

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

According to Iqbal et al. (2019), a good learning process will produce students who excel and a good learning process must involve students actively, creatively, and critically. The quality of education cannot be separated from the learning process in the classroom, but it can be seen from the aspects of the process of learning outcomes and achievements attained at school. Meanwhile, it is anticipated that the educational process will be able to create generations in the competitive globalization era. They are morally upright, intelligent, and critical of the world around them. The key components required to survive the era of global competition are innovative and courageous people. Besides, according to Utami et al. (2021), in order for students to successfully navigate the problems of the newly constructed salad bowl and the workplace, critical thinking has become one of the key topics repeated by educational institutions around the world.

Low order thinking and High order thinking are two of the cognitive levels that deal with students' in the revised Bloom's taxonomy. LOTS defined as the three lowest levels of the revised Bloom's Taxonomy (remembering, understanding, and applying). HOTS defined as an incision among the three top levels of ability in the cognitive dimension (analyzing, evaluating, & creating) (Anderson & Krathwohl, 2001). One of the most

important abilities for a person to have in order to tackle a new problem in the twenty-first century is higher-order thinking skills (HOTS) (Brookhart, 2010). Moreover, Thomas & Thorne (2009) asserted that HOTS is essential for using, connecting, or modifying past knowledge to address current issues. Therefore, Tasks like analyzing, assessing, and producing conceptual and procedural knowledge are used to measure HOTS. It is imperative that students get familiar with HOTS exercises as they can aid them in problem solving, situational adaptation, and decision making all very important given the rapidly advancing 21st century.

Nugroho (2018) asserted that in order to equip pupils to compete in the wake of the industrial revolution (5.0), educators need to impart higher-order thinking skills to their students. Moreover, according to Heong et al. (2011), educators should help pupils acquire the higher-order thinking abilities needed to think outside the box and come up with a fresh solution. It implies that the instructor needs to be able to help the pupils solve problems and think critically and analytically. In order to give students more opportunities to practice critical thinking, they anticipate becoming more inventive and proactive in their delivery of instructional materials. According to Iqbal et al. (2019), the ability to think critically is crucial for acquiring other thinking abilities, like the capacity for decision-making and problem-solving. There are so many things in daily life that require criticism. According to some of the definitions of critical thinking provided by numerous experts, a person who thinks critically is one who is dissatisfied

with the response or viewpoint expressed to him by another person. Meanwhile, according to Changwong et al. (2018), critical thinking is a mental process that calls for people to actively and skillfully conceptualize, apply, analyze, synthesize, and evaluate knowledge to arrive at an answer or conclusion. Moreover, according to Kallet (2014), critical thinking is about comprehending the issue, problem, aim, or objective that you're trying to address. Students who have developed their critical thinking skills will make decisions of higher quality and find creative solutions that they can convey through their opinions.

Talking of critical thinking, in Islam, Allah commands us to consider and comprehend. This demonstrates the significance of thinking, which is encouraged in Al-Qur'an Surat Al-'Ankabut verse 35.

وَلَقَدْ تَرَكْنَا مِنْهَا آيَةً بَيِّنَةً لِّقَوْمٍ يَعْقِلُونَ

And verily We have left from this land which We have destroyed a clear sign for a people of understanding, because it is this intelligent person who can take lessons from every event. Next, the verse in the Qur'an that also instructs Muslims to think critically is Surah Ali-Imran (3) verses 190-191.

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لآيَاتٍ

لِّأُولِي الْأَبْصَارِ

الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي  
 خَلْقِ السَّمٰوٰتِ وَالْاَرْضِ رَبَّنَا مَا خَلَقْتَ هٰذَا بَاطِلًا سُبْحٰنَكَ فَقِنَا عَذَابَ  
 النَّارِ

Allah SWT through QS. Ali Imran verses 190-191 invites humans to think and contemplate about the creation of the heavens and the earth, as explained in Tafsir Al-Misbah, namely by optimizing brain function to think about the creation of the heavens and the earth and utilizing their intellectual potential to explore the signs of Allah's greatness and utilize their intellectual potential to produce a thought and knowledge. All of that is a sign of the power of Allah for those who want to think about it, and they are referred to as Uulul Albaab. Initially these phenomena are signs of Allah's power for people who have perfect minds. The intellect that is able to take the essence and wisdom of everything and all of that becomes inspiration for people of reason.

Next, according to Paul & Elder (2016), Critical thinking includes mental activity in problem-solving, assumption-analysis, rationale-giving, evaluating, performing investigations, and making decisions. The capacity to locate, examine, and evaluate information is crucial to the decision-making process. People that are able to think critically will look for, examine, and assess information before drawing inferences from the data and making a choice. A critical thinker will constantly look for and explain the connection between the difficulties being discussed and other problems or other relevant

experiences. Moreover, Facione (2015) noted that despite all the advantages, there are some drawbacks as well, such as the difficulty of incorporating critical thinking into language learning. The objective is to provide the students with the necessary knowledge and abilities, such as the ability to recognize and differentiate between intended and true inferential relationships between statements, questions, concepts, descriptions, or other representations meant to convey ideas, opinions, judgments, experiences, justifications, or information.

In order to equip students to handle personal obstacles and future employment, Robbins & Judge (2017) claimed that critical thinking along with accurate, logical, and quick problem solving is necessary. Besides, according to Heo (2012), the usage of learning media helps focus students' attention, boost motivation, enhance learning outcomes, and sharpen their critical thinking abilities because the materials are presented in a clear and understandable manner. The use of educational media can help pupils become more motivated to learn and develop their critical thinking skills. Moreover, Association for Educational Communications and Technology (AECT, 2021), stated that all forms of media are vehicles for disseminating information.

Salih & Abbas (2019) claimed that many educators today are searching for fresh ideas and approaches to spice up the classroom activity and one way to do this is by employing a movie with authentic language. Movies are effective teaching tools that develop students' critical thinking. Besides, Kabooha (2016) noted that numerous research and conclusions

supported the use of movies as a primary source for language learning in schools due to their positive effects on students' language ability and proficiency. The impact of movies on pupils' critical and creative thinking is not limited to language.

Short movies are one of the learning medium that are valuable for usage in the teaching-learning process (Suwastini, 2019). According to According to Sudiran (2015), it is essential to use a variety of educational resources to improve teaching techniques and foster an engaging learning environment that will aid students in understanding the subject matter. Furthermore, Kadabadayi (2012) stated that a short movie is an useful educational tool since it fosters students' capacity for original thought and their growth in their English language proficiency. A short movie that is 6 minutes to 40 minutes long (or less) makes it easier for the teacher to instruct the pupils; because it is brief, the students can watch it more than once and become more focused on a particular topic in the movie. Besides, Cooper and Dancyger (2005) stated that a short film must be brief in order to convey its message to viewers by providing them with a straightforward (but not overly simple) concept or fundamental notion. Moreover, Faiziyah (2021) suggests that short movies can improve pupils' memory and encourage critical thinking in them. The existence of short movies helps students' English language skills (writing, reading, listening, and speaking) because they not only watch and listen to the entire movie but are also encouraged to discuss it and express their ideas. On the other hand, movies and education have a tight association

because they can now be utilized as an effective medium by teachers to implant life values in their pupils. Short movies may be used as a medium of learning to instill positive values to the students by watching the short movies.

According to research by Marina et al. (2015), there are five methods for enhancing students' critical thinking employing higher-order thinking skills. These include posing a divergent question, informing learning objectives, giving motivation, group discussion, and giving feedback. For this research, the teacher used the question method to improve students' critical thinking. The teacher bring interesting short movie based on students' interests and language ability. By presenting engaging images that are relevant to the subject matter of the short film, making predictions, posing queries, and encouraging discussion, the instructor may help their students become ready to watch and think critically. Additionally, the teacher allows students to examine an object, the characters, the plots of the film, and lessons that can be taken from the short film that is shown before being asked questions after watching the film to improve students' critical thinking.

This research will be conducted in MA Al-Istiqomah which is located on Pekapuran Raya No. 01 Rt 42, Pemurus Baru, Banjarmasin Selatan. Based on the first-hand observation at MA Al-Istiqomah, the researcher found that the students of MA Al-Istiqomah still passive and silent when they did not really understand the English material being taught. Besides, the school use television facilities in every class that are connected

to the internet, television is used as media of learning and can be used to watch various kinds of video including short movie. Those are the reasons why the teacher uses short movies by using television as a media to increase students' critical thinking at MA Al-Istiqomah.

Therefore, based on the explanation above, the researcher wants to know how the English teacher improve critical thinking students' through a short movie, and from that, the researcher is going to conduct research with the title **“Playing A Short Movie in Improving Students' Critical Thinking”**.

## **B. Definition of Key Terms**

### **1. Critical Thinking**

According to Masduqi (2006), critical thinking is the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information as a guide to belief and action. This information is gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

### **2. Short Movie**

Any movie with a runtime short enough to not qualify as a feature film is referred to as a short movie. Short movies, which are about 15-20 minutes long and can be shown multiple times in a single session, allow for deep student familiarization, which is crucial for enable them to meaningfully engage in the material's critical discourse (Annisa, 2022).



The researcher selecting animated movies in this research. One frame at a time is how animated movies produce a series of images. The kinds of movies chosen will affect how eagerly kids watch, absorb information, and exercise critical thought.

### **C. Research Questions**

The researcher makes the research questions as follows:

1. How is the implementation of playing a short movie in improving students' critical thinking?
2. What technique the teacher' use in improving students' critical thinking after playing short movie?

### **D. Objectives of Study**

The objectives that the researcher find out as follow:

1. To describe how does the implementation of playing a short movie in improving students' critical thinking
2. To find out teacher' technique in improving students' critical thinking after playing short movie

### **E. Significance of Study**

This study's significance is intended for educators, learners, and other researchers. Which are:

1. For the teachers

This study aims to inspire and assist teachers in instructing their students. Particularly for teachers of difficult-to-control students', who have greater incentive to exercise caution, pay attention constantly and never give up on teaching them

2. For the students

This research aims to teach students' the important lesson that they should always respect their teachers, even when they don't do everything they want them to. This study also aims to convey to the students that regardless of their attitudes, teachers always give their students their very best.

3. For the other researchers

This study can provide as motivation and secondary data for other researchers interested in conducting research on how to increase critical thinking in other motion pictures. As a result, numerous movies will be examined and a variety of lessons will be learned and put into practice.