

CHAPTER 1

INTRODUCTION

This chapter explains the background, why this research is necessary to be conducted and how it is related to the topics in research fields. This chapter also elaborates several theories by the study of this research based on the problem.

A. Background

Characteristic of 21st-century life is the abundance of information. Differentiating between factual versus hoax and selecting what to believe is a challenge for society to understand an issue and make decisions, it can be caused by the existence of too much information (Gerstein, 2012). Living in the 21st century requires society to have critical thinking skill related to information because selecting the information need an ability to think critically. Therefore society sees abundant of information directly without knowing the validity of the content and risk of misinformation (Honolulu, 2010).

Critical thinking is the ability to analyze, interpret, evaluate, summarize, and synthesize information (Trilling & Fadel, 2009). It can be used as an effective skill that can infer the information based on accurate evidence and well-supported claims (Epstein R. , 2006). CT is also a product to reach the point as a natural way to interact with ideas and information (Florea & Hurjui, 2014).

Therefore CT as a crucial objective should be developed in university (Tabačkováa, 2014). CT is one of the national goals for education in 2000, student

proportions who demonstrate an advanced ability to think, communicate effectively, and solve the problem will increase substantially (Facione, Facione, & Giancarlo, 2000). CT is also included in Indonesia Curriculum. Curriculum 2013 (revised version in 2017) asserts the skills that should be required by students as a hold to face the 21st century. This is called as 4C: (1) communication, (2) collaboration, (3) CT and problem solving, (4) creativity and innovation (Doringin, 2017). In Indonesia, critical and creative thinking skills include the eight cores of competence that should be required by students (Tanujaya, 2014).

Moreover, a limited observation had been conducted by the researcher prior to this research in one of the universities in Bandung West Java, Indonesia. The observation of the students in university level in Bandung revealed that the students were not well-exposed to updated current issues nationwide. The result also shows that the students find it difficult to infer the information or news of some current issues in Indonesia such as political issues. From fifteen students, only two students know about what happens in Indonesia politic and are dare to share their opinion about that issue. They are also difficult to classify the information which one the true which one the hoax. This is a serious problem, because knowing information less comprehensively may cause the students to be judgmental (Epstein R. , 2006).

Moreover, nowadays the existences of social media that share more massive information increase more challenge for the students. Social media also used for propaganda effort play out on Twitter, Facebook, Google, Instagram during the presidential campaign (Wood, Schwab, & Hughes, 2017).



Figure 1.1 Example of Picture Propaganda Text

For example, there was a picture of former US presidents and present US president with a caption stated: "They promised to recognize Jerusalem as Israel's Capital and never kept their promises." Those who did not use their critical thinking would assume that the present US president, Donald Trump had proven his promise by delivering Jerusalem as Israel's capital. In fact, People who applied their critical thinking would observe and analyze it before jumping to the conclusion not only received the information directly. This is one form of propaganda.

The other example in Indonesia, the context is the presidential election in 2014. This is one form of propaganda. Two presidential candidates competed in a presidential election using television for massive opinion-raising. TV One did the protection completely to candidate for president number one was Prabowo and Metro TV to candidate for president number two was Joko Widodo, within 24 hours they continuously broadcasted their candidates, giving an encouraging opinion to the supported and horrible to their opponents. This fools of the public and society as if only those candidates they deemed the most correct. Society should get balanced

information and facts about the two of candidates. Therefore, the society can choose which one is the best for Indonesia (Karana, 2014).

There are several studies regarding the implementation of critical thinking in teaching English which has been conducted and proved. First, a research by Savich (2009) investigated the research in history class high education in Michigan America. The result indicates when critical thinking skills were emphasized and integrated with lesson planning, students achieved higher scores on tests, quizzes, and assignments and gained a deeper and more meaningful understanding of history. Second research is conducted by Asgharheiri & Tahriri (2015) who investigate 30 EFL teachers who taught English at the different institute in Tonekabon, Iran. The result indicates that most of them had a clear idea toward the concept of CT and believed that it is a significant part of their job as a teacher to increase learners' critical thought. Third, by Wang & Seepho (2017) this research conducted developing critical thinking skills in Chines EFL in Zhejiang China. The results show that participants thought the three teaching strategies could improve critical thinking skills. Moreover, fourth in Malang, Indonesia by Hartiningtyas, Purnomo, Elmunsyah, & Nurmalsari (2016) there was a significant positive correlation between creative thinking skills with vocational maturity. Therefore, this study is different from previous research; the researcher focuses on achieved of students' critical thinking skills by using propaganda text as authentic material. Finally, the researcher title is "EXPLORING THE EMERGENCE OF STUDENTS' CRITICAL THINKING SKILLS DURING READING PROPAGANDA TEXT."

B. Research Questions

From the description above, this study is intended to answer the two following research questions:

1. How is the process of teaching reading by using propaganda texts to facilitate students' critical thinking?
2. What are the cores of critical thinking skill proposed by Facione (1990) achieved by the students seen from students' answer to the question of propaganda text?

C. Research Purposes

From the research questions above, this study is aimed at obtaining two following objective:

1. To explore the process of teaching reading by using propaganda texts to facilitate students' critical thinking.
2. To explore the cores of critical thinking skill proposed by Facione (1990) achieved by the students seen from students' answer to the question of propaganda text.

D. Research Significances

The result of the present study is expected to give both theoretical and practical Significances: Theoretically, these research are to introduce students' critical thinking skills and propaganda. Practically, this research can provide an alternative material in teaching English to develop students' critical thinking. In addition, the teachers are more creative, more selective in choosing the appropriate of

material to engage the students in critical thinking activity and to assess students' critical thinking.

E. Rationale

Thinking could not be separated from the everyday life of human being and as the mental process of a human being functioned as the idea to produce an action. Thus one of the thinking skills should be required by students is critical thinking (Paul & Elder, 2002). CT is one of the eight core capabilities that need to be acquired by students (Tanujaya, 2014). Moreover, CT is also defined as reasonable and reflective thinking focused on deciding what to believe or to do (Ennis, 2011). It is also an ability to create a series of interrelated critical questions, as well as the capability and willingness to ask and answer those questions at the right time (Browne & Keleey, 2007). In addition, critical thinking is as self-guided, self-disciplined thinking which efforts to reason at the highest level of quality in a fair-minded system (Paul & Elder, 2014).

Furthermore, Facione (1990) argues that the good critical thinkers have to meet the cognitive skills that should be involved in the way they think. The cognitive skills are interpretation, analysis, evaluation, inference, explanation, and self-regulation.

CT is the ability to critically assess knowledge and information independently for oneself to discern whether the information is accurate, false, or as brainwashing of propaganda. Moreover, CT also can be the solution to the problem of propaganda

because CT is the antidote could have overthrown the propaganda technique (Thomsen, 2013).

Additionally, propaganda text is used as the authentic material to stimulate the students' critical thinking skills. Authentic materials are significant since it raises students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p.347). Propaganda is considered as "any systematic, widespread dissemination or promotion of particular ideas, doctrines, practices, etc., to further one's own cause or to damage an opposing one" then the word "Propaganda" always related with the negative connotation (Paul & Elder, 2006). Propaganda works in that panel of the formation. Propaganda persuades society to believe in one source and much easier to brainwash society because the propagandist only believed one source (Wood, Schwab, & Hughes, 2017). In the Art of Propaganda, the Institutes for Propaganda Analysis (1937, p.132) stated that "young people and adults learn how to think critically, learn how to make up their minds; they must learn how to think independently and how to think together."

Therefore, this study used propaganda text as the material in teaching reading class to facilitate students' critical thinking skill. In the 21st century, life is the abundance of information that caused society difficult in selecting the information are sometimes the contained is propaganda, to understand and to analyze the text of propaganda is needed the critical thinking skills (Gerstein, 2012).

F. Previous Study on Critical Thinking Skills

There are several researches related to the topic of the study. The first research is conducted by Savich (2009) who investigated teaching American history at an alternative education high school in Michigan, with 150 students in eight faculties. He taught history using both inquiry method and traditional method. He used both quantitative and qualitative research methods when critical thinking skills integrated into lessons, students achieved higher scores on tests, quizzes, and assignments and gained a deeper and more meaningful understanding of history. The result showed that using the inquiry method for teaching history proved students with more meaningful understandings of subject matter. It can raise students' critical thinking skills. By implementing an inquiry teaching format, teachers can increase student scores on tests and their engagement that can improve academic achievement.

The second is conducted by Wang & Sheepo (2017) who investigated many teaching strategies those are group discussion, concept mapping, and analytical questioning have been used to promote develop student critical thinking in Chinese EFL in Zhejiang China with 15 participants was chosen as the sample of purposeful sampling for semi-structured interviews. The data instrument was collected instructional of critical thinking was embedded in an English reading class using three teaching strategies, interviews, and questionnaire. The results show that participants thought the three teaching strategies could improve critical thinking students.

The third is conducted by Asgharheidari and Tahriri (2015) who investigated 30 EFL teachers who taught English at different institutes in Tonekabon, Iran, and they were selected randomly. Their age ranged from 24 to 35, and their teaching experience was between 3 to 15 years. Then, the results indicated that most of the teachers had a clear idea of the concept of critical thinking and believed that it is the important part of their job as a teacher to raise learner's critical thought.

In addition, the fourth is conducted by Hosseini, Khodaei, Sarfallah, and Dolatabadi (2012) who investigated the relationship of critical thinking ability, reading comprehension and reading strategy used among 70 male and female students in Iranian university of English translation and English literature, the data was collected through the TOEFL test reading comprehension test, a critical thinking ability test and reading strategy inventory then the result showed that the critical thinking ability act as the best predictors of reading comprehension.

The fifth is conducted by Hartiningtyas, Purnomo, Elmunsyah & Nurmalasari (2016) who investigated 182 students of vocational high school student grade XI computer and network engineering in Malang, Indonesia as proportional random sampling, this research used quantitative approach and the kind of research descriptive correlational. The analysis data used descriptive analysis, the classic assumption test, and hypothesis test was consists of correlation product moment and multiple regression. Correlation product moment was used to the determine relationship between dependent variable with each independent variable partially.

The results show that there was a positive and significant correlation between creative thinking skills with vocational maturity.

Thus, this research is different from the previous research. The previous research focuses on the students' critical thinking skill as one of competence that should be required by students and to raise the students' critical thinking skill through the text literature. This study focuses on exploring students' critical thinking skill through the use of propaganda text in interpretive reading class in Indonesia Context.

