

# **CHAPTER I**

## **INTRODUCTION**

This chapter consist of background of the research, the formulation of the research problem, the objectives of the research, significant of the research, scope and limitation of the research and definition of key terms.

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

Education is currently undergoing changes caused by the Corona Virus. This virus originated from Wuhan, China (Li, 2020), the spread of this virus is very fast and has spread in various countries, including Indonesia, which only took a few months. This had led several countries to implement policies to impose lockdown in order to prevent the spread of the Corona virus. In Indonesia it self, a Large-Scale Social Restriction (Pembatasan Sosial Berskala Besar or "PSBB") policy was implemented to reduce the spread of this virus. According to President Joko Widodo in a press conference at the Bogor Palace, West Java, Sunday on 15 March 2020. The President emphasized that policies for productive activities at home need to be implemented to reduce the spread of the coronavirus or Covid-19 disease. Meanwhile, these activities are mainly related to work, study, as well as worship. "Policies for studying from home, working from home, and worshipping at home need to be intensified to reduce the reduction of the spread of Covid-19," said the President of Indonesia.

The current conditions of the Covid-19 pandemic allow for online learning for students (Fitriyani, Fauzi, & Sari, 2020). Online learning is an option to replace face-to-face learning systems directly during the Covid-19 pandemic

(Hifzul Muiz & Sumarni, 2020; Stukalo & Simakhova, 2020). Regarding online learning, teachers have an important role in education world, mainly during teaching and learning activities. They are as facilitators in learning to support the development of their students, especially throughout the pandemic. In such time, they were required to be able to show competence in educating their students, because the learning was done online. Mastery of technology is an important thing that must be done by teachers and students so that distance learning continues to run effectively. In such condition, the teacher should make innovations using technology in learning (Allo, 2020). Since learning has been implemented at home, some teachers do learning through online media such as Whatsapp, google meet, Zoom, etc. Hence, an educator must improve his ability to use technology and provide strategies to make it easier for students to understand learning process.

Despite the problems above, the teacher has some effective strategies in improving students' critical thinking. This teachers' strategy is very important to make the students interested in learning English. According to Mintzberg (1994), strategy is a plan, which means moving from here to there. Having a certain standard or measure through teaching and teachers can create an effective situation for classroom activities. There are several teaching strategies to improve student's critical thinking skills, namely (a) Questioning Technique, (b) Online Discussion, (c) Collaborative, (d) Problem Based Learning (PBL). Become a teacher must be professional in carrying out their duties, namely by facilitating students to improve critical thinking skills in English lessons. In this

case, the teacher has an important role in the teaching and learning process. The teacher is the main command for students, so that the teacher can arouse students' enthusiasm for learning to be better than before. The National Education Association (n.d.) has identified 21st century skills as "The 4Cs." "The 4Cs" covers critical thinking, creativity, communication, and collaboration. Critical thinking skills are skills to perform various analyzes, assessments, evaluation, reconstruction, decision making that lead to rational and logical actions (King, et al., 2010, Cottrell, 2017). The ability to think critically cannot be obtained instantly. This must be familiarized and instilled well in students, so that students can critically assess the information they get through social media (Bunt & Gouws, 2020; Davut Gul & Akcay, 2020).

Critical thinking skills are indispensable in education because through critical thinking skills students can prepare themselves for situations and conditions in the future. Through critical thinking skills, students will not only understand themselves but also be able to understand the world and their environment (Sheffield Jr, 2018; Nadeak, 2020). The pandemic Covid-19 condition affects the critical thinking skills of students who are required to survive, adapt in order to take part in learning with the new system, students who are required to be skilled in using social media, are accustomed to the online system so that they can keep up with all learning. Communication, collaboration, affection, critical thinking, creative thinking, computational logic are critical thinking abilities (Greenstein, 2012; Halpern, 2013; Mishra & Kereluik, 2011). Besides, critical thinking can also focus on attention and train

concentration on a problem (Brookfield, 2011; Orderda, Zadova, et al 2010). This is very much needed by all students in senior high school, to prepare themselves at a higher level. In critical thinking also applies, analyzes, data and information obtained through experience, observation, and communication. This is a top priority for educational institutions to get graduates who have higher thinking abilities.

So far, there are some studies have been intended to see students' critical thinking skill (Fahim and Sa'eepour, 2011; Liaw, 2007; Baskoro, 2016). The previous study conducted by Fahim and Sa'eepour (2011) investigate the impact of teaching critical thinking skills on reading comprehension ability by applying debate on EFL learners. During the term, the experimental group received 8 sessions of treatment using debate. To compare the two groups they were given the same test as post-test. The result showed a significant difference between the two groups on the reading comprehension test. So, there is the difference on the critical thinking test was non-significant.

The second study was conducted by Liaw (2007). It was carried out to find out the effectiveness of promoting learners' critical thinking skills and EFL skills with a content-based approach. The result revealed significant gains in the students' English language proficiency test scores. Critical thinking skills and content area knowledge mastery were also found. The questionnaire results show positive responses toward the content-based EFL learning and teaching from the participating students.

The third study conducted by Baskoro (2016) this research was conducted in two cycles with the implementation of peer involvement, peer assessment, and peer feedback as the collaborative learning strategies. From the result, it was found that the implementation of the collaborative learning method gave students the opportunity to improve students' critical thinking skills in Critical Reading and Writing II which was indicated by students' general attitudes of critical thinking, suspended judgments, high participation, and the significant change percentages of students scores on an argumentative essay (17% change percentage on the final mean score).

Therefore, this study tries to investigate how teachers' strategies in improving students' critical thinking skills during online learning. In other words, researchers want to know that the teachers give some strategy to the students to think critically during the Covid-19 pandemic. The researcher have conducted this research in SMAN 1 Tanjunganom, because this school is the favorite school in the sub-district. Many students scramble to be able to go to school in SMAN 1 Tanjunganom. English is one of a course which is emphasized. The students often follow competitions in another city like speech, telling story and debated. Teachers sometimes give time to the students to do free speaking outside the classroom or inside the classroom to build students' critical thinking. But, not all students can express their opinion freely in front of their peers. This is some part of teachers to know during the learning process.

Since Covid-19 entered in Indonesia and many residents have been infected with the coronavirus, the government has appealed to the community to do the

physical distance. The government also did a lockdown to stop the spread of Covid-19. In addition, the solution which is provided by the government for the prevention of Covid-19 is to eliminate learning activities in schools to be replaced by online systems or online learning. Therefore, the teacher must provide a strategy so that students can improve their critical thinking skills during online learning. This research is classified as special because it occurred during the Covid-19 period which required all learning processes to be carried out online.

Based on the reason above the researcher want to know what strategies that are used by the teacher to improve students' critical thinking skills during online learning. Here the teacher should think hard to find a strategy for improving students' critical thinking skills because the teacher must still teach the students even they cannot face to face. So, the researcher interested in conducting a research entitled "Teachers' Strategies in Improving Students' Critical Thinking Skills during Online Learning".

## **B. Research Problem**

Based on the research background, the research question is formulated as follow:

1. What are the teachers' strategies in improving students' critical thinking skills during online learning at SMAN 1 Tanjunganom?
2. What are the teachers' reasons for their strategies in improving students' critical thinking skills during online learning at SMAN 1 Tanjunganom.

### **C. Objective of Research**

Based on the statement of research problem above, the objectives of the research as follow:

1. To know the teachers' strategies in improving students' critical thinking skills during online learning at SMAN 1 Tanjunganom.
2. To know the teachers' reasons for their strategies in improving students' critical thinking skills during online learning at SMAN 1 Tanjunganom.

### **D. Significance of the Research**

The result of this study is expected to be useful information and give contributions for educational institutions.

#### **1. For the teacher**

The result of the study can improve to the English teacher about the teachers' strategies to improve critical thinking skills through online learning during the teaching-learning process.

#### **2. Future researchers**

The result of this study will provide information for other researchers, it can be used as a reference or more information about the English teaching and learning process.

### **E. Scope and Limitation**

Dealing with the scopes stated above, it was also important to set some limitations in order that this research could reach its objectives. For that reason,

the researcher will focus on English teachers' actions to conduct the strategies in improving students' critical thinking without measuring how far those strategies are developed. The researcher focuses on four strategies in improving students' critical thinking. Those strategies are the questioning technique, online discussion, collaborative, problem-based learning.

## **F. Definition of Key Terms**

The researcher would like to study about "Teachers' Strategies in Improving Students' Critical Thinking Skill during Online Learning". Therefore, to make the understanding of this thesis, the researcher would like to explain some definition and terms:

### **1. Teachers' Strategy**

Teachers' Strategy is a method used by a teacher to provide students with certain guidance in the form of teaching and learning exercises in student critical thinking. Some tasks will be carried out using strategies, techniques and tools in the teachers' strategy to achieve clear objectives in teaching and learning activities optimally (Richard, et al, 1996)

### **2. Students' Critical Thinking**

Critical thinking is a probing, demanding approach to facts and presumed wisdom. It contains ideas and data from an objective perspective and then, in the light of our own beliefs, attitudes and personal philosophy, questions this knowledge (Brenda, 2009). According to Bloom Taxonomy as cited in Duron, Limbarch, and Waugh (2006), higher order of thinking

consists of six levels. Those are knowledge, comprehension, application, analysis, synthesis, and evaluation. These are six levels include the characteristics of students who have high critical thinking skills.

### **3. Online learning**

Using information technology to access learning that encourages learning during the Covid-19 pandemic, online learning is learning that is facilitated to learning. According to the OECD (2005), e-learning is characterized as the use of technology and information in different educational processes in order to enhance and facilitate learning in higher education institutions, including the use of information and communication.