

**PROMOTING EFL LEARNERS CRITICAL THINKING AND  
CULTURAL AWARENESS THROUGH SHORT STORIES  
AT THE 10<sup>TH</sup> GRADE OF SEKOLAH DARMA BANGSA**

**A Thesis**

**By**

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2023**

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**Submitted in a Partial Fulfillment of  
The Requirements for S-2 Degree**

**in**

**Language and Arts Education Department  
Teacher Training and Education Faculty**



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## **ABSTRACT**

### **PROMOTING EFL LEARNERS' CRITICAL THINKING AND CULTURAL AWARENESS THROUGH SHORT STORIES AT 10 TH GRADE OF SEKOLAH DARMA BANGSA**

**By:**

**Tasya Indah Widjaya Putri**

Critical Thinking is an important skill that the learners need to have to face the real world and professional settings. Meanwhile, having cultural awareness is crucial for the learners to build good communication. this current study aimed to find out: 1) The significant difference of EFL Learners' Critical Thinking after they are taught through short stories, 2) To explore EFL Learners level of cultural awareness after they are taught through short stories. This study applied mix method research design. The subjects are 17 students from X Disney of Sekolah Darma Bangsa. In collecting the data, the researcher used questionnaires, and the test. For critical thinking researcher applied Watson Glaser Critical Thinking Appraisal that covered six components of Critical thinking and questionnaire to get deeper data. For cultural awareness the researcher uses questionnaire adopted by Wunderle to see the learners' level of cultural awareness. The mean increases to 44.23 with gain scores 23.06. The Results showed that i) there is significant difference of EFL learners Critical Thinking after taught through short stories by Charles Dickens. The mean score is 21.17, after the treatment, the mean increases to 44.23 with gain scores 23.06. ii) The learners' level of cultural awareness raised from the lowest level namely data and information to the level of cultural knowledge. To sum up, the short stories written could be used in classroom to boost EFL Learners critical thinking and raise learners' cultural awareness.

**Keyword:** *Critical thinking, Cultural awareness, short story.*

Research Title : **PROMOTING EFL LEARNERS CRITICAL THINKING AND CULTURAL AWARENESS THROUGH SHORT STORIES AT 10<sup>TH</sup> GRADE OF SEKOLAH DARMA BANGSA**

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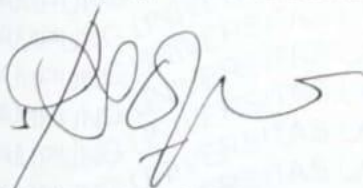
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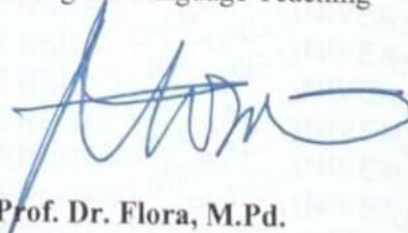
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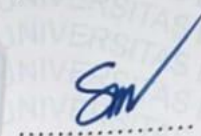
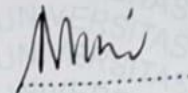
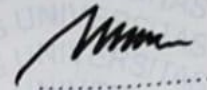
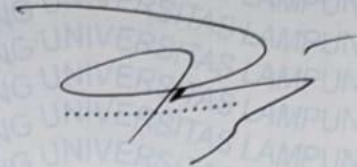
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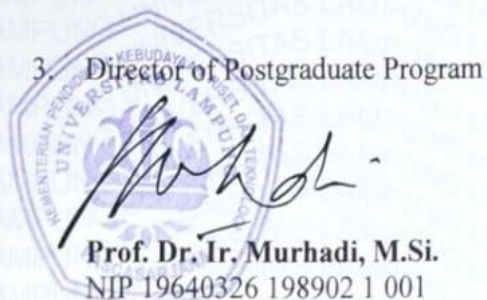
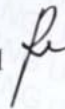
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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## **DEDICATION**

I dedicate this work to:

1. My beloved parents – Rully Mahawidjaya Ridzani and Sri Endah Probawati.
2. My sisters and brother.
3. My almamater – Lampung University.
4. My lecturers and friends in Master's Degree in English Education Study Program.



## MOTTO

Always be kind because:

***“If you do good, you do good for yourself” Al-Isra 17:7***

Never stop being grateful because:

***“If you express gratitude, I shall certainly give you more.” Ibrahim 14:7***

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Thank you for always being there, for inspiring me a lot, thank you for your support, and the amazing moment we shared together.

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Finally, the writer believes that her writing is still far from perfect. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and those who want to conduct further research.

Bandar Lampung,      May 2023  
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## **I. INTRODUCTION**

This chapter discusses the background of the research, research question, objectives of the research, uses of the research, and scope of the research

### **1.1. Background of the Problem**

The goal of teaching English in Indonesia is to prepare the learners to use the language as a tool of communication so that they can compete globally. This needs meaningful learning process by which the learners can apply their skills and deal with the real world and professional settings. The needed skill is critical thinking (CT). Yuretich (2004) cited in Rezaei et al (2011) stated that critical thinking is the activity in which the learners are able to analyze, synthesize, and evaluate. In addition, Hashemi, et al (2010) stated that critical thinking is a high-level thinking skill that plays a role in moral, social, mental, cognitive, and scientific development. Thus, CT is the skill that involves several aspects such cognitive skill which include moral, social, and scientific development.

Besides that, addressing culture in language learning is crucial. Brown (2007) cited in Hussein (2016) explains that culture is deeply ingrained within us, and that language is the most visible and available expression of it, meaning that culture is

represented by the language itself. Kavakali (2020) mentioned that culture is represented by language since culture is interpreted, mediated, and recorded by means of a language. In another words, language and culture are interconnected. Thus, the learners need to have cultural awareness (CA) in order to succeed in language learning and communication.

Wunderle (2006) defines cultural awareness as the ability to recognize and understand the effect of cultures on people's values and behaviors. In addition, Kaikkonen (2001) in Yeganeh and Raeesi (2015) explained that the most important goal of foreign language education is to help learners grow out of the shell of their mother tongue and their own culture. The learners gain and enrich their perception of a foreign culture and their own culture from language learning. Hence, Cultural Awareness should be part of learning process.

The students need more practice to boost their critical thinking and cultural awareness. Sadli (2002) in Pardede (2019) stated education in Indonesia does not promote critical thinking and that Indonesian teachers do not encourage critical thinking skills, so students do not feel challenged to think critically, making Indonesian EFL Learners CT skill low. This might be due to Indonesian teachers that do not clearly understand what critical thinking is, how to teach critical thinking, or how to infuse critical thinking into their teaching learning process. The urgency of understanding cultural awareness is also ignored in EFL classroom. Yeganeh and Raeesi (2015) stated that teachers sometimes do not address cultural issues in language classrooms due to factors like shortage of time, lack of cultural knowledge, or lack of training as to which

aspects of culture to teach, among other things. The teachers barely focus on the practice of critical thinking and cultural awareness. Rivers (1981) in Cakir (2006) said that language teachers cannot avoid to convey impressions of another culture whether they realize it or not. In other words, EFL Learners' critical thinking and cultural awareness are still low due to lack of practices. The teachers have important role to implement activities so that can stimulate the learners critical thinking and cultural awareness. The teachers need to pay attention to the learning activity as well as the materials so that it can promote the learners' CT and cultural awareness. To solve this problem, there are many ways that the teachers can do to facilitate the learners in promoting the learners' CT and CA in EFL classroom. One of them is by using literary works.

Using literature in EFL classrooms can stimulate the learner's critical thinking and cultural awareness. Ouhiba (2022) stated that literature represents a perfect setting for the practice of CT skills; in their attempts to understand, analyze, and interpret the literary text, be it prose, drama, or poetry, the learners are continually and endlessly using CT strategies. Literature is the mirror of society; this will effectively help the learners to find or create a relation between the literary text and real-life experiences. In addition, McKay (1982) stated that literature is the unique use of language and it may increase the learners' understanding of culture and perhaps spurs their own creation of imaginative works. Literature is beneficial for language learning because the literary are not designed for the purpose of teaching, but to learn the real language and culture.

Brumfit and Carter (1986:15) in Yeasmin, et al (2011) stated that literary text is an authentic text, real language in context, to which we can respond directly. Since literary works use the language in real context, it can help the learners to not only learn about the language, but also culture of the language. There are many kinds of literary works, and one of them is short stories. Khatib (2013) stated that short stories like other literary texts can raise cultural awareness, linguistic awareness, motivation, curiosity, and imagination. Thus, short stories can be helpful for language proficiency as well as other aspects such as cultural awareness in language learning.

Vandrick (1997) in Kurdi and Nizam (2022) defines that short stories motivate students to explore their feelings through experiencing those of others. In other words, by reading the short stories the learners are able to explore their feelings. In addition, Howie (1993) in Haliem (2013) said that the use of short stories teaches critical thinking. He pointed out that instructors have the responsibility to help students develop their cognitive skills because learners need to make judgments, be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge. Hence, short stories can be used to promote and train EFL learners' critical thinking and build cultural awareness.

There have been several previous studies conducted on promoting EFL critical thinking and cultural awareness through short story. The first was conducted by Khatib and Mehgran (2012) from Iran entitled "Achieving Critical Thinking Skills Through Reading short Story". This research aimed to establish critical thinking skills in TEFL students through providing them with some short stories to read. The results of the



study revealed that reading short stories was a suitable tool for achieving critical thinking skills. Therefore, it was required to be included in the educational curriculum.

The second was conducted by Houda (2021) from Algeria with the title “Using Short Stories to Enhance EFL Students’ Critical Thinking”. The objective of this study was to find out the effectiveness of reading literary works like short story to foster critical thinking skill. The finding of the study showed that reading short stories has a significant role in enhancing critical thinking skills. Also, the study came up with such a fact that short stories helped the students to apply and develop their critical thinking skills. in real life situations. Consequently, short stories’ reading must be implemented within the Algerian Educational Curriculum.

The third was done by Ibrahim et al (2022) entitled “Fostering Intercultural Awareness Via Short Stories – Reconnoitring Students’ Perspectives.” This study investigated the opinions of university students about the use of short stories to foster multicultural awareness in ESL classes. The finding showed that the university students gave positive feedback that reading short stories could improve intercultural understanding. Thus, it was recommended to integrate short stories in language learning as a major tool for promoting intercultural awareness.

From the previous studies, using short stories can be helpful for learners to strengthen their critical thinking and cultural awareness. In the context of language learning, the learners need to have critical thinking skills and cultural awareness. These two skills help the learners to build good communication in professional settings. Therefore, the researcher wanted to promote both critical thinking and cultural

awareness through short stories. The researcher conducted the research by using the short stories written by Charles Dickens for the EFL classroom.

The reason for choosing Charles Dickens's short stories is because Dickens' works and the issues, he raised in the stories are relevant with contemporary society. He used many different figurative forms to describe character traits. He was using metaphor, simile and frequently repeated words in a sentence to emphasize an idea. His works require the students to think critically with sufficient cultural competence. For instance, in "*A Child's Dream of A Star*", he wrote "*these rays were so bright, and they seemed to make such a shining way from earth to Heaven, that when the child went to his solitary bed, he dreamed about the star; and dreamed that, lying where he was, he saw a train of people taken up that sparkling road by angels and the star, opening, showed him a great world of light, where many more such angels waited to receive them.*" It can stimulate the learners to think deeper. There were there short stories investigated in this study.

The first story titled "*A Child's Dream of a Star*" talks about someone who lost his loved ones. In this story, Dickens illustrated the characters as brother and sister. They loved to wonder about many things, especially about the stars. The plot of the story happened when one day his sister died. His life kept going on, but his sister's shadow was always in his dream. He could not forget many good memories they have been through. In his dream, he always wanted her sister to take him to heaven until that day came, he died and the star shines upon his grave.

Another story investigated in this research was “*The Child’s Story*”, written by Dickens in 1852. This short story has a great message about life’s journey and relates with the learner’s real life. He illustrated that there was a traveler, he was on a long and magic journey. He traveled along the dark path but he did not meet anything until he met a beautiful child, this child gave him a lesson and experience. He continued the journey, until he met new people. Every person gave him different lessons and experiences.

Another story titled “*What Christmas is As We Grow Older*”. This story illustrated that Christmas was a moment to do reflection of what we have done. The moment to remember good memories that we have been through with family and dear friends. These short stories under investigation and used by researcher required critical thinking and cultural awareness to get the message.

## **1.2. Research Questions**

From the background of this research above, the research questions are formulated as follows:

1. Is there any significant difference of students’ Critical Thinking after the learners are taught through short stories at 10<sup>th</sup> Grade of Sekolah Darma Bangsa?
2. In what level the learners’ Cultural Awareness after taught through short stories?

### **1.3. Objective of the research**

In accordance with the formulation of the research questions, the objectives of this research are:

1. To find out significant difference of learners' critical thinking after they are being taught through short stories specifically written by Charles Dickens.
2. To find out what cultural awareness the learners get from the short story and their level of Cultural Awareness proposed by Wunderle.

### **1.4. Uses**

The finding of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful to train Indonesian EFL learners' critical thinking and cultural awareness.
2. Practically, the result of this research is expected to provide teachers with a new insight that might be taken as a guideline in using short stories so that the students are able to practice their critical thinking and cultural awareness.

### **1.5. Scopes of the study**

This research focuses on promoting EFL Learners' CT and CA. The subjects of this research were EFL learners at Sekolah Darma Bangsa at 10<sup>th</sup> Disney class. This study used and investigated the short stories written by Charles Dickens, such as "*A child Dream of A Star*", and "*The Child's story*", "*What Christmas is As We Grow Older.*"

The researcher used the short stories from Charles Dickens because Charles Dickens' short stories rich of figurative language, raise cultural awareness and reflects to real life situations.

## **1.6. Definition of terms**

### *1. Critical Thinking*

The ability to make decisions of what to do and what to believe by being able to do interpretation, inference, analysis, evaluation, explanation, and self-regulation.

### *2. Cultural Awareness*

The ability to compare the cultures and see different things from two perspectives (their own culture and other's people culture).

### *3. Short Story*

A brief fictional prose of narrative that is shorter than a novel and usually deals with only a few characters. The short stories used were written by Charles Dickens, "*The Child Story*", "*A Child Dream of A Star*", "*What Christmas is As We Grow Older*"

### *4. EFL Learners*

EFL Learners in this study are the students of Sekolah Darma Bangsa Bandar Lampung Grade 10<sup>th</sup>. Each class consists of 18 to 22 students.

This chapter has briefly explained about the background of this study, the research questions, research objectives, scope of the research, use of the research as well as the definition of terms.

## **II. LITERATURE REVIEW**

This chapter consists of the concept of critical thinking, bloom's taxonomy, teaching critical thinking, the characteristics of critical thinkers and the advantages of critical thinking in general. This chapter also presents the definitions of language and culture, cultural awareness, teaching culture, as well as the advantages of cultural awareness, the definition of literature, concept of short story, the advantages of using short story in classroom.

### **2.1. The Concept of Critical Thinking**

Critical thinking is the process of thinking when humans think about something deeply to make a decision, tell the reason, and give judgment. This way of thinking starts from identification, then analysis, synthesis, and the final step is evaluation so that they can decide what they need to do and believe. In addition, Bassham, et al (2010) mentioned that Critical thinking is a general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyse, and evaluate arguments and truth claims, to discover and overcome personal preconceptions and biases, to formulate and present convincing reasons in support of conclusions, and to make reasonable, intelligent decisions about what to believe and what to do.

Furthermore, Critical thinking is illustrated as a metacognitive method that entails a variety of subskills such as interpretation, evaluation, and inference that



improve the chances of generating a rational deduction to arrive at a particular argument or a solution to a question when used appropriately (Dwyer et al., 2014). Critical thinking is related to the cognitive processes relating to the interpretation and assessment of knowledge. In addition, Cotrell (2005) stated that critical thinking is a cognitive activity which is associated with the human's mind. In other words, critical thinking deals with the cognitive process or it can be said that it is the thinking process involved with our mind, so we are able to evaluate and interpret something rationally.

Paul & Elder (2001) believe that critical thinking is a mode of thinking about any subject, content, or problem. It is an ability with which students can improve their thinking quality by skillfully managing their thinking structures and intellectual criteria around them. Scriven and Paul (1987) in Ralston and Bays (2015) defined critical thinking as an intellectually disciplined process in which students actively and skillfully conceptualize, apply, synthesize, and evaluate information generated by observation, experience, reflection, reasoning, and communication. In respect to this, Facione and Giancarlo (1997) in Rimiene (2002) proposed a further classification of critical thinking cognitive skills: analysis, evaluation, inference, deductive skills, and inductive skills.

- *Analysis* refers to comprehension and expression of the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. It also means identifying the intended and actual inferential relationships among statements or questions. Finally, it can also refer to the

comprehension and expression of the meaning of situations, data, events or judgements.

- *Evaluation* means assessing the credibility of statements.
- *Inference* means identifying elements needed to draw reasoned conclusions and implications from data, statements, principles, judgments, beliefs, or opinions.
- *Deductive reasoning* refers to inferences from the general to the specific, whilst inductive skills refer to inferences from the specific to the general. Scientific confirmation and experimental disconfirmation are examples of inductive reasoning.

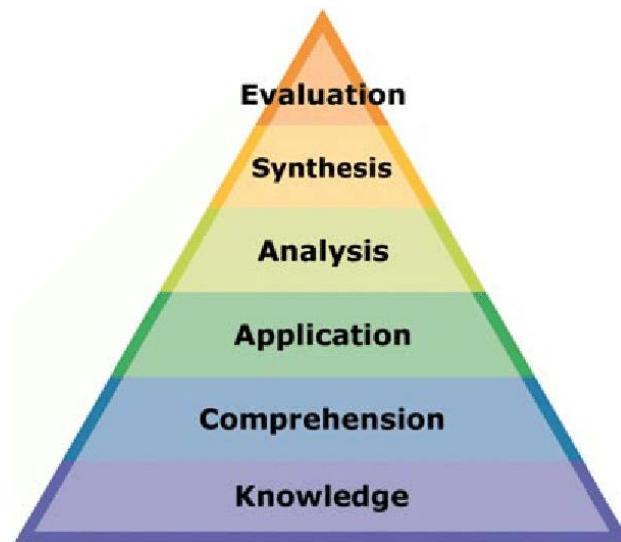
**( Facione and Giancarlo,1997)**

From the definitions above, it can be concluded that critical thinking is a cognitive activity, that will stimulate learners to think critically and rationally. They will first analyze, then they can synthesize, and at the highest level, they can evaluate. Besides that, they are also able to make reasoning decisions and judgments about something.

## **2.2. Bloom's Taxonomy**

Bloom's Taxonomy is a classification system of human ways of thinking by Benjamin Bloom in 1956. Rahman and Manaf (2017) asserted that the aim of Bloom's taxonomy is to make students aware of what they are learning, hence striving to attain more sophisticated levels of learning with six cognitive-learning categories. It focuses on developing thinking ability which involves simple information acquisition to more

complex processes (Bloom, 1956). the six levels of Bloom's taxonomy of cognitive learning objectives as :



**Figure 2.1. the six levels of Blooms Taxonomy**

1. **Knowledge**, which entails foundational cognitive skills that require students to retain specific, discrete pieces of information. It means that knowledge is the lowest level of bloom's taxonomy. It's the ability to recall or recognition to the previous material they have learned.
2. **Comprehension**, is the lowest level after knowledge, which makes the students able to paraphrase the content of knowledge in their own words, classify items in groups, compare and contrast items with other similar entities, or explain a principle to others.
3. **Application**, entailing students to use knowledge, skills, or techniques in new situations.

4. **Analysis**, which requires students to distinguish between fact and opinion and identify the claims upon which an argument is built,
5. **Synthesis**, which entails the need to create a novel product in a specific situation.
6. **Evaluation**, which requires students to critically appraise the validity of a study and judge the relevance of its results for application.

In conclusion, human way of thinking is classified into six levels of Bloom's taxonomy. Starting from the lowest level which is knowledge, until the highest level of thinking, Evaluation, in which the learners are able to criticize, and judge, the values of ideas or materials. Bloom's taxonomy has been used as a tool for cognitive development.

### **2.3. Teaching Critical Thinking in EFL Classroom**

Yuretich (2004) described teaching critical thinking as teaching some higher order reasoning skill, such as analysis, synthesis, and evaluation. Furthermore, Paul and Elder (2007) stated that students are only able to think critically when they are consciously and deliberately thinking through some dimension of the logic of the discipline they are studying. Teaching critical thinking is the teaching activity that let the learners analyze, synthesize, and evaluate. Learners tend to think critically when they are aware of what they learn.

Husna (2019) stated that Critical thinking is not a specific subject that should be taught separately with its own syllabus (Pikkert & Foster, 1996). Some core critical

thinking skills include interpretation, analysis, evaluation, inference, explanation, and self-regulation, and can be conducted in reading classes with activities to empower the students' critical thinking ability (Facione, 1990). On the other hand, critical thinking is not like other subjects that need to be specified or taught separately. It can be learned in any subject, especially in EFL Classroom.

Critical thinking skills are important because they enable students to deal effectively with social, scientific, and practical problems (Shakirova, 2007). It refers to the learners who are able to think critically are able to solve problems effectively. The learners must be able to solve problems to make effective decisions. they must be able to think critically. Critical thinking is a mental habit that requires students to think about their thinking and about improving the process, it requires students to use higher-order thinking skills not memorize data or accept what they read or are told without critically thinking about it. Critical thinking is crucial for learners since they are going to face the reality.

Teachers can foster critical thinking by stimulating active learning, since it can lead to effective and lasting education, by encouraging well-supported conclusions, and by building from students' experiences (Chaffee, 1992 as cited in Iakovos, 2011). In relation to ELT, language classes are particularly appropriate for teaching critical thinking "owing to the richness of material and the interactive approaches used" (Ustunloughlu, 2004; in Iakovos, 2011). In addition, teachers are considered an expert in facilitating the development of critical thinking in their classroom. The teacher's role in promoting critical thinking for learners is vital.

From all the definitions above, CT is an important high order thinking skill that learners must have since it deals with their real-life experiences. The learners can not get this thinking ability naturally but it needs practice from the classroom too. The teacher and the materials have biggest role to stimulate the critical thinking for EFL learners.

#### **2.4. Components and Characteristics of Critical Thinking**

The learners can think critically when they can analyze, synthesize, and evaluate something deeper and further. Facione (2015) defined that there are six components of critical thinking emerging in the learning process through such as,

**1. Interpretation**, is an understanding to express meaning or significance from various experiences, situations, data, events, assessments, habits, customs, beliefs, rules, procedures, or criteria.

**2 Analysis** is an identification of actual referential correlation intended to questions, statements, concepts, descriptions, or other representations intended to express beliefs, judgments, experiences, reasons, information, or opinions.

**3. Evaluation** means reviewing the credibility of questions or other representation in form of reports or descriptions from perceptions, experiences, situations, judgments, beliefs, or opinions, and interpreting the logical power of referential correlation or other intended representation.

**4. Inference** is to identify and get needed elements to logically conclude, creating assumptions and hypotheses, considering relevant information and concluding consequences from data, situation, questions, and other representations.

**5. Explanation** is a skill to determine and share reason immediately and logically based on the gained data.

**6. self-regulation** is a skill to monitor one's cognitive activity, elements used in the solving problem, especially to apply skills in analyzing and evaluating.

**Table 2.1 questions to build up critical thinking (Facione,2015)**

<b>Intepretation</b>	<ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• What's happening?</li> <li>• How should we understand that (e.g., what he or she just said)?</li> <li>• In this context, what was intended by saying/doing that?</li> <li>• How can we make sense of this (experience, feeling, or statement)?</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Please tell us again your reasons for making that claim.</li> <li>• What is your conclusion/What is it that you are claiming?</li> <li>• Why do you think that?</li> <li>• What are the arguments for pros and cons?</li> <li>• What assumptions must we make to accept that conclusion?</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Given what we know so far, what conclusions can we draw?</li> <li>• What does this evidence imply?</li> <li>• If we abandoned/accepted that assumption, how would things change?</li> <li>• What additional information do we need to resolve this question?</li> <li>• If we believed these things, what would they imply for us going forward?</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• How credible is that claim?</li> <li>• Why do we think we can trust what this person claims?</li> <li>• How strong are those arguments?</li> <li>• Do we have our facts right?</li> <li>• How confident can we be in our conclusion, given what we now know?</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>• What were the specific findings/results of the investigation?</li> <li>• Please tell us how you conducted that analysis.</li> <li>• How did you come to that interpretation?</li> <li>• Please take us through your reasoning one more time.</li> <li>• Why do you think that (was the right answer/was the solution)?</li> </ul>
<b>Self regulation</b>	<ul style="list-style-type: none"> <li>• Our position on this issue is still too vague; can we be more precise?</li> <li>• How good was our methodology, and how well did we follow it?</li> <li>• is there a way we can reconcile these two apparently conflicting conclusions?</li> </ul>

There are five characteristics critical thinking cited from Paul and Elder (2006):

1. Raises vital questions and problems, and formulates them clearly and precisely;
2. Gathers and assesses relevant information uses abstracts ideas to interpret it effectively;
3. Comes to well-reasoned conclusions and solutions, tests them against relevant criteria and standards;
4. Thinks openly within alternative systems of thought, recognizes and assesses, as need be, their assumptions. implications, and practical consequences;
5. Communicates effectively with others in figuring out solutions to complex problems.

Meanwhile, Baker (2020) pointed ten characteristics of critical thinkers, there are:

1. Receive the messages from various sources.
2. Not afraid to have a healthy debate with anybody.
3. Ready to admit the wrong opinion and willing to accept the right one.
4. Resent people who resort to personal insults of commentary threads.
5. Always looking for opportunities to develop their thinking skills.



6. Never want to stop to pursuing knowledge.
7. Have creative, innovative, and original ideas.
8. Analyze problems that require only a simple solution.
9. Expect high about everything, including themselves.
10. Always want to develop behavioral habits to keep pace with the tendency to rethink.

From the explanation above, it can be concluded that the critical thinker is the one who is capable to interpret, analyze, and evaluate. Critical thinkers have the capability to think openly and give judgments with reasoning skills.

### **2.5. The Advantages of Critical Thinking**

According to Murawski (2014), students who develop critical thinking skills often practice those skills well into later life. These skills may, in fact, literally change their lives forever. Developing critical thinking abilities can make both academic and job success. Using these skills, students tend to expand the perspectives from which they view the world and increase their ability to navigate important decisions in learning and in life. In addition, critical thinking is applicable whenever people decide or resolve a problem since the function of critical thinking is to help people think deeply of all information, so they are able to decide the good information and avoid misinformation, including biased persuasion, prejudice, irrational attitude or idea.

Meanwhile, according to Cottrell (2005), some benefits of critical thinking skills are:

1. Improved attention and observation.
2. More focused reading improved ability to identify the key points in a text or other message rather than becoming distracted by less important material.
3. Improved ability to respond to the appropriate points in a message.
4. Knowledge of how to get the key ideas more easily.
5. Skills of analysis that can be selected to be applied in a variety of situations.

It can be concluded that critical thinking is a thinking skill that must be mastered by learners because they can apply this skill in every situation especially when it comes to professional settings. when the learners are able to develop CT, they are able to see the world from many different perspectives.

## **2.6. Language and Culture**

Language is defined as means of communication. According to Crystal (1971) in Mahadi and Jafari (2012), language is the systematic, conventional use of sounds, signs, or written symbols in human society for communication and self-expression. In addition, Chase (1969) in Mahadi and Jafari (2012) declares that the purpose of language use is to communicate with others, to think, and to shape one's standpoint and outlook on life. It can be said that language represents human's thoughts.

Edward Sapir (1956) in Mahadi and Jafari (2012) says that culture is a system of behaviors and modes that depend on unconsciousness. Rocher (1972) in Mahadi and Jafari (2012) explains that culture is a connection of ideas and feelings accepted by most people in a society. On the other hands, culture is related to human behavior, ideas, and feelings that grow in the group of people in a society.

Language and culture cannot be separated. Furthermore, according to Kramsach (1995) in Kavakali (2020), culture is represented by language since culture is interpreted, mediated, and recorded by means of a language. it means that cultured is represented through language. Wardhaugh (2002) clamied the relationship between language and culture as follows:

- The structure of a language determines the way in which speakers of that language view the world or, as a weaker view,
- the structure does not determine the world-view but is still extremely influential in predisposing speakers of a language toward adopting their world-view
- The culture of a people finds reflection in the language they employ because they value certain things and do them in a certain way, they come to use their language in ways that reflect what they value and what they do.

From the explanations above, language and culture have strong relationship. Culture is a system of behavior, morals, and attitude. Language represents the culture so that it will be easily accepted in a group people in the society.

## 2.7 The Nature of Cultural Awareness

Cultural awareness is the ability to understand about other people's norms, morals, and values. In line with this, Wunderle (2006) defines cultural awareness as the ability to recognize and understand the effect of cultures on people's values and behaviors. In addition, Tomlinson (2001) in Burikova (2020) presents that cultural awareness involves a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and positive interest in how cultures both connect and differ. It can be said that cultural awareness increases the understanding of our own culture and it can help us to recognize other people's cultures.

Tomlinson and Masuhara (2004) in Shemsadhara (2012) claim that an increased cultural awareness helps learners broaden their minds, increase tolerance, and achieve cultural empathy and sensitivity. As stated by Tomalin and Stempleski (1993) cited in Shemshadsara (2012), cultural awareness encompasses three qualities:

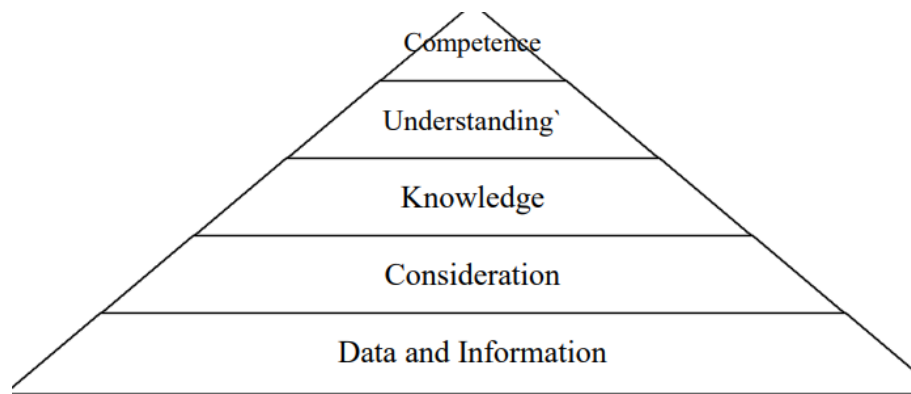
1. awareness of one's own culturally-induced behavior
2. awareness of the culturally-induced behavior of others
3. ability to explain one's own cultural standpoint

From the definitions above, cultural awareness is related to how people behave, how people understand their own cultures, and understand other people's norms and

values. Cultural awareness also refers to beliefs, and attitudes which exist in a group of people.

## 2.8 Level of Cultural Awareness

Wunderle (2006) stated that there are five levels to appreciate and understanding cultural awareness, namely cognitive hierarchy



**Figure 2.2. The level of Cultural awareness (Wunderle,2008)**

- *Data and information*

In this level, data means as a source of a wide range of cultural differences collected, and then the data becomes information received by people or group community. Furthermore data and information will assist the communication process, because both of them are the basis connective to convey a value of culture to know cultural differences one another.

- *Cultural consideration*

Once an individual has a clear data and information about a culture, the following step is able to gain an understanding of the culture that involved the value of the culture. In this level, cultural considerations will help to make and build strong communication.

- *Cultural knowledge*

is an important factor because not only know about the other culture, but also important to know own culture. Cultural knowledge is in desperate need special to be open to understand the history of a culture.

- *Cultural understanding*

A deeper of Cultural Awareness in which it allows to general insight into thought processes, motivating factors, and other issues that can directly decision making process. It means that in this level of cultural awareness a person knows what to behave and to do when talking to someone with different cultures.

- Cultural competence

Cultural competence is the highest level of cultural awareness. Cultural competence is used to determine a decision and cultural intelligence. In this level individuals unconsciously aware of the culture.

From the explanation above, cultural awareness starts from the lowest level, that is data and information. In this lowest level, they receive new culture or view from

other people then they proceed it to the highest level which is cultural competence they can determine a decision for something they receive.

## **2.9 The Concept of Literature**

Literature is a work of fiction in which it pictures human's life. Literature is initially defined as fictional art which aims to entertain the readers with its beautiful and unique language. It means that the literature uses real language to express the story.

Pradopo (1994) as cited in Moputi and Husain (2018) added that the literary work is a picture of the world and human life, the main criteria that are put on the literary work is truth or everything that wants to be a picture by the author. It can be said that from literature, the readers are able to see the world and life in different perspectives.

El-Helou (2010) cited in Kohzadi et al (2014) explained that literature leads students to discern and enjoy cultures and principles dissimilar from their own. Since students can get access to a variety of views, ideals, values, and historical structures of reference that make up the memory of a people via contrasting different literary texts. In line with Carter and Long (1991) cited in Floris (2004) teaching literature enables students to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling, and artistic form within the heritage the literature of such cultures endows. On the other hands, literature helps the learners comprehend the cultural view which might be different from their own culture.

## 2.10 The Concept of Short Story

The short story is one of literary works, it is a work of fiction that is not longer than a novel. Ghasemi (2011) said that the short stories' distinctive features, namely, its modernity, brevity, and variety make them appealing and interesting to language learners. Therefore, short story is using many literary devices to tell the story. In addition, a short story, unlike a poem, i.e, does not depend on a verse, presentation, and rhymes or matters for its organization (Upreti, 2012). In addition, Nazara (2019) added that, short stories are typically written in prose and narrative style, and are shorter than a novel. It means that a short story is different from other kinds of literary work, it does not have rhymes and verse. It functions to tell the story. The readers do not need much time to comprehend the story

Furthermore, Keegan (2003) in Herawan (2017) defines a short story as consisting of about 1.500 to 5.000 words that have a clear beginning, middle, and ending. According to Fatma (2012) in Aulia and Suyudi (2019) short story is one of the oldest types of literature, and it has many types of the story included myths, fairy tales, ballads, and parables. The modern short story nowadays necessarily teaches a moral lesson that is associated with fables based on a short history of a short story. On the other hand, a short story consists of not more than 5000 words with a clear storyline. The short story has many themes and it can tell the reader the cultural values.

From all the definitions above, it can be concluded that a short story is a work of fiction characterized by 1500 words to 5000 words which the readers do not need



much time to read even if they can read in a short period of time. The short story has many themes and topics. It can raise the readers' awareness of moral values from the text.

### **2.11 Benefits of Using Short Story in EFL Classroom**

Using short in EFL classrooms can be beneficial to promoting EFL learners' Language proficiency and other kinds of aspects such as it can raise the learners' cultural awareness of a target language. Therefore, Ariogul (2001) presented that there are several benefits of short story in EFL classroom, such as:

- It makes the students' reading tasks easier due to being simple and short when compared with the other literary genres,
- enlarges the advanced level readers' worldviews about different cultures and different groups of people,
- provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community)
- makes students feel themselves comfortable and free,

- helps students coming from various backgrounds to communicate with each other because of its universal language,
- helps students to go beyond the surface meaning and dive into underlying meanings, and
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world.

Furthermore, Al- Dersi (2013) added there are several advantages of short story, they are:

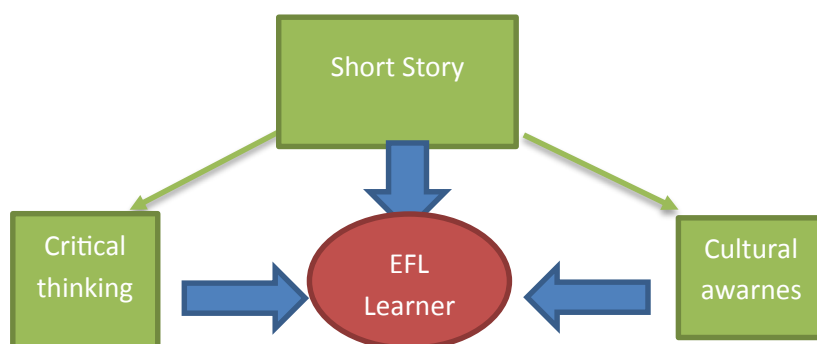
- Short story makes learning English as an enjoyable and attractive process for learners.
- Short story stimulates learners' curiosity about the target culture and language.
- Short story encourages language acquisition and learners' language awareness.
- Short story offers new words with the actual usage in many forms; thus learners are able to understand the meaning and the usage in the context of the new words.
- Short story makes the readers guess what would happen next and therefore involve them in that process actively and help them.
- understand the meaning of new words they encounter through context.

From the theories above, it can be concluded that using stories in EFL classrooms is beneficial for learners. Short story makes the learners feel enjoy and easy to read the story because it is short, simple, and clear. The learners can learn the language in a real

context. Using short story in a classroom can be helpful to train the EFL learners' critical thinking skills and it can enhance their cultural awareness of a target language.

### 2.12 Theoretical Assumptions

Critical thinking is a cognitive skill that involves with the human mind. The taxonomy divided human's way of thinking into six levels from the lowest knowledge then the highest Evaluate. This kind of thinking is important for the learners as they will face real-life experiences and will compete globally. Therefore, it needs more practice to enhance critical thinking. Furthermore, using literary work like short story is beneficial to stimulate the learners' critical thinking. Besides, short story is useful to enrich the learners' understanding of cultural awareness. So that they can see the world from different perspectives, they can appreciate other cultures (moral, ethics, and beliefs) it is in line with the statement from Khatib (2013) he viewed that short stories like other literary texts can raise cultural awareness, linguistic awareness, motivation, curiosity, and imagination. Furthermore, Howie (1993) supported this statement pointed out that the use of short stories in EFL classroom facilitates critical thinking.



**Figure 2.3. Theoretical Framework**

Based on the literature review and the figure above, the researcher predicted that using short stories in EFL class can promote the learners' critical thinking and enrich their understanding of cultural awareness. Thus, the researcher assumed that short stories appropriate for ELT especially to teach critical thinking and raising the learners' understanding of culture of a target language.

### **2.13. Hypothesis**

The researcher formulates the hypothesis as follows:

HA1: There is significant difference of learners' critical thinking after taught through short stories

HA2: The learners are at the high level of cultural awareness after taught through short stories written by Charles Dickens.

This chapter presented underlying theories of critical thinking, such as concept of critical thinking, Bloom's Taxonomy, Teaching critical thinking, the components of critical thinking. This chapter also explored the definitions of language and culture, cultural awareness, teaching culture, as well as the advantages of cultural awareness, the definition of literature, short story, the advantages of using short story in classroom.

### **III. RESEARCH METHODS**

This chapter explains about the design of this research, population and sample, and the instrument to collect the data. This chapter also shows the reliability and validity of the data.

#### **3.1. Research Design**

In this research, the researcher employed mix method approach. Creswell (2012) defines that A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem. It means that a mixed method is the combination of quantitative and qualitative to answer the research question.

In this research, the researcher applied both qualitative and quantitative. To answer the first research question, the researcher used quantitative to see the significant difference of learners' critical thinking in form of statistic data from the pretest and posttest. Meanwhile, qualitative used to see the level of learners' cultural awareness. The researcher described the data from questionnaire.

#### **3.2. Research variables**

There are several variables in this research. First, the variable Y is considered a dependent variable. The variable Y in this research is the EFL learners' Critical thinking and cultural awareness. The variable x as the independent variable is short stories written by Charles Dickens that used in this research to foster the Critical thinking and cultural awareness.

### **3.3 Population and Sample**

#### **3.3.1 Population**

Population refers to the people who are the focus of the study (Lapan & Quartaroli, 2013). Population gives the detailed explanation that qualitative research does not use population term because the qualitative research is set out from a case in which exists in a social situation.

In this research, the population were senior high school students of Sekolah Dharma Bangsa which is in JL ZA Pagar Alam.

#### **3.3.2 Sample**

According to Bhardwaj (2019), Sampling is defined as a procedure to select a sample from an individual or from a large group of the population for a certain kind of research purpose. In this research, the researcher would choose 10<sup>th</sup> Disney students of Sekolah Dharma Bangsa in Disney Class. In choosing the sample, the researcher applied purposive sampling. The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses, simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. In purposive sampling, the researcher chose the sample from some considerations so that the sample would be helpful for the study.

In this researcher, the research proposed some considerations for the sample, as follows:

<ul style="list-style-type: none"> <li>• Indonesian EFL Learners of higher education.</li> </ul>
<ul style="list-style-type: none"> <li>• Intermediate to Advance Level in English</li> </ul>
<ul style="list-style-type: none"> <li>• The total of students in the is not more than 18 students</li> </ul>

### 3.4. Research Instrument and Data Collection

To answer the research questions, in this research the researcher carried out some instruments, such as:

#### 3.4.1 Questionnaires

questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researcher used questionnaires to collect the data. According to Cresswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
- c. semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions.

In this research, the researcher distributed close ended questionnaires to get deeper data of learners' critical thinking. There were 10 questions in the questionnaire. The questionnaire for critical thinking was adapted from Facione and related with the short stories they read. The questionnaire for CT was

administered before and after the treatment. Meanwhile, the questionnaire for cultural awareness was adapted from wunderle. The questionnaire functioned to see the learners' level of Cultural Awareness. It was administered before and after the treatment.

### **3.4.2. Critical Thinking Test**

In order to make sure the short stories promote the learners' critical thinking and cultural awareness there were pre test and post test conducted by the researcher. The test already included cultural awareness test because to have a cultural awareness the learners need critical thinking too.

- The pretest for critical thinking and cultural awareness used the short story from Charles Dickens title '*What Christmas is As We grow older*'. There were 10 questions that lead to critical thinking. The pretest for cultural awareness covered the level of cultural awareness.
- The post test for critical thinking and cultural awareness used WGTCA (Watson Glaser Critical Thinking Appraisal) that covered six components of CT. The short story used was "*A Child Dream of A star*". This test was used to find out the six components of critical thinking from the learners. the test was in form of oral test.



**Table 3.1. The scoring rubric of CT**

Component	Score	Category
Interpretation	<b>20</b>	Excellent (9-10/18-20) Good (7-8/13-17) Average (5-6/10-12) Fair (3-4/7-9) Poor (1-2/5-6) Fail/Very poor (0-5)
Analysis	<b>20</b>	
Inference	<b>20</b>	
Evaluation	<b>20</b>	
Explanation	<b>10</b>	
Self Regulation	<b>10</b>	

- The posttest was in form of oral test as well from short story title “*A Child’s dream of A Star.*”

### 3.5. Data Analysis

In this research, the data was collected from two instruments, questionnaires, and test

- For quantitative data, the researcher calculated the data from questionnaires for CT and CA as well as pretest and posttest in SPSS version 25.0. the data analyzed by using the T test table. For the post test, the researcher scored the test by using Holistic rubric by Facione. Then put the score into the scale classification and the category of

learners critical thinking. The data was analyzed using Corn Bach Alpha Coefficient.

- For qualitative data analysis, the researcher used an interactive model proposed by Miles and Huberman (1984) covering data reduction, data display, and conclusion drawing/verification. The first step was collecting the data.
- The next step was data reduction. It was done by coding, classifying, and sorting out the important data related to the research question of the study. The data which did not suit to the proposed research questions be discarded. The steps of data reduction involved sorting and arranging the data into different types depending on the sources of information. All the selected data were then organized to be displayed.
- The next step was to display the data. In this step, the selected data related to the research questions presented in the form of a table, figure, or description. In this research, the displayed data consist of cultural awareness level of the learners which they gained from short stories written by Charles Dickens to promote their cultural awareness. The next step was drawing conclusion or verification. In this step, the conclusion was drawn based on the data and the information gathered during the research conducted. The drawn conclusions related to what level of cultural awareness they were in.

### 3.6 Validity and Reliability

Validity and Reliability is used to check whether the instruments to collect the data meet the criteria and considered as usable or not. The instruments of this data were questionnaires, pre test and post test. Thus, it was a necessary to measure the validity and reliability of the tests and the questionnaire in order to gain valid and reliable data.

#### 3.5.1. Validity

Validity is defined as the extent to which a measure adequately represents the underlying construct that it is supposed to measure. It means that validity is used to see whether the instrument applied by learner reaches its validity. In this research, the researcher analyzed the instruments from content validity and construct validity.

##### 1. Content Validity

In order to check whether the test has content validity, the researcher conducted this test based on the course objective in the English syllabus of Sekolah Darma Bangsa for X Grade.

Content validity reflects whether the test based on the objective of syllabus in this school. The material is arranged based on the syllabus used in X Disney of Sekolah Darma Bangsa with the basic competence as follows:

3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait , sederhana, sesuai dengan konteks penggunaan
4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana

The researcher used speaking activity such as dialogue and group discussion in order to check the learners critical thinking and cultural awareness. Besides that, it was also used to check whether the students have comprehended the short stories or not.

## 2. Construct Validity

Construct Validity focused on the kind of tests that is used to measure the skill or ability. construct validity is the experimental demonstration that a test is measuring the construct it claims to be measuring. This research used the Watson Glatser Critical Thinking Appraisal that cover 6 components of critical thinking proposed by Facione (2015) they are: interpretation, Analysis, Inference, Explanation, Evaluation and Self-Regulation (see the rubric in appendix). Because the activity in form of speaking, the researcher also measured the speaking skill by using the rubric from Harris (1969) that measured pronunciation, grammar, vocabulary, fluency, and comprehension.

The questionnaires for critical thinking were adapted from six components of critical thinking by Facione in 2015 and cultural awareness based on the level proposed by Wunderle (2005). The materials were challenging for the learners to demonstrate both their critical thinking and cultural awareness.

### **3.5.2. Reliability**

Besides validity a good test must have good reliability. Fraenkel and Wallen (2012) stated that reliability refers to the consistency of the score. To get the reliability of the data. The researcher used interrater reliability. The researcher as rater one (R1) and the English teacher as rater two (R2). The R1 is the students of Master Program of English Education at Universitas Lampung who conducted the research at Sekolah Darma Bangsa. The R2 is the English teacher of Sekolah Darma Bangsa. She has been teaching

English for 5 years. She graduated from Master of English education study program at Universitas Lampung. Thus, the raters of this research are appropriated to give scores for the learners' work.

The reliability of each aspect of the questionnaires and pretest posttest of Critical thinking were assessed by correlating each item with its construct in SPSS. To know the reliability coefficient of the questionnaire, each item of the questionnaire was analyzed using Cronbach alpha coefficient. The coefficient of each item of the questionnaire should be higher than the t-table to be reliable for this research. The questionnaire was scored according to the Likert scale.

After calculating the reliability of questionnaire sheet, the writer found that the test is reliable.

**Table 3.2. The Reliability of The test**

**Case Processing Summary**

		N	%
Cases	Valid	17	100.0
	Excluded <sup>a</sup>	0	.0
	Total	17	100.0

**Table 3.3. Reliability of Questionnaire**

**Case Processing Summary**

		N	%
Cases	Valid	17	100.0
	Excluded <sup>a</sup>	0	.0
	Total	17	100.0

Table 3.2 and 3.3 showed the reliability of the test and the questionnaires. The total of the students was 17 and each item of the test as well as each question of questionnaire were in a good reliability and appropriate for the learners.

This chapter focused on the design of this research, population and sample, and the instrument to collect the data. This chapter also showed the reliability and validity of the data.

## **V. CONCLUSION AND SUGGESTION**

This chapter focuses on the conclusion of learners' critical thinking and learners' level of cultural awareness. This chapter also presents the suggestion for teacher and future researchers.

### **5.1. Conclusion**

1. There are many ways to practice critical thinking, one of them is using literary works like authentic short story. In this research the researcher wanted to promote the learners' critical thinking using the short story specifically written by Charles Dickens. There are some elements in his story which can stimulate the learner's critical thinking. Based on the result and discussion, the researcher concludes that there is a significant difference in the learners' critical thinking after they were taught through literary works like short story. The learners' critical thinking skill was very low at the beginning. They got low scores in the post test. After the treatment used short stories by Charles Dickens the learners' critical thinking improved very well. They had a strong critical thinking skill. The researcher figures out that from six components of critical thinking, evaluation is the component that improved the most. The learners are able to make considerations about what to do and what to believe. The researcher also finds out that some factors that stimulate the learners to think critically such as figurative languages, imaginary situation, the title of the story, the plot, and the setting of the story.

2. In this research, the researcher finds out that the learners' level of cultural awareness increases from the lowest level called data and information to the level of cultural understanding. The researcher chooses short stories because the topic raises in short stories relates to real life situations.

## **5.2. Suggestion**

Following the finding and discussion, some suggestions are proposed as follow:

### 1. Suggestion for the teacher

Considering critical thinking and cultural awareness are important skills that the learners need to master for higher education or professional settings. Based on the research had been conducted by the researcher, it is expected for the English teacher to use a translated short story or folklore. It is because authentic short story contains many figurative languages with sophisticated vocabularies. The learners will fail if they do not have good English proficiency.

### 2. Suggestion for Future researchers

Based on what has been discussed by the researcher, it is expected that this research can give insight for future researchers to conduct a research that deal with literary works , critical thinking, and cultural awareness in EFL classroom. The researcher suggests that future researchers can use other authors such as Kate Chopin, Beatrice Potter, Scoot Fitzgerald, Agatha Christie, and others to promote Critical thinking skills and cultural awareness because every author has different and unique writing styles.



The researcher suggests that future researchers can use short story as authentic material combine with appropriate technique or strategy so it can foster the learners to think critically.

This chapter briefly concluded the learners' critical thinking and learners' level of cultural awareness. This chapter also showed the suggestion for teacher and future researchers.

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