

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Critical thinking is one of the essential skills required to face the globalization era. The generation of knowledge through innovation and creativity will become highly significant in 21st-century industries (Heong et al., 2012). Companies commonly emphasize the importance of pupils being capable of making decisions and think critically and creatively before joining the workforce. Therefore, Voogt and Roblin (2012) asserted critical thinking abilities should be developed in educational institutions because fundamental interpretation is a 21st-century skill that learners should have. Snyder et al., (2008) added it is important to make the learners be able to think critically in order to solve their problem in making a persuasive decision. Agustina et al., (2022) also mentioned that critical thinking skills can equip learners to achieve academic success in the future. Lai et al., (2011) expressed that critical thinking skills are learners' abilities to analyze arguments, draw conclusions utilizing rationalization, analyze or evaluate, and make judgments or solve problems.

As the valuable competence in the 21st century, referring to Ayçiçek (2021), higher education should encourage pre-service teachers to enrich their critical thinking skills. On the finding, the critical thinking that applies in higher education classes enables the learners to acquire diverse perspectives, make interpretations based on various points of view, and become critical thinkers. However, according to Petek & Bedir (2018), the pre-service teacher perspective on critical thinking skills and how to apply it in language learning is limited. They claimed that after direct training and abundant guidance about the significance of the scaffolding research plan, the pre-service teacher could implement critical thinking activities efficiently. In contrast, Khalid et al., (2021) mentioned that the pre-service teachers do not provide sufficient critical thinking skills in their classroom. They stated that the available resources did not provide enough critical thinking activities and teachers were also not prepared to assess them. The pre-service teachers might be familiar with critical thinking and they can define what critical thinking skills are but there are always obstacles in critical thinking learning such as their readiness in assessment and learning resources.

Critical thinking is not an ability that is easy to teach and learn, some studies have pointed out the factors of the difficulties. Cottrell (2007) has mentioned the factors that contribute to the difficulties in learning critical thinking are the absence of practice, method, and techniques. He also stated even if the learners need to become more critical, some of them don't know what steps to enhance their critical thinking skills. Saleh (2019) added the other barrier in teaching critical thinking skills are the limited in cultural, social, and administrative. It even becomes more serious when the teachers also have different perceptions of critical thinking itself and that feel it is not well-implemented. The research conducted by Pamungkas et al., (2019) depicted that critical thinking skills are still in low percentage in Indonesia, this is because the process and content have not been fully implemented. So therefore, higher education should prepare their learners particularly in education study programs to teach and think critically.

Additionally, many researchers have studied critical thinking issues in the field of education over the past decades (Jiang, 2013; Walters, 1989). Bezanilla et al., (2019) have studied critical thinking skills, they found that not only oral and written communication but also reading and text analysis activities (e.g., argumentation and reflection orally and synthesis and analysis of resources) are the common methodologies to expand critical thinking. While, Vdovina and Gaibisso (2013) are concerned about enhancing the learners' critical thinking by lesson plans. Vdovina and Gaibisso (2013) claimed the learners' typical and conditions might be different in developing critical thinking, but experimenting, reflecting, and planning are the first steps to introduce it. They added the crucial aspects need to be enhanced and adjusted to integrate critical thinking skills, especially in lesson plans. While, Horváthová and Nad'ová (2021) considered the role of an ESP (English for Specific Purposes) teacher, teaching techniques, course design, and evaluation mechanics. It also focuses on determining teaching techniques that should improve learners' reading comprehension at numerous levels by applying Bloom's six levels to reading class. Subsequently, Zhang et al., (2020) examined the critical thinking skills in the EFL (English as a Foreign Language) teachers' perspective. The result depicted that EFL teachers face many challenges in teaching critical thinking skills such as pedagogical techniques and appropriate theory. Based on practical action research, Petek and Bedir (2018) stated their research aimed to present a proposed framework for cultivating prospective English teachers' critical thinking integration abilities into language teaching. They suggested studying more

deeply the extent to which prospective teachers build critical thinking-related activities in their classroom. Based on the studies above, although many researchers have studied critical thinking skills, there are still few studies that examine more deeply related to critical thinking activities, especially in lesson plans conducted by pre-service teachers. So therefore, based on the finding, the author attempts to fill the gap to explore critical thinking activities in the lesson plans prepared by the pre-service teachers.

1.2 Research Questions

Based on the aforementioned background, the research is to find out “To what extent do pre-service teachers use critical thinking activities in their lesson plans?”

1.3 Aims of The Study

This study aims to explore critical thinking activities in pre-service teachers’ lesson plans.

1.4 Scope of The Study

This research focuses on exploring critical thinking activities in pre-service teachers’ lesson plans for English subjects at secondary school in Jakarta. This research analyzes pre-service English teachers’ lesson plans for secondary learners. The participants are EFL students at the English Language Education Study Program of Universitas Esa Unggul. They participated in the Teaching Practice Program or PPL for 40 days in secondary school in Jakarta.

1.5 Significance of The Study

This research is to point out the use of critical thinking activities in pre-service English teacher lesson planning.

a. Theoretical Aspects

The result of this research is expected to enrich the literature related to critical thinking activities integrated in pre-service teachers’ lesson plan.

b. Practical Aspects

The research is expected to enhance pre-service English teacher awareness of using critical thinking activities to produce the learners who have critical thinking skills in order to face the 21st century era. For lecturers, it can help them to prepare the

prospective teachers for teaching based on 21st century competency which is critical thinking skills to fulfill the students' need.

1.6 Definition of Key Terms

a. Critical thinking activities

Critical thinking activities are the conceptual skills and strategies that develop the probability of the result by thinking that is problem solving, logical, purposeful thinking, making decisions, formulating conclusions (Halpern, 2013).

b. Lesson plan

The lesson plan is a framework for leading their learners to meet their learning objectives (Vdovina & Gaibisso, 2013).

c. Pre-service teacher

According to Ryan et al., (2017), they give the description that pre-service teachers are the registered students in a teacher education program that should fulfill the requirement to complete the degree such as teaching practicum and assignment.

1.7 Organization of The Paper

The paper consists of six chapters and each chapter has some subtopics. The first chapter (Introduction) gives brief information about the context of the problem which consists of background of the study, research questions, aim of the study, scope of the study, significance of the study, definition of key terms, and organization of the paper. The second chapter (Theoretical Foundation) explains the theories about the research issues which are critical thinking, lesson planning, and pre-service teachers. The subtopics are theoretical framework, previous related study, and conceptual framework. The third chapter (Research Methodology) talks about the research methodologies. The chapter embodies research design procedure, research setting, data collection, ethical consideration, and data analysis. In the fourth chapter (Research Findings), the author describes the results of the research responding to the research questions, and the fifth chapter (Discussion) analyzes the findings of research and the correlation to the related theories. Lastly, the sixth chapter (Conclusion and Recommendation) concludes and

summary of the details in the previous chapter. It is also proposed to give a suggestion for further research.