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“CONTEMPORARY POSTGRADUATE DISCOURSE :
ENRICHING RESEARCH QUALITY”



16-18 AUGUST
2018
Thursday - Saturday

**INTERNATIONAL POSTGRADUATE
CONFERENCE ON RESEARCH IN EDUCATION
(IPCoRE)**



School of Educational Studies, Universiti Sains Malaysia

PROCEEDING 2018

Editor:

Muhammad Fariduddin bin Wajdi Anthony
Zahiroh binti Awang
Saerah binti Shuib

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INTERNATIONAL POSTGRADUATE CONFERENCE ON RESEARCH IN EDUCATION
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AUGUST 2018

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THE EFFECT OF VISUAL TEXT ANALYSIS APPROACH IN IMPROVING STUDENTS' CRITICAL THINKING IN CRITICAL READING CLASS; LOGICAL FALLACY

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Abstract

The present study compared a control and an experiment treatment in critical reading course by implementing visual text analysis approach in which the logical fallacy is analyzed in improving students' critical thinking. It is used to analyze toward a combination of visual features and verbal features to figure out the illogic messages. To achieve this purpose, a quasi-experimental study was conducted to determine the extent to which visual text analysis affected teacher practices and student achievement in critical reading class. The students are experienced to think critically using meme or poster about SARA (Suku=Tribe, Agama=Religion, Ras=Descent, and Golongan=Group) issues based on the logical fallacy point of view. They interpreted it deals with issues which challenge students beyond the literal level. This study showed great impact to the students' way of critical thinking as well as their awareness toward the logical fallacy of meme or poster around them, further, this contributed a great deal of understanding how to react on viral news and hoaxes in social media which spread out through memes and posters.

Keywords: critical reading, logical fallacy, visual text analysis

Abstrak

Penelitian ini membandingkan kelompok kontrol dan kelompok perlakuan percobaan pada mata kuliah membaca kritis menggunakan teks visual di mana kesalahan berlogika dianalisis dengan analisis teks visual dan analisis teks. Ini digunakan untuk menganalisis kombinasi fitur visual dan fitur verbal untuk menyampaikan pesan yang tidak logis. Agar tujuan tercapai, penelitian eksperimental quasi dilakukan untuk menentukan sejauh mana analisis teks visual mempengaruhi praktik pengajar dan prestasi mahasiswa dalam membaca kritis. Para mahasiswa diberi pengalaman berpikir kritis menggunakan meme atau poster tentang genetika, agama dan ras dari sudut pandang kesalahan berlogika. Mereka akan menginterpretasikannya dengan isu-isu yang menantang siswa di luar level literal. Studi ini menunjukkan dampak yang besar pada cara berpikir kritis mahasiswa serta kesadaran mereka terhadap kesalahan berlogika meme atau poster di sekitar mereka

Kata Kunci: membaca kritis, kesalahan berlogika, analisis teks visual

A. INTRODUCTION

The ability to read a text critically is one of important skill that should be acquired by university students. Most part of reading instructions in the ESL and EFL university courses attend to focus on text processing, on the student's understanding of the language of the text. The need of understanding and comprehending a text at high level will help the students in learning and achieving their academic level (Alexander & Jetton, 2002; Bransford, Brown, & Cocking, 2000). Critical reading considers that anything the students read is not a fact; it is an argument of the writer. It is a deeper and more complex process of analyzing, interpreting and sometimes, evaluating a text.

Reading critically means that the students also think critically. Critical thinking is an intellectual process of conceptualizing, applying, analyzing, synthesizing, and or evaluating various information obtained from the observation, experience, and reflection, where the outcome of this process is used as a base when taking action (Walker, 2006). Meanwhile, according to Hassoubah (2007) critical thinking is one type of skill or ability to deliver reasoning organically and evaluate the quality of a reason systematically. It is clearly mentioned that anyone, in the context of this research is university students, must do observation of issues accompanied by a process of reflection before finally making a decision.

Furthermore, critical thinking can also be interpreted as a process of thinking in a way reasoned and reflective by emphasizing what decision-making should be believed or done (Mustaji 2012). From the word "process", this skill can be interpreted that there are stages or ways should be passed through finally one is able to make wise decisions based on critical analysis. There are examples of critical thinking skills, for example; (1) comparing and differentiating, (2) creating categories, (2) examining the small parts and overall, (3) explaining the cause, (4) making the sequence, (5) determining sources believed, and (6) making predictions. Critical reading materials are given for the purpose of making students be able to read the text by understanding the deepest meaning of the text which is read. This not only understands the message the author wants to convey but also know the motives, characteristics and background of the author to make the work. Further, based on those opinions above can be concluded that critical thinking is a mental process to analyze or evaluate the information from a text and get the belief of valid information gained or the idea being shared.

Although the core or reading is to catch the message of what the author intended to deliver, critical reading needs a deeper understanding of the text. However, it is not as easy to read a text at a glance and to read for comprehending a text if the writer of the text falls logically. The fallacy seems to be valid but it is actually not. The term logical fallacies or logical errors refer to the concept of making mistakes in terms of reasoning. In other words, logical fallacy is an error in reasoning. A **logical fallacy** is a false statement that weakens an argument by distorting an issue, drawing false conclusions, misusing evidence, or misusing language (Kemper et al, 2015). In some aspects, logical error is known as tricks or illusions of thought and often used by politicians and the media to fool one else. In general, such errors often occur when someone is getting wrong about something. There is a lack of thinking where things do not make sense or 'do not follow' logically.

The phenomenon of logical fallacy happens especially through social media such as Facebook, twitter, Instagram etc., Where people easily write something illogic whether it is purposed or not. For long and many times, reading community has seen Internet, social media and other ICTs as technology issue, not as a reading compression issues (Coiro, 2003b). It should be changed since the new technology through social media is a key component of literacy in online era. Students should have the ability to evaluate information on the social media for its authenticity, logically and for its relevancy (Brandt, 1997). Since anyone can publish anything through their social media, the students need to learn how to determine whether the source of information valid, logic, reliable or not.

Teachers can help students learn critical reading on logical fallacy through visual text analysis by providing them with opportunities to practice analyzing various texts. The material taught in this course is written text in the form of articles, Argumentative essay, Academic Journal, Scientific Magazine, and Local and International news. In addition, as a supplement, students are also taught to read visual texts which are very popular in social media like Facebook, Line, Instagram and BBM. This is intended to enable students to be critical of the various types of texts that contain both written and visual images.

Visual Text Analysis (VTA) is an understanding strategy that supports students in reading visual texts by providing access and familiar code interpretation but may be latent in the text. It is a comprehension strategy that supports students when 'reading' visual text by providing access to and interpretation of familiar but possibly latent codes within the text (Donnelly, 2012). This strategy can be used to analyze visual images which contains certain text.

To analyze a text using visual text analysis, a reader should read it multiple times. Some visual and verbal features such as color, the use of light and shadow, special effect, camera angle, the use of symbol, layout, dominant image, repetition, font, contrast, rhetorical question, repetition, imperative, minor sentence, and dialogue should be taken into account. Besides, it should be considered the purpose of the text and how these techniques help to communicate a message to the audience. Other consideration to analyze a text using visual text analysis is the lay out, the subject, interaction with the viewer, and the function of the image. To gain meaning from the image/characters, associate them with something more generalised and symbolic because certain colour and objects have symbolic qualities and may attract different age group.

Today, the world community, particularly in Indonesia, experienced a crisis of trust and faced cyber War because the degradation of nationalism sense and respecting diversity. People who should live in harmony become distrustful and provoke each other. For those reasons, students are taught about logical fallacy with visual text analysis approach to read memes or posters. Memes or a text-image combining commonly tells one messages dealing with a viral story to be used to criticize the social phenomenon. Issues that are virus -related in the meme very diverse talk about artist phenomenon, film criticism, satire to the president even political and religious attitudes. Therefore, it is crucial to reach a settle stage of maturity and critical thinking before finally deciding on the position and belief in one phenomenon. Moreover, in cyber war there also hoaxes or fake news. Hoax is usually used as deceiving the main issue or even insulting one group, tribe, religion and certain race.

The following research questions were posed at the outset of the study:

1. To what extent does the use of visual text analysis contribute to the development of critical reading skills and strategies in comparison to a conventional reading class?
2. What are the students' respond toward the use of visual text analysis contribute to the development of critical reading skills?

B. METHOD

The subjects of the study were 26 STKIP PGRI Jombang students of two groups of Critical Reading class. All of the students are in their second year of study and take a two-hour per week semester course. The objective of the critical reading courses at STKIP PGRI Jombang is to be able to read texts and understand the deep meaning of them. This objective is usually achieved through understanding the messages not only what it is stated by the writer but also understanding the idea, detailed and background of the writer why he /she writes it.

The research design consisted of an experiment and control group. The decision regarding division into experimental and control group was based on the students' number (even and odds). The experimental group (13 students) studied critical reading of meme logical fallacy using visual text analysis while the control group (12 students) was taught in a conventional classroom.

The students of experiment group are taught in order to achieve the target objective of critical reading. In comprehending students' critical reading by implementing visual text analysis, teacher conducted lecturing in 5 meeting. The first meeting was projected to give general insight of the type, function, and example of logical fallacy to the students. At the same time, teacher also explained how Visual Text analysis approach works.

The control group studied in a conventional classroom. The students followed the same aim and scope of the course; they were taught by the same teacher and were provided with a hard copy of the same reading materials and the same worksheets that the students in the experimental groups received. The difference is only that the students of control group are taught critical reading of meme logical fallacy using visual text analysis. Meme was downloaded from the Internet, printed and distributed to the students.

The experimental classes studied according to some learning processes. In detail, learning processes are elaborated as follows:

Stage 1 introducing

In this stage students are required to search 7 types of logical fallacy (ad hominem, bandwagon, Red Herring, Straw man, appeal to believe, genetic fallacy, and appeal to emotion) to recognizing types, functions and examples of logical fallacy as well as the definition and mechanism of the Visual Text Analysis (VTA) approach by following some steps, as follows;

1. Teacher divides students into some small groups (3-4 students)
2. Teacher gets the students to search and to understand types, functions and examples; then they have to present material in the following meeting.
3. Each group have to present both type of logical fallacy (1 group presented 1 specific type of logical fallacy) and visual text analysis approaches.
4. Other groups are allowed to ask, clarify, and delivering opinion regarding the topic being discussed.
5. At the end of the class teacher gives feedback dealing with the proper concept of logical fallacy and visual text analysis. Further, to enact this stage to the next stage, teacher get student to find out a meme, poster or comic strip from social media to be reviewed

Stage 2 teaching

This stage implicates both students and teacher to present their knowledge and give feedback to them in terms of logical fallacy and visual text analysis application in real text by pursuing these next steps;

1. After conducting the first meeting for introduction as well as the pretest, teacher divide the whole class into two major groups (VTA and Non VTA group) then determine where they classified to, based on Students ID Number (odd and even).
2. Randomly splitting students by considering the Student ID number rather than the result of the pretest, teacher set the experimental group (be taught critical thinking concerns on logical fallacy by implementing Visual Text Analysis approach)
3. Student are given a chance to decide the real text retrieved from social media (Instagram, Facebook, or others) in the form of poster, meme or comic strip (they are free to choose and are obligated to find only one among the three media) which contains of SARA (Suku=Tribe, Agama=Religion, Ras=Descent, and Golongan=Group) issue.
4. In fact, there is no 'formal class' for the students in both two parties are allowed to decide when and where they ready to deliver a face to face individual oral review dealing with task once a week.
5. During the oral review session, student explains the content of the meme dealing with the type and function of the logical fallacy.
6. To comprehend student critical thinking (identification and explanation of issues, Collection of information Recognition of context and assumptions, Evaluation and Synthesis of information, Conclusions and related outcomes) teacher asked some question dealing with the issue and its relation to some other social phenomena as well as asking them to present the evidence of their opinion.

Stage 3 reflecting

Over all, the process of learning is ended after three times treatments. At the very last step, lecture distributed some sets of questions dealing with students' perception of the teaching learning process in terms of the strengths and weaknesses of the VTA Approach implementation as well as the benefits of it. Further, post-test was held by spreading some questions to the students to

measure students' achievement in understanding logical fallacy and visual text analysis.

To engage the students in purposeful social practices, the teacher may consider this table.

Table 1 Engagement: Engaging Students in Purposeful Social Practices

<i>Visual Text Analysis strategy</i>	<i>Text</i>
<ul style="list-style-type: none"> takes students beyond the text to explore the author's use of techniques and conventions encourages students to bring their background knowledge to the reading of the text contextualises reading historically and politically by comparing it to a variety of contemporary and/or complementary texts engages students in discussion around the text and contemporary issues uses peer support to scaffold student reading of challenging texts integrates the <i>Four Roles/Resources of the Reader</i> 	<p>A Current Selection of meme, poster, or Cartoons</p> <ul style="list-style-type: none"> focuses on a real world text from a social media explores a topical issue uses a range of textual devices, eg metaphoric imagery and humour to present a particular point of view links to work in Visual Arts and other curriculum areas links to themes such as leadership, the environment, sport, international conflicts etc

Based on the *Four Roles/Resources of the Reader* developed by Freebody and Luke (1990), *Visual Text Analysis* involves students in the following repertoire of purposeful social practices:

Table 2 Four Roles/Resources of the Reader

<p>Code breaker</p> <p>Decoding the codes and conventions of written, spoken and visual texts, eg:</p> <ul style="list-style-type: none"> understands the <i>Codes of Visual Texts</i> such as production techniques and conventions of camera angle, lens choice, framing, proximity or closeness, and lighting interprets symbolic representations of shapes, objects, setting, color, and body language 	<p>Text user</p> <p>Understanding the purposes of different written, spoken and visual texts for different cultural and social functions, eg:</p> <ul style="list-style-type: none"> develops an awareness of how both the cultural context and the author's purpose shape the nature of texts, eg political cartoons, editorials, letters to the editor and news reports (TV, radio and print) may all deal with the same subject matter but have vastly different purposes develops a creative response based on knowledge of how texts are used to convey meaning
<p>Text participant</p> <p>Comprehending written, spoken and visual texts, eg:</p> <ul style="list-style-type: none"> links the text to real life issues draws on background knowledge to interpret the text understands the literal and inferential meaning of the visual images used in the text 	<p>Text analyst</p> <p>Understanding how texts position readers, viewers and listeners, eg:</p> <ul style="list-style-type: none"> examines the writer's point of view develops own position on the text explores how the writer is positioning the reader develops a critical response to the text

This study used test as the main instrument to get the data which is able to measure the effect of Visual Text Analysis in improving critical reading; logical fallacy. The tests consist of 4 items which have already been validated to the expert validators and tried out in other respondents to make it valid and reliable (appendix 1). The test was given in the pretest and posttest with equivalent questions, however, during the process of pre-test and post-test researcher presents 2 sets different pictures (Appendix 2) to be analyzed based on the indicator of VTA, and the types as well as the function of particular logical fallacy. The result of the test was scored using scoring rubric adopted from an integrating rubric developed by an interdisciplinary team of faculty representing colleges at Stephen F. Austin State University (SFA) through a process that examined and modified the AACU Written Communication Value Rubric to meet the needs of SFA's core curriculum assessment (appendix 3). Then, Ancova in SPSS 16 Program windows was used to compute the different between experimental class and control class posttest. At the very end of the learning process, students are invited to draw their respond towards the implementation of this learning process, while data gathered from interview (appendix 4)

C. FINDING AND DISCUSSION

The average score for control group which traditional text analysis is engaged is 22.18 while the standard deviation is 3.683. On the other hand, for experiment class visual text analysis the average score is 27.54 with the standard deviation is 4.371. This result showed that the average score of control group is lower than the average score of experiment group that used visual text analysis. Although there was an improvement for the experiment class, the researcher cannot conclude that using Facebook in teaching reading comprehension descriptive text is effective unless the researcher uses ANCOVA (analysis of covariance) to test the hypothesis.

Table 3 Descriptive Statistics

Dependent Variable: Post-Test

Analysis_type	Mean	Std. Deviation	N
Text_analysis	22.18	3.683	11
Visual text_analysis	27.54	4.371	13
Total	25.08	4.827	24

Meanwhile, the result of data analysis by using ANCOVA is presented as follow;

Table 4 Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	211.835 ^a	2	105.917	6.865	.005
Intercept	903.866	1	903.866	58.584	.000
Analysis_type	190.985	1	190.985	12.379	.002
Pre_test	40.869	1	40.869	2.649	.119
Error	323.998	21	15.428		
Total	15636.000	24			
Corrected Total	535.833	23			

a. R Squared = .395 (Adjusted R Squared = .338)

Analysis type: is a variable qualitative scale, then it becomes independent variable (independent variable) or also called fixed factor. This value indicates how much influence the independent variable to the dependent variable. The table result of ANCOVA showed that F value for Visual Text Analysis is 12.379 with the margin error is .002%, means that > 5 %. It can be concluded that alternative hypothesis showed that there is significant difference for the students' achievement of critical reading; logical fallacy using visual text analysis. The value of pre-test indicates how much influence the covariate has on the dependent variable. The result is .119 which means > .005, so it can be said the effect of pre-test as covariate is not significant.

The students' respond toward the use of visual text analysis contribute to the development of critical reading skills in term of its benefit are as follows:

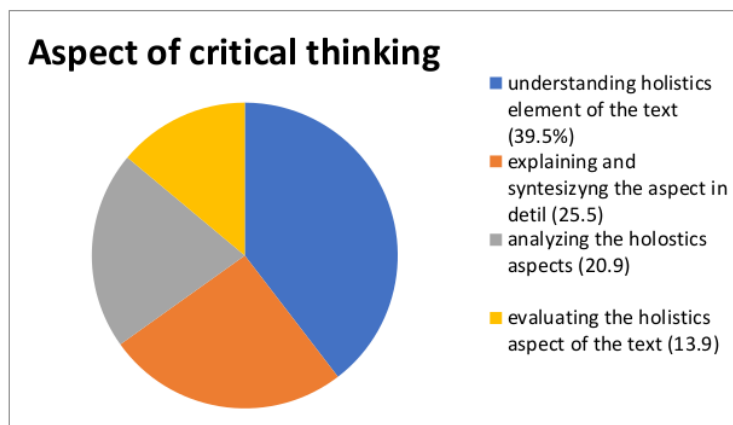
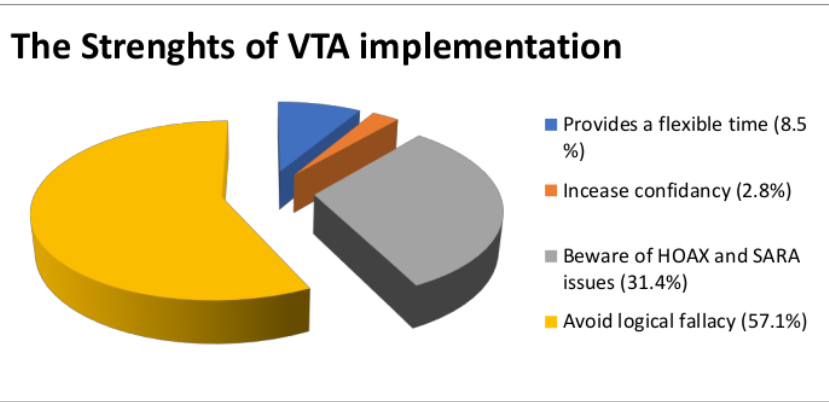


Figure 1 Aspects of Critical Thinking

Based on the table above, it showed the students view towards the aspect ameliorate through the implementation, mostly said that they can pursue a better insight of understanding the visual text from its holistic aspects such as, color composition, font size, specific sign or symbol, representative picture that could be cartoon or edited photos, and so on. This better understanding actually may result on a better argumentation for delivering idea, minimally, students must trough some of those four aspects. Explaining and synthesizing, and analyzing the visual text are the next best benefits they can get from this learning techniques, 25.5% and 20.9% respectively. This means another crucial point of delivering idea is the ability in explaining an issue as well as synthesizing it by analyzing the holistic aspects. In addition, other contributions of VTA in the development of critical reading skills according to the students are as follow:



Gambar 2 the strenghts of VTA implementation

By giving them new set materials of logical fallacy, students benefited at least 2 major points, first of all, they can systematically and logically avoid fallacy in delivering idea for they understand the theory of logical fallacy which sits on the 57.1% respectively. Second of all, students are also soar their awareness to beware of Hoaxes mainly in SARA issue that spread out through visual texts, like meme, comic strip, and poster with total amount 31.4% of the total number said so.

However, the use of visual text analysis to the development of critical reading skills also has some weaknesses such as getting difficulties in differentiating kinds of logical fallacy (37.9%) and having many assignments at the limited time (13.8%). Besides, the most difficult aspects they found among all is that synthesizing material with SARA content (42.8%).

D. DISCUSSION

Based on the data finding, it can be synthesized that this learning approach by combining visual text analysis with logical fallacy can effectively increase students' learning result in critical reading class due to some aspects. First of all, students are given a freedom to choose the meme that they can retrieve from social media easily then analyze it with particular theory of logical fallacy. Among the 7 types of logical fallacy (bandwagon, ad hominem, red herring, straw man, genetic fallacy, appeal to believe, and appeal of authority), students hardly ever a meme contains of SARA issues or hoaxes information delivered by using Red herring Logical fallacy. Mostly, the three top rank of visual text that contain of logical fallacy is bandwagon, ad hominem, and straw men. In addition, this research aimed not only described the development process of students critical thinking by implementing VTA approach, but also to discover another value of VTA in learning process. As known that the previous studies revealed that the learning process incorporated with some visual media can lead a better insight and great enhancements on students visual skills as well as the verbal skill, reading skill, and mathematical skill (Stokes; 2014).

In addition, learning activity which incorporated with visual learning tools potentially heighten students' ability in illustrating concepts, verifying research or problem solving, clarifying ideas, and developing concepts, due to visual literacy equated with language literacy, sometimes (Trumbo, 1999). Furthermore, the concept of visual literacy, which has been initiated since 1960's, has already knocked the schoolroom doors with varying degrees of success (Ausburn, 1978). Moreover, Debes (1970) as cited in Levie (1978) believed that a visually literate students can elaborate the meaning of visual actions, objects, and symbols, in other words, they are not only understand the messages of visual features but also be able to define them into a read words. In line with them, O'Neil (2011) once conducted a research towards elementary students by using picture books incorporated with illustration which culturally associated with meaning and printed words. At the end, it is found some numbers of activities mediated with picture books in developing students visual literacy.

Those previous studies, therefore, underlying the goal of this present research which is seen from students' perspective as well as statistical calculation conducted through several stages.

Incorporating students learning input with multimodality tools to some extents contributed their cognitive skills improvements, such as; ability communicate, ability to expand the four language skills, in this context is particularly on reading skill, and interpreting the discourse meaning. As the result, the finding of this research is concluded close to the experts argumentations dealing with leaning input significantly affects the learning outputs when the process is conducted systematically. The data obtained within 5 meetings revealed student perception towards the VTA implementation and how this approach is significantly improves their critical thinking ability.

14 E. CONCLUSIONS

The following conclusions can be drawn with reference to the Research questions:

1. The visual text analysis affects the improvements t of critical reading skill particularly on understanding logical fallacy and strategies to a greater extent than the conventional text analysis.
2. Most of the students stated that the use of visual text analysis gives benefit to the development of critical reading skills. The students are able to read critically and interpret the whole text including color, symbol, and text from different point of view. Besides, using visual text analysis can contribute to the students awareness of HOAX texts and ability to analyze and evaluate any issues to avoid logical fallacy.

2 In addition, this research suggests the use of visual text analysis in improving critical reading by analyzing logical fallacy especially in the form of meme and poster that commonly found in social media in teaching process must be encouraged as the education strategy. It is positive proper to engage students as modern learner at present.

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APPENDIX 1

By filling out this questionnaire, you are taking part in research being conducted by Masriatus Sholikhah (masriatus.stkipjb@gmail.com) and her colleague lailatus saadah (lailaamilud.stkipjb@gmail.com), who are teaching on critical reading class 2016 A. The purpose of this questionnaire is to collect information on describing the effectiveness of VTA approach improving students CT skills through reading meme in social media. Your participation is voluntary, any information you provide will be confidential and your name will not be used.

1. In your opinion, what is the message of the meme? Elaborate.
2. In your opinion, does the meme convince proper logical reasoning? Why (not) elaborate your reasoning?
3. If it is wrong (or right), then how will you react? Elaborate.
4. Have you ever found someone failed in logical reasoning? What was it, when was it happened, and how did you react? Elaborate.
5. Elaborate your idea dealing with VTA aspects.

APPENDIX 2

Picture 1 (given during pre-test for sides, control and experimental class)



Picture 2 (given during post-test for sides, control and experimental class)



Retrieved from Instagram status of an Account named guyon politic updated on 11 May 2017

APPENDIX 3

	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
Identification and explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not stated.

Collection of Information	<p>1 Information taken from source(s) is sufficient to develop a comprehensive analysis and synthesis</p>	<p>1 Information taken from source(s) is sufficient to develop a coherent analysis and synthesis</p>	<p>1 Information taken from source(s) is insufficient to develop a coherent analysis and synthesis</p>	<p>1 Information taken from source(s) is insufficient to develop any analysis and synthesis.</p>	<p>No source information is provided.</p>
Recognition of context and assumptions	<p>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts before presenting a point of view</p>	<p>Identifies own and others' assumptions and several relevant contexts before presenting a point of view</p>	<p>Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts before presenting a point of view.</p>	<p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts before presenting a point of view.</p>	<p>Shows no awareness of present assumptions. Does not identify contexts before presenting a point of view.</p>
Evaluation and Synthesis of Information	<p>The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view.</p>	<p>The evaluation of information is sufficient, taking into account some complexities of an issue, while acknowledging some limits and synthesizing other points of view.</p>	<p>The evaluation of information is incomplete, not taking into account the complexities of an issue.</p>	<p>The evaluation of information is simplistic, obvious, or has limited relevance.</p>	<p>No evaluation of information is provided.</p>
Conclusions and related outcomes	<p>4 Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related</p>	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications)</p>	<p>No conclusion is provided.</p>

	4 evaluation and ability to place evidence and perspectives discussed in priority order.	outcomes (consequences and implications) are identified clearly.	outcomes (consequences and implications) are identified clearly	are oversimplified.	
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http://www.sfasu.edu/acadaffairs/images/FINAL_CRITICAL_THINKING_RUBRIC.pdf

APPENDIX 4

Rubric for deep individual interview

1. In your opinion, do you think that the implementation of visual text analysis approach in critical reading in examining logical fallacy with content of SARA issues can effectively improve your Critical thinking skills? In what way?
2. In your opinion, do you think that the implementation of visual text analysis approach in critical reading in examining logical fallacy with content of SARA issues contribute beneficial in your Critical thinking skills? In what way?
2. Is there any weakness in the implementation of visual text analysis approach in critical reading in examining logical fallacy with content of SARA issues? Explore your idea.

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