BAB II

LITERATURE REVIEW

A.Relevant Theory

1. Critical Thinking Skills

Thinking skills generally encompass four levels: memorization (recall thinking), foundational (basic thinking), critical (critical thinking), and inventive (creative thinking) Krulik & Rudnick in (Widodo et al., 2021). The fundamental level of cognition is the capacity for memorization, defined by essentially automatic or reflexive abilities. The next phase of cognition is fundamental skills (essential thinking). This skill includes understanding concepts like addition and subtraction and their application in problem-solving contexts. Critical thinking entails the scrutiny, correlation, and evaluation of all aspects of a situation or problem, including the acquisition, organization, retention, and analysis of information. Critical thinking is a concept employed to assess a thought or theory provided to us. The response requires methodical assessment abilities.

Critical thinking involves the ability to understand textual material and distinguish relevant information from extraneous details. This involves the ability to draw conclusions from the given data and to detect inconsistencies and contradictions within a dataset. Critical thinking encompasses both analytical and introspective components. Creative thinking is both innovative and reflective. The result of this cognitive capacity is complex. Activities include idea synthesis, novel concept generation, and efficacy assessment. Creative thinking includes the ability

to draw conclusions that usually find new results. Higher order thinking skills link problem finding and creativity through planning activities, self-observation of problem developments, and adjustment of problem-solving strategies themselves. According to (Heong et al., 2021) Higher-order thinking skills involve the extensive application of cognitive processes to solve new problems.

This advanced cognitive skill necessitates an individual to utilize fresh information or existing knowledge and to modify data to derive potential solutions in novel contexts. Higher-order thinking ability include a capacity that transcends mere knowledge acquisition, including a critical disposition for evaluation, includes metacognitive awareness, and entails problem-solving skills. Stein in (Mulbar & Zaki, 2022) argues that higher-order thinking involves the application of complex, non-algorithmic reasoning in order to complete tasks, some of which are unpredictable. This type of thinking also involves employing an alternate technique that is separate from the situation at hand and is not the same as the example that has been offered.

Higher-order thinking skills constitute a facet of both creative and critical thinking. The cultivation of these skills fosters innovation, creativity, and imaginative capabilities in individuals. When students are adept at employing both skill sets, it signifies their ability to think critically; however, some students require encouragement, instruction, and support to effectively apply higher-order thinking. Higher order thinking skills (HOTS) must be imparted and acquired. All students possess the entitlement to learn and utilise cognitive skills, akin to any other form of knowledge. HOTS are characterised by the extensive engagement of the intellect

to confront novel challenges. This advanced cognitive capability necessitates the application of new information or existing knowledge, as well as the manipulation of data to derive potential solutions in unfamiliar contexts. (Warmadewi et al., 2019).

Higher-order thinking skills are an essential component of pedagogy and education. Cognitive abilities are essential in the educational process. Individuals contend that several elements can affect learning capacity, speed, and effectiveness. This cognitive capacity is associated with the educational process. Cognitively trained students exhibit a positive impact on their academic progress (Heong et al., 2021).

Consequently, it can be inferred that higher-order thinking skills encompass cognitive activities that extend beyond mere memorisation and the transmission of pre-existing information. Higher order thinking skills encompass the capacity to construct, comprehend, and transform existing knowledge and experience for application in decision-making and problem-solving in novel contexts, which are inextricably linked to daily life. Several principles regarding thinking skills must be acknowledged: (1) Students do not inherently possess thinking skills; (2) Thinking skills do not directly emerge from instruction in a specific discipline; (3) Students seldom autonomously transfer these skills, necessitating guided practice; (4) Instruction in thinking skills necessitates a student-centered learning paradigm (Xhomara, 2022). .

2.Concepts and Strategies for Teaching English

In The field of learning design encompasses strategy in the study of educational technology. The science of strategy development was first applied in the military and subsequently in the educational field. In order to win a war, strategy is required. Similarly, educators need to identify all the components of the learning process that will be implemented. Educators need to know who their students will be, the origins of the various degrees of intelligence, their backgrounds, motivations, and so on. (Ramadhani et al., 2022) state that A strategy is frequently understood as a technique or approach that is used to communicate a message to students in order to accomplish the stated learning objectives.

In this situation, the message is the subject matter. Thus, a strategy is a method, approach, or way of doing something. (Sasra, 2024) defines that the art of effectively carrying out plans is known as strategy. The art of doing something well is called strategy. A strategy is a set of guidelines used to choose and arrange the activities and events in a class. In line with this opinion, (Marsaoly, 2023) A strategy is a technique, plan, or sequence of activities formulated to attain a specific educational objective. In a broad interpretation, "strategy may encompass: 1) methods, 2) approaches, 3) selection of sources, including media utilized in learning, 4) student grouping, and 5) success measurement."

Teachers who serve as facilitators and motivators are essential for fostering a dynamic classroom environment that encourages all students to engage and demonstrate their abilities effectively. A significant difficulty for educators is to cultivate a conducive learning environment for pupils within the classroom. Due to the distinct physical and intellectual capabilities, perceptions, and requirements

of each student, their learning styles can differ significantly. According to Kindsvatter cited in (Manla, 2022), to foster a positive classroom environment, teachers must first identify the essential needs of their students, teachers can identify areas of the curriculum that may be an obstacle for them. To remove these barriers, teachers may need to modify teaching strategies. Consequently, it is imperative for educators to understand the appropriate tactics to implement in the classroom, according to the needs of students and the precision of the disciplines.

3. English Teaching Strategies to Train Students' Critical Thinking

Assessment, thorough study, examination of options, and issues that define the critical thinking process. To cultivate metacognition in kids, we possess numerous classroom tactics and assessments pertinent to enhancing their academic writing and reading skills, which are equally effective for fostering critical thinking. Upon examining the attribute files delineated by the Moon, we must contemplate whether our pedagogical modeling methods should encourage them to reflect on the nature and sequence of our cognitive processes. This is a methodology for cultivating critical thinking skills.

The problem-posing strategy, frame strategy, question-generating strategy, believing and doubting strategy, evidence-finding strategy, case strategy, norming session strategy, "rough draft workshop" strategy, and metacognitive strategy are the nine strategies that make up critical thinking.

1). Problem Handling Strategy

This method involves the teacher presenting disciplinary issues to students as open-ended questions, requiring them to formulate and justify their responses.

According to (Xuan et al., 2024), students can employ many tactics, including the formulation of new challenges based on the submission of issues in diverse contexts, as outlined below: (1) Creating situations to do “What if” or “What if-no” activities? a strategy that goes through the process of asking " The phrases "What if" or "What if not?" can alter each element of the issue. The modification of the givens technique involves paraphrasing, altering statement data, utilizing analogies, and making generalizations. The focus in analogy and generalization is on substituting a condition, introducing a new condition, altering context, and reiterating the process; (3) a mimicry method that presents students with problem cases, wherein the issue lies in the generating process, followed by students engaging in the reproduction of the case by adhering to the process; Generative inquiries derived from instances of advantageous questions might prompt students to formulate novel questions based on the assigned assignment. (1) What are the key concepts in this issue?; (2) In what other contexts do we encounter similar concepts?; (3) Can we apply information in various manners to address challenges?; Do we possess sufficient pertinent information to resolve the issue?

2). Frame Strategy

This technique enables educators to assess students' comprehension levels and modify education accordingly. A approach aimed at assisting students in organizing subjects, main concepts, and information pertaining to reading assignments. This method incorporates a fundamental hierarchical graphic organizer known as "Frame," designed to assist pupils in contemplating and discussing essential subjects and associated information. Employing this method,

the educator supplies students with a sentence mapping that forecasts the structure of the short essay but omitting the context.

3) The Strategy for Generating Questions

Generating Questions is a technique that aids pupils in their understanding of text. Students acquire the ability to formulate and address inquiries regarding circumstances, facts, and ideas while engaged in understanding a text. During this process, there are several different types of questions that may be derived.

4) The Strategy of Belief and Doubt

The trusting and questioning approach was proposed by Elbow. The trusting strategy will enhance understanding of conflicting ideas, therefore illustrating the need to abandon one's fundamental conviction. The trusting game illustrates that both participants in a dispute may have legitimate arguments; that each viewpoint contains truth within a certain context; or that both positions may implicitly suggest a more comprehensive, enlightened vision on which both parties can agree. The doubting game exemplifies the reasoning that is most valued and taught. It is the diligent exercise of sustaining doubt and analytic examination towards every concept we encounter. By employing thorough doubts, we can reveal hidden flaws, faulty reasoning, or other shortcomings in beliefs that seem true or attractive, we analyze through the lens of doubt.

5) The Strategy for Evidence Acquisition

The teacher aims for students to identify facts, statistics, and other evidence to support a thesis. This task sometimes include identifying literary evidence from poetry, novels, or plays that might be employed to support a claim. In other domains, it may involve employing data from library, laboratory, or field research. Such projects educate students on how specialists in a field employ pertinent evidence to validate assertions. This strategy is ineffective if it leads students to merely skim their books or lab notes during a collaborative session. The lecturer should set data-gathering tasks several days in advance, allowing students to collect evidence as homework. Subsequently, collaborative groups engage in the sorting, classification, and evaluation of the evidence already gathered by members.

6). The Legal Strategy

The cases approach is an effective student-centered instructional method that cultivates critical thinking, communication, and interpersonal skills in students. Involving students with challenging, perplexing real-world issues enhances their connection to the course content, encouraging them to "engage with it actively rather than examine it from a distance." Engaging with cases requires students to examine and evaluate many data sources, ultimately improving information literacy. The case method is highly advantageous for cultivating practical professional skills. Participating in case studies requires adept organizational and time management skills. The case method improves students' abilities in writing, oral communication, collaboration, and teamwork. Case studies engage students in authentic circumstances, providing them with managerial skills including managing meetings, negotiating contracts, and making presentations.

7). The Strategy for Norming Sessions

A norming session entails a collaborative assessment of student assignments. Participating in a norming session allows professors to achieve consensus on the implementation of performance standards (through rubrics) for student assignments. This method efficiently assesses student work for evaluation data, as standardization and the use of several raters for each item improve the reliability of the assessment results. This method assists pupils in assimilating the standards that the educator will employ to assess their formal essays.

8) The Strategy of the “Rough Draft Workshop”

Perhaps the most common use of small groups in writing courses is the rough draft workshop, in which students read and respond to each other‘s work in progress. The objective of these workshops is to employ peer review to facilitate comprehensive rewriting of drafts, enhancing ideas, organization, development, and sentence structure.

9) The Metacognitive Approach

This approach is especially efficacious when small groups produce ideas that seem misdirected or fundamentally erroneous. A subsequent metacognitive task entails guiding students to reorganize and analyze the differences in cognitive processes between themselves and the experts. Bruffee contends that the aim is to examine the process of consensus development itself. This method improves students' understanding of knowledge creation; instead of simply accepting or memorizing the correct answer provided by the teacher's authority, students actively engage in grasping the principles of inquiry, analysis, and problem-solving

utilized by experts to develop their viewpoints. They consider an answer to be both a product and a result of a methodical discourse process.

4. Teaching English at High School

English is an elective subject in high school (SMA) serves as an instrument for students' self-improvement in the domains of technology, science, and culture and the arts. Thus they can grow and develop into smart, skilled and Indonesian citizens as well as ready to take part in national development (Depdiknas, 2004). The objective of acquiring English proficiency in secondary education:

1) Develop the ability to communicate in the language, in spoken and written form. Communication skills include listening (listening), speaking (speaking), reading (reading), and writing (writing).
2) To enhance knowledge on the significance of English as a foreign language as the primary educational instrument.
3) Acquire insight into the interconnections between language and culture while expanding cultural perspectives. Consequently, pupils gain cross-cultural awareness and engage with cultural variety.

Scope of Learning English in SMA:

The scope of English subjects (Ministry of National Education, 2004) includes:

1. Language competencies, especially auditory comprehension, verbal communication, textual interpretation, and written expression.
2. Sub-competencies which include language act competencies, linguistics (language), sociocultural, strategies, and discourse competence.

3. Development of a positive attitude towards English as a communication tool.

B. Relevant Previous Studies

Numerous previous studies are pertinent to the research to be conducted by the investigator.. (Warmadewi et al., 2019) with the title "Analysis of Learning Higher Order Thinking Skill (HOTS) Toward English Subject". The results indicated that although Higher Order Thinking Skills (HOTS) were addressed in multiple segments of the lesson plan and assessment, they were not adequately reflected in either component. The findings suggest that English educators must to thoroughly incorporate Higher Order Thinking (HOT) into their class plans and evaluations.

Then, a research by (Tathahira, 2020) with the title " Promoting students' critical thinking through online learning in higher education: Challenges and strategies". He analyzes critical thinking skills, with a special focus on the literature of pedagogical and evaluative methods that foster these talents, referred to as the Socratic Method. The research demonstrated that the Socratic Method significantly improves critical thinking abilities in high school English learners. This study outlines critical thinking skills and their historical background, clarifies the Socratic Method, demonstrates that the Socratic Method fosters critical thinking skills in English Learners, and provides a detailed guide for applying the Socratic Method

in the classroom. This research is pertinent to the field of English as a Second Language education as it examines the instruction of English Language Learners beyond basic language acquisition through a novel research approach.

Furthermore, a study by Walker (2023) entitled “Active Learning Techniques to Foster Critical Thinking.” Irrespective of the approach employed to foster critical thinking, it is essential to acknowledge the several elements that may impede students' ability to think critically. The student's inclination to engage in critical thinking is the primary determinant, and if there is a deficiency in this inclination, it must be cultivated. Students must to be motivated to cultivate curiosity, pose inquiries, and critically evaluate the information presented to them. Loving, Wilson, and Oermann assert that cognitive development occurs through sustained practice and assessment across time, employing diverse methodologies.

Furthermore, educators should be cognizant of course objectives and their associated learning outcomes. If these aims and targets are expressed as the result of higher order thinking, then activities that promote CT should be included in classroom activities and final assignments, It is essential that critical thinking skills are promoted and enhanced in all classrooms by teaching faculty, not alone at the collegiate level, but at every educational tier. Although significant advancements in critical thinking may not manifest in every student, we may nevertheless instill foundational skills and motivate students to engage their cognitive abilities, with the expectation that these will evolve over time.

The final research, "Critical Thinking Skills for Language Students," authored by Patrisius Istiarto Djiwandono (2023). This study aimed to investigate the critical thinking required of a group of students studying Business Correspondence following a brief session on critical thinking and open-mindedness. The data obtained from the questionnaires revealed that they posed more incisive and higher-quality questions than before to the training. Nevertheless, the essential inquiries posed are not consistently aligned with the fundamental aspects of the instruction. Consequently, it may be inferred that the instruction just succeeded in enhancing students' knowledge of critical thinking.