

CHAPTER I

INTRODUCTION

A. Background of Study

In the world of education, critical thinking is very important to create, develop and maintain. These abilities are important in problem solving, decision making, and effectively navigating the complexities of the world. Critical thinking is the ability to analyze, evaluate and synthesize information or arguments logically and systematically. This involves questioning assumptions, identifying bias, and assessing the validity of evidence to form reasoned conclusions or decisions. Critical thinkers are adept at identifying logical fallacies, recognizing false information, and considering multiple perspectives before drawing conclusions. According to Paul, & Elder, (1992) Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Someone with good critical thinking skills will really help him in life. This can be developed in a classroom or school environment, so that it can be applied in everyday life.

Not only prioritized in the world of education, the ability to think critically is also presented in the Qur'anic verse in surah al-alaaq verse 1-5 which reads:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ
 الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

There is relevance between the concept of critical thinking and the interpretation of QS. al Alaq verses 1-5. In imam of Al-Qurtub interpretation, QS. al-Alaq verses 1-5 emphasize thinking activities, using common sense to understand, evaluate, learn lessons and make decisions to act in accordance with the Shari'a that He has established. This is in line with the components contained in the critical thinking process. This critical thinking ability should be mastered and applied by every Muslim in order to achieve the goal of making a human being who utilizes his potential to worship optimally and become a person who is devoted to Allah SWT (Amani, 2023).

Learners who can think critically, express their opinions, solve problems and so on will be indispensable in life. To create the students' critical thinking dispositions, of course, there must be a certain method of approach that can be used. One approach that can be used is contextual teaching and learning (CTL). The use of CTL can be very helpful because it encourages students to think critically, and it will be easier for them if the phenomena they think are related to what they experience in real life. When they are asked to think of a meaning that matches what they have experienced, it can make it easier for them to reason about a problem.

CTL directly or indirectly is very often found in educational environments. When encouraging students to think about something with meaning. It is then that their critical thinking disposition scale will be appeared and adapted to their real-life events. In this case, researcher is looking for answers on what are the scales of students' critical thinking dispositions in CTL class especially in learning English in the classroom.

In the schools studied by researchers, students did not show a critical thinking disposition scale, until when the teacher connected the material with real life, the students became active and their critical thinking disposition scale began to emerge. This study involved teachers who took an approach with the CTL method and involved students whose critical thinking dispositions scale would be appeared through CTL in the school environment, in English learning classes.

In this study, researcher focused on the critical thinking (CT) disposition scales that emerged when the contextual teaching and learning approach was implemented in English learning at school, as well as what CTL activities were carried out by teachers and students.

This research was conducted using the method of collecting classroom observation data and also interviews. The participants selected for interviews were students who felt a direct impact on the critical thinking disposition scale when implementing contextual teaching and learning in the English class. These participants were selected according to the criteria of students who have

direct experience in English classes when applying the contextual teaching and learning approach method.

Since students' critical thinking dispositions are the main topic of discussion, this research and previous research can be compared in this regard. Apart from that, this research also examines Contextual Teaching and Learning like previous research. The first research and this research were both conducted during junior high school, which brings us to the third similarity. The research location in this study is different from other studies, because this research was conducted in junior high schools, while the second and third studies were conducted in universities and elementary schools. Not to mention that the original research also examined learning motivation, but this research only concentrates on critical thinking dispositions.

B. Definition of Key Terms

The definition of the terms used in this study in order to avoid misunderstanding or misinterpretation. To prevent confusion, some terms connected to this study have been defined.

1. Critical Thinking (CT) dispositions

The behavioral characteristics of an individual that stem from their critical thinking skills is known as their critical thinking disposition. Individuals who are critical thinkers always base their decisions and actions on critical

analysis. In this research, the researcher selects critical thinking dispositions that came from students who learn English at SMP Islam Al-Mumtaza and demonstrate Contextual Teaching and Learning approach method in their classroom.

2. Contextual teaching and learning (CTL)

The contextual teaching and learning are a method of approach that comprehensively seeks to aid students in comprehending the meaning of instructional materials and connecting them to the context of daily life (personal, cultural, and social contexts), so that students have flexible and dynamic knowledge or skills to actively construct their own understanding. In this study, the researcher takes Contextual Teaching and Learning that used in English class at SMP Islam Al-Mumtaza that can bring out students' critical thinking disposition scales.

3. English Class

The English language being the global language used for communication and interaction among people worldwide, is taught from early childhood education to higher education across the world. This depends on the philosophy and education system, as well as the national curriculum, adopted by each country. It means that learning in the classroom, and the lesson is dedicated to learning English. This course's participants are the

students who learn English at SMP Islam Al-Mumtaza that learn English material.

C. Research Questions

The main questions to be addressed in this research are:

1. What are scales of students' Critical Thinking dispositions when they are learning English by using contextual teaching and learning?
2. What are the Teacher's and students' activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in Learning English?

D. Objectives of Study

According to the research questions, the research aims to investigate:

1. To describe the scales of students' Critical Thinking dispositions when they are learning English by using contextual teaching and learning.
2. To find out the Teacher's and students' activities in using Contextual Teaching and Learning for Students' Critical Thinking Dispositions in Learning English.

E. Significance of Study

This research is very useful to find out the students' critical thinking dispositions through contextual teaching and learning in English class. This research provided very important information to determine the scales of

students' Critical Thinking dispositions when they are learning English by using contextual teaching and learning, if CTL are successful in bringing out students' critical thinking dispositions, this approach can still be used for continuous learning in the classroom. This research can also be used as a reference for teachers to evaluate the learning methods they use in the classroom, so that the use of CTL is able to bring out the students' critical thinking dispositions when think about things related to their real life. Without a doubt, the findings of this study should be beneficial to all readers.