CHAPTER I

INTRODUCTION

This research paper will elaborate on the background of the study, research questions, research purposes, research significances, research scope, conceptual framework, and previous study.

A. Background

This study aims to explore the process of promoting critical thinking in English Language Teaching (ELT) through video-based learning. It is crucial to understand how video-based learning can enhance and influence critical thinking within the ELT context.

It is believed that to think critically is important, especially in learning a new language such as English. Consequently, teaching students entails more than just English itself—such as listening, speaking, reading, and writing— but also involves nurturing their ability to think carefully and make smart decisions while learning. Though challenging, this effort is worthwhile because critical thinking enhances students' understanding across languages. Critical thinking, as described by William and Burden (1997), involves students actively using their minds to observe, analyse, categorize, and hypothesize. In essence, it is about engaging in deep thought to comprehend, organize, and formulate educated guesses—a process fundamental in academic pursuits as it fosters analytical skills essential for problem-solving and learning. Moreover, when an individual practices critical thinking, it transcends mere effort; it entails thinking more effectively. As noted by Mastanora (2018), critical thinkers demonstrate natural curiosity, posing questions like "how" and "why," gathering evidence to determine truth, engaging in open discussions about ideas, and presenting fresh concepts when making decisions. This process refines cognitive abilities, fostering precision and thoughtfulness, both crucial for effective learning and problem-solving.

Additionally, critical thinking skills empower students to think in more advanced ways than understanding and memorization, as highlighted by G. F. Anggraini (2020). It elevates their thinking capability, enabling them to tackle complex problems and comprehend concepts more deeply. In brief, critical thinking is key in language learning. It's more than just learning language skills; it's about making wise decisions and grasping concepts deeply. It involves digging into your thoughts, asking questions, and openly discussing ideas. This enhances learning effectiveness and problem-solving abilities.

In Indonesia, critical thinking has been required in several policies (MoEC Decree No.20/2003, MoEC Decree No.4/2022), which outlines the function of the National Education System in cultivating critical thinking skills, with the objective of transforming the character, civilization, and potential of a dignified nation into noble, intelligent, independent, and democratic individuals. Institutions develop critical thinking skills and an ordered mind that support decision-making and problem-solving.

However, even though it has been over ten years since the first policy on critical thinking was introduced, recent studies, especially in English language teaching (ELT) in Indonesia, have not shown convincing outcomes. For instance, a study by Indah and Kusuma (2016) found that students' argumentative essays did not effectively show critical thinking skill features. Moreover, a study conducted by Defianty, M., Wilson, K. (2022) shows that critical thinking of Indonesian students isn't as good as students in other countries. Consequently, they investigated how well teachers understand critical thinking, since they are the ones who are supposed to teach it. Turns out, many teachers do not have a significant awareness about critical thinking, and it shows in how they teach and test it. Interestingly, only a few teachers recognize that their struggle to teach critical thinking might be because they do not fully understand what it means. It appears that critical thinking in Indonesia is at a poor level, and it needs to be improved. Since critical thinking is still emerging in Indonesia, teachers are challenged as a leader to facilitate

the development of critical thinking in the classroom. Teachers may believe in the value of teaching critical thinking and tend to cooperate in their classes (Bouton, 2008). The challenge for the teachers is to find out an approach that could be the best fit to foster critical thinking regarding the English language teaching (ELT) environment.

Due to the facts above, implementing strategies to foster critical thinking, particularly in the context of English language teaching (ELT), becomes crucial. Changing the focus away from the teacher-centric approach, educators can create a more engaging learning environment by empowering students to take the lead. This requires designing activities that stimulate learners to analyse, evaluate, and articulate their thoughts. Rather than always giving direct answers, teachers can provide students with challenges or tasks that require problem-solving. Several researchers have proposed a comprehensive critical thinking model incorporating various cognitive processes such as knowledge acquisition, comprehension, inference, application, analysis, synthesis, and evaluation (Hosseini et al., 2012; Wang, 2009; Tung and Chang, 2009; Ghanizadeh and Mirzaee, 2012; Brumfit et al., 2005; Mok, 2009). By directly utilizing various materials and media, such as literary texts, passages, movies, and images, educators can assess students' critical thinking abilities in a tangible manner. Through these strategies, ELT learners are not only encouraged to actively engage with the learning content but also develop essential critical thinking skills that are crucial for their academic and personal growth.

In another instance, fostering critical thinking can also be accomplished through mastering grammar (Bralich, P. A., n.d.). This highlights how the approach to teaching grammar can influence students' engagement with the application of critical thinking skills. Moreover, research by Norris and Ortega (2000) underscores the significant impact of prioritizing grammar on the overall success of language teaching. According to Puspitaloka (2019), students should prioritize mastering grammar, a vital

component of learning. Without a solid competence of this fundamental aspect, they will struggle to effectively utilize the target language in both written and oral communication. Furthermore, teachers aim to systematically teach an understanding of language structure to students, enabling them to confidently apply grammatical rules in practical contexts, whether speaking or writing (Parupalli, 2019).

Despite of above, there are several teaching strategies available for teachers to stimulate students' interest in English Language Teaching (ELT). One such strategy is Video-Based Learning (VBL), which involves delivering knowledge to students through various forms of video content (Prayudha, 2021). VBL has the advantage of capturing students' attention and encouraging them to participate more actively. Additionally, videos accommodate to different learning styles in the classroom, including visual, auditory, and kinesthetic preferences (Astri & Wahab, 2018). Despite differing opinions, researchers generally agreed that when implemented with suitable teaching methods, VBL has the potential to enhance learning outcomes.

In the realm of fostering critical thinking in English Language Teaching (ELT) through video-based learning, educators can strategically design video activities to support students' cognitive development in alignment with Bloom's Taxonomy. Anderson and Krathwohl (2001) updated Bloom's taxonomy to make it more accessible for teachers, presenting their revisions in a book titled "A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives." This taxonomy provides a comprehensive framework for categorizing learners' cognitive processes, aiding instructional designers in developing effective teaching strategies. By utilizing this taxonomy to categorize instructional objectives, teachers can measure the levels of learning integrated into a lesson or instructional unit. In the field of English language teaching, incorporating the Revised Bloom's Taxonomy offers several benefits. By integrating its six cognitive levels—remembering, understanding, applying, analysing,

evaluating, and creating—teachers can design more cohesive and effective lessons that promote critical thinking skills.

Studies discussed here developed on previous research focused on fostering critical thinking in English Language Teaching (ELT) through video-based learning. They underscore how technology, particularly video-based learning, enhances the ELT experience by cultivating critical thinking skills among students. For example, one study utilized videos to immerse students in discussions about diverse cultures, prompting critical thinking as they analyzed and reflected on various perspectives. Similarly, in physiotherapy education, researchers compared video-based learning to traditional classroom methods, revealing that videos improved students' comprehension and critical understanding of complex concepts. Furthermore, in mechanical engineering education, a study assessed students' critical thinking abilities following a video on Network Topology, where students demonstrated strong critical thinking in their responses to subsequent questions. Moreover, exploring project-based learning in social studies, multimedia content encouraged students to critically analyze real-world issues, enhancing their ability to evaluate presented information. In addition to these findings, a study advocates for reintroducing traditional grammar teaching across educational levels, emphasizing grammar's historical significance and dispelling misconceptions about its difficulty. Recent research illustrates how mastering grammar enhances critical thinking skills, advocating for its inclusion to improve language understanding and analytical abilities in education. Finally, integrating interactive videos and podcasts in classrooms not only heightened students' enthusiasm for learning but also deepened their exploration of content, stimulating critical thinking abilities. Together, these studies highlight the transformative impact of technology in ELT, showcasing video-based resources as potent tools for nurturing critical thinking skills and enriching students' learning experiences.

B. Research Question

From the description above, this research is intended to answer the following questions: How does Video-Based Learning for English Grammar Material foster the ELT student's Critical Thinking?

C. Research Purpose

From the research questions above, this study is aimed at describing the impact of Video-Based Learning for English Grammar Material on the ELT student's Critical Thinking**.**

D. The Significances of the Research

This research is expected to offer both theoretical and practical significance. Theoretically, the findings are expected to offer valuable insights for future studies, guiding researchers to explore similar topics more extensively. They can serve as a foundational reference for scholars interested in studying learning outcomes and related areas in greater detail. Practically, the study has potential benefits for students, educators, and English language institutions. Students can gain a deeper understanding of how Video-Based Learning influences critical thinking in ELT, enhancing their engagement with learning materials, analytical skills, and confidence in language learning. For educators, the findings can inform effective strategies for fostering critical thinking through Video-Based Learning, enabling them to design more interactive lessons tailored to diverse learning needs and styles. Overall, the research aims to contribute to academic discussions while offering practical insights to improve teaching and learning practices in English language education.

E. Research Scope

This study was carried out to investigate Fostering Critical Thinking in ELT Classroom Through Video-Based Learning for English Grammar material. The subject applied in UIN Sunan Gunung Djati Bandung, which has a specific major in English Language Teaching of English Education Department. The object is English Language Teaching Classroom which includes lecturers and students.

F. Conceptual Framework

This concept describes aspects of the research involves research procedures and critical thinking. The conceptual framework of this research shown as below.
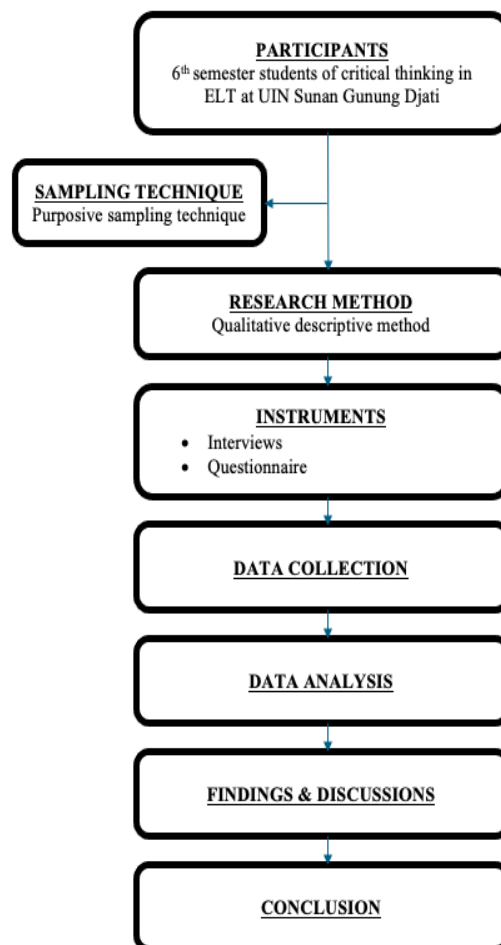

Figure 1. 1. Conceptual Framework

Variable	Definiton	Tools	Data Collection	Scale
1	2	3	4	5
Critical Thinking	Critical thinking is essentially the ability to approach problems, find solutions, gather relevant information, discern assumptions, engage in logical reasoning, distinguish between facts and opinions, evaluate evidence, express ideas clearly, and draw conclusions based on thorough analysis.	Taxonomy Bloom 1. Remembering 2. Understanding 3. Applying 4. Analysing 5. Evaluating 6. Creating	1. Interviews serve as invaluable tools in research to express their thoughts freely by employing phrases like "How", "What" or "Why," respondents are encouraged to offer detailed and personal responses. 2. A questionnaire is a set of questions researchers use to gather information from people. It helps researchers collect data in an organized way to understand things better	Ordinal Scale Scoring 1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree

Table 1. 2. Conceptual Framework for Critical Thinking

G. Previous Study

There are some researches regarding fostering critical thinking in ELT through video-based learning using English grammar materials.

First, the study conducted by Mete (2020) investigated the effectiveness of utilizing the Autobiography of Intercultural Encounters through Visual Media (AIEVM) to enhance critical thinking skills among English language learners in higher education. Over a four-week period, students participated in video-based learning sessions, focusing on themes of stereotyping and prejudice. Subsequently, students engaged in reflective classroom activities and completed writing assignments aligned with the

AIEVM framework. Analysis of the outcomes revealed that students demonstrated higher-order cognitive skills, particularly in the application, analysis, and evaluation of concepts. Overall, the study suggests that integrating AIEVM into English language teaching can be an effective strategy for fostering critical thinking skills among learners.

Second, the research by Eidenberger and Nowotny (2022) compared Video-Based Learning (VBL) to face-to-face learning in Psychomotor Skills Physiotherapy Education, specifically focusing on acquiring the Proprioceptive Neuromuscular Facilitation (PNF) technique. The study assessed student acceptance of VBL and compared exam results for psychomotor skills between the two learning methods. While both groups achieved similar results in psychomotor skills exams, the VBL group performed significantly better on a multiple-choice test assessing cognitive knowledge. Moreover, students expressed high satisfaction with VBL, particularly appreciating the clarity of instructions and their understanding of areas for improvement. Overall, the findings suggest that VBL is an effective method for teaching psychomotor skills, providing equal identical to traditional face-to-face instruction and receiving positive feedback from students.

Third, the research conducted by Hamizan et al. (2016) aimed to evaluate the impact of video learning on students' critical thinking abilities. In this study, 23 mechanical engineering education students with limited knowledge in networking technology were selected through purposive sampling. Using a pre-post research design, students underwent a pre-test before any intervention took place. Following conventional teaching, students watched a BLOSSOMS video on Network Topology. Subsequently, experimental data were gathered through an assessment questionnaire, focusing on the presence of critical thinking elements in students' responses. The results revealed that 10 out of 12 critical thinking abilities were observed in students' responses during the assessment test. This suggests that video

learning has a positive effect on enhancing students' critical thinking abilities in the context of mechanical engineering education.

Fourth, the study conducted by Anggito (2021) investigated the Effect of Video Project-Based Learning on Students' Critical Thinking Skills during the Covid-19 Pandemic. This research, carried out at the University of Yogyakarta, aimed to assess the impact of Project-based Learning (PjBL) with video on students' thinking skills, particularly in social studies classes. Employing a quasi-experimental design, the study utilized the Paired Sample t-test method for analysis. The findings suggest that the implementation of Project-based Learning with video in social studies classes has a positive influence on students' critical thinking skills. By involving students in real-world projects facilitated by video resources, educators can effectively enhance students' ability to think critically and apply their knowledge in meaningful contexts. This demonstrates the importance of integrating video-based learning approaches, such as Project-based Learning, to promote critical thinking skills among students.

Fifth, a study conducted by Bralich, P. A. (n.d.) examines the case for bringing back traditional grammar teaching across all educational levels, including foreign language education. Historically, grammar has been undervalued and criticized in education, despite its fundamental role in understanding language and developing critical thinking skills. The study presents two main arguments: Firstly, it argues for grammar as a vital part of classical education, tracing its importance back to ancient civilizations like the Greeks and Romans. It challenges the idea that grammar is too difficult or lacks practical value, emphasizing its essential role in intellectual growth. Secondly, based on recent research in Critical Thinking, the study shows how traditional grammar skills—such as analyzing sentences and identifying parts of speech—closely align with critical thinking abilities. This connection highlights grammar's potential to improve students' analytical skills and language awareness, crucial for effective communication and language learning. By

dispelling myths and promoting grammar's cognitive benefits, the study proposes its reintroduction in education to foster intellectual development.

Sixth, Sriyanto and Fajriyatun (2024) conducted research aimed at enhancing learning motivation and critical thinking among ninth-grade students at SMP Negeri 1 Purwanegara. Utilizing interactive video media and podcast models, the study sought to increase student engagement and promote critical thinking skills. Through Classroom Action Research (PTK), students in class IX F experienced a significant increase in learning motivation, with 91.31% of students categorized as having high or very high motivation levels. The utilization of these innovative learning tools facilitated active student engagement and improved motivation, suggesting that interactive video media and podcast models serve as effective alternatives to traditional teaching methods. This highlights the potential of technology-enhanced learning approaches in fostering both motivation and critical thinking skills among students.

Seventh, a study investigated the effectiveness of Bloom's taxonomy in enhancing English language learning at a university in Karachi, Pakistan (Niazi & Lodhi, 2021). It compared two groups of participants: one group received instruction based on Bloom's taxonomy, while the other group received traditional teaching methods. Using a quantitative research design, the study administered a 25-item test to measure language learning outcomes among 60 English language teachers and students from the university's English Department, selected through stratified sampling. The results indicated that integrating Bloom's taxonomy into teaching methodologies significantly improved language proficiency compared to traditional methods. Students exposed to Bloom's taxonomy demonstrated higher levels of cognitive learning, suggesting that structured approaches to teaching can enhance English language education at the tertiary level in Pakistan. The study recommends conducting teacher training workshops to help educators incorporate Bloom's taxonomy effectively, aiming to further elevate language

learning standards and contribute to advancements in English language education research in the country.

Previous studies have demonstrated the effectiveness of using videos in education and the potential of grammar instruction to enhance English skills, alongside the benefits of Bloom's taxonomy in developing critical thinking. However, there is still a need to explore specific methods that can further improve critical thinking skills in English Language Teaching (ELT). This study focuses on how using video-based learning with grammar materials affects 6th-semester ELT students at UIN Sunan Gunung Djati. By examining the impact of videos in teaching grammar, the research aims to uncover insights into how these methods can enhance learning outcomes and critical thinking skills in English classes at UIN Sunan Gunung Djati. This investigation seeks to provide valuable insights that can inform and improve educational practices, particularly in ELT, thereby advancing our understanding of effective teaching strategies in language education.