Required	
False	

2. As Turkish banks are part-owned by those in the European zone, they may suffer if the European banks face financial difficulty.

True	
More Information Required	
False	

3. The Turkish banks are part-owned by European banks as this provides greater variation to the market and extra finance to the economy.

True	
More Information Required	
False	

4. Turkish banks are part owned by European banks as this provides greater economic links with the European zone, helping their rise into the European Union.

True	
More Information Required	
False	

5. The Turkish economy was surprisingly stagnant in 2011.

True	
More Information Required	
False	

Instructions:

- 1) Thick (✓) one of possible answers for the following statements.
- 2) Thick (✓) **Assumption Made** if you think that the statement is logical.
- 3) Thick (✓) **Assumption Not Made** if you think that the statement is not logical.

Text 2

Monarchic nations, i.e. those with royal families, differ from republican nations in several ways. An example of this difference is that citizens of monarchic nations pay more tax than citizens of republican nations.

List of Difficult Words			
citizen - masyarakat	differ - berbeda	rate - nilai	royal - kerajaan
responsible - bertanggung jawab	several - beberapa	ways - hal	

6. The governments of monarchic nations are responsible for setting tax rates on their citizens.

Assumption Made	
Assumption Not Made	

7. Republican nations do not have a royal family.

Assumption Made	
Assumption Not Made	

8. The only types of nation are monarchic and republican.

Assumption Made	
Assumption Not Made	

9. A monarchic nation cannot be a republican nation.

Assumption Made	
Assumption Not Made	

Instructions:

- 1) Thick (✓) one of possible answers for the following statement.
- 2) Thick (✓) **CONCLUSION FOLLOWS** if you think that the statement follows the text.
- 3) Thick (✓) **CONCLUSION DOES NOT FOLLOWS** if you think that the statement does not follow the text.

Text 3

Sarah owns a new company. New companies are more likely to fail than well-established companies. Therefore:

List of Difficult Words				
likely - cenderung	own- memiliki	succeed - sukses	therefore - oleh karena itu	well-established - mapan

10. Sarah's company will fail.

Conclusion Follows	
Conclusion Does Not Follow	

11. Sarah's company is more likely to fail than a well-established company.

Conclusion Follows	
Conclusion Does Not Follow	

12. Well-established companies are more likely to succeed than new companies.

Conclusion Follows	
Conclusion Does Not Follow	

Instructions:

- 1) Thick (✓) one of possible answers for the following statement.
- 2) Thick (✓) **STRONG ARGUMENT** if you think that the statement is a strong argument.
- 3) Thick (✓) **WEAK ARGUMENT** if you think that the statement is a weak argument.

Text 4.

Should university-level education be free to all students?

List of Difficult Words					
employee - karyawan	ensure - meyakinkan	over-qualification - keahlian melebihi yang diperlukan	qualified - berkualitas	research - penelitian	should - harus
shown - menunjukkan	slack off - malas	tend - cenderung	tuition fees - bayaran sekolah	unemployment - pengangguran	workforce - tenaga kerja

13. No. Too much education can lead to over-qualification, and therefore unemployment.

Strong Argument	
Weak Argument	

14. Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.

Strong Argument	
Weak Argument	

15. No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.

Strong Argument	
Weak Argument	

Appendix 5.
Research Data

5.1 Research Data for Reading Literacy in EFL Classroom in Yogyakarta City.

Respondents	Question Items																						Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Respondent 1	3	3	3	3	2	4	4	3	3	4	2	3	3	3	3	2	3	3	3	2	2	2	63
Respondent 2	3	3	4	3	3	2	4	2	3	3	2	3	3	3	3	3	3	3	3	2	2	2	62
Respondent 3	3	3	3	2	3	3	4	4	3	3	2	3	4	3	3	2	2	4	1	3	1	2	61
Respondent 4	3	2	3	2	2	3	3	3	2	3	2	3	2	2	2	2	2	2	3	2	2	1	51
Respondent 5	3	3	3	3	2	3	3	3	3	2	2	3	3	2	2	2	2	2	3	2	2	2	55
Respondent 6	3	3	3	0	2	0	2	3	2	3	2	2	3	3	3	3	3	2	2	2	2	2	50
Respondent 7	4	3	3	3	2	2	2	3	3	3	2	3	2	3	3	2	3	2	3	2	2	2	57
Respondent 8	3	3	3	3	3	3	3	3	2	4	3	3	2	3	3	3	3	3	3	3	3	3	65
Respondent 9	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	2	2	3	2	2	2	2	58
Respondent 10	2	2	4	3	2	2	4	2	3	2	3	4	3	3	2	2	4	2	3	1	3	3	59
Respondent 11	2	2	3	2	2	2	3	2	3	3	4	4	4	4	4	3	4	3	3	3	3	4	67
Respondent 12	2	2	3	3	3	3	3	3	2	3	2	3	3	3	3	2	2	2	2	2	2	2	55
Respondent 13	3	2	4	3	2	3	3	3	2	3	1	2	3	3	1	3	3	4	2	1	1	2	54
Respondent 14	3	3	3	3	2	2	3	3	2	2	2	2	3	2	3	3	3	1	2	1	1	2	51
Respondent 15	2	2	4	3	2	2	4	4	4	2	3	3	3	4	3	3	2	2	2	2	2	4	62
Respondent 16	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	3	3	3	3	3	60
Respondent 17	3	4	3	3	3	3	4	3	3	2	4	3	3	3	3	3	3	3	3	2	2	2	65
Respondent 18	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	2	2	61
Respondent 19	3	2	3	3	2	3	3	3	3	3	2	4	3	2	2	3	3	3	2	2	2	2	58
Respondent 20	3	2	3	3	3	2	3	4	3	3	2	3	3	3	3	2	3	3	3	2	2	3	61
Respondent 21	3	2	3	3	2	3	4	4	3	3	2	3	4	2	2	4	3	3	2	2	2	2	61
Respondent 22	2	2	3	4	1	3	3	3	2	4	3	2	3	3	3	2	2	3	3	2	2	2	57
Respondent 23	2	3	3	4	2	4	4	3	3	3	3	3	3	3	3	2	3	3	3	3	2	2	64
Respondent 24	2	3	3	3	2	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	2	3	65
Respondent 25	2	2	3	3	2	3	3	3	3	4	3	4	4	3	3	3	3	4	3	3	3	3	67
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Respondent 27	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	62
Respondent 28	3	3	2	3	2	3	3	3	2	3	3	2	3	2	3	2	3	2	2	2	2	2	55
Respondent 29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2	2	2	61
Respondent 30	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	2	64
Respondent 31	3	3	2	3	2	3	3	4	3	4	1	3	2	4	4	2	3	4	3	3	2	2	63
Respondent 32	4	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	65
Respondent 33	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	2	3	3	3	2	2	2	60
Respondent 34	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	2	2	2	2	60
Respondent 35	3	3	3	3	2	2	3	3	3	3	2	3	2	2	3	3	3	3	2	2	2	2	57
Respondent 36	3	3	3	3	1	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2	2	2	57
Respondent 37	3	3	3	3	1	3	3	3	2	3	2	2	3	2	2	2	3	3	2	2	2	2	54
Respondent 38	2	3	3	3	2	3	3	4	3	3	3	3	3	3	3	2	3	3	2	2	2	2	60
Respondent 39	3	3	3	2	3	3	2	3	2	2	3	3	3	3	3	3	3	4	3	3	2	2	61
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Respondent 43	2	2	2	3	1	2	2	2	2	4	3	4	4	4	4	3	4	4	3	3	3	3	64
Respondent 44	1	2	3	4	3	2	3	2	2	4	1	4	2	3	3	1	3	3	3	2	2	2	55
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Respondent 79	3	3	2	2	1	2	3	3	2	3	2	2	3	3	2	3	2	3	2	2	2	2	52
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Respondent 83	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	3	2	2	2	3	60
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Respondent 87	3	3	2	2	3	3	3	3	3	3	3	3	3	2	3	1	3	4	4	2	2	3	61
Respondent 88	3	3	4	1	4	3	3	3	3	4	3	3	3	2	3	1	3	3	2	2	2	2	60
Respondent 89	3	2	3	3	2	2	3	3	3	3	2	3	2	3	3	3	3	3	3	2	2	2	58
Respondent 90	4	3	3	4	2	3	4	4	3	3	3	2	1	3	2	3	3	3	3	2	1	2	61
Respondent 91	4	3	3	3	2	3	3	4	4	4	3	3	4	3	3	3	3	3	2	3	2	3	68
Respondent 92	3	3	3	2	2	3	3	3	3	3	2	2	2	3	3	2	2	3	3	3	2	2	57

Respondent 93	3	3	3	2	2	2	3	2	2	2	3	3	3	3	3	2	3	3	2	2	2	56	
Respondent 94	3	3	3	3	2	3	3	2	2	4	3	2	3	3	2	2	3	3	3	2	2	2	58
Respondent 95	3	2	4	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	2	2	2	60	
Respondent 96	4	0	3	3	3	3	3	3	4	4	2	4	2	3	3	2	3	4	3	2	2	3	63
Respondent 97	3	3	3	3	3	2	3	3	3	3	2	2	4	2	1	2	2	4	2	2	2	2	56
Respondent 98	3	3	3	3	3	3	4	3	3	4	3	3	1	3	3	2	3	3	2	2	3	2	62
Respondent 99	3	3	4	3	3	3	4	3	3	2	2	3	3	3	2	2	2	2	2	2	3	2	59
Respondent 100	3	2	3	2	2	3	3	3	3	3	2	3	2	3	3	3	2	3	3	2	2	2	57
Respondent 101	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	2	2	62
Respondent 102	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	3	3	2	2	2	58
Respondent 103	2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	3	2	2	59
Respondent 104	4	3	4	4	3	3	4	3	3	3	3	3	4	3	2	3	3	3	2	3	3	2	68
Respondent 105	3	3	4	2	2	3	4	4	4	3	2	3	3	3	2	2	2	3	2	2	2	2	60
Respondent 106	3	3	3	2	2	4	3	3	3	3	3	3	1	3	3	3	3	3	2	2	2	3	60
Respondent 107	3	3	3	2	3	2	3	2	3	3	4	3	2	3	3	2	3	3	3	2	1	2	58
Respondent 108	3	3	3	3	3	3	3	2	3	3	2	3	2	3	2	3	3	3	3	2	2	1	58
Respondent 109	3	3	3	3	2	2	3	3	2	3	2	2	3	3	1	1	2	3	3	1	1	3	52
Respondent 110	3	4	4	4	3	4	4	4	3	3	2	3	3	3	3	3	3	3	3	3	3	2	70
Respondent 111	3	4	4	3	1	4	4	4	4	3	3	3	3	3	3	2	2	3	3	2	3	2	66
Respondent 112	3	3	4	2	0	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	61
Respondent 113	3	3	3	3	3	4	4	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	68
Respondent 114	4	3	4	4	3	4	4	4	4	4	1	4	2	3	3	3	3	3	2	3	3	3	71
Respondent 115	3	3	4	3	2	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	63
Respondent 116	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	2	2	2	2	60
Respondent 117	3	3	3	3	2	3	3	0	3	3	2	3	3	2	3	2	3	3	0	2	3	2	54
Respondent 118	3	3	4	3	2	4	3	3	3	3	1	3	3	3	2	3	3	3	3	3	3	3	64
Respondent 119	3	3	4	2	2	3	3	4	4	4	3	4	2	3	3	3	3	3	2	3	3	3	67
Respondent 120	3	3	3	2	3	3	3	3	2	3	3	3	3	3	2	2	2	2	1	2	2	2	55
Respondent 121	4	3	4	3	3	3	4	4	4	3	3	3	3	3	3	2	3	4	3	3	2	2	69
Respondent 122	4	3	4	3	3	3	4	4	4	3	3	3	3	3	3	2	3	3	3	3	3	0	67
Respondent 123	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66
Respondent 124	3	3	3	3	3	4	4	4	3	4	3	3	3	3	3	3	3	3	3	2	3	3	69
Respondent 125	4	4	3	3	2	3	4	3	4	4	3	3	4	2	4	3	2	3	4	3	2	3	70
Respondent 126	3	3	4	3	3	3	4	4	3	2	2	3	1	3	3	3	3	4	2	4	3	3	66
Respondent 127	4	4	3	3	2	3	3	2	3	2	3	3	4	2	4	2	3	2	3	3	3	2	63
Respondent 128	3	3	4	3	0	3	4	3	3	3	2	4	3	3	3	3	2	2	2	1	4	2	60
Respondent 129	3	3	4	3	0	3	3	2	3	3	2	3	2	3	3	2	4	3	2	3	3	2	59
Respondent 130	3	3	4	3	3	3	4	4	3	2	2	3	1	3	3	3	2	4	2	4	3	2	64
Respondent 131	3	3	3	3	2	3	3	4	2	3	2	4	0	3	3	2	3	3	3	3	2	3	60
Respondent 132	3	3	3	3	3	2	3	3	3	2	3	3	1	3	3	4	3	4	4	2	3	3	64
Respondent 133	3	4	4	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
Respondent 134	3	3	3	3	3	3	3	2	3	2	2	3	3	3	3	2	3	3	2	2	2	2	58
Respondent 135	4	3	4	3	2	4	4	4	3	4	1	4	3	4	1	3	1	3	1	2	1	3	62
Respondent 136	3	3	4	3	3	4	4	4	4	3	2	3	4	2	3	3	2	4	3	2	2	2	67
Respondent 137	3	3	3	3	2	3	3	3	3	3	2	3	3	2	2	3	2	3	3	2	2	3	59
Respondent 138	3	3	2	2	2	3	3	2	2	3	2	2	3	3	2	2	3	3	3	2	2	2	54
Respondent 139	3	3	2	2	2	3	3	2	2	2	3	2	2	3	3	2	2	3	3	1	1	1	50
Respondent 140	2	3	3	2	3	3	3	2	2	3	3	3	3	3	3	2	3	3	2	0	0	0	51
Respondent 141	4	3	3	3	3	2	3	3	3	3	2	3	3	2	2	2	2	3	2	2	2	2	57
Respondent 142	3	3	2	3	3	3	3	3	3	3	3	2	2	3	3	2	2	3	2	2	2	2	57

Respondent 143	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	2	3	2	2	3	2	59
Respondent 144	4	3	1	1	1	2	1	3	2	4	1	4	2	3	2	3	2	3	4	2	2	2	52
Respondent 145	3	2	3	2	2	3	3	3	2	3	2	3	3	2	3	3	3	3	2	2	2	2	57
Respondent 146	2	2	2	4	4	3	2	4	3	4	1	4	3	1	3	3	3	4	4	2	2	2	62
Respondent 147	2	2	2	2	3	3	2	2	2	2	1	2	3	1	3	2	3	3	2	1	2	2	47
Respondent 148	3	2	2	2	2	2	3	3	3	3	2	2	3	3	2	1	2	2	2	2	2	2	50
Respondent 149	3	2	2	3	2	3	3	3	3	3	3	3	2	2	3	2	2	3	2	2	2	2	56
Respondent 150	3	2	2	3	2	3	3	3	3	3	3	3	2	2	3	2	2	3	2	2	2	2	55
Respondent 151	3	3	2	0	2	3	2	3	3	3	3	3	3	2	3	2	2	3	3	2	2	2	54
Respondent 152	3	2	3	3	2	3	3	3	2	4	2	3	3	3	3	2	3	3	2	2	2	3	59
Respondent 153	2	2	2	3	2	3	3	3	3	3	1	2	3	3	3	2	2	2	2	1	2	2	51
Respondent 154	3	2	3	3	2	3	3	3	3	3	2	2	3	3	2	2	2	3	3	2	3	2	57
Respondent 155	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2	3	2	3	3	3	3	2	60
Respondent 156	3	3	3	3	2	3	3	3	3	3	2	3	3	2	2	3	2	3	3	2	2	3	59
Respondent 157	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	3	3	2	2	2	3	60
Respondent 158	2	3	3	3	2	3	3	3	2	2	3	2	3	2	2	2	3	2	3	2	2	2	54
Respondent 159	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	3	3	2	2	2	2	59
Respondent 160	4	2	3	2	2	4	2	4	3	3	1	2	4	3	3	2	1	4	3	1	1	1	55
Respondent 161	2	2	3	3	2	3	3	3	3	3	2	3	3	2	2	3	2	3	3	2	2	2	56
Respondent 162	3	3	3	3	2	3	3	3	3	4	3	3	3	3	2	3	3	3	3	2	2	2	62
Respondent 163	4	2	3	3	2	4	3	3	3	3	2	3	2	3	2	3	3	2	2	3	2	3	60
Respondent 164	3	3	2	3	3	2	2	2	3	3	2	3	3	2	2	3	2	3	2	2	2	3	55
Respondent 165	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	3	2	2	2	2	2	58
Respondent 166	4	4	3	4	1	4	4	4	3	3	2	3	3	2	2	3	3	3	3	2	3	2	65
Respondent 167	3	3	2	2	3	2	3	3	3	3	2	3	3	3	3	2	2	3	2	2	3	2	57
Respondent 168	3	3	2	2	3	2	3	3	3	3	2	3	3	3	3	2	2	3	2	2	3	2	57

To analyse MANOVA, the data above should be converted into 3 categories namely “Good”, “Middle”, and “Poor”. Therefore, the formula used to categorize it was:

$$\text{Good} = X > \text{Mean} + \text{SD}$$

$$\text{Middle} = \text{Mean} - \text{SD} \leq X \leq \text{Mean} + \text{SD}$$

$$\text{Poor} = X < \text{Mean} - \text{SD}$$

Therefore,

Statistics		
Reading Literacy		
N	Valid	168
	Missing	0
Mean		59,72
Median		60,00
Std. Deviation		4,878
Percentiles	25	57,00
	50	60,00

75	63,00
----	-------

Good

$$X > \text{Mean} + \text{SD}$$

$$X > 59,72 + 4,87$$

$$X > \mathbf{64,59}$$

Respondents are classified to “Good” category when their score > 64,59.

Middle

$$\text{Mean} - \text{SD} \leq X \leq \text{Mean} + \text{SD}$$

$$59,72 - 4,87 \leq X \leq 59,72 + 4,87$$

$$\mathbf{54,85} \leq X \leq \mathbf{64,59}$$

Respondents are classified to “Middle” category when their scores are between 54,85 and 64,59.

Poor

$$X < \text{Mean} - \text{SD}$$

$$X < 59,72 - 4,87$$

$$X < \mathbf{54,85}$$

Respondents are classified to “Poor” category when their score < 54,85.

Respondents	Total Score	Categories
1	63	Middle
2	62	Middle
3	61	Middle
4	51	Poor
5	55	Middle
6	50	Poor
7	57	Middle
8	65	Good
9	58	Middle
10	59	Middle
11	67	Good
12	55	Middle
13	54	Poor
14	51	Poor
15	62	Middle
16	60	Middle
17	65	Good
18	61	Middle
19	58	Middle
20	61	Middle
21	61	Middle

Respondents	Total Score	Categories
85	60	Middle
86	58	Middle
87	61	Middle
88	60	Middle
89	58	Middle
90	61	Middle
91	68	Good
92	57	Middle
93	56	Middle
94	58	Middle
95	60	Middle
96	63	Middle
97	56	Middle
98	62	Middle
99	59	Middle
100	57	Middle
101	62	Middle
102	58	Middle
103	59	Middle
104	68	Good
105	60	Middle

22	57	Middle
23	64	Middle
24	65	Good
25	67	Good
26	67	Good
27	62	Middle
28	55	Middle
29	61	Middle
30	64	Middle
31	63	Middle
32	65	Good
33	60	Middle
34	60	Middle
35	57	Middle
36	57	Middle
37	54	Poor
38	60	Middle
39	61	Middle
40	52	Poor
41	62	Middle
42	70	Good
43	64	Middle
44	55	Middle
45	52	Poor
46	58	Middle
47	54	Poor
48	56	Middle
49	59	Middle
50	61	Middle
51	64	Middle
52	60	Middle
53	57	Middle
54	59	Middle
55	58	Middle
56	54	Poor
57	57	Middle
58	58	Middle
59	61	Middle
60	58	Middle
61	55	Middle
62	58	Middle

106	60	Middle
107	58	Middle
108	58	Middle
109	52	Poor
110	70	Good
111	66	Good
112	61	Middle
113	68	Good
114	71	Good
115	63	Middle
116	60	Middle
117	54	Poor
118	64	Middle
119	67	Good
120	55	Middle
121	69	Good
122	67	Good
123	66	Good
124	69	Good
125	70	Good
126	66	Good
127	63	Middle
128	60	Middle
129	59	Middle
130	64	Middle
131	60	Middle
132	64	Middle
133	70	Good
134	58	Middle
135	62	Middle
136	67	Good
137	59	Middle
138	54	Poor
139	50	Poor
140	51	Poor
141	57	Middle
142	57	Middle
143	59	Middle
144	52	Poor
145	57	Middle
146	62	Middle

63	69	Good
64	55	Middle
65	63	Middle
66	64	Middle
67	57	Middle
68	62	Middle
69	66	Good
70	56	Middle
71	68	Good
72	65	Good
73	54	Poor
74	61	Middle
75	57	Middle
76	61	Middle
77	65	Good
78	56	Middle
79	52	Poor
80	51	Poor
81	64	Middle
82	62	Middle
83	60	Middle
84	62	Middle

147	47	Poor
148	50	Poor
149	56	Middle
150	55	Middle
151	54	Poor
152	59	Middle
153	51	Poor
154	57	Middle
155	60	Middle
156	59	Middle
157	60	Middle
158	54	Poor
159	59	Middle
160	55	Middle
161	56	Middle
162	62	Middle
163	60	Middle
164	55	Middle
165	58	Middle
166	65	Good
167	57	Middle
168	57	Middle

**Table of The Implementation of Reading Literacy in EFL Classroom:
Questionnaire Part A**

Number of Items	Percentage	
	Agree	Disagree
1.	85%	15%
2.	77%	23%
3.	83%	17%
4.	79%	21%
5.	46%	54%
6.	76%	24%
7.	91%	9%
8.	87%	13%
9.	73%	27%
10.	85%	15%
11.	43%	57%
12.	79%	21%
13.	71%	29%
14.	73%	27%
15.	65%	35%
16.	46%	54%
17.	65%	35%

18.	85%	15%
19.	57%	43%
20.	22%	78%
21.	26%	74%
22.	30%	70%

5.2. Research Data of Variable High School Students' Critical Thinking Skill

Respondents	Question Items																																Total			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
Respondent 1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	18
Respondent 2	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	19	
Respondent 3	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	16		
Respondent 4	0	0	1	1	0	0	0	1	1	1	0	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	12		
Respondent 5	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	20		
Respondent 6	1	1	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	0	1	0	15			
Respondent 7	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	1	1	0	0	1	17			
Respondent 8	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	0	22		
Respondent 9	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	1	1	0	0	0	0	1	0	18				
Respondent 10	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	25			
Respondent 11	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	25		
Respondent 12	0	1	1	1	0	1	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	17		
Respondent 13	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	1	0	1	19			
Respondent 14	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	1	0	1	13			
Respondent 15	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	20			
Respondent 16	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	25			
Respondent 17	0	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	18			
Respondent 18	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	26			
Respondent 19	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	1	0	16			
Respondent 20	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	0	1	1	0	0	0	0	1	0	20			
Respondent 21	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	19			

Respondent 22	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	1	1	1	0	1	0	0	1	0	18	
Respondent 23	1	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	16	
Respondent 24	1	1	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	22		
Respondent 25	1	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	23		
Respondent 26	1	1	0	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	22		
Respondent 27	1	1	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	0	24		
Respondent 28	0	1	0	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	24	
Respondent 29	0	1	0	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	1	19	
Respondent 30	1	1	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	0	1	1	22		
Respondent 31	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	1	0	0	0	19		
Respondent 32	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	22		
Respondent 33	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	20
Respondent 34	1	0	0	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	20		
Respondent 35	1	0	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	18		
Respondent 36	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0	1	0	1	19		
Respondent 37	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	17	
Respondent 38	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	0	0	0	1	0	0	1	1	0	0	1	1	0	19	
Respondent 39	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	24		
Respondent 40	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	11	
Respondent 41	1	1	0	0	0	1	0	1	1	0	0	0	0	1	0	1	1	0	1	0	1	1	1	0	0	1	0	1	0	1	1	0	23	
Respondent 42	1	1	0	0	0	1	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	18	
Respondent 43	1	0	0	0	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	27		
Respondent 44	1	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	27		
Respondent 45	1	1	0	0	0	1	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	12	
Respondent 46	0	1	1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	17	
Respondent 47	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	23		

Respondent 48	1	1	1	1	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	19	
Respondent 49	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	0	22	
Respondent 50	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	24	
Respondent 51	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	0	1	1	23	
Respondent 52	0	1	1	0	1	0	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	19
Respondent 53	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	24	
Respondent 54	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	0	24
Respondent 55	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	0	24	
Respondent 56	1	0	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	0	19		
Respondent 57	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	25		
Respondent 58	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	22
Respondent 59	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	0	18
Respondent 60	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	25	
Respondent 61	1	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	15
Respondent 62	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	0	0	0	0	0	1	1	20
Respondent 63	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	1	1	24
Respondent 64	0	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	1	14
Respondent 65	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	16
Respondent 66	1	0	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	21	
Respondent 67	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	0	1	25
Respondent 68	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	13
Respondent 69	0	1	1	1	1	1	0	0	0	1	1	0	1	0	0	0	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	19
Respondent 70	1	0	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	21
Respondent 71	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	0	1	0	1	1	0	16	
Respondent 72	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
Respondent 73	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	12

Respondent 74	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	20
Respondent 75	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	1	1	0	16
Respondent 76	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	8
Respondent 77	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	1	20
Respondent 78	0	1	0	1	0	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	14	
Respondent 79	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	1	0	0	0	1	1	0	0	16	
Respondent 80	1	1	0	1	0	1	1	0	1	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	19
Respondent 81	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	20	
Respondent 82	0	0	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	20	
Respondent 83	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	14
Respondent 84	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	17
Respondent 85	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0	15
Respondent 86	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	15
Respondent 87	0	1	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	11
Respondent 88	1	1	0	1	0	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	1	0	0	13
Respondent 89	0	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	1	1	13
Respondent 90	0	1	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	11
Respondent 91	0	1	0	1	0	1	1	0	0	0	1	1	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	1	12
Respondent 92	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	11
Respondent 93	0	1	0	1	0	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	0	0	0	1	0	1	13
Respondent 94	1	1	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	13
Respondent 95	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	23
Respondent 96	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	15
Respondent 97	1	1	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	16
Respondent 98	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	1	1	0	0	0	1	0	0	17
Respondent 99	1	0	0	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	0	1	1	1	1	0	1	0	0	0	1	0	0	16	

Respondent 100	0	1	0	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	16	
Respondent 101	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	1	1	1	0	1	0	0	1	1	0	0	0	0	1	16	
Respondent 102	1	1	0	0	0	1	1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	14		
Respondent 103	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	14		
Respondent 104	0	1	1	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	1	19	
Respondent 105	0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	19	
Respondent 106	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	6	
Respondent 107	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	12	
Respondent 108	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	20	
Respondent 109	1	0	1	0	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	16	
Respondent 110	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	8	
Respondent 111	0	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	20	
Respondent 112	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0	0	0	0	1	1	0	14	
Respondent 113	0	0	1	1	1	0	1	1	0	0	0	1	1	0	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	16	
Respondent 114	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	1	17	
Respondent 115	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	20	
Respondent 116	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	0	20	
Respondent 117	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	14
Respondent 118	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	17	
Respondent 119	0	0	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	15	
Respondent 120	0	0	1	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	15	
Respondent 121	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	1	1	0	11	
Respondent 122	1	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	1	0	1	1	1	0	0	1	0	0	1	0	13	
Respondent 123	0	0	1	1	0	0	0	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	13	
Respondent 124	0	0	1	1	0	0	0	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	20	
Respondent 125	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	25	

Respondent 152	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	26	
Respondent 153	1	1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	11	
Respondent 154	0	1	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	12	
Respondent 155	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	15	
Respondent 156	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	13
Respondent 157	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	0	0	1	1	14	
Respondent 158	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	6	
Respondent 159	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	7	
Respondent 160	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	21
Respondent 161	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	0	0	1	1	10	
Respondent 162	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	0	0	1	1	9	
Respondent 163	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	21
Respondent 164	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	11	
Respondent 165	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	13	
Respondent 166	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	15	
Respondent 167	1	1	1	0	0	0	0	1	1	0	0	1	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	16	
Respondent 168	1	1	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	15	

5.3. Data Research of Variable High School Students' Interest in Reading English

Respondents	Question Items																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Respondent 1	3	2	2	3	3	2	3	2	2	2	3	3	2	2	2	3	2	2	2	3	3	2	3	2	2	60
Respondent 2	3	3	2	3	3	2	2	3	3	2	3	3	2	2	2	2	2	2	3	2	3	3	3	2	2	62
Respondent 3	3	3	2	3	3	1	2	3	3	3	3	1	1	2	2	2	2	2	1	2	2	2	2	2	2	54
Respondent 4	3	2	1	3	4	1	3	3	3	2	4	3	2	2	2	3	2	2	2	2	2	3	2	2	2	60

Respondent 5	3	3	1	3	4	3	2	1	2	2	4	2	2	2	2	3	2	2	1	2	4	3	3	2	2	60
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Respondent 19	2	3	2	2	2	2	2	3	2	2	3	3	2	1	1	2	3	2	2	2	2	2	3	2	1	53
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Respondent 30	3	3	2	2	4	2	3	2	2	2	3	3	2	2	3	3	3	3	3	3	3	3	3	2	2	66

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Respondent 144	4	4	2	3	4	4	3	4	4	3	4	3	3	4	2	2	2	3	3	4	4	4	4	4	3	82
Respondent 145	2	4	3	2	4	3	3	2	3	3	4	3	3	2	3	2	3	3	3	4	4	3	4	3	3	76
Respondent 146	4	2	2	4	3	4	3	3	2	3	3	3	2	3	3	2	4	2	3	1	3	3	3	3	2	69
Respondent 147	4	2	2	2	3	3	2	2	2	3	4	4	2	3	3	3	4	3	3	4	3	3	3	3	2	71
Respondent 148	2	2	2	2	2	2	2	2	2	2	3	2	2	3	2	2	3	3	2	2	2	2	2	2	2	54
Respondent 149	3	3	2	3	3	3	1	3	3	3	4	3	2	2	2	2	3	3	1	3	3	3	3	3	3	67
Respondent 150	4	3	2	3	3	3	1	3	3	3	4	3	2	2	2	2	3	3	2	4	4	4	4	4	3	73
Respondent 151	3	3	2	2	4	2	3	2	2	3	4	3	3	2	2	3	4	4	3	3	4	3	4	3	2	73
Respondent 152	3	3	2	3	3	3	2	2	2	3	3	3	2	2	3	2	3	3	2	3	3	3	3	2	2	64
Respondent 153	4	3	2	2	3	2	1	2	2	2	4	2	2	2	2	3	3	3	2	3	3	4	4	3	3	66
Respondent 154	4	4	2	2	3	3	4	2	2	2	4	1	3	2	3	2	3	3	2	3	4	3	3	2	3	69
Respondent 155	3	3	3	3	4	3	3	2	2	3	2	2	2	1	3	3	3	3	3	3	4	3	3	2	3	69
Respondent 156	3	3	3	3	2	3	2	3	3	2	2	3	3	3	3	2	3	3	3	2	2	3	3	2	3	67
Respondent 157	4	4	3	0	4	4	3	0	4	3	4	3	3	3	2	2	3	4	4	4	4	4	4	4	2	79
Respondent 158	4	3	3	2	4	3	3	2	2	4	4	3	3	2	2	3	3	3	2	3	3	3	4	3	3	74
Respondent 159	4	4	3	0	4	4	3	0	4	3	4	3	3	3	2	2	3	4	4	4	4	4	4	4	2	79
Respondent 160	4	3	1	2	4	3	4	2	2	4	4	4	2	1	1	2	2	3	2	4	4	3	4	2	1	68

Respondent 161	3	3	3	3	2	3	2	3	3	3	2	3	3	3	3	2	3	3	3	2	2	3	2	3	3	68	
Respondent 162	3	3	2	3	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	71	
Respondent 163	3	3	3	2	2	2	3	2	2	3	2	3	3	2	3	2	3	3	3	2	3	3	2	2	3	64	
Respondent 164	3	3	3	3	2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	3	2	3	2	3	3	62	
Respondent 165	0	3	2	3	3	2	2	2	2	2	3	3	2	2	2	2	3	3	2	3	2	2	2	2	2	56	
Respondent 166	4	3	3	3	3	4	3	4	2	2	3	3	2	2	2	3	2	2	2	3	3	3	4	3	3	71	
Respondent 167	4	4	4	4	0	1	1	1	1	1	1	1	1	1	4	2	4	4	1	2	3	3	1	4	4	4	60
Respondent 168	3	3	1	4	3	1	3	2	2	1	2	2	1	1	1	2	3	3	2	3	3	2	3	1	1	53	

Appendix 6. Research Data Analysis
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6.1 Descriptive Statistic Analysis

Table of Descriptive Statistic Analysis

	ReadingLiteracy	Mean	Std. Deviation	N
Critical Thinking	Good	18,14	4,446	29
	Middle	17,84	4,547	116
	Poor	15,00	4,189	23
	Total	17,50	4,569	168
Reading Interest	Good	69,55	6,237	29
	Middle	66,46	6,709	116
	Poor	64,78	7,705	23
	Total	66,76	6,877	168

Based on the descriptive analysis in Table. 6 above, the respondents who experienced reading literacy in EFL classroom were classified into 3 categories (good, middle, and poor). The results of descriptive statistics analysis show that:

1. There were 29 respondents who experienced good reading literacy in their classroom. Those 29 respondents who were categorized as “Good” have high mean on critical thinking which is 18,14. Meanwhile, respondents who experience “Middle” reading literacy in EFL classroom have mean on critical thinking by 17,84. There were 116 respondents belonged to this “Middle” category. The “Poor” implementation of reading literacy is experienced by 23 respondents which shows mean of 15,00. From this result, it can be concluded that the implementation of reading literacy in the EFL classroom in Yogyakarta city has positive influence on high school students’ critical thinking skill and interest in reading English.
2. The “Good” category of reading literacy in the EFL classroom that was experienced by 26 respondents shows the highest mean on interest in reading English. The mean is 69,55. Meanwhile, the “Middle” category of reading literacy in EFL classroom has mean 66,46 on interest in reading English. The “Poor” implementation of reading literacy in EFL classroom on interest in reading English that was experienced by 23 respondents shows mean of 64,78.

From this result, it can be concluded that the implementation of reading literacy in EFL classroom in Yogyakarta city has positive influence on high school students' interest in reading English.

6.2 Multivariate Analysis

Multivariate analysis was done to examine the influence among X (Reading Literacy in EFL Classroom), Y1 (Students' Critical Thinking), and Y2 (Students' Interest in Reading English) variables. This analysis consists of Pillai's Trace, Wilk's Lambda, Hotelling's Trace, and Roys Largest Root. In this study, Wilk's Lambda analysis was used to analyze the research data. Regarding this, there is a criterion stating that if the significance is $< 0,05$, it means X variable (Reading Literacy in EFL Classroom) gives Y1 (Students' Critical Thinking) and Y2 (Students' Interest in Reading English) variables influence thoroughly. Conversely, if the significance is $>0,05$, it means X (Reading Literacy in EFL Classroom) variable does not give Y1 (Students' Critical Thinking) and Y2 (Students' Interest in Reading English) any influence. The following table is presented to show the result of the multivariate analysis. The multivariate analysis was assisted by SPSS Statistics 24 for Windows.

Multivariate Tests ^a								
Effect		Value	F	Hypot hesis df	Error df	Sig.	Noncent. Parameter	Observed Power ^d
Reading Literacy	Pillai's Trace	,086	3,721	4,000	330,000	,006	14,882	,883
	Wilks' Lambda	,915	3,731 _b	4,000	328,000	,006	14,926	,884
	Hotelling's Trace	,092	3,742	4,000	326,000	,005	14,967	,885
	Roy's Largest Root	,075	6,195 _c	2,000	165,000	,003	12,390	,888
<i>a. Design: Intercept + ReadingLiteracy</i>								
<i>b. Exact statistic</i>								
<i>c. The statistic is an upper bound on F that yields a lower bound on the significance level.</i>								
<i>d. Computed using alpha = ,05</i>								

Based on the result above, it can be seen that significant of Wilk's Lambda analysis is 0,006. Since the significance result is $<0,05$, it means reading literacy in EFL classroom influences students' critical thinking and interest in reading English.

6.3 Covariant Homogeneity Between Two Variables Analysis

Before conducting MANOVA analysis, covariant homogeneity test should be conducted. The data is homogeneous if the score of significance is $>0,05$.

Box's Test of Equality of Covariance Matrices^a	
Box's M	1,552
F	,251
df1	6
df2	37911,663
Sig.	,959

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + ReadingLiteracy

Based on the table above, the score of significance is 0,959, it means that the data is homogeneous. In other words, the result of Box's M analysis shows the equality of covariant between the two dependent variables in this study.

6.4 Variant Homogeneity Test

This variant homogeneity test was aimed to compare variant among the variables in this study. Levene's Test was used to analyze the homogeneity of the variant in this study. While Box's M analysis examined the variables at the same time, Levene's Test examined variables specifically. The criterion in Levenes' Test is that if the score of significance is $< 0,05$, it means that variant is not homogeneous. Conversely, if the score of significance is $> 0,05$, it means that variant is homogeneous.

Levene's Test of Equality of Error Variances^a				
	F	df1	df2	Sig.
Critical Thinking Skill	,252	2	165	,777
ReadingInterest	,666	2	165	,515

<i>Tests the null hypothesis that the error variance of the dependent variable is equal across groups.</i>
<i>a. Design: Intercept + ReadingLiteracy</i>

Based on the result above, the score of significant of students' critical thinking variable is 0,777, and the score of significant of students' interest in reading English variable is 0,515. Both scores of significant from the two variables is homogeneous because the scores are $> 0,05$.

6.5 Univariate Analysis

Univariate Analysis was done to compare the analysis of variables in this research separately. The univariate test was done by conducting Test of Between-Subjects Effects analysis.

Tests of Between-Subjects Effects								
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power ^c
Corrected Model	CriticalThinking	168,664 ^a	2	84,332	4,195	,017	8,389	,731
	ReadingInterest	326,606 ^b	2	163,303	3,559	,031	7,117	,655
Intercept	CriticalThinking	30010,527	1	30010,527	1492,685	,000	1492,685	1,000
	ReadingInterest	465653,984	1	465653,984	10147,151	,000	10147,151	1,000
Reading Literacy	CriticalThinking	168,664	2	84,332	4,195	,017	8,389	,731
	ReadingInterest	326,606	2	163,303	3,559	,031	7,117	,655
Error	CriticalThinking	3317,336	165	20,105				
	ReadingInterest	7571,870	165	45,890				
Total	CriticalThinking	54936,000	168					
	ReadingInterest	756700,000	168					
Corrected Total	CriticalThinking	3486,000	167					
	ReadingInterest	7898,476	167					

a. R Squared = ,048 (Adjusted R Squared = ,037)
 b. R Squared = ,041 (Adjusted R Squared = ,030)
 c. Computed using alpha = ,05

Based on the result above, it can be seen that reading literacy in EFL classroom significantly influences high school students' critical thinking skill by 0,731 (73%). In addition, reading literacy in EFL classroom significantly influences high school students' interest in reading English by 0,655 (65%).

6.6 Post Hoc Analysis

From the Levene's Test, it has been determined that the significance score of high school students' critical thinking skill is 0,777 and the significance score of high school students' interest in reading English is 0,515. From this result, it can be

concluded that variants in this research are homogenous. Therefore, post-hoc test that should be done in this research is post-hoc Bonferroni Test.

Multiple Comparisons								
Dependent Variable		(I) ReadingLiteracy	(J) ReadingLiteracy	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Critical Thinking	Bonferroni	Good	Middle	0,3	0,931	1	-1,95	2,55
			Poor	3,14*	1,252	0,039	0,11	6,17
		Middle	Good	-0,3	0,931	1	-2,55	1,95
			Poor	2,84*	1,023	0,019	0,36	5,31
		Poor	Good	-3,14*	1,252	0,039	-6,17	-0,11
			Middle	-2,84*	1,023	0,019	-5,31	-0,36
Reading Interest	Bonferroni	Good	Middle	3,09	1,406	0,087	-0,31	6,5
			Poor	4,77*	1,891	0,038	0,19	9,34
		Middle	Good	-3,09	1,406	0,087	-6,5	0,31
			Poor	1,67	1,546	0,841	-2,07	5,41
		Poor	Good	-4,77*	1,891	0,038	-9,34	-0,19
			Middle	-1,67	1,546	0,841	-5,41	2,07
Based on observed means.								
The error term is Mean Square(Error) = 45,890.								
*. The mean difference is significant at the ,05 level.								

1. High School Students' Critical Thinking Skill Variable

Based on the result of Bonferroni Test above, critical thinking of students who experience good reading literacy in their classroom, with the "Good" category does not show higher significance compared to students who are in the category of "Middle". It can be seen from the mean difference between "Good" and "Middle" categories that shows the score of 0,3; and significance $1 > 0,05$. On the other hand, the mean difference between "Good" and "Poor" category shows significant difference with the score of 3,14 with the significance of $0,039 < 0,05$. Besides, there is a significant difference between students' critical thinking skill who belong to "Middle" and "Poor" categories because the mean difference shows a score of 2,84 with the significance of $0,019 < 0,05$.

2. High School Students' Interest in Reading Interest Variable

Based on the result of Benferroni Test above, interest in reading English of students who experience good reading literacy in their classroom, with the "Good" category does not show a significant different compared to students who are in the category of "Middle". It can be seen from the mean difference between "Good" and "Middle" categories that shows the score of 3,09 and significance of $0,87 > 0,05$. On the other hand, there is a significant difference between "Good" and "Poor" category. It shows the score of 4,77 with the significance of $0,038 < 0,05$. Meanwhile, there is no significant difference of interest in reading English between the students who belong to "Middle" and "Poor" categories because the mean difference shows a score of 1,67 with the significance of $0,841 > 0,05$.

Appendix 7.
Research Letters

7.1. Validation Letters



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550835, 550836, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id, kerjasama_pasca@yahoo.com

Nomor : 3260 /UN34.17/LT/2018 27 Februari 2018
Hal : Izin Validasi

Yth. Bapak/Ibu Dr. Nurhadi, M.Hum.
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Reza Pustika
No. Mahasiswa : 16716251006
Prodi : Pendidikan Bahasa Inggris
Pembimbing : Pangesti Wiedarti, Ph.D.
Judul : *The Influence of Reading, Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak kami ucapkan terima kasih.



Wakil Direktur I,

Dr. Sugito, M.A.
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550835, 550836, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id, kerjasama_pasca@yahoo.com

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Nurhadi, M.Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : PBB - FBS - UNY

Menyatakan bahwa instrumen penelitian dengan judul:

The Influence of Reading, Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City

dari mahasiswa:

Nama : Reza Pustika
Program Studi : Pendidikan Bahasa Inggris
NIM : 16716251006

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. perbaiki bunyi pernyataan-nya dan
cek lagi proporsionalitas pernyataannya
2. cek error dalam naskah

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 1 Maret 2018

Validator,

Nurhadi

*) coret yang tidak perlu



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550835, 550836, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id, kerjasama_pasca@yahoo.com

Nomor : 2260/UN34.17/LT/2018 27 Februari 2018
Hal : Izin Validasi

Yth. Bapak/Ibu Dyah Setyowati Ciptaningrum, Ed.D.
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Reza Pustaka
No. Mahasiswa : 16716251006
Prodi : Pendidikan Bahasa Inggris
Pembimbing : Pangesti Wiedarti, Ph.D.
Judul : *The Influence of Reading, Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak kami ucapkan terima kasih.



Wakil Direktur I,

Dr. Sugito, M.A.
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550835, 550836, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id, kerjasama_pasca@yahoo.com

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dyah S. Ciptaningrum
Jabatan/Pekerjaan : Dosen P. Bahasa Inggris
Instansi Asal : Universitas Negeri Yogyakarta

Menyatakan bahwa instrumen penelitian dengan judul:

The Influence of Reading, Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City

dari mahasiswa:

Nama : Reza Pustaka
Program Studi : Pendidikan Bahasa Inggris
NIM : 16716251006

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Tambahkan list of difficult words di tiap soal yang sulit.
2. Sederhanakan lagi pilihan kata pada tiap soal. Saran lebih lengkap dapat dilihat di instrumen.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 5 Maret 2018

Validator,

Dyah S. Ciptaningrum

*) coret yang tidak perlu

7.2. Research Permission Letters



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN POLITIK
Jl. Jenderal Sudirman No 5 Yogyakarta – 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 21 Maret 2018

Kepada Yth. :

Nomor : 074/3466/Kesbangpol/2018
Perihal : Rekomendasi Penelitian

Kepala Dinas Pendidikan, Pemuda, dan
Olahraga DIY

di Yogyakarta

Memperhatikan surat :

Dari : Direktur Program Pascasarjana Universitas Negeri Yogyakarta
Nomor : 4043/UN34.17/LT/2018
Tanggal : 19 Maret 2018
Perihal : Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan tesis dengan judul proposal : **"THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA CITY"** kepada:

Nama : REZA PUSTIKA
NIM : 16716251006
No.HP/Identitas : 083869687665/1807086003930001
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Pascasarjana Universitas Negeri Yogyakarta
Lokasi Penelitian : SMAN 1 Yogyakarta, SMAN 2 Yogyakarta, SMAN 3 Yogyakarta,
SMAN 4 Yogyakarta, SMAN 9 Yogyakarta, SMAN 10 Yogyakarta,
SMAN 11 Yogyakarta

Waktu Penelitian : 1 April 2018 s.d 31 Mei 2018

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan:

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbangpol DIY selambat-lambatnya 6 bulan setelah penelitian dilaksanakan.
4. Surat rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Ijin Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan)
2. Direktur Program Pascasarjana Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA

Jalan Cendana No. 9 Yogyakarta, Telepon (0274) 541322, Fax. 541322
web : www.dikpora.jogjaprovo.go.id, email : dikpora@logjaprovo.go.id, Kode Pos 55166

Yogyakarta, 22 Maret 2018

Nomor : **070/3286**
Lamp : -
Hal : Rekomendasi Penelitian

Kepada Yth.
1. Kepala SMA Negeri 1 Yogyakarta
2. Kepala SMA Negeri 2 Yogyakarta
3. Kepala SMA Negeri 3 Yogyakarta
4. Kepala SMA Negeri 4 Yogyakarta
5. Kepala SMA Negeri 9 Yogyakarta
6. Kepala SMA Negeri 10 Yogyakarta
7. Kepala SMA Negeri 11 Yogyakarta

Dengan hormat, memperhatikan surat dari Badan Kesatuan Bangsa dan Politik Pemerintah Daerah Daerah Istimewa Yogyakarta nomor: 074/3466/Kesbangpol/2018 tanggal 21 Maret 2018 perihal Rekomendasi Penelitian, kami sampaikan bahwa Dinas Pendidikan, Pemuda, dan Olahraga DIY memberikan ijin rekomendasi penelitian kepada:

Nama : Reza Pustika
NIM : 16716251006
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Pascasarjana, Universitas Negeri Yogyakarta
Judul : *THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA CITY*
Lokasi : SMA Negeri 1 Yogyakarta, SMA Negeri 2 Yogyakarta, SMA Negeri 3 Yogyakarta, SMA Negeri 4 Yogyakarta, SMA Negeri 9 Yogyakarta, SMA Negeri 10 Yogyakarta, SMA Negeri 11 Yogyakarta
Waktu : 1 April 2018 s.d 31 Mei 2018

Dengan ketentuan sebagai berikut :

1. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi penelitian.
2. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Atas perhatian dan kerjasama yang baik, kami menyampaikan terimakasih.

a.n Kepala
Plt. Kepala Bidang Perencanaan dan Standarisasi



Ditrik Wardaya, S.P., M.Pd.
NIP. 196605301986021002

Tembusan Yth :
1. Kepala Dinas Dikpora DIY
2. Kepala Bidang Dikmenti Dikpora DIY

7.3. Research Letters



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN PEMUDA DAN OLARHAGA
SMA NEGERI 1 YOGYAKARTA
JL. HOS Cokroaminoto 10 Telp. 0274-513454, Fak 0274-542604 Yogyakarta 55253
Website : sman1yogya.sch.id ; e-mail : smasiji_teladan@yahoo.com

SURAT KETERANGAN

No : 421/500

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Yogyakarta menerangkan bahwa :

Nama : Reza Pustika
Nomor Mahasiswa : 16716251006
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Program Pascasarjana
Perguruan tinggi : Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMA Negeri 1-Yogyakarta pada tanggal 4 April 2018 dengan Judul Tesis "The Influence of Reading Literacy in EFL Classroom on High School Students' Critical Thinking Skill and Interest in Reading English in Yogyakarta City".

Demikian, Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Yogyakarta, 27 April 2018

Kepala Sekolah,



RUDY PRAKANTO, S. Pd, M. Eng.
NIP 19680323 199503 1 003



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA DAN OLAAHRAGA
SMA NEGERI 2 YOGYAKARTA

Jl. Bener, Tegalrejo, Yogyakarta Telp. (0274) 563647 Fax. (0274) 520079
Laman: WEBSITE: <http://www.sman2jogja.sch.id> EMAIL : sman2yk@gmail.com Kode Pos : 55243

SURAT KETERANGAN PENELITIAN

No : 070/ **375**

Yang bertanda tangan di bawah ini :

Nama : KUSWORO, S.Pd., M.Hum.
NIP : 19640718 198803 1 007
Jabatan : Kepala SMA Negeri 2 Yogyakarta
Alamat : Jl. Bener – Tegalrejo – Yogyakarta 55243

menerangkan bahwa mahasiswa tersebut dibawah ini :

Nama : REZA PUSTIKA
NIM : 16716251006
Pekerjaan : Mahasiswa PPs Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMA Negeri 2 Yogyakarta pada tanggal 1 s.d. 23 April 2018, dengan judul **THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL, STUDENTS' CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA CITY** dan yang bersangkutan tidak mempunyai tanggungan. Surat dari Dinas Dikpora DIY nomor : 070/3286 tanggal 22 Maret 2018.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 23 April 2018
Kepala Sekolah

Kusworo, S.Pd., M.Hum.
NIP. 19640718 198803 1 007





PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA

SMA NEGERI 3 YOGYAKARTA

Jalan Yos Sudarso 7 Yogyakarta Telepon (0274) 512856, 520512, Faksimile (0274) 556443
Laman : www.sman3-yog.sch.id Email : sman3_yk@yahoo.com Kode Pos : 55224

SURAT KETERANGAN

Nomor: 070 / 327

Yang bertanda tangan di bawah ini,

nama : Drs. Agus Santosa,
NIP : 19600422 198710 1 001,
pangkat/golongan : Pembina / IV a,
jabatan : Plh. Kepala Sekolah,
unit kerja : SMA Negeri 3 Yogyakarta,

berdasarkan Surat Kepala Dinas Pendidikan Pemuda dan Olah Raga DIY Nomor 070/3286
Tanggal 22 Maret 2018 perihal Rekomendasi Penelitian,

menerangkan bahwa

nama : REZA PUSTIKA,
NIM : 16716251006,
jurusan : Bahasa Inggris
fakultas : Pasca Sarjana Universitas Negeri Yogyakarta

Yang bersangkutan telah melakukan kegiatan pengumpulan data untuk penelitian dengan judul
"The Influence of Reading Literacy in EFL Classroom on High School Students' Critical
Thinking Skill and Interest in Reading English in Yogyakarta City", mulai 1 April sampai
dengan 24 April 2018 di SMA Negeri 3 Yogyakarta.

Demikian surat keterangan diterbitkan untuk dapat digunakan sebagaimana mestinya.

Yogyakarta, 24 April 2018
Pelaksana Harian Kepala



Drs. Agus Santosa
NIP 19600422 198710 1 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA NEGERI 4 YOGYAKARTA

Jl. Magelang, Karangwaru Lor, Yogyakarta 55241 Telepon : (0274) 513245 Fax : (0274) 582286
website : www.patbhe-jogja.sch.id email : info@patbhe-jogja.sch.id

Yogyakarta, 23 April 2018

SURAT KETERANGAN

Nomor : 070/0721

Yang bertanda tangan di bawah ini :

Nama : JAKA TUMURUNA, M.Pd
NIP : 19670511 2000031 1 007
Pangkat, Golongan/ Ruang : Pembina Gol. IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 4 Yogyakarta

Dengan ini menerangkan bahwa :

Nama : Reza Pustika
NO. MHS. / NIM : 16716251006 / Pasca Sarjana
Program Studi : Pendidikan Bahasa Inggris
Waktu : 1 April 2018 s.d 31 Mei 2018
Lokasi / Obyek : SMA Negeri 4 Yogyakarta

Telah melakukan Penelitian dengan Judul : THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA CITY

Demikian Surat Keterangan ini kami berikan untuk digunakan sebagaimana mestinya.

Yogyakarta, 23 April 2018



JAKA TUMURUNA, M.Pd
NIP. 19670511 2000031 1 007



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMA NEGERI 9 YOGYAKARTA

Jalan Sagan 1, Yogyakarta Telepon (0274) 513434 Faksimile (0274) 520346
Laman: www.sma9jogja.com E-mail: sma9yk@yahoo.com Kode Pos 55223
Hotline SMS Sekolah : 08112676078

SURAT KETERANGAN

No: 070 / 270

Yang bertanda tangan di bawah ini :

Nama : Drs. Bambang Istiarto, M.Ed
NIP : 19650110 198902 1 002
Pangkat / Golongan : Pembina / IV.a
Jabatan : Plh. Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

Nama : Reza Pastika
NIM : 16716251006
Pekerjaan : Mahasiswa Pasca Sarjana Universitas Negeri Yogyakarta
Jurusan Pendidikan Bahasa Inggris

telah mengadakan penelitian dalam rangka penyusunan tugas akhir dengan judul "*THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA CITY*" yang telah dilaksanakan di SMA Negeri 9 Yogyakarta pada tanggal 28 Maret 2018.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya,

Yogyakarta, 24 April 2018
Plh. Kepala Sekolah

Drs. Bambang Istiarto, M.Ed
NIP. 19650110 198902 1 002



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMA NEGERI 10 YOGYAKARTA**

Jl. Gadean No. 5 Ngupasan Yogyakarta Kode Pos 55122 Telp. (0274) 562458 Fax. 520429
EMAIL : sman10_jogja@yahoo.co.id, WEB SITE : www.sman10jogja.com

**SURAT KETERANGAN
Nomor : 070/406**

Yang bertanda tangan di bawah ini Kepala SMA 10 Yogyakarta

NAMA : **Drs. Basuki**
NIP : 19591012 198903 1 006
PANGKAT/
GOLONGAN : Pembina, IV/ a
JABATAN : Kepala Sekolah

Menerangkan bahwa

NAMA : **Reza Pustika**
NIM : 16716251006
MAHASISWA : Universitas Negeri Yogyakarta
FAKULTAS : Pascasarjana
JURUSAN : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di SMA N 10 Yogyakarta pada tanggal 18 April 2018 dengan judul:

”THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL STUDENTS’ CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA”

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 24 April 2018
Kepala Sekolah



Drs. Basuki
NIP. 19591012 195903 1 006



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA
SMA NEGERI 11 YOGYAKARTA
Jalan A.M. Sangaji 50 Yogyakarta Kode Pos 55233 Telepon/Faksimile (0274) 565898
EMAIL : smanegeri11_yogyakarta@yahoo.co.id
WEBSITE : www.sma11jogja.sch.id

SURAT KETERANGAN

No. 070/006

Yang bertanda tangan di bawah ini :

Nama : Ruswidyanto, S.Pd.
NIP : 19730725 200801 1 003
Jabatan : Waka Humas SMA Negeri 11 Yogyakarta

Dengan ini menerangkan bahwa :

Nama : Reza Pustika
NIM : 16716251006
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Pasca Sarjana Universitas Negeri Yogyakarta

Sudah benar-benar melakukan penelitian di SMA Negeri 11 Yogyakarta tentang "THE INFLUENCE OF READING LITERACY IN EFL CLASSROOM ON HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILL AND INTEREST IN READING ENGLISH IN YOGYAKARTA CITY" . Penelitian tersebut dilaksanakan tanggal 1 April – 31 Mei 2018.

Demikian surat ini kami buat dengan sebenar benarnya, semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 23 April 2018
Waka Humas,

Ruswidyanto, S.Pd.
NIP 19730725 200801 1 003

Appendix 8.
Research Documentation



