

CHAPTER 1

INTRODUCTION

A. Background

Critical thinking has been one of basic objectives that should be accomplished according to Curriculum 2013. It is based on basic competences consisting of knowledge dimension namely factual, conceptual, procedural, and meta-cognitive knowledge in higher order thinking skills. The objective is written in the syllabus of English Language Learning in EFL classroom based on Regulation of Education Minister Indonesia Number 20 Year 2016 about Graduate Competence Standard. This is relevant with the circumstance in which all of the countries including Indonesia have emerged critical thinking as one of the goals of education (Zulmaulida, Wahyudin, & Dahlan, 2018).

Teachers should adopt suitable instructional media, such as posters to accomplish “critical thinking” skills (hereafter CT). Posters as type of instructional media have role to encourage students’ critical thinking (Osa & Musser, 2004). As such, students felt that posters helped them to understand vocabulary and organize their thinking, for instance, students can visualize their plan for clearer understanding of the topic (Howard, 2015). Besides, students have positive perspective about posters that can facilitate their critical thinking (Chabeli, 2002). In addition, Hong Kong educational system has implemented visual learning to help students think critically. The implementation of visual learning affected positively in

students' learning outcomes. It is proven by the fact that students in Hong Kong obtained excellent score in Program for International Students Assessment (PISA). Even, context of visual learning remain important since critical thinking has been viewed as qualitative process involving ability to construct meaning from visual images and produce images to communicate effectively (Cheung, 2014).

This research explored students' critical thinking skills using educational posters as instructional media. Their critical thinking skills were represented with multimodality because the poster is one of multimodal texts. The need of incorporating multimodal has been argued by educators to empower students to meet challenges and affordances offered by the media nowadays (O'Halloran, 2015).

The issue of critical thinking is frequently discussed in previous studies. First, Lirola (2014) conducted research in introducing critical thinking through multimodal texts. Moreover, Hughes (2014) created how to integrate critical thinking in the classroom. In addition, O'Halloran, Tan, & Marissa (2015) proposed multimodal analysis for critical thinking. Furthermore, Pantaelo (2016) applied picture books as an instructional medium of visual element to develop students' critical thinking. Further, Zulmaulida, Wahyudin, & Dahlan (2018) reported that critical thinking has become one of the goals of education in the countries around the world, including Indonesia.

Although the issues of critical thinking have been extensively explored, a little attention has investigated been addressed to how CT is generated through multimodal texts (eg. posters), even in educational setting. Therefore, this study aims at exploring how students' critical thinking skills are represented in educational posters.

B. Formulation of the problem

A research question is addressed in this study as follows: How are students' critical thinking skills represented from interactive meanings in educational posters?

C. Operational Definitions

Here are the operational definitions of each keyword:

1. Critical Thinking : It is a cognitive process involving analyzing and evaluating attempts to construct knowledge, understandings, social change, and critical language awareness through a task-based language learning (creating educational posters).
2. Multimodality : It is an approach that engages one more semiotic modes into learning used visual grammar design to analyze meaning-making.
3. Educational posters : It is visual presentation printed on a fair sized piece of paper that promotes student's cognition from learning.

D. Aim of the Research

This study aims to investigate how students' critical thinking skills are represented from interactive meanings in educational posters in EFL context.

E. Significances of the Research

1. Theoretical use

Theoretically, this research can expand critical thinking through educational posters applying multimodality to construct meaning.

2. Empirical Use

The research can provide insights into how students' critical thinking skills are represented multimodally through their task applying Kress and Van Leeuwen's multimodal tool to interpret meanings from data in particular interactive meanings. Besides, researcher can determine students' critical thinking skills through critical thinking elements.

3. Practical Use

The present research can offer language material development as an alternative to generate ideas involving critical thinking skills for students to learn language and for teachers to teach using multimodal.