

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Today era is called 21<sup>st</sup> century era, where brings a massive development and alternation in term of technology. This development obviously affects many aspects of human life, one of them is education. In 21<sup>st</sup> century learning encourages students to have 4C skills, which include communication, collaboration, creativity, and critical thinking skills. According to Bedir (2019), 4C skills grasp prominent role in teaching learning instruction because those skills are able to help the teacher in facing the future. Among the four skills that exist, critical thinking is considered as one of the essential skills in 21st century education that need to be mastered by the students. Critical thinking is an ability to think rationally about what they are going to do, argue about something, and they have to think rationally to prioritize facts rather than emotions. By thinking critically, one can finds solutions to existing problems and develops new ideas from their thinking (Aslan, 2018).

Critical thinking skill also plays an important role for students in their learning process, by having high order of thinking, students are encouraged to develop their thinking, improve academic abilities, and prepare the students become more professional. According to Hysa (2016), from the perspective of the teacher, the definition of critical thinking is divided into two groups which consist of teachers who argue that they must learn while still learning in order to improve students' critical thinking skills and teachers who think critical thinking is not necessary for the learning process, but the teacher only focuses on delivering

knowledge to solve a problem. The ability of interpretation, analysis, evaluation, inference, explanation and self-regulation are the most basic concepts of critical thinking so that they are able to think the other possibilities outside the real structure of a particular thing which is obviously right (Carolina, 2010). Critical thinking must be a priority in the learning process to help the students in developing their skills and lifelong learning (Murawski, 2014). Besides, integrating the importance of critical thinking in the learning instruction is able to enhance the students better understanding towards the faced problem and view existing problems from a different perspective that will direct them as responsible citizens (Shaila ,Mahmuda Yasmin Trudell, 2001). This high order of thinking is directed thinking which means that having a critical thinking is the use of cognitive in order to improve the possibilities to reach the desire outcome and able to write something confidently by using their cognitive and relies on logical reasons and strong empirical evidence ( Moore, 2007).

Besides, teaching the students critical thinking ability effectively is important because it is able to guide and develop their ability such as analysing a problem, increasing concentration, and processing better thinking (Bailey & Mentz, 2015). A good critical thinker among students can be shaped by the teacher since the teacher is one of the most important factors during the development of critical thinking skills as facilitator in learning instruction. The role of the teacher in the teaching and learning process is very important, the ability of the teacher to organize the classroom and the learning process is considered as a priority in realizing successful learning. Teacher as the agent of education is required to integrate CT skill during teaching and learning process

(Aun and Kaewurai, 2017). The 2013 curriculum also supports the implementation of critical thinking in the learning process, however, there are still many teachers who suffer the lack understanding about critical thinking and end up by not applying or inserting critical thinking in the learning process (Warmadewi, Agustini, & Wedhanti, 2019).

Integrating critical thinking in the classroom can be conducted through the employment of teaching strategy used by the teacher towards the particular lesson in order to reach the specific objective. It is important to plan the learning activities in the classroom which provide the teacher direction and instruction, so the students are able to follow the learning instruction based on the lesson plan (Shen, Poppink, Cui, & Fan, 2007). According to Nesari and Heidari (2014), the key factor of learning process is a lesson plan in which a lesson plan can be considered as an appropriate way for promoting the quality of education. As a guide for the teacher, what, when, where and which strategies or method that can be applied for the students in the learning process, also how to assess the students. Hou, Chang, and Sung (2007) states that teacher can use project-based learning in integrating critical thinking in the classroom. This strategy is able to make the students show their knowledge by constructing real-world product. Meanwhile, to facilitate students' critical thinking and meta-cognitive skills, peer assessment can be used as a final guide to students' practice.

Bailin et al., (1999) states that critical thinkers need an intellectual thought to make themselves be a critical thinker. In acting to avoid responsibility, a critical thinker must have principles in acting. The principle held by a critical thinker can also become their habit in doing an action. There are nine

characteristics indicates critical thinking ability itself. The first is critical thinkers will give priority for reasoning and truth for obtaining beliefs, values, and actions that beneficial for everyone, second is respect to the quality of the products and performances, then accustom to ask, asking is usually done to assess the support of the assessment to be received. The fourth characteristic is open mindedness to look for other evidence to support inadequate reasons or controversy which will be used to revise any existing views in the right direction, then fair-mindedness to consider alternative points of view, look for evidence and also reasons that may raise some conflicts with one's views. The sixth is independent-mindedness, honest, and courageous in finding strong evidence that bases the beliefs and actions are taken, next is focus and not easily tempted, next characteristic is enhancing and supporting beliefs with personal strength based on one's beliefs, respect for others in group inquiry and deliberation, accept the other opinion from others. The last characteristic is listening to other people's opinions without criticizing by making others feel uncomfortable and have an intellectual work-ethic, commitment to carry out relevant thinking tasks in a competent manner.

Seeing the reality, critical tinkers were very important, considering the rapid development of technology requires each individual to be able to bring out their ideas and all their potential in order to be able to survive and compete. However, there are still many students who still lack the habit of expressing their opinions without being critical. Educational institutions that do not emphasize critical thinking ability and critical thinking processes make students not accustomed to criticizing a situation. Thus, the habit of expressing opinions

without being critical will continue to the next level of education even into the real world.

There are several related studies that conducted by previous researchers. A study was conducted by Usmaedi (2017) entitled *The Existences Of Low Order Thinking Skill (LOTS) and Higher Order Thinking Skills (HOTS) in Elementary School*. The study was conducted to investigate the existence of low and higher order thinking skill in the class. By conducting observation, it showed that there were lots of students with low order thinking ability rather than high order thinking ability. It is also supported by Wardany (2015) who conducted test to examine students' higher order thinking skill towards grade X's students in senior high school. The result of the analysis showed that lower order thinking skill of the students were still dominated rather than high critical thinking. From those two studies above, it indicates the lack of critical thinking skill integration in the classroom. So, this study was identified the characteristics that used by the teacher in improve students critical thinking ability by critical thinking processes that teacher plan in the lesson plan.

Based on the phenomenon above and the importance of integrating critical thinking for the students, this present study intended to explore the existence of critical thinking skill ability and process in the teachers' lesson plans in SMP Negeri 1, 2 and 3 Sidemen and how the English teacher integrated critical thinking ability and processes in their lesson plan.

## **1.2 Problem Identification**

Based on the background above, critical thinking is important for the

students in the learning process in order to enhance the students' higher thinking order and it is also impacted by how the teacher teaches the students to improve their critical thinking. However, there are still many students who still lack the habit of expressing their opinions without being critical. Educational institutions that do not emphasize critical thinking ability and critical thinking processes make students not accustomed to criticizing a situation. So, lesson plan is one of the ways of the teacher to help the students to improve their critical thinking skill. The activities and strategies in teaching student must be well-prepared by the teacher. In order to know how the teacher inserts in the critical thinking skill in the learning process, this present researcher investigated the existence and the employment of critical thinking ability and process in the lesson plan that the teachers created in SMP Negeri 1, 2 and 3 Sideman.

### **1.3 Research Question**

Based on the background of the study above, the problems that the this present research was formulated as follows:

1. What are the characteristics of critical thinking ability identified in the teachers' lesson plans?
2. What are the characteristics of critical thinking processes identified in the teachers' lesson plans?
3. What are the reasons of the teacher inserting those characteristics in the lesson plans?

### **1.4 Research Objective**

In line with the problem that discusses above, the objective of the study was formulated as follows:

1. To reveal the characteristics of critical thinking ability that appears on the teachers' lesson plans.
2. To reveal the characteristics of critical thinking processes that appears on the teachers' lesson plans.
3. To reveal the reasons of the teachers in inserting the characteristics of critical thinking ability and processes on the teachers' lesson plans.

## **1.5 Research Significance**

### **1.5.1 Theoretical Significance**

The theoretical significance of this research is expected to enrich the information and knowledge about the existence of critical thinking ability and process in teachers' lesson plan in SMP Negeri 1, 2 and 3 Sidemen. Also, to give additional information in the education fields especially the importance of critical thinking ability and process's integration in the lesson plan.

### **1.5.2 Practical Significance**

The practical significances of this research are divided into three groups; they are; for the teacher, other researcher and the school.

1. For Teachers
  - a) The researcher is expected to give additional information about the existence of critical thinking ability and process in the lesson plan that the teacher created.
  - b) The teachers are able to identify the better activities that can be prepared in the lesson plan to improve critical thinking ability.
  - c) The teachers are able to improve the activity in the lesson plan to integrate critical thinking ability and process.

2. For the other researcher

The result of this research can be utilized as an alternative source and guideline when conducting similar research. Besides, the researcher wants to help the other researchers who want to have additional information related to the existence of critical thinking ability and process in a lesson plan.

3. For the School

Through this research, the school is expected to be able to obtain the achievement by having a competent teacher, especially in designing lesson plans to improve students' critical thinking skills.

