CHAPTER I
INTRODUCTION

This chapter covers background of the research, problem of the research, focus of the reseacrh, purpose of the research, significant of the research, assumption of the research, scope of the research, and definition of terms.

1.1 Background of the Research

21st century has brought many significant changes in various aspects of life, including education (Saleh, 2019). Also education in Indonesia, in developing the education system in Indonesia, curriculum changes were made. Accordingly, as in different nations, Indonesia likewise plan to build up students abilities through an teaching techniques, learning materials and also assessment strategies through an evolving curriculum with the aim of preparing its citizens to live more effectively in changing their lives. Indonesia has encountered few changes to the education curriculum, for the education in Indonesia has implemented Curriculum 2013 (K-13) to replce the previous curriculum, in particular KTSP (*Kurikulum Tingkat Satuan Pendidikan*).

The Curriculum 2013 objectives applied by the Ministry of Education and Culture are issued in Permendikbud No. 69 of 2013 about the Basic Framework and Structure of Curriculum for Senior High Schools/Madrasah Aliyah) which reads: "The purpose of Curriculum 2013 is to prepare Indonesian people to have the ability to live as individuals and faithful citizen, productive, creative,

innovative and affective and able to contribute to the life of society, nation, state and world civilization".

Thus, from Curriculum 2013 objectives students are required to be able to think more creatively, innovatively, quickly and responsively. In addition, students will be trained to be able to grow courage in themselves, able to solve problem with its logic through learning with Curriculum 2013. Other than that, Curriculum 2013 has been equipped with elements of community life, nationhood and concordance just as strict components to frame students with character.

Schools as the fasilitator has asignificant role in developing students skills in order to prepare students to be able to face various aspects of their future lives with integrated skills. With the help of teachers in developing students abilities through the learning process in the classroom. In the sense that students need to improve the necessary 21st century skills. One of the 21st century skills that students need to improve is the Critical Thinking (CT) and Problem Solving (PS) skills (Saleh, 2019). The acquisition of CT skills is considered vital for students to face a multitude of challenges of future life and function effectively in today's increasingly complex world (Tiruneh et al. (2014).

From along these lines suppositions, we realize that Critical thinking and Problem solving are the 21st century skills that students of this century need to develop while still in school in order to face their life in the future. Merely, having knowledge is not enough, one of the skills students need to improve is CT skills, because these skills enable students to deal effectively with social, scientific, and practical problems as expressed in the research of Shakivora (2007). According to Halpern in Tiruneh (2014) CT is the kind of thinking involved in solving

problems, formulating inferences, calculating likelihoods, and making effective decisions. In this character, students strive to provide reasonable reasoning in understanding and making complex choices, understanding the interconnection between systems. Thus, students who are able to think critically are also able to solve the problems effectively.

Nevertheless, developing critical thinking and problem solving abilities in students is not easy, in the reality of teaching foreign language classes to EFL students cannot be realized that they will understand and be able to think critically as we originally thought. As the original thought in the Lisa Synder & Mark J. Synder research about 'Teaching Critical Thinking and Problem Solving Skills', (Synder, 2008) implementing it also requires a more attractive way to be able to promote critical thinking and problem solving well to students, as with any skills, critical thinking requires training, practice, and patience. Students may initially resist instructional questioning techniques if they previously have been required only to remember information and not think about what they know (Synder, 2008).

For the sake of the realization of the learning process that can improve the students' critical thinking and problem solving skills in school, the teacher as a learning guide to students must be able to develop an effective and efficient learning process in accordance with Curriculum 2013. One of them is by learning models and making instructional designs in the form of syllabus and lesson plans. As revealed in previous research conducted by Salamah Embark S. in "Critical Thinking as 21st Century Skills : Conceptions, Implementation and Challenges in EFL Classroom". Their findings revealed that EFL teacher can integrate

appropriate context for implementing critical thinking skills including methods of instructions, strategies of assessment and learning materials (Saleh, 2019).

In some previous studies there are similar topics about critical thinking skill that are relevant with this research, including: (1) Saleh, S. E. (2019). European Journal Of Foreign Language Teaching Critical Thinking as a 21st Century Skill: Conceptions, Implementation and Challenges in the EFL Classroom. *European Journal of Foreign Language Teaching* ; (2) Tiruneh et al. (2014). Effectiveness of Critical Thinking Instruction in Higher Education: A Systematic Review of Intervention Studies. Higher Education Studies, Vol 4 no. 1. ; (3) Synder L. & Synder. (2008). Teaching Critical Thinking and Problem Solving Skills. The Delta Pi Epsilon Journal, Volume L, No. 2, Spring/Summer, 90-99. However what distinguishes this research from previous researches is this study focuses on finding out how teachers' strategies in promoting critical thinking of students in online learning and teaching process as one of the skills that contained in Curriculum 2013 objectives.

Therefore, this research aims to analyze wether English language learning in 11th grade Bahasa at MAN 1 Jember in the academic year 2020/2021 has really been implemented Curriculum 2013 in promoting critical thinking skill.

1.2 Problem of the Research

How does the teacher promote critical thinking skill in online learning and teaching throughout EFL Curriculum 2013 in 11th grade Bahasa at MAN 1 Jember in the academic year 2020/2021?

1.3 Focus of the Research

Focus of this research is to dig up the fact about how the way the teacher promote Critical Thinking skill in online EFL learning and teaching which implementing Curriculum 2013 of 11th grade Bahasa at MAN 1 Jember in the academic year 2020/2021.

1.4 Purpose of the Research

This research aims to analyze wether English language learning in 11th grade Bahasa at MAN 1 Jember in 2020/2021 academic year has really been implemented Curriculum 2013 in promoting critical thinking skill.

1.5 Significant of the Research

1.5.1 Theoretical Significant

It is hoped that this research can enrich the theory of how to improve students' critical thinking skillthrough the application of Curriculum 2013 in schools.

1.5.2 Practical Significant

It is hoped that this research can enrich the practical theory of how to improve students' critical thinking skill through the application of Curriculum 2013 in schools. Hopefully this research can be used as a guideline for developing learning English in class.

1.5.3 Researcher significant

It is hoped that this research can be used as the reference for the next researchwith the same problem of how to improve students' critical thinking skill.

1.6 Assumption of the Research

In the case of Curriculum 2013, this research assumes that MAN 1 Jember:

1. Has used Curriculum 2013 in teaching learning process.

2. Has used certified professional English teachers in teaching and learning process.

3. The English teacher has implemented the new instructional design for teaching and learning process.

4. Has good facilities to support the teaching and learning process.

1.7 Scope of the Research

This study focuses on analyzing the instructional design used in implementing Curriculum 2013 to promote students' critical thinking skill in 11th grade Bahasa at MAN 1 Jember.

1.8 Definition of Terms

1.8.1 Curriculum 2013

The Ministry of National Education and Culture changes curriculum 2013 (K-13) into curriculum 2013 revision. K-13 revision has same concepts with K-13 which focus on character building and competences. However there are addition on literacy, 6C (character, communication, collaborative, critical thinking and problem solving, citizenship, and creativity and innovation), and HOTS (Higher

Order Thinking Skills) in teaching learning proses (Act of the Republic of Indonesia Number 22, year 2016).

Therefore government sets curriculum 2013 to increase not only competency, but also skills and knowledge for the students. The government hopes that students have emotional, spiritual and social intelligence by implementing Curriculum 2013 to create intelligent young generation comprehensively.

In the curriculum there are two important things, syllabus and lesson plan. Both of them are changing if the curriculum changes. Lesson plan is the important thing for teachers to help them organize the class in teaching and learning process.

1.8.2 Critical Thinking Skill

According to Halpern (2003) defined critical thinking as: The use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is accustomed to describe thinking that is purposeful, reasoned, and goal directed—the kind of reasonably thinking concerned in solving problems, formulating inferences, calculating likelihoods, and making decisions, when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task. Thus, this research will concern on students' critical thinking skill in solving problems.

1.8.3 Online Learning and Teaching

Online learning is defined as learning through digital equipment, such as iPads, tablets , laptops and computers that need a web link (Gonzalez and Louis, 2018). Thus, Online learning and teaching is conducting educational tasks in

setting up and accessing opportunities to learn alternativelythrough digital

equipmentusing certain applications and platforms providing access and sharing

of information.