

## CHAPTER I

### INTRODUCTION

This chapter consists of the background, research questions and research objectives, research significant, rationale, research methodology, and data analysis.

#### **A. Background**

A recent research conducted by Educational Testing Service (Liu, Frankel, & Roohr, 2014) that interviewed more than 200 institutions provost regarding the most commonly measured general education skills reveals that critical thinking was one of the most important skills considered essential for both academic and career success. Critical thinking is one of the skills students need in the 21<sup>st</sup> century (Willingham, 2007). Also, Soffel (2016) through World Economic Forum on the future of job report reveals that critical thinking (CT) was number 4 from 10 skills to be mastered by students in the 21<sup>st</sup> century in 2015. It is predicted that it will rise to number two in 2020. In the other case, Casner-Lotto and Barrington (2006) found that among 400 surveyed employers, 92.1% identified critical thinking as a very important skill to be taught and mastered by 4-year college graduates to be successful in today's workforce. Those things show the value of critical thinking. Thus, it can be seen that critical thinking is a very important skill to be taught and mastered by students.

Critical thinking is one of the frequently discussed skills. Critical thinking means making reasoned judgments to focus on deciding what to believe or do. The "Reasoned" is produced by considering logical thinking process, while "Judging" consists of determining the degree to which a thing meets a standard, a rule, or other

criteria (Ennis, 1985; Beyer, 1995; Facione, 2000; Stapleton, 2001). It involves logical thinking, decision making, and problem-solving process (Butler, 2012; Halpern, 2003). Critical thinking is a cognitive activity, synchronized with the mind. Learning to think in critical analytical and evaluative ways means using mental processes such as attention, categorization, selection, and judgment (Cortrell, 2005). Hence, CT is a scientific process of deciding what to believe or do.

Meanwhile, Freeley and Steinberg (2005) define debate as the process of advocacy and inquiry, a way of arriving at a reasoned judgment on a proposition. Critical thinking has a relation with debate. Teaching CT through debate allows for collaboration where teams can achieve higher levels of thinking through the use of persuasive evidence (Freeley & Steinberg, 2005). Rather than lecturing, students learn more advanced by actively analyzing, discussing, and applying content in meaningful ways (Bonwell & Eison, 1991). Furthermore, the debate requires all students to actively engage in the multidimensional teaching and learning of topic area (Omelycheva & avdeyeva, 2008). Moreover, debate is better suited for enhancement of CT skills than traditional techniques such as lecturing (Roy & Macchiette, 2005).

In addition, Goodwin (2003) has investigated students' perception toward debate. The study asked students to do teamwork in preparing debates on issues arising. The result of the study shows that most of the students reported that analyzing arguments on the debate was useful and helpful in gaining knowledge. It shows that debate increases their tolerance level on keeping an open mind. The same broad topic had been investigated by Tous, Tahriri, and Haghighi (2015). The

result of the study shows that debate was helpful in teaching CT, so do Freeley & Steinberg's (2005) study with same broad results. In order to place the responsibility of comprehension, in-class debates were properly to cultivate the active engagement of the students (Snider & Schnurer, 2002). Thus, CT is seen as the important skills and debate as a way to teach CT. The results of Goodwin's (2003) study increase the curiosity of the writer to conduct this study. This study is concerned with the EFL students' critical thinking that emerges in English debates on arising issue.

This research is envisioned to emphasize the EFL students' CT skills that emerge in English debates. It is expected that the result of the research will provide useful and reliable data and information about the kind of fundamentals of CT that can be covered by EFL students on their debating progress. Hence, this research paper is entitled: "THE ANALYSIS OF EFL STUDENTS' FUNDAMENTAL CRITICAL THINKING SKILLS EMERGED IN ENGLISH DEBATES (A Descriptive Study of Annual 'Students Association of English Education Department National' Competition Participants of State Islamic University Sunan Gunung Djati Bandung).

## **B. Research Questions**

Based on the background above, these research frames are formed in the following research questions:

1. What kinds of fundamental CT skills emerge in English debates can be covered by EFL students?
2. How do EFL students construct the ideas to respond certain issues in the debates?

### **C. Research Objectives**

This study of the research is intended to explore EFL students' critical thinking skills regarding the research, as follows:

1. To analyze the kinds of fundamental CT skills emerge in English debates that can be covered by EFL students.
2. To analyze the way EFL students' construct the ideas to respond certain issues in the debates.

### **D. Significance of Research**

Theoretically, it is expected that the result of the research could provide a purposeful description and reliable information about debating activity role as media to train students' to be a critical thinker.

Practically, it is expected that the result of the research could give a new perspective about debate. Especially, to be adapted in and out language class learning. Furthermore, it is expected to become a measurement of the role of debate in enhancing EFL students' CT. Thus, the students are expected to be able to think critically in making reason and judgments about a certain topic.

### **E. Rationale**

This section presents some theoretical foundations. They are theories of debate, critical thinking and the previous studies about the use of debate to enhance students' critical thinking. The debate is defined as the process of considering multiple viewpoints and arriving at a judgment to convince individual or group (Freeley & Steinberg, 2005). A recent survey conducted by the Association of American Colleges and Universities (AAC&U, 2011) reveals that 95% of the 433

institutions chief academic rated critical thinking as one of the most important intellectual skills for their students. Meanwhile Osborne (2005) believed that in demonstrating the ability to read critically, debate is an effective technique.

Goodwin (2003) was the first researcher who conducted the study about the relationship of debate with critical thinking. In his study, entire students worked in teams to prepare debates on issues arising from reading and lecture. The teams presented debates while those who did not acted as judges. Most of the students revealed that analyzing arguments on the debate was very helpful for gaining knowledge. They also believed that debate increased the tolerance or open mind to others opinions. Danaye, Tahriri, Haghghi (2015) also researched CT and debate with similar results. A recent survey conducted by Combs and Bourne (1994) revealed that 78% of the 544 students in a senior-level marketing course stated that debates afford more learning rather than lectures. Osborne (2005) compares the participation to the classes that uses debates and discussion. The result reveals that debate class arouse more participation from the students than the less-structured discussions. In evaluatin choices, debates require listeners and participants. Therefore, debates carry other benefit besides promoting active engagement and mastery of the content (Freeley & Steinberg, 2005). Those studies show that the debate changed the passive learners to be the active learners. Hence, those studies completely show that debate is superior to the lecturing strategy.

Moreover, this research focused on the analytical indicators that emerge in debate class. According to Fisher (2011), there are nine fundamental critical thinking skills that show the students' ability to:

- a. Identify the elements in a reasoned case, especially reasons and conclusions
- b. Identify and evaluate assumptions
- c. Clarify and interpret expressions and ideas
- d. Judge the acceptability, especially the credibility of claims
- e. Evaluate arguments of different kinds
- f. Analyze, evaluate and produce explanations
- g. Analyze, evaluate and make decisions
- h. Draw inferences
- i. Produce arguments

Those nine fundamental critical thinking skills become the indicators for organizing and interpreting the data from the students to answer the research questions. In this research, one of fundamental CT is eliminated in consideration with debate. Later on, more details about the nine fundamentals are discussed in Chapter 2.

#### **F. Limitation of Research**

The study focusses on the analysis of Fundamental CT that emerges on English debates for measuring EFL students' CT. The fundamentals are: (a) Identify the elements in a reasoned case, especially reasons and conclusions, (b) Identify and evaluate assumptions, (c) Clarify and interpret expressions and ideas, (d) Judge the acceptability, especially the credibility of claims (e) Evaluate arguments of different kinds, (f) Analyze, evaluate, and produce explanations, (g) Draw Inferences, and (h) Produce arguments. They are analyzed to find out the EFL students' CT skills through debating activity.

## **G. Research Methodology**

### **1. Research Site**

This study is conducted in debate field ASNC 2017 event (Annual Students Association of English Education Department National Competition). This site is chosen because none of the lecturer conducted debate in class language learning, also reduced bias that may happen when debate is conducted inside the classroom. Afterwards, it aims at analyzing the role of debating activity in the critical thinking skills shown by the EFL students who are the debate field participants of ASNC 2017.

### **2. Participants**

The participants of this research are four from thirty-two people. From the entire collected participants data, the data that are more comprehensible and understandable to be analyzed are four data. Therefore, the rest beside the four data are eliminated. This research also uses a purposive sampling method to determine the required participants of the research. The participants were chosen at the ASNC event that annually held by (Students Association of English Education Department). For the sake of reliable information, they are chosen purposively and selectively.

### **3. Research Method**

This study applies the qualitative analysis specifically on the descriptive study. In descriptive research, there is no tendency of manipulating the data, because the writer has no control over the variables. In this research, the problem is

identified based on trends in the field or on the need to explain why something occurs.

#### 4. Technique of Collecting Data

In order to get satisfactory data, this study uses the following techniques:

##### a) Documents

According to Creswell (2012), documents allow researchers to obtain more valuable, detailed, and accurate information. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. Documents represent great data for qualitative research. Regarding this research, documents are used to find out the fundamental critical thinking emerging in debating activity on arising issue. The participants explore their views and ideas in their process of drafting on debating. What participants write on their notes before their speech time will be the object of the research.

##### b) Audiovisual Materials

According to Creswell (2012), audiovisual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study. Regarding this study, the performance of students debating activity would be recorded as video. It aims to analyze the fundamental critical thinking emerging in the debating activity and seek out how debate enhances students' critical thinking.

#### 5. Data Analysis

Creswell (2012: 261) describes that there are six steps involved in qualitative data analysis and interpretation as follows:



a. Preparing and Organizing the Data for Analysis

The first step is preparing and organizing the data. The data would be spread into three parts: video, field notes, and questionnaire.

b. Exploring and Coding the Data

Conducting a preliminary analysis of the data by reading through each data to obtain a general sense of the data. They include video, field notes, and questionnaire collected from the participants in order to seek out students CT skills through debate performances.

c. Coding to Build Description and Themes

Codes are then used to develop descriptions of people and places. Collected data are analyzed to find the students critical thinking in the debate activity.

d. Representing and Reporting Qualitative Findings

The findings of the research are represented in visual displays that may include the figures, diagrams, and tables. The data is categorized and ranked based on the result of the data.

e. Interpreting the Findings

The findings are interpreted to find the result of the research. The interpreted result of the research comes from the references, from available previous studies.

f. Validating the Accuracy of the Findings

The accuracy of the findings is corroborated by the evidence from different individuals (e.g. a principal and a student), types of data (e.g. video, field notes and questionnaire), or methods of data collection to have more valid and accurate findings for the research.

In conclusion, this chapter had explained entire points which are conducted to complete this research questions, the aims of the research, the significances of research, the rationale, the research methodology and the data analysis. Thus, the results that are taken from the collected and processed data in order to answer the research questions.

