

CHAPTER II

LITERATURE REVIEW

This chapter presents the concept of reading, the concept of critical thinking disposition, english achievement and previous study.

A. The Concept of Reading

1. The Nature of Reading

Reading is a receptive skill, like listening. This means it involves responding to the text, rather than producing it Spratt, Pulverness, and Williams (2005, p. 21) explain that reading is one of the four language skills: listening, speaking, reading and writing. Simply, reading involves making sense of the text at word level, sentence levels and whole-text level need to be understand and also the message of the text to our knowledge of the world need to be connected. Ershandi, Syafri, and Sumbayak (2012, p. 2) argue that reading is a skill that everyone needs whether he is a student elementary, secondary, or university and it is one of the four language skills that should be mastered by every student if they want to comprehend the text entirely.

According to Akabuike, Asika (2012, p. 6), reading needs the reader's participation in arriving at the meaning. They argue that reading involves a process of deriving meanings in print itself. They are printed symbols which merely represent the sounds of language. To derive meaning from print, readers must translate the written symbols into the sound symbols of language and utilize his or her

knowledge of language to reconstruct the writer's message. It means reading is a thinking process in which it requires the reader to understand and perhaps to use different skills in gaining the information from the text such as inferring, questioning, predicting, and drawing conclusions (Zainal and Husin, 2002, p.1).

2. The Importance of Reading

Reading extends someone's knowledge of the world and experience. Students must read regularly. It is important to sharpen the comprehension of reading. "Reading can present the reader with new ideas, add information to old ideas, and stimulate reflection on ideas" (Muschla, 2006, p. 3). Reading is important for students. Akabuike and Asika (2012, p. 11) found that there is a strong correlation between reading and academic achievement. In other words, a student who is a good reader is more likely to do well in school and pass the exams than a student who is a weak reader. Further, they also found that there is a strong correlation between reading and vocabulary knowledge. Therefore, students who have a lot of vocabulary is to read extensively. Reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. Noorizah (2011, p. 2) argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time. Reading provides experience to the individual so that people may expand their horizons, identify, extend and intensify their interest and gain deeper understanding of themselves and other human being and of the world.

The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity.

3. The Definition of Reading Interest

Reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse, 2005, p. 69). Meanwhile, Lems, et. al (2010, p. 170) argue that it becomes an involving interaction between the text and the background knowledge of the reader. Reading is an activity to understand and comprehend the written words. Reading means action of person who reads (Hornby, 2005, p. 968). In addition, Zare and Othman (2013, p. 188) state that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In other word, reading includes not only the ability to decode words, but also the awareness of their meaning or the content of the materials. A great interest in something will encourage a person to do it better, including in his or her learning activities, in this case is reading activity.

According to The New Webster Dictionary (1993, p. 215), "Interest is curiosity about something". Ningsih (2005, p. 8) states if a person has a strong interest in something which correlates to the learning activities, he or she tends to gain a better learning achievement. It is important for students to have interest in reading so they can enjoy it, just like what (Scott and Ytberg, 1993, p. 12) describe the importance of having matters as follows: "*Common sense*

tells us that children will apply themselves more vigorously read or learn something that they are interested in then they will read or learn something that they find interesting or boring. Interest generates motivation, and good teachers and librarian put that motivation to work by guiding students to good books on topics that satisfied their individual interest”.

In addition, Sudarsana and Bastiano (2009, p. 4-27) state that reading interest is the force that drives the child to pay attention, to feel interested and excited to read the activities that they want to do on their own reading activity. Furthermore, it can be concluded that interest is the feeling of wanting something to give your attention or something that brings advantages to someone.

4. The Concept of Reading Interest

When someone wants to get a better result of his or her activities, there is one substance that he or she must have, it is interest. Interest is a complex word. According to Hilgard (as cited in Ade, 2005, p.5), interest is a persisting tendency to involve in an activity based on the feeling of like or dislike. In addition, Liliwati in Sudarsana (2009, p. 27) suggested that, reading interest is a powerful attention and deep concern accompanied with a sense of excitement to the act of reading.

Furthermore, Ningsih (2005, p. 12) states that interest is the feeling that an activity or the things we do or an object is valuable or meaningful to a person. In other words, interest is a person's tendency

to involve in an activity based on the feeling of like or dislike. The activity mentioned above can be any activity including reading. Reading interest inventories can assist teachers and students in setting goals for reading. Students with similar interests may form groups to discuss a common reading. While Horby (2011, p.622) state that interest is a condition of wanting or learns about something.

According to Aliah (2013), the cause of low reading interest for Indonesian students are:

- a. Many students have low reading skills.
- b. Learning system in Indonesia has not made a student learn more than it has been taught.
- c. Entertainment offered by TV distract the students from the books.
- d. Recreation places, parks, malls, supermarkets and play stations can be more interesting than the books.
- e. The students are not accustomed to reading since it is considered not their culture.
- f. Parents are busy with their works so they do not have spare time to see their children activities.
- g. Price of books is still expensive and not balances with the society income.
- h. Most libraries in schools do not have enough book collections.

B. The Concept of Critical Thinking Skills And Disposition

1. The definition of critical thinking skills

Critical thinking is an ability which is looked at and viewed in many different ways. Ricketts (2003, 16) expressed that critical thinking is not about being better than anyone else, it is neither problem solving nor higher order thinking (cognitive processing). They are totally different. Hedges (1991) distinguished between critical thinking and problem solving. According to Hedges (1991, as cited by Friedel et al., 2008, 73), problem solving is a linear process of solution finding and realization, while critical thinking is a numerous set of abilities that allow the inquirer to properly assess each stage of the linear problem solving process. Ricketts (2013, 16) synthesized that cognitive processing does not necessarily include hierarchical or linear processing, it does entail activity at a particular level: knowledge, comprehension, application, analysis, synthesis, or evaluation. Moreover, Paul (1985, as cited by Friedel et al., 2008, 26) stated that critical thinking skill embraces using opinions, beliefs, and judgements to create the formation of a rational solution, while Bloom's cognitive processing is free of valuable judgement.

The numerous definitions of critical thinking has been explained by some experts. Critical thinking, according to Scriven and Paul as cited in Yousevi and Mohammadi (2016, 802) is an ability to carry out the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue, assumptions, concepts, empirical grounding; reasoning leading to conclusions,

implications and consequences, objections from alternative viewpoints, and frame of reference. Freeley and Steinberg (2000, as cited by Alqatanani, 2017) stated that critical thinking is "the ability to analyze, criticize, and promote ideas; to make a reason deductively or inductively; and to get into realistic or reasonable conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. In short, critical thinking based on them is the ability to carry out the information needed and to criticize based on the logical reason.

Norris and Ennis (1989, as cited by Ricketts, 2003, 18) simply defined critical thinking as the reasonable and reflective thinking that is focused on deciding what to believe or do. Critical thinking based on the consensus as explained in Fascione, P. A. (1990, 3) is the purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. From his works, that called as a Delphi Study, Fascione, P. A. (1990) provided a core constructs of critical thinking as a set of specific skills and critical thinking dispositions.

2. The Core Constructs of Critical Thinking (Critical Thinking Skills)

The core constructs of critical thinking that identified by the panel of experts as cited in Fascione, P. A. (1990) were Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-regulation.

a. Interpretation

Interpretation is a skill to comprehend and express the meaning of a wide variety of issues. Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning.

b. Analysis

Analysis is an ability to identify the intended and actual inferential relationships among many forms of representation such as reading text, intended to express belief, judgment, experiences, reasons, information, or opinions. Detecting arguments, and analyzing arguments are the sub-skills of analysis.

c. Evaluation

Evaluation is used to assess the credibility of statements or other representations and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.

d. Inference

Inference is an ability to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to

reduce the consequences. Querying evidence, conjecturing alternatives, and drawing conclusions are the sub-skills of inference.

e. Explanation

Explanation is a skill to express and to present reasoning in terms of the conceptual, evidential, methodological, criteriological, and contextual considerations upon the basis of the research; and to present one's reasoning in the form of reasonable arguments." The sub-skills of explanation are describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and wellreasoned, arguments in the context of seeking the best understandings possible.

f. Self-regulation

Self-regulation is a self-consciously to monitor one's cognitive activities through questioning, confirming, validating, or correcting either one's reasoning or one's results. The two subskills here are self-examination and self-correction.

3. The Disposition toward Critical Thinking

The concept of the critical thinking disposition started to be explained by some experts in the delphi study. They setted out the idea from a simple question regarding to critical thinking. The question is

“What kind of person would be apt to use their critical thinking skills?”. Some of them answered such a person having “a critical spirit”. The critical spirit here does not mean that the person is always hypercritical to anything, otherwise, it means a probing inquisitiveness, a keenness of mind, an enthusiastic dedication to reason, and eagerness for reliable information.

As a result of the question above, the next questions was addressed. Who is a person you would call as a strong critical thinker? To answer this question, the experts uses an analogy of an accomplished dancer who never dances. The dancer has a skill but does not use the skill. Time flies, and the skill grows weak because of lack of practice. We cannot call someone a strong critical thinker just because she or he has the cognitive skills. if they decided not to think, they let their thinking skills grow dull. From this simple analogy, it can be concluded that human beings are more than thinking machines. And this phenomenon leads to those all important attitudes which the experts called “dispositions.” The ideal critical thinker can be characterized not merely by her or his cognitive skills but also by how she or he approaches life and applying the skills.

In addition to a set of skills of critical thinking, the Delphi study identified a list of critical thinking dispositions that are needed for critical thinking. Fascione (1998, as cited by Ricketts, 2003, 24) elaborated the dispositions of critical thinking. They are as follows:

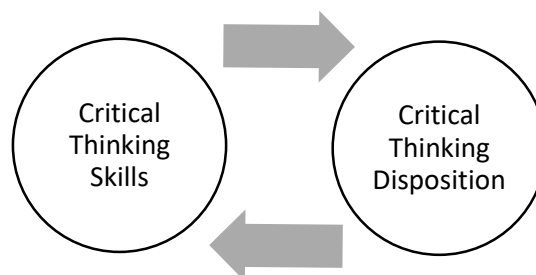
- a. Inquisitiveness with regard to a wide range of issues,

- b. Concern to become and remain well-informed,
- c. Alertness to opportunities to use critical thinking,
- d. Trust in the processes of reasoned inquiry,
- e. Self-confidence in one's own abilities to reason,
- f. Open-mindedness regarding divergent world views,
- g. Flexibility in considering alternatives and opinions understanding of the opinions of other people,
- h. Fair-mindedness in appraising reasoning,
- i. Honesty in facing one's own biases, prejudices, stereotypes, or egocentric tendencies, prudence in suspending, making or altering judgments,
- j. Willingness to reconsider and revise views where honest reflection suggests that change is warranted.

California Critical Thinking Disposition Inventory (CCTDI) has been standardized instrument used to measure the critical thinking dispositions. The scales are: TruthSeeking, Open-mindedness, Analyticity, Systematicity, Self-confidence, Inquisitiveness, and Maturity. This study adopted the developed instrument by Ricketts (2003) that measured those same approaches to life. The instrument contained three scales (Innovativeness, Maturity, and Engagement) that were developed using the fascione (1990) Delphi study as the theoretical basis. The description of the Ricketts's developed critical thinking dispositions scales are as follow:

- a. The Engagement disposition measured students' predisposition to looking for opportunities to use reasoning; anticipating situations that require reasoning; and confidence in reasoning ability. (p. 24)
 - b. The Innovativeness disposition measured students' predisposition to be intellectually curious and wanting to know the truth. (p. 25)
 - c. The Cognitive Maturity (Maturity) disposition measured students' predisposition to being aware of the complexity of real problems; being open to other points of view; and being aware of their own and others biases and predispositions. (p. 25)
4. The Essential of Critical Thinking Skills and Disposition

Critical thinking has often be taught as an essential thing in education. Fascione (1990) stated that critical thinking is essential tool of inquiry. He argued that critical thinking is a liberating force in education and a powerful resource in one's personal life. Moreover, critical thinking describes how people think systematically and solve



the problems based on the informations. It has been widely accepted that critical thinking is an important and vital topic in modern education and many educators are interested in teaching critical thinking to their students (Schafersman, 1991, as cited by Zabit et al., 2018, 154). But then, without the disposition of the critical thinking skills, it would not happened. The experts of the Delphi Study examined the relationship between critical thinking skills and the disposition as the chart below:

Not only in education, critical thinking is also important to be taught in any situation. Zabit et al. (2018, 154) stated that In actual fact, the purpose of specifically teaching critical thinking in any other education disciplines is to improve the thinking skills of students and also to prepare them for the challenging world. It is not able to be denied that nowadays, students at school are only asked to learn all day without teaching them how to learn. According to Lochhead and Clement (1980, as cited by Zabit et al., 2018) we should be teaching students how to think, instead, we are teaching them what to think. Because the students who are taught how to learn will be able to face any problems and solve them by theirself. In contrast, the students who are taught what to learn are only able to solve a problem which is taught in class. As critical thinking does not expect students to answer the questions put in the class, but instead develops students' sound judgment for problem-solving, decision-making, and higher-order

thinking (Case, 2002; Taylor & Patterson, 2000; Khatib & Alizadeh, 2012, 565)

C. English Achievement

Algarabel and Dasi (2001, p. 46) state that achievement is the competence of a person in relation to a domain of knowledge. Additionally, Sukmadinata (2007, p. 103) states that achievement of students can be seen from mastering the subject that they have taken up. Achievement refers to the good result from learning. According to Brown (2007, p.7) explores the component of the definition of learning as follows:

1. Learning is acquisition or “getting”.
2. Learning is retention of information of skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form or practice, perhaps reinforced practice.
7. Learning is a change in behaviour.

By learning, students can have more information. To measure what they have in learning, students can have a test. Then, the result of the test will be their academic achievement. In concerning to academic achievement, it becomes an output of learner’s proficiency in learning second language or foreign language that has been taught or learned. In

addition, English achievement has strong relation with academic achievement. Bala (2011, p. 8) stated that academic achievement has always been the center of educational research and despite varied statements about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Hence, academic is also important purpose in education.

D. Factors Affecting The Achievement

According to Fitriah (2009, pp. 8-11) there are a lot of factors that influence the achievement of student. Some factors that influence the student's achievement are:

a. Intelligence

Intelligence is regarded as a potential capacity. This potential capacity is probably a function of heredity, congenital development, and growth. The growth of intelligence toward the potential capacity may be impeded by environmental stresses and strains or may be accelerated by proper stimulation. It is important to keep in mind that intelligence is complex and that individuals have many kinds of abilities and strengths, not all of which are measured by traditional IQ tests. Many students whose academic performance has been weak have experienced considerable success in second or foreign language learning.

b. Motivation

Motivation is one of the most important variables in learning. A high degree of motivation engenders an active and aggressive

attitude with regard to educational goals. Motivation is actually a cluster of factors that energize behavior and give it direction. Motivation involves the learner's reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter.

c. Physical Conditions

Physical conditions are one of the important components of learning. Healthy five senses will support teaching learning process. Student's health affects their sensory-motor functioning. Sometimes students with sight problem, hearing problem, malnutrition, and so on. It can influence the student's achievement. A student has headache, fever, stomachache, or some injury needs immediate consideration because it can disturb the instructional process.

d. Environment Condition

Environment is part of instructional process because it can influence the students. A learner lives in a complex learning situation that may be divided into three parts: the social environment, the physical environment, and the cultural environment. Parts of the social world, the physical world, and the cultural world are selected to become stimuli to the learner. Educational environment is defined as the emotional, physical, and intellectual climate that is set up by the teacher and students to contribute to wholesome learning situation. It has to support the instructional process. Educational

milieus comprise of family (parent and sibling), school and community.

As one of tripartite education, family is primary community for the children. Family is the first and primary educational environment for the child. It becomes the first educational environment because the child got his education and counseling for the first time. The family is also as primary educational environment because the child spends most of his time in a family. Additionally, the parents and siblings can focus attention on one child and so opportunity for interested, motivated, natural help is available covering considerable amounts of time. Bad environment may cause stress for students. In many cases students with bad environment may have worst achievement than students with good environment.

E. Previous Studies

There are some studies related to the researcher present study. Nurshohifah (2013) conducted a study entitled “The Relationship between Students’ Reading Interest, Vocabulary Mastery and Their Reading Ability on Descriptive Text on The Eighth Grade Students in Kecamatan Banjar Pandeglang”. The population were 344 students, and 144 students were taken randomly as sample. The results revealed that there was a positive relationship between students’ reading interest and students’ reading ability on descriptive text.

The second study was written by Akbari Lakeh et al (2018) investigated critical thinking and emotional intelligence skills and relationship with students’ academic achievement in the last year of

nursing in Zahedan University of Medical Sciences during 2016- 2017. Findings showed that there is significant relationship between critical thinking and emotional intelligence skills and academic success of senior nursing students in terms of marital status. In addition, findings indicated significant relationship between critical thinking skills and academic achievement of senior nursing students. In addition, results showed there is relationship between emotional intelligence and academic achievement of senior nursing students.

The third study was written by Dewi (2012) who conducted a study entitled “The Correlation between Students’ Interest in Reading English and Students’ Achievement in English to Seventh Grade of SMPN 1 Leuwimunding. The member of the sample in this research was 61 students representing 410 students from seventh grade of SMPN 1 Leuwimunding”. This study used a descriptive analysis method by using pearson product moment formula. The results revealed that there was no correlation between students’ interest in reading English achievement in English to the seventh grade of SMPN 1 Leuwimunding.

And the last, the related study was done by Fathmawati (2016) to the eleventh grade students of state senior high schools in Indralaya. This study investigated the students’ perception of classroom environment, motivation in learning English and their English achievement. But in this study the writer only focuses on the result that showed the students’ perception of classroom environment and their English achievement. And it showed there was a significant correlation between students’ perception

of classroom environment and their English achievement, and the result of the correlation was weak correlation. In comparison with the previous related studies above, this study has some similarities since it has the same independent variable (reading interest) and dependent variable (English achievement).