

CHAPTER I

INTRODUCTION

This chapter aims to present a brief description of this research. In this section, there are six sub-headings: the research background in which the current study is designed, the reasons for choosing this topic, the research questions of the study, the aims of the study, the contributions of the study, and the clarification of the term.

1.1. Research Background

Critical thinking is one of the 21st century skills that everyone needs today. Critical thinking is the one that is considered a very important ability for students to possess (Huber & Kuncel, 2016); therefore, they can think critically to solve any problems they encounter at (Mabruroh & Suhandi, 2017). Accordingly, teachers must be able to develop critical thinking skills in students Zakiah and Lestari (2019) assert.

Scholars, including Potter (2010), Murawski (2014), and Karaduman (2014) claimed that there are three reasons why students need critical thinking skills. The first reason is that there is a lot of inaccurate information, so the ability to evaluate and use information appropriately is needed. The second reason is global challenges. Global challenges are defined as challenges that must be overcome by great mental or physical effort. Hence, to cope with such encounters, students need to enhance their critical thinking skills. The third reason is due to differences in knowledge between individuals and some unreliable and maybe even deliberately

misleading information circulating widely on the internet. Consequently, with their critical thinking skills, students do not get lost in taking the scattered information.

Bringing the concerns in the above-mentioned paragraphs, teachers are the spearhead in the efforts to help their students develop their critical thinking skills.

Maolidah et al. (2017) argue that teachers must be able to apply learning models in their classes that are meaningful, interesting, and appropriate to promote students' critical thinking skills. Teachers are expected to be able to select the most appropriate learning models or strategies making learning atmospheres in the classroom more effective, and in turn, students' critical thinking can be enhanced, claimed Shaw (2014).

In the Indonesian context of English language teaching and learning at senior-secondary-school (Azkiah & Hamami, 2021) levels, critical thinking has been the most important issue (Anugerahwati, 2019). Attempts have been made to help teachers integrate the critical thinking into their instructional activities (Asadullah & Nurhalin, 2021). The Indonesian government national and international educational institutions have offered various workshops and training focusing learning media, learning materials and learning methods (British Council, 2018; Hidayah, 2015; USAID, 2012)

Overall, the current literature indicates SMA English teachers have incorporated critical thinking in their teaching and learning processes (Mbato, 2019; Moeljono & Lintang Sari, 2021). They have utilized various ways, methods, or techniques to help their students promote their critical thinking. For example, in the study,

Anggraeny and Khongput (2022) found that their teachers applied open-ended questions to help their students to enhance their critical thinking. Another scholar, Alwan (2022); Ilyas (2018), found that teachers applied problem solving and analysis to help their students critical thinking.

1.2. Reasons of Topic Selection

There have been studies investigating teachers' efforts to promote critical thinking. Anggraeny and Khongput (2022) involved participants from six English teachers at senior secondary schools in Jambi city as respondents in their qualitative research. They used semi-structured interviews as research instruments. Another study by Ardiyan (2020) involved participants from three English teachers teaching at senior secondary schools in Guguak. They used interviews, observation, and documentation as research instruments.

With reference to the reviewed studies above, it seems that investigating narrated strategies to promote critical thinking report is still under-researched. Furthermore, none of the reviewed studies have explored these dimensions based on the reports from state-school and private-school SMA English teachers. This study will investigate the perspectives of state-school and private-school SMA English teachers on strategies to promote critical thinking. Hence, this research will be able to fill one of the current literature gaps in relation to the specific participants involved.

1.3. Research Questions

Based on the background previously described, this current study formulates its research questions as follows:

1. What strategies do state and private school English teachers utilize to promote their students' critical thinking?
2. What are the similarities and differences in terms of the strategies used by state and private school English teachers in promoting the students' critical thinking?

1.4. Aims of the Research

Based on the research question, the purpose of this study as follows:

1. To find out the strategies utilize by the state and private school English teachers in promoting their students' critical thinking.
2. To find out the similarities and differences in terms of the strategies used by the state and private school English teachers in promoting critical thinking.

1.5. Contributions of the Research

The researcher expects that this research can give benefits:

1. For the teachers
The result of this study expected to be useful for English teachers who might use these strategies in learning to promote students' critical thinking.
2. For others researchers
The result of this study can be used as an additional reference in conducting further research.

1.6. Clarifications of Relevant Terms

1. Critical Thinking

Bailin (2002) defines critical thinking as a person's thoughts that are qualified and are good thoughts that meet the criteria or standards of adequacy.

2. Learning Outcomes

Learning outcomes are descriptions of what students should be able to do after completing educational activities. Learning outcomes include knowledge, skills and attitudes (Chatterjee & Corral, 2017).

3. Learning Materials

Kapur (2019) defines learning materials as a tool used by teachers to facilitate learning and understanding of concepts to students. Learning materials aim to support learning outcomes to be achieved.

4. Instructional Activities

Instructional activities are defined as complex activities for teachers to prepare approaches in the teaching and learning process in the continuity of interaction between teachers and students from time to time (Lampert et al., 2010).