

CHAPTER II

REVIEW OF RELATED LITERATURE

This section discusses some of the research's main points. It is meant to support or oppose this research by presenting some theoretical ideas and prior research. Further description will be provided in the following points:

2.1 English as Foreign Language (EFL)

EFL is shortening term from English as Foreign Language. Many people often confused between ESL and EFL since it sounded almost same despite it have different meaning. It's important to know the differences between Foreign Language and Second Language. Stem (1983) addressed the differences between "foreign language" and "second language" in terms of language purpose, learning function, language environments, and learning method in his book "Fundamental Concepts of Language Teaching." According to him, a foreign language is one that is used outside the country. Learning a foreign language is for traveling, conversing with native speakers, etc. However, second language is just as important role as mother tongue. A learner of a second language (L2) must be proficient in both the foreign language (grammar and uses), as well as the cultural skills and knowledge required to understand and perform well in the context of advanced meaning, in order to be considered intercultural competent (Martin & Nakayama, 2010).

EFL students can also be defined as an individual who study English in countries where the language is formally spoken and used as a communication tool (Iwai, 2011). According to Dingfang (1994) the differences is based on language environment, language input, and affective factors which influence the learning process. Alred & Byram (2002) given that language and culture have a unique and complicated relationship, it is important to remember that learning a foreign language also requires understanding about its cultural aspects. In today's globalized society, intercultural communicative competence—defined as critical skills that influence and change learners' knowledge, attitudes, and behaviors—has developed as an essential issue. Because English is a universal language and given that those who speak it come from a wide variety of cultural backgrounds, English communication is necessarily global (Fang, 2017)

2.2 Critical Thinking

According to Ennis (2012), critical thinking is reasonable and logical reaction in order to advance the goals and process. The most important thing is to decide what makes sense in terms of beliefs and actions. The definition of critical thinking, as given by Ennis, Enciso, and Elder, is similar in many aspects. These include the following: (1) the ability to perform cognitive functions such as interpreting, adding, concluding, discussing, turning around, and making decisions accordingly; and (2) the capacity to develop values such as intellectual, prudence, humility, integrity, and empathy (Enciso, Olga. Enciso Diana & Daza, Maria, 2017)

Critical thinking involves a number of abilities such as identifying problems and assumptions based on the focus of the problem, analyzing, understanding, and utilizing inductive conclusions and deductive logic, and assessing the validity and reliability of assumptions and data sources (Rezaei, S., Derakhsan, A & Bagherkazemi, M., 2011). Critical thinking is an ability that can be developed in learning to read, especially reading comprehension, because in reading comprehension is when one of the ability truly needed which is to think critically.

This is in consistent with the statement Javed, Lin S, & Mohammed (2015) that states that reading is a complex cognitive process in which the reader translates symbols or printed messages into sounds. Meanwhile, reading comprehension is a powerful process of constructing meaning from a text to be understood comprehensively. Critical thinking is essentially an active process, where someone thinks things through, asks questions, finds relevant information rather than passively waiting for information. Critical thinking is a process where all knowledge and skills are deployed in solving problems that arise, making decisions, analyzing all assumptions that arise and carrying out investigations or research based on the data and information that has been obtained so as to produce the desired information or conclusions.

Another statement related to critical thinking was conveyed by Lai (2001) who stated that critical thinking includes components of the skill of analyzing arguments, making conclusions using inductive or deductive reasoning, assessing or evaluating, and making decisions or solving problems. Background knowledge is a necessary but not sufficient condition to enable critical thinking in a particular subject.

Critical thinking's main goal is to help students in making rational choices based on the information that is available rather than just relying on their emotional feelings. Pithers & Soden, (2000) stated that Critical thinking can be considered as skills that allows student to think more deeply and clearly about what they believe (from what they read), and about what they should do. Critical thinking is important so student are able to develop these skills at school because through critical learning and critical thinking are key elements in becoming an educated person.

The best way to approach and apply critical thinking strategies and to categorize the core dimensions of reading is to use Bloom's Taxonomy: from simple to more complex stages (1-6). The dimensions of the thinking process in Bloom's Taxonomy as refined by Anderson & Krathwohl (2001), consist of the abilities: knowing, understanding, applying, analyzing, evaluating, and creating. According to that, skills are divided into two parts. The first are low-level skills that are important in the learning process, which is remembering, understanding and applying, and the second are those that are classified into high-level thinking skills in the form of analyzing and evaluating skills, and creating.

2.3 Critical Reading

Critical reading is a more active kind of reading. It is a more detailed and complex method of reading. Analyzing, interpreting, sometimes evaluating texts is the process of critical reading. When we read critically, we question the text and how we read it by applying our critical thinking skills. Particular fields of study may have distinctive approaches to critical reading (scientific, philosophical, literary, etc.). It's also need to be understand that "reading" and "critical reading" is different in many ways like purpose, activity, focus, questions, directions even response. You have to think critically in order to read critically. Analysis, interpretation, and evaluation are required for this. Taking notes, testing out the answers to your questions, brainstorming, outlining, describing parts of the text or argument, reflecting back on your own reading and thinking, expressing objections to the ideas or evidence presented, and so on are all methods that these processes helps you in interacting with the text.

According to Hungwe, Mbirimi-Vimbai (2016), reading is a problem-solving activity in which readers try to comprehend the ideas, information, statements, and arguments in a book in addition to the words themselves. Reading requires readers to actively interact with the text in order to reveal its deeper meaning, which includes authorial clues and suggested meanings, rather

than just interpreting language texts (Harfenik JJ, Wiant FM, 2012). The most important thing about reading is understanding, and understanding is the main goal of literacy skills (Pressley, 2006). Reading comprehension is a reading activity to comprehend the whole meaning. Reading comprehension involves activities to remember information from the text, explore themes, engage higher-level thinking skills, build mental images of the text, and understand the structure of the text.

Through analyzing what they read and what they learn through reading by their own knowledge and experience, as well as through activities to produce better, more appealing, and more accurate thoughts things with what they have learned from what they have read, critical reading is the attempt of individuals to find the better, more beautiful, and more truth (Cifci, 2006). Simultaneously, the development of scientific and critical thinking abilities is made possible by critical reading skills. Thus, developing critical reading abilities is crucial since it opens doors for the development of intelligent, questioning, and thinking people (Gunes, 2012). Without a doubt, reading is a language skill that students ought to attempt to become good in if they intend on continuing their education. According to Burns (2008), literacy is essential in a society that values education. Reading is a necessary activity in the field of education. Widyamartaya (2002) also stated that reading could even be argued to be the central component of education. This suggests that reading activities are a necessary part of education. For students, reading is the key to unlocking a wealth of information, and they can apply a variety of knowledge to make their studies proceed more efficiently.

Critical reading is one kind of reading that students need to become skilled in. When reading critically, readers must employ more advanced cognitive skills. In addition to understanding what they read, readers can evaluate the accuracy of the information the author presents. Naturally, this is consistent with the critical thinking skills that students must possess when studying a variety of studies on college. Albert (2008) defines critical reading as a type of reading that is done carefully, evaluative, analytical, and not merely focused on finding errors. The first advantage of critical reading is that it encourages us to look underneath what appears in an attempt to discover not just the complete truth about what is said, but also the reason the writer expressing it. It also guided to others to comprehend what is the meaning of it. Second, the most important skill for students to succeed in their studies is critical reading. Readers need to use

effective reading strategies in order to read critically, knowledge and experience, language proficiency, to make it easier.

There are also the differences between non-critical readers (or pre-critical) and critical readers (Kurland, 2002). Non-critical readers sees that many text offer the whole truth, nothing but the only truth, while for critical readers every single text merely provides a single interpretation of the facts and one individual's "take" on the subject. Non-critical reading is a linear activity, an activity that usually involves various features and may have varying effects during development on multiple aspects or types of environments. The aim of non-critical (or pre-critical) reading is to understand the topic being discussed in the text. The goal is to comprehend the information, ideas, and opinions presented in the text from sentence to sentence and paragraph to paragraph in order to make sense of what is said as an order of concepts. Critical reading is an analytic activity, the process of identifying, describing, and evaluating activities. When reading a text again, the reader looks for patterns in the information, views, assumption, and usage of language that are used throughout the discussion. These parts come together to form an interpretation, or an assertion of the text's overall meaning.

Deborah Knott (2001) says that making judgments of the arguments made in a text is the act of reading critically. This is a very reflective skills that requires you to take a "step back" and put the text you are reading some distance from you. Reading a text through once may be necessary to gain a basic understanding of the subject before going into an extensive an intensive critical reading. There are two steps to prepare to read critically. The first one is self-reflect. What experiences, assumptions, knowledge, and perspectives you may bring to the text and then consider the possibility biases you have and remain responsive to many perspectives and maintain an open mind. The last is read to understand. Examine the text, skim the text and resolve the confusion. Avoid gathering and creating lists of facts, examples, and additional information while you are reading, highlighting, or taking notes. Don't question what information you can get from it when you approach a text. Ask instead how does this text function, the argument made in the text, the facts, examples and other forms of evidence used and interpreted in the text, and the reason why the text reach its conclusions.

2.4 Previous Study

Previous studies are cited, difficulties are contrasted, and the validity of this study is highlighted. In fact, the researcher makes use of previous studies to get rid of object similarity and remain clear of plagiarism and duplication. The following is a summary of previous study findings:

First is (nguyen, 2020) entitled Critical reading skills in ESL students: Challenges and pedagogical recommendations. This research intends to: (1) get a full understanding of the critical reading skills of ESL students in English during their transition from high school to university studies; and (2) provide engaging activities for the classroom that will help ESL students develop their critical thinking abilities. The main challenges faced by students were identifying main ideas text structures, and writers' arguments. According to the results of 64 survey replies. Based on Bloom's Taxonomy, a list of suggested critical reading questions is included. The majority of students had trouble capturing the purpose of reading texts (80%), identifying the arguments and main ideas of authors (76.19%), matching headings (72.5%), and filling in (74.5%). In two focus group interviews, the researcher used these teaching methods to explicitly teach critical reading skills in reading classes. The participants' feedback showed that they became more motivated and critical readers.

Second is (Ocak, Gürbüz; Karsli, Engin, 2022) entitled Relationship between Critical Reading Skills and Creative Reading Perceptions of Fifth Grade Students. Using stratified sampling, 446 fifth grade pupils were chosen from this demographic to form the study's sample. The "Critical Reading Skill (CRS) Scale" and the "Perception Scale of Creative Reading" (PSCR) scale were used in the data collection process. Descriptive statistics, correlation, one-way and two-way ANOVA, regression analysis, and one-way multivariate ANOVA were all used in the data analysis. The research findings indicated that fifth grade students' critical reading skill and their perceptions of reading comprehension were positively and significantly correlated. Furthermore, it was discovered that the perception of creative reading was significantly influenced by critical reading skill. The average daily TV viewing time and the number of books read in a month were found to significantly affect the relationship between fifth grade students' critical reading skill level and creative reading perception level, but gender groups did not significantly affect this relationship. Furthermore, it was found that creative reading perception scores were significant predictor by critical reading skill scores. This research findings showed that students' creative

reading perception level was influenced by both their critical reading skill level and the quantity of books they read in a given month.

Third is (Al Roomy, Muhammad A., 2022) entitled the Effects of Critical Reading Skills on Students' Reading Comprehension. Few studies have looked at the impact of critical reading along with student participation. Three questions have been asked by the research. These are: (1) What are the students' views about reading comprehension and critical reading skills?; (2) What difficulties do students encounter when they read?; and (3) how can critical reading strategies improve students' reading comprehension?, the purpose of this research is to find out how developing critical reading skills can improve students' comprehension of what they read while they work in groups. The results of the research revealed the significant impacts that critical reading skills have on students' reading comprehension across a range of levels. Students saw reading as a dynamic, active process that encouraged the use of higher order thinking abilities and enabled them to approach the reading materials by building on prior knowledge. It also demonstrated how giving students the opportunity to use a wide range of critical reading techniques helped them to overcome reading difficulties since they were able to read not just what was written down but also what was being said in between and outside of the lines. The results provided a number of educational implications and suggestions for further research.

Fourth is (Veliz, 2021) entitled In-service teachers' challenges to implementing an approach to critical thinking and critical reading in Chile. The current study explains the difficulties in implementing a critical reading and critical thinking strategy into English language instruction (ELT) in Chile. The participants were invited to one-on-one meetings (semi-structured interviews) in order to develop and construct a comprehensive understanding of their past and present academic literacy experiences. Rather than reminiscing about past literacy experiences, the participants were encouraged to engage in narratives about their experiences with and challenges of developing a socially critical awareness of literacy at university, as well as in their current teaching practices.

The general use of literacy methods that reflect and value a strong culture of compliance over critical reflection was the first identifying from the analysis of the participant accounts. The second finding was significant concerns about the lack of systematic training in English teacher education (ETE) programs to develop and implement a more critical approach toward critical

thinking and critical reading. The study concludes with a interrogating of current university procedures that, in the view of the participants, appear to replicate a culture that maintains inequalities in society and culture.

The researcher's previous four studies all showed the need to investigate the difficulties that EFL student usually encounter when they read in teaching learning process in classroom. There were variations between the researcher's research and the four investigations in the previous study. The researcher analyzes EFL student reading critically difficulties and explain the factor why this is happened to EFL student.