CHAPTER I
INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research significances, rationale, previous studies, and research methodology.

A. Background

The intent of this research is to know the use of English vlogs to engage students' critical thinking skill. Critical thinking is reasoned and reflective thinking by emphasizing making decisions about what to believe or do (Ennis, 1962 cited in Murawski, 2014). Critical thinking is one skill that has to be mastered by nowadays students because critical thinking can improve students' creative idea. Indradi (2017) states that in order not to be swept away in this universal era, it is indeed needed the "creative" character of each member of the community. Through creativity, various problems are expected to be able to find alternative solutions. A creative idea is very useful for students in the working world because almost all jobs today in 21st century sue a critical thinking skill. Trilling and Fadel (2009) cited in Kinjunva (2014) state that an educated person in the 21st-century must-have skill to think logically to solve the problem effectively and independently.

Trilling and Fadel (2009) cited in Kinjunva (2014) state the essential skills for 21st-century learning and occupations fall into four domains. The first is the core subjects and skills such as the orthodoxy. The second is the learning and innovations skills domain requiring skills such as critical thinking and problem-solving. The third is the career and life skills domain. The fourth is the digital literacy skills domain. Also, in today's society, a lot of information that is not yet confirmed to be true or reliable is spread through social media. To anticipate this condition, critical thinking skills is needed by students to be smarter in choosing the right information for them.

Meanwhile, in Indonesia context, critical thinking can also be categorized as character education in curriculum 2013. This curriculum are put forward character education. Character education is a conscious effort that is planned and directed through learning environment for the growth and development of all human

potential who has the character of good personality, moral, and has a constructive positive effect in nature and society (Kaimudin: 2014). Lickona (1991) cited in Sudrajat (2011) states that character education is a deliberate effort to help someone so they can understand, pay attention to, and do core ethical values. Therefore, to get a creative idea and better character education, the students need critical thinking skill because critical thinking might engage creative idea that mentioned as one of the character education inside the curriculum 2013.

Based on the observation at vocational high school in Karawang, West Java Province, Indonesia, students are still unaware of critical thinking. It was proven when learning activities occur and during interview activities with students. When learning activities, students only focused on the teacher who was explaining the materials and sometimes noted some important things. But when they were asked about the material, they, however, found it difficult to explain it. Referring to the definition of critical thinking by Ennis (1962) cited in Murawski,(2014) in which means reflective and reasoned thinking, and the students are difficult to explain the materials then this shows that the students have some problem in reflective and reasoned thinking. The students cannot convey what they understand reflectively even less if they asked to convey what they might be believed.

One of the causes is because the students were not taught about critical thinking, and the teacher almost never posed critical thinking to the students during the teaching and learning process. Critical thinking is not explained because the materials of critical thinking itself do not explicitly exist as lesson materials and then lesson hour also becomes a cause. According to Walsh and Paul (1988) cited in Fahim and Eslamdoost (2014), critical thinking is not the same as intelligence and does not develop with maturity but it must be taught because of the fact that learners do not just pick up critical thinking.

Critical thinking can be taught by using technology, and technology also surely can be used for 21st-century students. The use of technology is not only to help students to promote critical thinking but also their skill to life in 21 century. Benjamin et al (2013) cited in Swart (2017) mention with the large extent of information and easily accessible through technology use, the capability of

acquiring and using information intellectually and strategically has become essential for students. Swart (2017) also mention that Critical thinking is highly acclaimed in today's educational and professional arenas and it is important that technology used to be integrated into students' learning environments, this integration into education must be driven by pedagogy, and shaped by methods of instruction and the learning activities created, not led by the technology itself.

There are several media to teach CT. Besides text, the video may also be used as a media in teaching critical thinking more specifically, video blog, or vlog. Vlog is a video that has a specific theme packaged in journalistic documentation and posted on a website. Usually, vlogs contain someone' interests, opinions, and thoughts about something. Considering the issues, vlogs can be used because the students now are very familiar with this kind of video, they have their own gadget to browse vlogs anytime on Youtube or other websites. Another consideration is because this research using English vlog which is the language, the culture, and the habit are different from Indonesian. Those kinds of vlogs are expected to promote students' critical thinking. Therefore, a research to engage students' critical thinking through vlogs is conducted.

There are previous studies that have examined the video as media to engage students' critical thinking. First, Carmichael, Reid, Karpicke (2018) explain about the role of video in students' engagement, effective of design and presentation, and the role of video in critical thinking and knowledge development. Second, June, Yaacob & Kheng (2014) conduct their research to examine the use of YouTube videos in stimulating students' critical thinking. Third, Wang (2014) mentions some advantages of video materials in teaching English. First, video can stimulate students' autonomy and proactivity, second video materials enrich classroom activities, third, English video also make students see the language is used in real life and still many more.

However, this research is different from the previous ones. While the previous researches mentioned above focus on how to stimulate students' critical thinking using science video on youtube, mentioning the advantage of using video and the role of video in students' critical thinking, this research conducts more specifically

in only vlogs on Youtube or in another website to engage students' critical thinking aspect in the upper three of Bloom's taxonomy. The previous researches are done at a university level, but this research will be done at a senior high school level.

From the explanation above, the researcher believes that English Vlogs can help students to foster their critical thinking and by critical thinking, students' character education also improved. Therefore, a research entitled *Engaging EFL Students in Thinking Critically through the Use of English Vlogs: A Case Study to 11th Grade Students of A Vocational High School in Karawang, Indonesia"* is conducted.

B. Research Questions

Refering to the background, there are some questions which can be identified as below:

1. How is English vlogs used to engage students to think critically?
2. What aspects of Bloom's taxonomy emerge during the process of using vlog to think critically?

C. Research Purpose

This research supposed to reach the purposes below based on the background above:

1. To investigate how English vlogs used to engage students to think critically.
2. To know if there are any Bloom's taxonomy aspects emerge during the process of using vlog to think critically.

D. Research Significances

The finding of the research may give several benefits for EFL students because technology has a role in engaging students' critical thinking, *Theoretically*, this research is expected to be used as a preview for next better and strong research. This research can become a reference for other research in critical thinking content, and give information that vlogs can foster students' critical thinking. *Practically*, the teachers get a new insight of using English vlogs as media to foster the students' critical thinking and lknow how effective vlogs used as media in teaching critical thinking.

E. Rationale

This point provides explanation related theories used in this study, they are a concept of Critical Thinking, the Steps of Critical Thinking, a concept of Video (Vlogs), and the concept of Qualitative Methode.

According to Ennis (1962 cited in Murawski, 2014), Critical thinking is reasoned and reflective thinking by emphasizing making decisions about what to believe or do. critical thinking is defined as an independent judgment that produces interpretation, analysis, evaluation, and conclusion, as well as an explanation of the evolutionary, conceptual, methodological, criteria, or contextual considerations underlying such a judgment (Facione, 2013, cited in Kusuma, et al, 2018). Critical thinking is the process of analyzing and assessing thinking with a view to improving it. Critical thinking presupposes knowledge of the most basic structures in thinking (the elements of thought) and the most basic intellectual standards for thinking (universal intellectual standards). The key to the creative side of critical thinking (the actual improvement of thought) is in restructuring thinking as a result of analyzing and effectively assessing it (Paul and Elder, 2007). Based on the explanation above the critical thinking is the process of activates of the people to analyses, evaluating the factual issues.

Ennis (1962 cited in Murawski, 2014) separated critical thinking into two categories: dispositions and abilities. The ideal critical thinker, in his writings, is disposed to reach a "right" decision, present that position honestly and clearly, considers others' point of view, seek to be well informed and to avoid intimidating or confusing others. Additionally, that critical thinker has the ability to focus on a question, analyze and argument, judge the creditability of a source, make and value judgments, clarify and refine their viewpoint, support their viewpoints appropriately, and to imaginatively suppose and integrate the logic of a viewpoint with sensitivity to others

From the explanation, we can see critical thinking is a process of making a decision, through some logical reason to solve a problem. To be a good critical thinker is someone who reaches a "right" decision and who stands in position honestly and clearly but still consider other's point of view. To be a good critical

thinker, someone must focus on a question, analyze an argument, and only look for a credible source.

Ngang, Nair, Prachak (2014) explain teaching critical thinking skills is growing more important as students need to adjust to such change by actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

The aspect of critical thinking can also be related to Bloom's taxonomy. Bloom's taxonomy is the level of thinking or cognitive skill that is useful for students' learning. There are six levels of thinking skill knowledge, comprehension, application, analysis, synthesis, and evaluation. Hogan & Pressley, 1997; Smolucha & Smolucha, 1989 cited in Athanassiou, Mc Nett and Harvey (2015) states that the taxonomy has been useful in our efforts to build our students' critical thinking and synthesis skills and their responsibility for their own learning. Ennis (2009) also adds the upper three levels of Blooms' taxonomy of educational objectives (analysis, synthesis, and evaluation) are often offered as a definition of critical thinking. Sometimes the next two levels (comprehension and application) are added.

Therefore, CT is considered as the way people to be more critical and passing through some process of thinking. Critical thinking also prevents us from early judging which can become a very serious problem.

Meanwhile, regarding the use of video for teaching CT, Wang (2014) stated there are some advantages of video materials in English teaching. First, teaching English with video materials can stimulate students' autonomy and proactivity. Second, video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms. Third, English video materials selected for language teaching are mostly depictions of realistic circumstances in life. Fourth, teaching English with video materials provide students with direct access to a taste of western culture, which can complement traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills.

In addition, Carmichael, Reid, Karpicke, (2018) mention one study conduct by Taslibeyaz et al (2017) in the context of medical education from 2000 to 2014, predominantly case studies, showed that watching videos was beneficial for gaining clinical skills, changing attitudes, encouraging cognitive learning and retaining knowledge.

Therefore, regarding the importance of critical thinking and the use of technology to promote critical thinking, this research is conducted to examine the use of vlogs to engage students' critical thinking based of blooms' taxonomy aspects.

F. Previous Study

There are some previous studies concerning the use of video as media to foster student's critical thinking. The results of the previous studies are useful reverence for consideration in this present research.

The first study was conducted by Carmichael, Reid, Karpicke (2018) assess students' engagement, critical thinking and learning using educational video. The study was conducted at Karpicke's lab at Purdue University. The research uses one experiment to assess perceptions of video content, as well as learning. There are two videos used in this research one video has female speaker speak directly to the camera and describing the strategies for sharing research. The other video described how an educational scientist conveyed his research to public policymakers and has a male speaker. In analyzing the data, descriptive analysis of the impact of educational video in students' engagement and critical thinking was held. The final result shows that educational video contributes positively to students' confidence, motivation and performance levels. In each of these ways, videos are already showing high levels of demonstrable impact in higher education. The research has shown that many students show that they like learning from videos, empowering them to learn flexibly and independently, leading them to request online content in their courses.

Second, a study by June, Yaacob, Kheng (2014) employed a qualitative approach using action research. Fifty students of mixed background from a public university in Malaysia are involved in this research. The data collecting in this

research were obtained through a few approaches which included a video recording of the lessons, students' and researcher's reflections and role play. The final result of the study is the use of video and interactive activities can help stimulate interactions and critical thinking among the students at the tertiary level. 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.

Third, Garcia, Roy, Alotebi (2015) discuss the interplay of technology and critical thinking in the 21st century. The result of this research is explained that technology has benefits to engaging students' learning and critical thinking such as providing effective tools for students who prefer to learn alone, afford time for teacher and students to discuss online without meeting face to face, and engaging and supporting student-centered learning. This research also revealed that video materials can improve students' comprehensive linguistic competence, cultural awareness, and their aesthetic appreciation skills.

Fourth, Swart (2017) mentions purposed technology to support critical thinking. The result of this study is that the students have identified what they find helpful in the types and content of questions useful to their learning as a platform on the two different forms of technology. Intentional integration of different technology into a course provides students with the opportunity to experience different forms of technology and appeal to different student learning preferences.

In this present research English vlogs on youtube or other website is used to foster students; critical thinking. Afterward, the eleventh grade of vocational high school in Karawang takes part as the sample in this research.