

CHAPTER I

INTRODUCTION

A. Background of Study

Critical thinking (CT) is one of the many abilities that must be developed during the difficult process of learning a language. The ability to critically think is vital for language learning because it allows students to assess, analyze, and synthesize information. Critical thinking, however, is a challenge for a lot of language learners, which might impede language acquisition. Thus, it's important to investigate cutting-edge teaching strategies that might improve language learners' critical thinking abilities.

Critical thinking (CT) is widely recognized as one of the most important cognitive skills and a major indicator of excellent student learning. To develop competent critical thinkers, CT must be included into curricular materials, instructional methodologies, and grade-level sequencing. The corpus of research on CT skill education is thoroughly analyzed in this paper. As a consequence of the extensive analysis, a conceptual framework was created that tackles the four main points raised by the researchers studying CT education. Whether technology can aid students in learning CT skills is one of these points of contention (Irawati, 2014).

One teaching strategy that has become more and more popular in language acquisition is film analysis. Film analysis is the process of analyzing movies critically in order to pinpoint story developments, themes, and characters. By allowing students to examine, assess, and synthesize material, film analysis can help improve critical thinking abilities in language acquisition. Through the exposure of learners to real-world language usage and cultural situations, film analysis may also be utilized to enhance language ability (Nyström, 2019).

Numerous scholarly investigations have examined the use of film analysis in language education and its influence on critical thinking abilities. Study discovered that students' critical thinking abilities and linguistic ability both increased with film analysis. According to this research, film analysis can be a useful method for improving language learners' critical thinking abilities.

Allah SWT says in surah Al-Baqarah verse 164:

إِنَّ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ وَاحْتِلَافِ الْيَلِ وَالْهَارِ وَالْفُلْكِ الَّتِي تَجْرِي فِي الْبَحْرِ بِمَا يَنْقُعُ النَّاسُ وَمَا أَنْزَلَ اللَّهُ مِنَ السَّمَاءِ مِنْ مَاءٍ فَأَحْيَا بِهِ الْأَرْضَ بَعْدَ مَوْتِهَا وَبَثَّ فِيهَا مِنْ كُلِّ دَابَّةٍ وَتَصْرِيفِ الرِّيحِ وَالسَّحَابِ الْمُسَخَّرِ بَيْنَ السَّمَاءِ وَالْأَرْضِ لَا يَلِتِ لِقَوْمٍ يَعْقِلُونَ

This verse can foster critical thinking and a greater comprehension of the natural world by encouraging believers to consider the indications of

Allah's creation in their surroundings. Many facets of education and learning can benefit from the use of the reflection and critical thinking principles. Islamic education and scholarship have always emphasized critical thinking and reflection as vital components of the learning process when it comes to teaching and learning. It is recommended for educators and students to reflect on and evaluate the world and the information they have gained. In a variety of educational situations, including language acquisition, the more general ideas of critical thinking, reflection, and information seeking can be implemented.

English Program Dormitory in Al Falah Islamic Boarding School for Girls Banjarbaru, also uses film analysis. Since the program's launch in 2014, it has been overseen by outstanding educators. Because this program enrolls a large number of students, many of them graduate and go on to instruct new students and oversee their dorms. Because they are interested in this program, many pupils sign up for it. New participants in the program will get assistance from mentors, coordinators, and guardians.

The primary focus of this study will be the English program dormitory's critical thinking skills at Al Falah Islamic Boarding School Banjarbaru. The research will focus on the English-dormitory program at Al Falah Islamic Boarding School in Banjarbaru. Data is gathered through observation and interviews. Given this, the investigator will conduct a study

titled “The Students’ Analysis of The Story Elements of The Ron Clarck Movie at Al-Falah for Girls”

More investigation is necessary to determine whether film analysis support critical thinking abilities and is useful in language learning. In particular, research must be done to determine the advantages and disadvantages of using film analysis to language acquisition as well as how it might be utilized to improve critical thinking abilities.

Overall, the examination of real-world applications reveals that rather than the development of CT, topic matter is usually the focus of instructional tactics. The results indicate a deficiency in the teaching of CT skills concerning innovative methods and, specifically, utilizing new technologies. They also stress the need for more research on novel approaches to teaching CT expertise.

B. Definition of Key Terms

Some terms related to the research were clarified to avoid misunderstandings:

1. Critical thinking skills

The capacity to assess, evaluate, and synthesize data in order to arrive at well-reasoned conclusions. These skills involve analyzing information logically and making judgments based on evidence

rather than assumptions. In education, critical thinking helps learners understand information more deeply and use it appropriately in different contexts.

2. English Film Analysis

English film analysis refers to a learning activity that involves watching and analyzing English films as part of the *Movie Time Program* at Al-Falah for Girls. This activity is conducted in the English Program Dormitory to support students' English language learning and critical thinking skills. Through Movie Time, students are guided to review and interpret film elements such as story, plot, characters, conflict, setting, theme, and narrative structure to understand the film's meaning and message more deeply.

3. Movie Time

Movie Time is a weekly activity in the English Program Dormitory at Al-Falah for Girls that uses English films as a learning medium. In this activity, students watch English films and analyze their elements, such as story, plot, characters, conflict, setting, theme, and narrative structure, to support English learning and critical thinking development

C. Research Questions

1. How do elements of film supporting students' critical thinking through English film analysis of "movie time" program at Al-falah for girls?
2. What are the students' difficulties in analyzing elements of film in "movie time" program at Al-falah for girls?

D. Objectives of Study

The main questions to be addressed in this research are:

1. To find out how elements of film supporting students' critical thinking through English film analysis of "movie time" program at Al-falah for girls.
2. To find out what the students' difficulties in analyzing elements of film in movie time program at Al-falah for girls.

E. Significance of Study

Given that there are still several barriers to critical thinking for students, this research is helpful for educators, practitioners, researchers, and students alike. A side from that, teaching and learning are difficult tasks. There are several challenges for kids learning a new language, particularly with critical thinking abilities.

Film analysis is one strategy the researcher will cover here for overcoming these challenges. Students who attend boarding schools might

recognize the film analysis from their educational materials. A number of boarding schools employ film analysis as a means of learning English. This study will offer helpful details and serve as a resource for educators and learners about the use of critical thinking skills in language learning through the use of film analysis. It is anticipated that other scholars conducting research in the area of critical thinking ability through film analysis will utilize this work as a reference. The study's findings will surely be helpful to all of the readers.