Chapter Two

Literature review

The writer reviews some related literatures used in conducting the research. The related literature comprises the concepts that are related to the topic of the research. The writer takes the references from some related books and journals to enrich the theory. This chapter discusses about teaching learning, teaching method, and teacher role in language teaching, classroom interaction, definition critical thinking, and the role of teacher method to enhance critical thinking.

Teaching and Learning

Teaching. According to Mohanan (2005), consider the following characterization of teaching at the university level: teaching is the activity of instructing to the students, teaching is the activity of conveying knowledge to the students, and the last one teaching is the activity of causing students to learn something.

In addition, teaching is acting so as purposely and directly to facilitate learning (Falmer, 2002). It means that teaching is the most direct process for supporting learning and for facilitating the learners to get expected competencies. According to Sajjad (2010), teaching is packed full of detail ways that lecturers can present content and skills that will enhance the opportunities for students to learn.

On other hand, teaching becomes effective when the teachers make a clear of learning objective. Besides that, teaching includes all the activities of providing education to other. In here, teaching becomes a tool to help student regulate their life in society and its environment.

Learning. According to Zirbel (2002), learning is a psychological practice that depends on opinion and awareness on how further stimuli and new thoughts included into the old

knowledge. It means that learning is an active process that the learner applies new material to past knowledge and to everyday life.

According to Boekaerts (1996), the learning process is essentially constructive and advises that self-regulation involves learners to organize both cognitive regulatory strategies and motivational regulatory strategies together with related cognitive and motivational aspects of domain-specific knowledge and goals. Means that, learning is the active process where by learners set goals for their learning and then attempt tomonitor and control their cognition, motivation, andbehavior, guided and controlled by their goals and the contextual features in the environment.

Teaching Learning. According to Sajjad (2010), teaching and learning are the two sides of a coin. It means that teaching and learning are actions to accomplish a goal in education. The implementation of students' learning depends on the subject of teaching. Some teaching methods require the teachers change the traditional teaching model. So, teacher should guide their students to make the students play dominant role in learning process.

In addition, there aremanyopinions within the higher education community about teaching learning effectiveness. According to Braskamp & Ory (1994), both teaching and learning in their definition, defining effective teaching as the structure of situation in which appropriate learning happens. Those situations are what successful teachers to do effective learning. Besides that according to Centra (1993), effective teaching as that which assembles precious and purposeful student learning through the use of proper methods.

In addition, teaching and learning influence to the curriculum. A good curriculum can be seen from the kind of teaching and the quality of learning derived from them. However, good curriculum is essential to measure the effectiveness of teaching learning in classroom.

Teaching Methods

  Teaching Methods. Teaching methods is an umbrella term for a series of teaching model that are applied when the teachers and the students are achieving the teaching goals, completing the teaching tasks together in the teaching process (Yiming,2014). Besides, teaching method makes effectiveness when applied to teaching activity, various kinds of teaching method improvements especially express this subject through their guiding thoughts and concrete applications in the teaching process. According to Kizlik (2014), a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have developed the skills to make the fault less to the students. According to Olutade (2014), as a teacher must intentionally be well familiar with thevarious ways bywhichteachers can transfer knowledge, skills and ideasforstudents.

  In addition, teaching theorists primarily fall into two categories or approaches such as: teacher-centered and student-centered. According to Dollard & Christen (1996) as cited in Garrett (2008), in teacher-centered classrooms, control is of importance point and authority is broadcasted hierarchically. According to Freiberg (1999) as cited in Garrett (2008), the teachers apply their control through a system of clearly defined rules, routines and punishments that are mandated rather than developed with the students. Here, in teacher-centered classrooms, teachers may rely on extrinsic motivation to influence student behavior.

  In contrast, the student-centered approach focuses on meaning making, inquiry and au-thentic activity. According to Froyd and Simpson (2014), student-centered is an instructional approach in which students influence the content, activities, materials, and rapidity of learning. It means that, this learning model places the student in the center of the learning process. The teacher gives students with opportunities to learn independently and from one another and

coaches those in the skills they need to do so effectively. According to Gambier (2013), there are

comparisons between students-centered and teacher-centered. In students-centered such as: the

students-centered just focus on the learners, emphasis on the development of learners' critical

and problem-solving abilities, learners interact with peers as well as the teacher, the teacher is a

facilitator, a mediator, and a coordinator, students take responsibility for their learning. Besides,

on the teacher -centered such as: just focus on the teacher, focus on the teaching as transmission

of knowledge, the teacher talks learners listen and receive learners work alone, the teacher

monitors and evaluates learning, and the teacher answers questions, is responsible for the

teaching and learning to occur.

In addition, there are many teaching methods implemented of the lecturers in teaching

and learning process:

***Deep Dialogue Method*.** Deep dialogue is thinking and not just any thinking, but

systematic thinking, logical thinking, that is critical thinking (swidler, 2013). So, if we talk all

about term of dialogue, it will be clear that thinking and what it is all about. Furthermore, if we

have begun to hold the world in a deeply dialogical manner and critical analyzed our perception

and thoughts, we will want to make decisions and carry out our action in the world in

analogously dialogic or critical manner. The based on learning deep dialogue in critical thinking

is using constructivism with way deep dialogue and critical thinking while learning process in

class (Hizrah, Darmadi, & Werdhiana,2013). Besides, according to Institute (2001), Deep

dialogue Method has a characteristic such as the lecturer and the students active in class focus

on mental, emotional, and spiritual, optimize the potential of students, using deep dialogue

approach the students and the lecturer become a listener, speaker and a good thinker, after that be

able to implement in daily life like attitude or personality.

In addition, the application of deep dialogue pedagogical to encourage students' critical thinking is the best strategy to make the students directly involved in learning process. According to Hedges & Race (2009), deep dialogue and critical thinking are two parts of the one person realism, deep dialogue also involves at its root understandable, reflective, critical thought, then critical thinking eventually must become a tradition of mind and spirit, and significance practice. So, to know human characters need dialogue to process known ability of the human itself. After that, from dialogue methods the teacher also can know the ability of students thought. So, based on the explanations from the experts, deep dialogue means that is not just any thinking but need systematic thinking. Besides, deep dialogue method is the way of the approach the teacher to make the students explore their notion and open minded with the problem surrounding.

Silent Way Method. Silent way is the name of method of language teaching created by Caleb Gattegno (Richards and Rodgers, 2001). Based on the foundation that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to construct as much language as possible. According to Richards and Rogers (1986), recapitulate the theory of learning behind the silent way: learning is facilitate if the learner discovers or creates rather than remembers and repeats what is to be learned, learning is facilitated by mediating physical objects, and learning is facilitated by problem solving involving the material to be learned.

On the other hand, according Marianne (1980), for some time ESL teachers have been using the group work practices because it helps to organization a good classroom climate. In fact, silent way is totally group oriented. There are four arguments frequently cited in favor of using the group technique are: many students who will not participate conventional class setting will tends to join in better in small group composed of peers, with a congenial environment that

encourages students interaction not just teacher student interaction more learning takes places, students often accept explanations, corrections, and suggestions from peers more readily than from the teacher, and students should be made responsible for their own learning.

   Audio Lingual Method. The Audio-lingual was firmly grounded in linguistics and psychological theory (Brown, 1987). The Audio-lingual originated from behaviorist theory of learning language, also known as the Army Method popularized by need to learn basic skill in foreign language during World War two and the method is also focus on the repetition drill.

   Brown (1987), discussed the characteristics of the audio-lingual method that may be summed up the following list; new material is presented in dialog form, structural patterns are taught using repetitive drills, structure are sequenced by means of contractive analysis and taught one at a time, there is little or no grammatical explanation: grammar taught by inductive analogy rather than deductive explanation, vocabulary is strictly limited and learned in context, great importance is attached to pronunciations, successful responses are immediately reinforced, very little use the mother tongue by teachers is permitted, and the last is there is much use of tapes, language labs, and visual aids. Besides, the language focuses in audio-lingual method are similar to the earlier direct method, a student are drilled in the use of grammar, teach the language directly, and then doesn't focus on teaching vocabulary.

   Socratic Method. The Socratic methods is a dialogue between teacher and students start by the repeated interested questions of the teacher, in a determined effort to explore the underlying beliefs that shape the students views and opinions (Chapman, 2006). In addition, the Socratic Method involve a shared between teacher and students. Here, the teacher guide the students through the giving provoking question and the students actively engage to answering the question likes discussion session. According to Lam (2011), the Socratic learning method is a

constructivist learning advance consisting of four key steps such as: obtaining, relevant presumption, clarifying presumption, taxing one's own hypotheses or encountered positions, and choosing whether to accept the suggestion or preposition.

Furthermore, the Socratic Method is some responsibility on students to think about the questions silently and participate actively on their own situation. For instance, in socratic method, the teacher in class as always gives a critical question to the students if teacher question has thus bring out the students' misunderstanding ,the teacher will clarify the students' preconception. But, before the teacher clarify the question, here the students should try to answer and clarified the teacher question. For the important thing, the ultimate goal of Socratic Method is to help students examine their own beliefs and new information they encounter. In frequently exercising the Socratic Method, the students should become independent learner with curiosity and sensitivity toward new information, and regularly develop a mental habit and critical thinking.

Suggestopedia Method. Suggestopedia is one of a number of recent educational engagements that assure great results if the learners will use the human brain power within us (Brown, 1987). According to Lozanov (1979), people are capable of learning much more than they give themselves credit for. Representation from approaching from soviet psychological research on psychic perception and from yoga, Lozanov created a method for maximum retention of material.

According to Lozanov (1979), described the concert session portion of a suggestopedia language class:

At the beginning of the session, all dialogue stops for a minute or two, and the teacher hear to the music coming from a tape-recorder. He waits and listens to numerous roads in

order to pierce into the mood of the music and begins to read or declaim the new text, his

voice modulated in synchronization with musical phrases. The students follow the text

in their textbooks where each lesson is transformed into a mother tongue. Between the

first and the second part of the performance there are numerous minutes of formal

silence. In some cases, even longer pauses can be given to authorize the students to blend

a modest. Before the establishment of the second part of the concert, there are again

several minutes of silence and some phrases of the music are heard again before teachers

begins to read the text. Now the students close their books and listen to the teacher's

reading. At the end, the students silently leave the room. They are not told to do any

homework on the lesson they have just had except for reading it cursorily once before

going to bed and again before getting up in the morning. (p.272)

In conclusion, music is significantly used in Suggestopedia method. It is very useful for

relaxing our mind to be fresh from problem. It becomes center of this method.

Collaborative Learning Method. Collaborative learning is being one of the methods that

are often used by lecturers in class. According to Smith and MacGregor (1992), collaborative

learning is an umbrella term for a variety of educational approaches involving common

intellectual effort by students, or students and teachers together. There is the benefit for students

in collaborative learning methods, likes the active exchange of ideas within small groups not

only increases interest among the participants but also promotes critical thinking. According to

Gokhale (1995), the term collaborative learning refers to an instruction method in which students

at a variety of performance level work together in small groups toward a common goal.

Afterwards, according to Jeune (2003), there are characteristics of collaborative learning method

including: a common task or activity, small group learning, cooperative behavior, interdependence, individual responsible, and accountability.

In addition, the development and enhancement of critical thinking skill through collaborative learning is one of the primary goals in education. According to Vygotsky (1978), students are capable of performing at higher intellectual levels when asked to work individually. Means that, here the peer support system makes it possible for the learner to internalize both external knowledge and critical thinking skills and to convert them into tools for intellectual functioning.

In addition, from collaborative learning especially in group interaction can help the students to learn from each other scholarship, skill, and experiences. In group interaction and conversations that occur during classroom activities for learners with applied collaborative method, promotes students inner motivation for improving intellectual skills. In other words, this method has extra features compared with traditional methods such as discussion environment, social interactions and opportunities of criticism which increases students'character toward critical thinking.

Communicative Language Teaching Method (CLT). Communicating is a complicated and vital aspect of teaching and it is the basic for all human interaction (Marsh, 1986). In addition, communication is a process that serves to connect senders and receivers of messages through space and time. In order to increase students' critical thinking in class, the teacher should teach the students with communicative speaking in class to share the ideas.

In other hand, communicative language teaching aims broadly to apply the theoretical perspective of the communication approach by making communicative competence the goal of language teaching and by acknowledging the independence of language and communication.

According to Joiner (1997), the examples of communicative techniques consist of four techniques. They are guessing games, situational practice, self-direct dialogue and social maker.

Community Language Learning Method (CLL). Community language learning uses group of students to share opinion and study about some lessons in classroom guided by the teachers which students and teacher join together to facilitate learning in context of valuing and prizing each individual in the group (Curran,1972). In such a surrounding, each person lowers the defenses that prevent open, interpersonal communication. Here, the teachers' role is to center his or her attention on the students and their needs.

In other hand, the teacher has to make a group of work in teaching and learning process to increase their knowledge between students. The teachers need to create a community of thinkers in their classroom so that their students will be able to think for themselves when they leave school (Phelan, 1991).

Natural Approach Method. The natural approach is aimed at the purpose of the basic personal communication skill, that is, everyday language situations conversations, shopping, listening to the radio, and others (Brown, 1987).

Learners will probably move through three stages:

1. The preproduction stage is the development of listening comprehension skills.

2. The early production stage is usually marked with errors as the students' struggles with language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting errors during this stage (unless they are gross errors which block or hinder meaning completely).

3. The last stage is one of extending production into longer stretches of discourse,

involving more complex games, role plays, and open-ended dialogs, discussions,

fluency, teachers are asked to be very sparse in their correction of errors.

In natural approach, the teacher is the source of the learners' input and the creator of an

interesting and stimulating variety of classroom activities commands, games, skits, and group-

work.

Teachers' Roles in Language Teaching

In any teaching-learning situation, the role of teacher in the classroom is of paramount

significance because it is central to the way in which the classroom environment progress.

Moreover, the role adopted by the learner in the classroom also center on the role adopted by the

teacher. Here, the teacher must be clear about their role in the classroom so that there is no gap

between their perception of the role and what they actually practice in the classroom. According

to Sit (2013), teaching competence is a major concern in teacher training institutions because

teachers are playing a role model for students. According to Merickle (1998), the role of

educator in an included teaching and learning environment is to help students with making

relations and therefore judgment meaning through an educational process. Means that, a role

model here is someone we admire and someone we aspire to be like. The role model for students

can be anybody: a parent, a sibling, or a friend. But, some of our most influential and life

changing role models are teachers. Besides, both teachers and students contribute necessarily and

indispensably to the promotion of learning in the total classroom process.

Teachers' role will inevitably affect students' engagement in classroom activities. The

teachers are an authority figure in these models, teachers and students play an equally active role

in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation.

In other words, according to Brown (2001), there are set of metaphors to describe a spectrum of possibilities of teacher roles. First, the teacher as controller: master controller, determine what the students do, when they should speak up their ideas, and what language forms they should use when they are analysis the question. Second, the teacher as director: some interactive classroom time can suitably be structured in such a way that the teacher is like a conductor in class. Third, the teacher as facilitator: the role of teacher as facilitator, here the teachers as facilitating the process of learning to making learning easier for students: helping them to clear away road blocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires step away from the managerial or instruction role and allow students, with teacher guidance and gentle prodding, to find their own pathway to success. The last one is the teacher as resource: the implication of resource role is that the students come to teachers and the teachers should available for advice and counsel when the students seek it.

In additional, the teachers' roles in class are so important to create students active in class. Therefore, the teacher could at best create a classroom environment that is conducive to language learning. The communicative skill of the learners can be developed if they are motivated. Hence, teachers should facilitate this process by creating diverse communicative activities, especially intended for pair-work and group-work.

Critical Thinking

Critical thinking is measured to be vital to higher education or essential goal teaching (Khun, 1999). Many colleges faculty consider critical thinking to be one of the most important indicators of students learning quality. It means that the function of higher education is to teach students to think. According to Bulach, Lunenburg and Potter (2012) as cited in lunenburg (2011), critical thinking can be a key organizing concept for all educational improvement .Yet many teachers continually struggle to engage students in critical thinking activities (Tempelaar, 2006) as cited in (Synder & Snyder, 2008).

 In contrast, According to Onions (2009) as cited in F and Y (2014), critical thinking is a manner of thinking, and a set of skills, that encourages an informed, aware, systemic, considered and logical approach to deciding what to believe or do. It means that critical thinking describes the process we use to expose and check our assumptions. The students seldom use critical thinking skills to solve complex, real-world problems. Every people should have open minded and fair minded with the problem because it's essential to make student to be critical people. According to Gibson (1995) as cited in dam and volman, (2004), based on philosophical point of view, critical thinking is principally approached as the norm of good thinking, the rational characteristic of human thought and as the intellectual qualities needed to approach the world in a reasonable, fair minded way.

According to Halpern (1999),the characteristic of critical thinking is the use of cognitive skills to increase the possibility of an attractive result. According to Bloom (198), the characteristics of critical thinking in cognitive skills there are six major categories that include: foundation of thinking (knowledge, comprehension, application) and higher order critical thinking (analysis, synthesis, evaluation).The aspects of cognitive skill here it can be influence aspect to develop students critical thinking. Critical thinking also involves evaluating reasoning

and factors considered in making decisions. According to Ennis (1992), believe there are not someone cannot think critically in a field if someone is not familiar with or knows a little about it. It means that critical thinking cannot be taught independently without any particular subject matter.

On other hand, in this research the researcher also focuses about students' critical thinking. Every student has different ways to show their critical thinking in class. Students critical thinking is a while the students can evaluate their knowledge, their ideas and consider their argument before make decision (Sumatri, 2014). The various types of students in class being the teacher give the innovative methods on teaching. The teacher teaches critical thinking because it can help to process ideas and information more effectively for students. Only teachers who understand what critical thinking is and deliberately engage in, it can help students develop their own critical thinking skills.

Classroom Interaction

The role of the teacher is more extensive than only teaching or facilitating learning. To create a sympathetic relationship between a teacher and a student needs efforts form the student as well.The close relationship between students and teacher can make a good interaction between students and teacher in class. This situation is essential for the lecturer to apply their teaching method in class.

In addition, student learning is the goal for both parties in an educational partnership because while the lecturer necessary in expecting the students to do their best in the course, they are also necessary in expecting the teacher to be sincerely interested in their individual academic problems and progress. This situation is correlation to develop students' critical thinking in class. Besides that while the lecturer wants to apply the teaching method to develop students'

critical thinking, the teacher should manage the situation in class. So, overall students can active to participate in class during the teacher using the teaching method. The act of classroom management centres on the qualities you as a teacher must possess and the bad habits to avoid it alsodeals with the problem of discipline in the classroom . According to sit (2013), effective teaching strategies can enhance positive classroom interaction. Some teachers or lectures usually make dialogue to process interaction between students and lecturer in class. The Close communication between the lecturer and the students in class, it becomes easier ways to lecturer know about the students' problem in learning process and the lecturer can easier to apply teaching methods in class. According to Koivisto, jokinen, lopez, racionero, and Valls(2007), dialogue method in learning process is another aspect that non-traditional students point out promoting it is a way to assure critical thinking in student's who learn to share their knowledge with peers and lecturers in class.

In other hand, deep dialogue method can make the students to be brave to share their ideas or assumptions about the anything problem. Besides, there are another method can create the good interaction in class to make students to be critical thinker such as socratic method and collaborative learning method. In collaborative learning method there are interaction between one student and other students in class. So, this situation can make atmosphere of students more confidents to share their ideas in group discussion and the method also can create classroom interaction of students to be critical thinker.

The Role of Teaching Method to Enhance Critical Thinking

The role of teaching method in education is so essential to catch the goal in learning process. In critical thinking skill the lecturer as guide should create the innovative methods to encourage students' critical thinking skill in class. Hence, teaching methods itself used to help

students' learn the preferred course contents and be able to develop achievable goals in future. According to Karami, Pakmehr, and Aghili (2012), the teachers should correct understanding of suitable teaching method and effective factor influence many motivational variable of learner such as tendency to think critically.

Critical thinking is an important concept in education. However, educators must be willing and be able to change their teaching methods to promote the development of critical thinking skill in education graduates sector. According to Shengji, Hongmei and Yimin(2009), the quality of education is an important approach in our nation's education. For instant, in college and university teachers are the main force of quality education. Trough powerful teaching reform, we should focus on educating quality and effect. Teaching is a method while educating is an aim. According to Yiming (2014), teaching method makes effectiveness when applied to teaching activity, and it can form a relationship the student's subjective role, various kinds of teaching method reforms specially express this theme through their guiding thoughts and concrete applications in the teaching process.

In addition, the role of teaching method likes deep dialogue method, socratic method, and collaborative teaching method, in here have been different role to enhance students' critical thinking in class. Besides, teaching method can effective to encourage students' critical thinking in learning process. Although, every lecturers' has way to encourage students' critical thinking in class but the process to make the students' to be critical thinker itself needed the role of teaching methods.

Review of Related Study

The previous study is about Peningkatan Hasil Belajar IPA-Fisika Melalui Metode Pendekatan Deep Dialogue dan Critical thinking pada SiswaKelas VII-C SMP Negeri 2

Biromaru by Hizrah, Darmadi, & Werdhiana from Prodi Pendidikan Fisika ,Jurusan Penddikan

MIPA, 2011. Hizrah, Darmadi & Werdhiana said the application of deep dialogue pedagogical

to encourage students' critical thinking is the best method to make students' directly involved in

learning process. They were concluded that the students' capability in IPA learning process is

good. So far, while the teachers using Deep Dialogue in IPA course the students can increase

their critical thinking than before method the teachers used. In other word, the enthusiasm of the

students' is higher to active shared their ideas in learning process.

A study about collaborative learning enhances critical thinking by Gokhale A. A (1995).

This journal describe the concept of collaborative learning likes the grouping and pairing of the

students that can promotes critical thinking. these reasearch found scores for the participants in

the group that studied collaboratively (12.21) was higher than the group that studied individually

(8.63). Collaborative learning fosters the development of critical thinking through discussion,

classification of ideas. Then from collaborative learning the lecturer can known teaching as

process of developing and enhancing students' ability to learn.

A study is the Socratic Method as an Approach to learning and its benefits by Lam

(2011). This thesis discuss about the steps and the benefits of the Socratic learning method. The

Socratic Method is particularly useful when one has to evaluate a suggestion to one originally

held belief, or when one has to create and evaluate one's own assumption in the face of new

information.

Conceptual Framework

This section discusses the related concepts which are summarized from chapter two. the

aimed based on the formulating of the problem study is to find out the teaching methods

implemented by the lecturer at English Education Department of UMY to developing students'

critical thinking in class. The kinds of characteristics the teaching method can use by lecturer in class such as: deep dialogue method, socratic method, and collaborative learning method.

Variety ways on teaching or teaching methods make the lecturer should selective to use the methods to encourage their students to be critical thinker. Here, the teachers should have experience in learning to give best teaching for the students. In fact, all students do not learn in same way or at the same rate. There are some students learn from their friend, and others learn from the lecturer. Every teacher has a skill to make the students be critical thinker in class. On teaching learning process the teacher should encourage them to active and can participate while learning process ongoing. Besides, only teachers who understand what critical thinking is and deliberately engage in, it can help students develop their own critical thinking skills
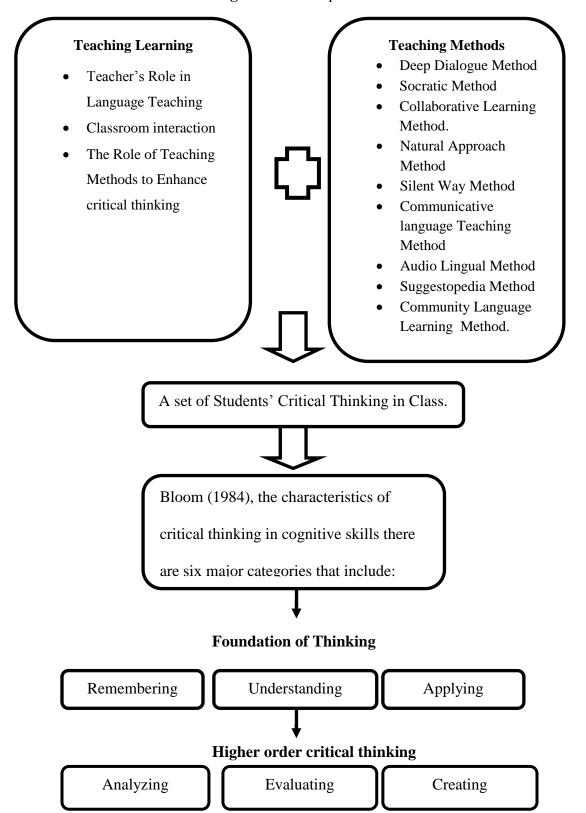
Figure 1.1 *Conceptual Frameworks*

Teaching Learning

- Teacher's Role in Language Teaching
- Classroom interaction
- The Role of Teaching Methods to Enhance critical thinking

Teaching Methods

- Deep Dialogue Method
- Socratic Method
- Collaborative Learning Method.
- Natural Approach Method
- Silent Way Method
- Communicative language Teaching Method
- Audio Lingual Method
- Suggestopedia Method
- Community Language Learning Method.

A set of Students' Critical Thinking in Class.

Bloom (1984), the characteristics of critical thinking in cognitive skills there are six major categories that include:

Foundation of Thinking

| Remembering | Understanding | Applying |

Higher order critical thinking

| Analyzing | Evaluating | Creating |