THE EFFECTS OF STUDENT'S PERCEPTION ON LEARNING TECHNIQUES AND CRITICAL THINKING TOWARD STUDENT'S READING SKILL AT GOVERNMENT SENIOR HIGH SCHOOLS IN DEPOK

Nujuluddin Siregar

Program Studi Pendidikan Bahasa Inggris,
Fakultas Bahasa dan Seni Universitas Indraprasta PGRI
Jl. Nangka 58 Tanjung Barat, Jakarta Selatan, Indonesia

Abstrak

Tujuan penelitian ini untuk mengetahui "Pengaruh teknik belajar terhadap kemampuan membaca siswa dan pengaruh berfikir kritis terhadap keahlian siswa serta pengaruh atas kedua-duanya di SMA Negeri 1 Depok. Penelitian ini berlangsung 6 bulan (Oktober 2012-Maret 2013). Contoh ini diambil sejumlah 30 siswa dengan acak dari populasi. Metode digunakan di dalam tiga variabel. Teknik belajar siswa (X1) Berfikir kritis siswa (X2) dan Kemampuan membaca (Y). Teknik data analisis ini digunakan pada deskripsi statistik, validitas dan reliabilitas, normalitas dan juga tes hipotesa dan hubungan dari hitung satistik dan program SPSS. Menurut data X1 vs Y, penulis menyimpulkan bahwa ada hubungan signifikan antara keahlian membaca siswa dan teknik belajar dalam derajat 67,24 %, dan juga data X2 vs Y ada hubungan antara keahlian membaca siswa dan teknik belajar dalam derajat 59,29 %.

Kata Kunci: Teknik belajar, berpikir kritis dan keahlian membaca.

PENGARUH PERSEPSI SISWA TENTANG TEKNIK BELAJAR DAN BERPIKIR KRITIS TERHADAP SISWA MEMBACA KETERAMPILAN DI PEMERINTAH SEKOLAH TINGGI SENIOR DI DEPOK

Abstract

The purpose of this research is to know The effect of Learning Technique towards students' reading skills and The effect of Critical Thinking towards students' reading skills and also the effect both of them at Government Senior High School 1 in Depok. This research has been done in 6 Months (October 2012– March 2013). The sample is 30 students with simple random sampling taken from population. The method used into three variables. Students' Learning Technique (X1), Students' Critical Thinking (X2) and Reading Skills (Y). The techniques of data analysis used are descriptive statistics, validity and reliability, normality and also hypothesis test and correlation from statistic calculation and SPSS computer program. According to the data X1 vs Y, the writer concluded that any significant relationship between students' reading skills and their learning technique in degree of 67,24 %, and also the data of X2 vs Y relationship between students' reading skills and their learning technique in degree of 59,29 %.

Keywords: Learning technique, critical thinking and reading skill.

INTRODUCTION

Background of the Research

Language is a form of communication between people. People use many reasons in their life. It plays an important role in the society. It is impossible to communicate with others without language. Someone who masters the first language in many occasions is also expected to master other languages. The languages, which is frequently used in international communication is English.

English which is most widely used is one of the international languages, taken as a native language, as a second language, or a foreign language in almost all over countries in the world. English is a language used in all aspects of communication, sciences and technology. In Oxford Advanced Learner's Dictionary the definition of English is the system of sound and words used by human to express their thought and feeling. Therefore a language is a system of visual, auditory or tactical symbols of communication the rules used to manipulate them. English is a language used in all aspects of communication, sciences and technology. We can conclude that language is considered to be a system of communication with other people using sounds, symbols, and words in expressing meaning, idea or thought. This language can be used in many forms, primarily through oral and written communication as well as using express on through body language.

Language has four skills; those are listening, speaking, reading and writing. If someone has a desire to communicate well, he or she should express his/herself in these languages. By reading, we get the ability of bringing meaning and getting meaning from printed or written materials. Reading is only one facet of language development, like the skill of listening, reading is a receptive skill and can be accomplished at a higher rate of speed that can speaking or composing, both of which require the human mechanism to " do something" physical. Although usually taught last, therefore, reading soon overtakes other language skills, particularly that of writing.

Many students do not realize the importance of reading. Therefore, the teachers are expected to motivate their students to read literature, science, newspaper, magazine, or even comics. Reading is probably the most important skill needed for success in a study. Reading in fact is required for one to get information, through a text, in searching information and ideas, when students read slowly, they will have to much time reading their assignment, by reading more they are expected to be able to develop their English competence.

In Indonesia, English is considered as a foreign language and becomes a compulsory subject from Elementary to University. Based on The Department of Education and Cultural stated in curriculum English of Senior High School 2004, (2002:310): That in the context of education, the function of English language is as a tool to communicate in order to access the information, to make interpersonal relationship, to exchange information and also to enjoy the art of language in English culture.

In reality the teaching of the English is not done successfully. Many students are not able to use English language as hoped by the curriculum. There are many factors causing the problems namely, the internal and external factors of the students. In teaching, a teacher is expected not only to transfer the knowledge to the student but also to increase their interest especially in reading. Developing interest in reading is closely related to students' motivation in reading. We have known that motivation is one of the internal factors that can motivate students in learning. Motivation in the classroom affects both learning and behaviors of the students who are motivated to learn more.

An English learning will go diligently if the learner is willing to learn. It will emerge the students' feeling that they need to. Such willingness is usually based a necessity to understand or to be able to communicate in English. It is clear now that interest in reading has a very important role in learning process. Students with higher interest in reading will have higher motivation in studying English. While those with less interest in reading will

have lower motivation. It is very probably that the latter will face difficulties form learning the English language.

Reading as one of the four basic skills in language is the poorest for the Indonesian learner to be achieved. In this case, reading skills for students at SMA Negeri I Depok. In this school reading became the poorest than the others, listening, speaking and writing, years after years reading skill was very slowly. This can be seen from the data bellow:

Students with higher interest are supposed to get better learning results, while those with lower interest will get lower ones, but sometimes we find that the students whose lower reading interest have higher learning results. The data from the table above shows that students' reading score has decreased year after year than the other skills. The fact that students' reading skills from academic year 2009/2010 to 2012/2013 has degradation. This condition needs to improve the students' motivation in reading English. Based on the fact, the writer is interested in finding out whether there is a correlation between students' motivation in reading skills of tenth grade at SMA 1 in Depok.

Formulation of the Problem
The formulation of this research is as follows :
1. "Does students' learning technique affects students' reading comprehension? ".
2. "Does students' critical thinking affects students' reading comprehension? ".
3. Do students' learning technique and critical thinking togetherly affect students' reading comprehension?

The Aim of The Research
It is proposed to get empirical data about the effect of students' learning technique and critical thinking on students' reading comprehension, and it is hoped to be as partial togetherly to increase their reading comprehension in English book. Student get to know : The effect of X1 towards Y, The effect of X2 towards Y and The effect of X1 , X2 towards Y.

THEORETICAL REVIEW

English Concepts
Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make the learners to acquire the language (language learning). Differences in language theories may effect the selection of the teaching materials and differences in learning theories may effects the teaching method. It may be argued that teaching in Malaysia or teaching English in the united state of America, in which people should learn English in conditions where the language is used for communication in their daily lives. Some people prefer to call the former learning English as foreign language and the latter learning English as second language.

Not all people agree with the distinction between second language and foreign language. Krashen (2002:19) states that second language acquisition includes learning a new language in a foreign language context, for example English in Mexico or German, well as learning a new language in a host language environment (e.g. German in German). They used the term second language to refer to both foreign and host languages. It implies that the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language, and whether English is learned in Indonesian or in Malaysia, English called the target language.

The distinction between second language and foreign language, according to Krashen (2005:20) and rewrite by Bambang Setiyadi (2006:21) differentiates the two different ways of gaining a target language. He states that there are two ways of developing ability in target language; acquisition and learning. Acquisition defined as a process that is identical to the process used in first language in all important ways, while learning is defined as conscious knowing about target language.

Learning is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. Foe language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition.

According to Mackey (2004:22) and rewrite by Bambang Setiyadi (2006:23) suggest that there are three main influencing that determine the learning, namely linguistic, social, and psychological influences. The three influences may make the teaching of English as a second language or a foreign language different. The differences between the target language and the mother tongue may be in grammar, phonology, vocabulary, stylistics and graphics. Because of differences in grammar language learners may find it difficult to understand the systems of the target language. Language learners whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses that are similar to the tenses of English. In reaching English, most Indonesian learners have difficulty to read fast, because of these theory that English as a foreign language or target language. In reading, learners try to find topics, sentences, topic sentences, paragraphs, and also details. Without motivation, learners can not reach the goal from their reading passages.

Reading

Reading as one of four basic skills, the other are: listening, reading and writing. Reading is very important to develop knowledge in learning. Reading is a tool of learning in higher education, the student should read any kind of books to easy understand reference materials if a student did not read them, he or she will late the information of sciences and technology. In short summary, reading plays a great role in education, in work and in the real life in the community.

Reading is a process to establish a representation of meaning that involved more than merely identifying the word on the page, but what must be achieved is an understanding of the whole sequences of sentences. Reading in comprehension is not only in pronouncing or loudly but also understanding taken in consideration. Reading usually as a solitary activity in which the readers interact with the text in isolation. Because of its fundamental nature, reading is always attracted much research interest. The interaction in reading is clearly rather different because the writer is not normally available, and this make the task of both reader and writer more difficult. Since students can gets no feed back, the writer can not know which part of their text will cause misunderstanding.

There are a lot of definitions of reading. One of the definition as stated by Harris (2006:1) that reading involves the manipulation of a complex of skill only part of which are strictly speaking, linguistic. He said that reading in foreign language is the grasping of the full linguistic meaning of what is read in subject in within the common experience of the culture of which the language is a central part.

On the other statement said that reading is a very personal behavior. How we read is shaped by our personal characteristics, and how well we read is dependent upon our personal resources or reading potential. From the statement above, the writer try to conclude that reading consist of the manipulation of a complex skill grasping meaning and getting meaning, and also reading have personal behavior that is related to the student's motivation and interest in reading.

Different people use the term of reading in different ways, and much confusion can arise from consequent misunderstanding. Nuttal (2002:2) said that reading is likely that we used words from at least one of these groups:
a. Understand interpret meaning sense
b. Decode decipher identify, recognize the words we met in print.

c. Articulate speak pronounce, in a great many classrooms the reading is used as an opportunity to teach pronunciation and expressive speaking.

Based on Eddie C. Kennedy (2001:5) stated that, reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and, on the basis of past experience, understands and interpret its meaning.

The statement above means that it is usually necessary to recognize, understand, and interpret several words in a series. This is not true of all reading. In some forms of reading only one or two symbols exist. For instance, a boy reads the expression on his mother's face to tell weather she is angry or pleased.

Tinker and Mc. Cullough (2000:6) said that, Reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meaning built up through experience, and the construction of new meaning through manipulation of concepts already possessed by the reader. The resulting meanings are organized into thought processes according to the purposes adopted by the reader. Such an organization leads to modified thought and behavior.

It can be seen that the behavioral outcomes of reading are highlighted in this definition. Although many experts had defined reading in many statements, it is not satisfying the writer curiosity about reading definition. Therefore, from the statement above the writer try to conclude in a simple statement that reading is activity to understand writer, idea through interpretation an interaction with existing knowledge.

The kind of reading
There are two kinds of reading: intensive reading and extensive reading.

Intensive reading
Intensive reading involves approaching the text under the close guidance of the teacher or under the guidance of a task which forces the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text.

Intensive reading is also generally supposed that in order to   understand the whole (e.g. a book), we must be able to understand the parts (the sentences, paragraphs, chapters) of which it is made up. However, in intensive reading each vocabulary and structural item is explained and made as part of the student active language, pronunciation and intonation are stressed and each concept or allusion is clarified.

In intensive reading a teacher has responsible to guide the students, these responsibilities are:
a. Finding out what our students can do and what they can not, and working out or program aimed at giving them the skills they need
b. Choosing suitable texts to work on
c. Choosing or devising tasks and activities to develop the required skills
d. Preparing the class to undertake the task, and
e. Make sure that everyone in the class improves steadily according to his own capabilities.
The teacher should not translate the reading materials into his own languages. It could be the wrong kind of help.

Extensive Reading
We need an extensive reading program that will actively promote reading out of class. Class time is always in short supply and the amount of reading needed to achieve fluency and efficiency is very great. But some class time ought to be devoted to extensive reading, both to maintain interest in it and to train students how to deal with full-leg texts. Students who have not acquired the reading habit are often daunted by book and need the guidance and encouragement that an organized extensive reading program can provide. Moreover, as there is no absolute divide between intensive and extensive reading, the same text can usefully be employed for training in both key passages from it being used for intensive study

and in turn illuminating the book as a whole. For these reasons, both of intensive and extensive reading are important and each complements the others.

Reading difficulty And reading disability
In reading problem it is known that there are two terms, reading difficulty and reading disability. Walter R. Hill (2007:359)wrote in his book that there is some professional confusion concerning the concept of reading difficulty and reading disability. They are related but not identical. These two terms seem as similar problem, but it does not, they are reading performance wherever and however it may occur. In further explanation, that reading difficulty is any reading situation in which the reader can not make effective use of printed source (including the derivation of literal and implied meaning) to solve his present needs, interest, and goal.

Reading difficulty can be the short term and situational. All of us have experienced this kind of difficulty to some degree. It may occur when personal factors such as fatigue, lack of motivation, or inhibiting emotional circumstances interfere with our generally adequate reading attack. Or it can occur when our background of concepts and vocabulary are not adequate to deal fluently and meaningfully with specific materials, e.g. a graduate text in statistics.

While reading disability in identified as a diagnostic administrative classification a particular or reading difficulty. Reading disability is caused by many factors such as: physical factor, literality, intellectual factor, personal factor, sociological factor, and educational factor.

In physical factor, the evidence on sex differences in the incidence of reading disability appears to be more consistent from one country to another. In many different countries it has been reported that boys out number girls in the incidence of reading disability. According to Dwyer (2003) and rewrite by Edward (2008:4) write that:

It has been frequently suggested that girls higher rates of reading achievement are related to their relatively more advanced stage of maturation or to differences in metabolic functioning which make it easier for girls to adapt to the physical limitations imposed on them by the educational process.

Aderson and Hughes (2000:6) related sex differences to their general theoretical position that children who are advanced in general maturity succeed in reading.

From the statement above, the writer conclude that anatomical and physiological growth is related neither to reading achievement nor to mental development. Thus, there appears to be very little evidence to support the view that general maturity is important factor in readiness to learn to read.

Silent Reading and Reading Aloud
Silent Reading
Silent reading is the activity that gives students' more comprehensive in any situations, they can concentrate on the meaning or the idea of a text book. The teacher usually gives this activity to measure the students' comprehension level without knowing their fluency. The student read the text silently and than the teacher can check their ability to comprehend by knowing that the idea of the text or the response to what they have read.

Reading Aloud
Oral reading or reading aloud is a common practice in many language classes, this practice is important because it allows the teacher to check their student pronunciation and reading fluently. Students reading ability is often evaluated on the basis of their ability to read aloud.

Oral approach for reading should be continued throughout at least the first stage of the language learning that is until the learner can

within a limited vocabulary manipulate the structural devices of the language and has grasped the sound system.

From these statements, the writer can conclude that not only silent reading is important to the teacher can check their ability to comprehend the idea of the text but also reading aloud is needed. Students' who read a loudly allows the teacher to check their pronunciation and fluently in reading.

The scope of Tenth Grade Students' Reading Skills

The scope of reading skills at tenth grade of SMA Negeri 1 Depok is hoped that students will be able to identify the narrative and recount text. Narrative is a writing incident. While a recount text is writing that tell events in a chronological sequence. A recount text is like a narrative text, but this story is real. The story may be an event or situation that takes place on a particular day.

Therefore studies about kinds of texts, the students have to understood about patterns of the texts, especially the students will be able to identify the simple present tense and the present continuous tense. The simple present tense is used to show a habitual action, while the present continuous tense is used when an action is taking place now or it can be used to show an action in the near future. The time expression is usually given.

Reading Skills

Reading is one aspect of communication by language and therefore has characteristics in common in listening, speaking and writing. According to Oxford Advanced Learners Dictionary (1987) state that skill is ability to do something expertly and well. In general, reading is positively correlated whit all other aspects of verbal communication; the highest relationship are with spelling while the lowest are with formal grammar and with handwriting. Most reading skill are necessary for reading both literature and content, but some of them are used in a more specialized way in reading subject matter, such skills can be

grouped under two classification are general content reading ability, for which the basic reading skill are needed, and specialized content reading ability, for which specialized skills which have unique functions in each area are necessary.

General Content Reading

All the skills are necessary for the general content reading are introduce an ought in the elementary grades and used extensively in high school. List of competencies required for success in both word recognition and comprehension do not propose specific skills for the subject areas, but they do include the competencies that are most useful for teacher to stress in developing students' ability to read in the different content areas.

The word recognition skills listed below are basic to all reading. If student can not use them in the content areas, the techniques should be taught, with emphasis on their application to subject matter texts.   A student who has mastered the necessary word recognition skills for general content reading, such as:

a. can use context, word structure, and phonics in working out the pronunciation of new words
b. Understands the rules of syllabication
c. Understands and can use accent marks in the pronunciation of new or technical words
d. Can use the pronunciation key given in dictionaries, and
e. Gives increased attention to the exact meaning of words.

All the competencies needed for comprehension are essential in context reading. The skills listed below can be used only if students have mastered the basic techniques for literal, inferential and critical reading. For general content reading, a student is considered to have developed the comprehension skills when she or he can:

a. recall and put in order of importance the basic facts and information in story type materials
b. understand and interpret concept from content materials

c. understand that the meaning of words may vary with the context

d. select an appropriate meaning for a word from a dictionary

e. find information to support a point of view

f. draw conclusions and predict outcomes, and

g. summarize the ideas in any selection.

Specialized Content reading ability

Ability to use several comprehension skills on a high level can be developed only through practice in subject matter materials and subject matter teachers should weave them into their plants for directed instruction. A student who has mastered these skills is able to:

a. discover an author's purpose what he or she is trying to say or to teach

b. take usable written notes on lectures and materials read

c. outline content materials and used it to compose well organized written or oral reports

d. distinguish between fact and opinion in materials read

e. understand in interpret graphs, charts, tables, maps, and similar graphic aids, and

f. use the literal, inferential and critical reading skill.

The Concept of Learning Technique
Learning Concepts

Learning is not as unambiguous a world as would appear in, "learning" refers to physical and mental activities, "learning" refers to the process of integration, and "learning" probably has both the meaning of the activities of the learner and the integration of the knowledge involved. In other words, "learning" is sometimes equivalent to "studying", sometimes to "acquiring" and sometimes it refers to both these component.

According to Oemar Hamalik (2008:27) that learning is defined as the modification or strengthening of behavior through experiencing. According to William and rewrite by Oemar Hamalik (2008:28) said : " a good learning

situation consist of a rich and varied series of learning experiences unified around a vigorous purpose and carried on in interaction with a rich, varied and provocative environment.

According to Witting (1981:25) and rewrite by Muhibbin Syah (2004:30) said that learning is any relatively permanent change in an organism behavioral repertoire that occurs as a result of experience.

Motivation

The term of motivation is derived from Latin verb *movere* (to move). The idea of movement is reflected in such commons ideas about motivation as something that gets us going, keeps us moving and helps us get jobs done. Motivation is as an important key in teaching learning process. The student who have higher motivation will get a better opportunity to succeed in their learning activities that the lower one, or a student who wants to master in English, he or she will motivate himself to study hard and reaches goals. This happened because there is an inner drive or motivation from student.

Most scientists agree that motivation is a concept that explains why people behave as they do. The definition of motivation is related to differing assumption and terminology. According to Oemar Hamalik (2008:158) said that "motivation is an energy change within the person characterized by affective arousal and anticipatory goal direction".

From the statement above, at least there are three important things as follows; motivation precedes the changes of energy in every people, motivation is signaled by affective arousal and motivation will direct action to particular goals. Another definition of motivation, according to Mackey (2000:121):

"Motivation determines how much person will learn and when he will learn. This depends on what he wants to learn it. It depends on what how he thinks he can learn it, and on what he believes to be his advantage. It depends on the

needs, interest and sense of values of an individual. It is the justifications in language teaching methods and techniques of the efforts expended to make the learner want to learn the second language".

From the definition above, it could be concluded that motivation is a complex problem, because it is an abstract concept. Motivation is an important quality that affects all classroom activities because it can influence both learning of new behavior and performance of previously learned behaviors. In teaching learning process, giving motivation to the student is process to support them to learn. It can change or influence not only in their learning process but also in their behavior. It is caused by a need, interest and goal. Motivation is a process rather than a product. Motivation involves goals that provide impetus for and direction to action, and motivation also requires activity, it means physical or mental such as effort, persistence, planning, organizing and monitoring, etc.

Interest
The second factor that determines someone's attitude in working or studying actively is an interest. Learning process will go well, if someone has interest. An interest is motivating an individual toward part-icipation in one activity rather than another. The student will be studying regularly or effectively and they will get success well if they have a high interest. David R.Stone and Elwin C. Nielson (2002: 165) said "……….on personal positive interest will increase the chance for success". In teaching, the teacher should not to transfer knowledge to the students but they should also increase their interest in learning in order to learn harder.

Goal
Goal means aim or purpose. Almost all people have aims or goals and all activities that people do in their daily life, goal can lead someone to do or to avoid something related to the goal itself. Ngalim purwanto (2005:71) stated that clearer the goals, the clearer the direction must

be taken. In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they knew the appropriate goal they have to prepare everything that can help than to achieve their goal.
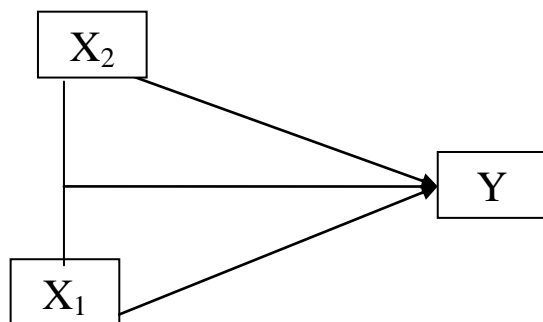
Techniques of Learning
Many learners fail to achieve affective skills in the language learning. The learners also learn from someone they perceive as knowing more than they do, so their achievement would better. More interesting point is the learners have the opportunity to participate in the activity but are not to standard of performance higher than their current level of abilities. Students motivated to learn about materials being discussed by a teacher are apt to engage in activities they believe will help them learn. Thus, they are likely to attend carefully to teacher's instruction and mentally organize and rehearse the material to commit it to memory. They also apt to take note good notes to facilitate subsequent studying, to check their level of understanding frequently and to ask for help when they realize they do not understand the material. Collectively, these activities can improve learning. In contrast, students unmotivated to learn are not apt to be as systematic in their learning efforts. They my be inattentive during the lesson and not organize or rehearse material. They may not monitor their level of understanding or ask for help when they don't understand what is being thought. So their achievements are not good enough. Teachers who motivate students to learn often find that subsequent learning helps to develop intrinsic motivation in students to learn for the sake of knowledge.

METHODOLOGY OF RESEARCH

The writer does this research at tenth grade of SMA Sejahtera I Depok. The research has done in this year which persisted in October 2011 to March 2012, the research has done for 4 weeks effectively. The method which is used by the writer in this research is survey method. A survey gathers

relatively limited data from a relatively large number of cases. The purpose is to gather information about variables variable rather than information about individual. The writer does library research and field research. In the library research the writer collects reference books to support the writer's research and in the field research the writer conducts and observes to find the empirical data. The design of the researsch is :

X1 and X2 are Independent variables and Y is dependent variable
Which are:
X1 : Students' Learning Technique
X2 : Students' Critical Thinking
Y : Students' Reading Comprehension Skills
A sample is a small population of a population selected for observation and analysis. By observing the caracteristics of the sample, one can make certain inferences about the characteristics of the population. Based on this research , the writer taken the sample of 30 students with the simple random sampling.

The Research Finding
From those analysis in frequency distribution above, the writer can shows that students' motivation get range score between 53 to 82 with mean score 67,03; mode score 65; and median score is 65,63.Based on the fact in diagram, means that students' in median score from the others enumeration in frequency 8 of students from the sample. From those

analysis in frequency distribution above, the writer can shows that students' motivation get range score between 53 to 82 with mean score 67,13; mode score 64; and median score is 65,78.Based on the fact in diagram, means that students' in median score from the others enumeration in frequency 7 of students from the sample.

From those analysis in frequency distribution above, the writer can shows that students' learning technique get range score between 45 to 85 with mean score 68; mode score 64,1; median score 70,7. Based on the fact of the data, frequency of the students' who get high score is lower than the frequency of middle scores, while frequency of the lower score is the lowest than frequency of high score. From the calculation above, t $_{calculation}$ = 7,57 and t table = 3,39. T $_{table}$ is gained by the interpolation method. So according to the t $_{test}$ the Ha is achieved while Ho is denied.
In knowing how much the relationship between students' reading skills in learning technique, the write uses DC, the coefficient is counted:
DC   = r^2 x 100%
        = $(0, 82)^2$ x 100 %
        = 0,6724 x 100 %
        = 67,24 %
Due to the enumeration above, can be concluded that reading skills influences students' learning technique in 67,24 % and the test rest 32,76 % is for other sources that can enrich students' Reading Skills. From the calculation above, t $_{calculation}$ = 6,38 and t table = 2,857. T $_{table}$ is gained by the interpolation method. So according to the t $_{test}$ the Ha is achieved while Ho is denied.
In knowing how much the relationship between students' reading skills in critical thinking, the write uses DC, the coefficient is counted:
DC   = r^2 x 100%
        = $(0, 77)^2$ x 100 %

= 0,5929 x 100 %
= 59,29 %

Due to the enumeration above, can be concluded that reading skills influences students' critical thinking in 59,29 % and the test rest 40,71 % is for other sources that can enrich students' Reading Skills.

Interpretation of the Research

According to the data X1 vs Y, the writer concluded that any significant relationship between students' reading skills and their learning technique in degree of 67,24 %, and also the data of X2 vs Y relationship between students' reading skills and their learning technique in degree of 59,29 %. It means that students' skill in reading is very important for in teaching learning process, especially in this research is in SMA Negeri 1 in Depok, because without *learning technique* the students will not be able to increase their achievement in reading skills, but also *critical technique* the students will be able to increase their achievement in reading skills. In other words it said that the students who motivated to learn will get high score than the student unmotivated to learn. So the English teacher must rouse students' learning technique and critical thinking to enrich the students' reading skills.

Conclusion

With reference to the data analysis and the discussion in the previous chapter, the writer would like to make a conclusion. After analyzing through the library study and field research, the writer got data of learning technique and critical thinking of students' reading skills (survey at SMA in Depok), therefore it can be concluded as follows:

The students reading skills, get high score is 85, where as the lowest is 45. Mean = 68; mode = 64,1; median = 74,2; and standard

deviation = 5, 49. From the result of the score is included to be good category.

The student who learnt the technique , get high score is 82, where as the lowest is 53. Mean = 67,03; mode = 65; median = 65,63; and standard deviation = 3,9. From the result of the score is included to be good category.

The student who criticized the thinking , get high score is 81, where as the lowest is 53. Mean = 67,26; mode = 64,1; median = 65,78; and standard deviation = 3,88. From the result of the score is included to be good category.

The reading score of the students who learnt the technique is higher than students who un learnt the technique . Therefore based on the enumeration result, the writer states that there is any correlation between students' learning technique and reading skills. It can be seen from hypothesis enumeration where $t_{calculation}$ (7,57) and t_{table} (3,39) for 30 respondents in degree of freedom $\alpha = 0,05$, and based on the enumeration result, the writer states that there is any correlation also between students' critical thinking and reading skills. It can be seen from hypothesis enumeration where $t_{calculation}$ (6,38) and t_{table} (2,857) for 30 respondents in degree of freedom $\alpha = 0,05$.

For the statistics data of Learning Technique with Standard Deviation 3,9 means that error from the research is around 3,9% and the trust interval 96,1% so the data can be accepted, because the standard error from the research is around 1% $\leq$ SD $\leq$ 10%.

For the statistics data of Critical Thinking with Standard Deviation 3,88 or the standard is 3,88% and the trust interval is

96,12%. The data can be accepted. And also for the statistics data of reading skills with Standard Deviation is 5,49 and the standar error is 5,49% where the trust interval is 94,1%. The data can be visible

Suggestion

Based on the research finding, the writer suggests for the following participants below:

1. Students have to increase their motivation in reading skills.
2. School has to add facilities to facilitate students in study English.
3. Teachers and parents should arouse students in reading skills.
4. Students' learning technique ability for SMA 1 Depok must be improved, where in globalization era needs the technique to learn English. Indonesian Government so seriuosly to find out students are able in written and spoken English fluently.

REFERENCES

Alter.2001. *Essential English Usage and Grammar*. Jakarta: Binarupa Aksara.

Best, Jhon W. 2001. *Research in Education*. USA: Prentice – Hall.

Diyana, F. 2008. *The World Within Reach: English for First School / Madrasah Aliyah Science and Social Programmes*. Bogor: Regina.

Donald, Ary, dkk. 2002. *Introduction to Research in Education*. New York: Halt, Renehalt and Winston.

Eddie. 2001. *Methods in Teaching Developmental Reading*. USA: Peacock Publisher, Inc.

Finnochiaro. 2003. *The Foreign Language Learning*. New York: Regent Publising Company.

Hamalik, Oemar. 2005. *Kurikulum dan Pembelajaran.* Jakarta: Bumi Aksara.

_____.2008. *Proses Belajar Mengajar.* Jakarta: Bumi Aksara.

Harmer, Jeremy. 2006. *How to teach English.* Malaysia: Longman.

Hill, Walter R. 2007. *Secondary School Reading*. Boston: Allyn and Bacon, Inc.

Hornby, AS. 2007. *Oxford Advanced Learner Dictionary of Current English.* Britain: Oxford University.

Imron, Ali. 2006. *Belajar dan Pembelajaran.* Jakarta: Pustaka Jaya.

Mackey, Devid and Edwin Nielson. 2005. *Language Teaching Analysis.* London: Longman Group.

Purwanto, Ngalim. 2005. *Psikologi Pendidikan.* Bandung: PT. Rosda Karya.

Ridwan. 2004. *Belajar Mudah Penelitian.* Bandung: Alphabeta.

Sardiman, AM. 2003. *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: Rajawali Press.

Setiyadi, Bambang. 2006. *Teaching English as a Foreign Language.* Yogyakarta: Graha Ilmu.

Staiger, Ralph,C. 2003. *The Teaching of Reading.* Paris: Ginn and Company a Xerox Education Company Lexington.

Stone, David and Edwin Nielson. 2005. *Educational Psychology.* New York: Harper and Raw Publisher.

Stone, Edgar. 2004. *Psychology of Education: a pedagogical Approach.* London: London Press.

Sugiyono. 2007. *Statistika untuk Penelitian.* Bandung: Alphabeta.

Ur, Penny. 2006. *A Course in Language Teac-+hing: Practice and Theory.* Cambridge: Cambridge University Press.

Mendenhall and Sincich 2006. *A Second Course in Statistics (Regression Analysis) Fifth Edition*. New Jersey : Pentice Hall International. Inc