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THE STUDENTS' MENTAL PROCESS OF CRITICAL THINKING SKILL ANALYZING LITERARY WORK

by Moh. Hafidz

THE STUDENTS' MENTAL PROCESS OF CRITICAL THINKING SKILL ANALYZING LITERARY WORK

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Abstract

Purposive behavior directly conveys the students' mental process of critical thinking skill in analyzing literary work and producing composition. There is a theoretical and practical gap between the critical thinking process and products. This research descriptively designs to answer research problems. The previous study investigates the students' written products and claims that they have a good critical thinking when they have multi references. In contrast, critical thinking is process of mental which students not only finding new information from some resources but also realizing their learning objective, identifying problems to motivate themselves to write a composition. As the results, the students who have a low level of critical thinking skill and they strongly aware of their gaps will analyze the literary work well, and a high level of critical thinking makes a power of analysis, an accurate and precise composition. Student's mental process of critical thinking appears on the students' process to read and cite a number of literacies, detect self-problem, encourage themselves to make a written texts based on the learning outcomes.

Keyword: Purposive behavior; mental process; critical thinking; literary work

Abstrak

Purposive behavior menggambarkan tentang proses mental keterampilan berfikir kritis dalam menganalisa dan menulis tugas sastra. Dalam proses berfikir kitis dan menulis teks, mahasiswa mempunyai gap baik secara teori maupun praktek. Penelitian ini menggunakan desain kualitatif. Penelitian sebelumnya mengklaim bahwa mahasiswa yang menulis dengan menggunakan berbagi sumber referensi mempunyai keterampilan berfikir kritis yang baik. Tetapi, proses berfikir secara kritis tidak hanya mendapatkan pengetahuan dari beberapa sumber saja, tetapi juga menyadari terhadap tujuan pembelajan, mengidentifikas masalah yang muncul dalam dirinya sebagai motivasi dalam menulis. Hasil penelitian ini, mahasiswa yang mempunyai keterampilan berfikir kritis yang lemah dan menyadari permasalahan dirinya dapat mengalanalis teks dengan baik, dan bagi yang mempunayai tingkat berfikir kritis yang tinngi dapat menagnalisa teks yang akurat dan tepat. Proses mental berfikir kritis mahasiswa terlihat ketika proses membaca, mengutip dari berbagi sumber, mengenali masalah pribadinya, dan mendorong diri untuk membuat text berdasarkan tujuan pembelajaran.

Kata kunci: Purposive behavior, proses mental, berfikir kritis, tugas sastra.

Introduction

The implementation of critical thinking becomes widely and deeply study over the cross academic world in some different views of language teaching and learning such as Colombia has not significantly applied critical thinking to solve the student's competence by testing the students skill in pre and post of language learning in the public and private universities (Saavedra & Saavedra, 2011), Iranian students also have not effectively implemented on the students' terms of textually-explicit reading items (Heidari, 2020) because the critical reading is not a guarantee to think critically (Din, 2020) and most the campus' are not inherently between concept and practice of critical thinking aspects on each subject in the cross-curriculum like in Chile (Cáceres et al., 2020). It means, to conduct the critical thinking well needs personally conscious teacher in

determining the learning goals of each subject not only the reading and writing skills but also the other skills (Petek & Bedir, 2018) such as doing reflecting writing in the early of critical thinking practice (Güven et al., 2020), both correlated each other as long as the language learning process in realizing the personal students' problem of academic competences (Akpur, 2020) that can be naturally solved by the socio-cultural effect of each long daily life in using languages such as making dialogue and discussing the current topics (DeWaelsche, 2015) and social interaction also positively influence on the students' academic literacy acquisition by determining the purposes, the practice of literacy model, the specific knowledge and language, and the oriented group discussion (Ferenz, 2005)

The library instruction to promote the students' activities and encourage the literacy competence-based for the second language writer, it immediately introduces the students to prepare the appropriate experience (Walker & Whitver, 2020), it also can be supported by technological environment in the both knowledge framework and metacognitive during producing some texts (Yamaç et al., 2020). Besides, it is also important to measure the student's critical thinking by analyzing some literary texts to sharpen its deep interpretation interpretation(Liu & Stapleton, 2018), the gradual steps are finding the problems, proving, honesty test and drawing summary to enrich writing performance (D'Alessio et al., 2019).

While in the learning process, making meaningful concept is also really stimulates the students' to think some previous information highly and reconstruct them into the actual knowledge interpretatively (Li, 2011) and manage an interactive classroom activity to ensure the teacher's role while the students producing a literary text with multi-reference (Marcos;Fernández;González; & Phillips-Silver, 2020) because of the students' difference of themes and feeling's notions, reactions, tensions, anxieties, motives, desires, and variety of opportunities (Aras, 2015) Their diversity

mentally appears in analyzing the literary work which simplified in the goal, motivation, and awareness called purposive behavior (Ellman, 1997) . Similarly, Booth and Hall (1995) divide the mental process into perception, recognition, recall, understanding, metacognition, and evaluation in language learning which the most dominant of these steps is the perception. It means, it consciously and unconsciously constructs some kinds of various verbs in language usage (iafor, 2015).

In contrast, the students' assessment results don not perform the academic literary text well because of the unconscious teacher while assessing' the students(Lam, 2019) that they need high-order thinking in analyzing literary work (Nurgiyantoro et al., 2020). Unfortunately, the literacy work goal is in-disciplinary content knowledge between the topic, the student's background, and the exercises which neglect the students' chances to get the disciplinary literacy target (Rainey et al., 2020).

Therefore, the mental process of critical thinking skills is performed in the literary work and producing composition to perform the whole of its concept and practice in language learning by using the Bloom's Taxonomy (Cambridge Assessment International Education, 2011) to know the students' level of thinking, and Booth and Halls' approach to specifically interpret the student's perception and literary works. So, this study currently differentiates from the previous studies, it conducted to result from the meaningful literacy analysis in EFL learning.

Research Methods

Research Design

This descriptive research design to investigate the students' mental process of critical thinking skill in analyzing literary work and producing a composition. The researcher specifically formulated it into three research questions including the way of the students' mental process of critical thinking

skills in analyzing literary work (Marcos;Fernández;González; & Phillips-Silver, 2020), the way of the students' mental process of critical thinking skill in producing composition (Lam, 2019)**}**, the way of the students' mental process of critical thinking skills in analyzing literary work and producing composition (Petek & Bedir, 2018).

Research Participants

The participants of this research were the students having completely studied the pre-intermediate speaking, listening, reading and writing, the basic computer, and the supplement subject of campus life that introduced the students to understand some academic environments in Indonesia such as library and e-library access. Additionally, the number of participants was 34 participants but 25 selected students had actively joined the class more than 80 percent of attendance and submitted the written tasks.

Research Instruments and Data Collection

The researcher collectively gained the data to answer those research questions into three instruments including the observation, opened questionnaires, and documentation. Observing the students' mental process of critical thinking skills in analyzing literature by making narratively notes in the synchronous likes Google meet to conduct an online class, asynchronous platforms such as LMS (Learning Moodle System) to digitally record the students' activities like filling the attendances, accessing material and submitting the tasks, and What's up group which used to share the important information of the subject, it was gradually held six times. Then, the Surveymonkey application electronically operated to know the students' mental process of critical thinking skill in analyzing literary work, this application automatically set nine descriptive questions having arranged, and openly created and modified on 24 November 2020 that was categorized into the educational survey category, then researcher directly sent to 25 respondents via What's App and they completely responded this survey. And also documenting the student's written tasks to answer the

students' mental process of critical thinking skill in analyzing literary work and producing a composition, the students submitted the analysis result of the script of drama and short story via LMS.

Data Analysis

The obtained data descriptively presented and deductively categorized into the research questions based to ensure the coding process by appropriating some of the previous theories of the critical thinking on the students' writing performance, then interpreting the data into sub-category by framing is collecting both primary and secondary data, naming is categorizing data based on the framework of related literature, and doing is concluding the result of analysis (Rainey et al., 2020).

Results and Discussion

Students' critical thinking level

The data obtained from interview, the students personally different concept of critical thinking and critically behave in literary works, it can be seen in the following chart.

Figure 1. Critical thinking level
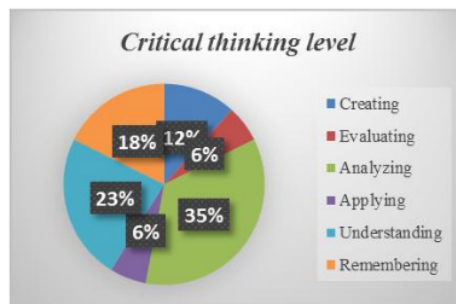
Their distinctions were influenced by tow factors including goal and motivation. Most of students view the goal of critical thinking as sparate skill with litearary works concept, they conceptually describe from own knowledge, process and result of analyzing some literary works. Their level appears in *remembering,* they know the works textually. *Understanding*, they identify some

of all elements to slowly response in thier written. *Applying*, finding the main confict and solution. *Analyzing*, uncovering characters, plot, setting, genre and theme. *Evaluating,* reflecting conflict in real life. *Creating,* drawing a new massages.

Analyzing the literary works is the field of critical thinking skill, it directly and simultaneously operates the thought, it means that students think the subject would be analyzed by memorizing what they have read before and access the informative text with an actual knowledge of literary elements, it can be seen in some selected titles such as *The Princes of Siger, Death off Salesman, Sangkuriang, Ande Ande Lumut* and *Waiting for Godot.* The students literately apply and break down into some aspects of literary analysis to attempt and encourage the function of the brain. And emotion which supports the critical thinking process personally appears in determining some genres of previous and present written information of short story and drama texts such as tragedy, melodrama and tragic comedy (Güven et al., 2020; Petek & Bedir, 2018). To know the students thinking critically, this study presents the students' mental process to describe critical thinking (Marcos;Fernández;González; & Phillips-Silver, 2020) in behavior purposive approach. This possible approach enables students to detect some variety of potential selections are exist to be picked them out as the problem solving (Ellman, 1997) by conceptualizing literary work as the aim of critical thinking skill in analyzing literary work and categorizing into the Bloom's taxonomy levels (Rahman & Manaf, 2017), this taxonomy conducted to know and measure the students level of critical thinking by using the revised version which are remembering, understanding, applying, analyzing, evaluating and creating.

Figure 2. Taxonomy level

Revised Categorization 2011

The Students' Mental Process of Critical Thinking Skill in Analyzing Literary Work

The Bloom's Taxonomy explains that students' mental process of critical thinking skill can be illustratively identified in the goal of critical thinking itself that suit with the literary work and also the student's motivation in language learning.

Table.1 Bloom's Taxonomy Level

Goal		Motivation	
Literary Work concept	Bloom's Taxonomy Level	Personal gaps/Problems	Self-awarness
Lack of understanding of critical thinking itself	Undestanding	Responding to an answer slowly	The language used in the text was difficult
Critical thinking analyzes of short stories' and drama scripts will tend to expand	Analyzing	Having not all the criteria for critical thinking	Lack of ideas
Analysis process based on the characteristics of several similar objects	Analyzing	Basically think	Analyzing the elements of drama script
Analysing a short stories that define the character, character, and even the point of view of the story.	Analyzing	Simply think in responding a fact	Short story and drama script have an unclear story and unappropriate structure
Need a carefulness and accuracy	Remembering	Dislike analyzing	Problem formulation and analyze drama scripts
Critical thinking help to understand the short story or drama script quickly.	Undestanding	Thinking is too hard	Lazy to read, not know how to put ideas into explanations from critical thinking

Experience based as possible	Remembering	Tend to ignore to think analitically	Not analyze the drama script and short story quickly
Analyze in detail and thoroughly	Analyzing	Prefer to do the believe than re-analyze	Not really understand
Looking for problems	Evaluating	Think realistically in response to information	Analyzing a character in the story
Inexperienced think critically in analyzing short stories or drama scripts	Applying		Conflict, solution
Analyzing a short story or drama script carefully and accurately	Analyzing		Not interested in literature
Someone who thinks critically must have an opinion about the work whether the work is logical or not	Understanding		limited knowledge of short stories or drama scripts
Critical thinking builds a good concept up and analyzes eazily short story and drama script	Creating		characterization and nature
Find useful and accountable conclusions and decisions.	Creating		Have not tried it yet
Read and think in the future and guess the future flow of the story with the basics set at the beginning	Understanding		Analyzing in detail and uncontrolled the emotion while finding problem
Analyze it well	Analyzing		Read in detail the contents of the story carefully.
See and consider all the factors that exist in viewing the story	Remembering		Thinking too far, getting into the contents of the story
			Errors in writing data, or errors in writing.
			Bored, tired, lack of focus, unhealthy, tired of mind
			Focus on analyzing the short story or drama script

The data above explains the students' understanding of critical thinking in analyzing literary works. in this context, most students do realize that to figure the elements of short story or drama texts out require critically thinking although they have different marks to define it, the definition is essentially constructed by students' social background (DeWaelsche, 2015) and academic outcomes(Akpur, 2020). It means that critical thinking is an ability to analyze literary works accurately and comprehensively to produce accountable results analysis. In other words, critical thinking is appropriately integrated into the literary works as long as it is implemented in a cross-curriculum and relevant subjects. In contrast, it can be an inapplicable skill if it is decidedly conducted in its theory and field although in reading material (Cáceres et al., 2020; Din, 2020; Ferenz, 2005; Heidari, 2020).

Additionally, the student's concept of literary works analysis show a degree of critical thinking, it can be extended into the revised categorization of Bloom's Taxonomy on 2001 including very low level (remembering = 18%), it means that the students' have some problems of both critical thinking and analyzing literary work concept like less understand on each elements, experience in analyzing a text and giving attention more to the text than the text's purpose itself. Low level (understanding = 23 %) describes that students lack of understanding in critical thinking but they able to identify the elements of literature incompletely and have enough experience in analyzing literary text. High level (applying = 6%) claims that students understand the critical thinking and able to apply the elements of literature totally and have enough experience in analyzing literary text. Very high level (analyzing = 35%) means that students able to find their problem when reading some literary texts and orientate on the goal of literary learning and have a good experience in analyzing it. Excellence level (evaluating = 6%) stated that students look for more problem and directly respond a text and analyzing it in a detail report. Very excellence level (creating = 18%) means that the students not only analyze but also report and producing a composition (Cambridge Assessment International Education, 2011). The students' level of thinking really presents various built memories. It concludes, analyzing literary works can identify the level of students' critical thinking, they are remembering, understanding, applying, analyzing, evaluating, and creating.

The level of thinking also relates with the students in responding to a literary text which psychologically stimulate the gaps and self-awareness, motivation automatically promotes the students to take a possible decision by determining their own problems (Ellman, 1997) for example responding to a text slowly, simply thinking and thinking is too hard (Marcos;Fernández;González; & Phillips-Silver, 2020), those truly describes the low level of critical thinking makes the students exclusively try to enrich relevant references. Similarly, their motivation also restricted by limited input to recognize problems, defiance and

chances in analyzing literary works. So, the students unable to produce a good academic written report (Akpur, 2020).

These individual gaps naturally occur because of the distinctive personal emotion, interest, anxieties, and chances (Aras, 2015) which affect analyzing literary work critically. The mental process of critical thinking skill in analyzing literary works certainly appears in focusing the goal which establishes a conceptually literary work and makes the revised Bloom's Taxonomy ranges, and motivation which personally promotes analyzing literary work critically. The students who have a low level of thinking and they strongly aware of their gaps will analyze the literary work well.

The Students' Mental Process of Critical Thinking Skill in Producing Composition

Students cosnciously applied critical thinking and found their problems as long as analyzing the literary works such as laguage usage, limited vocabulary, analysis practice. It mentally influences to analysis proces to accurately think and logically write a composition. In contrast, some of them had complete task in analyzing a literary work elements.

Table.2 Students' Result in Analyzing Elements of Literary Works

Elements of Literary works	Short story or drama draft
Title	v v v v v v v v v v v v v v v v v v v
Plot	v v v v v v v v v v v v v v v v
Character	v v v v v v v v v v v v v v v v v v
Setting	v v v v v v v v v v v v v
Genre	v v v v v v v v v v v v
Theme	v v v v v v v v v v v v

Table.3 Students' Perception of Critical Thinking

Can critical thinking change the results of your analysis? If yes, explain it with an example and if not, explain it with an example
No, because I am not a critical thinker
Yes, because it can improve the analytical power of the analyzed text.
Yes, because the results of the analysis will be by the provisions of the analysis
Yes, identifying a central issue or problem

For this matter, it can change because each person's mind is different.

Yes, because by thinking critically we can change something impossible to be possible

Yes, it is easier to interpret it into the more understandable storyline that we have analyzed.

Yes, it can more easily to analyze a short story

Yes

Yes, because it focuses more on analyzing a short story

Yes, because it will be a difference from before

I think yes.

yes, the results of the analysis that were previously carelessly become accurate and precise

Yes, think critically about what we experience, and getting drastic changes.

Yes because it can help in carrying out a detailed drama analysis

Yes, because the results are more satisfying than ordinary thinking

Yes, it can identify problems that arise in the story and can compare the similarities and differences in the characters in the story.

No, because in my opinion the data that is already there cannot be changed. must be by existing data.

Yes, the results are more accurate

In terms of producing a composition is the students' analysis result of literary work elements such as title, plot, character, setting, and theme. There are two data of the students' mental process of critical thinking skill in producing a composition, the main data is the students' compositions which having gotten from students and the supplementary one is the students' answer to critical thinking questions.

Specifically, the mental process can be seen in some stages (iafor, 2015), the first is perception, the students' background knowledge and motivation are different like difficult words, fewer ideas to analyze, the reluctance of reading literary texts, and little students who completely compete for the literary concept extremely and consciously identify the basic challenges to stimulate their idea. The second is recognition, the students synthesize the previous experience with new information from the whole text of drama. The third is recall, the information is classified into specific elements of literary works such as theme, plot, character, setting and genre.

The third is understanding, the students analyze the text of drama. The students freely determine the title to brainstorm their previous idea then connect it with the real concept of analyzing some literary texts. It was apparently started on the chosen titles of their draft of drama and short story

like Death of Salesman, The Princes of Siger, Sangkuryang, and others, those definitely open the students to access several references before making their decision (Li, 2011; Marcos;Fernández;González; & Phillips-Silver, 2020; Rainey et al., 2020). This process truly describes an early students' critical thinking which is supported by students' statements that critical thinking enables to consider an own students' idea and find a more understandable text to be analyzed (Lam, 2019).

The forth is metacognition, the students reflect all of their own problems and prompt their self-awareness' positively, it means that students problems become challenges to analyze the elements of the short story and drama texts critically such as lack of idea, analyze the text slowly and uncontrolled emotion while analyzing process. In contrast, most of students who have some positive awareness in analyzing literary works like read in detail the contents of the story carefully, analyzing a character in the text well and focus while the process (iafor, 2015)

The last is evaluation, most students can judge the plot diagram of their every draft of drama, and short story consist of exposition, complication, climax, falling action and resolution, the other ones are processing plot. Besides, three students fail to discover this plot because of the students' low level of critical thinking and consciously underestimate themselves and so do the character and genre. The clear identification of plot, character, setting, and theme in producing composition points the students out that they have high critical thinking level (Nurgiyantoro et al., 2020), it is also declared by students' expression that critical thinking creates a power of analysis, an accurate and precise result and solve the problem(Liu & Stapleton, 2018; Yamaç et al., 2020).

Conclusion

The research of the students' mental process of critical thinking skill in analyzing literary work and producing composition can be observed through generally concept of purposive behavior but particularly approach is

implementing the perception, recognition, recall, understanding, and metacognition and evaluation stages. As the result, the students who have a low level of critical thinking skill and they strongly aware of their gaps, will analyze the literary work well, and high level of critical thinking makes a power of analysis, an accurate and precise composition such as clearly identifying the elements of literary works.

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