

CHAPTER I

INTRODUCTION

A. Background of the Study

Humans as social beings cannot live alone. In this world, they don't live alone; they live together with other creatures of God. Humans need other human beings to live because each other depends on each other. Every day, they do many activities to interact with other humans. Humans do activities with communication. The tool for communication is language. Besides that, humans also have to develop their minds because as the years go by, humans become more sophisticated in their thinking, therefore critical thinking is one of the most important things in life.

According to Ellis & McCartney (2011), language is regarded essentially as a system for encoding and decoding messages. Language is a social semiotic system; that as speakers or writers, we make choices within this system; and that these choices construct meaningful texts. In other words,

language can draw some characteristics of human language, among others that language is systematic, arbitrary, social and complete. It means that, language is social, which means that it is only used in social group which involves at least two people, the speaker and the hearer.

English has been considering as an international language. It becomes the language of international communication. According to Harmer (2008), English as one of international language has become a lingua franca, even though it is not the language with the larger member of native speaker. Lingua franca can be defined as language widely which adopted for communication between two speakers whose native speaker. Language is different from each other's and when one or two speakers are using it as a second language.

Moreover, with the recent growth of English as an international language in communication, it is clearly necessary for many learners to mastering English particularly in speaking in multiplicity of situations such as for foreign

travel, business, or professional purpose, and educational purposes. Hence, the government of Indonesia implements program that English is taught at junior high school because the students are expected to have skill in English. The students in high school must emphasizes on the mastery of speaking skill for communication using selected topics related to the environmental needs.

Therefore, in studying English, the students must study four skills that in English they are listening, reading, writing and speaking. It is the basic language skills especially in teaching English as a foreign language at schools, course or other education places which are formal or informal. In many situations, speaking is more often use besides the others skills. People always speaking to others with this skill, include in teaching learning process in classroom.

Moreover, from four skills above, speaking is very important because through speaking, we have communicated to express opinions through speaking. Speaking is one of the four languages skills (reading, listening, writing and

speaking) which has to be mastered by students. It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

According to Linse (2008), speaking activities are important parts for young learners in ESL and EFL classroom. In teaching speaking, it is important to select activities with match the objectives of your program. In other words, speaking is second language is often viewed as important thing of the four skills, because it can indicate how far the students master a certain language. However, some language learners are usually afraid of using the target language. Most of their reasons are shyness or afraid of practice English in their life.

Critical thinking is the ability to think clearly and rationally, to understand logical relationships between ideas. This ability will be very important for the younger generation because in the future they will face situations and conditions that are full of uncertainty and this is clearly visible now. The

main benefit of critical thinking is that it makes it easier for someone to observe the problem at hand. Basically, people with high critical thinking skills will always think rationally and logically and have clear reasons.

Etymologically, critical thinking has its roots in the ancient Greek lexicon *criticos* traces decisions and standard criteria, meaning the development process tracking of determinations based on certain standards (Pithers & Soden, 2001).

In general, critical thinking is characterized by the ability to reason correctly, systematically and logically in understanding concepts or belief, to take action and solve problems based on the mechanism of conceptual analysis and argumentation (Pithers & Soden, 2001).

Many definitions of critical thinking have been proposed based on a variety of constructs and achievement. Dewey, for example, characterizes critical thinking as an active activity, consistent and careful in considering a belief and conclusion related (in Black, 2008).

According to Ennis (Kuswana, 2013) critical thinking is divided into two disposition, namely: being a concern for each individual to be able to do things right based on honesty, clarity, relevant, and reasonable, depending on the assessment process with apply criteria to assess the answers that have, in, this delivery or presentation can be done in an implicit process or explicit.

According to QS. At-Thoha verse 114 which reads "And say (by you Muhammad)," O my Lord, add science to me." (Surat AT-Taha:114) This verse instructs the Prophet Muhammad SAW, that try and ask Allah SWT for additional knowledge. And say lah: "Lord my guardian and guide, add to me knowledge" both through Your revelations delivered by angels and through what unfolds from Your creation in the universe" (Shihab, 2004). According to Gani (1991), then Allah told Prophet Muhammad SAW to pray to give him additional knowledge. It was narrated by At-Tirmizi from Abu Hurairah that the Messenger of Allah prayed as follows: "Dear Allah, make the knowledge you teach me useful." for

me, teach me knowledge that is useful for me and give it additional knowledge to me. Praise be to Allah for everything, I take refuge in you will find things that will be suffered by the inhabitants of hell” (HR Tirmizi and Ibn Majah in Al-Abani,in, 2010). From the explanation above, it can be concluded that in understanding a science should strive earnestly so that science can be understood well. Before that, you should pray first first so that the knowledge learned can be a blessing and useful.

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Problem-based learning (PBL) is an instructional approach that enables learners to conduct research, integrate theory and practice, and apply knowledge and skills in order to develop a solution to a defined problem (Savery, 2006, p. 9).

The PBL process was developed for medical education and has since been broadened in applications for other programs of learning. The process allows for learners to develop skills used for their future practice. It enhances critical appraisal, literature retrieval and encourages ongoing learning within a team environment.

The PBL tutorial process often involves working in small groups of learners. Each student takes on a role within the group that may be formal or informal and the role often alternates. It is focused on the student's reflection and reasoning to construct their own learning.

Critical thinking in the context of foreign language education concerns language activities that encourage students to interpret, collaborate in the practice of using a foreign language, using the conventions in writing skills, applying cultural knowledge, problem solving about the topic being discussed, reflecting on the use of language and create discourse. This view is summarized by Kern (in Hayat & Yusuf, 2006) becomes a literacy-based teaching and learning

process approach that involves: response, revision and reflection.

One of the schools that the researchers observed was SMAIT IQRA' Bengkulu City, this school is really disciplined in learning, especially in religious lessons, but students at this school still have difficulty in understanding English learning, this is due to the lack of student focus in learning. so that if the teacher asks the material being taught, the students being taught cannot answer orally. The researcher observed that in each class XI there were still many students who did not pay attention to the lessons in class so that when the teacher asked the material being taught students were still confused in understanding the material, this was because students needed interaction from the teacher so that students were more relaxed in learning.

Because of these problems the researcher used a problem-based learning model, namely a learning model whose process requires critical and creative thinking to find solutions in problem solving, students were asked to have a

student-centered approach where students learn about a subject by working in groups to solve problems openly so that In this way, students can indirectly provide answers spontaneously.

Critical thinking theory states that critical reading (and writing) is critical thinking applied to the process of reading and writing. For the critical thinking movement, the critical reader recognizes the various ways in which each text and each one is unique in the creativity of a unique writer. Critical thinking skills in reading include (reasoning) where students are invited to express ideas or opinions with words (because), questioning (questioning) where students are required to ask deeper questions and not stick to the text and answers to these questions will be found through analysis, recognizing context.

(Kowiyah 2012) , explains that: “Critical thinking skills are activities and cognitive conditioning for acquire knowledge, understanding and skills to find solutions deductively, inductively and evaluatively according to the

stages carried out by thinking deeply about the things that can be achieved by one's experience, investigate and perform logical reasoning is measured by interpreting skills, analyzing, recognizing assumptions, deduction, evaluation inference, explanation/explanation, and self-regulation”.

The interaction in question is that the teacher guides students to learn not only by conveying material by talking and continuing to be given practice, but students need to be considered in communicating about the material being taught so that students will consider us teachers as their study friends. Usually many students are afraid of the teacher when asked verbally, they are afraid that if they cannot answer the teacher will be angry or give punishment to the student, therefore we as educators have to interact a lot with students to become facilitators or friends to learn so that students can learn calmly to understand the material without any pressure to fear the teacher. To overcome this, we the teachers must provide a way to indirectly make students focus on learning and understand the material being taught so that students are

able to understand well what is being taught or conveyed by the teacher. The teacher as educators should train students to think critically or train students to give answers logically or spontaneously by means of after explaining the learning material the teacher should ask questions about the material so that students can spontaneously digest the material taught by the teacher, and by giving questions spontaneously students can focus on understanding the material and are ready if the teacher asks the student questions.

B. Identification of The Problem

Based on the preliminary study above, there are several student problems in the eleventh grade of SMAIT IQRA' Bengkulu City, as follows: Students are not interested in learning speaking skills due to lack of from vocabulary.

1. Students tend to be passive in learning speaking and fair skills shut up.
2. The value of students speaking English is still low and does not meet the standard minimum completeness score (KKM) and is declared no complete.

3. Students are lazy in responding and exploring speaking topics given by the teacher.

C. Limitation of The Problem

Based on the identification of the problem above, it is necessary to focus on the topic of study. Researchers limit and state the problem as follows:

1. Analysis is an act or activity of observing, finding, and solve.
2. The ability in question is the student's critical thinking ability.
3. Researcher focus on the implementation of problem based learning (PBL) in teaching speaking English.
4. Researcher focus on improving students' speaking with using the problem based learning (PBL) system method.
5. Problem based learning (PBL) is a scoring system where the difficulty level of each category on each test is arranged sequentially so that the student's response must be in order from the low category to high category.

6. Relations and Functions, the researcher limits the material to function only.

D. Research Question

This research aims to answer questions about speaking skills: Is there a significant influence of the use of problem based learning methods on students' critical thinking skills in speaking?

E. Research Objectives

Regarding the formulation of the problem, the aim of this research is: The general aim of this research is to find evidence of whether or not there is a significant influence of the use of problem based learning methods on students' critical thinking skills in speaking.

F. Significance of the Study

From the results of this research can be expected to be useful for students, writers and teachers in the following ways:

1. Student

This research is expected to help students improve their ability to think critically or provide answers logically, spontaneously what they understand from the material so that if students are given questions to the teacher, students are no longer nervous to answer, instead they will be optimistic about answering questions from the teacher orally. and verbal. will make students enjoy the lessons they face.

2. Teacher

In this study, the author wants the teacher to pay attention to students while studying, not just to provide material, but the author wants the teacher to interact a lot with students so that the teacher can be a friend to study with students without excessive tension. With the problem-based learning method, the author hopes that the teacher will be closer to the students so that students can improve their way of thinking.

3. Researcher

Researcher want students to be able to improve their way of thinking on learning materials given by teachers to students by using the Problem Based Learning method provided by the author, so that when students are asked about the material, they can answer spontaneously or have their own answers with knowledge of the material. material taught by the teacher.

G. Definition of Key Terms

1. Speaking Skill

According to Nunan (2011), speaking is a skill which deserve attention every bit as much as literary skill, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language and success measured in terms of the ability to carry out a conversation in the language.

2. Critical Thinking

Critical thinking is the use of skills or strategies cognitive abilities of individuals who are able to improve the learning objectives they want achieved. These skills are to produce purposeful thinking, reasoned, and goal-directed in solving problems, formulating conclusions, and make decisions, so that someone uses skills possessed wisely and effectively for certain contexts and certain types of tasks (Halpern, 2014).

3. Problem Based Learning

Barrett (2011) describes that PBL is learning that results from a problem-solving process that is presented at the beginning of the learning process. Students learn from real problems in everyday life, organize, plan, and decide what to learn in small groups.