

CHAPTER I

1.1 Background of The Research

The status quo has an important language bias that involves English. There is already an international language that is widely used. Almost every nation has already made English their primary language for daily communication. Given this, it is important for children to get effective English language instruction. Both within and outside of the school, one may obtain the aforementioned instruction.

In contrast, English is now being taught to a wide range of people as a necessary and useful skill. To continue learning English in a casual setting, one must consider its significance and relevance. The quality of the study must also be raised if English is used as the language of instruction in senior high school. Therefore, it is inevitable that this equipment will be used in University or to continue working continuously.

The study of English as a second language may become a subject that all human have to comprehend. English as a second language emphasizes listening, speaking, reading, and writing. While speaking and writing are as the productive tool, listening and reading are as the passive or responsive tool. Those four language skills are significant in learning and mastering English. However, students also need critical thinking to support the learning.

Additionally, EFL instructors typically employ their students' mother tongues to express meaning in both the classroom and English language institutions, according to Nazary (2008). Students' vocabulary affects learning in an EFL lesson because L1 gives students stability and validates their life experiences, enabling them to be very specific.

An approach of learning to communicate is through discussion. Discussion is a social activity in which people converse with one another to share knowledge about a topic or problem

or to look for concrete evidence or a solution (Chapin et al., 2009). Discussions are one way for people to get better at speaking. It is a tactic to encourage pupils to converse with one another so they can unintentionally pick up a second language. The learners should develop their critical thinking skills and get the self-assurance to speak their truth.

A teacher should also be able to recognize the problems that the students are having while also fostering an environment that will help them improve their English. English teacher must therefore use the most efficient method possible to meet their pupils' requirement for communication in the language.

A discussion strategy that helps pupils develop their speaking abilities may be employed to achieve this objective. Killen (2007) offers his logical arguments in favor of the notion that the discussion approach is a suitable method for teaching speaking in this manner. They include the following: discussion allows students' active participation in learning, which stimulates them, especially when they perceive that others value their contributions.

Discussion methods are various forums for the unrestricted and collaborative exchange of ideas between teachers and students or between students to enhance students' thinking, learning, problem-solving, comprehension, or literary understanding. A student's primary task in discussion is to use the facts and opinions of other members of the discussion group that will to build their own attitudes and opinions.

When students analyze, evaluate, interpret, or synthesize information and use creative thought to create an argument, address a challenge, or come to a conclusion, they are engaging in critical thinking in its most basic form. According to Johnson (2009: 183) Expressing critical thinking is a directed and clear process used in mental activities such as persuading, analyzing

opinions or assumptions, and doing scientific. The indicators of critical thinking skills are thinking about certain topic in depth, asking questions, and finding relevant information.

In relation to this, the researcher conducted the study in SMAN 11 Jambi. At the school, one of the English teachers has been using discussions as class activities. This method is recommended for teachers in order to increase the respect that the students have for their opinions, as well as the most crucial method of rational and critical thinking of the students.

1.2 Research Question

How do the students' perceive the use of discussion activities in improving their critical thinking?

1.3 Objectives Research

The purpose of this research is to describe the students' perception about discussions to improve their critical thinking. This research is only conducted in English subject in SMAN 11 of Jambi City.

1.4 Limitation of the Research

The research is limited only for students who study English with Discussion Activities. The selected class was the 11th grade students of Science 1. The students that will be later selected for interview participants are those with English scores above the average in four Science classes in SMAN 11 Jambi. They are also those who active in discussion classes during the English subject. Additionally, their discussion groups will be in small group discussions.

1.5 Significance of the Study

The researcher hopes that students will be able to improve their critical thinking skills, also, think critically so that they will be able to solve the problems carefully and accurately in class. The researcher also expects that the teachers can get information about students perception about classroom discussion to improve their critical skill as well as to help students solve their critical thinking problems, by making small discussion groups in classroom.