

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition of the term.

1.1 Background of The Research

Education in the 21st century demands students to possess critical thinking and creative thinking skills. The advancements in technology and globalization have reshaped the demands of the workforce and society as a whole. In the ever-evolving digital era, students need to be able to confront complex challenges, solve intricate problems, and generate innovative ideas. Therefore, their success in the future heavily relies on their abilities to think critically and creatively.

However, Indonesia's capacity for critical thinking and creative thinking remains a concern. According to Nada et al. (2024), The PISA (Programme for International Student Assessment) survey conducted by the OECD (Organisation for Economic Co-operation and Development) in 2022 ranked Indonesia at the rank 61 among 81 countries evaluated for education quality. This underscores the urgent need for improvements in Indonesian education. Emphasizing higher-order thinking skills, including critical and creative thinking, within the learning process can effectively foster the development of students' cognitive abilities and bring about positive transformations.

Critical thinking involves evaluating arguments and claims to make informed judgments, while creative thinking enables the generation of new ideas and innovative problem-solving. These skills are mutually supportive in comprehensive thinking. (Facione, 2015; Arnyana, 2019)

Incorporating intellectual challenges into textbooks is crucial for fostering expansive thinking abilities. In order to gain new perspectives, students need to be exposed to non-routine problems or issues, one of which is in the form of Higher Order Thinking Skills (HOTS) questions. These types of questions

encompass problem-solving abilities, creative thinking, critical thinking, and decision-making skills (Dinni, 2018). From that explanation, it is recommended that textbooks present complex or controversial problems that encourage students to consider multiple perspectives and think creatively in order to find innovative solutions.

There are various types of textbooks written based on the curriculum used in schools. However, textbooks often lead to a learning process that is focused solely on the book itself and becomes monotonous as said by Safitri (2017).

In addition, a textbook can also become boring for students if the content is not applicable to real-world situations. Huda (2017) asserts that teaching materials should aim to motivate learners by stimulating their interests and encouraging them to explore further possibilities in language learning. If the teaching materials are not engaging and motivating, students may not learn effectively. To address this issue, curriculum designers provide alternative materials in textbooks. These alternative materials are often referred to as authentic or real-life materials by Purwandani et al., (2017) Therefore, incorporating real-life events into the curriculum is expected to help cultivate and develop students' critical thinking and creative thinking abilities.

The Ministry of Education and Culture in Indonesia recognizes the importance of critical thinking and creative thinking skills, evident through the approval of the "Kurikulum Merdeka" (Independent Curriculum). The Merdeka Curriculum is designed to assist students in enhancing their English language skills across six main domains: listening, speaking, reading, viewing, writing, and presenting or delivering inclusively, within diverse contexts.

These six English language skills are highly suitable for fulfilling the CEFR (Common European Framework of Reference for Languages) learning outcomes, which are equivalent to B1 level. Level B1 (CEFR) reflects the proficiency level demonstrated by students in their ability to sustain interactions and effectively convey desired messages with clarity and comprehensive expression. (Pouw et al., 2023)

In line with the design of English learning in Merdeka Curriculum, the Ministry has developed and published new textbooks, including the English textbook "Work in Progress" introduced in 2022.

Based on the explanation above, the researcher plans to conduct a study entitled "The Elements of Critical Thinking and Creative Thinking Skills in The Tenth Grade English Course Book entitled 'Work in Progress' by The Ministry of Education and Culture Republic of Indonesia". This research will be crucial for the researcher to analyze the values or elements that can foster critical thinking and creative thinking skills present in the book. The aim of this study is to investigate how elements of critical thinking and creative thinking are incorporated into the book. Through this research, the researcher hopes to obtain valuable findings that can be utilized by teachers in Indonesia as well as contribute knowledge applicable to the field of education.

1.2 Statement of The Problem

Based on the background of the research above, the researcher presents the statement of the problem as follows:

1. What are the elements of critical thinking represented in the tenth grade English textbook "Work in Progress" by The Ministry of Education and Culture Republic of Indonesia?
2. What are the elements of creative thinking represented in the tenth grade English textbook "Work in Progress" by The Ministry of Education and Culture Republic of Indonesia?

1.3 Objective of the Research

According to the statement of the research above, this research aims to:

1. To find out the elements of critical thinking skill represented in the tenth grade English textbook "Work in Progress" by The Ministry of Education and Culture Republic of Indonesia.

2. To find out the elements of creative thinking skill represented in the tenth grade English textbook “Work in Progress” by The Ministry of Education and Culture Republic of Indonesia.

1.4 Significance of The Research

By conducting this research, the researcher hopes that this research will be beneficial, theoretically, and practically.

1. Theoretically

The researcher hopes that this research can be used as one of the references for the next researcher who will conduct this research related to find about elements of critical thinking and creative thinking in the textbook.

2. Practically

From this research, the researcher hopes that the result will be useful as follow:

- a) The Future Researchers

This research hopefully will be useful for the next researchers who wants to conduct similar research.

- b) The Drafters

By reading this research, hopefully, the drafters can evaluate their content and improve the quality of the textbook.

- c) The Teachers

For the teachers who may read this research, the researcher hopes it will give a lot of information related to elements of critical thinking and creative thinking that are used in the textbook “*Work in Progress*” by The Ministry of Education and Culture Republic of Indonesia.

1.5 Scope of The Research

Because of the concept of this study, the researcher limits the study by focusing on identifying the elements of critical thinking and creative thinking skills that were inserted at the instruction of the activities in the textbook “Work in Progress” by Ministry of Education and Cultural Republic of Indonesia.

1.6 Operational Definition

Based on the title of the research, the operational definition of each terminology are as follows:

1. Critical Thinking

Critical thinking refers to the ability to objectively analyze, evaluate, and interpret information or situations in a logical and systematic manner. Critical Thinking skills are also included in 4C’s (Communication, Collaboration, Critical Thinking, and Creativity). 4C’s are considered as important elements for education in the 21st century.

2. Creative Thinking

Creative thinking is the ability to generate new, original, and innovative ideas in a non-conventional or outside of traditional boundaries. This ability also included as one of 4C’s abilities.

3. Textbook

A textbook, in simple terms, is a book that helps students learn about different subjects. It contains organized information and explanations, along with examples and practice exercises to make learning easier. Teachers use textbooks to teach specific topics because they provide clear explanations and help students understand the material better.

4. Kurikulum Merdeka

Kurikulum Merdeka is a new curriculum that developed by The Ministry of Education and Culture RI. This Curriculum is the development and implementation of an Emergency Curriculum which was initiated as a response to the impact of the Covid-19 pandemic. This curriculum comes with new

characteristics, one of the most iconic is “Merdeka Belajar”. This means the learning in this curriculum would be more student-centered and the school that implemented this curriculum have right and responsible to develop the curriculum according to their student needs and characteristics.

5. English Textbook “*Bahasa Inggris Work In Progress*”

An English textbook “*Bahasa Inggris Work in Progress*” is a student English book for class X Senior High School which was published by the Ministry of Education and Culture. This book has been published in Bandung, on 10 March 2022. This textbook has 6 chapters and each chapter comprises the name of the chapter, topic of the chapter, instructional objective, question to think about, tasks, chapter review, reflection, assessment, and also enrichment.