

CHAPTER I

INTRODUCTION

On this chapter, written some information about the background of the research, the problem of the research, objectives of the research, significance of the research, and the scope of the research.

1.1. Background of the Research

English as a subject in Indonesian education system is one of the main subjects that the learners had to learn. While doing so, the competence on the secondary level of Indonesian school requires four main skills; reading, writing, listening, and speaking. This descriptive study mainly focused on the reading aspect of the English Learning process in the Junior High School in SMPN 1 Ajung. This study is also trying to describe the Reading Comprehension level of the subject of the study while measuring their Perceived critical Thinking skill on Reading Comprehension.

With the current era of blazing fast technology, information can be delivered to one another in a lot faster way too. Given that, we as an individual need a certain type of skillsets to be able to keep up with it. Critical Thinking being one of the skills that we all need to have from the 21st century skills. There are four aspects on 21st century skills that can be included in the field of learning. Those skills also known as 4c; Critical Thinking, Creativity, Collaboration, Communication. As what the Partnership for 21st Century (2009) advocates, learning and innovation skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is needed to prepare students for the future.

Creative thinking skill enables students to think unconventionally, question the herd, imagine new scenarios and produce astonishing work since many of the fastest-growing jobs and emerging industries rely on workers' creative capacity. According to Harriman (2017), creative thinking is a thought that tries to create new ideas. Creative thinking is a stage of the process, including understanding the problem, making guesses and hypotheses about the problem, looking for answers, suggesting evidence, and finally reporting the results. Creative thinking is a way of thinking that is owned by someone with the aim of creating ideas or things that are new or different.

Critical thinking and problem-solving skills enable students to judge the information that comes in their way every day - on the Web, in the media, in homes, workplaces, etc. It empowers our students to assess the accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action. Businesses expect employees at all levels to identify problems, think through solutions and alternatives, and explore new options if their approaches do not pan out.

The implementation of the learning process and assessment of critical thinking and problem-solving skills towards students in Indonesian's high school had attempted to build critical thinking and problem-solving skill through various activities such as discussion, doing some experiment, observation through many literatures and having an oral presentation (Uminingtyas, *et.al.*, 2019).

Thomas (2011) states that critical thinking is a crucial skill that students need to develop while at university to be able to explain their reasoning and to solve unknown problems. However, students cannot acquire critical thinking skills overnight. Critical thinking is a skill in which the ability to execute will improve with practice (Gray, 2012). Therefore, initiating critical thinking instruction and diagnosing students' critical thinking at the Junior High School level is important. The study by Forood & Farahani (2013) found that there was any significant difference between the

performance of high and low critical thinkers on factual, referential, and inferential reading comprehension questions. The study conducted by Hosseini (2012) also investigated the relationship of critical thinking ability, reading comprehension and reading strategy among 70 male and female Iranian university students majoring in English Translation and English Literature. The study showed that there was a correlation between critical thinking ability, reading comprehension and reading strategy. However, there is not the instructional training of the underlining strategy in facilitating students' EFL reading comprehension.

The aforementioned explanations confirm the importance of critical thinking instruction, particularly in reading comprehension, for Junior High School students. By considering the scarcity of the study under the area, this study is accordingly conducted to investigate Junior High School students' perceived critical thinking in Reading Comprehension. Therefore, the writer decides to conduct research entitled "Correlation Between Perceived critical Thinking and Reading Comprehension Ability of the 7th Grade Students in SMPN 1 Ajung."

1.2. Research Problem

Based on the background of the research above, the problem of this research is:

1. How is the Perceived critical Thinking of the 7th grade students of SMPN 1 Ajung?
2. How is the Reading Comprehension Ability of the 7th grade students of SMPN 1 Ajung?
3. What is the Correlation between Perceived critical Thinking and Reading Comprehension Ability of the 7th grade students in SMPN 1 Ajung?

1.3. Research Objective

In relation with the research problems, the objective of the study is:

1. To find out the Perceived critical Thinking of the 7th grade students of SMPN 1 Ajung.
2. To find out the Reading Comprehension Ability in 7th grade students of SMPN 1 Ajung.
3. To investigate the Correlation between Perceived critical Thinking and Reading Comprehension Ability of the 7th grade students in SMPN 1 Ajung.

1.4. The Definition of Key Terms

1.4.1. Critical Thinking

Critical thinking is an ability whether a person able to have a wise judgment on situation and thinking through their own action beyond just right or wrong. Other characteristic would be having an open-minded thinking mode and able to listen to others despite a different belief and take a good value out of the differences.

1.4.2. Reading Comprehension

The ability to process and comprehend a text is known as reading comprehension. It is based on two abilities that are connected: comprehension of language (the ability to comprehend the meaning of words and sentences) and word reading (the ability to decipher the symbols on the page).

1.5. The Significance of The Research

1.5.1. For English Teacher

The result of the study might give a clearer picture and information about the student's achievement in the Reading Comprehension and

Perceived critical Thinking. Furthermore, the teacher might be able to use the resource to help overcome their weakness. It is also expected that the teacher will gain more insight on the importance of critical thinking to be integrated and reading interest to be stimulated in learning process.

1.5.2. For Other Researchers

The result of the study can be a reference to conduct further research using different research design to find some new findings related to the subject.

1.6. The Scope of The Research

The scope of this research focused on describing the 7th grade students' of SMP Negeri 1 Ajung reading comprehension ability and their level on perceived critical thinking skill.

