CHAPTER I
INTRODUCTION

A. Research Background

Nowadays, 21st-century skills (4Cs) have gained a lot of traction in several educational institutions and become one of the main targets of English as a Foreign Languages (EFL) learning. This concept stems from Industrial Revolution 4.0, 21st-century education is required to educate students and encourage them to compete globally (Ratama, 2021). According to The National Education Association (2015), "80% of executives believe that combining the 4Cs will ensure that students are better equipped to enter the industry." Hence, education is preparing students to solve issues through critical thinking, collaboration, communication, and creativity. Critical thinking is one of the most crucial components in the world, especially in education. According to National Association of Colleges and Employers [NACE], critical thinking is the most important rate to be assessed when compared to other skills, with an importance level of 4.57 (98.5 %) and a proficiency level of 3.68. (55.8 %). This research leads to student proficiency in career readiness competencies (Gray, 2021).

Critical thinking involves the ability to analyze and evaluate arguments effectively. Many students struggle to identify logical fallacies, which are errors in reasoning that can weaken the overall credibility of an argument (Jones, 2018). Students of SMA Negeri 71 encountered similar difficulties with critical thinking based on the observations of researchers that was written in the teaching practice report during teaching practice at SMA Negeri 71 Jakarta in 2022 (Harefa, 2022). A significant number of students appeared to have trouble thinking critically on their own, as they heavily depended on the internet to obtain answers for every question instead of actively reasoning through the problems themselves. This critical thinking problem prompts students to reflect on the consequences of relying heavily on Google for information without engaging in a deeper analysis of sources, credibility, and potential biases. By discussing the implications,

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students can better understand the importance of developing their critical thinking skills even in the age of easy access to information on the internet (Smith, 2021).

Considering that critical thinking will play an important role in students' futures, this study attempts to investigate whether or not APD technique use can significantly improve students' critical thinking skill and how students view its employment. APD is one of the types in the debate which contains government and opposition by delivering the arguments to defeat the opponents' argument. Using this technique, students are encouraged to raise arguments critically, starting with brainstorming with their team, offering arguments, responding to arguments by asking questions or providing an explanation, and forcing them to think independently. In this regard, upgrading their critical thinking skills will correspond to their English language; it also entails creativeness, group collaboration, and effective delivery of arguments. English debate also provides the chances for students to speak actively because they need to construct their argument in order to defend their ideas, find any solution and think critically. According to the preceding research, additional research on critical thinking using the APD is necessary. This study contrasts from previous studies because it was used a mixed approach, namely a mixed method of transformative design to expand quantitative data results deeply. This is done to enhance previous research that just employed quantitative data techniques.

Many researchers have been exploring the implementation of classroom debates as it fosters critical thinking among students. Recent studies indicate that incorporating debates into the classroom significantly enhances students' core critical thinking skills, particularly in problem-solving and transforming their knowledge (Fuad, 2017; Handayani, 2016).

The contemporary of 4C's learning environment especially critical thinking in EFL classroom has become a major target in education (Pardede, 2020). However, it is still rare for researchers to engage the critical thinking section of the debate, and further research is required. According to the existing literature, there are some research that relevant in this topic. Fuad, (2016:10) explained in his research about improving critical thinking skills in-class debates, he showed that including

debate in the classroom boosted students' critical thinking skills, and the capacity to think rationally and develop conclusions inductively or deductively is known as verbal reasoning. Additionally, he recommended to the topic area, such as in senior high school (Fuad, 2017; Fuad, 2018). The study's from Kristanti (2015) confirmed that including debate activities in English lessons not just improves students critical thinking skill but also their capacity to examine theories. Sanjaya (2014) also support this idea, he demonstrated that there was considerable boost in students' thinking skill after using APD technique, but there were issues that students faced, such as the phenomenon of lack of confidence, which became a stumbling block to critical thinking. This emphasizes that students' critical thinking must be fostered again using this debate strategy in order to encourage students to talk and think critically to become competent students.

Given the information presented above, there is a need for further investigation into critical thinking utilizing the APD format. This research was conducted with students from SMA Negeri 71 Jakarta. Educators who incorporate debating strategies in English as a Foreign Language (EFL) classrooms could benefit from this study as it can enhance students' critical thinking abilities. Additionally, English language learners can improve their critical thinking skills and enrich their learning experiences through this research. Furthermore, future researchers interested in using debates as a teaching tool can find valuable insights and perspectives from this study, potentially leading to transformative changes in their approach to the subject.

B. Research Questions

Relying on the stated idea, the researcher intends to research "The Impact of APD on Students' Critical Thinking" The researcher concludes that there are two questions;

1. Does the APD technique in classroom significantly effect students' critical thinking skill?
2. What is the students' perception of using APD?

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C. Research Objectives

1. To investigate the effect of APD technique in classroom on students' critical thinking skill.
2. To gain the students' perception of using APD.

D. Research Significances

The primary purpose of this research is to provide readers with a comprehensive understanding of the utility of debate techniques in the educational context. Firstly, it aims to assist English teachers in nurturing their students' critical thinking abilities, which are essential in the modern 21st-century learning environment. Secondly, this study benefits to hold significant value for SMA Negeri 71 schools and their students, as it empowers them to enhance their critical thinking skills, enabling active participation in English debates spanning various educational institutions. Lastly, serving as a valuable reference and resource for future research endeavors, this study contributed to the advancement and expansion of knowledge in this field.

E. Research Scope

Due to the time constraints in conducting this thesis, the research was limited to a three-month period from March to May. This restricted timeframe may have impacted the depth and breadth of the study, as certain aspects may not have been thoroughly explored or investigated. Furthermore, the research was constrained by location limitations, specifically focusing on SMA Negeri 71 Jakarta. While this allowed for a specific context and group of participants to be examined, it may limit the generalizability of the findings to a broader population. Additionally, the scope of the research was confined to examining the impact of APD on students' critical thinking skills. This limitation may have been influenced by the availability and accessibility of research resources, which might have constrained the researcher's ability to explore other aspects or variables related to APD.

It is important to acknowledge these limitations as they provide insights into the scope and constraints of the study. Future research endeavors could consider

expanding the timeframe, diversifying the participant pool, and exploring additional dimensions of the topic to gain a more comprehensive understanding of the effects of APD on various aspects of student development.

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