

CHAPTER II

REVIEW OF RELATED LITERATURE

In analyzing the data, it needs some theories. Therefore, in this chapter, several theories are explained in detail. It includes reading, reading processes, reading comprehension, strategies for reading comprehension, teaching reading, the principle for teaching reading, explanation text, Paul's wheel, critical thinking skill, and previous study.

2.1 Definition of Reading

Reading is a skill which are combined both the text and knowledge. According to (Nunan:2003) Reading is a process of readers combining information from a text and their own background knowledge to build the meaning. The goal of reading is comprehension, when the reader get difficulty in reading, they are using strategic as the ability to understand the purpose of reading. However, the reader rest in their meaning of the text, they have background knowledge which are integrating with the text to create the meaning. Furthermore the text, reader and strategic that combined together define the act of reading. According to Johnson (2008:3),” *Reading is the practice of using text to create meaning* ‘ However, it is essential for the reader to create the meaning from the reading practice, if there students aren't get meaning to created, so there is no reading practice. Reading practice is help the reader read more than hundred word to thousand and have been exposed a new concept and ideas, This practice help the reader enhancing processing both of their text and brain to make a sense to construct the meaning which help to be a better reader.

Reading is not isolated process Johnson (2008:20). There are four language processes which are work together to enhance the development for each others, they are speaking, listening, reading and writing. Both of them have different skill for each other. Listening and Reading are the receptive process (Taking information) and Speaking and Writing are the productive process

(Giving out information). Listening and Reading as the receptive process, it is one of skill that students interaction with visual input of language. However,they need to process and understand about what they do. The students must active in learning process because they interacting with the text, predicting what will come next and bringing his or her knowladge of the subject and language to the text.

Reading is one skill to learn english, eventhough reading is the most important skill that focuss in school.Most teacher teach reading as a skill to learn english,they give stimulate to improve students' reading skill by using practicing both speaking and writing. It is supported by Pollard (2008),”Reading is considered by many to be neglected aspect of language teaching “, However, it to be skill that the student needs for practicing. The students need to be introduced to reading and given support with the text in classroom or continue in out of classroom to improve theirs skill. Johnson (2008:16) stated that Reading is costantly developing skill, likes any skill the students will improving reading by practicing, if the students not practice that skill which from text use in class likes textbooks and other resource books from megazine, newspaper, the internet and kind of source which help improve motivate to read, theirs skill will be deteriorate Finally, practicing with use kind of the text and source help the students improve theirs reading skill.

Reading is involved various skills. According to Pollard (2008:44) there are various sub-skills that are involved in reading which are use to design reading skills likes : Reading for gist, Reading to extract detailed information, Reading to extract spesific information, Predicting and Exstensive reading. Those skills help the students analyze reading exercise from the teacher's material and some course book.

The first skill is, Reading for Gist, this skill reading to get main message from the text.The students don't involve studying every word, they just read quikly from the megazine, article or from the source book after that the teacher ask them to make 3 summaries of a text but the students choose the summary which the most accurate on generalities not spesific. Second, Reading to extract detailed information based from the skill's name “*detailed information*”here the

students read and understand of the full text and to get detail information from the text. Third, Reading to extract specific information to gather specific information from the text using WH-Question or True or False from the text to find the information that interest in specific, Fourth, Predicting it means the reader predict the text what will come next, to practice prediction the students the teacher can tell the students the topic of the text and to write questions about the text, give the students some vocabulary related of the text. The purpose to the students to think what will come next and the last ask the students read for first or two paragraph to stimulate the students what will come next from those paragraph above. The last skill is Extensive reading, sometimes it use for pleasure, the students have much time to read of their favorite novel, simplified readers, Cosmopolitan or anything else they enjoy to read extensively.

2.2 The Reading Processes

Reading process often describe communication between a sender and receiver of information. However, the teachers can construct the reading process by give student's a key piece of reading related the material by use some interaction such as : (1). What is the main idea in this paragraph ? (2). What the evidence used to supported of the data or ask the students take a note , those intruction help the students stage by stage set of guideliness as to how set the students regular reading exercise.

Generally, reading in a second language was almost nonexistent. According Brown (2001:298), there are some affect related the second language pedagogy to teaching reading skills, they are :

Bottom-up and top-down processing, Bottom-up and Top-down processing become a reading methodology. in Bottom-up, the readers' processing must recognize a multiplicity of linguistic signals such as :

(letters,morphemes,syllables,words, phrases,grammatical cues, discourse makers) and use linguistic mechanism to impose some sort order on these signals but Top-Down is a concept to drive the reader which processing in which draw on their

intelligence and experience to understand a text . Both these process are important in practice. Schema theory and background knowladge, This process guide the reader to construct the meaning to infer a message based on the reader information, knowladge, emotion, experience and cultural to the printed word.

The role of affect and culture, This process is influence in second language acquisition process as a mojour to ultimate sucess, reading is one subject variability within the affective domain. if the reader “love” reading it has help the learner in succesfull aquisition in reading skill. This role is able to the learner to guide motivating in reading. Similiarity, culture is plays an motivating and rewarding student for literacy. The power of exstensive reading, Reading is one of subject which learner read better, some of the strategy to help the reader to improve theirs reading skill. Exstensive reading is one power to the students gains in a reading ability such as : vocabulary, linguistic competence, spelling and writing. This strategies help the students intensive in reading ought to be abandoned, but strengthens in exstensive reading for reading instruction is highly warranted.

Adult Literacy Training, ESL material as a process of Adult Literacy Training, with apply both bottom-up and top-down models of reading which use in programs and curricula to help the teacher focus in teach literacy-level teaching of adults. Teaching literacy is a research and practice that drives in psycholinguistic and pedagogical domains in inquiry with basic and principles at this level, so the teacher can give material which depend on the students level with deal for the chapter spesifically with adult literacy training.

2.3 Reading Comprehension

There are many complex skill in reading which are divided into two catagories, those are : for support word reading (decoding) and those that support reading and language comprehension. In here reading and language comprehension is an essential for students to learn. According to Oakhill (2015:1) states that reading comprehension is an important, the readers not only understanding text but also for broader learning, succes in education and

employment. Reading comprehension is a complex text that requires of cognitive skills and abilities which are help the readers integretes the sense of these words and sentences in meaningful whole.

Beck and McKeown in Harris S Keren (2007) defines that reading comprehension is the “sin qua non of reading “ it means how the reader read the word to construct the meaning from the text.

Morreilon (2007:10) say that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems encounter in texts.

Zimmerman and Hutchins in Morellion (2007:11) identify the seven reading comprhension startegies they are : (1). Activating or building background knowladge, (2). Using sensory images, (3).Questioning, (4) Making prediction and Infrences,(5).Determining main ideas,(6).Using fix-up opens.(7) Synthesizing.Those are startegies hlep the students to construct the meaning.

Ultimately, based from the explanation above it can conclude that reading comprehension is the process of constructing meaning by word reading, word and knowladge and fluency by use strategies which appropriate to understand how to apply them for the reading purpose.

2.4 Strategies for Reading Comprehension

Strategies is the most important to the teacher build comprehension skill for the students, based from the strategies the teacher guide the students in effective and effecient in learning process to get the goals.

(According to) Brown (2001:36) states the learners who are already able to read in the first language need just develop their reading startegies that may reflect to their skill, this strategies that may reflect bottom-up as well as top-down mechanism of reading. There are several strategies can be practically applied to your classroom techniques :

- a. Identify the purpose reading
- b. Use graphemic rules and patterns to aid in bottom -up decoding

(especially for beginning levels)

- c. Use efficient silent reading techniques for relatively rapid comprehension. (For intermediate or advanced level)
- d. Skim the text for main ideas
- e. Scan the text for specific information
- f. Use semantic mapping or clustering
- g. Guessing the meaning
- h. Analyze vocabulary
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

Those strategies include in micro reading comprehension skill for the reader who are to be master in reading skill and elaborated in reading indicators such as : Finding general idea, finding main idea for each paragraph, finding supporting details/ideas, finding some pronoun reference to seek relationship the idea in the text. From those skill above the students and the reader understand about the whole of the text and construct the meaning by using effective and appropriate way in the learning process.

2.5 Teaching Reading

In learning English there are four skills to be important in learning to master this subject, They are : Listening, Speaking, Writing and Reading. Those of the skill are different character in teaching learning process. In other hand reading is important skill for teacher taught in the school. This skill help students not only in their careers but also in study purpose sometimes for pleasure. It supported by Harmer (1998:68), "Reading is useful for other purposes too" , In here this skill help the students understand it more or less, the word which they collect as the information process in their brain to produce language as the acquisition process. Furthermore, when the students are reading a text and interest it, acquisition even more be successful.

Reading text also provide opportunities to study language such as : vocabulary,grammar,punctuation, and sometimes construct sentences, paragraphs and text. So, good reading text are able to introduce interesting topics,stimulate discussion and facinating lesson.

In the other hand, Teaching reading at least has two aspect. First, it can refer for the learner who are learn for the first time and the second for the learner who already have to read for theirs skill in first language to get skill in reading context or learning process. This skill is most important for most of teacher taught in the school, from that skill the students get more knowladge and information based on material that they read. It is supported by Nunan (2003) Reading is an esssential skill for the learners of English as a second language for most of the learners to master in order to ensure succes not only in learning English but also in any content class by the supported from the teacher who give some printed material from book, source to helps the students prepare to facilitate the learning of this skill to get the goal understand of the process of reading.

2.5.1 Principles for Teaching Reading

To guide students are interesting in reading, it's important most of the teacher to use principles to help the students contantly to improve their progress in reading skill the purpose for the teacher to guidance to do a method in learning process. Related to the teaching reading, Brown (2001:313) states that there are principles in teaching reading, as follows :

- a. *In an interactive curriculum, make sure that you don't overlook the importance of spesific instruction in reading skills.*

ESL students who are literete their own language by learning reading skills, most of the students learn good reading by absorption through of exstensive reading opportunities. In other hand ,comment is impoertant to guidline for each chapter, it helps the students to ample time for extensive reading.

- b. *Use techniques that are intrinsically motivating.*

The purpose of intrinsically motivating for the students are how the teacher think makes interesting and relevant reading for the students, choosing material that is relevant for the students to get the goals. One popular intrinsically motivating approach to reading instruction is the Language Experience Approach (LEA) from this material the students are able to create their own material for reading to involvement of intrinsic in learning process.

c. Use balance authenticity and readability in choosing text.

The importance for teaching reading is material, in which an otherwise that "Simplified Text" to know within the proficiency level of the students. Authenticity means that the texts can either be devised or located in the real world and readability is a text with lexical and structural difficulty that will challenge students without overwhelming them.

d. Encourage the development of reading strategies.

Developing of reading strategies to help the teacher to develop of students skill from some strategies it's help the teacher can develop the learning process more variety to help the students easy to improve their skill.

e. Include both bottom - up and top-down technique.

Some of the students use bottom - up technique but some other prefer use top-down technique. In the fact, most of students use both of them spontaneously for communicative, authentic language activity in the classroom with appropriated for each level.

f. Follow "the SQ3R" sequences.

An effective series of procedure for approaching reading text has come to labeled the SQ3R technique, a process consisting of the following five steps they are :

(1). Survey -Skim the text for an overview of main ideas. (2). Question -There asks question about what he or she wishes to get out of the text. (3). Read - Read the text while looking for answers to the previously formulated question (4). Recite - Reprocess the silent points of the text through oral or written language (5). Review- Assess the importance of what one has just read and incorporate it.

2.6 Explanation Text

This study focuses on explain text, Laila Putri states in her journal “Explanation text is a text that explain how something happened it means that explain the phenomenon exist and then explain how and why this came about” . In addition, Sudarwati, Th.M, Eudia Grace (Pathway To English : 2014) explain that Explanation the texts are used to explain the sequence, cause or theoretical understanding of phenomenon or event, The purpose of explanation text is to provide logical, time related information to explain and describe event happening in our world.

2.6.1 Generic Structure of Explanation Text

An explanation text usually has main parts of generic structure, Sudarwati,Th.M, Eudia Grace (Pathway To English : 2014) explain there are 3 main parts of explanation text they are : (1). General Statement - Introduction that gives a description with giving background of information based on the topic (2). Explaining Statement - sequence telling how and why this phenomenon occurs, (3). Conclusion - The writer give the reader some opinion or us of technical term.

2.6.2 Grammatical Features of Explanation Text

It contains as mentioned below :

- a. Present passive voice

The passive sentences make the text more formal and impersonal.

The most important processes are **the actions**.

The pattern of Present Passive Voice:

Subject + to be (is/are) + past participle/Verb 3

Subject + modal (ma, might, can, etc.) + be + past participl/ verb 3

Example:

- The series *is called* the Tssunami Road Show.
- Many new houses *are built* for them.
- Children *may be abandaned* by their parents.

b. Action Verbs

Action Verbs are verbs that express action.

Example:

- I don't understand why tsunami occurs.
- A tsunami can be generated by Earthquakes.

c. Cause and Effect

Cause-result verbs

- The *cause* damage because they have intense suction at the trip.

Deeper water *leads to* greater pressure.

Subordinating Conjunction

A Subordinating Conjunction joins two clauses. One is independent clause, and another one is a dependent clause.

- Debris is created *because* these vortexes tear at the walls.
Independent Clause ↓ Dependent Clause

Conjunction

Other conjunction showing cause and result include so (Introducing result), *since and for* (introducing cause)

Prepositions

- Because of that, walls, window, doors, coloumns can overload
Because of + Noun clause
(phr)

Other prepositions showing cause and result include therefore (introducing result), due to (introducing cause).

Transition words

- **Consequently,** the high pressure can find its way into the building.
(Introducing result)
- **As a result,** the other side of the building will be loaded.
(Introducing result)

2.7 Nature of Paul's Wheel Strategy

Paul's Wheel is one of strategy that can be applied in secondary until advanced level. This wheel of reasoning includes eight elements of productive thinking which involves of logical reasoning that combines both creative and critical thinking skills. This strategy guide the students reading and analyze article by use process for each element in a meaningful way, so students's find

it to be challenging and beneficial in reading process, it can be seen from the picture below :

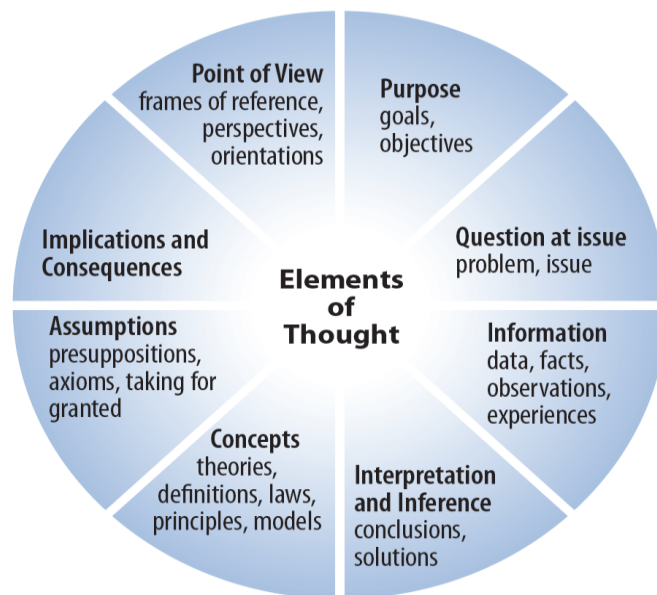


Figure 2.1 Paul's Wheel Elements of Thought

Based on the each element from the Paul's wheel, it has each reasoning to analyze reading and article. According to Paul and Elder (2008), there are reasoning such as :

1. All reasoning has a **PURPOSE**
 - a. State your purpose clearly.
 - b. Distinguish your purpose from related purposes.
 - c. Check periodically to be sure you are still on target.
 - d. Choose significant and realistic purposes.
2. All reasoning is an attempt to **FIGURE** something out, to settle some **QUESTION**, solve some **PROBLEM**
 - a. State the question at issue clearly and precisely.
 - b. Express the question in several ways to clarify its meaning and scope
 - c. Break the question into sub-question.

- d. Distinguish questions that have definitive answers from those that are a matter of opinion and from those that require consideration of multiple view point.
3. All reasoning is based on DATA, INFORMATION and EVIDENCE
 - a. Restrict your claims to those supported by the data you have.
 - b. Search information that opposes your position as well as information that supports it.
 - c. Make sure that all information used is clear, accurate and relevant to the question at issue.
 - d. Make sure you have gathered sufficient information.
 4. All reasoning contains INFERENCES or INTERPRETATIONS by which we draw CONCLUSION and give meaning to data.
 - a. Infer only what the evidence implies.
 - b. Check inferences for their consistency with each other.
 - c. Identify assumption that lead to inferences.
 5. All reasoning is expressed through, and shaped by, CONCEPT and IDEAS
 - a. Identify the key concept and explain them clearly.
 - b. Consider alternative concepts or alternative definition of concepts.
 - c. Make sure you are using concept with care and precision.
 6. All reasoning is based on ASSUMPTION
 - a. Clearly identify your assumption and determine whether they are justifiable.
 - b. Consider how your assumption are shaping your point of view.
 7. All reasoning leads somewhere or has IMPLICATIONS and COSEQUENCES.
 - a. Trace the implication and consequences that follow from your reasoning.
 - b. Search for negative as well as positive implications.
 - c. Consider all possible consequences.
 8. All reasoning from some POINT OF VIEW

- a. Identify your point of view.
- b. Seek other points of view and identify their strengths as well as weakness.
- c. Strive to be fairminded in evaluating all points of view.

Those reasoning above help the teacher to assess the students reasoning to evaluate, in a reasonable, defensible and objective way. The teacher apply them to guide critically and use them part of thinking, in accord with appropriate with intellectual standards. Similiarly, teacher can evaluate the students work by how humorous, glib, personal or sincere depend on the reasoning standard to get the goals.

2.7.1 The Advantages of Paul's Wheel Strategy

By implementing this strategy, students are expected to interact with each other in their group, they are able to communicate and solve the problem by using this strategy, the students find the value for each elements in reading skill to guide theirs critical thinking skill. On other hand (Paul and Elder, 2008) this strategy is improve the student's quality of theirs thinking by skillfully taking charge of the structures inharent in thinking and impasing intellectual standards. It can seen from the ilustration below :

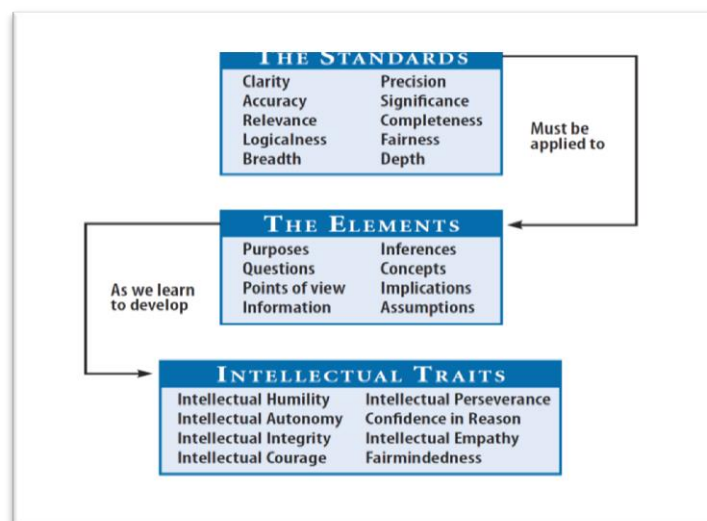


Figure 2.2 Intellectual Standard

From the figure above, Paul's Wheel use the intellectual standard which apply to element of thought. The student have a part of theirs thinker and be master to identify of them, It called Intellectual Standard, this used to determine the quality of reasoning and asses their use of these parts of thinking, Good critical thinking requires having a command of these standards by Paul and Elder (2008). The Intellectual Standard of reasoning become influence in all the student's thinking to guide better and better. They are :

1). Clarity - is a gateway standard, it has statement unclear. 2). Accuracy - a statement can be clear but not enough accurate. 3). Precision - a statement both clear and accurate. 4). Relevance - a statement can be clear ,accurate,and precise but not relevant to the question of the issue. 5). Depth - a statement may be clear, accurate, precise, relevant and deep but lack breadth or to general not specific based on topic. 6). Logic- a statement in orderly, has a sense and follow what the writer said, 7). Fairness - a statement that related with point of view, has a some information which are maintain our based perspective.

From the Intellectual Standard above must applied to element of thought, this element help the student to increase theirs critical thinking based on the purpose for each element, the teacher guide the students question in paper, an activity and reading assignment by using the Elements of Thought such as :

- a. Purpose : *What am I trying to accomplish?*
What is my central aim? my purpose?
- b. Questions : *What question am I raising?*
What question am I addressing?
Am I considering the complexities in the question?
- c. Information : *What information am I using in coming to that conclusion?*
What experience have I had to support this claim?
What information do I need to settle the question?
- d. Inferences/ Conclusion : *How did I reach this conclusion?*
Is there another way to interpret the information?
- e. Concept : *What is main idea here?*
Can I explain this idea?

f. Assumptions : *What am I taking for granted?*

What assumption has led me to the conclusion?

g. Implications /

Consequences : *If someone accepted my position, what would be the implications?*

What am I implying?

h. Poits of View : *From what point of view am I looking at this issue?*

Is there another point of view I should consider?

From several qustion element of thought above, the teacher must be apply in some reading activity, an assigment and a paper, if the teacher apply it the adventages for the students they regularly use theirs thinking to assess part of thinking to increase theirs critical thinking skill. Then effect from applying the element of thought in learning process the students be develop in Intelectual Traits to consciouness for each traits, it can seen from explanation below :

a. Intellectual Humality

Having a consciouness of the limits of one's knowladge. Intelectual humality depands on recognizing that one should not claim more than actually knows.

b. Intellectual Courage

Having a consciouness of the need to face and fairly address ideas, believe for view points which one have strong negative or which one given serious hearing. It it the important for the thinker to know which one the ideas are absurd, dangerous sometimes rationally in whole.

c. Intellectual Empathy

Having a consciouness of the need to imaginatively put oneself in the place of orders to understand of the thought or belief, this trait correlates with the ability to reconstruct the viewpoints of other reasoning.

d. Intellectual Autonomy

Having a rational control of one's belief, values and inferences. The deal of critical thinking is to learn to think for oneself in thought processes, the commitment to analyzing and evaluating beliefs on the basis of reason and evidence.

e. Intellectual Integrity

The condition that need to be recognition, consistent, hold, practice and honestly in one's own thought and action of the intellectual standard.

f. Intellectual Perseverance

Having a consciousness of the need to ue intellectual insight and truths when face to difficulties, obstacles, and frustration. This traist about the principle to deeper understanding or insight.

g. Confidence in Reason

Confidence in this traits means in the long run, it's about one's interest of humankind by giving the freest play to reason by encoraging people to come their own conclusion. In here, this traits to guide the people to learn of thinking from themselves by draw reasonable conclusion coherently and logically.

h. Fairmindedness

Having a consciousness of the need to treat all viewpoints alike, without reference by own, or one's friends, group or community which give an advantage.

2.7.2 The Implementation of Paul's Wheel Strategy

The implementation of Paul's Wheel Strategy in teaching reading began with the teacher explained the mechanism of Paul's Wheel by explaining eight elements of productive thinking such as: Purposes, Questions, Points of View, Information, Inferences, Concept, Implications and Assumptions. After the teacher explained for each element, teacher divided the students into the group, teacher ask the students to analyze depend on the element by using several question based on each element. it can seen from picture below :

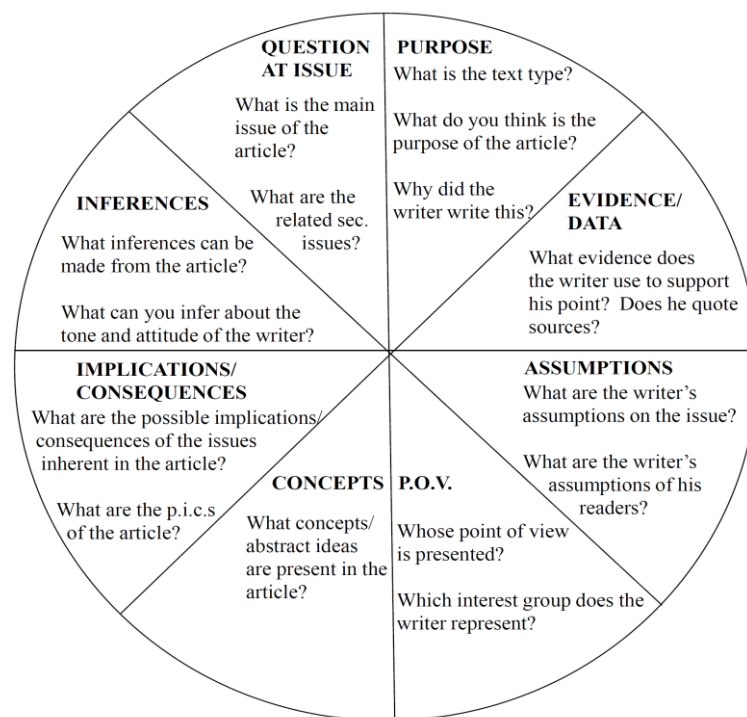


Figure 2.3 Paul's Wheel of Reasoning

By doing so, It is hoped that the students can improve the quality of their thinking by using eight element of thought in reading activity, it is also students can increase critical thinking skills and intellectual traits by using work in group and analyzing text by using eight elements of Paul's Wheel.

2.8 Critical Thinking Skill

2.8.1 Definition of Critical Thinking Skill

The ability for the citizen of the 21st century is more complex, this situation influence the educational system is developing depend on the era especially for students need. Every generation need more education because the world becoming increasingly both in technical and skill more complex. Although the ability to think critically has been important for the students for taught in the school. Earl, Hunt in Halpern (2003:3) support that the skills that will be needed for this century “*Will we be smart enough*”. The quality based on how the people answer the question, manipulate abstract and complex symbols, ideas, acquire new information which are based on new paradigms for lifelong learning. Similiarly, the students need the skill since they studied at school to confront of this century. The students has been practicing this skill by using some strategies which use theirs thinking more develop. Although, the students are able to use their knowladge to applied their skill for thinking critically about several issue around them.

The “Critical” is a part of critical thinking, it is an evaluation component, in society the word “critical” is used to negative and positive attributes, by thinking critically is used for evaluating outcomes of our thought processes and the “Thinking “ is a familiar place for “humman” to make context has a sense and more easy to understand and able to give the reason of it. To reiterate, critical thinking is a ability to think by your own thinking in such a way that use recognise that’s strengths and weaknessess and how is the viewpoint reconstruct your thinking, so the humman are able to use viewpoints and understand that all the issue, phenomenon and something is it print does not mean true. It is supported Bassham et all (2011) Critical thinking is the general term give to a wide range of cognitive skills and intellectual disposition needed to effectively identify, analyze, and evaluate arguments and truth claims ; to discover and overcome personal preconception and biases; to formulate and present convincing reason in support of conclusion; and to make reasonable, intelligent decisions about to believe and what to do. The thinking has authoritative to analyze and evaluating about the issue or the phenomenon by use their own thinking to believe or not. However, the people use their own thinking to get the reason based on

their analyzing and evaluating. (Paul and Elder, 2008) supported that critical thinking is the art of analyzing and evaluating thinking with a view by their own thinking to improve it. The frame work of Paul and Elder (2008) provide include eight element that improve the thinking ability it called “elements of thought” such as : purpose, information, concepts, assumption , inferences/conclusions, points of view, question and implication or cosequences The element of thought are includes the element standard, they explain for each people has a standard element in their own thinking, this stndard must be applied to the list of element that leads to the development of intelectual traits.

(According to) Halpern (2003:7), Critical thinking is the use of those cognitive skills or strategies to increase of a desirable outcome, By combine cognitive skills and strategies, it guide to positive outcome in a puposeful, goal directed and give reasoned which involve solving problem, formulating inferences, making thoughtful decision and calculating problem outcomes.

Cottrell (2005:17) states that critical thinking is a cognitive activity, The thinker use mind for learning critically analytical and evaluative ways by using mental processes such as attention, catagorisation, selection and judgement that help to develop their critical thinking based on capacity their thought to attention, catagorization, selection and judgement to believe anything that hear and see before reason it .

Moon (2008:5) asserts that critical thinking has an important role in higher education and professions, not only for the students but teacher as the major for guiding the students to improve theirs critical thinking by conducted the strategy that able to improve student’s critical thinking skill.

From the explanation researcher above, it can conclude the concerning of critical thinking not only influence in worklife but also in education system that help the aware about phenomenon and issues by using their thought to believe something that is not true, the ability in thinking critically will be improve by using startegies which appropriate. Finally thinking skills are crucial with reality and be independent manner.

2.8.2 Critical Thinking Process

Every human has a part of their basic thinking they are : Clarity, Accuracy, Precision, Relavance, Depth, Breadth, Logic, Significance and Fairness They use these part in their own thinking. According to Paul and Elder (2008), Critical thinking is that mode of thinking -about any subject, content or problem- in which their thinker improves quality of his or her thinking by skillfully analyzing, assessing and reconstructing it, Critical thinking is self directed, self-disciplined, self-monitored and self-corrective thinking. It presupposes assent to rigorous standard of excellence and mindful command of their use. It entails effective communication and problem - solving abilities, as well as commitment to overcome our native egocentrim and sociocentrism. He tells that critical thinking is based on how the thinker to improve their thinking by own self. This is the stages of critical thinking process

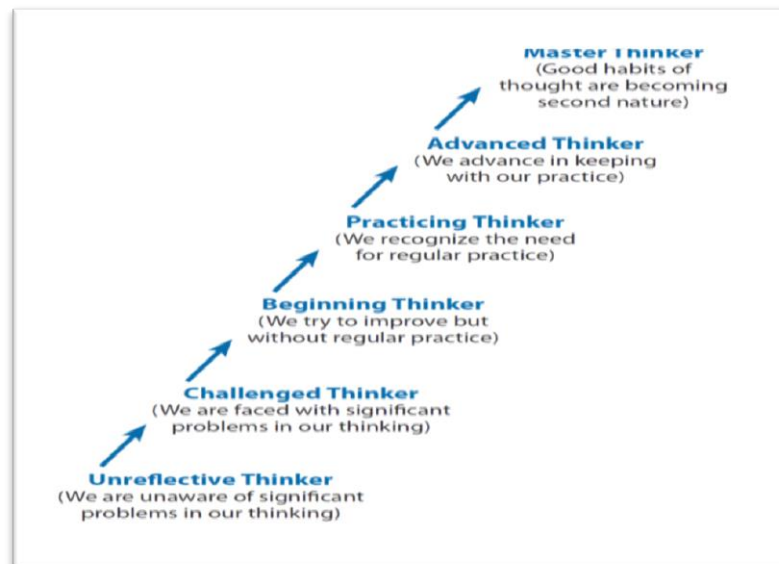


Figure 2.4 Thinking Process

From the picture above, it can seen that the process to be master thinker there are several stages, they are : First, Unreflective Thinker, they are unconscious about the problem, issue and phenomenon around them. They don't

have sensitivity and to know what something happen, Second, Challenged Thinker, they use their thinking to strengthen and faced with the problem , issue and phenomenon around them, It will interesting and get challenge when they used how the part of their think to solve the situation be better. Third, Begining Thinker, they know how use their part of thinking and begin use this part to improve it without regular or practicing to stimolute their thinking better. Fourth, Practicing thinker, they know all that for each people has the standard or basic in their part of thinking, Practicing thinker know how use these part but they need strategies and practicing which are able to stimolute to their thinking critically appropriately related the problem, issue and phenomenon around them regulary because they just monitor their own thought. Fifth, Advanced thinker has a critique in our plan and have a systematic practicing regulary to improve it. The last is Master thinker, they as a master to make critical thinking as their habbit of thought, they use the habbit of thought as a second nature in daily life to solve the problem, issue and phenomenon around them. They set their thought that everything that will happen isn't true.

2.8.3 Teaching Critical Thinking

Having an intelectual standard governing critical reasoning, here concerning in education, when the first enter collage the students feel surprise to discover and how they got their beliefs. In collage focus is on higher order thinking. The active, intelligent some of the most important skill that the students need to learn as education students are the ability to think critically and objectively about the phenomenon and issue around them. This ability help the students to express their idea and argument confidently. For this reason teaching critical thinking plays a vital role throught the collage curriculum to improve their skills such as :

1. Understanding argument and belief of others
2. Critically evaluating those arguments and belief

3. To developing and defending one's own well-supported arguments and beliefs.

To succeed in college, it must be able understand about the material are the studying because critical thinking does teach of variety of skills with practice to improve the ability from text book and classes.

Whether, critical thinking can help to critically evaluate learning in class . Critical thinking teaches a wide strategies and skill that able to improve ability to engage in such critical evaluation.

2.8.4 Principle Critical Thinking

To develop their thinking critically, it need the principle to apply it, to increase your awareness and help the analytical and critical thinking skills by Judge, Brenda and friends (2009:1-4). They are :

- A. Critical Thinking is the ability to think by own thinking in such a way as to :
 - a. Recognize its strengths and weaknesses, as a result
 - b. Re-present the thinking in an improved form.
- B. To do so need ability to be :
 - a. Willing to question your views
 - b. Open -minded to the ideas and views others - just because something is in print, it doesn't mean true
 - c. Able to give your (positive and negative) judgement
 - d. Able to explore the implications of the evidence or literature
 - e. Self-confidence enough to explore the evidence presented
 - f. Honest in facing one's own bias /prejudices
 - g. Flexible in considering alternatives and opinions
 - h. Willing to reconsider and revise views where honest reflection suggests that change is warranted
- C. Also need to be somewhat wary and even sceptical of :

- a. Statement of “fact” where the point is made obvious and needs no further discussion
- b. Unsubstantiated comments
- c. Unbalanced arguments
- d. Bias (whether political, personal or professional)
- e. Anecdotal Evidence
- f. Credibility of source

2.8.5 The Advantages Critical Thinking

Every human has a basic skill in their thinking , those have ability to think critically. A well-cultivated critical thinker are :

1. Raises vital question and problem to formulating them clearly and precisely.
2. Gathers and assess relevant information, using abstract ideas to interpret it effectively comes to well reasoned conclusion and solutions to given relevant criteria and standard.
3. Think open mindedly by using system of thought.
4. Communicative effectively with others in figuring out solution to complex problem.
5. To give commitment overcome our native : Egocentrism and Sociocentrism .

2.9 Previous Studies

There are some previous study that related to this research :

First, Dian Novita (2010) conducted the study of the use of *Collaborative Strategic Reading (CSR)* for teaching reading comprehension text . This study was experimental research, the purpose of the study to know whether *Collaborative Strategic Reading (CSR)* is effective as a strategy to improve student’s reading comprehension achievement that affected in students’ critical thinking skill. The

researcher use quantitative research by comparing result pre-test and Post-test, the subject of this study were the second semester students of Management Departement of the Faculty of Economics at Muhammadiyah University of Sidoarjo in the academic year 2010/2011 who took ESP program (English for Bussiness). The result of the data showed that $t_{\text{count}} 4.189 > t_{\text{table}} 2,27$, it was significant way to teach reading comprehension by using *Collaborative Reading Strategic (CSR)*. The Gap between Dians' study and this research are in the startegic and the subject of the research. In this research, the researcher used Paul's Wheel startegic with the subject of Tenth Grader Muhammadiyah 2 Senior High School of Surabaya, the similiarity of both research are The use of experimental research and focussed in Student's Critical Thinking Skill.

Second, J.Stephen Scanlan (2006) conducted the study of *The Effect oF Richard Paul's Universal Elements and Standard Of Reasoning on Twelfth Grade Composition*.The purpose of this study is to demonstarte that Paul's technique can be effectively taught and used by twelfth grade students of diverse skills and language abilities to improve students critical thinking skill and composition skill as measured in five areas in writing such as: Clarity of writing, Analysis of author's argument, Use of supporting information, Organization, Grammar and Syntax. This study was qualitative action based reasearch,The subject of this research are twelfth grade then broke thirty-eight students into four group. The Gap Stephen's study and this research are from the skill, method,and subject. In this research, The researcher applied in reading skill of explanation text and use quantitative research with pre-test and post test with the subject of tenth grader Muhammadiyah 2 Senior High School of Surabaya. The similiarity with this reasearch are, focussed on used Paul's Wheel strategic to improve Student's Critical Thinking Skill.

Third, Laila Putri (2013) conducted *Teaching Reading Comprehension Explanation Text By Using Combining of Think Pair Share and Jigsaw Strategies For XII Grade Senior High School Students*. The purpose of this study was to make students in reading activity that help enhancing their critical thinking skill by used combaining two strategic. The subject of this research is XII grade senior

high school students, researcher used qualitative research, she want to know whether Pair Share And Jigsaw Strategies, she wanted to combined those strategy to motivate the students in reading easily and with combined those strategy are enhancing student's critical thinking in reading explanation text. The Gap Laila Putri's study and this research are strategic that use it . In this research the researcher used Paul's Wheel in reading explanation text for ten garder senior high school student. The similiarity of the research are focussed in teaching reading explanation text for tenth grader by using strategies that enhancing in student's critical thinking skill.

Although in the first, second and third previous study are different in this study, but all of previous study are used strategic that focussed to improve student's critical thinking skill.