

# CHAPTER I

## INTRODUCTION

This chapter discusses about background of study, Research Question, Scope and Limitation, Significant Research and Definition of Keyterm

### 1.1 Background of Study

Critical thinking skill become one of skill that student need in this era. It causes the skill make our thought deeper and for academic field it can help for process the information (Cottrell, 2017). Academic field, especially for student to think deeply and solve the problem is necessary in learning process. Student not just answer question from teacher but Student need to analyze and solving the problem in learning. It is involve with imaginative, sensitive and creative thinking (McPeck, 2016). There is any correlation among think of creative and think to critical, creatively is process to construct and critically is process to review so, the mind when thinking well must produce and assess at the same time (Paul & Elder, 2007). Critical thinking become the higher-order thinking skills that facilitate someone to make a decision and with a proper action (Ennis R. H., 2011). Everyone need to observe any information they get from outside critically and the way to observe information is through reading. Reading can help learning process because student able to develop their critical thinking, improve new and different perspectives, know themselves and other, and analyze situations in real life (Karadeniz, 2015), because the correlation among critical thinking and reading is for build view of reading (Anderson & Pearson, 1984) (Rumelhart, 1977) (Spiro, Bruce, & Brewer, 1980)

One of problem in reading is comprehension (Swerling, 2015). Comprehension is a complicated perceptive, motivational & affective activity and for comprehend text material, reader need to capable for know the words used to deliver meaning, and reader can build meaning when they identify word in text reading (Torgesen, 2000). Vocabulary, knowing of content, knowing text

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structure, thinking and reasoning skills, capability to use reading comprehension strategy, motivation and interest are some factors influence reading comprehension (Torgesen, 2000).

Several expert research about critical thinking skill and comprehension reading problem such as (Ardhian, Ummah, Anafiah, & Rachmadtullah, 2020) show using appropriate technique can increase skill of reading comprehension in student who have high critical thinking skill, (Idol, 1987) show that a mapping strategy of critical thinking can improve reading comprehension, (Khamkhong, 2018) show that PRF-based reading practices were effective in improving the students' reading and critical thinking skills.

Review of previous study related with critical thinking also conducted in different subject, such as analyzing critical thinking of mathematic by (Basri, Purwanto, As'ari, & Sisworo, 2019), the efficiency critical thinking in math by (Su, Ricci, & Mnatsakanian, 2016), the effect of cooperative learning supported by reflective thinking activities on student critical thinking skill by (Erdogan, 2019). But the research above still not discussed the process of critical thinking in solving reading problem.

Several expert give different opinion in component for measure critical thinking skill. According Ennis, component of think critically skills based on FRISCO consist of focus, reason, inference, situation, clarity and overview (Nilson, Fetherston, & McMurray, 2014). It use for make sure for "reaching a decision about what to believe or do" (Ennis, 1991). Other opinion state, five dimension of critical thinking is reasoning in verbal, analysis of argument, thinking as hypothesis testing, likelihood and uncertainty, and decision making and problem (Halpern, 2012). She state that assessment in critical thinking need multidimensional. Based on Facione there are six component of critical thinking skills is interpretation, analysis, evaluation, inference, explanation, and self-regulation (Facione, 1990). This study, researcher expand critical thinking problems based on sub-skills by Facione because it more appropriate for assess student critical thinking in reading problem.

## **1.2 Research Question**

Based on the explanation from the background of the study, the researcher wants to know : *“How the process of critical thinking can solve reading problem ?”*

## **1.3 Scope and Limitation**

This research focuses on the critical thinking in reading with six sub-skills : interpretation, analysis, inference, evaluation, explanation and self-regulation by Facione. The subject chooses based on student course in class and involve critical thinking.

## **1.4 Significant Research**

### **1.4.1 Theoretical Significant**

Hopefully, this research can give theoretical contribution in the reseach and development of critical thinking in reading

### **1.4.2 Practical Significant**

- Teacher

Hopefully, this study can give new knowledge for teacher especially for teacher who teach Reading class

- Learner

This reseach can give student understanding more about critical thinking in reading process and how to think critically.

## **1.5 Definition of Key Term**

### **1.5.1 Critical Thinking**

Critical thinking is the way for analyze and evaluate thinking and the purpose for develop it. (Paul & Elder, 2007). Critical thinking necessary in every aspect for filter any information that we get with logic and reasoning.

### **1.5.2 Reading Comprehension**

Reading comprehension is the activity that involve get and build the meaning in which organizing memory become important process (García-

Madruga, et al., 2013). The result of this process, reader get information from text. So comprehension is important in reading.

