

CHAPTER I

INTRODUCTION

This chapter presents and discusses the area of background of the study, statements of the problem, objectives of the study, significance of the study, scope and limitation, assumption and operational definition.

1.1. Background of the Study

Dealing with rapidly advanced science and technology, nations must be ready to face it. In order to do that, schools in the 21st century must have 4C skills, which stand for creative thinking, critical thinking and problem solving, communication and collaboration (Septikasari & Frasandy, 2018). Education and Culture Ministry states that 2013 curriculum goal is to transform passive learning into critical learning. It is important to integrate critical thinking into the classroom instruction and learning that teaches students how to think critically. Therefore, critical thinking to be one of the educational goal in Indonesia (Fadhillah, 2017). During the educational process, it is essential to strengthen higher-order thinking skills, which include critical thinking (Phan, 2010).

Critical thinking skill means that students have skill to think logically and reflectively that concern to determining what has to be done (Ennis, 2011). In order to make the best decisions, a student needs to be able to think critically, reflectively, and methodically about all the facts and challenges at hand (Syarifah et al., 2019). According to Innis in Changwon's journal, there are several steps in the critical thinking process. They are identifying the problem, considering the objective,

coming up with potential solutions, considering potential outcomes, attempting one of the answers, and lastly evaluating the result (Changwong et al., 2018). Furthermore, critical thinking skill relates to how students reason, analyze problems, gather data, generate hypotheses, and communicate their conclusions (Amrilizia et al., 2022).

Critical thinking skills and creativity is very important and needed to be able to solve problems. In addition, someone need collaboration and communication skill to be able to engage and collaborate with others. With this collection of skill, someone can study at a global level and succeed in any situation they may encounter in the future (Zain et al., 2016). Critical thinking is a crucial skill that students must possess because it is as one of the educational aim for students to be able to think critically (Preus, 2012). According to a prior research, 99% of institutions promote the teaching of critical thinking (Huber & Kuncel, 2016). However, Indonesian students still have poor critical thinking skills. It is rated 403 and placed 62 of the 70 nations (PISA). That indicates Indonesian students still have poor critical thinking skill (Saepuloh et al., 2021). Similarly, students at SMPN 2 Krian, their critical thinking skills are still weak. Especially 9th graders, they need to develop their critical thinking.

Critical thinking skill is a requirement the twenty-first century since it is required for innovation through integrating digital technologies into the educational process. As a result of the digital revolution, technology-based learning is now progressing more quickly than ever (Amaliah, 2020). E-learning is as an educational tool which integrates electronic tools with the interaction between those

tools and those taking part in the educational process, including; teachers and students (Widodo & Slamet, 2020). The 21st century learning paradigm places a strong emphasis on digital learning since it is intended to produce students who are effective, productive, creative, inventive, and affective (Hardini & Andayani, 2018). It is unavoidable that technology plays a significant role in many facets of life, particularly in the education field (Anrasiyana et al., 2022). Moreover, technology is now playing a bigger role of education in digital age, making the learning process more interesting for students. Therefore, in order to enhance the students' critical thinking skill, the learning media based technology is needed (Amrilizia et al., 2022).

One of the interesting learning media based technology is Edpuzzle platform. By using the Edpuzzle platform, teachers may engage students in interactive video learning. One of Edpuzzle's advantages is that it enables students to study through video while taking into account their own learning styles, speed and aptitudes (Giyanto et al., 2020). Teachers can monitor students' progress through the use of simple analytical tools that they have designed. People can use any video as a teaching tool by selecting a video, assigning it a set of HOTS questions, and monitoring the students' responsibility and completion. Teachers can monitor their students' viewing of the already created video, how often they watch each portion, and their comprehension of the material. Even though the teacher must have designed it in advance on a laptop and shared the URL with the WhatsApp group, it is compatible for students to view using their own Android devices.

Students' ability to study independently can be greatly improved by using

Edpuzzle for learning and in supporting learning, Edpuzzle provides extra resources to help low achievers learn and prevent academic exclusion (Silverajah & Govindaraj, 2018).

In line with this issue, English teachers can use narrative text to encourage students' critical thinking abilities. Compared to non-narrative texts, this genre uses more complicated and implicit language, which leaves greater possibility for many interpretations, justifications, and arguments (Atkinson & Mitchell, 2010). By exposing language learners to a range of interpretations, justifications, and arguments, the use of narrative in EFL contexts may also give them the chance to develop their self-awareness and higher-order thinking abilities (Pashangzadeh et al., 2016). In this case, teachers can create educational exercises that involve watching narrative story videos on an Android device to assist learners strengthen their ability to think critically.

According to Anderson cited by Agusta, a writing that tells a tale and so informs and amuses the reader or listener is referred to as a narrative text (Agusta, 2015). According to Rohmah on Mawadah, stories can enhance motivation, provide meaning, promote influence-built language awareness, foster communication, and serve as an inspiration for speaking and writing (Mawaddah et al., 2022). In other words, narrative text is joyful material that presents a story with the aim of entertaining the reader or listener. So, in this research, the writer wants to develop students' critical thinking skills which are known as heavy and serious ability by using joyful material called narrative text. Furthermore, stories from narrative texts are presented using the Edpuzzle application as a fun learning media.

According to the statements, the researcher is interested in discussing about *The Implementation of Edpuzzle to Develop Students' Critical Thinking Skill in Learning Narrative Text of Ninth Grade Students at SMPN 2 Krian.*

1.2. Statements of the Problem

Based on the research background, the researcher formulates the research problems as following:

1. How is the implementation of EdPuzzle to develop students' critical thinking skill in learning narrative text of the ninth-grade students at SMPN 2 Krian?
2. How is the students' critical thinking skill developed through Edpuzzle in learning narrative text of the ninth-grade students at SMPN 2 Krian?
3. How is the students' perception of the use of Ed-Puzzle to think critically in learning narrative text of the ninth-grade students at SMPN 2 Krian?

1.3. Objectives of the Study

1. To describe the implementation of Edpuzzle to develop students' critical thinking skill in learning narrative text of the ninth-grade students at SMPN 2 Krian.
2. To describe the students' critical thinking skills developed through Edpuzzle in learning narrative text of the ninth-grade students at SMPN 2 Krian.
3. To describe the students' perception of the use of Ed-Puzzle to think critically in learning narrative text of the ninth-grade students at SMPN 2

Krian.

1.4. Significances of the Study

1. For teacher: The researcher really expects that this study is able to aid the teacher to design and implement a creative and innovative teaching learning process by using Edpuzzle in teaching learners' critical thinking skill.
2. For students: It is expected that this research may be valuable and help learners to train their critical thinking skill through the use of interesting and enjoy learning media called Edpuzzle.
3. For further researcher: through this research, researcher wants to contribute to the development of science related to the quality of learning English and the finding of this research can be put to use as a reference or control for future investigation.

1.5. Scope and Limitation

The scope of this research are the teacher and E ninth-grade students of SMPN 2 Krian. Meanwhile the limitation of the study focused on this research is Edpuzzle implementation to develop students' critical thinking skill in learning narrative text and also the students' perception on using Edpuzzle to think critically. The critical thinking indicators focused in this research are analysis, evaluation and inference.

1.6. Assumption

The assumption of this research is that Edpuzzle can be used as a good potential e-learning media to develop students' critical thinking, particularly in

narrative text. Additionally, the students are interested in learning English with Edpuzzle and be able to think critically in narrative text.

1.7. Operational Definition

1. Critical Thinking Skill

Critical thinking skill is the ability of students to analyze, evaluate, explain, and restructure their own thinking in order to reach a critical conclusion.

2. Edpuzzle

Edpuzzle is a learning media based technology that all teachers are able to create engaging and interactive video lessons and materials from any learning video source, including YouTube, Khan Academy, and Crash Course.

3. Narrative Text

A narrative essay is one that tells a tale or a set of events in chronological order. The generic structures are orientation, complication, resolution. The purpose of the text is to entertain the reader.