CHAPTER I

INTRODUCTION

This chapter offers a brief description of the entire content of the research. This chapter explains in detail the background of research, research questions, research objectives, research significances, rationale, and previous studies.

A. Background

Nowadays, to get information from news is very easy because of the large number of media and broadcasters or news sources available. However, this will make people confused because the nature of the news itself is made subjective by the person who makes the news dependent on which position it will benefit from. Therefore, the ability to differentiate facts and opinions is very important to get correct information which is part of the critical reading ability. In these position Kurniawati et al., (2020) stated critical thinking is a thinking process with reasoning, reflective, responsible, and thinking skills a person can decide whether to believe or do something.

Along with the times, information and technology will develop along with it. On the other hand, the skill to differentiating facts and opinions is also needed in order to keep up with existing developments, because with this ability students can know all information well in this era by identifying and classifying between facts or opinions contained in the information. The advantage of knowing the ability to differentiate facts and opinions addition, but it can also help us avoid existing hoax news that might occur because of its easy access to information in this era. The skill of differentiating facts and opinions is one of critical reading skills needed to live in the era. In these conditions Kurniawati et al., (2020) said that reading skills alone were not enough and must be supported by four other skills, namely collaboration, digital literacy, critical thinking and problem solving.

This research is intended to determine the students' abilities in identifying facts and opinion. This research is important to do to measure the extent to which students' ability to analyze news and identify the news and then classify it into facts

and opinions.

Based on preliminary study from observation about the ability of students of English Education Department to a news report in differentiating facts and opinions, they were still not able to do it well according to the results of existing work. Measuring how students' ability to distinguish facts and opinions in news texts is the aim of this study. In line with this, Sahu & Majumdar., (2017) explain that facts, conclusions from facts, interpretations, views, predictions, beliefs, and other sorts of information can all be found in a news item. Each of these groups has its own distinct qualities.

To conduct this research, various related studies were found. First research is conducted by Mullick et al., (2018) which examine the identification of facts and opinions on the social web. Other research was conducted by Sahu & Majumdar (2017) which examine detecting facts and non-facts in news articles. However, this study has differences with previous studies. This study focuses more on how students differentiating fact and opinion in news text where this study aims to determine the extent of the ability to differentiating fact and opinion in a news.

B. Research Questions

There are three research questions regarding the problem mentioned in the background:

1. How is the procedure of teaching facts and opinion to EFL students in Critical Reading Course in UIN Bandung?
2. What is the students' ability in differentiating facts in news texts?
3. What is the students' ability in differentiating opinions in news texts?

C. Research Objectives

Regarding the research problem above, this study aims:

1. To find out the procedure of teaching facts and opinion to EFL students in Critical Reading Course in UIN Bandung
2. To find out students' ability in differentiating facts in news texts
3. To find out students' ability in differentiating opinions in news texts

D. Research Significances

The results of this study are expected to be useful and become a source of information to evaluate the ability to distinguish student facts and opinions in text news. Practically, this research can provide benefits to teaching, namely being able to know critical thinking skills by distinguishing facts and opinions in news texts for students. Theoretically, this research can be useful information for students or teachers as a way to foster students' critical thinking skills.

E. Scope of research

This study only covers a limited number of students for a limited number of subjects. For this research, the focus is to determine the students' ability to classify facts and opinions in news texts. The population in this study were the third semester students of English Education Department of UIN Sunan Gunung Sjati Bandung who had gone through critical reading classes. As students in colleges, researchers consider it important to know how accurate and aware students are of facts and opinions. The researcher took only 30 students who were taken randomly from all third semester students or students who had gone through critical reading class.

F. Rationale

Critical reading is needed to make students understand and criticize the texts they read. Critical reading strategy is a reading strategy that is used to activate students' critical thinking, while it can assess some of the information needed in the reading text. Critical reading refers to the way or process in which students and teachers interact in the classroom to practice comprehension (Harida & Pd, 2016). The aim of critical reading is not to find fault, but to assess the strength of the evidence and the argument. According to Kurniawati et al., (2020) This is a thought process that involves the ability to understand concepts, apply, analyze, synthesize and evaluate information obtained from observations, experience, reflection, reasoning, or communication as a basis for a belief or action. It is also the inner art

of understanding, analyzing and evaluating things. It is useful to conclude that a research or news article presents sound facts and opinions, as well as to identify weak studies or articles.

According to Chesla & Elizabet (2019) fact and opinion are part of critical reading and it is an important understanding in critical reading skill to distinguish between fact and opinion. Magazines, newspapers, books and journals, of course, contain the facts and opinions of the author. Things that really exist and have happened are called facts. However, things that are believed to have happened or have not yet become an event are called opinions. On a large line fact are what is known while opinion is something that is believed. Fact is something that has happened or is actually true. In the context of the news article, events that actually happened, and statements that are claimed to be true are factual nature, whereas opinions and interpretations are not Sahu & Majumdar (2017). Fact can also be said a particular piece of information that can be proven true or untrue using objective evidence. Then, A feeling, judgment, belief, or conclusion that cannot be proven true or wrong by objective evidence is referred to as an opinion by Henry (2011)

Text is very useful for several aspects of human life. Text becomes a tool for present the news. Text physically consists of grammatical units of clauses, phrases and words Eggins (2004: 54). In this study, news texts will become an object as a tool to measure the extent to which students' ability to distinguish existing facts and opinions. It is not easy to distinguish facts and opinions in news texts. because, many aspects must be considered such as feelings, judgments, conclusions and objective evidence that can be proven. Physical proof, eyewitness testimony, and verbal or written testimony are all examples of objective evidence according to Henry (2011)

From the description above, it can be concluded that news texts will serve as a medium for students to differentiate between facts and opinions. It is expected that students will be able to know the ability to distinguish facts and opinions because it is the basis for critical thinking to be able to find out true information so as not to be fooled by certain parties. Therefore, this study tries to investigate how the ability to differentiating students' facts and opinions by analyzing news texts.

G. Previous Studies

There are several research results on analysis or differentiating facts and opinions. First, a research by Sahu & Majumdar (2017) analyze challenge of distinguishing between factual and non-factual sections of news items has been studied by researchers. This research provides a detailed review of the existing literature on fact classic cation in news articles, as well as a related and more well studied problem of subjectivity vs objectivity in statement class cation. The researcher created a framework for classifying facts and non-facts in news items by combining these strategies and adding new elements.

Second, a research by Mullick et al., (2018) analyzed the challenge of categorical classification of opinion and fact across several datasets. To the best of the researcher's knowledge, this is the first study to attempt to categorize facts in traditional datasets and opinions in traditional datasets and social media into several subcategories. For diverse datasets, the researcher's suggested classification framework achieves good accuracy, precision, recall, and ROC. Researchers can now use the proposed classifier to investigate how different types of opinions and facts are distributed across distinct datasets. Another future direction is to use different discourse markers (e.g., comma) to distinguish smaller units than a sentence and explore how different opinion or fact subcategories in a sentence combine to give overall subjectivity or objectivity. The goal of the study is to develop a generic system for identifying categories across various datasets.

Third, a research by Chatterjee et al., (2017) analyze to overcome the limitations of existing lexicon-based subjectivity detection methods, for classifying facts from opinions in the noisy microblog domain, researchers developed an alternative method that uses contextual attributes and a set of reference data, as well as the contents, to detect subjectivity. Furthermore, researchers demonstrated that combining the researcher's proposed subjectivity detection method to omit facts with a sentiment analysis tool like Sentiment140 improves the effectiveness of detecting user complaints using tweets related to Bank of America.

This research explored the abilities of students majoring in English

Education in the third semester. This research focuses on English Education Department third-semester or students who are taking critical reading courses at the State Islamic University of Sunan Gunung Djati, who had taken critical reading classes, to discriminate between facts and opinions in circulating information or news. This research focuses on how students discern facts from opinions in news texts, with the goal of determining the extent to which students can distinguish facts from opinions in a news narrative. The researcher also expects that this study may aid the Department of English Education students in better distinguishing facts and opinions based on critical thinking skills so that they can classify facts and opinions in news texts and avoid being misled.