

## EXTENSIVE READING OF TENTH GRADERS: IN RELATION TO CRITICAL THINKING

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### Abstrak

Membaca ekstensif adalah membaca sejumlah besar teks atau bahan di luar kelas dan juga untuk pemahaman umum dengan maksud mendapatkan kesenangan dari teks yang sangat penting untuk pemerolehan ilmu. Sementara berpikir kritis adalah kemampuan untuk berpikir secara rasional dan jelas, memahami hubungan logis antara gagasan. Penelitian ini dilakukan untuk menunjukkan bagaimana membaca ekstensif siswa, bagaimana berpikir kritis siswa dan apakah ada hubungan antara membaca ekstensif siswa dan pemikiran kritis mereka. Hasil dari bacaan ekstensif siswa menunjukkan bahwa siswa masih memiliki minat dan motivasi yang baik terhadap membaca ekstensif. Sementara hasil tes berpikir kritis siswa adalah rendah. Itu mengindikasikan pasti ada sebabnya. Mungkin mental siswa lelah yang disebabkan banyak pertanyaan yang harus dijawab dalam waktu yang terbatas dan mungkin juga para siswa menjawab pertanyaan dengan sembarangan. Oleh karena itu, hasil dari hubungan antara membaca ekstensif dan berpikir kritis adalah tidak signifikan, dapat disimpulkan tidak ada hubungan diantara keduanya.

**Kata Kunci:** *Membaca Ekstensif, Berpikir Kritis*

### Abstract

Extensive reading was reading of a large number of texts or materials outside classroom and also for general comprehension with intention of getting pleasure from the text that is crucial for acquisition. While critical thinking was the ability to think rationally and clearly, understanding the logical connection between ideas. This study was conducted to find out how the students' extensive reading, how the students' critical thinking and whether any relation between the students' extensive reading and their critical thinking. The results from the students' extensive reading indicated that the students still have good interest and motivation toward extensive reading. While the results of students' critical thinking test were low. That indicated there must be a cause. It might be the students mental hectic which were caused a lot of numbers of questions that had to be done in limited time and also it might be the students answered the questions carelessly. Therefore, the result of the correlation between extensive reading and critical thinking was not significant, it concluded that there was no correlation between both of them.

**Keywords:** *Extensive Reading, Critical Thinking*

## 1. INTRODUCTION

One of the ways to build their interest of literacy and language development is doing extensive reading. Krashen, (2006) states — "If an activity is good for language and literacy development, then the activity is pleasurable." The EFL students have to realize that reading is an important ability of learning English because the more that you read, the more that you know. In fact, it is not enough for EFL students if they just have time to read in the class. By reading continuously

not only in academic context but also in the outside class the learners can enjoy their reading with pleasure. Day, (2015) states that extensive reading is an approach to second language for the learners by reading extensively, reading with their speed and fluency to enjoy the reading materials or it calls pleasure reading. While Ennis, (1996) states that the ability to think rationally and clearly, understanding the logical connection between ideas is critical thinking. Critical thinking maybe described as the skill to engage in thoughtful and independent learning. It requires the learners to use

their ability to reason. It is a matter of being an active learner rather than passive receiver of information.

Some research investigated the impact of extensive reading on critical thinking, or how critical thinking progress can be affected by the amount of reading. Jimenez, Haydee, Rosales, and Soraya (2010), for example, conducted a study in El Salvador aimed at finding out whether reading for pleasure would help their ESL students improve their critical thinking skills by exposing students to the real world. Meng (2009) explains that current situation for teaching and learning reading in Chinese Universities can improve students' reading competence as well as their linguistic capabilities. Meng supports his assertion by describing Extensive Reading as effective and pleasurable way for undergraduates to learn and to read English as a foreign language. Eftekhary & Kalayeh (2014) argue that there is a correlation between extensive reading and critical thinking for intermediate EFL learners in Azad University Rasht Branch. They claim that a significant way to help students solve problems was to include the growth of critical thinking in reading activities. It was found that students with strong critical thinking skills could better understand the reading materials, and that good reading comprehension could boost the overall critical thinking of the students.

Therefore, the researcher of this study wants Senior High School EFL students to be researched. With the difference of culture of the teenager as learner between in the Middle East Asia and South East Asia, the researcher wants to conduct the research not only examine their extensive reading among Indonesian students but also link it with critical reading. This study is going to investigate how is the students' extensive reading'', how is the students' critical thinking ability and whether two aspects above highly relate or not. Therefore, three research questions that were formulated from the gaps in research studies were:

1. How is the students' extensive reading?
2. How is the students' critical thinking measured by Cornell Critical Thinking Test?
3. Does extensive reading relate to critical thinking?

## 2. METHOD

### 2.1 Participants

The participant in this study was the first grade students of a senior high school in Bojonegoro. There were 5 parallel class for Science and Social: 1, 2, 3, 4, and 5. Each class approximately contained 30 students. Among all of the class, the researcher chose two classes, that was science 4 and 5 class in that school to be studied by administering questionnaires and test to the students. The researcher chose science 4 and 5 class because the teacher at the school there told that both of those class had students which more diligent than other class.

### 2.2 Instruments

The researchers employed two kinds of instruments to conduct this research, a questionnaire for extensive reading and a test for critical thinking ability.

First, The extensive reading questionnaire developed by the researcher consists of 12 items for the participants. The items is about how is their extensive reading. The questionnaire consists of four aspects relate to extensive reading questions, such as; reading activity, reading frequency, types of books, and effect of reading. Every question have 4 options that the student can choose. The type of the answer is like 1(sangat tidak setuju), 2(tidak setuju), 3(cukup setuju), 4(setuju), 5(sangat setuju).

Then the critical thinking test using Cornell Critical Thinking Testform X. It is developed by (Ennis, 1985). The Cornell Critical Thinking Test is an exam which helps teachers evaluate their students' critical thinking abilities. The Cornell Critical Thinking Test series, originally created by Robert Ennis of the University of Illinois at Urbana-Champaign and Jason Millman of Cornell University in 1985, provides two test levels: Level X for grades 5 through 12, and Level Z for grades 10 through 12. The exams can also be used at university level. The CCTT form X test is for students grade 5 - 12 consisting of 76 questions of multiple choice that be administered in 50 minutes.

According to Ennis the test consists of 4 subskills; inductive reasoning, deductive reasoning, judgement of reliability of the observations and the identification of resource (See table 2.2.1). Induction is a form of proof that generalizes based on someone's opinion. Deduction is the process of reasoning from one or more general statements to

reach certain logical conclusions. Observation is activity of process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas. Assumption identification is a process of identify the allegations that are accepted as a basis and as a basis of thinking because they are considered correct.

Table 2.2.1 The Sub-skills of CCTTLX and the Items in this sub-skills

| Subscale                  | Items |
|---------------------------|-------|
| Induction                 | 1-25  |
| Deduction                 | 26-50 |
| Observation               | 51-65 |
| Assumption Identification | 66-76 |

### 2.3 Data Collection

First of all, the researcher asked permission to the principal of the school. After getting the permission, the researcher met the English teacher to discuss the research and to choose the class as the participant. Then, the researcher chose science 4 and 5 class to be the participants. After selecting a class, the researcher and the teacher discussed the day be used to do the research. After that, on the day of research the researcher gave the questionnaire to the students. Before the researcher order the students to answer the questionnaire, the researcher gave them some basic knowledge about what is extensive reading. The questionnaire consisted of 12 questions that related to students' thought toward reading and the time to do the test is 15 minutes.

Then, the students were given critical thinking test by the researcher. The questionnaire consisted of 78 questions of multiple choice to measure students' critical thinking. The researcher gave the students 50 minutes to do the critical thinking. It needed two weeks for doing this research. Finally, after collecting the data, the researcher analyzed the result of the test of critical thinking and the questionnaire of extensive reading habit according to the indicators or question applied in the design analysis.

## 3. RESULT

### 3.1 The Result of Extensive Reading Questionnaire

The researcher calculated the test results using IMB Statistical SPSS 23.0. The data that have been calculated are presented as follows

Table 3.1.1 Result of Extensive Reading Questionnaire

|                   | Mean | Std. Deviation |
|-------------------|------|----------------|
| Reading_Activity  | 7.77 | 1.064          |
| Reading_Frequency | 7.82 | 1.568          |
| Types_ofBook      | 7.58 | 1.488          |
| Effect_ofReading  | 9.62 | 1.329          |

The questionnaire given consisted of 12 questions about extensive reading and had already grouped into some reading components; those are reading activity, reading frequency, material and types of reading book, and also students' perception toward the effect of reading on their critical thinking skill.

According to the questionnaire, the first aspect was the reading activity. Students in the reading activity aspect get an average of 7.7. While the highest value the students got from reading activity is 11 and the lowest is 6. Therefore, from the size of the maximum reading activity value is 15, then the average of 7.7 obtained by students can be indicated to be moderate.

The second aspect of the questionnaire was the reading frequency. Students in the reading frequency aspect get an average of 7.8. While the highest value the students got from reading activity is 12 and the lowest is 6. Therefore, from the size of the maximum reading activity value is 15, then the average of 7.8 obtained by students can be indicated to be moderate.

The third aspect of the reading questionnaire was types of book. Students in the types of book aspect get an average of 7.5. While the highest value the students got from reading activity is 12 and the lowest is 6. Therefore, from the size of the maximum types of book value is 15, then the average of 7.5 obtained by students can be indicated to be moderate.

Moreover, the fourth aspect was the effect of reading. Students in the effect of reading aspect get an average of 9.6. While the highest value the students got from reading activity is 11 and the lowest is 7. Therefore, from the size of the maximum reading activity value is 15, then the

average of 7.7 obtained by students can be indicated to be high.

### 3.2 The Result of Critical Thinking Test

The researcher also calculated the test results using IMB Statistical SPSS 23.0. The data that have been calculated are presented as follows

Table 3.2.1 Result of Critical Thinking Test

|             | Mean  | Std. Deviation |
|-------------|-------|----------------|
| Induction   | 6.133 | 4.1801         |
| Deduction   | 5.917 | 3.2327         |
| Observation | 3.617 | 2.6798         |
| Assumption  | 3.283 | 1.6166         |

In order to reveal the second research question, the critical thinking test was needed to be administered. The test given consisted of 76 questions about critical thinking and had already divided into some sub-skills; those are induction, deduction, observation and assumption identification.

According to the test, the first aspect was induction. Induction is a form of proof that generalizes based on someone's opinion. Students in the induction ability get an average of 6.1. While the highest value the students got from induction is 17.5 and the lowest is 1. Therefore, from the size of the maximum induction value of 25, then the average of 6.1 obtained by students can be indicated to be low.

The second aspect of the test was deduction. Deduction is the process of reasoning from one or more general statements to reach certain logical conclusions. Students in the deduction ability get an average 5.9. While the highest value of the students got from deduction is 13 and the lowest is 1. Therefore, from the size of the maximum deduction value of 25, then the average of 5.9 obtained by students can be indicated to be low.

The third aspect of the test was observation. Observation is activity of process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas. Students in the observation ability get an average 3.6. While the highest value of the students got from deduction is 10.5 and the lowest is 1.5. Therefore, from the size of the maximum deduction value of 15, then the

average of 3.6 obtained by students can be indicated to be low.

Finally, the fourth aspect of the test was assumption identification. Assumption identification is a process of identify the allegations that are accepted as a basis and as a basis of thinking because they are considered correct. Students in the assumption identification ability get an average 3.3. While the highest value of the students got from assumption identification is 8 and the lowest is 2. Therefore, from the size of the maximum deduction value of 11, then the average of 3.3 obtained by students can be indicated to be low.

### 4.3 The Correlation between Extensive Reading and Critical Thinking

Table 4.3.1 Correlation between Extensive Reading and Critical Thinking

|                   |                     | Induction | Deduction | Observation | Assumption |
|-------------------|---------------------|-----------|-----------|-------------|------------|
| Extensive Reading | Pearson Correlation | .084      | .127      | .106        | .118       |
|                   | Sig. (2-tailed)     | .524      | .333      | .418        | .369       |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The correlation between extensive reading and critical thinking was investigated using Pearson product-moment correlation coefficient. Extensive reading was found to be not significantly correlated with: induction use ( $r = .084$ ,  $p = .524$ ), deduction use ( $r = .127$ ,  $p = .333$ ), observation use ( $r = .106$ ,  $p = .418$ ), and assumption use ( $r = .118$ ,  $p = .369$ ). This reveals that students with higher average of their extensive reading result of mean score may not necessarily have higher critical thinking.

## 4. DISCUSSION

### 4.1 The Students' Extensive Reading

For the research question one, the researcher wants to find out how the students' extensive reading is and also whether any benefits of their

extensive reading or not according to them. The result from the students' extensive reading was moderate. This finding shows that the students are not aware yet about extensive reading. They might be do not know yet what is extensive reading and how it is. Even though, in the previous research Day (2009) had investigated the various benefits obtained from extensive reading activities from many countries. From the result of this study, students get the highest average score from the extensive reading questionnaire in the aspect of the effect of extensive reading, it can be said there are benefits from extensive reading here. Although they cannot aware what the benefits are, but the benefits that have been investigated by Day, (2009) are like increase vocabulary, increase reading rate, and increase motivation.

#### 4.2 The Students' Critical Thinking

Then, for the the research question two, the researcher refers to use Cornell Critical Thinking Test by Ennis & Millman, (1985) to determine the critical thinking abilities of the students. However, the standard of CCTT is still rare for the students in Indonesia because that test is mostly conducted abroad, but there is already classification age for each test level so that the question of test is suitable. The result of this study was very unsatisfactory, because of the four aspects tested, their average scores were all low. This finding shows that it might be because the students do not have enough time to do the test. Since the test was tested for 100 minutes, consisting of four sessions, namely Induction for 30 minutes, Deduction for 30 minutes, Observation for 20 minutes, and Assumption for 20 minutes. It caused mental hectic to the students because the questions is a lot and had to be done in short of time. Therefore, the researcher thinks that the students are not ready yet to do the test and also it might be the students do the questions carelessly. Mostly, the subject of CCTT in the previous research was university students while in this research was senior high school students.

#### 4.3 Correlation between Extensive Reading and Critical Thinking

The last is about research question three. It was about the result stated extensive reading habit did not affect students' critical thinking skill. It was proven by the critical thinking result of the

students. This finding shows that although in Indonesia there are many researchers who investigate extensive reading and critical thinking, but those who examine the relationship between the two are mainly limited. The result of this study did not support the theory stated by Fanshao Meng (2009) that reading influences critical thinking because it helps the learners to be more critical in thinking. It might be because the differences between the subject of the previous research and also the setting. The subject of the research of Fanshao Meng (2009) was university students while in this research was senior high school students.

Generally, the students who read well and continuously would have a tendency to criticize well since they have understood how to lesson. The students automatically recall their memory related to information, point of view, and also the comprehension they have read during their extensive reading process. However, in this case, the result was not significant, it conclude that there was no correlation between extensive reading and critical thinking for this research. As far as the researcher concern, the reason why they had no correlation between each other was because the differences of subject and setting of the previous research.

### 5. CONCLUSION & SUGGESTIONS

The results of the students' extensive reading from four aspects (reading activity, reading frequency, types of book, and effect of reading) that have been measured was moderate. This finding shows that the students are not aware yet about extensive reading. They might be do not know yet what is extensive reading and how it is. Then, the result of students' critical thinking from also four aspects (induction, deduction, observation, and assumption identification) that have been measured was low. This finding shows that it might be because the students do not have enough time to do the test. The limitation of the time caused mental hectic to the students because the questions is a lot and had to be done in short of time. Therefore, the researcher thinks that the students are not ready yet to do the test and also it might be the students do the questions carelessly. Therefore, based on those two

results above, Extensive reading was found to be not significantly correlated with critical thinking. The result was not significant, it concludes that there was no correlation between extensive reading and critical thinking for this research.

Related to the conclusion stated above, the researcher would like to give some recommendation for the students, further researchers and institution involved. For the students, are suggested to develop their extensive reading and aware of critical thinking because both of them is important for students to be a better students. For the other researchers, are suggested to have a look at the other factors that influence students' extensive reading, so that the process of reading is maximized. The other researchers can use quantitative design to explore more. Moreover, it is great to combine with a media that ease students' reading. For the principal of the Senior High School in Bojonegoro, is suggested to have a program named literacy movement that helps the students to have a quality time on reading that makes them interest. Since reading is one of important skill that students must have, it also provides students by lots of knowledge they have not been discovered. It helps to build any other abilities such as comprehending skill and increase students' vocabulary size. The last, the researcher of this research knows that this research is still far from perfect. But, this thesis can be a source or reference to the next research to be better.

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