

CHAPTER I

INTRODUCTION

The aim of this chapter is to explain the background of this research. This chapter consists of basic consideration, research question, purpose of research, limitation of problem, research hypothesis and significance of research. Basic consideration gives brief explanation about the topic of this research and also explains about the problem of this research. The problem of this research is in the form of research question. Research question is connected with research objective because research objective explains the aim of the research question. This research has limitation in order to make the main problem of this research fully discussed and avoid bias. And the last part of this chapter is significances of research. Significances of research are important in this chapter because this part explain the benefit of this research for students, lecturer and the community.

Basic Consideration

Critical thinking is a very hotly debated topic these days. All the teachers are now aware of the importance of equipping learners' with critical thinking techniques, and teachers are making efforts to teach these techniques in the most appropriate way. Sezer (2008) explain that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. At each educational level, thinking must be practiced in each content field. This means hard work for the teacher. This means expecting the students' to think critically without any appropriate method is quite hard. Fisher (2003) emphasizes the significance of teaching critical thinking skills. He contends that critical thinking skills are required to be taught since students' thinking skills are not enough to face the problem

students deal with either in education or in daily life. Therefore, teachers are required to focus on teaching critical thinking to inform them how to learn instead of just transmitting information that is what to say.

Students' critical thinking will also affect their communicating skills. One of the skill itself is speaking skill. The nature of speaking is so much part of daily life that we take it for granted. However, learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how and when to communicate and complex skill for producing and managing interaction, such as asking a question or obtaining a turn. Speaking skills are often considered the most important skill for the students. With the growing need for international communication in the information age, many language learners attend language classes to improve their speaking ability. Even though many students have mastered basic speaking skills, some students are much more effective in their oral communication of their lives. According to Folse (2006), for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Speaking is a process of interaction between speaker and listener in which they share and receive the information. In classroom situation, the speaker here is the students and the listeners are the other students and the teacher. Unfortunately, the speaking process in the class is not going well for both students and teachers. Because the students tend to be passive and only receive from what the teacher said. The students are not giving any feedbacks to the knowledge that the teacher shares.

According to Marcelino' study (2005), he mentioned that most of the student as EFL learners are passive. A lot of them are shy to use English in real communication. Many of them pay attention to forms and rules when they communicate with others. Based on the researchers'

experiences, the teaching and learning speaking in the classroom is only to show the problems not to develop and analyze the problem itself. The teacher provides all the knowledge and explain it to the students. For example, when the topic is about public transportation, the students should do some research about the topic that have been given by the teachers through everything to the based on their experiences. The students only receive all the information from the teacher without adding their own knowledge on that information. It occurs because the lack of critical thinking on students in order to develop or gather any information regarding with the topic that the teacher provides.

Meanwhile, critical thinking is a path of doing analysis and discussion to analyze discussion, to make inferences from the scientific statement, to make extensive and comprehensive reasoning and justifying judgments; those skills are including critical thinking which being able to be evaluated (Samli, 2011). As an illustration, how many individuals or students could ask the standard four W (What, where, when, who) and one H (How) when they are facing or analyzing some problems.

This makes the researcher interest to make a research that will improve students' critical thinking by applying a method that accurately can improve students' critical thinking in English speaking skills.

Teaching and learning is a classroom activity that occurs because of the interaction between teacher and students. Teaching and learning activity will be more optimal when there is a good communication between the teacher and the students, students with the teachers and students with students (Multi-Interaction). Based on the researcher's experience, in fact, students learning in the class tends to be passive because most interactions were carried out only from teachers to students. A learning activity should be able to improve memory skills,

students comprehension and problem solving skills, so the students can adapt easily in understanding the material that will be delivered by the teacher.

Furthermore, teacher-centered have advantages consists of (a) it suitable for large classes; (b) it takes shorter time to do the class activities; (c) learning materials can be well prepared; (d) teachers may feel less nervous. Teachers can manage the students to speak more in English because teachers can set the criteria when students want to communicate in the class, they should use English (Nagaraju, 2013).

Therefore, some critical towards teacher-centered by indicating some disadvantages on the students. In teacher-centered context, the problems occur to the students' will be found on the flexibility to express their idea in the classroom is limited. The teachers have limited knowledge of the students' need and the students' knowledge background. The students will not have creativity in gathering any other information from some various resources, because the teacher have completed.

That's why in modern language teaching the student-centered learning has promoted to counter the teacher-centered learning. Student-centered learning becomes a pioneer of development of learning approach. In this approach, students activities are important indicators in learning process and quality of learning product (Zohrabi, et al., 2012). A student-centered classroom is a place where teachers consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. Acat & Donmez (2009) stated that in the teaching and learning English, this approach links with flexible learning, experiential learning, and self-directed learning. The teachers' roles are more that of facilitators than instructors.

The outcomes of student-centered is to give the students opportunity to be active in learning process. The teacher's role in this context is to guide the students to manage their activities,

and facilitate their learning. Based on this statement, the students are being stimulated to think or to become creative as problem solver. Samli (2011) stated that in educational perspective, critical thinking should be developed because in each branch of area, to analyze a discussion, to make inferences from meanings and comments, to make extensive and comprehensive reasoning and to judge toward assumptions are some competences through which every individual can evaluate what they see, hear or learn.

Teacher or instructor always deals with the correct or appropriate methods in giving educational preparations for the students in the academic field. Asio&Riego de Dios (2019) showed what makes teacher well-qualified, it is an essential aspect of teacher to possess an innovative way to teach students. One method that can improve students' critical thinking in English speaking skill is the problem based learning model. Problem based learning can derive a variety of effects and impacts on student-centered classroom.

Problem-Based Learning (PBL), as one of "student-centered" learning method, allows the teacher to conduct meaningful task by using authentic language. Ansarian & Lin (2018) stated that it facilitate the students to learn the learning materials through interaction and experience in expressing ideas based on real life problems. Moreover, this method does not only develop students' cognitive skills to remember and understand, but also improve their higher-order thinking skills by analyzing, evaluating and creating solutions. Students are triggered to be more creative and independent learners by researching the situation, developing questions, applying reasoning skills and logical inquiry to draw conclusion as well as solving the problem given (Dabbagh, 2019).The students use language not only for communication but also for intellectual function. It means that students use language as an accelerator to think about situation or problem they have encountered. Therefore, they need critical thinking ability to speak fluently and correctly.

Based on this research, this research will be conducted on one of the Vocational High School in Gorontalo, SMK Negeri 4 Gorontalo. The English teaching learning process has different purpose in every teaching learning program. This research focused on the implementation of problem-based learning to develop students' critical thinking for speaking skills. To see the problems that occurs on students' critical thinking, this research conducted an observation for getting information of how's the teaching and learning process in the class. The observation has been conducted on SMK Negeri 4 Gorontalo on November, 2nd, 2020. In order to look up the students by observing them through their English teacher of SMK Negeri 4 Gorontalo. The result of the observation shows that the teaching and learning process in the classroom still using a "teacher-centered". The teachers act as the main object in the class that gives the students all the information or knowledge about the topic. This situation impacts the students' activity. They tend to be more passive and less in giving feedback to the teacher. It occurs because they have no longer access to gather their own information or knowledge about the topic. This is why the researcher is interested to apply a "student-centered" by applying Problem-Based Learning Method to stimulate the students' critical thinking in English speaking skills.

This study aims to analyze students' critical thinking and the relationship between students' speaking skills, and to apply Problem-Based Learning method in order to improve students' critical thinking in English speaking skills. There are two reasons for choosing this topic. First, critical thinking is a highly need skills both for students and teachers. Second, the students' English speaking skills. The students use language not only for communication but also for intellectual function. It means that students use language as an accelerator to think about situation or problem they have encountered.

Research Question

Based on the background of study, the research is focus to answer these questions;

1. Can the use of Problem-Based Learning Method improve students' critical thinking?
2. Is there any significant correlation between students' critical thinking and their speaking skill at SMK N 4 Gorontalo?
3. What are the students' perception of the implementation of Problem Based Learning Method?

Purpose of Research

The purposes of this research are to improve students' critical thinking in English speaking skills through Problem-Based Learning Method by using Sinaga's theory, to find out the students' responses of the implementation of Problem Based Learning Method, and whether or not there is a significant correlation between the students' critical thinking and their speaking skill.

Focus of Research

This research focused on the critical thinking and the correlatiion with their speaking skill by using the Problem Based Learning model, and the students' responses after the treatment in teaching and learning process. The location of this research was SMK Negeri 4 Gorontalo and the subjects of this research were 20 students of XI accountant class in academic year 2020/2021.

Hypothesis of Research

Based on the statement of the problems presented earlier, the research hypothesis are stated as follow:

H_a : The Problem Based Learning model effectively improve the students' critical thinking skills.

H₀ : The Problem Based Learning model cannot improve the students' critical thinking skills.

And

H_a : There is significant positive relationship between students' critical thinking and their speaking skill.

H₀ : There is no significant positive relationship between students' critical thinking and their speaking skill.

Significance of Research

The significance of this research is dealing with the students, English teachers and further researchers.

Theoretically, the result of this research can be a reference for students' critical thinking especially in English speaking skills for the studens in State University of Gorontalo that wants to explore more about it. This research can help students to understand more about the theory of critical thinking which mostly occurs as a hot topic nowadays.

This research can be a reference for students who interests to analyze about critical thinking especially on English speaking skills. This research is important because it helps them more sensitive about students' critical thinking. This research also will help the students maintain and to develop critical thinking on students.

Some recommendations from the researcher are, first for the lecture or English Language Teaching (ELT) teachers, this research can be an additional teaching reference especially in ELT term. The second for lecturers and teacher, this researcher can be a self-studying

because this research can make the lecturers help their students to develop or improve students' critical thinking. Additionally, this research is very important for English teachers, because by improving the students' critical thinking, it will also develop their knowledge about the material that has been given by the teachers. So the teachers will easily teach them. The last but not least is for further researcher. The researcher encourages the further researcher to propose a strategy to overcome students' critical thinking in English speaking skills by applying Problem-Based Learning method.