Papanda Journal of English Education
ISSN 2830-5477
Volume 4, Issue 1, 2024, pp. 28 – 37

The Relationship between EFL Students' Critical Thinking and Their Reading Comprehension

Salsabilla Kharisma Dewi [1], Nuri Ati Ningsih[2], Arri Kurniawan[3]
[1,2,3]English Education, PGRI Madiun University, Madiun, Indonesia
*Coresponding Author: salsabilakd24@gmail.com

ABSTRACT
Students often face challenges in reading comprehension, such as distinguishing main ideas and supporting details, connecting topics and background knowledge in the text, and concluding the contents of the reading. Therefore, it is important to investigate whether there is a relationship between students' critical thinking ability and their reading comprehension performance. Using a quantitative correlational research design, the research involved 25 eleventh-grade students from SMAN 1 Jiwan, selected through cluster random sampling. To measure the ability of both variables, the critical thinking instrument used was the critical thinking questionnaire by Jie et al., while the reading comprehension instrument was a collection of validated questions that are arranged based on learning objectives in the classroom. The results showed the not statistically significant relationship between critical thinking and reading comprehension (sig. 0.184), although there was a tendency for a weak positive correlation (r = 0.274). This may be due to an imbalance between critical thinking and reading comprehension skills, limited language and basic linguistic skills, and a lack of practice in applying critical thinking in reading. Therefore, the application of critical thinking in reading comprehension activities is needed, and the development of students' language skills is needed in EFL learning.
Keywords: critical thinking; reading comprehension; relationship; EFL students

Article History:
Received 2025-05-02
Accepted 2025-06-05

INTRODUCTION

In the current era of globalized world, English has become a crucial medium for acquiring information and knowledge across disciplines to enhance skills in diverse fields. One of the vital language skills required to mastering English is reading comprehension. According to Grabe & Stoller (2020), reading comprehension involves a complex reading process, where readers are required to process words accurately and directly, build meaningful representations of ideas in the text, and carry out the entire information acquisition process quickly. This shows that reading comprehension is related to the ability to understand and interpret information from the text correctly. This is also reinforced by Astiantih et al.'s (2022) simpler statement, which shows that reading comprehension refers to the essential skills needed to understand, evaluate, and recognize the author's thoughts in the text. From this process, readers can enhance a general understanding of the reading, which is also a fundamental aspect of language acquisition. Therefore, this makes reading comprehension an essential requirement in learning through reading texts.

The ability to understand and interpret information in a text is not only related to students' linguistic abilities but also to using their critical thinking skills in processing information. Mogea (2022) stated that critical thinking is related to a person's thought process in analyzing and evaluating a problem or proposition to determine the core information that can be properly accounted for. This ability allows a person to dig up information by observing, collecting, asking relevant questions, sorting information efficiently, and determining appropriate, rational, and logical decisions. This ability is actively used by the readers in analyzing information in reading. Zubaidah et al. (2018) emphasized that critical thinking is needed by readers, in this case students, to build strong arguments, make accurate judgments, and

evaluate the author's opinions that are deficiencies in the texts they read. This aspect helps students understand the reading text well. Therefore, the development of critical thinking skills is needed to build students' ability to understand the information contained in the reading.

Critical thinking skills require stimulation and practice to use the skills well. In this case, critical thinking can be gained and developed through reading comprehension activities in learning. In a study conducted by Marmita (2021), it was found that students can use their critical thinking optimally through Sustained Silent Reading and Reading Response activities implemented in the classroom. This shows that reading comprehension activities can help students develop their critical thinking skills by understanding the text in depth and assessing the author's ideas that can be compared with the reader's personal opinion of the reading. Furthermore, Anaktototy & Lesnussa (2022) also found that Directed Reading Thinking Activity activities also help students improve their reading comprehension and critical thinking skills because this activity facilitates students in practicing reading comprehension by estimating clues or predicting conclusions and confirming them. Hence, this shows that reading comprehension and critical thinking can be enhanced side by side to acquire the desired results in understanding a text.

In the reading comprehension process, there are difficulties and barriers that EFL students must overcome to obtain the desired understanding. This is explained in the research of Ramadhianti & Somba (2023), which shows that students have difficulty in classifying main ideas and supporting details, recognizing main ideas between paragraphs, ascertaining topics in texts that are different from their cultural background, connecting them, understanding vocabulary and diction used in the text, and concluding the contents of the text. This underlines the complex difficulties of reading comprehension which are related to their linguistic understanding and thinking skills. Furthermore, Janah et al. (2024) found that students' difficulties in applying critical thinking in reading comprehension were due to a lack of self-confidence, low motivation of students in learning, inadequate practice, limited language skills, and an environment that did not support them in developing these skills. Therefore, this shows that the difficulties that occur in the reading comprehension process are also suspected to be caused by students' inadequate critical thinking skills.

In previous studies, students' critical thinking was indicated to have a crucial role in determining students' reading comprehension skills. This is proven by the research of Tabrizi & Jafari (2015) which divide reading comprehension skills into 3 categories, namely low, medium, and high. The results of their study show that there is a significant positive relationship between critical thinking and reading comprehension for all categories which indicates that students' critical thinking skills are reflected in their reading comprehension ability. Furthermore, Muslem et al. (2017) investigate the application of critical thinking indicators in reading comprehension activities. They find that although not all indicators were used by respondents, all indicators are detected in the overall data of respondents. This denotes that critical thinking ability is an important aspect of reading comprehension even though its use varies for each person.

Several studies have explored the relationship between critical thinking and reading comprehension across different populations. In Putra (2019) study, he examines the relationship between the two variables in a population of Madrasah students. He found a significant relationship with a weak positive correlation between critical thinking and students' reading comprehension. This shows that students with high critical thinking will also achieve good reading comprehension, and vice versa. This is also found in a study conducted by Nugrahanto et al. (2023) who examine the relationship between critical thinking and reading comprehension in a population of junior high school students. The results of this study indicate that students' critical thinking has a crucial role in the reading comprehension process because critical thinking skills allow students to analyze, evaluate, and synthesize the information they get from reading texts. In the study of Ramadhani et al. (2023) on English Education students, a positive and significant relationship is found between the two variables. Students with good critical thinking skills will be able to use their critical thinking skills to identify facts, main ideas, and supporting details, and also understand how the text is structured. The same thing is also found by Huynh & Nguyen (2023) who study early-level English students which shows that reading comprehension skills would increase along with their

critical thinking skills. These studies point out that in various populations, critical thinking skills are closely related to reading comprehension.

Despite these findings, there remains a lack of research that focused on the relationship between critical thinking and reading comprehension especially among general EFL high school students. Most existing studies have been conducted among university students or specific educational context such as madrasah or junior high school. The differences in population and academic pressure may affect the generalizability of the findings. Therefore, examining how the relationship between critical thinking and reading comprehension in this population can provide more diverse and comprehensive insights and is useful for improving their skills at this level. Moreover, previous studies rarely utilized the instruments particularly adapted to the context of EFL reading and critical thinking indicators in reading tasks. Thus, there is a need for more contextually developed instruments to measure the relationship between these two variables appropriately.

Based on the gap identified, this study aims to investigate the relationship between critical thinking and reading comprehension in EFL high school students. The difference of this study towards the previous studies refers to its use of critical thinking instruments directly related to the experience in reading activity and reading comprehension tests in line with learning objectives in the class. This is expected to provide valid and systematic results to describe the relationship between the two variables in this context and population. Therefore, the research questions in this study is "Is there any relationship between EFL students' critical thinking and their reading comprehension, especially in general high school students?"

METHODS

This study aimed to find the relationship between critical thinking and reading comprehension of EFL students. To achieve this goal, this study used a correlational research design. This is based on Kothari (2004), who stated that correlational research tests the correlation or relationship between two or more variables without being accompanied by the cause. In addition, this research design also allowed results that show the strength and direction of the relationship, so that it could answer the proposed research objectives.

This study was conducted on 11th-grade students at SMAN 1 Jiwan in the 2024/2025 academic year, even semester. This means that the population in this study was all 11th-grade students, totaling 74 students. At this level, there are 3 classes with the number of students per class ranging from 24 to 26 students. Therefore, the researchers applied the cluster random sampling technique to take samples. Cohen et al. (2018) explained that the sample is a representation of the entire population, so that it is expected that the participants involved can reflect the entire population. The use of this technique made it possible to determine the sample unit based on the selected class, considering that all existing classes are homogeneous. In this case, class XI A was selected as the sample for this study, with a total of 25 students.

To collect data for both variables, the researcher used a critical thinking questionnaire and a reading comprehension test taken at different times. The researcher used a questionnaire developed by Jie et al. (2015), which used List of Six Core Critical Thinking as theoretical basis to measure students' critical thinking and has been tested for validity and reliability. The researcher adopted 20 statements that measure six indicators of critical thinking, such as Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-Regulation. The questionnaire was filled out using a Likert scale ranging from 1 to 5, with the description of the number 5 means Agree, 4 means Basically Agree, 3 means Hard to Say, 2 means Not Quite Agree, and 1 means Disagree. The results of filling out the questionnaire, which were added up, produced a total score that would later be calculated for correlation with the results of the reading comprehension test. However, the categorization of students' critical thinking abilities was based on their mean value, which category was based on the category of Adu et al. (2023), namely:

Table 1. Category of Critical Thinking Questionnaire Scores by Mean Range

Mean Range	Critical Thinking Level
1.00 – 1.80	Very Poor
1.81 – 2.60	Poor
2.61 – 3.40	Moderate

3.41 – 4.20	Good
4.21 – 5.00	Very Good

Meanwhile, reading comprehension data collection was carried out using a reading comprehension test. In this case, the macro skills indicators by Brown & Abeywickrama (2019) are used in determining the question indicators derived from student learning objectives in class. The 25 test questions were taken from test questions that had been tested for validity and reliability, which were then adopted and adjusted to the learning objectives. Each question answered correctly gets a score of 1, while questions answered incorrectly get a score of 0. To get the total score, the researchers used the formula of Asrul et al. (2015) below:

Table 2. Formula of Calculation Reading Comprehension Test

$$s = \frac{B}{N} \times 100$$

Description:

s = score
B = number of items answered correctly
N = number of multiple choice questions

After reading comprehension score was calculated, the score was categorized according to its value range. In this case, the researchers used the categories of Anggraena et al. (2022), which explained the categories for students' summative tests that can be applied to this reading comprehension test. The categories are as follows:

Table 3. Category of Reading Comprehension Assessment Scores

Value	Category	Description
0 – 40	Not yet reached	Remedial in the whole parts
41 – 65	Not yet reached completion	Remedial in the required parts
66 – 85	Has reached completion	No remedial required
86 – 100	Has reached completion (high level)	Need to be given further enrichment

After all the data was collected, the researchers conducted a test using SPSS 23. Before the test was conducted, the researchers conducted a descriptive analysis of the data to determine the students' abilities in each variable. After being analyzed, the data was tested for normality first to determine whether the data was normally distributed or not. If the data were normally distributed, the correlation test could be carried out using Pearson's r. The results of the correlation test could be seen from the correlation coefficient value and the significance value produced. The correlation coefficient value indicates the direction and strength of the relationship, while the significance value indicates whether or not there is a statistically significant relationship. The results of this test can answer the research objective to find the relationship between critical thinking and reading comprehension. The guidelines for categorizing relationships between variables with correlation coefficients can be seen in the following table:

Table 4. Guidelines for Interpreting Correlation Coefficients

Coefficient Interval	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

(Sugiyono, 2019)

RESULTS AND DISCUSSION

Students' Critical Thinking Skills

After the students filled out the questionnaire, the researcher recorded the filling numbers for each statement for each student. Then, the researcher conducted a descriptive analysis to determine the mean

value produced which would later be categorized based on its value range. The results of the descriptive analysis of the critical thinking questionnaire data can be seen in the following table:

Table 5. Descriptive Statistics of Critical Thinking Questionnaire and Their Categories

	Minimum	Maximum	Value	Category	Std. Deviation	Variance
Critical Thinking	2.3	4.7	3.700	Good	.6371	.406

Table 5 shows a descriptive analysis of the results of students' critical thinking questionnaire filling. Based on the table above, the minimum mean critical thinking value of students is 2.3, while the maximum mean value is 4.7. This shows that students' critical thinking abilities range from the "Poor" to "Very Good" categories. Meanwhile, the mean value for all students' critical thinking is 3.700, which shows that the average critical thinking ability of students is classified as "Good". The standard deviation and variance obtained on the overall mean data, namely .6371 and .406, indicate that the distribution of student data is not too far from the overall average value. The distribution of student data can be seen from the following critical thinking categories:

Table 6. Critical Thinking Classification

		Frequency	Percent
Critical Thinking	Poor	3	12.0
	Moderate	2	8.0
	Good	17	68.0
	Very Good	3	12.0
	Total	25	100.0

Table 6 shows the frequency of data for each category of students' critical thinking. Based on the table above, the "Good" category dominates students' critical thinking abilities with the frequency of students occupying this category as many as 17 students (68%). The "Poor" and "Very Good" categories are occupied by the same number of students, namely 3 students with a percentage of 12%. Meanwhile, the "Moderate" category is the category with the fewest number of students, namely only 2 students (8%). Dominated by the "Good" category, this shows that the distribution of the resulting data is not too far from the overall mean value of students.

Students' Reading Comprehension

After the students completed the reading comprehension test, the researcher calculated the students' scores and categorized them based on the predetermined value range. The researcher conducted a descriptive statistics test to find out the reading comprehension data that had been recorded and calculated. The results of the descriptive analysis of reading comprehension data can be seen in the following table:

Tabel 7. Descriptive Statistics of Reading Comprehension Test

	Minimun	Maximum	Value	Category	Std. Deviation	Variance
Reading Comprehension	12	52	35.04	Not Yet Reached	10.151	103.040

Table 7 shows a descriptive analysis of students' reading comprehension tests. Based on the table above, the minimum score of students is 12, while the maximum score of students is 52. This shows that students' reading comprehension abilities range from the category of "Not Yet Reached" to "Not Yet Reached Completion". There are no student test scores that reach the categories of "Has Reached Completion" and "Has Reached Completion (high level)". Meanwhile, the mean value is 35.04 which indicates that students' reading comprehension abilities are in the category of "Not Yet Reached". The standard deviation and variance obtained are 10.151 and 103.040, explaining that although the majority of students get low scores, some students show better reading comprehension abilities than the overall average. The distribution of student data can be seen from the following reading comprehension categories:

Table 8. Reading Comprehension Classification

		Frequency	Percent
Reading Comprehension	Not yet reached	18	72.0
	Not yet reached completion	7	28.0
	Total	25	100.0

Table 8 shows the frequency of data for each category of students' reading comprehension. Based on the table above, the category "Not Yet Reached" dominates students' reading comprehension ability with a frequency of 18 students (72%). The category "Not Yet Reached Completion" shows a smaller number with a frequency of 7 students (28%). Through the frequency of each category, it can be concluded that students' reading comprehension ability is very low and cannot achieve the minimum score that must be achieved. This shows that students have not been able to master reading comprehension skills well.

Normality Testing

Normality testing is an important step to find out whether the data obtained is normally distributed or not. The results of this test are used to determine the sustainability of the correlation test to be used. Data is categorized as normally distributed if the significance value produced is more than .05 ($p > .05$). In this study, the researcher used the results of the Shapiro-Wilk test to determine the results of the normality test. Here are the results of the normality test:

Tabel 9. Results of Normality Testing

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Critical Thinking	.147	25	.169	.931	25	.092
Reading Comprehension	.138	25	.200*	.970	25	.649

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 9 shows the results of the data normality test for both variables. Based on the table above, the significance value for the critical thinking variable is .092 while the reading comprehension variable is .649. Both of these values exceed the significance value of .05 (> .05), so this result rejects H_0 and shows that the data is normally distributed. Thus, the correlation test can be continued using Pearson Product Moment.

Correlation Testing

Correlation testing using Pearson Product Moment can be done if the data has been identified as normally distributed. The results of this test can provide an overview of the relationship between critical thinking and students' reading comprehension. The relationship between the two variables can be seen through the acquisition of r-value and significance value. The acquisition of the r-value shows the strength and direction of the relationship, while the acquisition of the significance value shows the significance of the relationship. The relationship can be said to be statistically significant if the resulting significance value is less than .05 (<.05). Furthermore, the results of the correlation test can be seen in the following table:

Table 10. Results of Correlation Testing

Correlations

		Critical Thinking	Reading Comprehension
Critical Thinking	Pearson Correlation	1	.274
	Sig. (2-tailed)		.184
	N	25	25
Reading Comprehension	Pearson Correlation	.274	1
	Sig. (2-tailed)	.184	
	N	25	25

Based on the table above, the r-value obtained is .274. This indicates a weak positive correlation between the two variables. Meanwhile, the significance value obtained is .184, which exceeds .05 (.184 > .05). This cannot provide strong enough evidence which indicates that the relationship obtained does not mean anything. This result fails to reject H_0, meaning that there is no statistically significant relationship between the two variables.

Discussions

The results of this study reveal how the relationship between critical thinking and reading comprehension in the context of EFL senior high school students. The results of the analysis obtained indicate that there is no significant relationship between the two variables. This is evidenced by the significance value of .184 which exceeds .05. Although the r value obtained shows a tendency for a weak positive relationship (r = .274), the relationship does not have statistical meaning so this relationship cannot be applied to the entire population. Therefore, this highlights that the results of the study accept H0 and reject H1, which means there is no significant relationship between the two variables in EFL students.

The absence of the relationship between two variables can be analyzed through the results of descriptive analysis between students' critical thinking and reading comprehension results. The results of descriptive analysis on critical thinking show that students tend to have good critical thinking skills, where the majority of students are in the "Good" category. Meanwhile, in reading comprehension, students show very low reading comprehension skills which are in the "Not Yet Reached" category. This illustrates the striking gap between students' critical thinking and reading comprehension skills. Therefore, the difference in ability levels between critical thinking and reading comprehension is thought to contribute to influencing the results of the relationship between the two variables.

The gap between students' critical thinking and reading comprehension may be influenced by other factors outside of these variables. This condition can be explained through the theory Brown & Abeywickrama (2019) which explains how to become an efficient reader. The effective reading process involves bottom-up and top-down processes that must be mastered by the reader. The bottom-up process emphasizes understanding the text from the smallest details, such as letters, words, and phrases which help readers towards basic linguistic understanding. When the bottom-up process is mastered well, it will help readers master the top-down process which focuses on previous knowledge or experiences that are contextual so that the content can be understood comprehensively. This emphasizes that basic linguistic skills are one of the important aspects to master in reading comprehension. This is reinforced by the findings Velayati et al. (2017) which found that students had difficulty applying critical thinking to reading comprehension activities. These difficulties are caused by a lack of practice, inadequate language proficiency, insufficient vocabulary, weak knowledge of the context, and their lack of understanding of the implied information in the text. In this case, the most influential causes of difficulty in reading comprehension are lack of practice, weak knowledge of the context, and low mastery of the students' language. This shows that critical thinking skills in reading cannot be used optimally when students have difficulty mastering the language and basic linguistic understanding. These abilities are not used separately but complement each other to form a better understanding of the reading text.

The results of this study are aligned with the findings of the study by Sahiruddin et al. (2022), who investigated the relationship between critical thinking and reading comprehension in EFL students. Their research results showed that the relationship between critical thinking and reading comprehension was not statistically significant although there was a tendency for a very weak positive relationship. They suspect that the results of this study were influenced by students' weak vocabulary mastery, where the vocabulary in the text was difficult for students to understand. In addition, students may not be accustomed to using critical thinking, so enhancing this ability is needed. The results are also in line with the result of Ummah et al. (2024), who studied in the context of a high school student population. They found that the significance value acquired was 0.659, with a correlation coefficient value of 0.068. This denotes that there is no statistically significant relationship, even though there is a tendency of a very weak positive correlation. They propose that aspects such as the difficulty level of reading texts, and disparities in students' background knowledge should be examined more thoroughly to gain a more comprehensive insight into the factors that connect the two variables. Therefore, this provides the overview that critical thinking is not the only aspect that can be related to students' reading comprehension levels.

The results of this study are in contrast to the results of research obtained by Putra (2019) who studied Madrasah students. They find a significant relationship between critical thinking and reading

comprehension, although there is a tendency for a weak positive relationship. The population studied has characteristics where students do not have interest and motivation in thinking critically, making it difficult for them to understand long texts, and evaluate ideas and information. It affects minimal reading scores. This shows that the characteristics of the participants in the study contributed to influencing the results of the study. In addition, the results of the same study are also studied in the context of EFL students. Research conducted by Ramadhani et al. (2023) on English Education students shows a significant relationship between critical thinking and reading comprehension with a strong and positive level of relationship. Meanwhile, research Mohammed & Majeed (2024) which is also conducted on English students shows a significant relationship between critical thinking and reading comprehension. They find that the scores for both variables were above average. Their results indicate other factors such as the learning context of the participants can contribute to the discovery of a relationship between the two variables. Based on Murawski (2014), learning in higher education emphasizes the use of critical thinking in the classroom, so that students can develop their critical thinking skills to apply them according to context and conditions. Critical thinking-based learning is commonly taught in various subjects which are expected to stimulate students' way of thinking. Since the populations in the previous study were English language students, they can understand English texts better than high school students. Compared to higher education, learning at the high school level tends to provide fewer opportunities to practice critical thinking in reading activities. Although the curriculum encourages students' critical thinking, its implementation is infrequent. As a result, combined with students' diverse English skills, reading comprehension activities tend to focus on literal comprehension. Hence, despite the students in this study possessing strong critical thinking skills, the absence of a significant relationship between the two variables may also be attributed to differences in learning contexts and student characteristics.

In brief, the findings of this study denote that students' critical thinking skills, which are classified as good, have not been able to play an optimal role in achieving adequate reading skills. It indicates that the imbalanced relationship between critical thinking and reading comprehension is also affected by other factors. These factors are related to students' basic linguistic skills, language mastery, and the implementation of critical thinking in reading comprehension activities. Limitations in these factors cause students' reading comprehension not to be seen optimally. A comparison of the results with previous studies shows differences in student characteristics and learning contexts that affect the results of the current study. This suggests the importance of developing critical thinking contextually and effectively in learning so that it can support students' reading comprehension more optimally.

CONCLUSION

This study aims to find the relationship between critical thinking and reading comprehension in high school students who are categorized as EFL students. Based on the results of the study on grade XI students, a weak positive correlation was found between the two variables, but the relationship was not statistically significant. This result indicates that the relationship obtained cannot be generalized to the entire population so the null hypothesis (H_0) fails to be rejected. Thus, previous theories and studies that state a significant relationship between critical thinking and reading comprehension cannot be applied in the context of high school students in general. This insignificance is thought to be influenced by several factors, including the imbalance between critical thinking and reading comprehension abilities shown through the results of descriptive analysis. Factors such as basic language skills, vocabulary mastery, and lack of student practice in applying critical thinking when reading texts are also thought to influence the results of this study. This study has implications for further research. Since this study used a correlational design, then with the existing research limitations, further research is suggested to use an approach or design that allows for further exploration of the factors that influence the relationship between critical thinking and reading comprehension. This is expected to contribute to a more comprehensive understanding of the relationship between the two variables. In addition, the study has implications for teaching reading comprehension in the classroom. Teachers are advised to train students' reading comprehension skills along with their critical thinking skills and basic language skills. This is expected to make reading comprehension skills optimally achieved. Students are also expected to be able to train their reading comprehension skills with various types of texts so that their critical thinking ability also

develop. With the role of all parties and the implementation of appropriate teaching strategies, it is hoped that students' reading comprehension and critical thinking skills can develop optimally.

REFERENCES

Adu, B., Melansari, N., & Azzahra, F. (2023). EFL Students' Critical Thinking and Their Reading Comprehension Ability: A Study Case Of Students In SMP Negeri 2 Baubau. *Surakarta English and Literature Journal*, *6*(2), 218–232.

https://doi.org/10.52429/selju.v6i2.110

Anaktototy, K., & Lesnussa, I. (2022). Improving EFL Students' Reading Comprehension and Critical Thinking Skill through Directed Reading Thinking Activity. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *6*(1), 244–255.

https://doi.org/10.26858/eralingua.v6i1.27711

Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami, I., Alhapip, L., Iswoyo, S., Hartini, Y., & Mahardika, R. L. (2022). *Panduan Pembelajaran dan Asesmen: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*. Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia.

https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajarn-dan-Asesmen.pdf

Asrul, Ananda, R., & Rosnita. (2015). *Evaluasi Pembelajaran* (Second Edi). Citapustaka Media.

http://repository.uinsu.ac.id/928/1/Buku Evaluasi Pembelajaran.pdf

Astiantih, S., B, L. O. M. I. H., Yetty, & Sofyan, W. N. P. (2022). Improving Reading Comprehension by using Experience Text Relationship (ETR). *ELS Journal on Interdisciplinary Studies in Humanities*, *5*(2), 271–276.

https://doi.org/https://doi.org/10.34050/elsjish.v5i2.21150

Brown, H. D., & Abeywickrama, P. (2019). Language Assessment: Principles And Classroom Practices. In *TEFL Plan* (Third Edit). Pearson.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (Eighth Edi). Routledge.

Grabe, W., & Stoller, F. L. (2020). *Teaching and Researching: Reading* (Third Edit). Routledge.

https://doi.org/10.4324/9781315833743

Huynh, D. M. T., & Nguyen, B. T. V. (2023). The Effects of Critical Thinking on Reading Comprehension of English Majored University Students. *Journal for Research Scholars and Professionals of English Language Teaching*, *7*(37), 1–8.

https://doi.org/https://doi.org/10.54850/jrspelt.7.37.006

Janah, S. S., Gailea, N., & Samanhudi, U. (2024). Student's Difficulties in Using Critical Thinking Skills in Reading Comprehension. *Journal of World Science*, *3*(8), 1–10.

https://jws.rivierapublishing.id/index.php/jws

Jie, Z., Yuhong, J., & Yuan, Y. (2015). The Investigation on Critical Thinking Ability in EFL Reading Class. *English Language Teaching*, *8*(1), 83–94.

https://doi.org/10.5539/elt.v8n1p83

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (Second Rev). New Age International (P) Limited.

Marmita, L. (2021). Meningkatkan Minat Baca, Kemampuan Memahami Bacaan, Dan Berpikir Kritis Siswa Melalui Penerapan Sustained Silent Reading (SSR) Dan Reading Response. *Jurnal Teropong Pendidikan*, *1*(2), 126–136.

https://doi.org/10.19166/jtp.v1i2.3462

Mogea, T. (2022). Students' Critical Thinking Ability in English Teaching and Learning. *JUPENSI: Jurnal Pendidikan Dan Sastra Inggris*, *2*(3), 157–171.

https://doi.org/10.55606/jupensi.v2i3.977

Mohammed, H. A., & Majeed, N. T. (2024). The Correlation between EFL University Students Critical Thinking and Reading Comprehension. *Journal of Tikrit University for Humanities*, *31*(4), 28–52.

https://doi.org/10.25130/jtuh.31.4.2024.24

Murawski, L. M. (2014). Critical Thinking In The Classroom... and Beyond. *Journal of Learning in Higher Education*, *10*(1), 25–30.

Muslem, A., Usman, B., Fitriani, S. S., & Velayati, N. (2017). Critical Thinking Skills Used Among University Students in Reading Comprehension. *Anatolian Journal of Instruction*, *2*(2), 40–54.

Nugrahanto, P. T., Nurkamilah, & Oktarini, W. (2023). The Correlation Between Perceived Critical Thinking and Reading Comprehension Ability. *Jurnal Pendidikan Bahasa Inggris Proficiency*, *5*(2), 66–84.

https://doi.org/https://doi.org/10.32503/proficiency.v5i2.3690

Putra, H. M. (2019). An Investigation Link between Critical Thinking and Reading Comprehension: A case of A Madrasah in Lubuk Linggau, South Sumatera. *Ta'dib: Journal of Islamic Education*, *24*(1), 211–221.

http://jurnal.radenfatah.ac.id/index.php/tadib

Ramadhani, N., Salija, K., & Baa, S. (2023). the Correlation Between Students' Critical Thinking Skills and Their Reading Comprehension At Undergarduate Study Program English Department Faculty of Languages and Literature Universitas Negeri Makassar. *Klasikal : Journal of Education, Language Teaching and Science*, *5*(1), 25–36.

https://doi.org/10.52208/klasikal.v5i1.612

Ramadhianti, A., & Somba, S. (2023). Reading Comprehension Difficulties in Indonesian EFL Students. *JELTL: Journal of English Language Teaching and Literature*, *6*(1), 1–11.

Sahiruddin, S., Junining, E., Ubaidillah, M. F., & Len, M. C. (2022). Does Reading Correlate with Students' Critical Thinking? A Bridge to Literacy Practices. *Advances in Social Science, Education and Humanities Research*, *633*(ICMR 2021), 367–373.

https://doi.org/10.2991/assehr.k.220104.054

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D.* Alfabeta.

Tabrizi, A. R. N., & Jafari, M. (2015). The Relationship among Critical Thinking, Self Efficacy, and Iranian EFL Learners' Reading Comprehension Ability with Different Proficiency Levels. *Academic Research International*, *6*(2), 412–427.

Ummah, R., Puspitasari, I., & Rahayu, D. (2024). Investigating The Correlation Between Critical Thinking Skills And English Reading Comprehension In High School. *Proceeding The 3rd English National Seminar English Education Program STKIP PGRI Pacitan*, 92–99.

Velayati, N., Muslem, A., Fitriani, S. S., & Samad, I. A. (2017). An Exploration of Students' Difficulties in Using Critical Thinking Skills in Reading. *Al-Ta Lim Journal*, *24*(3), 195–206.

https://doi.org/10.15548/jt.v24i3.298

Zubaidah, S., Corebima, A. D., Mahanal, S., & Mistianah. (2018). Revealing the Relationship between Reading Interest and Critical Thinking Skills through Remap GI and Remap Jigsaw. *International Journal of Instruction*, *11*(2), 41–56. https://doi.org/10.12973/iji.2018.1124a