

The Role of Media for Shaping Learner's Critical Thinking

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If you got this in your Whatsapp,

What would you do?

- A. Forward it**
- B. Skip it**
- C. Delete it**

Magic....



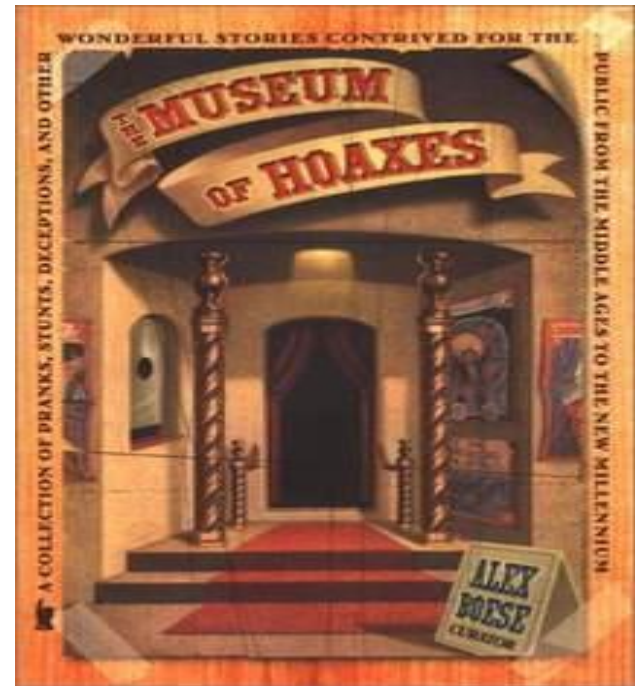
If u sent this to 5 person
it will automatically open

6:49 PM



- Hoax & media
- If you did A, it is because believing or accepting as genuine something false and often ridiculous
- Hoax survives because of its virality and power of the message

- ❖ Humor or harmful?
- ❖ Its spread is uncontrollable
- ❖ Reader's maturity needs increasing.
- ❖ Learning to check the sources, question the credibility of the information, compare with other sources as critical competence in information society (Duperrin, 2013).





Media maturity

- Media texts possess components & influences for consumers containing values & points of view.
- Audience determines the meaning & importance of the values (Worsnop, 2004).
- These values and points of view belong to conceptual framework requiring critical thinking.

Social Media & Critical Thinking

- Social media: *ghibah*?
- Academic purpose – Edmodo
- Edutainment social media can foster CT through the online activities of literary appreciation, responding arguments, and self-reflection.

(Sari et al., 2014)



WHY (not) Teaching CT?

- CT is complex involving 9 fundamental skills (reasoning, assuming, clarifying, judging, evaluating, explaining, deciding, inferencing, arguing)

- CT in EFL context is....



Challenges

1. Does English proficiency become a crucial factor affecting the student's level of CT skills? YES or NO
2. Why using authentic materials from media to teach CT in EFL class?

CT ≠ English proficiency



- English **reading** skill score does not influence CT score (Junining, 2013).
- CT & English proficiency are separable constructs (Butler et al. ,2012).
- In EFL context, it does not support the postulate that CT is the predictive factor of standardized test (Bernard et al., 2008).

In writing?



- The betterment of writing is followed by critical thinking skills (Indah, 2013)
- **Authentic materials from media** enlarge topic familiarity (which contributes to CT)
- Recommendation: integrating CT in EFL classes

TV



- Cognitive TV: guided discussion & identification of values, ideas, info (Prescott-Adams, 2002)
- Active involvement of parents



Socmed pro con

- Give learners confidence to be more expressive in sharing ideas (Rizal & Stephen, 2012)
- Support higher-order reasoning processes (Magolda & Magolda 2011)
- To enhance social connection not primarily on learning (McEwan, 2012)
- Various fallacies produced by heterogeneous netizen (Indah, 2016)

Teaching Media Literacy

HOW

- Teacher's modeling how to assess credibility of source through the practice of general observation and perspective-taking on media
- Learning how to cite statistics selectively, identify graphs and interpret data from a given measurement (Scheibe & Rogow, 2008)
- Encouraging students to make their own inferences, develop their own arguments, and immerse in academic exposure (Wade, 2014).

Media Literacy

WHY

- Helping students develop the habits of inquiry and skills of expression they need to be critical thinkers, effective communicators and active citizens in today's world (Scheibe & Rogow, 2008).
- Supporting pupil's CT to transfer the learning to broader contexts (Feuerstein, 1999).



WITH:

- identify jump cuts, fades, and voiceovers.
- detect bias and the power of words to shift meaning

WITHOUT:

- involve relatively passive reception without employing much more mental activity.

(Kubey, 2002)

What to introduce

- (1) the fact that media are wrapped packages;
- (2) that media construct reality;
- (3) that media are interpreted individually;
- (4) that media are about money; and
- (5) that media promote agenda.

(Worsnop, 2004)

"The advertising and marketing industry spends over \$17 billion a year on shaping our children's identities and desires."

www.cleancutmedia.com



- Learners who are difficult to be manipulated because they can learn any information from multiple viewpoints. They also seek understanding and insight through multiple sources of thought and information, not simply those of the mass media (Paul & Elder, 2004)
- Learners using CT to select, compare, evaluate and utilize media

Conclusion



Media is
product
of CT
Media to
foster CT

CT is
needed to
deconstruct
media
CT
supports
media
literacy

CT components should be brought to EFL setting, to enable students deconstruct and search for meaningful information supporting their learning process.

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THANK YOU