

CHAPTER II

LITERATURE REVIEW

In this chapter presents the relevant literature and studies. This chapter focuses on definitions of critical thinking, aspects of critical thinking, strategies to develop critical thinking and reviews of previous studies. It explains the nature of English language learning at the senior-secondary-school level.

2.1. English Language Learning at the Senior-secondary-school Level

English has been of the compulsory subjects that senior secondary school (Azkiah & Hamami) students learn (MoEC, 2022a). It is taught for two learning hours per week (Alfarisy, 2021). The Government of Republic of Indonesia (GoI) writes that the ultimate purpose of learning English is to help he students at this level communicate their ideas with others in the international contexts (GoI, 2013). Furthermore, they should attain an informational literacy level, which means that they are able to engage in and maintain extended interpersonal communication, formal transactional communication, read and write short functional texts and prepare them for information in university (GoI, 2013; MoEC, 2018).

The following sections will elaborate on learning outcomes to be achieved and materials to be learned by the SMA students in a more detail manner.

2.1.1 Learning Outcomes

The ultimate learning outcomes after learning English at the SMA level are that students are able to use English to convey their ideas and respond to those of others using interactional, transactional, and short and long functional spoken and written text to deal with accessing knowledge at university levels or for self-study (MoEC, 2018)

The outcomes are reflected by students' demonstrations of learning materials relevant to each of the grade levels. Students at grade X should be able to show their mastery of such interactional texts as congratulating and complementing, introducing oneself and others, expressions of showing care and sympathy and expressing an invitation. They should be able to construct spoken and written short functional texts including recount text and news item, and long functional texts like narrative and descriptive texts.

At grade XI, they should demonstrate their mastery of interactional texts like asking for and giving opinion and extending offers and suggestions. In terms short functional texts, they should be able to extend and respond to various expressions, for example, invitations. For long functional texts, they should be fluent in using spoken and written narrative texts and hortatory exposition texts. Students of grade XII should be able to show their mastery of such interactional texts as asking for and giving services, and expressions of promising. Regarding short functional texts, they should be able to create spoken and written instructional and caption texts. For

long functional texts, they should be fluent in using spoken and written procedure texts and job application letters.

2.1.2 Learning Materials

Widiati et al. (2017) stated that SMA students should be capable of and fluent in demonstrating three text types: interactional texts (transactional and interpersonal), short functional texts, and long essays or long functional texts as described in the following parts.

Interactional text. Interactional text is a combination of interpersonal text and transactional text which is a text that refers to relating to other people with the aim of being able to establish good communication in asking for and giving approval in responding to statements and expressing meaning in conversation (KSG UNS, 2013).

SMA students will learn particular interactional texts and their specific features, including communicative purposes, schematic structures and language features (MoEC, 2018). At grade X, they will study and demonstrate their ability to extend expressions, for example, to congratulate and compliment and respond to those from others. Grade XI students will learn how to extend and respond to offers and suggestions, along with their communicative functions and linguistic elements of oral and written transactional interaction texts. They will study to compose simple, transactional interaction texts related to giving and asking for information regarding suggestions and offers (MoEC, 2014). At grade XII they will study and demonstrate

their ability to extend expressions, for example, to ask and give services together with their communicative functions and linguistic elements of such texts.

Short functional texts. Short functional text is text that is used to convey something that has a specific purpose and message according to the type of text used (KSG UNS, 2013). SMA students will learn particular short functional texts and their specific features, including communicative purposes, schematic structures and language features (MoEC, 2018).

At grade X, they will study and demonstrate their ability to construct oral and written recount and report texts. In terms of the recount texts, they will be able to write and speak about distinguished persons. They will learn how to create their spoken and written report texts pertaining to technology relevant to their study. Grade XI students will learn how to write and speak their ideas regarding hortatory texts and promotional texts, like leaflets, brochures and banners. At grade XII, they will learn caption texts related to pictures, photos, tables and graphs (MoEC, 2018).

Long functional texts. Long functional texts are called due not only to the length in the writing, but also the process of the interpreting which requires specific recognition of their structures and situation (KSG UNS, 2013). A text will be meaningless if it is taken apart from its structure and contexts. Depending on their grade levels, SMA students will learn particular long functional texts and their specific features, including schematic structures and language features (MoEC, 2018).

At grade X they will learn and demonstrate their ability to write and speak using, for example, descriptive texts related to tourist attractions and famous historical buildings. Grade XI students will study analytical exposition texts relevant to actual issues that are appropriate to their contexts. At grade XII, they will learn and demonstrate procedural texts orally and in writing regarding the use of technology and tips according to the contexts (MoEC, 2018).

2.2 Critical Thinking

This section is devoted to elaborating on the principal nature of critical thinking. This study underpins its theoretical framework to define the definition of critical thinking, the aspect, and the strategies to develop critical thinking. Each of which will be further presented in the following sections.

2.2.1. Definitions of Critical Thinking

This section is devoted to setting up the working definition of critical thinking. To start with, Saade et al. (2012) defines that critical thinking is the way a person determines and expresses an opinion about a problem based on how they see the problems around them. It is supported by another definition of Ennis (1985) defines critical thinking as a contemplative and reasonable way of thinking that can result in decisions about what to believe or do.

Bensley and Murtagh (2012) define critical thinking as a multidimensional construction that requires skills, reasoning, and self-regulation. In this dimension, according to the authors, skills refer to the ability to think critically in science, it

does not mean that students have critical thinking skills in general, and vice versa. In reasoning refers to the willingness to think effortlessly and the tendency to be open-minded and fair, then self-regulation refers to someone who may have critical thinking skills and tends to use these skills appropriately.

Azkiah and Hamami (2021) define that critical thinking is the ability to think critically which is obtained by a process that cannot be determined for each individual. Habituation in developing critical thinking must start early so that the process can be carried out properly, all elements of education must work together.

Based on the above definitions, this study defines critical thinking as a person's way of thinking using skills and a willingness to think openly to solve problems around them.

2.2.2. Aspects of Critical Thinking

The ability to think is one of the abilities possessed by every human being. The ability to think is an important aspect that can determine a person's success in life, with good thinking skills all problems faced will be resolved properly.

Facione (2011) stated that critical thinking has six aspects, namely interpretation, analysis, evaluation, inference, explanation, and self-regulation. Each of the aspects will be further explained in the following paragraphs. The first aspect is interpretation and as Facione (2011) puts it, refers to the ability to understand the intent of a problem. Students will be able to understand and describe the problems they have to solve. Interpretation can be implemented by the teacher gives a picture,

caption, and title, students are asked to guess the contents of the reading. If students understand images, captions, and titles correctly, students' predictions about news content will also be correct. Students read the text carefully and get information about the text.

The second aspect is Analysis and is defined as the ability to identify the right goals between statements, questions, concepts, descriptions or other forms to express beliefs, decisions and information (Ricketts & Rudd, 2004). Students will be able to link known information to create problem-solving strategies. Teachers can implement this ability by the teacher asks students to analyze the structure of the text or the arrangement of ideas in a descriptive text about historical buildings. Students work individually first and then compare their answers with their friends' answers.

The third aspect is evaluation is defined as the ability to assess the credibility of a statement when solving a given problem (Facione, 2011). Students will be able to assess the credibility of information and compare the strengths and weaknesses of that information. This ability can be developed by the teacher asks students to evaluate the structure of the text or the arrangement of ideas in a descriptive text about historical buildings. Students work individually first and then compare their answers with their friends' answers.

The fourth aspect is inference and is defined as the ability to consider the relevant information needed to make a reasoned hypothesis and draw a logical conclusion (Ricketts & Rudd, 2004). Students will be able to logically draw final conclusions

to solve problems. This ability can be applied by the teacher guides students to find answers and also understands the correct announcement text structure, with the teacher's guidance students can understand the message conveyed and make the announcement correctly. The teacher guides students to understand the structure of the announcement text: opening, content, and closing.

The fifth aspect is explanation and is defined as the ability to convey results, giving reasons based on sound evidence, concepts, and certain criteria (Facione, 2011). Students will be able to explain every process and method of solving problems. This ability can be applied by the teacher asks students about how the ideas/information in the recount text (text structure) are structured. The teacher guides students so that they can remember by asking questions while asking students to look at the reading text. After the students recalled the structure of the recount text, students were asked to fill in a diagram about the structure of the reading text. If the student sequences more than nine or ten events, it should be considered correct as long as the sequence of events is not wrong.

The sixth aspect is self-regulation. It refers to the ability of consciousness to monitor its own activities, the elements used, and the results developed from analyzing and evaluating one's own ability to make decisions. Students will be able to review the results of problem solving that has been done. This ability can be implemented by the teacher asks students to make descriptive texts about interesting places, according to function, text structure and linguistic elements, the teacher guides

students and helps students if anyone needs help, after finishing the teacher asks students to assess the results of their own text and submit.

Based on the aspects of critical thinking above, it can be concluded that there are six aspects of critical thinking that can be applied to develop students' critical thinking levels in teaching English. Knowing the results of students' critical thinking skills with high learning independence can be used as reference material and evaluation in an effort to improve students' critical thinking skills.

2.2.3. Strategies to Develop Critical Thinking

Critical thinking is one of the abilities that must be developed by students in every lesson. Critical thinking helps students to be able to think logically and dynamically, so that they will be better prepared to face challenges in life (Tivani et al., 2019). Zhao et al. (2016) suggest that group discussions, debates, and peer questions are recommended as three basics, but potentially effective strategies that can be adopted in EFL classrooms.

Group Discussion. Group discussion is a form of activity carried out by involving more than one individual. Discussion is an effective way to facilitate learning and improve students' critical thinking, because discussion requires students to think and describe ideas openly (Dallimore et al., 2008). To stimulate students' critical thinking, choosing the right topic also needs to be considered carefully.

The teacher can implement it in several learning materials that require student discussion, for example the teacher's procedure text can use this strategy by dividing students into several groups, then the teacher explains what they should look for, such as how to make something or how to do something. Students can search for it on the internet or in the library, after which students begin to discuss procedural texts that are in accordance with the functions, structures and linguistic elements. While students are discussing what the teacher has to do is guide students and supervise students if there are students who want to ask questions and find it difficult. With the teacher's guidance, students share the results of group discussions with other groups in front of the class.

Debate. Debate is an activity of arguing between two or more parties. Debate is a method of formal discussion and active learning, which can encourage students to examine a topic or discussion in detail, ask questions, identify contradictions, and formulate evidence-based reasons. The teacher must prepare several statements and group students into 2-3 teams and implement them by giving statements regarding controversial issues related to learning (Mayarintas, 2018).

The teacher can implement it in cause and effect learning materials, in this material the teacher can use a debate strategy by dividing students into 2 groups of participants in the debate, one cause and one effect. The teacher provides debating material about "The Causes and Effects of Juvenile Delinquency", students are given time to read and look for this material. After finishing reading the material, the teacher appoints a member of the cause group to speak first, then the effect

group responds to the statement from the cause group. From each opinion or discussion students write on the blackboard to get the expected points of ideas. The teacher at the end of the debate invites students to make conclusions from the topic above.

Reciprocal Peer Questioning. Reciprocal peer questioning is a discussion method with open-ended questions for generating focused discussions in small group settings. This strategy is useful for developing and improving students' critical thinking. In this strategy the teacher can apply it by asking students to do it in pairs or small groups, taking turns asking questions that have been prepared by themselves and answering each other's questions. Wibowo (2019) states that teachers can listen to questions posed by students to identify information about how far students understand the topic being discussed by listening to their responses to these questions.

The teacher can implement it in the supposition material followed by orders/suggestions by telling an interesting place he just visited. This becomes an example for students to carry out the next activity. The teacher asks students to chat and ask questions in pairs about interesting places they want to visit or have visited. When students do this strategy, the teacher goes around to monitor student activity. If there are students who have difficulty asking questions to their partners, the teacher can help by asking questions or giving examples.

According to Bean (2001), there are four strategies for critical thinking. Those are the problem-posing strategy, the frame strategy, the question-generating strategy, and the “rough draft workshop” strategy.

The Problem Posing Strategy. The Problem-Posing Strategy is a learning model in which students are asked to formulate, form and ask questions or questions from the situations provided, situations can be in the form of pictures, stories, or other information related to the material. This strategy can provide opportunities for students to better use their skills to ask questions and discuss a problem.

The teacher can implement it in recount text material about historical events by discussing several words that are assumed to be new to students in a recount text. The teacher takes some words that are assumed to be new and puts them in a sentence so that students can guess from the context. Sentences and words can be spoken alone or also written. The teacher asks students to listen to a story from their experiences and asks students to answer general questions about the topic of the text. After general questions, the teacher writes questions on the blackboard and students ask questions that are confusing to the questions. The teacher reads the story again and the students look for answers to the questions.

The Frame Strategy. This strategy gives the teacher the opportunity to monitor students' level of understanding and adjust instruction as needed. This strategy is designed to assist students as they organize topics, main ideas, and details about reading assignments. The teacher can implement it in descriptive text material about tourist attractions by asking students to look at examples of descriptive text

about tourist attractions and asking students where to get information about in the main idea. The teacher guides students to find a topic sentence that contains the main idea with guiding questions.

The Question-Generating Strategy. The question-generating strategy is a strategy that helps students understand the text. Students learn to formulate and respond to questions about situations, facts, and information while engaging in understanding texts. The teacher can implement it in descriptive text material about tourist attractions by the way the teacher explains the learning material first. The teacher asks questions with students to explain what is meant by a pronoun and what it is used for. From the students' answers, the teacher guided the students to conclude that in self-introduction, pronouns are used a lot, or words that replace nouns to avoid unnecessary repetition which makes sentences not good.

The “Rough Draft Workshop” Strategy. This strategy uses a small group writing workshop, which is a rough draft workshop, where students read each other and respond to each other's work being worked on. The purpose of this strategy is to improve students' ideas, organization, development, and sentence structure.

The teacher can implement it in letter writing material by explaining the provisions in writing personal letters such as structure, language features of a personal letter, and style of language commonly used in personal letters. After explaining about the format of a personal letter, the teacher can show examples given in the student book. The teacher asks students to make a first draft, and the teacher will provide comments on the first draft. Students are asked to use the format of writing personal

letters that have been studied before. The teacher goes around the class and provides feedback on student work.

Overall, the strategy can be used as an effective way to improve students' critical thinking in EFL classes. Teachers can provide proper guidance and opportunities for students to interact and share ideas with one another.

2.3. Previous Studies

In this section, previous studies relevant to the current topic investigated will be presented. Zhao et al. (2016) investigates instructional strategies for developing critical thinking in EFL classrooms. They found that the instructional strategies used to promote critical thinking were theoretically sound, but the methods were less specific. Ardiyan (2020) investigates the types of strategies used by teachers and how these strategies are implemented by teachers. In this study, they investigated the types of strategies used by English teachers at SMAN 1 Guguak sub-district and how they were implemented. Data collection he uses observation, interviews and documentation. After analyzing the data, he found that there are 4 strategies that can foster students' critical thinking. These strategies are case strategies, problem posing strategies, evidence finding strategies, and the last strategy implemented by the teacher is question generating strategy.

The research conducted by Ardiyan (2020) is about the types of strategies used by teachers and how these strategies were implemented by teachers. This study involved teachers at SMAN 1 Guguak. He found that there were 4 strategies used by teachers to be able to foster students' critical thinking.

Alwan (2022) investigates teachers' strategies for building students' critical thinking skills in the digital generation, in this literature study he investigates how strategies can be manifested in the learning process to instill critical thinking skills in the digital generation. His data collection uses library data review. After analyzing the data, he found that there are many strategies that can be used by teacher to build critical thinking skills in students, especially the digital generation. Based on the results of the study, to be able to grow and build critical thinking skills there are several strategies that can be implemented, including PBL strategies, technology-assisted learning, mobile learning, and the IMPROVE method.

The research conducted by Alwan (2022) is about teachers' strategies to build students' critical thinking skills in the digital generation. This study used a literature study and found that there are many strategies that can be used to build students' critical thinking skills.

Anggraeny and Khongput (2022) investigated teachers' perceptions and teaching practices of critical thinking in Indonesian high schools. In this study, they investigated how teachers' perceptions included critical thinking in their English teaching practices in their classes. Their data collection uses semi-structured interviews and observation. After analyzing the data, this study showed that the results of teacher perceptions expressed by English teachers varied, the researchers grouped them with the same theme. They found that teachers have different perceptions regarding the definition of critical thinking, factors that influence students' critical thinking, Factors affecting teachers' practices of critical thinking

instruction and Challenges in incorporating critical thinking into teaching. In this study they found that teachers used teaching and learning strategies that previously influenced their critical thinking practice but were not yet effective. This study also reveals the need for the Indonesian Ministry of Education to provide better training programs to help teachers teach learning by enhancing students' critical thinking.

The research conducted by Anggraeny and Khongput (2022) is about teachers' perceptions and teaching practices of critical thinking. This study involved six high school English teachers in Jambi province. They found that teachers use teaching and learning strategies that previously influenced their critical thinking practice but have not been effective.

