

## **Chapter One**

### **Introduction**

This chapter presents the introduction of this study. This chapter is divided into six sections. They are background of the study, limitation of the study, formulation of the problem, purpose of the study, significance of the study, and the last is outline of the study.

#### **Background of the Study**

There are many teaching methods applied by lecturer on learning process. Every lecturer at English Education Department UMY implements the different teaching methods depend on the subject of learning. There are many subjects of learning in English Education Department UMY such as listening and speaking for daily conversation, Curriculum Design, Business Management, Capita Selecta on Grammar, Digital Technology in Education, Interpretive Reading and Argumentative Writing and many other subjects of learning. After that, the implementation of teaching methods should be suitable with the subject of learning. For example, in Interpretive Reading and Argumentative Writing class the syllabus and the students' activity in class tend to be implemented based on the characteristic of critical thinking skill. According to Lau (2011), critical thinking is the ability to think clearly and rationally about what to do or what to believe. Hence, thinking clearly and logically helps us express our ideas more effectively, and this improves our presentation and language skill. The basic point of the teaching methods implementation in classroom to develop students' critical thinking requires different ways.

On the other hand, the characteristics of teaching methods to develop students' critical thinking usually focus on student-centered learning. The teaching methods commonly include deep interaction between the lecturer and students or students and peers to discuss something

which become a part to develop students' critical thinking. The students' assumption in discussion activity is part of students system of beliefs. Different students often have different assumptions because they bring to situations with different point of views. So that, the reason of students in term of their interference and assumptions could be characterized of critical thinkers notice the inferences they are making.

Subsequently, in global era critical thinking skill is vital in educational sector and social working sector. According to Shakirova (2007), Critical thinking skills are essential because they enable students to deal in actual fact with social, scientific, and realistic problems. Hence, some believes that every educator has not only the opportunities but also the responsibility to incorporate critical thinking into his or her subject area. This helps students to make conclusion and clears a path for original thoughts. In working sector critical thinking is also essential. According to Gambrill(1990), mechanism of social work education is essential to make good decision and become the foundation of ethical and effective experimental practice. Furthermore, the reasons why critical thinking is important for development of social work skills in direct practice because social workers offer many valuable services to people who need. After that, through critical thinking skills social workers can help people from all walks of life and come across people or populations with experiences, ideas and opinions that often vary from their own.

The researcher, based on those phenomena of the study above, was interested to know the teaching methods used by lecturers to develop students' critical thinking in classroom and the researcher was curious in conducting the research that focuses on discovering and describing teaching method implemented by the lecturers of English Education Department UMY to Develop Students' Critical Thinking.

### **Limitation of the Study**

The researcher only focuses on the students-centered learning because the researcher wants to know about teaching method use in students-centered learning. As we know, the students-centered itself can make the students active on learning , in which students solve problems, answer questions, formulated questions of their own, discuss, explain, debate, or brainstorm during class and of course it can make the students be critical thinker in the ongoing learning process. However, this study only confines on teaching methods applied by the lecturer who lectures Interpretive Reading and Argumentative Writing.

### **Formulating of the Problem**

Based on the background of study, the research problem is formulated as follows: what are teaching methods implemented by the lecturers of English Education Department UMY to develop students' critical thinking?

### **Purpose of the Study**

After formulating the problem statements above, the researcher has the following purposes: to describe the teaching methods implemented by the lecturers of English Education Department UMY to develop students' critical thinking.

### **Significance of the study**

The result of this research could give significances for the lecturers, the students and future researchers.

**For the Lecturer.** The other lecturers can apply this method as the learning method in the classroom in order to arouse the students' critical thinking especially in learning English.

**For Student-Teachers.** The students can use the methods in order to train their critical thinking skill.

**For the Future Researchers.** This research is hoped to provide inspiration for future researchers who will conduct researchers related to the teaching methods to develop students' critical thinking.

### **Outline of the Study**

This research includes five chapters namely introduction, literature review, methodology, finding and discussion, and conclusion. Each chapter presents the explanation of the content in more detail.

Chapter one is the introduction of the research that consists of background why researcher choose this topic, limitation of the research, formulation of the problem, objectives of the research, significance of the research, and outline of the research.

Chapter two is the literature review that present about the review of related theories of the research and conceptual framework of the research.

Chapter three is the methodology. This chapter discusses about the Research design, Participants and setting and Data instrument and Collection procedure and Data analysis.

Chapter four is the finding and discussion. This chapter presents the result of the data and how it was analyzed and discussed based on the literature review.

Chapter five is conclusion. This chapter provides the conclusion and recommendation for the research.