CHAPTER II

REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field.

A. Critical Thinking

Dewey introduced more recent effects in the critical thinking show ground. Dewey named critical thinking "reflective thinking" and described it as "an active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends".⁹

Alfaro-LeFevre saying which was quoted by Shelley Cohen in his book defined "critical thinking as careful, deliberate, outcome-focused (results oriented) thinking that is mastered for a context."¹⁰ This opinion is also supported by Stella Cotrell. In her book, Stella Cotrell also defined Critical thinking as thinking activity which purposed to give reasons and reflection which focus on what are believed and will be done.¹¹

⁹ John Dewey. *How We Think*. (Lexington, Mass: D.C. Heath, 1910), 2.

¹⁰ As quoted in Shelley Cohen. *Critical Thinking in the Emergency Department: Skills to Assess, Analyze, and Act.* (HCPro, Inc. 2006), 3.

¹¹ Stella Cotrell, *Critical Thinking Skill*, (New York: Palgrav Macmillan, 2005), 9.

Galotti also gave definition of critical thinking that is: "Mental activity that consists of transforming given information (called a set of premises) in order to reach conclusions".¹² This definition describes that critical thinking is activities of thinking which have purpose to give conclusion or decision about something.

Based on those definitions of critical thinking, can be concluded that critical thinking is an activity that focus on thinking actively, creatively and carefully based on what have been understood and believed.

Critical thinking should not be complicated with being argumentative or being analytical of other people. Critical thinking can also play an important role in collaborative reasoning and constructive tasks, although critical thinking skills can be used in showing misconceptions and bad reasoning. Critical thinking can be used to help to acquire knowledge, improve theories, and strengthen arguments. Using critical thinking can be done to enhance work processes and improve social institutions.

1. Features of Critical Thinking

According to Jim Wohlpart, the features of critical thinking are:¹³

- a. Overview of an Argument:
 - 1) Consciousness of Point of View
 - 2) Consciousness of Intention and Audience
 - 3) Statement of Central Problem or Issue

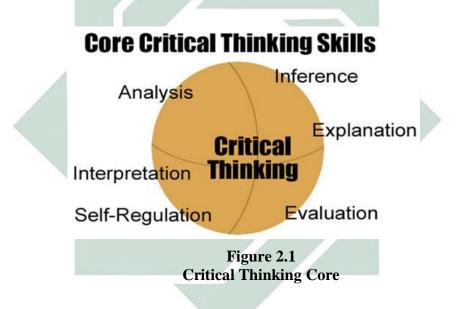
¹² Kathleen M. Galotti . "Approaches to studying formal and everyday reasoning". Psychological Bulletin, Vol. 105, No. 3, 1989, 331.

¹³ Jim Wohlpart. Critical Thinking: How to Read and Analyze Arguments. (Spring 2007), 4.

- 4) Understanding Key Ideas
- b. Internal Elements of an Argument
 - 1) Deduction: Consciousness of Inferences and Assumptions
 - 2) Induction: Analysis of Information and Proof

According to Murti, critical thinking have some parts or features. The

core of critical thinking skills can be seen as below: ¹⁴



When answering the questions, the students need to put some reasons or arguments which can hold their answer. Argument means fully grown reasoning. By fully grown, means that an attitude and approach to argument, not an age group. And all of us, irrespective of age, sometimes fall in fully grown reasoning. What is "fully grown" about the kind of argument we have

¹⁴ Prof. Bhisma Murti. *Berpikir Kritis (Critical Thinking)*. (Surakarta: Bagian Ilmu Kesehatan Masyarakat, Universitas Sebelas Maret), 8.

in mind? One meaning of fully grown is "worked out completely by the mind" or " considered".¹⁵ The second term in this delineation of argument also needs remark: reasoning. If we study logic deeply, we find many delineations of reasoning, but for applied purposes, reasoning here means an opinion and more a reason (or reasons) for holding that answer or opinion.¹⁶

When you feel confident having the opinion to answer the questions figured out, you are ready to respond to it, which means appraising and comparing it with other perspective, involving your own. For doing those, annotate deeply is the key.

When thinking critically in reading process, there are two common problems which may come up:

a. Ambiguity

According to Brenda et al, ambiguity is a word that has several different meaning.¹⁷ For instance, "partnership" might particularly refer to a legally edging collaboration between two or more people. More commonly, it may mean co-operation between interested investors in a specific project. In education it can be translated as concerning parents as co-educators of their children. In a broader sense it can be comprehended as a partnership between stakeholders in the education

¹⁵Timothy W. Crusius and Carolyn E. Channell. *The Aims of Argument: a brief guide*. (McGraw-Hill. New York, 2006), 3.

¹⁶ Timothy W. Crusius and Carolyn E. Channell. 2006. *The Aims of Argument: a brief guide.* . (McGraw-Hill. New York, 2006), 4.

¹⁷ Brenda Judge, Patrick Jones and Elaine McCreery. *Critical Thinking Skills for Education Students*. (Learning Matters Ltd. 2009), 5.

system, such as national government, local government and perhaps even business.

b. Subjectivity

Subjectivity is the readers are still disagreeing about the meaning even the ambiguity was removed from the paragraph. For example, it is about a very subjective one. Two people may agree accurately about what that partnership is (e.g. they may agree that it is conversation between teachers and parents), but disagree about the deepness of participation both parties should have.

B. Critical Thinking Tools

The following critical thinking tools terms and elements of argument are used throughout evaluate critical thinking; to explore the ideas, arguments, and conclusions; and to analyze the arguments and writing decisions of other writers.¹⁸

1. Purpose of Reading.

When starting to read, purpose that is the points should be clear and consistent from the beginning to the end of text, an essay or paragraph. Everything which included should advance that purpose.

When reading, ask these questions for reflection:

¹⁸ Marcie Sims, Write Stuff, The: Thinking Through Paragraphs Plus MyWritingLab with eText -- Access Card Package, (Longman. 2012), 4-9.

What is the author's purpose for writing?

What arguments is the author putting forth?

What *direct or implied questions* is he or she addressing?

2. Ideas and Information to Support the Answer of Questions Based on The Text.

When answering the question after reading the text, develop the answer using the personal ideas, personal knowledge, and information. The ideas and background information are specific branches of the tree that forms the purpose expanded upon it. Next, develop these personal ideas, or branches, using examples, ideas, facts, and commentary.

When reading, ask these questions for reflection:

What ideas does the author include to support the purpose? What background information does the author provide?

Purpose

Ideas

3. Providing Supporting Details.

Providing information is needed to support the purpose, ideas, and conclusions on a subject. Drawing on the personal experiences or those of others, use facts and statistics researched if the instructor allows research for the particular assignment that working on, provide examples and specific details, or supply information provided by the instructor to support reasoning. Always evaluate the information provided by other writers. Include commentary about the examples and details provided.

When reading, ask these questions for reflection:

What evidence or examples which the author using to support reasoning?

Are the examples and support believable and clearly explained? Do they adequately support the author's purpose?

4. Make Sure Are There Any Assumptions and Biases Made by The Author.

Make sure that the assumptions which the author makes about a topic or idea are not flawed or based on misinformation. Check for any errors in ideas resulting from an unfounded favoritism in thinking process or that of an author. Any mistakes in the concepts or ideas that the reasoning is based on can cause problems in the argument. So, although assumptions and biases are supportive tools, they can throw a wrench in the thinking if they are unfounded.

When you read, ask these questions for reflection:

Are there errors in the ideas the author is explaining? Does the author take in assumptions or biases that are flawed or unfair?

5. Understand The Conclusions, Implications, and Consequences of The Text.

A conclusion is the final point in the argument, the place reached after discussing the ideas that support the purpose, the argument. Consequences are the results of a point that have been argued. Implications are more subtle: They are the possible results of an argument that have been inferred (or an author has implied). Make sure to look at all the possible consequences of the argument. For instance, if arguing that the music program should be cancelled at the school and the money should be used to add more parking spaces at the campus, Make sure to address all the implications and consequences of canceling the music program. Be aware that implying that having more parking spaces is more important to the school than having a music program is needed. The consequences could be a loss in the artistic identity of the school, fewer students who wanted to focus on music would apply to the college, and so on.

When reading, ask these questions for reflection:

What are the implications of the author's ideas in this reading? Are the consequences of the author's arguments acceptable? Back to the domino idea again, think of the concluding argument in the writing not as the last domino falling over in the chain, but as one near the end. The consequences of the argument are the last few dominoes that follow that one. They might not be directly stated in the paper: those last dominoes falling and what they mean are needed to be imagined. For instance, will the stopping of the music program lead to a decrease in registration and hurt the overall budget at the school and the quality of the education provided?

6. Understand The Point of View.

Point of view is perspective on a topic. Make sure to check the assumptions of point of view is based upon and whether the point of view is unreasonably biased.

When reading, ask these questions for reflection:

What point of view does the author have on the topic?

Did the author consider other points of view that might be relevant?

Is the point of view one-sided or biased?

7. Analysis the Text.

Analysis includes breaking down an idea and working out the meaning of the separate parts and how they relate to the whole. It is a depth look at every detail of an idea or argument, like using an expanding glass to examine something up near and carefully.

When reading, ask these questions for reflection:

What is the author saying?

Does the author develop the ideas well using specific ideas, support, and analysis?

C. Importance of Critical Thinking in Education

Since human are created to be social creature, critical thinking is important for every human around the world especially in education. As a teacher or student, she/he should recognize the way how to construct argument. As Lipman argue, two important qualities of critical thinking skills are greatly improved reading comprehension and the ability to communicate the in-depth awareness obtained from increased understanding.¹⁹

Brenda et al say that critical and analytical thinking skills will be essential to most aspects of the students' study, whether the students are listening to lectures, contributing to seminars or reading about the students' subject.²⁰ As education student, regardless the major, the most important skills that the students will need to learn is ability to think critically and objectively about an issue and present a well-constructed argument.

The purposes of education is to create students who are well informed, first, students should understand ideas that are important, useful, beautiful, and powerful. Second, to create students who have the passion to think analytically

¹⁹ Matthew Lipman. *Thinking in Education*. (Cambridge: Cambridge University Press. 2003), 17.

²⁰ Brenda Judge, Patrick Jones and Elaine McCreery. *Critical Thinking Skills for Education Students.* (Learning Matters Ltd. 2009), 4.

and critically, to use what the students know to improve their own lives and also to contribute to their society, culture, and civilization.

D. Ability to Think Critically

A critical thinker is someone who able to do these following things:²¹

- 1. Understand the logical relationships between opinions
- 2. Formulate ideas briefly and accurately
- 3. Identify, construct, and evaluate argument
- 4. Evaluate pros and cons of strength of will
- 5. Evaluate the evidence for and against a hypothesis
- 6. Detect discrepancies and familiar mistakes in reasoning
- 7. Analyze the problem methodically
- 8. Identify the relevance and significance of ideas
- 9. Justify one's beliefs and standards
- 10. Consider and evaluate one's thinking skills.

The habitual of an ideal critical thinker is inquisitorial, well-informed, trustful of reason, open-minded, flexible, fair minded in evaluation, honest in facing personal favoritisms, careful in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and

²¹ Joe Y. F. Lau. An Introduction to Critical Thinking and Creativity, Think More, Think Better. (Canada : John Wiley & Sons, Inc. 2001), 2.

persistent in seeking results which are as accurate as the subject and the conditions of investigation permit. Therefore, educating good critical thinkers means working toward this model. It combines developing critical thinking skills with encouraging those dispositions which consistently produce useful perceptions and which are the basis of a rational and democratic society.²²

Critical thinking is a fundamental ability of thinking and essential in academic studies. The critical thinker tries to appraise what information had read, heard and seen. The foundations conclusions on rational thinking and the knowledge associated with the theme. Critical thinking ability can be enhanced. The ability of critical thinking is closely associated with the knowledge of the scientific subject in question, and that is why very specific instructions cannot be given.²³

Critical thinking skill is an important skill in reading. To promote academic success, critical thinking skills are also important if students become critical consumers and producers of information in a democratic society.²⁴

The relationship between critical thinking and reading is well recognized in the writing. For instance, Norris and Phillips point out that reading is more than

²² Dr. Peter A. Facione. A report for the American Philosophical Association "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction", (California: California Academic Press. 1990), 2.

²³ "Critical Thinking And Career Education: Situation Analysis And Assessment Questionnaire". 94313-CP-1-1-LT-COMENIUS-C2.1, Finland. 2001, 1-2.

²⁴ Browne, M. N. - Stuart, M. K. Asking the Right Questions: A Guide to Critical Thinking (Upper Saddle River, NJ: Pearson–Prentice Hall. 2004 7th ed), 4.

just stating what is on the page; it is thinking.²⁵ Anderson says that there are six ways in thinking and in remembering text information. They are:²⁶

- 1. Most new knowledge is obtained by integrating new information into existing structure.
- 2. The students' existing schemata facilitate to allocate attention by focusing on what is relevant and significant in newly presented materials.
- 3. Schemata allow and direct the inferential amplification of inward information and experience.
- 4. Schemata permit organized searches of memory by providing students with a guide to the types of information that should be remembered.
- 5. Schemata help learners in thinking skills of summarizing and editing.
- 6. Schemata allow inferential reconstruction when there are spaces in memory, which means that they help the learner make hypotheses about missing information.

Thinking process and reading may are taught in one subject in a college. It is called as critical reading. Jennifer Duncan defined Critical reading as a "process of analyzing, interpreting and, sometimes, evaluating."²⁷When the students read critically, they use their critical thinking ability to question both the

 ²⁵ Norris, Stephen P., Phillips, and Linda M, "Explanations of reading comprehension: schema theory and critical thinking theory". Teachers College Record. v89 n2 Win 1987, 281.
²⁶ Richard C. Anderson, *Role of the reader's schema in comprehension, learning, and memory*. (In:

²⁰ Richard C. Anderson, *Role of the reader's schema in comprehension, learning, and memory.* (In: Ruddell, R.B., Ruddell, M.R., Singer, H. (Eds.), Theoretical Models and Processes of Reading, fourth ed. International Reading Association, Newark, 1994), 271.

²⁷ Jennifer Duncan. *Reading Critically.* The Writing Centre, University of Toronto Scarborough. (http://ctl.utsc.utoronto.ca/twc/webresources accessed on 15th June 2015).

text and their own reading of it. For doing reading critically, think critically must be done. The critical thinking activities involve analysis, interpretation, and evaluation. Jennifer Duncan said that each of these processes helps the students to relate with the text in different ways: stressing important points and examples, taking notes, testing the answers to the students' questions, brainstorming, outlining, describing features of the text or argument, reflecting on their own reading and thinking, raising protests to the ideas or evidence presented, etc.²⁸

For a critical reader, any single text provides but one representation of the facts, one individual's take on the subject matter. Critical readers recognize not only what a text says, but also how that text representation the subject matter. Critical readers recognize that a variety of ways in which each and every text is the unique formation of a unique author.²⁹

Critical reading has two steps further. After recognizing what a text says, it is a sign of on what the text does by making such remarks. Is the text offering examples? Is the text offering Argument? Is the text offer appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole, means, based on the earlier analysis.³⁰

Jennifer Duncan. Reading Critically. The Writing Centre, University of Toronto Scarborough. (http://ctl.utsc.utoronto.ca/twc/webresources accessed on 15th June 2015). ²⁹Daniel J. Kurland. How the Language Really Works: (www.criticalthinking.com accessed on 17th June 2015). ³⁰ Daniel J. Kurland. *How the Language* accessed on 17th June 2015

These are three steps or modes of analysis which are reflected in three types of reading and discussion: ³¹

- 1. What a text discuss restatement
- 2. What a text does description
- 3. What a text means interpretation.

There are some certain goals that need to accomplish by the students for textbooks on critical reading: ³²

- 1. For recognizing an author's purpose
- 2. For understanding tone and persuasive elements
- 3. For recognizing bias

E. Review of Previous Studies

In a research, it is essential to find review of previous studies to avoid the repetition. Some similar studies had been conducted about critical thinking. The previous study was done by Genal Hove entitled Developing Critical Thinking Skills in the High School English Classroom. He tried to analyze current literature and examine strategies for developing critical thinking skills in high school-aged students.³³

³¹ Daniel J. Kurland. *How the Language* accessed on 17th June 2015

³² Daniel J. Kurland. *How the Language* accessed on 17th June 2015

³³ Genal Hove. Dissertation. Developing Critical Thinking Skills in the High School English Classroom.

The second is "An Assessment of Teachers' Conceptions of Critical Thinking and Practices for Critical Thinking Development at Seventh Grade Level" which had been conducted by Figen Kanik. In her research, she tried to explore teachers' conceptions of critical thinking and practices for critical thinking development in Turkish, social studies, science and technology and mathematics courses at seventh grade level.³⁴

The third was done by Ririn Khoridah entitled Efektifitas Model Pembelajaran Critical Thinking Dalam Meningkatkan Pemahaman Siswa Pada Bidang Studi PAI Di SMP Unggulan Al-Falah Siwalanpanji Buduran Sidoarjo. In her research, she analyzed the implementation of critical thinking method in learning, the strategies that used to improve students` understanding, and the effectiveness of critical thinking method in improving students` understanding.³⁵

The fourth is "Efektifitas Penerapan Model Pembelajaran Berbasis Deep Dialogue/Critical Thinking (DD/CT) Terhadap Prestasi Belajar Siswa Kelas VIII B Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 2 Tanggulangin Kabupaten Sidoarjo" which has been conducted by Niswatul Hasanah. She

³⁴ Figen Kanik. Doctoral Dissertation. An Assessment Of Teachers' Conceptions Of Critical Thinking And Practices For Critical Thinking Development At Seventh Grade Level. (Middle East Technical University. 2010), 10.

³⁵ Ririn Khoridah. Unpublished thesis. *Efektifitas Model Pembelajaran Critical Thinking Dalam Meningkatkan Pemahaman Siswa Pada Bidang Studi PAI Di SMP Unggulan Al-Falah Siwalanpanji Buduran Sidoarjo*. (Surabaya: State Islamic University of Sunan Ampel, 2010), 7.

analyzed the implementation of Deep Dialogue/Critical Thinking Method and the effectiveness of the Method in students` achievement. ³⁶

Considering those previous studies, this research will be different. The difference of those previous studies are that this research focused on students` ability to think critically in English Education Department and students` level of critical thinking ability, while the previous study focus on developing critical thinking in senior high school and an assessment of teachers' conceptions of critical thinking and practices for critical thinking development at seven grade students. The text which is used for assessment in recent research is an article, while the previous research is a novel.

³⁶ Niswatul Hasanah. Unpublished thesis. *Efektifitas Penerapan Model Pembelajaran Berbasis Deep Dialogue/Critical Thinking (DD/CT) Terhadap Prestasi Belajar Siswa Kelas VIII B Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 2 Tanggulangin Kabupaten Sidoarjo.* (Surabaya: State Islamic University of Sunan Ampel, 2012), 5-6.