

# **CHAPTER I**

## **INTRODUCTION**

Chapter one describes and defines the background of the study, research questions, the significance, scope and limitations, and definition of key terms.

### **A. Background of Study**

Teaching English as a foreign language in society era 5.0 has a goal that the graduate students could have competed with the international graduate students (Andariyani & Nurhajati, 2016). In addition, the concept of society 5.0 is a forecast of future societies by the Japanese government which suggests that the general public 5.0 places more accentuation on effort to place human beings as the focuses of innovation (human focused) as technological progress is exploited for improving the quality of life, social responsibility and evolving sustainability (Fukuyama, 2018). Our country has a regulation that English teaching is done in almost every field of study. Nowadays, Indonesia's education has undergone a fundamental change for the ministry of "Merdeka Belajar". Kemendikbud (2021) explains that Merdeka Belajar is an idea that comes from the changing era of revolution industries 4.0 to the society era 5.0, where the significance of the society era 5.0 was introduced by the Japanese government in 2019 on anticipation of the disruptive upheaval resulting from the 4.0 revolution worry about weakening human values. In university or collage level, 'Merdeka Belajar' was clearly used for the students, where it was aimed to develop students' readiness of competition towards society era 5.0.

There are some characteristics of the society 5.0 era in education field such as first, educators minimized the role of learning material provider. Second, educators are an inspiration for the growing creativity of learners. Then, educators serve as facilitators, tutors and inspiration. Lastly, the 21 - century survival skills taught to students through the curriculum called 4c (collaboration, communication, creativity, and critical thinking). 4c skills are clearly stated in 2013 curriculum as the instrument of lesson plan. As we know that 2013 curriculum has the goal to create Indonesian graduated students more productive, interactive, and innovative (Komaria, 2011). In development of society 5.0, it is claimed to have a good impact on education (Faulinda & Aghni Rizqi Ni'mal, 2020).

In Indonesia education field, critical thinking skill was the most important thing to be hold. On the teaching learning activities of language critical thinking skill cannot be separated. They are constantly exposed to different types of information from what they have to see and read which require them to be able to investigate as well as critical thinking skills simultaneously. Critical thinking skills cannot develop naturally and automatically. The critical thinking skill m must be practiced to increase students' engagement to have the potential effect. They need to be taught, learned, and practiced (Hammond, Flook, Harvey, Barron, & Osher, 2020; Ghanizadeh, Hoorie, & Jahedizadeh, 2020; Trinidad, Ngo, Nevada, & Morales, 2020). The practice of critical thinking should be integrated in classrooms through questioning and reasoning. The students should be

encouraged to question all information they got and they must also have reasons for their beliefs and actions. Based on (Pnevmatikos et al., 2019) that students' critical thinking skills must be promoted in the classroom.

On the other hand, reading is an important skill in higher education since it is a key to academic success for all students (Tavakoli, 2014). There are many kinds of reading, the most important thing to be hold by the student. The one reading skill to be hold is reading comprehension.

There are some previous studies related to the topic. The first previous was conducted by (Oktaviah et al., 2021) discussed about the implementation of critical thinking skill using inquiry based teaching. In these research the researcher said that the steps of engagement, exploration, explanation, elaboration, and evaluation provide students to think deeply through critical thinking on reading comprehension activity. Next study was conducted by (Marmita, 2021), revealed that reading comprehension and critical thinking was improved. The data showed in both pre-liminary test post-test have been increased on the capabilities of students learning activities through reading comprehension and critical thinking activities.

Based on the explanation above, teacher perception of teaching EFL on 2013 curriculum especially on implementation the one of 21st century skill or called critical thinking is the significant thing to ensure students' achievement based on the aim of the curriculum. Meanwhile, in the case of the growth of society era 5.0, teachers must be moving up the activities

through online learning activities. In the same way, online learning activities are led by the curriculum to provide students' skill to face society era 5.0. In these cases, English teachers at SMA Negeri 8 Kediri proposes speaking ability as the most important thing to hold by the students. Furthermore, they have pushed the students to be more active on the speaking skill to provide their capabilities to face out the society era 5.0. Hence, the teacher's action on teaching EFL based on 2013 curriculum by implementing critical thinking skill is the essential thing to inspect especially at SMAN 8 Kota Kediri. For this reason, it is appealing to take the research entitled "An Analysis Of Student's Critical Thinking Towards Reading Comprehension In Sman 8 Kota Kediri".

## **B. Research Question**

Based on the background explanation above, the researcher formulates the research question as follow:

How is the implementation of critical thinking questions proposed by the English teacher based on the revised Bloom's Taxonomy towards reading comprehension?

## **C. Objectives of Study**

According to the research questions above, the purpose of the study is to investigate the implementation of critical thinking questions proposed by the English teacher based on the revised Bloom's Taxonomy towards reading comprehension.

#### **D. Significant of Study**

The result of this study is expected to be able to give some contributions. It is hoped that the English teachers will know how to implement of critical thinking question on EFL teaching especially in teaching reading comprehension. In addition, the findings of this study can be a reference for the next researchers to develop teaching EFL activities including critical thinking skills in reading comprehension activity.

#### **E. Scope and Limitation of Study**

The study only focuses on realization of teacher action toward teaching EFL based on Curriculum 2013 by applying critical thinking question toward reading comprehension activities. The subject in this study are the teacher who taught *Bahasa Inggris Lintas Minat* on eleventh grade at SMA Negeri 8 Kota Kediri.

#### **F. Definition of Key Term**

That is essential to introduce the meaning of the key terms utilize in this review to stay from misunderstanding and error. There are meanings of the key terms are as follow:

##### **1. Critical Thinking**

Critical thinking as the root of think deeply to faced many kinds of problem in our environment. Kivunja (2015) proposed that critical thinking is an individual's ability on general cognitive processing skills which fall into high-order

thinking levels of analyzing, evaluating and constructing or creating new ideas which enables students to think deeply to solve non-familiar problems in different ways. So in simple words critical thinking is someone activity of thinking used to solve the problem on different ways based on their point of view

## 2. Reading Comprehension

Reading in the general is the activities that happened when someone read the text. Meanwhile reading comprehension is the activities of gain the meaning of the text to get the information from the text. It's same as Caldwell (2008) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language as the statement. In the classroom reading comprehension is the one of the important activities to improve and get easily information to gain our knowledge.