

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, the world is entering new era of fourth industrial revolution which makes the human's work much easier. The new era leads to a profound change in economic systems and social structures of life (Schwab, 2016). Cited from Johansen (2007), 4.0 industrial revolution causes the world encounter VUCA era (Volatility, Uncertainty, Complexity, Ambiguity) which come along with the changes of business world that is quite fast. Many sectors in life such as economy, business, technology, and education are changing rapidly. The way to face the challenges of VUCA can be started from education to help students acquiring 21st century skills. In previous years, Three Rs skills (reading, writing, arithmetic) were considered as the basic skills which every school and university used it in their curriculum. Recently those skills are no longer enough to meet the expectation for citizenship in the future. The global world need more complex skills to face the new challenges.

One of the key skill which required in 21st century is critical thinking. Trilling and Fadel (2009) states that critical thinking is needed in every subject, at every grade level, instruction and learning. It means that critical thinking has an important role as the basic skill which students' have to be mastered. Students need to use their critical thinking skill aims to analyze, interpret, and

evaluate a problem. Dede (2010) also makes a comparison of framework for 21st Century Skills which resulted that some organizations such as Partnership for 21st Century Skills, American Association of Colleges and Universities, and International Society for Technology in Education (ISTE) had mentioned that critical thinking is an essential learning needs in education. While Educational Testing Service (ETS) ICT Literacy emphasized the critical thinking as a cognitive proficiency to be foundational skills of everyday life at school, home, and work.

A study that have been investigated related to the integration of critical thinking in English language syllabus and classroom came from Mok (2009). She examined the integration of critical thinking in syllabus and its practices in EFL classroom. The study reveals that the 1999 critical thinking syllabus was not translated into the classroom practices of Lai and Fun. Critical thinking should be integrated as a basic skill in English language syllabus to encourage learners in critisizing some global issues and solve a problem. Several studies emphasized the importance of critical thinking to prepare students in a global world. However, the study of integrating the critical thinking skill in English language syllabus and learning activity are still limited especially in higher education context. Therefore, those variables will be investigated in this study with more detail sources.

A Genre-based approach (GBA) emphasizes the importance of exploring the social and cultural context of language use which will develop critical thinking as one of the 21st century skills. As a strategy to teach language skills

and support the development of learners' critical thinking, GBA ties both written and spoken language form. Hyland (2004) also emphasizes that GBA facilitates learners to construct and shape critical understanding through social frameworks. Kusumaningrum (2015) defines that genre-based approach facilitate students to reflect and criticize the ways of knowledge and information are organised and constructed in English in the form of argumentative text. Genre implies the students' need in criticizing a text in order to achieve some purposes of critical thinking skill. This study will focus to investigate a course with genre based context particularly English in Media Discourse and its integration with critical thinking skill as one of the 21st century skills.

A research study from Santosa (2009) has been investigated media discourse as a genre. It can be concluded from the analysis that macro genres are basically made up from micro genres complexly interrelated to produce the whole, such as views, features, and news. Media discourse as a genre helps students to develop their critical thinking in analyzing those texts. Rodriguez (2018) reported a positive result of using critical thinking tasks in a genre-based environment to enhance the Intercultural Communicative Competence for higher education students. Cited from (Dirgeyasa, 2016) genre is a kind of text either oral or written in which there is relationship between language and its social function. Those characteristics of genre are taught at ELESPP UNJ in the course of English in Media Discourse.

According to the curriculum adjustment in higher education nation-wide from Ministry of Education and Culture Indonesia *Nomor 3 Tahun 2020* about the national standart of higher education, The Ministry already designed a curriculum to fit 21st century demands of high-level skills. Thus, the development of high-level skills is still conducting at English Language Education Study Program in Universitas Negeri Jakarta. The purpose of this study is to investigate the integration of critical thinking as one of the high-level skills in syllabus intentionally and learning activity of English in Media Discourse. This study will be a pioneer for English education students to promote critical thinking skill in genre-based courses.

1.2 Research Questions

According to background of the study, the research questions are:

1. What aspects of critical thinking skill are supported in the planned learning activities?
2. What aspects of critical thinking skill are supported in the implemented learning activities?

1.3 Purpose of the Study

This study aims to describe the integration of critical thinking skill in the syllabus and learning activity of English language course with genre-based context, particularly English in Media Discourse at ELESP Universitas Negeri Jakarta.

1.4 Scope of the Study

This study will be focused only on describing the critical thinking skill aspects which reflected on syllabus and learning activity of English in Media Discourse as one of genre-based course in English Language Education Study Program at Universitas Negeri Jakarta. Each statements in the component of syllabus will be highlighted related to critical thinking skill aspects in the intended teaching-learning process, also the interaction of student-teacher in learning activity(s) will be highlighted related to critical thinking skill aspects through the actual learning process.

1.5 Significance of the Study

The study is carried out to establish a description of critical thinking skill integration in syllabus and learning activity of ELESP UNJ. The result of this study is also expected to pioneer further research and development program related to the issue of 21st century teaching and learning process in English language context at higher level of education.