

The Undergraduate Students' Critical Thinking in Writing Evaluative Annotated Bibliography in Extensive Reading Class

Yanidya Ulfa Risanti

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya
yanidyarisanti@mhs.unesa.ac.id

Abstrak

Setiap mahasiswa perlu memiliki kemampuan untuk berpikir kritis. Salah satu cara yang dapat dilakukan untuk mengamati dan mengembangkan kemampuan siswa dalam berpikir kritis ialah dengan menugasi mereka untuk menulis *evaluative annotated bibliography*. Oleh karena itu, penelitian ini bertujuan untuk menggambarkan bagaimana kemampuan berpikir kritis mahasiswa terefleksikan dalam tulisan *evaluative annotated bibliography* mereka, dan bagaimana kemampuan berpikir kritis digunakan dalam menulis *evaluative annotated bibliography*. Objek dari penelitian ini adalah 9 hasil tulisan *evaluative annotated bibliography* mahasiswa dan subjeknya ialah 29 mahasiswa di Kelas *Extensive Reading A* di UNESA. Terdapat dua instrumen utama yang digunakan peneliti untuk menjawab kedua rumusan masalah, yaitu hasil tulisan mahasiswa bersamaan dengan rubrik yang diadaptasi dari Mesa Community College bernama *Summarize & Critically Analyze Paper Rubric* dan kuesioner. Selebihnya, wawancara juga dilakukan oleh peneliti sebagai instrumen pelengkap yang bertujuan untuk melengkapi data yang diperoleh dari kuesioner untuk menjawab rumusan masalah kedua. Semua data dianalisis secara kualitatif dengan menerapkan tiga langkah penelitian kualitatif, yaitu, pengenalan & pengorganisasian, pengkodean & pengurangan, dan penafsiran & penggambaran. Hasil penelitian menunjukkan bahwa kemampuan berpikir kritis mahasiswa telah terefleksikan dalam tulisan *evaluative annotated bibliography* mereka, khususnya pada bagian ringkasan dan respon kritis. Selain itu, hasil juga menunjukkan bahwa mahasiswa tidak hanya menggunakan kemampuan berpikir kritis dalam mengembangkan *evaluative annotation*, namun juga dalam menemukan solusi yang tepat untuk menyelesaikan masalah yang mereka temui selama menulis *evaluative annotated bibliography*.

Kata Kunci: berpikir kritis, *evaluative annotated bibliography*, kelas *extensive reading*

Abstract

As one of the most important educational goals, all students need to possess critical thinking skills. One of the ways to analyze and promote the students' critical thinking is by assigning them to write Evaluative Annotated Bibliography. Thus, this present study is aimed at describing how the students' critical thinking is reflected in their evaluative annotated bibliography and exploring how the students use critical thinking in constructing evaluative annotated bibliography. The objects of this study were 9 students' evaluative annotated bibliography writing results and the subjects were the 29 students in Extensive Reading Class A in UNESA. There were two main instruments used by the researcher to answer two research questions. First, the students' writing results along with the rubric namely Summarize & Critically Analyze Paper Rubric proposed by Mesa Community College, and the second is a questionnaire. Moreover, the unstructured format interview was also used as the complementary instrument to support the data obtained through the questionnaire to answer the second research question. In addition, the data were analyzed qualitatively by occupying the three stages: familiarizing & organizing, coding & reducing, and interpreting & representing. The results showed that the students' critical thinking has been reflected in their evaluative annotated bibliography writing, specifically in their summary and critical response section. Moreover, it is also found that the students used critical thinking not only in developing their evaluative annotation but also in finding the appropriate solutions to overcome the problems they experienced while developing their writing.

Keywords: critical thinking, evaluative annotated bibliography, Extensive Reading Class.

INTRODUCTION

Critical thinking is considered as an important skill that has to be possessed by all levels of students, including the EFL students. Critical thinking is

commonly defined as a higher thinking skill including the capability of applying, analyzing, and evaluating. Cottrell (2005) defines critical thinking as a cognitive activity that is related to how a person uses their mind. In line with it, Epstein (2005) explains critical thinking as a skill to

comprehend a certain topic and identify the logical reasons about it in order to be convinced and result in a better understanding. He also adds that when people are able to think through the context, they will be able to have a better comprehension of what they are reading so they can write more clearly and convincingly. In addition, critical thinking itself can be observed through the way how a person identifies, evaluates, and draws a conclusion of certain issues (Bohlander, 2010).

There are several criteria of critical thinking proposed by some experts. According to Cottrell (2005), the main criteria that critical thinkers must have are perseverance, accuracy, and precision. She explains it in further that the students can be considered as critical thinkers if first, they are able to pay attention to the detail information found in the issue being discussed; both the explicit and the implicit ones. Second, they are able to identify the trend and pattern; which means they should be able to organize the information, analyze, and identify the highly stated information found in the issue being discussed carefully. The next, they have a tendency to take a look at the same information repeatedly in order to make sure they do not miss anything. Fourth, they can look at the same information objectively by considering others' perspectives or points of view in order to result in an accurate and in-depth output. The last, they must be able to consider the consequences of each suggestion or argument; for example, considering that what seems to be a good idea in a certain case does not certify that it will be a good idea in the other cases.

Similar to the criteria that have been mentioned above, Paul & Elder (2006) agree that to be a critical thinker, students must possess at least nine criteria; those are clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. They state that the students should be able to provide clear information by elaborating the details found in the issue being discussed and be ensured whether the information is true or not by providing the appropriate evidence. Moreover, they believed that students with critical thinking must have the capability of making a fair and logical evaluation to a certain issue by considering others' perspectives. Furthermore, the students can also be considered that they have developed their critical thinking skills when they are able to make a critique on some particular issues since "critiquing lies at the core of what has been called critical thinking" (Anderson & Krathwohl, 2001:84). In addition, Hunter (2014) mentions about critical thinking in his book that critical thinking should be reflective which means that critical thinkers must be the ones who can think about the problems they face objectively and are able to find out the solutions to resolve the problems.

There are many reasons why the students, especially those at the university level, need to develop their critical thinking skills. By possessing a good thinking skill, the students will be able to make a critical analysis on a particular issue and a logic decision in solving a certain problem by using logical reasoning (Pithers & Soden in Indah, 2017). According to Colley, Bilics, & Lerch (2012), those who are in the higher education level such as university must be able to think critically in order to be intellectually trained to participate in the real world. This statement is in line with what Rashid & Hashim (2008) explain about critical thinking; that is, having critical thinking skills can help the students achieve their academic success, especially those who are in the university level. The reason is that they will be able to get relevant information and make a precise conclusion of the information when they can think critically. Moreover, by possessing critical thinking skills, the students will be able not only to analyze a certain case, but also evaluate and explain the issues found, and construct their thought towards the issues to finally result in an in-depth explanation or review of the case being discussed (Mardalena, 2012). Therefore, it is believed that all educators need to have a deeper consideration in helping the students develop their critical thinking skills.

One of the strategies the teachers can do to analyze and promote the students' critical thinking development is by assigning them to write an evaluative annotated bibliography; that is, one of the types of annotated bibliography that can also be called as the critical type. Annotated bibliography itself can be defined as a list of bibliography accompanied by a brief explanation of the published research work (Ellison, 2010:55). The evaluative or the critical type of annotated bibliography requires the students not only to describe and summarize the information found in the research works but also to give some critical evaluation or comment on every study being analyzed (Capella University, 2008). In constructing an evaluative annotated bibliography, the students can start from writing the bibliography which can be in APA, MLA, or CMS bibliography format, continued by writing the synopsis of the source consisting of the objectives of the research, the hypothesis, the proofs provided by the author, and the result of the research (Braund-Allen, 2017). In developing the synopsis or summary of the source, the students should not only rewrite the important points found in the source as what it is, but they have to write it in their own words or by paraphrasing it in order to avoid plagiarism (James Cook University, 2014). Thus, it is believed that teachers can do this strategy to explore to what extent the students have used and promoted their higher thinking skills since summarizing is also included

as one of the strategies or products of critical reading (Sadeghi & Seddigh, 2013).

The other reasons why writing evaluative annotated bibliography can be useful to the students' critical thinking development are first, in developing evaluative annotated bibliography, the students are required to summarize and paraphrase a certain research work, and according to Wakhidah (2017), summarizing is included as one of the stages of critical thinking. Moreover, Shabani & Abbassi (2011) consider paraphrasing as a multifaceted skill and describe it as a complex task for the students since it involves the ability to think, read, and write as well as a good knowledge of a language structure in order to represent someone else's ideas using their own words. This is in line with Walton (2000) who states that paraphrasing is also included in the steps of critical thinking since, in paraphrasing, the students are required to not only look up to the definition of unfamiliar terms but also find out the synonymous words or phrases that have the same meaning and context with the original ones.

In the university level, annotated bibliography is generally started to be acquainted in Extensive Reading Class since one of the learning objectives of the Extensive Reading Class is to enable the students to make a review of some reading materials, including the research, works such as articles, journals, and books based on their own interest (Buku Pedoman Mahasiswa UNESA FBS, 2015-2016). In order to analyze the students' attitude towards the reading materials, teachers usually assign the students to make a written project containing the review of the materials they have read since it is believed that the students will have a deeper comprehension when they can organize their thought in the written form (Dorn & Soffos, 2005). Thus, the Extensive Reading Subject is also given to the English Department students in UNESA, especially in the fifth semester.

The explanation above results in a conclusion; that is, the students' critical thinking can actually be explored and developed through their writing. However, even though critical thinking is known as a common objective among courses and one of the most important educational goals, it has not been highly promoted in the evaluative annotated bibliography writing since apparently there are many students in Indonesia who do not have any idea about what annotated bibliography is and how important an annotated bibliography is in the critical thinking skill development. Moreover, since there is also a little study investigating the students' critical thinking in writing an annotated bibliography or research work summary, this research is aimed to focus on describing the critical thinking of the English Department students of UNESA

in 2018 academic year, particularly in Extensive Reading Class A, and explore how they use their critical thinking in writing evaluative annotated bibliography. Therefore, the researcher seeks answers to the research questions:

1. How is critical thinking reflected in the students' evaluative annotated bibliography writing?
2. How do the students use critical thinking in constructing their evaluative annotated bibliography?

RESEARCH METHOD

Since the result of this study is expected to be in the form of a description, the qualitative research design was chosen to be used by the researcher to conduct this study. It was considered as the appropriate design to conduct this study since, in this study, the researcher needed to describe and explore how the critical thinking is reflected on the students' evaluative annotated bibliography writing and how they use their critical thinking skill to construct their evaluative annotated bibliography. It is in line with the purpose of the qualitative study; that is, to give a total representation of a data which is in the form of words rather than giving analysis in the form of numbers in order to provide better and deeper understanding (Ary et. Al, 2010).

The 9 evaluative annotated bibliography writing results from the total 29 students in Extensive Reading Class A were selected through a purposive random sampling as the objects of this study, thus, the subjects were the 29 students in Extensive Reading Class A in UNESA. The reasons why the researcher chose these subjects were first, the annotated bibliography was taught in this class and second, the students were asked to write an evaluative annotated bibliography as their final assignment, thus, the researcher was able to get the data to answer the second research question more effectively. In addition, these subjects were also selected due to the lecturer's considerations regarding the conduciveness and the students' learning motivation.

This study took place in Extensive Reading Class A in the State University of Surabaya. The researcher collected the data approximately at the end of the semester and analyzed it at the beginning of 2019.

There were two main instruments and one complementary instrument used by the researcher to help her obtain the data. First, the students' evaluative annotated writing result along with a rubric proposed by Mesa Community College namely Summarize & Critically Analyze Paper Rubric was used as the instrument to analyze the students' critical thinking in their evaluative annotated bibliography writing. Second, the questionnaire adapted from Mesa Community College and Hunter (2014) was used to investigate how the

students use critical thinking in constructing their evaluative annotated bibliography. In addition, the researcher also conducted an interview as a complementary instrument to complete the data obtained through the questionnaire. The following picture is the rubric used by the researcher:

Summarize & Critically Analyze Paper Rubric	
Students' Name :	
Give a tick (✓) for the student's execution of the following elements: following the directions, strong summary with good use of author tags, analysis of purpose, audience, main ideas, style of writing, and their opinion supported with ideas, reasons, and reflections	
Following the Directions	
At least 5 sentences	
Summary Section	
Introduce Author	
Introduce Context & Publication	
Introduce Main Ideas	
Paraphrasing	
Author Tags	
Critical Response Section	
Express the importance & relevance of the source	
Express execution of the author's purpose main ideas, style of writing.	
Express your opinion (agree/disagree & why (strength & weaknesses)	
Express how it affected you	
Researcher's Notes:	

Regarding the explanation above, indeed, the data needed to answer the two research questions were in the form of sentences in the students' evaluative annotated bibliography writing results. Moreover, the data needed to answer the second research question were the students' answers and the sources of data were the students' questionnaire and interview results.

In collecting the data, the researcher firstly collected the students writing results from the writing task assigned by the lecturer which had also been submitted to the lecturer. After all the students' writings were collected, the researcher analyzed the students' writing of evaluative annotated bibliography by using a rubric. The researcher described the students' writing by setting up the components of evaluative annotated bibliography based on Mesa Community College; those are, the summary section which is consisting of the important information of the research work, and the critical response section consisting of the students' evaluation towards the quality of the research work.

While in the attempt to answer the second research question, the researcher distributed the questionnaires consisting of several questions investigating how the students use their critical thinking in constructing their evaluative annotated bibliography. The researcher gave a brief explanation to the students about the questionnaire, thus, they were able to answer the questionnaire easier. Moreover, the researcher conducted the interview with some of the students in order to support the data that had been obtained through the questionnaire. The interviewee was chosen through a purposive random sampling method

which allows the researcher selectively and subjectively chooses the samples based on what is needed by the researcher in order to achieve the research objective (Sugiyono, 2011 & Sharma, 2017). In this case, the researcher chose the interviewee by considering the result of the analysis on the students' evaluative annotated bibliography writing with the rubric which had been divided into three categories. Every category; those are, the best, intermediate, and the last category was represented by 3 students, thus, there were 9 interviewees in total. The researcher chose nine students from three different categories as the representative of all the students in the Extensive Reading Class A. The researcher also used the students' answers towards the questionnaire as the consideration in conducting the interview and the last, the researcher recorded the entire interview in order to make sure that all the data was already on file and able to be analyzed.

In doing the data analysis, the researcher was occupying the three stages of doing qualitative research proposed by Ary et Al (2010); those are, familiarizing & organizing, coding & reducing, and interpreting & representing.

To answer the first research question, the researcher firstly read each student's writing result repeatedly in order to be familiar with the students' writing, then the data were organized based on the types of the annotated bibliography (in this case, the researcher will only focus on the evaluative type). After that, in coding-reducing stage, the researcher matched the students' writing result with the rubric, and those which did not meet the criteria in the rubric were reduced. In the last stage; that is interpreting and representing, the researcher interpreted the result descriptively, then presented the description of how critical thinking is reflected in the students' evaluative annotated bibliography writing.

Meanwhile, to find the answer of the second research question, the researcher was firstly familiarizing and organizing the results of the questionnaire by reading the students' answers repeatedly and gathering the ones that have similar kinds of answers. Secondly, the data were coded and reduced, thus the researcher was eased in analyzing it. The last, the researcher interpreted the data and presented an in-depth explanation of how the students used their critical thinking to construct an evaluative annotated bibliography. In addition, the researcher also analyzed the complementary data obtained from the interview by using the same stages as how the researcher analyzed the data from the questionnaire.

RESULTS AND DISCUSSION

RESULTS

Critical Thinking in the Students' Evaluative Annotated Bibliography Writing

Regarding the first research question aiming to investigate how the critical thinking was reflected in the students' evaluative annotated bibliography writing, the researcher analyzed the students' evaluative annotated bibliography writing by using a rubric called "Summarize & Critically Analyze Paper Rubric" proposed by Mesa Community College. As stated before, this rubric was chosen by considering that evaluative annotated bibliography has the same components as a paper summary and critical analysis writing; those are, the summary of the research work, and the evaluation on the quality of the research work.

Based on the analysis done by the researcher using the rubric, it was found that all the students' writing results were evaluative annotated bibliography. The reason is that all the writings already followed the directions of writing evaluative annotated bibliography; that is at least consisting of 5 sentences containing the evaluative annotated bibliography components; those are the bibliography and the evaluative annotation.

Since all the students' writings were evaluative annotated bibliography, there are 9 students whose writing and the result of the analysis are presented as the representative of the 29 students in total. There are two parts where the students' critical thinking can be reflected in; the summary and the critical response section. In order to give a clearer explanation; the results of the analysis on the 9 students' writing results are described below:

The first thing analyzed by the researcher was whether or not the students have written their evaluative annotation by following the direction. It has been mentioned that evaluative annotation is commonly consisting of 5 sentences. Thus, the result of the analysis showed that all the students already followed the direction of writing evaluative annotation; that is, at least 5 sentences in one annotation

In developing the summary section, the students should not only include the information about the author, but they should also introduce the context and the publication of the source, and the author's main ideas. Moreover, they should rewrite the main points found in the source by paraphrasing it and they are also suggested to use the author tags in order to ease the readers in reading the annotation. Therefore, the summary can be considered as an important part in determining that the students have applied their critical thinking in their writing very well. Based on the analysis, it can be

concluded that most students have developed the summary section in their annotation since their summary was already consisting of the information about the author, the context and publication, and the main ideas of the research work. Moreover, they have used author tags appropriately, thus, the readers will be eased to read their annotation. In addition, they have restated all the important points in the research work by using their own words and it was proved by the result of the plagiarism check using *Turnitin*. The *Turnitin* result showed that the level of similarity of each student's writing was under 20%.

The other part of the evaluative annotation; that is, the critical response section is considered as the one that reflects the students' critical thinking since in developing this section, the students need to express their evaluation towards the quality of the source they use in the evaluative annotated bibliography. There are at least 4 factors that the students need to evaluate; those are the importance or the relevance of the source towards their own work, the way how the authors of the research work execute their main ideas, the strengths and the weaknesses of the research work that make them agree or disagree, and they need to assess how the research work affects them in developing their own work. The results showed that almost all of the students have already constructed their critical comments in the critical response section by using their own ways. Most of them have delivered their critical evaluation regarding the significance and the relevance of the research work to their own study, the way how the author executes their main ideas, the author's style of writing, the strengths and the weaknesses of the research work, and the effect of the research work on their own study or work. There were only a few students whose critical response section was not complete since they only evaluated the relevance of the research work without evaluating the other aspects of the research work.

The Students' Use of Critical Thinking in Constructing Evaluative Annotated Bibliography

The Result of the Questionnaire

To obtain the data for answering the second research question, the researcher decided to use two instruments; questionnaire and interview. The questionnaire itself consists of 10 questions in total and the questions are adapted from Mesa Community College's Summary & Critically Analyze Paper Rubric and the theory of critical thinking proposed by Hunter (2014).

The first question regarding how critical thinking is used before the students start making their own evaluative annotated bibliography; "What do you do before you make your own evaluative annotated bibliography?"

showed that all the students had some certain considerations and followed a certain process in choosing the sources for their evaluative annotated bibliography. Most of them were used to check the relevance, the rank, the credibility of both the sources itself, the author, and the publisher, and also the novelty of the sources as their main consideration before deciding whether or not the sources are good enough to be used in their evaluative annotated bibliography. They usually chose the ones (books, journals, articles, papers) which are relevant to the topic of their own work. They also picked the ones that have good rank by checking it on a website named *SCImago Journal Rank*. They considered work as a good source if the work has Q1 or Q2 (high values) since it means that the work/source is credible and worth to read and be used as a reference. Their answers also showed that they only used the ones that have credible authors and publishers. Moreover, they chose the updated sources or the ones that are from the latest publication (1-5 years).

The next question is related to the previous one; which is about the kind of sources that the students choose to make evaluative annotated bibliography and the relevance of the sources with the students' own works. The students' answers to the third question showed that most of them used books, articles, and journals as the sources and all of them already chosen the relevant sources.

The students' answers to the fourth question; "How do you write your evaluative annotation? Do you use your own words in writing it? Please explain your steps briefly" showed that most of them developed their evaluative annotation by following the direction of writing an evaluative annotation. Moreover, all of the students claimed that they have written their annotation by using their own words / they used paraphrasing while restating the important points found in the sources.

The next question; "In constructing your comments, how do you explain the significance/relevance of the research work regarding your topic? Please explain your steps briefly" showed that all of the students started explaining their opinion towards the significance/relevance of each source by reading the sources thoroughly to find the important points of the sources. More than half of the total students stated that they used to read certain parts of the source carefully and try to identify the aim of each source. After the aim is identified, they compared and decided whether or not the source has similarities/ has the same purpose with their own work or their research interest. Not only considering the aim of the research, but the students also considered whether the source can give any advantages or disadvantages to their own work. The last, they started explaining their judgment towards the

significance/relevance of the source based on the conclusion they made.

Next, the answers to the next question; "Do you express your opinion (agree/disagree) towards each research work? Please explain your steps briefly" showed that most of the students put their opinion towards the research work (e.g. the authors' statement, the methodology used in the research, or the final result of the research) while the rest did not. Many students stated that before expressing their opinion toward the research work in the comment section, they read the research work carefully to understand the points of each work. After that, they started to decide whether they agree/disagree with the research work by considering the significance, relevance, strengths, or weaknesses of the certain ideas (e.g. the authors' statement, the methodology used in the research, or the final result of the research) they find. Moreover, some students stated that they also added the reasons, evidence, or even the suggestion regarding their agreement/disagreement in the comment section.

Moreover, the question "What are the steps that you do to explain the strengths and the weaknesses you have found in the research works?" results in two different kinds of answers regarding the specificity. More than a half of the students in the class stated that they usually gave their evaluation towards the strengths and the weaknesses of each source by reading the whole or the certain parts of the source such as the abstract or the result part in order to find what makes the source strong or weak, then, they wrote their comment briefly using their own words. Meanwhile, the more specific answers were given by some of the students who stated that they tried to find the strengths and the weaknesses of the research work by considering several factors such as the significance, the relevance, the comprehensibility, the credibility, and the continuity of the sources, to be put into their evaluation in the comment section later.

Regarding the next question; "Please explain what problems you usually find while constructing your evaluative annotated bibliography. Then, explain the steps that you do to solve the problems", it was found that most of the students found difficulties in understanding the source/research works and in constructing their evaluative annotation. Moreover, some of them stated that they usually experience some problems while trying to construct and organize their evaluative annotation; regarding both the summary and the evaluative comment. They found it difficult when it comes to summarizing and paraphrasing. Not only that, but there was also a student who mentioned that she is often unable to find the appropriate verbs to be used in the annotation. In addition, the students' answers showed that most of them usually solved their problem by re-reading the source until they

get a better understanding, looking for the meaning of the difficult words in the dictionary, searching the easier source, and even keep practicing to write an annotation.

Furthermore, the answers to the last question; “Now you have finished your own evaluative annotated bibliography. Do you use all the sources in your annotated bibliography in your own work?” showed that most of the students used all the sources they have evaluated in their annotated bibliography as the reference for their own work. Meanwhile, the rest stated that they used only some of the sources considering the relevance of the source itself with the topic of their work.

The Result of the Interview

Since the interview was only used as a complementary instrument, the questions in the interview were the same as the questions used in the questionnaire. After the interview is conducted, the researcher analyzed whether or not the students' responses have been in line with their answers to the questionnaire. The results of the analysis showed that the students' answers to the interview questions were in line with the results of the questionnaire.

Due to the interview result, it can be concluded that all the data obtained by the researcher is already convincing and complete to be used to answer the second research question; that is “How the students use critical thinking in constructing their evaluative annotated bibliography?” The reasons are because first, the researcher has already collected the data by using 2 instruments; questionnaire and interview. The second, the results of the questionnaire and the interview are already in line.

DISCUSSION

The Students' Evaluative Annotated Bibliography Writing

In this point, the researcher presents the results of the discussion that answer the first research question; that is about how critical thinking is reflected in the students' evaluative annotated bibliography writing.

First, based on the results of the analysis on the students' evaluative annotated bibliography by using a rubric proposed by Mesa Community College, it was found that all the students' writings belong to evaluative annotated bibliography since all of them consisted of not only the summary of the research work but also their critical response towards the research work itself. It is in line with the theory from Braund-Allen (2017) who states that the evaluative type of annotated bibliography should consist of both the summary and the analytical judgment regarding the quality of the research work. Moreover, the

results also showed that almost all of the students had written their evaluative annotation by using their own words/paraphrasing it and it was proven by the results of plagiarism check on their writing using *Turnitin*. This means that the students had already followed the condition of writing evaluative annotation as stated in the theory from Jamescook University (2014); that is, in writing the annotation, the students are not allowed to rewrite the important points found in the research work as what it is, but they have to paraphrase it to avoid plagiarisms.

The next, regarding how the critical thinking is reflected in the students' evaluative annotated bibliography, the researcher has matched the result of the analysis using the rubric that is consisting of the components of evaluative annotated bibliography with the theory of critical thinking. As stated previously, the students' writings have already consisted of the summary and critical response section. Thus, it can be concluded that the students' critical thinking has been reflected in their summary writing since the summary is included as one of the products of critical reading (Sadeghi & Seddigh, 2013). Moreover, it has been mentioned that the students have developed their summary section by using their own words, and according to Arnaudett & Baret in Shabani & Abbassi (2011), paraphrase writing is considered as critical writing since the students need to have a good capability of thinking, reading, and writing, along with a good knowledge of language structure to represent someone else's ideas using their own words. In addition, Walton (2000) states that paraphrasing also belongs to the steps of critical thinking since, in paraphrasing, the students must able to look up to the definition of unfamiliar terms and find out the synonymous words or phrases that have the same meaning and context with the original ones.

Furthermore, the students' critical thinking skill is also reflected in their critical response section; that is, the part where the students should present their evaluation towards the quality of the research works. The reason why the researcher considers that critical thinking skill is reflected in the students' critical response section is that first, another term of evaluating is critiquing, critiquing is one of the skills that need critical thinking in using it (Anderson & Krathwohl, 2001). Second, the students have developed their evaluation objectively and provided the appropriate evidence to support their evaluation, and the ability to make an objective evaluation and providing the appropriate evidence in ensuring the validity of such information belongs to the criteria of critical thinking (Paul & Elder, 2006).

To conclude this point of discussion, the results of the analysis on the Extensive Reading Class A students' writing results show that the students' critical thinking has been reflected in their writing of evaluative annotation which is consisting of the summary and critical response section. The reason is that they have utilized their critical thinking in developing their evaluative annotation. It is in line with the theory from Bohlander (2010); that is, critical thinking can be observed through the way how a person identifies, evaluates, and draws a conclusion of certain issues.

The Use of Critical Thinking in Constructing Evaluative Annotated Bibliography

In this point, the results of the questionnaire and interview are discussed in order to answer the second research question; "How do the students use their critical thinking in constructing their evaluative annotated bibliography?" Based on the questionnaire and interview results, it can be concluded that almost all of the students started using their critical thinking in finding the good sources to be written as an evaluative annotated bibliography. All of the students had some considerations and followed certain process while searching for good sources such as choosing the ones that are relevant with the topic of their own work, or checking the credibility of the source based on its rank and its authors; whether or not the rank is high and the authors are experts in the field of the research they conduct. The way how they convinced themselves before deciding whether or not they will use it as one of their sources show the critical thinking utilization as stated by Epstein (2005); that is, critical thinking is usually used by people when they want or need to be convinced about something.

Furthermore, the students were also utilizing critical thinking in developing their summary and evaluation of the research work to be presented as their evaluative annotation. The results of the questionnaire and interview showed that almost all of the students in Extensive Reading Class A are used to read and reread the certain parts of the research work to result in a good summary using their own words and present a logical and reasonable evaluation regarding the quality of the research work itself. The students' use of critical thinking in this process is in line with the criteria of critical thinking from the theory proposed by Cottrell (2005); those are, perseverance, accuracy, and precision. It can be seen from how the students are having a tendency to read and reread such information for several times and able to pay attention to detail information; both the explicit and the implicit one, in order to make sure that they have mastered the information being discussed and do not miss any important point. In addition, critical thinking was

also used by the students while they develop the summary section since summarizing belongs to one of the stages of critical thinking, specifically, it is considered as the early stage of critical thinking (Wakhidah, 2017).

The last, the results of the students' responses to the questionnaire and interview also showed that the students experienced different problems in constructing their evaluative annotated bibliography such as finding the credible and relevant sources, understanding the authors' main points and vocabulary use, or giving/developing critical comments on the quality of the sources. However, all of them were able to find and occupy the appropriate solution to solve their problems by themselves or by involving the other parties. It is in line with the theory of Hunter (2014) who states that critical thinking should be reflective since it involves thinking about problems at different points of view at once and it demands appropriate methods to find a solution for it.

Based on the discussion above, it can be concluded that most of the students started using their critical thinking when they looked for good sources and developed their evaluation annotation towards the sources. Moreover, their critical thinking was also used while they try to analyze the problem they found while writing their evaluative annotated bibliography and when they found what the best solution they can do to solve the problem.

CONCLUSION

Related to the students' evaluative annotated bibliography writing analysis by using rubric which aimed to answer the first research question regarding how critical thinking is reflected in the students' evaluative annotated bibliography writing, it can be concluded that their critical thinking is reflected in their evaluative annotation which is consisting of the summary and the critical evaluation towards the research work. It has been explained before that summary and paraphrase writing are included in the process and considered as one of the products of critical thinking. Moreover, evaluating is also included as one of the skills of critical thinking.

Furthermore, from the results of the questionnaire and interview that have been discussed before, it can be concluded that most of the students in Extensive Reading Class A in UNESA were using critical thinking in constructing their evaluative annotated bibliography started from when they searched for the good sources to be used in their evaluative annotated bibliography. Most of them had some considerations and followed a certain process in the attempt to be convinced that the research works they chose were good enough and suitable for what they wanted. Moreover, critical thinking was also used by

the students while they were constructing their summary section and developing their critical evaluation of the quality of the research work. In the process of building their evaluative annotation, the students have showed some behaviors that most of the critical thinkers have such as having a tendency to read and reread the sources and paying attention to a detail information which is explicitly or implicitly stated in the text in order to have an in-depth understanding, thus, they can result in a good summary and evaluation.

The last, the students were also thinking critically in finding and deciding the most appropriate solutions to resolve the problems they faced while developing their evaluative annotation. The students' answers to the questionnaire and interview showed that almost all of them were already able to identify the problem and knew what they have to do to overcome the problem.

SUGGESTIONS

Based on the positive result of this study, the researcher proposes several suggestions for future researchers, and the EFL teachers and students. First, the future researchers should conduct a further study regarding this topic considering that there is still a little study investigating this topic. This study can be a basic consideration for them to conduct a study with the same topic. Second, the EFL teachers are suggested to enrich their knowledge about the annotated bibliography, especially the evaluative one, and start acquainting it to the students considering its importance to the students' critical thinking development. The last, the EFL students should start seeking information about the annotated bibliography since apparently, there are many students in Indonesia who do not have any idea about what annotated bibliography is and how it is important to their critical thinking development.

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