

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. In general, it involves the background of the study. The researcher also discusses research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

Recently, there has been wide interest in critical thinking skills, as it is become an essential skill in the 21st century. The National Research Council (2012) stated that ICT, collaboration, creativity, and critical thinking were at the top of the list of knowledge and skills that would become more crucial in the next years; in fact, these skills are required later. Partnership for 21st Century Skills (2019) believes that in order to live and compete, it is essential to have the skills that support 21st century skills, such as critical thinking, problem-solving, communication, and collaboration. This means that developing critical thinking skills is one of the 21st century skills that students need to master in order to succeed in the fast-paced, technologically advanced, and global modern world.

These skills have been adopted and implemented in education systems around the world, including in Indonesia, where they were incorporated into the 2017 revision of the 2013 curriculum (Kurikulum 2013) alongside other critical aspects of 21st-

century education like literacy, character education, and Higher Order Thinking Skills (HOTS) (Rindarti, 2018). The Indonesian Partnership for 21st Century Skills Standards (IP-21CSS) is the name given to this structured adaptation (Ariyana et al., 2018). The teaching of these skills is applicable to all disciplines (Ariyana et al., 2018), and the English school subject is no exception, especially the critical thinking skill. According to the summary, it is possible to assume that The English subject will be able to facilitate learners learn to think critically. Teachers must be knowledgeable enough to accept the incorporation of 21st century skills in Indonesian ELT classrooms for it to be effective.

In recent years, several studies in Indonesia have looked at how teachers implement 21st century skills, especially critical thinking skills in classroom teaching. These findings generally agree that teachers' comprehensive understanding of 21st century skills, as well as their application in the classroom, are still lacking in Indonesia. One of the studies conducted by Ainunningsih (2018) found that most student teachers integrate 4C skills, but they struggle with implementing written communication skills, creativity skills through stimulating students' creative thinking in order to gather questions, the use of interactive materials in the classroom, and critical thinking skills in assessing students' ideas and critical thinking skills in evaluating, identifying, and solving problems. Another study is by Rizkiah (2020), which found problems in reading learning in class and found that not all students use innovative and critical thinking skills during the learning process. The student claims that applying innovative and critical thinking skills is challenging. Another study that also focused on critical

thinking skills was conducted by Husna (2019), which found that students' critical thinking skills improved during the program, according to a critical thinking test.

It can be inferred, based on the previous studies, that incorporating 21st century skills into the classroom has been extensively studied. However, less attention has been paid to the incorporation of critical thinking skills into lesson plans, especially junior high school lesson plans. In addition, although the research by Putri and Sulistyaningrum (2021) focused on analyzing lesson plans for senior high school, this study examines a one-page English teaching lesson plan for junior high school. The study by Tamela and Dwi (2021) examined the incorporation of critical thinking in lesson plans as well as the other 4C skills; whereas this study only focused on critical thinking skills. Thus, the purpose of this study is to explore how junior high school English lesson plans incorporate critical thinking skills.

This study is essential since critical thinking skills are one of the key components of the 21st century. It is significant since every learning activity in Indonesia requires for the application of critical thinking skills. This is in line with the 2013 curriculum and the Ministry of Education. Lesson plans also serve as a required guide for teachers to follow while conducting lessons in order to ensure that students acquire the necessary competencies (SMA, 2017), which is another major reason why researchers selected lesson plans for this study. Ultimately, it is expected that the study's findings will help English teachers apply critical thinking skills more effectively during the teaching and learning process.

1.2 Research Question

The research question is as follows, based on the study's background:

What critical thinking skills are incorporated in English language lesson plans for junior high school in *SMPN 139 Jakarta*?

1.3 Purpose of the Study

Based on the research questions above, the aim of the research as the following:

To discover the incorporation of critical thinking skills in the English Language lesson plan used in junior high school in *SMPN 139 Jakarta*.

1.4 Scope of the Study

This research will be focused on discovering the incorporation of critical thinking skills in the English Language lesson plans used in *SMPN 139 Jakarta*.

1.5 Significance of the Study

The importance of this study demonstrates an understanding of critical thinking skill incorporation in lesson plans. This research should be useful in theoretical and practical ways. Theoretically, the findings of this research may be used as the guide for researchers in the future that are interested in incorporating 21st century skills, especially critical thinking skills. Practically, this research can benefit teachers, pre-service teachers, and students by increasing their knowledge and understanding of

critical thinking skills incorporated into lesson plans. In addition, the critical thinking skills indicators used in this study can ideally help teachers incorporate certain skills into their own teaching plans.

