

CHAPTER TWO

LITERATURE REVIEW

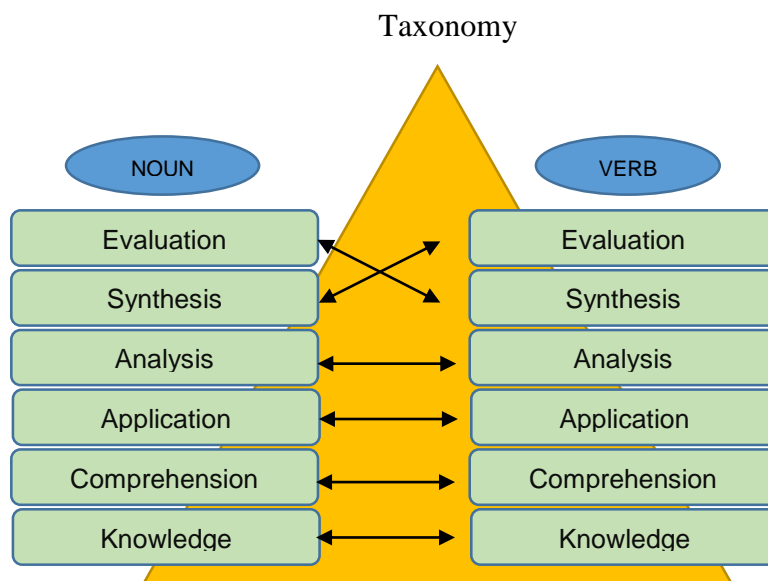
In this chapter, a theoretical framework and reviews of previous research will be discussed. A theory is needed as the basis leading this research. Furthermore, researcher also presents several earlier research supporting this study will be presented here.

Theoretical Framework of Critical Reading

The researcher uses Bloom's Taxonomy which is popularized in 1956. Bloom emphasizes three major domains of learning, namely cognitive, psychomotor, and affective. Since this research deals with reading skills, this research will only focus on the cognitive domain. This domain consists of *knowledge, comprehension, application, analysis, synthesis, and evaluation* (Surjosuseno & Watts, 1999). The taxonomy defines as either a classification or order. Here, Bloom's Taxonomy classifies the stages/levels of human's learning/thinking capability and suggests that learning involves active developments. However, after a half of century being basis of instructional design, in 2001, Bloom's Taxonomy was revised by Anderson and Kathworl (Gunawan & Palupi, 2012). In the revision, Bloom's Taxonomy of cognitive domains are *remembering, understanding, applying, analyzing, evaluating, and creating*.

Figure 2.1 below is a comparison between Bloom's Taxonomy and the revised one. Learners' reading comprehension, like Bloom's Taxonomy, has several phases. The learners are not only to acquire the knowledge and comprehension from what they read, but also to analyze, evaluate, and create.

Figure 2.1. The Comparison Between Bloom's Taxonomy and Revised Bloom's



This revision has been approved over worldwide. Based on Gunawan and Palupi (2012), the world society, especially in education principal and practice, has changed rapidly after 1956. Therefore, the idea of renewing a concept of Bloom's Taxonomy then was presented by Kathworl and Anderson in 2001. In this research, the researcher will use the revised one as the basis of the classification of critical reading since it is the more up to date framework.

Critical Reading in Language Learning

Recently, the development of English learning has been broaden and enhanced. The language skill developments include speaking, listening, writing, and reading. According to Mustadi (2010), it is necessary to grow the critical reading skill as reading is one of the most important part in language learning. Reading critically can also trigger the spirit of thinking critically in daily context (Mustadi, 2010).

Definition of Critical Reading

On his website, Kurland (2010) defines critical reading as an analytical activity. Related to this, Duncan (2014) argues that critical reading is not only to read and to understand the meaning, but also to analyze, to reflect and to evaluate the content of the text. According to Paul (1990), reading critically means a reading with a thought that reading a book refers to read one's perspective. It infers that reading critically means interpreting the writer's motives (Paul, 1990). According to Huijie (2010), "critical reading is a high-level reading process which entails the ability to read with analysis and judgment" (p. 40).

Characteristics of Critical Readers

In general perspectives, being critical may connote to negative attitude towards something. However, in language learning, being critical is not always referring to negative connotation (Huijie, 2010). Rendering from Oxford Dictionary (2015), 'critical' means the expression or the involvement an analysis of the respectable and faults of music, art, or literature. A critical reader also has a critical thinking skill that makes them to wonder toward the reading text, ask their own self about the implication of, motives of, and instances of the text (Paul, 1990).

Dale (1965) adds, "a critical reader is sensitive to words and has acquired an excellent vocabularies" (p. 198). Also, Dale (1965) continues, "a critical reader reads to remember, not to forget" (p. 199). It also infers that when critical readers read a text, they do it on purpose, so that they are not only remembering but also discussing it (Dale, 1965).

Advantages of Being Critical Readers

Students need critical reading to know about literature. Literacy awareness, as Mustadi (2010) says, requires readers to be able to understand the text holistically. The social, explanatory, active, and critical aspects of reading as a process is emphasized in critical reading (Demiroz, 2007). Kurland (2010) adds it is very beneficial to read critically, so that readers are worth for, first, recognizing the purpose, that is involving reader to conclude a foundation for selections of content and language. Second, critical reading is beneficial for recognizing persuasive elements that categorize the nature of language choosing. The third advantage is to recognize prejudice. This involves classifying the nature of patterns of choice of content and language.

Critical Reading Strategies

What assumed to be strategies are the stages or steps or methods to read critically. These are several strategies based on Salisbury University (2012). The first is previewing. Previewing is defined as readers' activity to learn or think the text before reading it. Readers are able to prejudice for what is on the text from previewing it by the title, for instance. The second strategy is contextualizing. This term is referred as readers' ability to put the text into the view point of its historical, biographical, or cultural aspects. Here, readers are forced to be an open-minded reader. Simply, readers must see the text in the context of the text itself instead of readers' perspective. Third strategy is questioning. Questioning has sense that readers must raise question towards the reading so that they will

understand and remember the content. Next, the fourth strategy is evaluating. In evaluating, readers are making sure towards the authenticity of the arguments raised. When evaluating the sense of an argument, readers will have to investigate whether the supporting details are appropriate to the claim; whether all of the statements are trustworthy; whether the opinions or ideas are consistent and complete.

Critical Reading Levels

Surjosuseno and Watts (1999) investigated critical reading levels based on Bloom's Taxonomy. The result, then, shows the application of Bloom's Taxonomy in a reading class:

Knowledge/remembering. In this stage, readers are expected to store a new knowledge from the text in their memories. After that, they have to be able to recall (remember) the content of reading. This is the most basic stage from the taxonomy.

Comprehension/understanding. This phase requires readers to translate (if they are non-native speakers). Also, readers need to interpret, in order to configure the passage that is fitting with its context. Furthermore, readers need to make an extrapolation or judgment towards the meaning of the reading. Simply, this stage requires readers to predict the meaning towards the reading.

Application/applying. Applying means using the background knowledge/understanding into a situation. In reading comprehension, a reader needs to contextualize a reading text with their existing comprehension. After all,

applying is the next phase after understanding a knowledge in the Bloom's Taxonomy.

Analysis/analyzing. Analysis means to break apart a reading passage into several fundamental parts, for instance, the main idea, supporting details, type of paragraph, etc. Therefore, analyzing a text can be defined as understanding the paragraph organizational structure.

Evaluation/evaluating. Evaluation deals not only with judging and valuing materials in the passage but also with the solution to the problem shown in the text / passages. Evaluating also includes checking and critiquing a text (Gunawan & Palupi, 2012).

Synthesis/creating. Terminologically, synthesis means manufacturing in which consists of the process of recalling and comparing old ideas to be a new concept. In reading comprehension, synthesis can include problem solving activities toward the text. Here, readers are required to be creative. However, after the revision of Bloom's Taxonomy, according to Gunawan and Palupi (2012), synthesis becomes *creating* which requires learners to construct new ideas or create their own perspective writing.

In this research, however, based on the levels above, since critical reading requires a higher level of thinking and is the highest reading skill, the levels of Bloom's Taxonomy that are interconnected with critical reading are only *analyzing, evaluating, and creating*.

Review of Related Studies

Several studies on critical reading area have been conducted, especially in Indonesia. Ramadani, Basri and Emidar (2013) investigated the relation between critical reading and the ability to write an argumentative paragraph. It was a quantitative study in which 30 respondents of junior-high school students were investigated by random sampling. The conclusion showed that critical reading influences the ability to write argumentative paragraph (Ramadani et al., 2013). Previously, Utami, Ratna, and Chan (2012) studied the same topic yet aimed different respondents, that are, senior-high school students. Still, the result stated in agreement.

Jannah (2011) examined the correlation of critical reading ability towards students' achievement in the social science class. A total of 71 respondents of elementary students were examined. This study concluded that a critical reading ability was needed to get better achievement. Afdila, Nurchanasah, and Nurhadi (2012) studied the influence of using SQ3R strategy towards the critical reading ability to the students. Afdila et al. (2012) determined critical reading as an ability to find the main idea of the text, summarizing, and writing a resume. A total of 280 students of first year college students was examined by using pretest and posttest. The quantitative study, beside discussed the significance of using SQ3R, also stated that ability to organize and identify a reading text is needed (Afdila et al., 2013). Another researcher, Fahrudin (2009) explored the correlation between ability of reading cognition and the ability to appreciate a short story. In this study, a total of 120 students from a regency were measured by the test of reading

comprehension. Their appreciations toward short story were also examined. The results indicated that a better reading skill improved the aptitude to appreciate a short story (Fahrudin, 2009).

An action research was conducted by a group of researcher to improve reading skill with the learning of critical reading in the fifth year of elementary school. Widoruyekti, Pastiti and Sambada (2010) were conducting their action research in three phases, which are plan, act, and evaluate since it was done as a subject material. In short, the study stated that the learning how to read critically did increase reading ability. Meanwhile, Adi and Junining (2013) investigated on the correspondence of intelligence quotient (IQ) with critical thinking abilities. According to Adi and Junining (2013), IQ consists of two components, namely verbal and motoric component. The ability to think critically did exist in both of these components. After conducting their research by using an adapted critical thinking test towards 245 participants and also reviewing participants' IQ score, Adi and Junining (2013) concluded that higher IQ stood really alike with the critical thinking ability. In short, the higher your IQ, the higher your critical thinking. Likewise, critical reading needs higher level of thinking. The researcher argues that the motive why those researchers were researching critical reading is because, in fact, critical reading is an essential skill. Critical reading is important to increase students' ability to write paragraph (Ramadani et al., 2013). Also, reading critically increases readers' cognitive and reading skill (Widoruyekti et al., 2010). Furthermore, critical reading is needed to get a better achievement (Jannah, 2011).