

CHAPTER I

INTRODUCTION

This chapter presents about introduction that consist of background of the study, identification of problems, the limitation of the problem, statement of the problem, purpose of study, significant/benefit of the study, and the definition of the key terms.

1.1 Background of Study

Critical thinking is the ability to gather, analyze, and evaluate information with the aim of reaching a rational and accurate conclusion or decision. Critical thinking is the ability to identify problems, formulate hypotheses, evaluate arguments, and obtain and organize information in a logical and rational manner (Fisher, 2008:3). In addition, critical thinking also includes the ability to recognize unexpressed assumptions and values, understand and use appropriate language, analyze data, evaluate facts and statements, recognize logical relationships between problems, and draw necessary conclusions and inferences (Fisher, 2008:3).

However, the ability to think critically is not always easy to learn and master. Several factors such as lack of awareness of the importance of critical thinking, lack of practice, and environmental and social factors can influence a person's ability to think critically. Therefore, there is a need for special approaches and strategies to train and improve critical thinking skills. One effective approach in enhancing critical thinking skills is by integrating the critical thinking approach into the education curriculum. According Santoso (2017), the development of critical

thinking skills can begin by teaching students to identify and evaluate arguments presented in various forms of information, such as articles, books, or news. This can be done through exercises that require students to understand, analyze, and evaluate the information presented in learning activities.

Learning can be defined as the process of making an effort to obtain knowledge, skills, and attitudes that result in positive changes. According to the KBBI, learning involves acquiring intelligence or knowledge, practicing, and changing behavior or responses through experiences. Maghfiroh (2015) describes learning as an active and conscious effort to obtain information. Alan Rogers (2020:26) sees learning as a complex set of ongoing practices that lead to a change in one's understanding of themselves and the world, which facilitates changing actions. He also defines learning as a set of processes that bring about changes in one's practices. Therefore, learning requires significant changes to achieve perfection.

In the learning activity, reading plays a significant role as it allows individuals to obtain information from texts. One can acquire information through receptive skills, such as reading and listening. Reading comprehension is a complex process that not only requires the ability to read words and sentences correctly but also involves word and world knowledge to form meaning from the text (Septiyana & Aminatun, 2021). According to a number of research, proficient readers perform better academically across the board (Alamri, 2020). Additionally, having great reading comprehension might aid pupils in acquiring analytical and critical thinking skills (Jalilifar, 2019). This is because critical thinking enables individuals to identify problems and draw conclusions from a given text.

However, in actuality, reading seems to be one of the less appealing language skills for Indonesian people. According to Saepudin (2014:147), the lack of interest in reading is attributed not only to internal factors of students, but also external factors such as insufficient understanding of reading techniques and methods in English literature among both students and teachers. Moreover, some researchers have found that EFL students have insufficient critical thinking skills. Mustofa, Ubaidillah, and Harianti (2020) claims that Asian EFL students have low levels of critical thinking. This claim is supported by Alagozlu (in Mustofa et al., 2020), who maintains that English students in Turkey exhibit low levels of critical thinking skills, making it difficult for them to express their ideas effectively.

The results of the observations that the researchers conducted through interviews with English teachers at SMPIT Qurrota A'yun Ponorogo revealed some information that in the learning of reading comprehension, many students still have difficulty with pronunciation and need more practice. Additionally, when they are faced with exercises containing long reading texts, they do not read carefully to understand the content correctly. Instead, they make guesses about the meaning of the text. Furthermore, in terms of critical thinking skills, not all students are able to apply critical thinking methods. This is because each student's ability in a class is different.

The implementation of learning method can enhance critical thinking skills in students. It is crucial to select an appropriate learning method that aligns with the students' situation and circumstances to encourage their active engagement in the learning process. The Think Pair Share (TPS) is a cooperative learning approach

that can encourage students to participate actively in learning. According to Junaidi, Taufiq, and Khairun (2022) the TPS learning model has numerous benefits, including increasing time allocation and assignments, reducing indifference, boosting learning motivation, achieving better learning outcomes, and decreasing disruptive behavior.

Based on the explanation and problem described above, the researcher is interested in applying Think Pair Share to determine the effectiveness in enhancing students' critical thinking in reading comprehension at SMPIT Qurrota A'yun Ponorogo.

1.2 Identification of Problems

Based on the research background, some of the problems identified is not all students are able to think critically.

1.3 The Limitation of the Problem

Based on the identification of the problem, the limitation of the problem is limited to the effectiveness of the Think Pair Share on enhancing students' critical thinking in reading comprehension at SMPIT Qurrota A'yun Ponorogo.

1.4 Statement of the Problem

Based on the limitation of the problem, the statement of problem in this study is Think Pair Share effective to enhance students' critical thinking in reading comprehension?

1.5 Purpose of Study

Based on the statement of the problem above, the purpose of the study in this research is to examine the effectiveness of the think pair share on enhancing students' critical thinking in reading comprehension.

1.6 Significant

- 1) For the Student, can be a way to enhance their critical thinking through the Think Pair Share.
- 2) For the Teacher, if the researcher finds a significant difference in enhancing students' critical thinking using the Think Pair Share, then the teacher can use Think Pair Share to improve students' critical thinking.
- 3) For the researcher, can understand that there are many ways that can enhance students' critical thinking, and one of them is the Think Pair Share.

1.7 Definition of the Key Terms

To make easier in understanding this research, the researcher defines the definition of key terms as follow:

Think Pair Share : Think Pair Share is a learning model that instructs students to carry out group teaching and learning activities in pairs and solve problems together (Wijaya, 2021).

Critical Thinking : According to Lai (Linda & Lestari, 2019), critical thinking includes components of skills to analyze arguments, make conclusions using

inductive or deductive reasoning, assessment or evaluation, and make decisions or solve problems.

Reading Comprehension

: Reading comprehension involves a complex process that requires readers to interact with a text to extract meaning (Septiyana, 2021).

