

CHAPTER I

INTRODUCTION

In this section, the researcher spotlights the background of the study, limitation of the study, statements of the problem, purpose of the study, significances of the study, and definition of key terms.

A. **Background of the Study**

The times demand education to provide competencies that are in line with the needs of the community, especially with the existence of critical thinking in curriculum 2013. Critical thinking is one of the three 4Cs terms that will become a skill in the digital age. In addition to critical thinking, there is also communication, collaboration, creativity. In Indonesia, critical thinking has been included in the 2013 curriculum goals. In the K13 curriculum students are required to be skilled in critical thinking in learning.

Critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom. It involves examining ideas and information from an objective position and then questioning this information in the light of our own values, attitudes and personal philosophy (Judge, Jones, McCreery, 2009) Critical thinking is the ability to consider a range of information derived from many different sources, to process this information in a creative and logical manner, challenging it, analysing it and arriving at considered conclusions which can be defended and justified. It is opposites are prejudice and the risk to judgement. Knowledge has to be constructed – and its meanings change with the context (Moon, 2009). Other study suggests that critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes (Cottrell, 2009). This shows that critical thinking is very important in education. (Judge, Jones, McCreery, 2009) states

that critical thinking is important learn, students need to think both critically and objectively about an issue and present a well-constructed argument. Critical and analytical thinking skills such as these will be essential to most aspects of your study. It is not only critical thinking skills that

must be mastered, but communicating in English is a valuable value. Many opportunities that can not be achieved because of the inability to communicate using English.

Good communication is based on extensive knowledge and good ways of speaking. The English speaking learning system should prioritize students' communication skills, because in that way students will be able to express themselves to learn to follow the rules of English when communicating. Speaking is the process of constructing and shearing meaning through the use of verbal and non-verbal symbols, in various context (Chaney, 1998). The role of teaching speaking is important in improving students' communication skills. Teaching of speaking should keep up with the times. Hornby (1995) states that teaching speaking is giving instruction to a person in order to communicate. Critical thinking and speaking are interconnected with the application of speaking learning in the 2013 curriculum.

Several studies have been related to critical thinking . A study by Sugianto at State Islamic University Jakarta (2014), concerning relationship between critical thinking ability and writing ability. A study by Masduqi at Malang State Unervesity (2006), concerning critical thinking skills and meaning in English teaching. Another study by Emilia at Indonesia University (2018), concerning students' critical thinking in writing a thesis using transitivity system.

However, only few research discussed about critical thinking from students' perspective in teaching speaking. Therefore, this study aims at exploring students' perceptions on critical thinking in senior high school. With respect to the role

of critical thinking in the 2013 curriculum, it is inseparable from the construct of thought, so that the output to be produced will be absolutely guaranteed in the development of soft skills in both critical thinking and speaking, this becomes the goal of the 2013 curriculum.

B. Limitation of the Study

The limitation of the study focuses on students' perceptions on teaching speaking involving critical thinking in EFL class in SMAN I Taman Sidoarjo.

C. Statement of the Problem

In the 2013 curriculum program, there is critical thinking, students are required to think critically in each learning. The researcher wants to know about students' perceptions on critical thinking, especially in speaking learning. To make it sense, the researcher formulates the research questions as follows:

How are students' perceptions on critical thinking in teaching speaking in SMAN I Taman Sidoarjo?

D. Objective of the Study

From the background of the thesis, the objective of the study is bellow :

To explore students' perceptions on critical thinking in teaching speaking in SMAN I Taman Sidoarjo.

E. Significance of the Study

Based on the research objectives, this research has significance related to the findings. So, the significance can be written as below:

1. For the students
The Researcher hopes that this research can improve students' knowledge and provide positive attitudes towards learning speaking using critical thinking approach.
2. For the teachers
The Researcher hopes that this research can expand teachers 'knowledge about students' perceptions on speaking learning with a critical thinking approach.
3. For the other researchers
The result of the study is expected to give input to the researcher in contributing more research about critical thinking in teaching speaking.

F. Definition of Key Terms

This section helps the reader to understand this study. Hence, these key terms of the used theory are useful to understand this study. The key terms can be seen as below:

1. Perception.
We human beings have five senses through which we the world around us; sight, hearing, touch, smell and taste. Perception is the process by which individuals select, organize, store and interpret the information gathered from these senses (Wagner & Hollenbeck, 1995:136).
2. Critical Thinking.
Critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom. It involves examining ideas and information from an objective position and then questioning this information in the light of our own values, attitudes and personal philosophy (Judge, Jones, McCreery, 2009).

3. Speaking.
Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).
4. Teaching Speaking.
Teaching speaking is about giving instructions to a person especially students in order to communicate effectively (Hornby, 1995).