CHAPTER I

INTRODUCTION

In this chapter represents the background of the study, research questions, purposes of the study, scopes of the study, and significance of the study.

1.1. Background of the Study

The 21st Century skills are described as a board set of knowledge, skills, lifestyle, and characteristics that are stately meaningful for the success of today's era (Moyer et al, 2016). Each skill in 21st Century is divided into three categories; learning skills, literacy skills, and life skills. According to Binkley, et al. (2010) to be able to follow the progress which growing rapidly in the 21st Century, these ten skills, which include creative thinking skills, critical thinking, metacognition thinking, communication, collaboration, information literacy, ICT literacy (Information Technology Communication), citizenship, life and career, as well as personal and social responsibility skills are required not only by the society but also by learners (Johnson at Tindowen et al., 2017).

Critical thinking, problem solving, collaboration, creativity, and ICT were at the top list of skills and knowledge that would become more important for the next few years, in fact these skills are needed later (National Research Council, ATC21s, 2012). The first skills focused on critical

thinking, becomes one of the key of learning and knowledge skills that highly required these days, especially in educational area. Students of primary and secondary schools are considered to have started their critical analysis and thought on issues surrounding them. They have to analyze the concepts that they encounter. Unfortunately, these all untruth on the contrary, students graduating in all levels of education seem uncritical in their performances (Masduqi, 2011).

Due to the urgency of the 21st Century skills still less evident in the development of existing contexts, the priority might be ensuring a base of cognitive skills particularly in reading and mathematics, which often recognized for developing critical thinking and problem-solving competencies (UNESCO, 2012; Kattan, 2017; Rolleston, 2018). Therefore, Indonesia government has taken the emergence of 4C's skills in education field, Ariyana, Pudjiastuti, Bestari, & Zamroni (2018) stated the 21st Century learning emphasizes critical thinking, communication, collaboration, and creativity, where the four skills are shortened to 4Cs. In Indonesia, critical thinking has become a new phrase over the last ten years, especially since the Reform Era (Emilia, M., 2010). Permendikbud (2016) identified the competencies in the 2013 curriculum (K-13) is to develop creativity, curiosity, the ability to form question, and critical thinking, which are all required for smart and lifelong learning.

The government positioned critical thinking as one of the most important skills to be taught and learned in schools and universities, as in the

2013 school curriculum. The implementation of critical thinking in Indonesia classroom still absent, one of the problem is the lack of clarity of instructors in the curriculum about what critical thinking is, and less understanding teaching culture and learning process in the classroom to develop students to think critically (Indah, 2017; Indah & Kusuma, 2016; Lamb, 2004; Marcellino, 2015; Rachmajanti, 2017). In Indonesia educational context, the involvement of English as one of the foreign languages taught in curriculum and the essential subjects taught from elementary school to university or higher education level. As stated in Depdiknas (2006) *tujuan umum standar pengajaran bahasa Inggris di Sekolah Menengah Atas di Indonesia ditetapkan sebagai; mengembangkan kompetensi komunikatif baik lisan maupun tulisan untuk mengejar tingkat literasi informasi, meningkatkan kesadaran akan hakikat bahasa Inggris sebagai bahasa asing dalam rangka bersaing dengan negara lain dalam komunitas global, dan mengembangkan pemahaman siswa tentang hubungan antara bahasa dan budaya*.

Therefore to increase critical thinking skills as one of the required skill in the 21st Century, one of the solutions needed is by developing teaching and learning material that could facilitate student-learning activities especially in English subject. It is allowed to apply learning materials to help students enhance their critical thinking skills. In this instance, it is the responsibility of the educational institution and the teacher to provide students with learning materials and activities that will assist in the development of critical thinking skills. Meanwhile, Imam (2017) and Anazifa, Djukri (2017) said learning

activities in schools have not improved and developed student's critical thinking optimally. During their learning process, students will need critical thinking abilities to engage in the process of creating the core concepts, principles, and theories in certain topics. Students could think critically, if they can formulate hypothesis, predictions, and question during analysis and discussion activities.

Findings on the previous studies, Birjani and Alizadeh (2013) and Ilyas (2015) have already explored how critical thinking is represented in EFL textbooks. In Birjani and Alizadeh studied discusses the absence of critical thinking in the classroom and materials use in learning process, also suggests some ways to include more critical thinking skills in the materials. Meanwhile Ilyas's study attempted to investigate to what extent critical thinking has been manifested in Indonesia EFL textbooks and to what extent Indonesian senior secondary school students are ready for the teaching of critical thinking skills.

Other studies, Elmiana, D. S (2018) investigated on three most commonly EFL textbook used in Indonesian for senior high school. The studies found 469 tasks based on Nunan's Taxonomy (1999), the most common task types on three textbooks are interpersonal task, cognitive task, and creative task. Beside, another studies Shalehah, et al (2020) found critical thinking and creativity skills on the two textbooks, *'Bahasa Inggris'* and *'Contextual English'*. They found these skills largely in the pre-activity and worksheets. The recent study, Mustika, N, et al (2020) and Fakhira, J (2020) claim the number of HOTS questions limits in developing student's critical

thinking, but they believe enacting HOTS question could strengthen student's critical thinking. Mean while in Fakhira, J studies showed HOTS in reading exercises still low, acquire 50 of 107 questions on 11th grade English Textbook.

The selection of materials involves matching the materials with the context will be given, where the material will be used based on the needs and interest of the teacher and students within, to get the possible fit among them (Rubdy. R as cited in Tomlinson, 2014). When a foreign language is taught or learned, it will require more thinking ability how to communicate in the foreign language it self. Junining, E (2016) found that stimulating the critical thinking skills such as analysis, synthesis, and evaluation are essential in all levels of education starting from elementary schools to secondary schools. It should explicitly cover in lesson plan, material, and assessment. The best way to achieve the aim is by incorporating critical thinking into language skills learning. Therefore, learning materials as a source of knowledge used to improve the quality and process of the students learning. In addition, learning materials play an essential role in developing students' abilities. Thus, to fill the gap in previous study, which several researchers have been conducted in analyzing mostly on textbook, this study wants to explore critical thinking skills in other teaching learning materials for senior high school students.

1.2. Research Questions

1. How is the incorporation of critical thinking skills in English learning materials for senior high school students?
   a. What critical thinking skills components are relevant for senior high school students?
   b. Which critical thinking skills indicators have been incorporated in the EFL learning materials for senior high school students?

1.3. Purpose of The Study

In line with the research question above, this study aims:

1. To identify and describe the relevant indicators of critical thinking skills for senior high school students
2. To analyze how critical thinking skills are incorporated in English learning materials for senior high school students.

1.4. Scope of The Study

This study focuses on analyzing the incorporation of critical thinking in EFL learning material for senior high school students. There is a need to expand the scope of analysis to other related learning materials, it could be the text books, worksheet, PowerPoint, and teaching video used in senior high school in East Jakarta, both public schools and private schools to gather more data and draw more conclusive results.

1.5. Significance of the Study

Researcher expects the result of this study will give some contribution to educational institutions and teachers, both theoretically and practically. Theoretically, the finding might be useful for English teacher who address then in their learning materials for senior high school students those are incorporated critical thinking skills. Practically, for teacher, this study can help teacher to choose and use EFL learning materials to strengthen student's critical thinking skills. For other researchers who want to conduct further research on the related field, the findings of this study could be helpful.

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