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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Critical Thinking

a. Definitions of critical thinking

Critical thinking is a multi-step process. It can be defined as an active and intellectual process where the individual will observe, analyze and reflect on new knowledge and integrate it into their current understanding. Critical thinking can be applied in a variety of learning platforms such as reading, written work and discussions.

Critical thinking is a process that links with criticism. Instead it is more useful to link critical thinking with criteria or standards against which the information is compared (Tittle, 2011). Collins (1993, p.3) asserts Critical thinking implies that a reader is actively and constructively engaged in the process of reading. Alfrey and Cooney state that critical thinking is the ability to analyze carefully and logically information and ideas from multiple sources, is a vitally important skill for practicing engineers and technologists.

According to Paul (2004, p.6), critical thinking is the art of thinking about thinking with a view to improving it. Critical thinkers seek to improve thinking, in three interrelated phases. They analyze thinking. They assess thinking. And they up-grade thinking (as a

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result). Creative thinking is the work of the third phase, that of replacing weak thinking with strong thinking, or strong thinking with stronger thinking. Creative thinking is a natural by-product of critical thinking, precisely because analyzing and assessing thinking enable one to raise it to a higher level. New and better thinking is the by product of healthy critical thought.

Starkey (2004) asserts generally, critical thinking involves both problem solving and reasoning. In fact, these terms are often used interchangeably. But specifically, the critical thinking skills include the ability to:

- 1) Make observations.
- 2) Be curious, asking relevant questions and finding the resources needed.
- 3) Challenge and examine beliefs, assumptions, and opinions against facts.
- 4) Recognize and define problems.
- 5) Assess the validity of statements and arguments.
- 6) Make wise decisions and find valid solutions.
- 7) Understand logic and logical argument.

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Thyer (2013) in a publication about critical thinking by Deaken University (p.3) presented the hierarchical illustration of the steps of critical thinking . Thyer includes six steps in the process of critical thinking.



(Thyer, E, 2013)

The step of observation includes the standards information, and points of view. The step of analysis is parallel to the standard of concepts. The third step of evaluation corresponds to standars of purpose and concepts. The fourth step of questioning is similar to the standards of questions term-wise and description-wise. The fifth step of contextualizing overlaps standards of inferences/conclusions and points of view. Finally, step of reflection is demonstrated in standards of questions and implications/consequences.

b. The Core of Critical Thinking :

Facione (2003, p.5) suggests six cores of critical thinking, they are as follows:

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- 1) **Interpretation** is to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning.
- 2) **Analysis** is to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions. The experts include examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis.
- 3) **Evaluation** is to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.
- 4) **Inference** identifies and secures elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to deduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.

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- 5) **Explanation** as being able to present in a cogent and coherent way the results of one's reasoning.
- 6) **Self-regulation** is to mean "self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results." The two sub-skills here are self-examination and self-correction.

2. The Nature of Reading

a. Definition of Reading Comprehension

Reading is the process to get, to understand, and to catch the content of reading by the reader. And some others say that reading is the process to establish a representation of meaning, which involves more than merely identifying the word on page but what must be achieved, is an understanding of the whole sequences of sentence.

According to Nunan (2003, p. 68), "reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated". It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

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Additionally, Philips in Brown states there are eight components of reading comprehension features. They are main idea, expression/ idiom/ phrases in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in content.

b. Microskills and Macroskills for Reading

Brown (2003 , p.187) states that there are two skills of reading as follows:

1) Microskills for reading comprehension:

- a.) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b.) Retain chunks of language of different lengths in short-term memory.
- c.) Process writing at an efficient rate of speed to suit the purpose.
- d.) Recognize a core of words, and interpret word order patterns and their significance.
- e.) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f.) Recognize that a particular meaning may be expressed in different grammatical forms.

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2) Macroskills for reading comprehension

- a.) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b.) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- c.) Recognize the communicative functions of written texts, according to form and purpose.
- d.) Infer context that is not explicit by using background knowledge.
- e.) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- f.) Distinguish between literal and implied meaning.
- g.) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- h.) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

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3. The Relationship between Critical Thinking and Reading Comprehension

In learning activity, especially in reading subject, critical thinking is very important. In reading, to comprehend the text, the students are required to use reasoning to evaluate possible interpretations to determine the meaning of a text. Critical thinking, which involves reasoning, is the process the students use to determine which interpretations are consistent with textual evidence and background knowledge.

In addition, Ennis et. al (2013, p.5) mention in teaching situation for which critical thinking is a goal, whether it be a separate critical thinking course or module, or one in which the critical thinking content is infused in standard subject-matter content. According to Sharon et. al (cited in Flippo, 2000, p.25), reading is the platform from which critical thinking, problem solving, and effective expression are launched.

In learning activity, the students usually have many problems in the reading comprehension. One of the problems is the students are not able to understand the reading text. They should produce a reasonable hypothesis about the text he is going to read by making use of resources that he has such as common sense, general knowledge and experience, which he already has. (Nuttal, cited in Peker, 1998: 242). In sum, the reading process needs to think when they read the text.

Furthermore, Paul (cited in Ramezani et al, 2016, p.17) states clearly that the critical thinking has major role in reading comprehension. He notes

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that by thinking about a specific concept, the one can reflect reader point of view. It means that by thinking about how to comprehend a text, the learner can better and faster understand the text.

Based on the argument above, it is clear that, both of critical thinking and reading comprehension have a strong relationship each other, because reading comprehension will be supported by critical thinking.

4. Analytical Exposition

A genre can be defined as a culturally specific text type which results in from using language to accomplish something. One of the genres is analytical exposition. In analytical exposition text, there are definition and component of the text that will be explained.

a. Definition of analytical exposition text.

There are two experts that give similar description of analytical exposition. Djuharria (2007, p. 31) defined analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers. In addition, Siahaan and Shinoda (2008, p. 51) argued that analytical exposition is a genre of text which aims to expose the reality to the readers or listeners so that they will believe that it is the fact. Based on the definitions, analytical exposition is a kind of text presenting ideas and arguments in order to convince readers that something is the truth or reality.

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b. Components of Analytical Exposition.

Analytical exposition text has three components such as:

- 1) Thesis of text: introducing main objects and central idea;
- 2) Argumentation: body of the text; and
- 3) Reiteration: restatement of writer's position (Siahaan & Shinoda, 2008, p. 51).

So, analytical exposition is divided into three components, such as thesis, arguments, and reiteration.

c. Language Feature of Analytical Exposition

The description paragraph has dominant language features as follows (Sudarwati and Grace, 2007, p. 109):

1. Analytical exposition focuses on generic huState Islamic Senior High School and not huState Islamic Senior High School participants.
2. It uses mental process. It is used to state what the writer thinks or feels about something.
3. It uses emotive and evaluative words.
4. It often needs material processes. It is used to state what happens.
5. It usually uses simple present tense and present perfect tense.
6. Enumeration is sometimes necessary to show the list of given arguments, like firstly, secondly,... finally, etc.

B. Relevant Research

1. A thesis was written by Desy Andriani (2015), a student of UIN SUSKA Riau, entitled "The Correlation Between Students'Critical Thinking and

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Their Speaking Ability At Islamic Senior High School Darel Hikmah Pekanbaru”. She tried to find the correlation between those variables. In the conclusion of research, she found that there is the correlation between students’ critical thinking and their speaking ability at Islamic Senior High School Darel Hikmah Pekanbaru .

2. An International journal was written by Nazila Rikhtehgar Nezami et.al (2013) Department of Education, Islamic Azad University-Malayer Branch, Malayer, Hamedan, Iran entitled The Effect of Cooperative Learning on the Critical Thinking of High School Students . They found that the performance of students receiving cooperative education was investigated and the statistical results which successfully proved the hypotheses were discussed in the paper. All in all, acquired results showed that learning through cooperative learning increased critical thinking which was very much consistent with already-published results in this field. Considering results of present study and its consistency with already-published studies in this field, they concluded that education through the cooperative learning will augment the critical thinking and the program planners should consider a respected part for this case in educational programs.

Operational Concept

This research is a correlational research which focuses on the relationship between students’ critical thinking ability and their reading comprehension. Therefore, in analyzing the problem in this research, there are two variables

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used. The variable X is students' critical thinking and variable Y is students' reading comprehension.

The indicators of variable X are:

1. The students are able to interpret reading text.
2. The students are able to analyze reading text.
3. The students are able to evaluate reading text.
4. The students are able to make inference of the text.
5. The students are able to explain the idea in reading text.
6. The students are able to do self-correct and self-monitor.

The indicators of variable Y are:

1. The students are able to find detail information in the text.
2. The students are able to find the meaning of vocabulary in context of the text.
3. The students are able to identify the social function text.
4. The students are able to identify the generic structure in reading text.
5. The students are able to identify the inference in reading text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer has assumption related to the relationship between students' critical thinking and their reading comprehension. If the students have critical thinking, they can have higher reading comprehension.

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2. Hypothesis**a. Null Hypothesis (Ho)**

There is no relationship between the critical thinking and reading comprehension of the second year students of State Islamic Senior High School 4 Kampar.

b. Alternative Hypothesis (Ha)

There is a relationship between between the critical thinking and reading comprehension of the second year students of State Islamic Senior High School 4 Kampar.