

**PLAYING A SHORT MOVIE IN IMPROVING STUDENTS'
CRITICAL THINKING**

THESIS

**By
SITI KHADIJAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD/ 1445 AH**

**PLAYING A SHORT MOVIE IN IMPROVING STUDENTS'
CRITICAL THINKING**

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Presented to Faculty of Tarbiyah and Teacher Training
In Partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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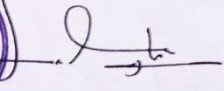
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ABSTRACT

Siti Khadijah. 2024. Playing a Short Movie in Improving Students' Critical Thinking. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor Hj. Nurlaila Kadariyah, S.Ag, M.Pd.

Keywords: Critical Thinking, Short Movie

Critical thinking is a crucial skill that must be owned by everyone. Critical thinking helps in dealing with all kinds of problems more effectively. The use of short movie in teaching critical thinking skill is one way to increase the variety of the class activity, which is something that many instructors and teachers are looking for these days. Based on this phenomenon, the researcher is interested in investigating how the implementation of playing a short movie in improving students' critical thinking and what the teacher's techniques in improving students' critical thinking. Through the media and technique are expected to improve students' critical thinking skill. The researcher applied a qualitative approach using descriptive research method. Data were collected through observations and interview with English teacher. The result of the implementation of playing a short movie in improving students' critical thinking, are: 1) first, the teacher provides an explanation about the learning material or called informing learning objectives, 2) second, the students did text analysis exercise and created a descriptive text with their peers through group discussions, 3) third, the teacher used divergent questions. In addition, there were five types of the teaching techniques in improving students' critical thinking. They were informing learning objectives, divergent question, group discussion, giving feedback, and giving motivation. The most dominant technique used by the teacher was divergent question. The technique showed a lot because the teacher in teaching and learning process often asked questions to train students' to critical thinking in classroom.

ABSTRAK

Siti Khadijah. 2024. *Playing a Short Movie in Improving Students' Critical Thinking*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing Hj. Nurlaila Kadariyah, S.Ag, M.Pd.

Kata Kunci: Film Pendek, Berpikir Kritis

Berpikir kritis merupakan keterampilan penting yang harus dimiliki oleh setiap orang. Berpikir kritis membantu dalam menangani segala macam masalah dengan lebih efektif. Penggunaan film pendek dalam pengajaran keterampilan berpikir kritis merupakan salah satu cara untuk meningkatkan variasi aktivitas kelas, yang merupakan sesuatu yang banyak dicari oleh instruktur dan guru saat ini. Berdasarkan fenomena tersebut, peneliti tertarik untuk menyelidiki bagaimana penerapan pemutaran film pendek dalam meningkatkan berpikir kritis siswa dan apa teknik guru dalam meningkatkan berpikir kritis siswa. Melalui media dan teknik diharapkan dapat meningkatkan kemampuan berpikir kritis siswa. Peneliti menerapkan pendekatan kualitatif dengan menggunakan metode penelitian deskriptif. Data dikumpulkan melalui observasi dan wawancara dengan guru bahasa Inggris. Hasil penerapan pemutaran film pendek dalam meningkatkan berpikir kritis siswa yaitu: 1) pertama, guru memberikan penjelasan tentang materi pembelajaran atau disebut menginformasikan tujuan pembelajaran, 2) kedua, siswa-siswa melakukan latihan analisis teks dan membuat teks deskriptif bersama teman-temannya melalui diskusi kelompok, 3) ketiga, guru menggunakan pertanyaan-pertanyaan divergen. Selain itu, terdapat lima jenis teknik pengajaran dalam meningkatkan berpikir kritis siswa. Yaitu menginformasikan tujuan pembelajaran, pertanyaan divergen, diskusi kelompok, pemberian umpan balik, dan pemberian motivasi. Teknik yang paling dominan digunakan guru adalah pertanyaan divergen. Teknik ini banyak terlihat karena guru dalam proses belajar mengajar sering mengajukan pertanyaan untuk melatih siswa berpikir kritis di kelas.

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Siti Khadijah

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