

CHAPTER I

INTRODUCTION

This chapter discusses some points regarding the introduction to the research. Section (A) discusses reasons why critical literacy and critical thinking can be implemented by using storytelling. Section (B) formulates the problems in the back ground into research questions. Section (C) explains research object. Section (D) provides significance of research theoretically and practically. Section (E) presents some rationale and theories of previous study. The last, section (F) explains the results of previous research.

Background

For recent years ‘critical thinking’ has become a trending topic in educational circles (Fisher, 2001). It is also one of crucial objects of educational system. It is stated that to promote critical thinking skill in students with regarding to academic subject matter and daily life is important (Ennis, 1989; Grinberg, 2004; Nelson, 2004). Nowadays developing students’ critical thinking skill and critical literacy is an important purpose of educational goal in many education systems around the world (Behar-Horenstein & Niu, 2011; Beyer, 1995; Facione, 2006; Martin, 2005; Tsui, 1998). Hence, in the 21st century or modern era, critical thinking and critical literacy are the skills students need (Rotherham & Willingham, 2010). Also, Soffel (2016) through World Economic Forum on the future of job report reveals that critical thinking was number 4 from 10 skills to be mastered by students in the 21st century in 2015. It is predicted that it will rise to number two in 2020. Those things show the value of critical thinking and critical literacy. Thus, it

can be seen that critical thinking and critical literacy are very important skills to be taught and mastered by students.

The truth is that everyone thinks critically because it is nature (Paul and elder 2006). Critical thinking is a reasonable action, think reflectively which focused on deciding process of what to believe or do (CF. Norris and Ennis. 1989) Critical thinking is a cognitive activity, connected by using the mind. The process of analyzing, evaluating, and criticizing something: information, problem, and issue in order to find good judgment (Cortrell, 2005). The scientific process while deciding point of what to believe or do, it is critical thinking. (Recep and Nazan 2012).

In case, deciding about what to believe and what to do requires understanding point of view, evaluating position, giving argument and establish critical position. Students need guidance and multiple opportunities to practice critical thinking skill and critical literacy (Çavdar and Doe, 2012). Meanwhile, storytelling is one of learning methods to practice critical thinking (Dewey, 1910)., Labov (1972) defines that storytelling as one method of recapitulating past experiences by matching a verbal sequence of clauses to the sequence of events.

Storytelling process was brought students to performance of evaluation of argument. The used of storytelling showed the great deal in the process of revising and clarifying their stories. It gave result in improvement of interpretation and argument skill (Benmayor, 2008; Maier & Fisher, 2006; Sims, 2004)

In addition, Yang and Wu (2012) have investigated and analyzed the use of storytelling process in enhancing critical thinking skill. The study is about asking

students to collaborate in writing script, revision and leading the production of the completed storytelling. The research data showed that storytelling process indicated some of critical thinking subscales such as interpretation and evaluating argument. The significant result of storytelling project that storytelling can help student develop overall critical thinking. Therefore, critical thinking is the significant skill and storytelling as one way achieve critical thinking skill through schooling system. The results of Yang and Wu's (2012) study increased the curiosity of the writer to conduct this study. This study is concerned with the EFL students' critical thinking that emerges in storytelling process.

This research is expected to emphasize the EFL students' critical literacy and critical thinking skills that emerge in storytelling project in extensive reading class. The result of the research provided useful and reliable data and information about the kind of critical literacy and critical thinking that can be covered by EFL students on storytelling process. Hence, this research paper is entitled: "ANALYZING THE EMERGENCE OF EFL STUDENTS' CRITICAL THINKING AND CRITICAL LITERACY ABILITY IN STORYTELLING PROJECT (A Case Study in Extensive Reading Class at Fourth Semester Student of English Education Department of State Islamic University Sunan Gunung Djati Bandung).

Research questions

Based on the description above, these research frames this study to following two questions:

1. What are critical literacy skills that emerging in is the process of preparing the script in storytelling project?
2. What critical thinking skills are emerging in is the process of preparing the script in storytelling project?

Research Object

Referring to the research questions mentioned previously, this study is intended to find out:

1. The kinds of critical literacy proposed by McLaughlin & DeVogd (2004) in process of preparing the script in storytelling project that can be covered by EFL students
2. The kinds of critical thinking proposed by Browne and Freeman (2000) in process of feed backing storytelling performance that can be covered by EFL students

Significance of Research

Theoretically, the result of this research can provide the purposeful description and reliable information about what kind of critical literacy and critical thinking that emerge in storytelling project in extensive reading class.

Practically, The research is expected to provide an alternative material in teaching English and assessing critical literacy and critical thinking specially in extensive reading class. It also expected to become a measurement for the teacher to be creative in selecting the appropriate material of storytelling to engage the students in critical literacy and critical thinking.

Rationale

This section presents some rationale of the research: critical literacy, critical thinking, storytelling and the theories of the previous study.

The critical literacy applications are the approach that has been recently used, particularly in teaching courses to prepare the children for the life in an information society (Hoody, 2008). It is emphasized that to be critically literate, making sense of messages from different sources such as multimedia, complex visual components, music as well as spoken and written words. Thus, to gain students the critical literacy skill is one of the ways to develop the decision making and evaluation skills related to accept or reject which information and opinions attained from these different sources and to enable them to participate the life actively (Luke, 2004; cited in CLG,2009). In literature, it is highlighted that stories or telling stories are effective means to gain the critical reading skill (Gaber-Katz,1999).The stories produced and shared within a social context reflect the social relations. In fact, stories are the bridges between the individual experience and social patterns. In this context, the analysis of the stories can be a potential tool to improve more critical literacy awareness towards social relation in the society (Faircloth, 2009). In this sense, it is considered that analyzing stories at storytelling project would enable students to put their own opinions and to have critical literacy while reading the texts or preparing the text for storytelling performance.

Starting for theoretical foundation of critical thinking with question “why critical thinking?” According to Paul and Elder (2006), people think critically because of a nature of human life. Critical thinking is a reasonable action, think

reflectively which focused on deciding process of what to believe or do (CF. Norris and Ennis, 1989). The scientific process while deciding point of what to believe or do, it is critical thinking. Thus, critical thinking is skill interpreting actively, giving evaluation, doing observation, and criticizing information or argumentation (Fisher and Scriven, 199,p.21). The statement also supported by Çavdar and Doe (2012) who stated that critical thinking is deciding point of view, evaluating position, giving argument and established a critical position. However, students need guidance and multiple opportunities to practice critical thinking skill.

This research also focuses on correlating between storytelling critical literacy and critical thinking. Based on Miller and Pennycuff s' (2008) statement that Literacy is an important issue for everyone because our success as a society depends on the innovation of the next generation. Employees in the 21st century need to have greater literacy skills than in other time periods, as the average job requires literacy in the area of technology, as well as traditional forms of reading, writing, and communicating. According to Cairney (1992) as cited in Miller and Pennycuff (2008), the skills of literacy include not only reading and writing, but also responding appropriately to a variety of messages which include e-mails that incorporate pictures, as well as text to help convey meaning to others, and the ability to persuade, inform, and express emotion.

Belet and Dal (2010) have investigated and analyzed about storytelling to develop critical literacy. The data showed that the participants found the storytelling as positive to gain the critical reading skill. Additionally, it was observed that the participants pointed out the efficiency of the method particularly in terms

of questioning, prediction, discussion, high-level thinking skills and asking critical questions. These skills that the pre service teachers mentioned are compatible with the skills defined within the context of the critical literacy in literature.

Yang and Wu (2011) have investigated and analysis the use storytelling in process of enhancing critical skill. The study was asked student to collaborate for writing script and revision, then leading the production of a completed storytelling. It showed that storytelling process indicates to subscale of critical thinking are interpretation and evaluating argument.

The significant result of thinking project that storytelling can help student develop overall critical thinking, particularly in activities of concerning activities targeting student in interpretation and evaluating argument. When the process of storytelling in developing a plot of story, persuading events depicted for the story, it has seen argumentative and reasonable process appeared in that activity (Sim, 2004). Therefore, those studies completely show that storytelling is superior to emerge critical literacy and thinking.

[Previous Research](#)

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This section presents some previous research about what critical thinking skill and critical thinking skill that emerge in the process of storytelling project.

Belet and Dal (2010) have investigated and analyzed about storytelling to develop critical literacy. The data showed that the participants found the storytelling as positive to gain the critical reading skill. Additionally, it was observed that the participants pointed out the efficiency of the method particularly in terms of questioning, prediction, discussion, high-level thinking skills and asking critical

questions. These skills that the pre service teachers mentioned are compatible with the skills defined within the context of the critical literacy in literature. On this issue, Horning (2004) stated that the critical literacy contains analyzing, synthesizing and evaluating skills. Browne and Keeley (2007) claimed that the critical literacy is carried out with critical questions and according to Luke (2004) as cited in Belet and Dal (2010), the critical literacy is based on reading by guessing, asking hard and harder questions; questioning the text, the meaning under the text and meaning beyond the text, how the powers of the texts are used on us and others and the text is for and against whom (cited in Critical Literacy Guide, 2009).

Yang and Wu (2012) have investigated and analyzed the use of storytelling process in enhancing critical skill. The study ask students to collaborate in writing script and revision, then leading the production of a completed storytelling. It showed that storytelling process indicated some of critical thinking subscales are evaluating argument, recognizing assumptions, induction, deduction, and interpretation (Yeh, 2003). The process of research when students created their own story: they manage the story line or plot, made the evidence for the setting, and created the character for the story (Sims, 2004).

The significant result of storytelling project that storytelling can help student develop overall critical thinking, particularly in activities of concerning activities targeting student in interpretation and evaluating argument.

Hack and Helwa (2014) have investigated among EFL majors at faculty of education Benha University in Egypt. The purpose of that research was investigated the effectiveness of using story telling in enhancing narrative writing and critical

thinking skill, but here the previous research took focus in critical thinking case. Storytelling was pedagogical innovation which provided combination between reading or making story with delivering the story itself. It could be used to facilitate integrated approaches to curriculum development and critical thinking skill (Smeda, Dakichand and Sharda, 2010). The process of research used the instrument of core of critical thinking as measurement such as: analysis, inference, explanation, interpretation, self-regulation and evaluation (Saadati, Tarmazi and Bayat, 2010). The process of research program used tasks and activities in helping student to enhance critical thinking skill. The program presented statically and educationally significant in enhancing student's critical thinking skill. The result of research showed that storytelling could increase student creativity, visualization, oral skill and thinking skill.

The result of previous researches indicated that storytelling is one of learning methods to practice critical thinking. Another purpose of storytelling is enhancing students' critical thinking, Dewey (1910). Storytelling process was brought student to performance of evaluation of argument. The used of storytelling showed the great deal in the process of revising and clarifying their stories. It gave result in improvement of interpretation and argument skill (Benmayor, 2008; Maier & Fisher, 2006; Sims, 2004). Hence, storytelling process could enhance critical thinking skill. Yang and Wu (2012) used subscale of CT, and Hack and Helwa (2014) used the instrument of core of CT as measurement in their research.

This research focused on the analytical indicator of critical literacy and critical thinking that emerging in storytelling project by using theory of Mc

Laughlin & DeVogd (2004) and Mansour (2008) for critical literacy and Browne and Freeman (2000) for critical thinking in the classroom. Those theories are being discussed in chapter two.

