

CHAPTER I

INTRODUCTION

A. Background of The Study

The globalization makes the educational environment inevitably changing from the traditional education into modern way, rapidly growing. It is not only in education but also in many aspects. Indonesia has the policymakers of education that follows the globalization to make sure the students of Indonesia have the same competencies. Mustofa et al (2020) Mentioned that Indonesian policymakers of curriculum design have innovated some new pathways to improve students' critical thinking and their scientific behavior in the schooling sectors. In other hand, Fakhomah and Uta (2019) mentioned this improvement is not only about the alteration of the curriculum substance but rather the alteration of the pedagogy.

Bağ and Gürsoy (2021) mentioned that critical thinking examine the messages, draw conclusions and deductions, and generate the meaning necessary to convey their own viewpoints, active collaboration, which is essential in today's society, calls for skilled thinkers who can communicate in common language. Critical thinking is the skills or mode of think that could solve and find the solutions of the problem in any object. The skill to think critically it is essential for helping people to evaluate and decide what to do by applying rational reasoning.

Based on the concept of critical thinking, Tathahira (2020) explained that critical thinking is universally recognized as a term which reflects higher level thinking. Critical thinking is used to find the solutions of the problem in any object from the easy to difficult things. Saleh (2019) implied the true engagement of learners in the process of knowledge construction through reflecting and thinking deeply curiosity. Saleh (2019) suggested the effective implementation of critical thinking teaching in EFL classrooms as well as for recognizing the criticality and linguistic proficiency of language learners. In line with, this mainly teachers

and students are able to process critical thinking. Where the teacher takes the lead and is the only source of information.

Several studies have discussed the topic of critical thinking in the scope of education. Most studies explored the ability of critical thinking in EFL students to think critically in the use of pedagogy and environment. Zahrani & Elyas (2017) stated that critical thinking skills are among the most in demand and must be developed and improved by learners. They claimed that practices for promoting CT (Critical Thinking) inside EFL classrooms used the technology that developed EFL learners' critical thinking skills. The result of another study shown by Tathahira (2020) mentioning that bringing together critical thinking in an online environment are the complete package in reflecting modern education. All the essentiality and positivity of critical thinking are inevitable skills in facing the globalized era.

In this case, the teacher plays an essential role in assistance students to have critical thinking skills. However, research regarding critical thinking in the context of English language education is still under explore. Therefore, in this study, researchers will conduct a study on how teachers implement critical critical thinking in high school EFL classroom and their challenges.

B. Limitiation of The Study

In this research, the reseacher will only explore critical thinking in high school EFL Classroom. Specifically, it will explore critical thinking in high school EFL Classroom about how teachers teach and integrate critical thinking along with teachers' challenges in integrating critical thinking in high school EFL classroom .

C. Research Question

From the existing background, the researcher concludes several questions to be investigated, including:

1. How the teachers teach and integrate critical thinking in high school EFL classroom?

2. What are the teachers' challenges in integrating critical thinking in high school EFL Classroom?

D. Purpose of The Study

Based on the research questions, the purpose of the study are :

1. To investigate how EFL teachers' teach and integrate critical thinking in high school EFL classroom.
2. To explore the teacher's challenges in integrating critical thinking in high school EFL Classroom

E. Significance of The Study

There are several benefits which are expected by this research :

1. For the teachers, this research is expected to add an insight into the importance of integrate critical thinking in high school EFL classroom and also be an inspiration for teaching in practicing EFL classroom.
2. For the students, the students will get a new way of experiences learning with critical thinking in high school EFL classroom and understand about the beneficial of critical thinking .
3. For the other researchers, the result of this study could be an additional reference for conducting research related to this study.

F. Definition of Key Terms

In this study, the researcher needs to explain the terms that related to the title of this thesis in understanding this study to the reader as follows:

1. Critical Thinking
It applies to all sorts of knowledge implies the true engagement of learners in the process of knowledge construction through reflecting and thinking deeply (Saleh, 2019)
2. EFL Classroom
EFL classrooms is a classroom that use English as a foreign language which is for students in the classroom.