

CHAPTER 1

INTRODUCTION

This chapter mainly emphasizes on defining the background of the study, statements of the problem, objectives of the study, significance of the study, scope and limitation, assumption, and the operational definition.

1.1. Background of the Study

World's massive agenda of promoting 21st century skills is a concrete truth that cannot be denied by everyone, including Indonesian students from all across range. World Economic Forum's recent publication in 2019 emphasizes that there are ten top skills in 2020 that are expected to be owned by those who want to own the game and to survive the industrial revolution 4.0. Those top skills are being ranked from the most needed until the least needed, namely (1) complex problem solving; (2) critical thinking; (3) creativity; (4) people management; (5) coordinating with others; (6) emotional intelligence; (7) judgment and decision making; (8) service orientation; (9) negotiation; and (10) cognitive flexibility. Furthermore, during its process of formulating the top ten skills, World Economic Forum deliberately shifts several position regarding to its necessity. For the concrete embodiment of the shifted rank, in 2015, those top ten skills are quite different to the 2020's version.

In 2015, World Economic Forum strongly emphasizes that the top ten skills that will be needed the most are (1) complex problem solving; (2) coordinating with others; (3) people management; (4) critical thinking; (5) negotiation; (6) quality control; (7) service orientation; (8) judgment and decision making; (9)

active listening; and (10) creativity. There is a significant push on everyone's perspective in putting critical thinking as the number two out of those top ten rank; in other word, it becomes a tangible indication that 21st century skills are there and they are ready to harvest the generation. Thus, by the time 2020 comes, having a 21st century skills is a mandatory, especially one's capacity to think critically.

In a recent study concerning on critical thinking by Tsaniyah and Poedjiastoeti, in 2017, Indonesian children are mandated to master 21st century skills. Those skills are contained of (1) critical thinking skills; (2) creativity; (3) collaboration; and (4) communication. The urgent tendency for Indonesian children in owning a 21st century skill is growing up from the global movement that Indonesia participates, namely sustainable development goals of United Nation (i.e. SDGs). Point number four of SDGs emphasizes on quality education. Indonesia openly claims that the nation plays a tangible contribution in being the agent of change. Indonesia plays an essential role in positioning itself as a protocol. Thus, through its commitment, it is a legitimate burden for Indonesia's educational system in enhancing Indonesian students' ability in competing at a high level that requires complex skills, expertise, and creativity.

In contrast, most of Indonesian students still have a lack in one of its 21st century skills named critical thinking. The result of Indonesian students' PISA rank becomes a valid indicator that the percentage of Indonesian students who are able in mastering critical thinking is still quite low. OECD (2016) reveals that the result of *Programme of International Student Assesment (PISA)* of Indonesia is still way too far from what is being expected. Indonesia's PISA

score in 2016 shows that Indonesia is ranked at the 62th position out of 70 countries that are participated. The rank of Indonesia in PISA is being listed under the red line (i.e. red-lined score is classified as the lowest chart due to its average score in a range of below 450. It is in line with what Kertayasa predicted in 2014. According to Kertayasa (2014), “those lowest ranks of Indonesian students is becoming more painful to see because it is supported by the fact that the ability of Indonesian students is able to reach the first level and the second level of HOTS solely” (p.1).

In order to prove the status quo, researcher conducts a small research and a small observation at private university. The irony is that the small research that researcher was conducted turns out strengthening the bitter truth that Indonesia's PISA rank cannot be truer than ever. In 22nd of October 2019, a small research that was done by the researcher entitled *An Analysis on Critical Thinking Elements of LPTK Students by Using Inch Et Al. Theory* reveals the fact that the condition of LPTK students' mastery in critical thinking elements is quite unsatisfying and quite low. The small research that was done by the researcher of this thesis panders on scrutinizing the principle of Inch et al (2006) theory on critical thinking elements as the basis of the parameter. The small research is being pursued by 19 LPTK students that are currently mastering argumentative writing as the research subjects. Ironically, the result vividly reveals that the condition of LPTK students' mastery in critical thinking elements is quite unsatisfying. As the major number, most of the LPTK students are only able to reach the 1 or D score. In detail, the LPTK students with dynamic progression were seven students solely; consequently, the rest

was being crippled in range of D score. Furthermore, based on the further analysis in FGD, the researcher finds out that the majority of the LPTK students have a tendency and a demand to be provided a strategy to overcome their lacks in thinking critically. Hence, the small research that was done by this undergraduate thesis' researcher becomes a red alert that bringing up new strategy or new paradigm is a must.

The major concern is the minimum score of the students of targeted private university becomes an undeniable indicator that there is a concentration to capitalize and to scrutinize about why the low score can be existed. As a result, this condition strengthen the researcher's intention in finding the proper treatment to enhance students' critical thinking. The researcher presents a new paradigm on tangibly contributing to overcome the gap of the recent condition. A study that was published at LLT Journal by Handayani in 2017 emphasizes that combining three horizons of framework is a promising thing to do although it is quite rare. In her study, she elaborates debate, argumentative writing, and critical thinking. The result comes in agreement the shifting paradigm of utilizing English debate is existed. The study vividly attacks the common stigma that narrowly generalizing the use of debate for speaking matters solely. Handayani's study shows that those three horizons work perfectly as unity. The result emphasizes that debate facilitate students' critical thinking in producing and in delivering their stances on argumentative writing. Moreover, research subjects of the research also receive a significant enhancement for their academic scoring. Hence, the new paradigm that the researcher tries to

elaborate is being measured by the fact that those three horizons can be mixed into one as an advanced way to overcome the issue.

Based on the researcher's process of mastering related scientific literature and personal expertise in mastering English debate, this research proposes a treatment to overcome the lack of targeted private university students (i.e. students who previously were joined essay writing class until argumentative writing class solely) in mastering critical thinking. The treatment is in the form of classroom debate or debate term in general. Certain researchers and observers have found a way out to overcome the lack of the students' critical thinking ability by creating certain strategies that can be used to reform the habitual of using conventional method and strategy and one of it is classroom debate.

Firstly, Freeley & Steinberg (2005) believe that debate is well-deserved to distinguish as one of the most helpful learning approaches to promote critical thinking for over 2000 years. Furthermore, the reason why debate becomes the most suitable strategy of learning to develop students' critical thinking ability is caused by the fact that English debating activity or debate itself contains certain activities that will progressively develop the students' ability to think critically. Scott (2008) believes that critical thinking skills are honed in all levels of the debate process. Moreover, Doody & Condon (2012) add that debate helps learners employ critical thinking skills in which they try to define the problem, evaluate the reliability of the resources, identify, and challenge assumptions, recognize contradictions, and prioritize the relevance and importance of different points in the overall discussion.

Then, emphasizing why classroom debate is significant and beneficial needs a proper proof on a study that was done in Indonesia for instance. Thus, the stance on researcher's intention in deeply analyzing the use of classroom debate to enhance students' critical thinking at argumentative writing class is being strengthened by a recent study that was published at the International Journal of Instruction entitled *Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill*. In 2017, Jaya Nur Iman, a student of University of Indo Global Mandiri, conducted a research on the use of classroom debate to enhance students' critical thinking; hence, the result comes in agreement that the finding of the study showed that there was high contribution of the debate toward the whole aspects of critical thinking (0.821 or 82.1%). Partially, the contribution of each aspect of Critical Thinking (CT) toward critical thinking (total) achievement was as follows: context was 32.3%, issue was 26.2%, implication was 20.1%, and assumption was 6.6%. Thus, the strong intention of the researcher in maximizing the use of classroom debate strategy to enhance students' critical thinking at argumentative class is increased.

Additionally, the claim that emphasizes the superiority of classroom debate to enhance one's critical thinking can also be strengthened by the study that shows the respond of the students who ever experienced a classroom debate strategy. In 2015, Zare and Othman have finished a research that aims to find the students' perception in using classroom debate strategy to enhance one's critical thinking ability. The participants of the research were 16 undergraduate students majoring in Teaching English as a Second Language (TESL) at the

Faculty of Educational Studies, University Putra Malaysia (UPM). The procedures of the debate were adopted from British Parliamentary Debate. The debate consisted of two teams (Government and Opposition) on either side of the case. The government is usually in favor of the resolution and the opposition is against the resolution. The participants were divided randomly. Lastly, each teams were received the motion to debate and discuss. The researchers collected the data through a survey questionnaire. A survey questionnaire was administrated at the end of study to explore learners' feedback and perceptions about their experience attending debate.

As a result, all of the data that the researchers have collected lead into the fact that debate is an innovative, interesting, constructive, and helpful approach to teaching and learning. The respondents also believed that participating in debate helped them overcome the fear of talking before a crowd, boost their confidence to talk, and express their opinions, develop their speaking ability, and enhance their critical thinking skills. In brief, the finding from the research that has been done by Zare and Othman in 2015 is strengthening the reason why the researcher of this research assumes that classroom debate is the proper treatment to enhance students' critical thinking.

The challenge to be concerned is denying the truth that debate which commonly uses as a learning strategy to enhance speaking skills being shifted as a learning strategy to enhance critical thinking skills in the written form. The biggest question is arrived; *How does a classroom debate which theoretically being practiced orally can participate to one's success in producing a writing works that reflects its writer critical thinking ability?* That question is

undeniable patent that takes the researcher' concern. Practically, classroom debate majorly emphasizes on any related activities that are done orally, but, there is a top notch that is owned by debating activity in general. In debate, on its any forms, all debaters are legitimately required to construct a proper argument before delivering their substantives. Every debater receives a case-building time to deliberately discuss the argumentation that they are going to bring to the chamber. Emphasizing on its process of case building, realistically, the note that is produced by every debater is in the form of argumentative writing. Concerning on its natural patent, debating is mainly about presenting the best argument to top the score. Hence, focusing on its fundamental process of debaters in preparing their argument, choosing classroom debate strategy to enhance one's ability to think critically at argumentative writing is no longer a delusion.

Growing up from its framework, the researcher puts its fully-charged trust when it comes to assume that classroom debate strategy can enhance students' critical thinking ability at argumentative class. The researcher elaborates three horizons and three frameworks in order to give birth to the rare paradigm, namely using classroom debate to enhance students' critical thinking through argumentative writing. Thus, the researcher officially opens the journey of exploration.

1.2. Statements of the Problem

In this research, the researcher is emphasizing on the notion of using classroom debate strategys to enhance students' critical thinking at

argumentative writing class. In conducting this research, the researcher concerns on two main statements of the problem. Thus, the problem can be identified through these following questions:

- 1.2.1. How is the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing?
- 1.2.2. How is the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing?

1.3.Objectives of the Study

After finishing the research questions, the researcher emphasizes two main objectives of this research through these following objectives:

- 1.3.1. To describe the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing
- 1.3.2. To find out the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing

1.4.Significance of the Study

The significance of the study of this research is polarized into two main significant contributions. The first contribution that this research owns is strongly related on how this research plays its essential role in wider scope. Numerous positive externalities and chances (e.g. *PISA*, *Model United Nations*, *Scientific Writing Competition*, *Debating Championship*, *KDMI*) can be well-acquired by Indonesian youth due to the fact that this research caters every individual's curiosity to master an ability to think critically. It is also in line

with the patent truth in society that being a critical thinker is a survival kit to own the game in the 21st century. Furthermore, the second contribution that this research owns is strongly pandered on the further personal growth of students that are currently mastering argumentative writing class of private university students with the basis of LPTK. On its core, the framework of LPTK (i.e. *Lembaga Pendidikan Tenaga Keguruan*) private university refers to the platform of preparing every student that masters their undergraduate and post-graduate to be well-qualified teachers, including the students that master argumentative writing class. The researcher envisions a sustainable domino effect for the future teacher that is graduated from the targeted LPTK private university. A critical thinker teacher is the proper embodiment of agent of change because its ability is what world needed in 21st century. Thus, the significance that this research had radiates every layer in a positive way.

1.5. Scope and Limitation

The scope of this research is strongly related to the concrete application of classroom debate strategy's exercise that is adjusted with the main principles of critical thinking for every treatment. Due to its limited length of time that this research's research subject had in mastering argumentative class, this research establishes a limitation on its classroom debate strategy. This research solely emphasizes on finding how classroom debate strategy can give a contribution in the process of enhancing students' critical thinking ability; thus, this research contains no legal claim of conducting the sustainable cycle and treatment until the result is well-satisfied. Furthermore, this research specifically implements

the use of classroom debate strategies to enhance students' critical thinking at argumentative writing class to the students of English Education major of study in 2018 academic year who are also known as the students of argumentative writing class at STKIP PGRI Sidoarjo.

1.6.Assumption

The researcher assumes that bringing up new paradigm to enhance students' critical thinking skills can be manifested through the proper utilization of classroom debate strategy. The researcher believes that classroom debate strategy owns a sustainable feature of enhancing one's critical thinking skill. Hence, the assumption lies under the intention of the researcher in proving that classroom debate strategy can enhance students' critical thinking skills through argumentative writing.

1.7.Operational Definition

Providing an operational definition in a research is mainly purposed to envision the well-clarified parameter of the variables that one's research had:

1.7.1. Debate

Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious on the validation one's ideas.

1.7.2. Classroom Debate Strategy

Similar to debate term in general, classroom debate strategy is an activity of two-sidedly arguing a motion. Due to its adaptive

characterization, classroom debate strategy can be modified based on educators' needs and necessity.

1.7.3. Critical Thinking

Critical Thinking is the ability to think clearly and rationally about what to do or what to believe. It also includes the ability to engage in reflective and independent.

1.7.4. Argumentative Writing

Argumentative Writing is the embodiment of writing work that aims to persuade readers to accept a proposition, to reject a proposition, or to consider a topic from a particular point of view

