

# **CHAPTER I**

## **INTRODUCTION**

In this early chapter, the writer delivers several points there are, background of study, research question, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

### **1.1 Background of The Research**

Globalization is a complex phenomenon that has had influence in the world, from the globalization people are easy to connect with each other who live different areas and countries. However, this condition make people share their knowledge, skill, and experience. This phenomenon not only influences in economic, social, and technology but also in educational system. In this global era people need to be and completed with thinking and communication skill to survive and competenced in the worldwide, they need an institution where help them to train their knowladge, skill and competence from the base to high level. So,school is the appropriate place to help the people to confront the globalization era. School is one of the purpose to prepare the students in the globalization era, the students are improve their knowledge, skill, thinking and communication. The government set a curriculum as a tool to arrage lesson and academic content in the school, this tool includes the learning standards or learning units and lesson that teacher teach, assignments and projects given to the students, the book, material, video, presentation and reading used in course, the test, assessment and methods used to students in learning process which appropriate with student need in the globalization era. The most common lesson which are the student need in the global era is English. English as an international language, and if they able to use english the students are competence in the globalization era and connected to the world.

In Indonesia English still becomes a second language, It be the important subject to learn since the students in kindegarten until they are in university.

The students learn a different material based on the curriculum which published by Departement of National Education. The target of english learning from kindegarten until university are different, but the purpose is the students able to communicate English whether both oral or written in their daily life. There are four skills that need to learn in learning english. They are listening, speaking, writing and reading, those skill are used to in daily life.

Reading is one of the skills in English that has to be learn by the students, it has own passion to make the students really more learn about english. Reading is very important for study purposes, and pleasure. According to Johnson (2008:3) reading is the practice using text to create meaning the key of the words here are creating and meaning, If there is no meaning being created there is no reading taking place. By mastering reading ability, students can understanding the meaning based on their passages and text from the book and source. In the senior high school reading is one of the subject for the students learn, they learn kind of genre in reading such as descriptive, narrative, recount argumentative and explanation.

Expalanation text can be used to increase students' critically in reading . This text explain the phenomenon around the world and issue based on the fact to guide students give the respon and comment base on the phenomenon. The students are able to analyze the element of the text and how the witer explain the issue to guide the reader understand the text easier.

In the fact, reading comprehension is very important to learn in the senior high school, but the students still have some difficulties in mastering reading, based on my experience when I did a programme from my university called PPL (Praktik Pengalaman Lapangan ) in Muhammadiyah 2 Senior High School of Surabaya, the students still lack ability in reading. Firstly, when the teacher gave the exam , they did not read the instruction carefully, so the effect the did not understand what the purpose of the qustion and they answer incorrectly. Secondly, when I gave them passages for reading most of them less motivation to do it .

Based on the problem above it is necesssary to apply the strategy to conduct the students in reading skill which are related in the students need and

improve their thinking critically to prepare the students in globalization era. One of strategies to improve reading skill related their thinking critically by using Paul's Wheel strategy. According to Paul and Elder (2008) states the strategy is thought provoking graphic organizer that includes eight element of productive thinking. It involves logical reasoning and combines both creative and critical thinking skills in reading text is most often used at the secondary until university level the students also practice using each component of Wheel those element are work through the task which are able to increase students' critical thinking when analyzed the passage. According to Halpern (2003), Critical thinking is use of those cognitive skills or strategies that increase the probability of a desirable outcome, it is used to describe thinking that is purposeful, reasoned and goal directed- the kind of thinking involved in solving problems, formulating, inferences, calculating likelihoods, and making decision. Thinking critically is one of the skill that the student need to confront globalization era to competence in world wide, this skill is practiced by the students since in the school. Considering the benefits of Paul's Wheel Strategy the writer apply this strategy in reading explanation text to increase students' critical thinking skill .

## **1.2 Statement of The Problem**

- 1.2.1 Is Paul's Wheel effective in increasing students' critical thinking in reading explanation text ?
- 1.2.2 How does Paul's Wheel enhance students' critical thinking in reading explanation text ?

## **1.3 Hypothesis**

### 1.3.1 The Null Hypothesis ( $H_0$ )

Paul's Wheel strategy is not effective for student's critical thinking skill

### 1.3.2 The Alternative Hypothesis ( $H_1$ )

Paul's Wheel strategy is effective for students' critical thinking skill .

#### **1.4 Objective of The Research**

1.4.1 To know whether the Paul's Wheel Strategy effective increasing students' critical thinking in reading explanation text.

1.4.2 To know how Paul's Wheel Strategy to enhance students' critical thinking in reading explanation text.

#### **1.5 Scope and Limitation of the Research**

This study is focused on students learning reading explanation text using Paul's Wheel Strategy and it was limited on seeing whether Paul's Wheel Strategy is increasing students critical thinking. The research was in 2 classes of the tenth grade of Mipa 1 and 2 at SMA Muhammadiyah 2 Surabaya in years 2016/ 2017.

#### **1.6 Significance of the Research**

##### **1.6.1 For Students**

The using Paul's Wheel in teaching and learning process will surely attract the student's attention to study. The students are motivated to read and students' critical thinking skill in reading explanation text is improved.

##### **1.6.2 For Teachers**

The benefits of the research is the explore and prove whether the using Paul's Wheel Strategy in teaching reading explanation text, so the students can improve theirs reading and critical thinking skill optimally. It can motivate teacher to find a new strategy which is appropriate in teaching reading. It also the teacher able to develop their strategy to improve teaching in learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result teaching and learning process can run well.

##### **1.6.3 For School**

The benefits of the research for school is it can increase the students' reading skill it can develop learning startegies which stimulate students' critical thinking skill.

## **1.7 Definition of Key Terms**

In this research, there are four key terms, These terms can be defined as the following to avoid misunderstanding and misconception.

### **1.7.1 Reading**

Reading is an skill which are combained both the text and knowledge, this process information from a text and their own background knowladge to build the meaning and get the goals. (Nunan:2003).

### **1.7.2 Explanation Text**

Explanation text are used to explain sequence, cause or theoretiical undersatanding of phenomenon or event to provide logical, time related information to explain and describe events happening in our world. (Sudarwati,Eudia Grace,2014). According to Knapp (2005), Explanation is the text Explaining deals with the processes involved in understanding and making explicit the how and or why of particular phenomena, events and concept.

### **1.7.3 Paul's Wheel**

According Paul and Elder (2008), Richard Paul's Wheel strategy of reasoning a thought provoking graphic organizer that includes eight elements of productive thinking. It involves logical reasoning combines both creative and critical thinking skills. The process is to consider in a meaningful way , students will paractice Find Purpose, Question at Issue, Information, Interpretation and Inference, Concept, Assumptions, Implication and Sequences the last is Point of View, those points are able of students' critical thinking skill.

### **1.7.4 Critical Thinking Skill**

Critical Thinking is the art of analyzing and evaluating thinking with a view to improving it, the thinker use their self- directed, self- disciplined, self-monitored and self-corrective thinking by the cognitive skills or strategies to increase the outcome likes, how to use excellence and mindful command to effective way in communication and problem solving abilities to overcoming their egocentricism and socioncentrism. (Paul and Elder, 2008)