

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will explain about several literature reviews that relate to this research including an explanation of The Concept of Reading, Critical Thinking, Teaching English Using Digital Website, Wordwall Media and Relevant Studies.

2.1 Concept of Reading

2.1.1 The Definition of Reading Skills

Reading is one of the English language skills that needs attention and one that can influence the progress of other skills such as listening, writing and speaking. Reading is also a student's skill to understand the content of a text. Reading is a cognitive-related activity. One of the things that students do to get a lot of information and knowledge is reading. Although reading is a receptive skill, it actually requires readers to actively think through the process and has cognitive consequences (Hidayati et al., 2020). According to Tanjung (2018) said that one of the fundamental English language skills that students must acquire is reading. For students to learn new material and acquire new knowledge, reading comprehension is essential. Construction of meaning from written material is the process of reading. To grasp the text and obtain information, readers must use a variety of cognitive skills when they read (Velayati et al., 2017). Reading is an essential means for gaining knowledge, but even while it can help you stay informed, learning to

read is not easy. Instead of searching for any particular information, the reader aims to grasp a text's general meaning (Lica, 2014).

The ability to understand, interpret, assess, and analyze the meaning of a written document is referred to as reading skills. Vocabulary, comprehension, and critical thinking are just a few of the essential competencies that must be developed when learning to read. Consequently, reading skills is essential for pupils' development of their cognitive abilities, academic performance, and communication. According to Nurhana (2014) stated that reading can be defined as both understanding the information and concept being presented as well as the ability to instantly recognize different written symbols with prior knowledge. One of the most important skills a learner should develop is reading. Reading helps us improve our thinking, not simply how many words we can read. Reading can help us improve our mental health, writing abilities, social skills, and critical thinking, etc (Lewenussa, 2021). Reading is one of the most important life skills and the foundation of education. The reader's concerns are not limited to word recognition; they also extend to understanding the content and message of the text. The ability to read well is very challenging to master. Reading is a challenging activity and requires specific skills from the reader. Reading is also a process of comprehension (Seventilofa, 2022).

Based on several definitions of reading above, it can be concluded that reading is an activity related to a person's cognitive process to understand, interpret, and analyze written text to obtain information and

knowledge. Reading is one of the important skills for everyone to have. Reading skills are also abilities that can affect the development of other skills such as listening, writing, speaking and even the development of someone's critical thinking.

2.1.2 The Importance of Reading

One of the basic skills that is crucial to human life is reading. Someone can expand their knowledge, develop critical thinking, and improve their vocabulary and language skills through good reading skills. It can also help one to improve their ability to communicate. In the era of information, being able to read well also makes it easier to choose information more carefully and critically. According to Patel & Jain (2008) stated that one of the most important skills for academic achievement is reading. In any language class, reading is the most crucial activity. Reading is a fun hobby and informational tool, but it's also a way to improve and broaden your language skills. Reading is essential for developing cognitive abilities and learning about other cultures. Certainly, reading is an essential activity for increasing language skills. According to Paulo Freire (1983), reading is a critical act that involves more than just recognizing words. Reading should be understood as a way to analyze and understand the world around us. Consequently, reading is crucial for someone's intellectual growth as well as for empowerment in other fields.

According to Jumayeva (2016) stated that One way to learn from writing is by reading. Reading exercises will provide students with

knowledge that will motivate them to learn in a variety of conditions. For students to succeed, reading is therefore one of the most crucial skills. It will be less difficult for teachers to educate students how to create text if they are familiar with the format. Learning the language, including vocabulary, grammar, punctuation, sentences, paragraphs and text organization is another benefit of reading texts. Students will also discover new words and other text writing styles when they read new texts. As a result, students can expand their vocabulary and develop proper diction.

2.1.3 Types of Reading

According Patel and Jain (2008), there are several types of reading such as:

a) Intensive Reading

Reading passage or text closely is called intensive reading. The student read the text in this reading in order to gain understanding or analysis. The purpose of this reading is to get specific information. This type of intense reading is when a learner reads books to gain knowledge. Intensive reading is a type of reading that focuses on vocabulary and idioms that are taught in class by the teacher as well as those that are found in books, poems, novels, and other sources. For instance, students focus on the grammatical and linguistic details as well as the structural elements of a reading text.

b) Extensive Reading

Reading for enjoyment and developing general reading abilities are two aspects of extensive reading for learners. Through extensive reading, the student will learn how to read in the target language fluently and directly for enjoyment on their own, without the aid of the teacher. The reader is curious about anything. After reading, the reader is unconcerned with details or other essential information. For example, students read as many different types of books as they can, mostly for enjoyment and require a general comprehension of their contents. These books include newspapers, journals, and magazines.

c) Aloud Reading

Aloud reading is a type of reading that uses a loud and clear voice. Reading poetry, speech texts, and other kinds of texts are a few examples. Reading aloud to students helps them become more fluent in the language and is crucial for enhancing pronunciation, oral communication, intonation, and tension. To put it another way, reading aloud is a crucial part of teaching English since it forms the basis of proper pronunciation.

d) Silent Reading

Silent reading is a crucial ability for English language learners. It is important to use this kind of reading to help students become more proficient readers. One way to learn a lot of knowledge is through silent reading. The goal of silent reading

activities is to teach students how to read quietly so they can focus and use their minds to comprehend the material. Therefore, increasing reading speed is highly beneficial, and it is crucial to play a big part in raising students understanding.

2.2 Critical Thinking

Critical thinking is a way of analyzing, evaluating or reflecting on a fact, evidence or argument by involving a rational thought process. Analyzing, evaluating, and reflecting on fact-based thinking involves using critical thinking, which is a systematic and comprehensive approach of thinking. Rational thinking is required for this process. There are multiple steps involved in the process of critical thinking. It can be characterized as a reflective, analytical, and active process where people observe, analyze, and integrate new information into what they already know (Rachmadhani, 2022). According to Cottrell (2005), the definition of critical thinking is “Cognitive activity associated with the use of the mind.” Critical thinking can be defined as a cognitive process that involves applying an individual's reasoning to the given problem. According to Paul and Elder (2014), critical thinking is an art that has to do with having an ability to evaluate or analyze ideas. According to Ruggiero (2004), critical thinking is a cognitive process that entails investigating, interpreting, and evaluating concepts that need to be defended. Stated differently, critical thinking is a methodical investigation, interpretation, evaluation, and so on into the problem.

From some of the definitions above, it can be concluded that critical thinking can be defined as an art or skill and a mental process that involves

considering, criticizing, carefully evaluating both positive and negative aspects of individuals or objects. In addition, this process is carried out with a sequence of steps starting with the investigation of concepts and ending with the determination of, the meaning of these ideas.

2.2.1 Bloom's Taxonomy

Among the four essential abilities that students need to learn, critical thinking is one that both teachers and students need to already have. In our country, numerous instructional education strategies have been implemented. A commonly method of instruction in education is Bloom's Taxonomy (1956), or simply Bloom's Taxonomy. It has three learning spaces: cognitive, affective, and psychomotor. Furthermore, cognitive skills related to knowledge acquisition, problem solving, and critical thinking fall under this category. Knowledge, comprehension, application, analysis, synthesis, and evaluation are the six categories into which Bloom divided the cognitive domain. In 2001, Anderson made revisions to the cognitive taxonomy to better illustrate the different cognitive stages in education. Anderson classified the different cognitive levels into two broad categories: High Order and Low Order Thinking Skills. Analyzing, evaluating, and creating are examples of high order thinking skills. On the other hand, low-order cognitive abilities include applying, understanding, and remembering.

The Revised Bloom's Taxonomy by Anderson and Krathwohl is an updated version of Bloom's Taxonomy developed by Benjamin Bloom in 1956. With the aid of this taxonomy, educators may categorize

learning objectives, create curricula, and evaluate student progress. For curriculum design, task development, and learning outcome assessment, the Revised Bloom's Taxonomy offers broader guidelines. This taxonomy aids educators in helping students comprehend, apply, analyze, evaluate, and create. In addition, this taxonomy also helps them recall information by focusing on cognitive processes.

Table 2. 1 Bloom's taxonomy (1956)

Categories	Description
Knowledge	A level of thinking that involves recalling or recognizing facts, concepts, basic information as well as reviewing data or information.
Comprehension	At this level, students need to understand facts, illustrate them and comprehend information.
Application	At this level, students use their knowledge to solve problems or complete assignments in different learning situations.
Analysis	At this level, it requires the ability to decipher information and understand the relationships between parts. Students can recognize patterns, understand structure, and distinguish between fact and opinion.
Synthesis	At this level, involves combining different elements to create something new. Students try to make connections from different elements and combine them in their own way.
Evaluation	At this level, it involves judging information based on specific criteria. Students critically evaluate the value and effectiveness of something, make decisions, and give reasons for their evaluations.

Table 2. 2 Revised Bloom's Taxonomy by Anderson and Krathwohl (2001)

Categories	Description
Remember	At this level, students are asked to recall information that has been learned. Information can be in the form of remembering facts, terms and basic concepts.
Understand	Students are required to comprehend concepts or information at this level.
Apply	At this level, students apply their knowledge to resolve problems.

Analyze	At this level, students will be able to break down information into parts, identify the relationships between these parts and distinguish between opinion and fact.
Evaluate	At this level, students engage their ability to make decisions, evaluate evidence, and provide criticism and reasoning.
Create	At this highest level, students combine several knowledge components to produce something new.

2.2.2 The Importance of Critical Thinking in Education

In this 21st century, the way of thinking is the most important thing for a person to develop. Siddiq (2022) stated that one of the things that needs to be prepared for students in this era is the way they think. There are several ways of thinking including planning, integrating information, analyzing, and solving problems. Critical thinking is what we need to believe in to teach students to think, relate to the world, and have the confidence to make decisions about what to believe or do. Critical thinking is one of the important things for a person to analyze and decide on a decision. One of the main objectives of education is to foster critical thinking, which is described as reasonable, reflective thought that is directed toward making decisions about what should be believed or do (Thaiposri & Wannapiroon, 2015). Developing critical thinking skills is essential. Furthermore, critical thinking is crucial for communicating with others. Critical thinking abilities are very important in Indonesian education. Critical thinking abilities are needed for language learning activities. Students must always analyze and use critical thinking abilities since they are always exposed to a variety of

information through what they read and see. Critical thinking is claimed to be crucial for language learning, particularly for writing and reading. Critical thinking practices will help EFL students advance beyond what they have learned from the text at different skill levels (Gandimathi & Zarei, 2018).

Critical thinking plays an important role in developing effective reading skills because it allows students to understand the meaning of the text more deeply. In addition to analyzing the words in a text, students who read critically also evaluate and analyze its content. This ability allows readers to distinguish between facts and opinions. When students are used to critical thinking, they will be more careful when analyzing the content and drawing conclusions about the text. The development of creative and independent thinking skills should be emphasized in reading skills instruction in order to identify and evaluate messages or information in the text that is read, as well as to come up with different ways to remember it. Critical thinking is the ability to think, coherent thinking and understanding of logical relationships between concepts or events. The fact that almost all students have good categories at every reading level suggests students with strong critical thinking abilities can complete reading comprehension assessments correctly (Ramadhani et al., 2023). Students will develop their critical thinking skills and acquire knowledge through reading (Widyaningrum et al., 2023). Students that develop critical thinking abilities are able to evaluate and make arguments based on what they know about a subject

and can comprehend factual information from the text. In other words, these abilities are crucial for students' future reading skills (Mustopa & Sugirin, 2020).

2.3 Teaching English Using Web-based Digital Media

The use of technology in learning has become a necessity in today's computer and internet era. The spread of digital technology, including the use of websites in the learning process, is a significant educational development. In English language teaching, the use of digital websites offers many advantages, such as the ability to learn independently and collaboratively, easy access to educational resources, and interactive materials. The global use of technology may have influenced all educational institutions to follow the current trend of technology use. In this digital era, ICT as a key role in developing educational standards. The use of ICT in English language teaching is expected to provide more benefits for English language teaching (Hasanah, 2021). As a reality of 21st century learning, technology has been integrated into many subjects; teaching English language proficiency is one of those subjects. The integration of technology in language teaching has a potential impact in providing language experience for students and significantly improving the quality of learning. Students' critical thinking skills can be effectively developed through the use of technology (Merta et al., 2023). It can be challenging for educators to deliver learning activities utilizing digital media without lowering the effectiveness of learning outcomes when integrating ICT into the learning

process. Gamification is one popular approach to learning delivery nowadays (Swari, 2023).

2.4 Wordwall Media

2.4.1 The Concept of Wordwall Media

Wordwall is a web-based interactive learning media. wordwall has many features or templates that teachers can use to create interactive learning materials and can attract students to enjoy more during the learning process. An application called Wordwall can be used to make interactive educational materials. Wordwall is an online tool for creating educational resources, including word searches, word shuffles, matching, assessment, anagrams, and categorization, among other things. It's interesting to note that users can download and print the developed media in addition to having access to it online. Users can quickly switch between several activity templates on the app, which offers free usage of the templates that have been created (Fitria, 2023).

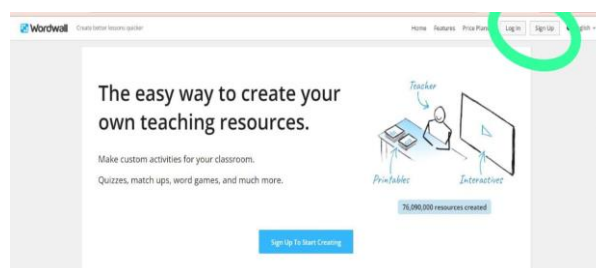
Wordwall offers several features that enhance critical thinking while supporting the principles of reading instruction. Interactive features such as “Labelled Diagram” require students to categorize the pawn-labeled words based on various criteria, such as general structure, language features, or other sections to encourage critical thinking by requiring them to read well and analyze the content of the text. Other interactive features include “True or False” which encourages students to analyze information, evaluate choices, and justify their choices. In

addition, the feature can be used to train students' cognitive activities such as distinguishing between “facts” and “opinions”, which encourages critical analysis and helps students understand text structure and different types of information. This is in line with the principles of reading by encouraging comprehension, inference, and evaluation of the text. Wordwall also offers a variety of difficulty levels and customization options, which allows teachers to differentiate instruction and meet the diverse needs of students. Many Wordwall activities can be played in pairs or small groups, fostering collaboration and peer learning.

Wordwall aligns with the principles of reading instruction by making learning interactive and engaging, which motivates students and reduces resistance to literacy activities. Furthermore, the activities focus on comprehension and strengthen vocabulary and contextual knowledge, both of which are essential for good reading. Wordwall is a useful tool for teaching literacy because it successfully combines the concepts of reading and critical thinking.

Here are the steps for using wordwall media:

- 1) The first step, visit the website <https://wordwall.net/>
- 2) Click '**sign up**', to register for a wordwal account to register for a wordwall account using the google email account provided.



assessment tool. According to Ar-rahmah (2021, p. 42) stated that wordwall.net's benefits include a wide range of intriguing features, automatic result reporting, printable materials, and simple access. Wordwall.net is an internet tool that offers a variety of interactive games. At the conclusion of each game, the score is displayed. The score indicates the outcome of the student's action and is automatically forwarded to the teacher in the role of game creator. In addition, if the teacher wants to use the material in a traditional classroom, he can print it out in PDF format. With their smartphones, teachers and students can readily access wordwall.net.

2.5 Relevant Studies

There are some previous studies that are relevant to this research. The first study conducted by Rachmanita (2021). The purpose of this study was to determine the effect of using word wall media on students' ability to write description text. This research uses quantitative methods with a quasi-experimental design. Two classes were taken as samples with a total of 25 students each. The instrument used was an English writing test. The results of the pre-test and post-test scores of the two classes showed that the average score of the experimental class was slightly higher than the control class. The result of this study is that wordwall media has an influence on students' writing skills.

Rosyidah (2022) carried out the second investigation. Quantitative, quasi-experimental methods were employed in this research. Analyzing the impact of wordwall media on their grammar was the purpose of this study.

Based on the data, it can be inferred that both groups have a probability value of 0.002, which indicates that the value of the probability is greater than the significance level of 0.05. It can be shown from this that students' learning of grammar is impacted by the Wordwall online game.

The third previous study that is consistent with this study is the research conducted by Hidayaty et al. (2022). This study was conducted to determine the effect of word wall media on student interest and learning outcomes. Quantitative method using Nonequivalent Control Group Quasi Experimental design was used in this study. Simple random sampling was used to identify the experimental and control classrooms, with wordwall media being used in the experimental class and question boxes in the control class. The instrument used to collect data is a pretest-posttest of learning outcomes in the form of multiple-choice questions. The questionnaire was used to measure interest in learning with a Linkert scale. Learning interest was measured using t-test analysis and obtained a student learning interest value of $0.000 < 0.05$. Word wall media affects learning interest by 58.9% with an effect size value of 1.1 (big), as indicated by the effect size data, and the value of student learning outcomes based on the U-Mann Whitney test is $0.000 < 0.05$. In the experimental class, the highest indicator of learning interest with a percentage of 71% was the indicator of feeling happy. The effect of Word wall media on learning outcomes reached 79.4%, and the effect size value was 1.9 (large). In the post-test, the experimental class's completeness value was 89%, whereas it was 45% in the control class. From

the explanation above, it can be concluded that Wordwall media affects student interest and learning outcomes.

The effect of blended learning with word wall application on students' learning outcomes and critical thinking is the main topic of research conducted by Muzaini et al. (2023). This study used quantitative method with class action research design. In this study, researchers took 35 students as their research subjects. The instruments used in this study include tests to assess student learning outcomes, rubrics to measure students' critical thinking skills, and observation sheets to collect information about teaching and learning activities. The three data analysis techniques used were comparative to compare data results, categorical to classify data, and percentage to see the percentage picture of students. The conclusion of the study is that the use of wordwall application in blended learning can improve students' learning outcomes by making learning more fun, which in turn can improve critical thinking skills.

The last previous research was conducted by Alpatikah (2022). The purpose of this study is to investigate Wordwall.net's effectiveness as a website platform for seventh grades. This research uses quantitative methods. This research uses a quasi-experimental design. Students in the seventh grade were used as the study's subjects. Class 7A was used as the control class, while class 7D was used as the experimental class. The process of collecting data through pre-tests and post-tests with different questions but using the same question grid. Each of these pre-test and post-test questions consists of 40 multiple choice questions. The test analysis results

showed a difference between the results of the average pre-test and post-test scores. The experimental class pre-test average was 54.00, while the control class was 62.80. The control class received an average score of 77.33 on the post-test, whereas the experimental class received an average score of 86.45. This study used the independent sample t-test on the IBM SPSS version 26 application. and showed that the effect of using Wordwall.net on Sig. 2-tailed is $0.020 < 0.050$ which can be concluded that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. Therefore, based on the results of the analysis test, there is an effect of using wordwall.net on students' vocabulary mastery.