

CHAPTER I

INTRODUCTION

1.1. Background of the study

In this 21st century, a lot of information is available online. It is mostly accessed by young people including university students. However, not all information is reliable that users have to select relevant and useful sources for their life. Unfortunately, this skill for screening information is not automatically given, but should be learned. Somehow, they need to be recognized by netizens in social media applications by responding and commenting some statements, uploaded-pictures, and information from netizens. In some time, they share or send forward an information from other sources to any social media applications (*Facebook, Twitter, Youtube, WhatsApp, etc.*) whether the information's content is valid or invalid. It will cause fidgetiness among the society if the information is ambiguous. There should be a solution to accommodate the readers to filter and recheck the information before share it to the social media. Additionally, undergraduate students should not only earn the content of information easily, but also learn how the information is created and formed critically, then choose the most appropriate one to develop his or her own knowledge of purpose (Djiwandono, 2013). Critical thinking activity is one of the ways to promote and enhance the learners to think analytically and critically. Furthermore, Moore and Parker (1986) describe that certain methods, techniques, and precautions which are created by teacher or practitioner can make wise decision easier and more likely. Being critical means that in every single situation be ready to have alert and careful attitude either result of rejection, acceptance, ignorance, or even failure. It is about the ways of characters' capacity to manage and to enhance their cognitive level by scrutinizing their own thinking skill (Elder & Paul, 1994)

Critical thinking is important to apply in the classroom because through critical thinking students can manage and control their own critical thinking

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ability with their teacher and friends' assistance. Then, students can also develop the language by constructing such communicative and proper language to the others.

Besides, the students will be proud of themselves because at the end of the college, they can reach their higher cognitive skill level (Rafi, 2011 cited in Shirkhani, S. Fahim, 2011). Some research also mentioned that critical thinking skills still lack to be implemented. Egege and Kutieleh (2004) found that Asian students were difficult to have critical attitude and hard to think critically. Soeherman (2000) also compared that Indonesian college students' critical thinking skills were lower than the average students in US.

The critical thinking enhancement can be applied both individually and in group whether by the teacher him/herself or by the students themselves. In addition, critical thinking can be carried out one's or people's mind of intellectual principle and standards with self-judgment thinking purposively (American Philosophical Association, 1990; Paul, 1995). In general, there are some aspects which determine the success of teaching and learning process in the classroom. The success of classroom learning is dependent on students' relation to each other, the classroom environment itself, students' cooperation and communication with each other, and roles of the teacher and students (Dornyei & Murphey, 2003). Moreover, roles of the teacher and students are one of the aspects of classroom success. A teacher has important roles to determine the flow of the teaching-learning process in the classroom to achieve target language goals. Students' failure and success will be directly connected to their teacher in the classroom.

Teachers are not merely creating tasks, correcting students' writing, speaking, listening, and reading abilities, and transferring knowledge. Furthermore, teachers should also create learning environments and give chance to the students to produce language, interact and somehow let them make mistakes and errors; teachers have to develop a different view of students' mistakes to facilitate language learning and to construct better students' ways of

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thinking from their mistakes as a part of learning process (da Luz, 2015). In addition, Richards and Rodgers (2001) conclude that a teacher can also be assumed as needs analyst (determining and responding to student language needs); a counselor (expected to characterize an effective and efficient speaker); and group process manager (manage and facilitate the classroom for communication and communicative activities).

Students have also important roles in being involved in classroom teaching and learning process. da Luz (2015) mentions that students need to contribute as much as they achieve, and learn not only in the dependent way with each other by cooperating and discussing with peer friends and teacher, but also in an independent way by constructing new ideas, finishing home works by themselves, etc. Moreover, students are expected to interact primarily one another rather than with the teacher. Richards and Rodgers (2001) adds that students should engage more in classroom participation and be comfortable to work with a pair of friends or in a big group discussion. They should also listen to their friend's comment, idea, and information to gain more positive attitudes such as being responsible, critical, and confident among the students in the classroom. Thus, they are not depending on their teacher's information and model to do the tasks.

Good communication between teacher and learner should be built holistically. Furthermore, Nunan (1998) claims that "mastering the art of speaking" is the most important aspect of learning a language. Moreover, it is important for a teacher to set some communication strategies to the students in order to make the teaching-learning process more comfortable and smooth among them. Applying comprehensive communication among a teacher and students in the classroom may contribute to the smoothness of interaction, give an opportunity for the students to share their own expectations, attain target language goals, and create a positive relationship to build trust, comfortable circumstances (<https://www.education.gov.gy/>). Nowadays, communication is one of important activity that everyone does daily. Even though, the kind of the information given is not merely important and valid. Furthermore, internet waves could contribute to

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the rapid flow of information that is difficult to detect whether it is correct or hoax. Some invalid information could be dangerous when students are transferring and sharing information from one to another. They are also curious about everything around them. They can connect and communicate by direct communication or indirect communication through mobile phone fast with their friends or new people around the world.

To get more comprehensive result of this study, a talk-in-interaction analysis will be a parameter tool to find out the challenges and the strategies in enhancing students' critical thinking in the classroom. Brookfield (2012) stated that there are four steps in how a talk-in-interaction impact critical thinking: (1) Identifying the students' thoughts of critical thinking in the interaction transcription, (2) Considering the level of students' critical thinking in relation with HOTS and LOTS cognitive level, (3) Finding out different point of views from the transcription interaction pattern in order to seek for another current issue or new idea, and (4) making conclusion and taking the important things from the pattern of interaction transcription for the critical thinking necessity. Therefore, a clear picture of teacher-students interaction represented by talk-in-interaction will provide information about how the teacher facilitate the students to be more critical, critical thinking enhancement in the class, the process of critical thinking enhancement from the teacher to the students and from student to student through the talk-in-interaction structures. In addition, through six components of Bloom's taxonomy (*knowledge, comprehension, application, analysis, synthesis, and evaluation*) which occur in the conversation can also help this study to determine the teacher's strategy to concept and to develop students' critical thinking by asking and commenting in the conversation with lower or higher order thinking skill keywords in the classroom.

Besides, this study will contribute to the literature and valuable resources for the readers about challenges and strategies in enhancing students' critical thinking in the classroom, it will also contribute to the research itself which relates to the Indonesia context of study about the enhancement of students' critical

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thinking. This study is important for teacher to start or to develop students' cognitive into a higher level through critical thinking activity in the classroom and for students to get used to think twice and critically before they comment on something, post some information, and share some news directly to the others by face to face communication or indirectly by using gadgets through social media. Many previous studies have been done European and some parts of Asia countries. Therefore, this study will give general ideas and description in the context of situation and circumstance the teacher's challenges and strategies results which are closer to the most Indonesian context of classroom situation and cultures, students' and teacher's backgrounds and educational system.

1.2. Research Questions

This research intends to answer the following questions:

1. What teaching strategies are adopted by the teacher to enhance students' critical thinking in ESP classroom?
2. What are the challenges encountered faced by the teacher in facilitating students' critical thinking in the ESP classroom?

1.3. Research Objectives

In line with the research questions, this research is aimed at:

1. Revealing the teacher's teaching strategies in enhancing students' critical thinking in ESP classroom.
2. Finding out the challenges of the teacher in facilitating students' critical thinking in ESP classroom.

1.4. The scope of the study

The present study is conducted in ESP classroom; in general English materials of a private university in Bandung. The subjects of the study are EFL teacher and fifty undergraduate students who are believed to have their own thinking and reason to define what and why they learn and need in learning particular materials. Moreover, adult students can think critically about something happened and done in the classroom situation (Harmer, 2007).

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In revealing the teacher's roles in enhancing and finding out the teacher's strategies in implementing critical thinking in ESP classroom, observation and interview instruments will give information data about the teacher's involvement in scaffolding critical thinking activities to the students in the classroom. This type of classroom is chosen because with a complete awareness of specific communication and an awareness of the use of communicative language construction as a critical thinking, the study has arrived at the peak of critical thinking and the building process of communication (Bralich, n.d.). According to Johnstone (2000), there are two approaches in teaching and learning languages; deductive (the students are taught and given the information and the rules about the language directly) and inductive (the students are not taught grammatical and other rules of language directly, but students are asked to find out the rules by experiencing, discussing, revealing, and creating new ideas by themselves). This research will emphasize on the inductive approach to expose teacher's roles and strategies in implementing critical thinking and to stimulate students' cognitive and affective critical thinking experience in learning grammar.

Additionally, a talk-in-interaction will be used to identify the teacher's roles and strategies by analyzing the interaction between teacher and students in the classroom. The analysis is expected to find out the patterns such as pauses, backchannels, overlaps, and other signs of conversational analysis in the dialogues which express teacher's roles and strategies in implementing critical thinking in grammar classroom. Furthermore, the analysis is also going to explore the form of questions by the teacher to encourage the students to discuss and to think critically and to see the process of students' comment on teacher's question along the teaching and learning process.

1.5. Significance of the study

The present study is significant to the development of theory, professional, and social exposure. Academically, the research contributes the literature on critical thinking activity in the classroom and practices among teacher and students in the classroom through the analysis of talk-in-interaction.

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Then, in professional way, the research can also give additional reference for teachers to create interaction on critical thinking activity in classroom. Moreover, the observation result may support to the enhancement to deal with the students who have different background knowledge, various cultural background, and other diversities.

Finally, the present study also contributes to social exposure that between teachers and students' communication may gain good rapport not only for academic importance, but also for building trust and deeper understanding about students' characteristics, social background as well as background knowledge. It is very important for teachers to keep the information if the problem appears along the learning and teaching process both inside and outside the classroom. It is hoped that both teacher and students have the same page to engage in more comprehensive activities and to create collaboration in order to construct communicative values of fostering students' critical thinking.

1.6 Definition of the Terms

In order to avoid misunderstanding of the terms used in this research, the following are some key terms:

a. **Critical thinking**

It is an action to be aware of, think more holistically, realistically from the whole point of view in particular field of study in order to produce better understanding of comprehensive ideas.

b. **Talk-in-interaction**

It is also known as the study of talk. It analyses particular flows of conversation in some terms of context to gain information or phenomenon which occur in the dialogue between the first speaker and second speaker (hearer/respondent). (Slade & Thornbury, 2006)

c. **ESP**

A tool to distinct specific necessities of the learners and appropriate learning methodology in the classroom and to scope some terms into target language of

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specific terms of structure vocabulary, grammar, lexis, register, and discourse (Evans & John, 1998).

d. Teaching strategy

“Strategy implies thoughtful planning to do something” (Orlich, Harder, Callahan, Trevisan & Brown, 2012 p. 4).

“Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future” (Sarode, 2018 p. 58)

e. Learning activity

Learning activities refer to the teacher guided instructional tasks or assignments for students (Jasinski, 2013).

1.7. Organization of the Paper

The present study is organized in five chapters. Chapter one presents a brief background the study, the purposes of the study, and its objectives. Chapter two provides detailed-theoretical background about critical thinking, the history of critical thinking in Indonesia, conversational analysis and talk-in-interaction. Moreover, chapter three explores the qualitative methodology conducted in completing the present study. The methodology is used to elaborate the research questions, respondent, data collection (observation, interview, and documents), and data analysis (talk-in-interaction analysis designed by George Yule). Chapter four presents findings and discussions taken from data collection and analysis result. Lastly, chapter five delivers conclusions and recommendation for further study.

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