

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Effectiveness

Fraser defined that effectiveness is a measurement of the match between stated goals and object of study's achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgment about the goals.¹ This study will declare whether critical reading strategies effects students' critical thinking ability or not. The strategies is effective if the students have *The Advance Thinking and Practicing Thinker* (4 or 3 score) based on the criteria explained by Linda Elder after the application of critical reading strategies.

2. Reading

Grabe and Stoller stated that reading is the ability to draw meaning from printed and interpret this information appropriately. Reading is a complex behavior, which involves conscious and unconscious use of various strategies, including problems solving strategies, to build a model of the meaning, which the writer is assumed to have intended. The following Grabe and Stoller also stated that reading can be thought of as a way to draw information from a text and to form an interpretation of that information. The ideas expressing in this context reading is the process of interpreting meaning and

¹ Fraser, 'Quality in higher education: an international perspective' in Green, D. (Ed.), *What is Quality in higher Education?* 1994 P. 101 (Buckingham, Open University press and society for Research into Higher Education (<http://www.qualityresearchinternational.com/glossary/effectiveness.htm>), assessed on February 28th 2017)

information from pretend materials in terms of using strategies to solve some problems.²

Heilman et al. stated that reading is a product of interesting with the printed language should be comprehended. This simple definition implies that reading is an activity to have the outcome of comprehending the meaning from the printed or written language. Cline et al said that reading is decoding and understanding written text. Decoding requires translating the symbol of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. The ideas carried out in this context reading is concerned with the sign interpretation and determining the objectives of reading from context of the text.³

3. Critical Reading

As what has explained in the previous point, reading is one of English input skills which often related with critical thinking.⁴ Thus, critical reading is reading activity which also involving critical thinking inside. Then, according to University of Minnesota, critical reading is a highly reflective skill requiring you to “stand back” and get some distance from the text you are reading (even a close reading, getting as close to the text as possible, is a “standing back” as you separate the passage from the rest of the text). Reading critically is not a fast process. Many students do not set aside enough study time for reading (and rereading), and read everything either too quickly or at the same speed. If readers know what they are reading for, they can better distinguish information that can be skimmed

² Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan Company, 1969), p.4

³ Walter R. Hill, *Secondary School Reading: Process, Program, procedure*, (Boston: Allyn and Bacon), 1979, p.4

⁴ *Ibid...* p.5

from that which should be more closely examined, and make better use of their reading time.⁵

Other theory about critical reading comes from Evergreen writing centre. It states that technical and scientific text is written in a very specific form and tone, which must be read actively and critically. So, Critical reading is different from passive reading; an active reader pays close attention to both writing style and content. Then, followed theory is from Stephanie Harvey and Anne Goudvis, as reading researchers and authors of *Strategies*, state that they believe that constructing meaning is the goal of comprehension. True comprehension goes beyond literal understanding and involves the reader's interaction with text. If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text.⁶

4. Critical Reading Strategies

There are many critical reading strategies used to engage with text, but there are small numbers of readers who use those strategies consistently, because texts become more sophisticated and the genres are more varied, so students' application of reading strategies become increasingly complicated.⁷ Therefore, in this study, the researcher serves seven critical reading strategies by Samuel W followed by the activities which students should do to make students feel easier to apply.⁸ Here those are:

- a. **Previewing:** Learning about a text before really reading it. Pre viewing enables readers to get a sense of what the text is about and how it is organized before reading it

⁵ Student writing support, quicktips. *Center for writing* , University of Minnesota. <http://writing.umn.edu>, 1893 612.625.

⁶ Amanda Deal – Melissa Rareshide, *Critical Reading Manual* (Winston: Winston-Salem State University, 2013), 19.

⁷ Amanda Deal – Melissa Rareshide, *Critical Reading Manual* (Winston: Winston-Salem State University, 2013), 20..

⁸ Samuel W – Marilyn C.Salisbury, Critical Reading strategies. *Universitas Academics* (http://www.salisbury.edu/counseling/new/7critical_reading_strategies.html, accessed on November 29th, 2016)

closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

- b. **Contextualizing:** Placing a text in its historical, biographical, and cultural contexts.

When the reader reads a text, the reader reads it through the lens of his own experience. His understanding of the words on the page and their significance is informed by what the reader have come to know and value from living in a particular time and place. But the texts that the reader reads were all written in the past, sometimes in a radically different time and place. To read critically, any reader needs to contextualize, to recognize the differences between his contemporary values and attitudes and those represented in the text.

- c. **Questioning to understand and remember:** *Asking questions about the content.*

Students are expected to have questions about the content of their readings. A quiz also can be an alternative for them on what they are supposed to be reading. These questions should be designed to help students understand a reading and respond to it more fully, and often this strategy works when the questions are relevant and appropriately phrased. When students need to understand and use new information though it is most beneficial if lecturer encourages them to write the questions that they are asking themselves as they read the text for the first time. With this strategy, they can write questions any time, but in difficult academic readings, they will understand the material better and remember it longer if they write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in their own words, not just copied from parts of the paragraph.

- d. **Reflecting on challenges to reader's beliefs and values:** Examining reader's personal responses.

The reading that reader does for this class might challenge reader's attitudes, reader's unconsciously held

beliefs, or reader's positions on current issues. As the reader reads a text for the first time, mark an X in the margin at each point where the reader feels that it is a personal challenge to his or her attitudes, beliefs, or status. Make a brief note in the margin about what the reader feels or about what in the text created the challenge. Now look again at the places the reader marked in the text where you felt personally challenged. What patterns does the reader see in the text.

- e. **Outlining and summarizing:** *Identifying the main ideas and restating them in your own words.*

Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps reader to discover this structure. When the reader makes an outline, don't use the text's exact words. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again in readers' words and in a condensed form shows how reading critically can lead to deeper understanding of any text.

- f. **Evaluating an argument:** *Testing the logic of a text as well as its credibility and emotional impact.*

All writers make assertions that they want readers to accept as true. As a critical reader, readers should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion an idea, an opinion, a

judgment, or a point of view that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When the reader assesses an argument, he or she is concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

- g. **Comparing and contrasting related readings:** *Exploring likenesses and differences between texts to understand them better.*

Many authors that readers are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps to increase understanding of why an author approached a particular issue or question in the way he or she did.

Those critical reading strategies became the strategies which measured students' critical thinking ability. Although the critical reading strategies became the measurement of students' critical thinking ability, there are other effects of critical reading strategies which are gotten from previous study. Those are; reader can be clear focus in reading, they can read critically, they obtain a deeper and better understanding of the reading material.

5. Critical thinking

Following definition would explain broader than previous explanation. Critical thinking is reasonable reflective thinking focused on deciding what to believe or do. As it stands, however, this definition is also as vague as Bloom's taxonomy. The upper three levels of Blooms' taxonomy of educational objectives (analysis, synthesis and evaluation) are often offered as a definition of critical thinking. Sometimes, the next two levels (comprehension and application) are added. Here is an abridgment of the elaboration Ennis has provided and defended. Thus, to

decide what to believe or do, a person needs to do most of these following solutions which next will be indicators of critical thinking:⁹

- a. Identify conclusions, reasons, and assumptions.
- b. Judge the quality of an argument, including the acceptability of its reasons, assumptions, and evidence.
- c. Develop and defend a position on an issue.
- d. Plan experiments and judge experimental designs of the text.
- e. Be open-minded.

This interdependent list of abilities and dispositions could provide some specifications for guiding critical thinking or critical reading testing.¹⁰ In this study, the researcher classifies the levels of critical thinking into four (The Unreflective Thinker, The Beginning Thinker, The practicing Thinker, The Advanced Thinker) based on Linda Elder and Richard Paul Theories.¹¹ Each criterion of levels are appropriate with the aspects of critical reading. The criterion will be elaborate in a rubric of critical reading WSSU-General Education next.¹²

The effects of students' critical thinking ability themselves according to Ennis are the text itself and how common the reader reads a text.¹³ In this study, a topic

⁹ H.Ennis "Critical Thinking Assesment; *Theory into Practice, the Ohio State University*". Vol. 32, No.3, Summer 1993, 180.

¹⁰ Robert H.Ennis "Critical Thinking Assesment; *Theory into Practice, the Ohio State University*". Vol. 32, No.3, Summer 1993, 180.

¹¹ Linda Elder – Richard Paul, "Critical Thinking Development: A Stage Theory" *The Critical Thinking Community*, (<http://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483>, accessed on March 1st, 2017)

¹² Amanda Deal – Melissa Rareshide, *Critical Reading Manual* (Winston: Winston-Salem State University, 2013), 102.

¹³ H.Ennis "Critical Thinking Assesment; *Theory into Practice, the Ohio State University*". Vol. 32, No.3, Summer 1993, 171

which could develop students' critical thinking in critical reading subject, that is analyzing voice. In order to know students' ability in analyzing voice of writing which means the students are able to develop their critical thinking ability, the researcher gives test which contain of text with voices (opinion).

From the critical thinking criterion by Ennis, analyzing voice exists inside them. Snaza and Lensmire identified two major and influential conceptions of voice. *Voice as individual expression* is most closely associated with advocates of a process approach to writing and writing workshop. Elbow summed up this position as follows; Voice is an important dimension of texts and we should pay lots of attention to it. Everyone has a real voice and can write with power. Writing with a strong voice is good writing. Sincere writing is good writing. Someone's voice is his/her true self and my rhetorical power.¹⁴

Analyzing itself is an activity of examining critically an essential content of some reading text. Analyzing something is to ask what that something means. It is to ask how something does what it does or why it is as it is. Analysis is kind of thinking people most often ask about to do in their work life or in school. This is not the rarefied or even exclusive province of scholars and intellectuals, but in fact, this is one of people's common mental activities which done most of time. For example, a reader read a story, inside the story there is a man find himself is followed by a big dog. His first respond is analyzing the situation. Then, the reader thinks what does the dog want from the man?, does the dog mean to be vicious and try to attack him? Or does the dog only feel curious and want to play?. From this example, the reader has done analyzing. People already

¹⁴ Elizabeth Spalding, "Analyzing Voice in the writing of Chinese Teachers of English", *University of Nevada, Las Vegas. Research in the Teaching of English*. Vol.44, No.1, August 2009, 25-26

do analyzing most of time, but sometimes they do not realize that this kind of activity called analyzing.¹⁵ Then, analyzing voice is an analyzing activity which defines several opinions or statements by writers or linguists.

B. Previous Studies

From the critical reading strategies which have been explained above, in this study, the researcher measured the effectiveness of those strategies on the object's of study critical thinking ability. Then, based on Jinhong Yu's study, those critical reading strategies are proven effective on students' critical thinking ability. In Jinhong's study, besides critical thinking ability, it is also explained that critical reading strategies have other effect which are good for reading class. That is English reading improvement.¹⁶ The difference between this study and that previous study is; this study measured the effectiveness of students' critical thinking ability using critical reading strategies. While in the previous study, the researcher analyzed what effects which students have after using critical reading strategies.

This study is focus on the effectiveness of critical reading strategies as the way to improve students' critical thinking ability. Here is the other study which had done and there is the similarity between this recent study and that previous study. In the previous study written by Marioara PATEȘAN, Alina BALAGIU, Dana ZECHIA, Camelia ALIBEC in the article titled; Critical Reading. This article is published by journal Buletin Stiinfic. This previous study explains that one of the four competences subjected to evaluation by the end of the academic years in the military academies, is reading comprehension. For most students it looks as being the easiest skill, but actually it is one that causes lots of trouble. When people read for comprehension you imply active reading, critical thinking, rich vocabulary, a good command of grammar rules, appropriate reading techniques and general knowledge from different fields. At times, readers may come across ideas that are difficult to understand. Language is so important to

¹⁵ David Rosenwasser – Jill Stephen, *Writing Analytically, Third Edition* (Boston: Thomson Heinle, 2003),2.

¹⁶ Jinhong Yu, "Analysis of critical reading strategies and its effect on college English reading". *Theory and Practice in Language Studies*. Vol.5 No.1, January 2015, 135

your learning as you cannot make sense of a text, mostly academic, or simply readers cannot understand the subject, interpret it and answer the questions or select relevant and appropriate material for your needs. In short, a good command of English is vital when people take the reading comprehension evaluation test. The higher the level which people want to get, the more difficult is to show people's knowledge and critical understanding of the subject, including some specialist areas.¹⁷

The difference between the recent study and that previous study is that this recent study would be focus on the effect of critical reading strategies in improving students' critical thinking ability. It means, the researcher uses the critical reading strategies in conducting the research, than the previous study uses skimming and scanning strategy in conducting the research. The other difference between this previous study and recent study is that in the recent study, the researcher specifies the research in topic; analyzing voice in critical reading class. Meanwhile, the previous study only focuses on reading comprehension. Last difference between these studies is that; in recent study, the result of the strategies used is to measure students' critical thinking ability. Meanwhile, in previous study, the motivation of students became the measurement of the result.

In 2015, at English Teacher Education Department also, there was a researcher who did a study about critical thinking ability. She analyses students' ability to think critically in critical reading class. The objective of her study was to know students' ability to think critically in critical reading class. Quantitative approach is carried in descriptive design to find the objective above. In process collecting data, first the researcher gives a critical thinking test to the students to know the students' ability to think critically from external perspective. Then, the researcher asks the students to fill in the questionnaire to know their ability to think critically from internal perspective. The questionnaire is a reflective after doing the critical thinking test given and self assess for the students. As the result of this study is the students' ability to think critically from internal perspective is on developing.

¹⁷ Marioara PATESAN, "Critical reading *Buletin Siintific*. Vol. 37 No.1, Sibiu, Romania, 1991, 62"

The difference between this study and that previous study is she only analyses in what level most of students' ability to think critically without giving any strategies. While, the recent study measures the effectiveness between before and after giving a treatment of critical reading strategies on students' critical thinking ability.

Third previous study which is related to this recent study is from University Technology MARA, Pahang, Malaysia.¹⁸ In this previous study, the researcher focuses on the importance of reading skills, reading strategies, and metacognitive skills and strategies. These skills and strategies should be given emphasis when teaching reading in schools in order for us to help students develop critical reading skills. Therefore, it is vital for us to understand the theoretical concept of what is meant by these three terms and why is it so important for teachers to adopt them when teaching reading to students. It is hoped that at the end of the discussion, teacher could see the correlation between reading skills, reading strategies, and metacognitive skills and strategies in our objective to develop critical readers among students in schools. Reading skills, reading strategies, and metacognitive skills and strategies are not to be taught in isolation. With these skills and strategies, students will better understand whatever text given to them. Teachers should employ these strategies in order for the teaching of critical reading skills are more meaningful and beneficial for the students. In other words, when teacher teaches critical reading skills to students teacher will develop them to be critical thinkers as well because when they do critical reading it will lead to critical thinking (critical reading will come first before critical thinking). Thus, this will not only prepare them to be better critical readers in schools but the researcher also hope we could produce better school leavers who could survive in the real world.

Thus, the similarities between the previous study and the recent study are; both study use reading class as the objects of study, and both study expect critical reader as the result of the study. The differences between this recent study and the previous

¹⁸ Norbajyah Abd Kadir, Roose N Subki, Farah Haneem Ahmad Jamal, Juhaida Ismail, "The importance of teaching Critical reading skills in a Malaysian reading classroom". *WEI International Academic Conference Proceedings*. Bali 2014, 208

study are; in the recent study, the researcher will apply critical reading strategies to know students' critical thinking level. While, the previous study only explains the importance of reading skills, reading strategies, and metacognitive skills and strategies. Beside it, the researcher in the previous study tries to see the correlation between reading skills, reading strategies, and metacognitive skills and strategies in researcher's objective to develop critical readers among students in school.

Other previous study is by Kowiyah, an elementary education lecturer of UHAMKA. The title is *Critical Thinking Ability*. This previous paper explains that critical thinking ability is an cognitive activity or process and action of mental to obtain knowledge, understanding and skill in a hope that is able to find way out and performs decision deductively, inductive and as according to its step which is performed with thinking exhaustively about things which can be reached by experience of someone, inspection and performs logical common sense which is measured by through interpretation efficiency, analysis, assumptions recognition, deduction, evaluation inference, explanation, and self regulation.¹⁹

This previous study and this recent study discuss about critical thinking ability, but the differences between both studies are; the previous study explains definition, activities and steps of critical thinking. While, in this recent study, critical thinking becomes a measurement for the objects of study after the strategies given by researcher.

Last previous study which has similarity with this recent study is from a thesis titled *Students' ability in Constructing Reading Question items in Critical Reading Class* by Risalatil Umami. This research was conducted to know students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective and their difficulties in constructing the questions. This research use descriptive qualitative method. The subject of the research are twenty five students of critical reading class academic year 2015-2016 faculty of education and teachers training UIN Sunan Ampel Surabaya. The test and questionnaire

¹⁹ Kowiyah, "Kemampuan Berpikir Kritis". *Jurnal Pendidikan Dasar*. Vol.3, No.5, December 2012, 175

were used as the instrument of this research. The test was used to obtain the data about the students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective. Furthermore, the questionnaire was used to obtain the data about students' difficulties in constructing question items. The finding shows that the students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective are fair. In low-thinking level of bloom taxonomy; remembering 11,38% question of the students in this level, 15,44% students question in understanding level, and 22,76% students' question in applying level. Therefore, in high-level thinking of bloom taxonomy's perspective; 29,26% students' question were in analyzing level, 18,69% students' question were in evaluating level, and only 2,34% students' question were in creating level. It means still there are students in low-thinking level. Whereas, most of the students' difficulties in constructing question are on grammar terms. Based on the data finding in this research, some suggestions are given to the lecture, especially for the lecture who teaches in critical reading class to increase the students' ability in critical thinking. And for the students especially for university's students to increase their ability to think critically, because they are a university's students, they must have a critical thinking. It is also suggestion for the next researcher to conduct such this research from internal and external aspect or measured the students' ability in constructing question from other perspective.²⁰

This previous study and the recent study have the same class as the object of studies. Both studies also involve critical thinking as the objects' of study measurement, but there is still differences between them. The topic used in the recent study is analyzing voice, while the topic used in this previous study is constructing reading question items. Other difference between them is the recent study use four levels of critical thinking theory by Linda Elder, while the previous study used bloom taxonomy as the level of thinking. Out of those previous studies, once more, this

²⁰ Risalatil Umami, Bachelor thesis: "*Students' Ability in Constructing Reading Question items in Critical Reading Class*". (Surabaya: State Islamic University of Sunan Ampel, 2016),v.

study will apply reading strategies to know students' critical thinking ability (specific levels).

