Artikel

by Dwijani Ratnadewi

ENHANCING STUDENTS' CRITICAL THINKING IN COMPREHENDING TEXT THROUGH CDA

Dwijani Ratnadewi
yani_rd@yahoo.com

Universitas Muhammadiyah Surabaya

Abstract

Critical thinking has been understood as basic survival skills expected for students to succeed in learning and entering into life. Yet, lectures that encourage students' critical thinking skills have not been explicitly implemented in the classroom. High-order thinking in EFL classes is not much implemented in classes. In understanding a text there is little attempt to connect with the broader social context, to use more stimulating text and to encourage students to think using text interpretation devices that uncover the intention and the supposed thought behind the text. This is a best practice of how critical thinking is enhanced by comprehending texts of Discourse Analysis classes for students of English Department. Text was analyzed under the principles of Critical Discourse Analysis (CDA) to explore hidden relationships of causality, ideology and vague structures of power and politics in language use. The discussion was done in Cooperative Group Investigation work, and ended with topic debate of modified Australasia Debate. Text was selected based on the Indonesian current issue that was the Joko Wi' speech in China APEC CEO Summit in Beijing, China. For assessment, St Pietersburg College's Assessment of Critical Thinking (2010) rubric was applied. The score shows that most speakers of the groups were 'developing' (level : 2) their ability to think critically in understanding the text. As foreign language learners, students face difficulty in not only the way to present material based on the critical thinking perspective but they have to use English to understand, analyze, discuss and present material in the debate.

Keywords :   CDA; critical thinking; cooperative group investigation learning, text selection.

1 INTRODUCTION

Teaching CDA in TEFL classroom goes further than raising students' awareness of only linguistic issues, it needs to explore the effect of social power towards the text. CDA itself has its own characteristics to uncover what happens in the society where the text brings, because it is believed that every social practice that is expressed in text is an illustration of various social components, such as : actions, people and their public associations, tools, things, time and place, realization, meanings, and text (Fairclough, 2009). Text comes from the producers, either the speakers or writers, and of course they have intention of every statement that is produced. Everyone of any social group is never free of intention, everything has reason and cause, Van Dyk (2001) even said that every discourse that is stated will never be free of the producer's ideology. Then any text with definite intention is actually formed as a result of the social effects of the society where they belong.

In comprehending the text, students needs to have the ability to see behind the text, as stated by Van Dijk (2001) stated that in order to understand the hidden intention of this kind will require the analysis of micro and macro or linguistic analysis and non-linguistic analysis. To analyze this phenomenon, students have to think beyond the line so that they understand any possibilities, such as good and bad sides, tendencies, distraction, politicization, twist of words for a particular purpose. It is the ability to think critically, as stated by Halpern, D.F (1999: 69) that critical thinking is the ability to think for problem solution, concluding, examining probabilities and deciding.

In CDA class, as the name says, tends to apply steps to augment critical thinking skills. Especially the instructional design, steps of learning and the selection of text/material. It frequently happens that the instructional design chosen does not fit this purpose, also in text selection there is less attempt to connect with a broader social context, to use more stimulating text and to encourage students to think using text interpretation devices that uncover the hidden intention and thought behind the text. While in applying steps of learning, the steps do not encourage students to think and does not give enough chance to let students have the experience in analysing text reasonably.

Critical thinking in learning is primarily believed to be able to support student success in education, because critical thinking is about objectivity, where there is no bias, and every fact must be accompanied by evidence and explanation, which takes into account the weaknesses and strengths of all parties involved. Thus the assessment of evidence, references and implications will be fair and objectively accepted (Judge at.al, 2009:17). With this ability students understand problems from various perspectives, they know the content more widely and deeply and might be able to apply the knowledge in real lives (Elder and Paul, 2010).

In learning CDA to comprehend a text, critical thinking skills are necessarily trained by utilizing the principles of CDA. Students need to be given the tools and the means whereby these capabilities are formed and settled into a skill. A Cooperative Group Investigation learning is supposed to be applicable under this learning aim and support the thinking process. Group finding presentation in the form of Australasia Debate type may enhance students to think. This is supported by Nisbett (2003: 210) who states that debate is a tool that trains learners to think analytically and to realize that every idea needs to be validated with evidence. In this activity each member of the team should look at the weaknesses of the opposing team in understanding speech argument and the team realizes the strength of the arguments of own team.

This article is a discussion of the best practice towards learning CDA which is supposed to enhance students' critical thinking.

2 CDA AND CRITICAL THINKING

Critical discourse analysis (CDA) is a type of discourse analytic study that specifically analyses written and spoken texts that contain aspects of power misuse, control, and injustice in social and political contexts that are found, produced and used in society. (Van Dijk (2001:352). CDA believes that discourse study is to know that discourse is

not only a social construction of reality, but also used to maintain power and ideology. Thus it illustrates the relationship between discourse, namely conversation/speech with the background and the people/institutions involved under the surrounding social structure (Fairclough & Wodak, 1997: 258). 'Critical' in CDA means not easily accept information, deconstructing complexities, using an easier way, analyzing doctrines and dichotomies and suggesting other solutions with the aim that aspects of power and ideology in the text can be revealed (Wodak, 2007: 6).

As also stated by Fairclough (2001:4) that CDA is a critical analysis that discloses unseen but available relation between 'language, power and ideology'. CDA includes multidisciplinary backgrounds. It also uses a variety methods of analysis and objects under study, here are CDA seven dimensions (Van Dijk, 2007;Wodak, 2008) in Wodak and Meyer (2009:2) they are 'the use of language in real life'; larger chunk of language than words, phrases and sentences; linguistics behind the grammar of a sentence; the non-verbal forms interaction (semiotic, multimodal, visual) namely : gestures, pictures, movies, internet, and multimedia; a move or an active strategy of (socio) cognition or interaction; context; text grammar and language use. CDA aims to make students realize the hidden part of a discourse. Discourse analysts suggest the reader to get the meaning of the text more deeply and not just the readable part of the text (Van Dijk,1977), because the text will not be ideologically free.

In line with CDA, critical thinking is a cognitive ability in thinking that makes students think purely and coherently (Stella. C, 2011: 2) including in the activity of 'reasoning', namely 'thinking rationally'. This process includes evaluating the evidence and concluding the results of that evaluation. This thinking skill as proposed by Halphen (70) including the ability in problems solving, making inferences, thinking possibilities and deciding. Meanwhile, Judge, et.al (2009: 2) states that critical thinking is the ability to understand information, where ideas and information are observed objectively and critically based on strong and verified reasons and evidence. There are several elements of critical thinking skills which represent critical thinking competencies

Facione (2011) states that critical thinking skills entails 6 aspects, (1) Interpretation, (2) Analysis, (3) Evaluation, (4) Inference, (5) Explanation, (6) Self-Regulation. As cited by Open University, 2008 critical thinking skills provide the ability of students to have better understanding subjects in their studies. These skills, if possessed by students, when they have to read a literature, allows them to evaluate facts in the text and identify false or non-logical thinking. Thinking critically may help students to create their own strong argument. Here students present and justify the message in the text based on the evaluated evidence. The content will be understood clearly, by analyzing, evaluating, comparing, and contrasting the material. Developing critical thinking skills may develop more reasoned arguments for students assignments, projects and examination question by using and drawing on evidence to justify their own arguments and ideas. And students may be able to synthesize their own and other's thought and even regulate their own thought.

3   CDA CLASS IN PROMOTING THINKING

In teaching the CDA, there are aspects that are emphasized and carefully planned. In planning the subject, the critical thinking is integrated with the main material. The first

aspect of TEFL learning aspects which may promote critical thinking in the understanding of the text is the selection of instructional design. Content-based instruction such as the CDA as a content-based subject is considered as effectively promotes critical thinking skills, as the research of Liaw (2007: 76) which states that the implementation of the content-based instruction for critical thinking skills might create students who have development in both fields of their language itself and critical thinking skills, as (Crocker, J and Margaret Bowden, 2010) also states that content-based classes may be used to develop both English and critical thinking skills in unity.

The second aspect is text selection. That topic was meaningful, interesting, necessary, because it is based on the belief of 'The effectiveness of language teaching will depend on what is taught, in addition to language, students will experience it to broaden their schematic horizons (Widdowson 1990: 103). In addition, because the learning according to Ausubel in Brown (2007: 97) will take place through a process of meaningful, interesting and necessary. Moreover according to the characteristics of the CDA, the text selection also should be based on how close it is related to broader social context, a more stimulating text to encourage students to think using text interpretation devices that uncover the hidden intention and proposition behind the text.The selected text is not authentic text as it should, but since it was students' choice, the text is chosen after all. It is a speech by President of Indonesia Joko Widodo, or known as Jokowi when delivering his speech at Beijing 2014 during CEO APEC Summit. This text became a trending topic among for several reasons. This topic is considered attractive by the students as it is expected to have vague or could be hidden messages and intention that provoke debate.

The last aspect is learning steps. This time the students are supposed to have understood the rules of the CDA as a text comprehension activities by utilizing context, ideology and power as inherent variables to the social dimension of the text (Fairclough, 1995) and it aims to uncover implicit meanings and intention. The learning steps accommodate three different theories (See Table 1), they are the Cooperative Group Investigation Learning which consists of three elements, they are Investigation, Interaction, Interpretation and Intrinsic Motivation. The Fairclough' step of CDA analysis (1989) and Van Dijk' steps of CDA analysis (2009)

Table 1. CDA Learning Steps Theoretical Base

Group Investigation Component Zingaro (2008)	Fairclough' step of CDA analysis (1989)	Van Dijk' steps of CDA analysis (2009)
Investigation Interaction Intepetation Intrinsic Motivation	Description Interpretation Explanation	Investigation and Interpretation on: Context Analysis Topic/Semantic macrostructure Local Meaning Finding Social Cognition

The blended steps of learning as the characteristics of each may motivate students to think. Cooperative learning approach is chosen because it is believed to improve learning outcomes for the sharing of ideas and opinions in the group. Group

4

Investigation as part of a Cooperative learning is considered appropriate for the purpose of learning CDA because as Sharan and Slomo (1990: 18-20) suggests, the characteristics of the task give more freedom to the students to decide the kinds of activities in the group. Students decide the activities themselves, like 1) find a topic to be investigated and its related details 2) plan themselves the division of tasks, procedures, find the source of information and carry out an investigation 3) present the result of discussion. Beside that Group Investigation has four important components that motivate thinking, namely, the investigation, interaction, interpretation and intrinsic motivation (Zingaro, 2008: 2). Investigation is the process of asking about the selected topic. Interaction means to explore ideas and help each other in learning. Interpretation means synthesize and elaborate on the findings of each member in order to improve the understanding and clarity of ideas. And intrinsic motivation is student motivation generated through autonomy and responsibility in the investigation. The component of CDA analysis by Fairclough (1989) which are description, interpretation and explanation match with that of Zingaro's , 'description' is a linguistic explanation included in the text; Interpretation is making sense of the meaning of the text in a discursive / interaction process, where the text is not only the final process of text production but can also be a source of interpretation of the text itself, while 'explanation' is a process of interpreting the text which is related to socio-cultural reality. So, when the four learning steps of Zingaro's are implemented it means it has accommodated Fairclough' steps as well.

What is done in each of blended steps discussed above? As illustrated in Table 1 above the steps implement Van Dijk's (2009) 4 steps (which are abstracted from original 13 steps). They are : Context Analysis underlies the interpretation on time, place, setting, participants, and background of the event in the text. Topic/semantic macrostructure means available wider topics where the event in the text exists. Local meaning or semantic microstructure is formal structure which supports the meaning. The formal structure may be in the form of grammatical features, rhetorical figures, thematization etc., while social cognition includes the representation of a community's believe including knowledge, attitude, value, norms and ideology.

The presentation of the group work results is held in the form of modified Australasian Debate. Defender team is the team that presents the findings, while offender teams are all of the other teams. In stating its findings speaker of defender team states the reasons why certain phenomena are regarded as a finding. The reason of the discovery of this phenomenon should be based on the 4 steps to analyze the text according to Van Dijk (2009) as shown in Figure 2 previously. As the rule of debate, any assertion of a phenomenon discovered will receive rebuttal from the other teams, so that each team prepares both assertion and rebuttal that will be given by the offenders. Rebutting speaker means indicating weakness in the argument, and the team had to refuse the rebuttal by reasonable argument and giving empirical data from linguistics formal forms or underlying context that is found inside and outside the text.

Assessment of the activity is done by using two kinds of assessment, namely assessment of the results of text analysis and assessment of the achievement of critical thinking skills. Assessment criteria on text analysis is based on the results of the implementation of steps in the CDA by Fairclough (1989) and Van Dijk (2009), that is how the process of a finding found. The process is as follows

1) How the data are described   (this is the is the linguistic explanation included in the text, local semantics and/or rhetoric);
2) How the finding is interpreted (this is the comprehension of the meaning of the text as part of the discursive processes/interaction, between the text with its context; topic decision);
3) How the finding is explained' (this is the explanation about the finding and how it is explained based on social, ideology, political context, also micro and micro analysis)

The second assessment is an assessment of the critical thinking skills using critical thinking skill assessment rubric of St Pittersburg's College, 2010. This column assesses aspects of critical thinking skills such as 'communication, analysis, problem solving, evaluation, synthesis, reflection'; This rubric accommodates aspects of critical thinking skills Faconne (2010) and Halphern (1999). This tool can be accessed on its web, that is http://www.spcollege.edu/ criticalthinking/students /rubrics.htm

4   LEARNING ACTIVITY

This is the discussion of the teaching of CDA classroom activity in an attempt to enhance critical thinking, to understand the text which promotes critical thinking. Teaching is carried out by assuming that the students have understood the CDA includes knowledge about the steps conducted as an analysis of the text. The purpose of the lecture is to deconstruct the text of the Indonesian President's speech Joko Widodo in an international forum of CEO APEC Summit in Beijing, in November 2014 which arouse the curiosity of students to their new President, motivate them to understand the ins and outs of the world's trade, introduce them to realize the image of their country, the country needs, know the role of foreign investment in the development of real sector. To find these answers students may encourage themselves to think as suggested by the 4 steps of Van Dijk's like what is the context of this speech, what is the background, why Joko Widodo said that, what is behind the speech as a new president in Indonesia.

Learning steps implemented by adopting Zingaro's (2008), Fairclough's (1989) and Van Dijk's (2009), (see Figure 1) drive students to think more, because the lecturer gives all the chance to the students. Mostly general discussion on the president's speech, probing questions about context and society cognition or fostering students' intrinsic motivation began the activity. The leader of the group was determined in advance based on the result of prior observation during introduction. The leader of the groups were students who were considered to have more critical thinking than others, in order to avoid the group's difficulty to both lack of understanding the English text and the world knowledge The focus of the activity was then formulated into: investigate the text in interaction between members of each group; interpret phenomena in the text, describe the results of the investigation and explain the reason for the findings. The event ended with presenting findings in a debate format. Assessment was done by another lecturer who was also as an observer to perform field notes, while the lecturer herself facilitated the group activities.

The results of the assessment of the CDA-based text analysis is that every group was generally able to understand the text and made a good analysis of the text. By utilizing all aspects required most of the group provided an overview of interesting findings. The results of the investigation and interpretation of students in general stated that Joko Widodo speech is considered as part of his self-image building considering the President as in his very early presidential position. His winning of approximately 50% of Indonesian people may drive him to build this image. He might want to show his populist policy by raising discourse of financing sectors that is directly in contact with the lower social classes for example farmers, fishermen. These phenomena are also reflected in the statement of success to persuade landowners who used to refuse to exempt their lands for the Jakarta outer ring road. Politically he may want to show the other parties, including his own affiliation the PDI-P party that he deserves to be the president. The speech is the illustration of how to prove himself a capable leader in focusing Indonesian situation in the international arena. Self-image building to the international world is also seen when he opens the widest possible investment opportunities, as he opened the taps wide open to foreign investment, which would be welcomed by foreign investors, so as to raise the popularity in foreign countries.

When students are reminded of the theory of social and power (Van Dijk, 2009), they immediately declare that the president states something unjust, when doing replication 'this is your opportunity' several times. There is an impression that he supports capitalism. Jokowi may leave the image of power abuse against a group of Indonesian businessmen in the country especially the small investors, who are not accounted for in this speech, even not at all mentioned. So there are two forms of power abuse that arises here is the Indonesian inventors' ability is not taken into account to build their own country and their role are underestimated compared to foreign investors

A really interesting analysis from a group is worth discussed here, they state that Joko Widodo repeatedly utilized number games in emphasizing his idea to urge his listeners. He used pragmatical approach to solve the problem and advanced his agenda. He turned his speech into investment calls, he persuaded each country to race and compete againts each other in this investment offer. The premise of investment should always involve profit promise, but he did not promise anything, he only showed potential. It is obvious that Jokowi promises massive program, and the only way those program can be implemented is from foreign investor. It is implied that Indonesia cannot stand on its own.

Table 2. Critical Thinking Skill Level 2 (Assessment of Critical Thinking (ARC) Scoring, 2010)

Performance Element	Developing (Level 2)
Communication	Identifies information or problem in a less orderly way with not enough details and examples
Analysis	Uses superficial reasoning to make solutions from conclusions; facts, suggestions, and related proof, data or information are presented in a confusing manner
Problem Solving	Identifies and manages parts of the problem; makes possible conclusions on the basis of information from the analysis that is

	less robust and unrelated
Evaluation	Makes some misinterpretation of the facts; makes conclusions and solutions with weak arguments, evidence and support
Synthesis	Inaccurately or imperfectly connects concepts and ideas from different sources; the effect of new information towards solution is based on superficial decisions
Reflection	Identifies some subjective estimates, judgments and views; use little of the estimates, judgments and views of others; some views are compared superficially

The result of the assessment of the capability to think critically shows that the average level of students' critical thinking after this activity is mostly in Level 2 or 'developing Level. From 40 students 17.5% are at level 3 (proficient), 57.5% at level 2 (Developing) and 25% at level 1 (Emerging) of the 17 ge of level 0-4. The criteria of Level 2 itself is illustrated in Table 2. With this result it shows that most of the students are willing to think critically under this kind of activity.

5 DISCUSSION

The activity to comprehend the text was done with content-based instructional design applying Cooperative Group Investigation Learning completeing with Fairclough's and Van Dijk's step of CDA, implemented with the careful topic selection makes the class more stimulating, encouraging and motivating students to think critically. They are forced to investigate a phenomenon that can be seen and can not be seen in the text. To understand these two kinds of phenomena they must utilize the evidence that might be in various different forms. These forms in detail are in the form of ways of analyzing text that all require thinking.

CDA assessment results illustrate that students are able to create an interesting and critical analysis of the speech of Jokowi the President. In addition to the results of the analysis, the assessment results of critical thinking skills are also quite good, which is most of the students are at the level of 'developing' or level 2 of the 0-4 range. Seeing this fact it should be considered whether it is the students lack the ability to think critically or is there something else that hinders students to think critically. To find the answer, it would require more in-depth observation. But logically, in terms of language, where English is a foreign language for the students, then the language might be the constraint. Although the text is non authentic text, it is made by Indonesian which would be more easily understood, but to participate in the debate to presenting the finding, the English acquisition hold a very important role, without a good command of English it is impossible to able to participate in the debate. Maybe a student is actually quite critical, but because his/her English hinders her/him it seems that he/she are not able to express their ideas well.

This activity is very good and useful for students, in one activity they have learned a great deal not only CDA, comprehending text and critical thinking skills, but they also learn the formal language (grammar, semantics, rhetoric, diction); about social issues, politics, ideology or culture, learning about people's minds or psychology, including learning to speak English, learning discourse how to express, retain and question an opinion. In that respect it can be said that the CDA is a holistic model of

learning English. In order to be a good participant, students need to have strong foundations of linguistic knowledge, a good English command, and an adequate knowledge of the world. This three blended knowledge together provides a good understanding of the text, if they fail to acquire these three, the students may find difficulty to join this learning, this way they may assume that CDA is a difficult science so that they avoid or do not like it. Thus the learning objectives will not be achieved

6 CONCLUSION

This paper is a best practice in the teaching activity of a CDA that combines a variety of theories, learning theory and the theory of language and other theories necessary to understand the text, because as mentioned before that the CDA is a multi disciplines knowledge. This learning uses content-based instruction, Cooperative Learning Group Investigation, Fairclough's and Van Dijk's steps on text analysis based on CDA principles. Understanding the speech of Joko Widodo the president of Indonesia primarily intended to seek whether any hidden intention is there, and it must be connected with the relevant social conditions. With its characteristics CDA learning persuades students to think critically in order that they will be able to be 'critical' or giving reasonable, balanced and fair judgment towards the texts and any hidden message that is available. The learning result describes that students are challenged to think critically to understand the written and implied meaning of their president's speech abroad. They can provide an interesting review of their president's speech. While the results of the assessment of the critical thinking skills illustrate that they are at modest level 2 or 'developing' out of 0-4 range of levels.

REFERENCES :

Cottrell, Stella. 2011. *Critical Thinking Skills*. Palgrave Macmillan

Barkley, E.F. K.P. Cross, & C. H. Major (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass. Paperback (320 pp). ISBN: 978-0-7879-5518-2.

Crocker, James and Margaret Bowden. *2010*. Conference Proceedings published by the Japan Association for Language Teaching.)

Elder, L. with Paul R. (2010). At website www.criticalthinking.org

Facione, PA, 2011. *Critical Thinking: What It is and Why it Counts*. Inside Assessment.

Fairclough, N. & R. Wodak (1997). Critical discourse analysis. In T. A. Van Dijk (ed.), *Discourse as social interactions*. London: Sage, 258-284.

Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In Wodak & Meyer (eds.), 121-138

Halpern, Diane F. 1999. *Teaching for Critical Thinking: Helping College Students Develop the Skills and Dispositions of a Critical Thinker*. In New directions for teaching and learning, no. 80-p.69. The Millennium.

Liaw, Meei-Ling. 2007. Content-Based Reading and Writing for Critical Thinking Skills
in an EFL Context. *English Teaching & Learning 31.2* (Summer 2007): 45-87

Sharan, Yael and Shlomo Sharan.1990. *Group Investigation Expands Cooperative Learning*. Educational Leadership

St Pittersburg's College. 2010. Assessment of Critical Thinking (ARC) Scoring Template
in http://www.spcollege.edu/critical thinking/students/rubrics.htm

Teun A van Dijk. 2001. Critical Discourse Analysis. In Schiffrin, D., Deborah Tannen
and Heidi E. Hamilton (Eds.). *The Handbook of Discourse Analysis*. Blackwell
Publishers Ltd

Teun A van Dijk. Critical Discourse Studies: A Sociocognitive Approach. In R Wodak
and M. Meyer. *Methods of Critical Discourse Analisis*, London: Sage, pp 62-86

The Open University. 2008. *Thinking Critically*

Wodak,R. 2007. What is Critical Discourse Analysis? Ruth Wodak in conversation with
Gavin Kendall. In Forum Qualitative Social Research.Vol 8, No2, Art 29 – May
2007

Zingaro, Daniel. 2008. *Group Investigation: Theory and Practice Daniel Zingaro*.
Toronto, Ontario: Ontario Institute for Studies in Education

Artikel

8	Internet Source	<1%
9	mafiadoc.com Internet Source	<1%
10	www.artsandscience.utoronto.ca Internet Source	<1%
11	Submitted to University of Melbourne Student Paper	<1%
12	www.academypublication.com Internet Source	<1%
13	www.51share.net Internet Source	<1%
14	Shirkhani, Servat, and Mansour Fahim. "Enhancing Critical Thinking In Foreign Language Learners", Procedia - Social and Behavioral Sciences, 2011. Publication	<1%
15	www.fau.edu Internet Source	<1%
16	docplayer.net Internet Source	<1%
17	academypublication.com Internet Source	<1%
18	iukl.edu.my	

Internet Source

<1 %

19   Pally, M.. "Critical thinking in ESL: An argument for sustained content", Journal of Second Language Writing, 199709
Publication

<1 %

20   "The Palgrave Handbook of Critical Thinking in Higher Education", Springer Science and Business Media LLC, 2015
Publication

<1 %

21   Martínez, Dolores Fernández. "Critical Learning: Critical Discourse Analysis in EFL Teaching", Journal of Language Teaching and Research, 2012.
Publication

<1 %

| Exclude quotes | Off | Exclude matches | Off |
| Exclude bibliography | Off | | |