

## CHAPTER I

### INTRODUCTION

This chapter explains the background, why this research is necessary to be conducted and how it is related to the topics in research fields. This chapter also elaborates several theories about the study of this research based on the problem.

#### A. Background

In this era, critical thinking is essential for learners to face the challenges in their life. It is not only for education, but it is also useful in their social life. Undoubtedly, teachers expect students to be able to think critically. Critical Thinking is the way toward utilizing thinking to perceive what is precise, and what is false, in the expressions and "sound bytes" we hear each day (Moon, 2008). Critical thinking is also defined as the procedure to conceptualize, apply, break down, blend, as well as assess data gathered from perception, experience, input, thinking, or correspondence, as an approach to accept and act (Pattanapichet & Wichadee, 2015). Dewey cited in Fisher (2011) state that critical thinking state that critical thinking is a dynamic, persistent, and cautious thought of a conviction or assumed type of information in the light of the grounds which bolster it and the inevitable conclusions to which it tends. Cognitive thinking requires them to think critically for taking an idea from the situation around. Students have the necessary skill involved in critical thinking. It is like working out whether they believe what they see and what they hear, finding a way to see if something is probably going to be valid, and arguing our case if someone does not believe them. Another necessary critical thinking skill that the students have can help them to live with their society and get better chances in many cases.

However, some Indonesian students cannot put forward their argument or their comprehension as easy as they usually speak or write something. They cannot develop their critical thinking skill. This phenomenon leads us to find a proper strategy to develop it.

A preliminary observation conducted in a Senior High School in Bandung (1/21/2019) reveals that 75% of students observed are lack of comprehending and interpreting a topic or idea. Besides they cannot get the gist of information in an issue or phenomena, they are also difficult to express their own opinion or ideas. The lack of reading interest is one of the barriers why they are difficult to find out information about one topic. Some students seem to be lazy to read long texts, especially the text presented in English. In the case, the teachers need to use different media to attract students to focus on what a topic and to make the learning process, especially in critical thinking learning process become more meaningful.

In this study, the use of Mind Your Language TV Sitcom to promote students' critical thinking skill is explored as a way to identify students' critical thinking skill. Mind Your Language is good to promote students' critical thinking because it is a smart comedy with many lessons inside. Not only English and linguistic lessons that can help students learn English, but also contains cultural and ethnic stereotype issues that can help students open their mind to deal with the problem in the story. It can be a media to train students' comprehension and their critical thinking skill, especially in clarifying and interpreting an idea. Mind Your Language has scenes that each viewer has to focus on and know the current situation to get the information and the meaning of the scene or situation. It is good either for a teacher or a researcher to find out to what extent students think critically. The topic is selected since each student has a different critical thinking

capability, and to find out the further study is needed. On the other hand, there are ways to promote students' critical thinking skill. This research is conducted to analyze the extension of a media that have never been conducted before to promote students' critical thinking skill.

The study about critical thinking promotion using media has been conducted before by Fasawang Pattanapichet and Saovapa Wichadee (2015), entitled *Using Space in Social Media to Promote Undergraduate Students' Critical Thinking Skill*, a study by Sethela June, Aizan Yacoob, and Yeoh Khar Kheng (2014) with title *Assessing the Use of Youtube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students: An Action Research*, and a study by Farid Ghaemi and Seyed Javad Ghazi Mirsaeed (2015) with title *The Impact of Inquiry-Based Learning Approach on Critical Thinking Skill of EFL Students*. The difference among this study and the previous studies is that the previous studies focus on assessing the media or method used to promote students' critical thinking and focused on critical thinking promotion in general terms. Furthermore, the present study, not only focus on assessing the effectiveness of media that used to promote students' critical thinking, but also it identifies students' critical thinking towards the use of Mind Your Language TV Sitcom which is used to promote their critical thinking, especially in one specific aspect of critical thinking. Besides, this research uses a media and method which is different from the previous research.

Therefore, this research, entitled "*The Use of Mind Your Language TV Sitcom to Promote Students' Critical Thinking*" may help teachers to find out students' critical thinking capability and improve them.

## **B. Research Questions**

The study intended to examine the questions:

1. How is the process of promoting students' critical thinking by using Mind Your Language TV Sitcom?
2. To what extent does the Mind Your Language TV Sitcom promote students' critical thinking skill?

### **C. Research Objectives**

Based on the research questions above, the research purposes are:

1. To describe how the process of promoting students' critical thinking by using Mind Your Language TV Sitcom is.
2. To identify in what extent the Mind Your Language TV Sitcom promote students' critical thinking skill.

### **D. Research Significances**

Practically, this research helps the teacher and researcher to know students' critical thinking ability and how they treated them with their ability. Besides, this research also helps the teacher and researcher to develop a new method to improve students' critical thinking.

Theoretically, this research also helps to promote and improve students' critical thinking with some methods and learning model.

### **E. Research Limitation**

The target of this study is investigating the use of Mind Your Language TV Sitcom to promote students critical thinking. Properly critical thinking in this case use Fisher's (2011) theory about critical thinking skill for the second year students of MAN 1 Bandung. Furthermore, this research attempts to describe the process of critical thinking

teaching and learning by using Mind Your Language TV Sitcom and describe students' critical thinking skill. The scopes of the study are limited to the subject and object research

1. Subject

The research subject is limited at the 11<sup>th</sup> grade of MAN 1 Bandung in academic year 2019/2020.

2. Object

The research object is limited on the students' critical thinking aspects or skills according to Fisher's (2011) theory about critical thinking skill.

## **F. Rationale**

The present study explores the use of Mind Your Language TV Sitcom to promote students' critical thinking. According to Wood (2002), Critical Thinking is the process of using reasoning to discern what is true, and what is false, in the phrases and "sound bytes" we hear everyday. Another definition comes from Scriven and Paul (2003) cited in Pattanapichet & Wichadee (2015). They defined critical thinking as the procedure to conceptualize, apply, break down, orchestrate, and additionally assess data gathered from perception, experience, input, thinking, or correspondence, as an approach to accept and act. Thinking critically as a student confers benefits in many areas of life. Criticality is a contested idea, one with a variety of meaning each claimed by different groups for a very different purpose (Brookfield, 2005). As Argyris (1982) said on Brookfield (2005), critical thinking is represented by executives' use of lateral, divergent thinking strategies and double loop learning methods.

Critical thinking is essential, especially for students. Critical thinking is an imperative and vital ability that is stated to analyze and evaluate information (Duron, Limbach, & Waugh, 2006). It enables students to assess the evidence in what are reading or watching

and identify spurious or illogical reasoning. It also encompasses a broad scope which may be applied to the studies of diverse fields (Kawamura & Wu, 2015). Critical thinking also helps students to create persuasive arguments of their own (for example, in assignments). It means that students are able to present and justify any claims they make based on the evidence they have evaluated.

Nowadays, technology plays a critical role in our life, and it also takes a significant role in many aspects, especially education. Many media can be used in the learning process, such as newspaper, magazine, social media, movie, and so on. Critical thinking is one of the fields that use many media. It is frequently used to promote students' critical thinking. According to Nagi and Vate U-Lan (2009) cited in Pattanapichet & Wichadee (2015), the existing social orders are the Interaction Age where cooperation, collaboration, and critical thinking that are closely related to virtual learning environments have become enormously vital.

Mind Your Language is a British sitcom that aired on ITV in 1977. It was produced by London Weekend Television and directed by Stuart Allen. The series was made by LWT between 1977–1986. The story is about Jeremy Brown (starred by Barry Evans) who teaches English as a Foreign Language in an adult education college in London. He has to deal with a group of foreign students. This sitcom, not only delivered the good comedy which was entertained but also delivered the English lessons and implicitly some social and political issues that happened in that era.

## **G. Previous Studies**

There are lots of studies about critical thinking that were conducted, either from English subject or others. However, the objectives of the studies are various. Here are

some studies that have been conducted about critical thinking promotion or stimulation in the learning process.

The first study is *Using Space in Social Media to Promote Undergraduate Students' Critical Thinking Skill* by Fasawang Pattanapichet and Saovapa Wichadee. The result of the study could be concluded that using Facebook to post comments and questions was sufficient to promote student's critical thinking (Pattanapichet & Wichadee, 2015). They enjoy the activity on Facebook since most of them are using this in their personal life. This research was revealed the difference between students' critical thinking score before and after they studied revised Bloom Taxonomy and the implementation of the use of social media to promote students' critical thinking. The difference between this research with the research that is going to be revealed is that this research focused on how students improved their critical thinking skill by using Facebook platform and assess the use of social media as the critical thinking promoter, while the new research has purpose to revealed students' extension in their critical thinking skill toward Mind Your Language TV Sitcom and to identify one of critical thinking aspect specifically. The methodology that used is also different; while the previous research used a statistical approach, this research uses descriptive approach by assessing students' activity in the class during the learning process.

The second is *Assessing the Use of Youtube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students: An Action Research* by Sethela June, Aizan Yacoob, and Yeoh Khar Kheng. The result is this action research provides evidence that the use of video and interactive activities can help to stimulate interactions and critical thinking among the students at the tertiary level (June, Yaacob, & Kheng, 2014). This study also found students to have a positive view towards the use of videos and interactive activities as the teaching tools since these tools are considered as able to

sustain and generate further interest in the topic of discussion. In addition, this study also revealed that when teaching tools such as video and interactive activities are being applied during the lesson, students became more responsive towards the instructor and developed confidence while the discussion was being held (June et al., 2014). It is different from the research that is going to be conducted, while this research was focused only on assessing the use of Youtube as the media to stimulate or promote students' critical thinking skill.

The third is *The Impact of Inquiry-Based Learning Approach on Critical Thinking Skill of EFL Students* by Farid Ghaemi and Seyed Javad Ghazi Mirsaeed. The result of this research is that inquiry-based task made students more active and responsive while the learning process. The research revealed a significant difference between pre-test and post-test on critical thinking. By using inquiry-based learning, students try to make their meaning from the information they received. It can be concluded that inquiry-based learning helps students to improve their critical thinking abilities, and the students have a positive attitude toward inquiry-based learning. It is mostly similar to the study conducted by the previous researcher above that this study focused on assessing the effectiveness of inquiry-based task method from the result of the test that has been conducted and.