

CHAPTER I

INTRODUCTION

This chapter deals with the explanation about the background of the study, research questions, purposes of the study, scope of the study, significances of study, definitions of key terms and state of the arts.

1.1 Background of Study

The twenty-first-century era is well-known as industrial revolution 4.0 that marked by the existence of the time frame, the information age, knowledge economy and the rapid technological advancement in world society. Essentially, the 21st century can be said that this period is expected to be characterised by the emergence of a “global economic system” increasingly oriented by both a technological and economic logic of competitiveness and efficiency (OECD 1998, p.130). Importantly, globalization, new technologies, migration, international competition, changing markets, and transnational environmental and political challenges all drive the acquisition of skills and knowledge needed by students to survive and succeed in the twenty-first century (UNESCO, 2015).

The advanced power of era has huge influences which are expected to change practically all products, processes and lifestyles, as well as all activities, become more effective, faster and massive. Moreover, 21st century has a huge impact to the society that changes development policies, world economy, personal levels, pressured education systems, globalization and innovation are rapidly becoming different (Trilling and Fadel, 2009; Pieterse, 2012; CCR, 2015). Therefore, The rising demand for a highly-skilled workforce also means that there will be a growing income gap between less educated, relatively unskilled workers and highly educated, highly skilled workers. Individuals increasingly need to

develop skills for new ways of working, living, learning and thinking. However, In recent years a new concept has emerged focusing these prospects, which so-called 21st-century skills.

21st-century skills as 'new competencies' which society is increasingly demanding of the existing workforce and in educational terms, of the youth who need to be trained today for future jobs and careers (Voogt and Roblin, cited in Joynes et al., 2019, p.8). 21st-century skill needs a life planning, flexibility and adaptability; initiative and self-management; entrepreneurship; social and cultural interaction; productivity and accountability; leadership; critical thinking; problem-solving; communication; collaboration and teamwork; lifelong learning; creativity; life and career skills information; digital literacy; and learning self-reliance (Wrahatnolo and Munoto, 2018; P21, 2019; Akib and Muhsin, 2019). Furthermore, (Griffin, McGraw, & Care, 2012, p.36) classified more detail essential skills in the 21st century which consist of *Ways of Thinking* (Creativity and innovation; Critical thinking, problem-solving, decision making; Learning to learn, metacognition), *Ways of Working* (Communication; Collaboration/teamwork), *Tools for Working* (Information literacy includes research on sources, evidence, biases, etc.; ICT literacy) *Living in the World* (Citizenship – local and global; Life and career; Personal and social responsibility-including cultural awareness and competence). Although there are significant differences in how these skills are described and clustered from one framework to another, it considers that the ten lists above are sufficiently broad and comprehensive to accommodate all approaches.

Moreover, (Oktafianto, Hartono, and Sulhadi, 2019) compared those skills needed it showed that a large percentage was critical thinking skill, problem-

solving, and decision making with an appearance percentage of 61.86%. The next skill is a communication skill with a percentage of 14.81%. Creativity and innovation skills emerge with a percentage of 14.88%, while collaboration skills become skills with the least emergence with a percentage of 7.44%. The skill framework of *Ways of Thinking* especially to critical thinking, problem-solving and decision making are beneficial for increasing students interest in learning which will encourage them to learn new ideas and develop their self-regulation, working memory and cognitive flexibility.

The ways of thinking skills - critical thinking, problem-solving, and decision making are indivisible skills. They need collaboration to get the desired results well. Acquiring critical thinking immediate positive impact for solving current problems, and has significant long term benefits with decision making as the result. Commonly, critical thinking is thinking that critiques. It involves critiquing opinions, judgments, decisions, plans, conclusions, and reasoning in general and also needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do (Bowell and Kemp, 2010; Bassham et al., 2013; Moore & Parker, 2017). Infusing these skills in learning causes students to feel not bored because they can be active in learning cooperation. Students also become more courageous to express opinions because there is mutual respect (Handajani, Pratiwi, and Mardiyana, 2018).

By facing a new age, Educational institutions have a critical role to play in developing those skills which will help students to survive the fast-changing

world and enable rapidly to learn while also mastering the core content of a field of knowledge and skills needed for career and life. Thus, ways of thinking skills - critical thinking, problem-solving and decision making have started to be involved in education-instruction processes considerably. According to (UNESCO, 2015) educators, education ministries and governments, foundations, employers and researchers refer to these abilities as twenty-first-century skills, higher-order thinking skills, deeper learning outcomes, and complex thinking and communication skills. This report concentrates on the competencies and skills that are deemed necessary for today's societies and addresses questions regarding how these may help learners navigate the challenges of the twenty-first century.

Additionally, ways of thinking skills - critical thinking, problem-solving and decision making are vital component skills as the foundation to the common core learning standards (CCLS) to incorporate them into the curriculum. Because these skills are useful to prepare all students adequately for the fast-moving future for college and careers, then, need to teach them how to think on their own for creating individuals as a "problem solvers". Young learners need to be fully responsible for their experience of making meaning from complex ideas (Budgen, 2007; Shirkhani & Fahim, 2011; NYSUT, 2015; Rahman, 2019). In order, to educate in the 21st-century skills, teachers and administrators need to cultivate and preserve the student's interest in the material by showing how this knowledge applies in the real world. They must also try to increase their student's curiosity, which will help them become lifelong learners afterwards learning activities become more flexible, conducive and the learners still keep learning outside of school. By integrating core concepts with key skills will prepare students for the workplace and college than expected to fulfil the need of international standardized syllabus of writing skill in Indonesia.

The following are related studies about the ways of thinking skills consist of critical thinking, problem-solving and decision making in classroom learning activities. The first is conducted by (Ramezani, Larsari, and Kiasi, 2016). They carried out a study about The Relationship Between Critical Thinking and EFL Learners' Speaking Ability as the result showed that English learners who were recognized as critical thinkers performed better in their speaking. Next, (Bagheri, 2018) it entitles Critical Thinking and Autonomy in Speaking Ability: A Case Study, this study is that critical thinking has a significant impact on the student's oral ability. To improve students' ability to speak, teachers should encourage their critical thinking skills. These skills address their ability to think through student problems and challenging learning tasks to fully negotiate an information and provide students with more opportunities.

The other related study conducted by Tuzlukova & Prabhukanth (2018) it entitles Critical thinking and Problem-solving Skills: English for Science Foundation Program Students' Perspectives. Broadly speaking, it aims to present a comprehensive view about how critical thinking and problem-solving skills teaching and learning approaches, models and practices are adopted in the context of the ESP foundation programs in Oman. More specifically, using the example of English for Science Foundation program courses, it focuses on a variety of issues and context-specific factors related to ESP and critical thinking skills teaching, learning and outcomes. Thus, the majority are sure that critical thinking and problem-solving skills are critical for their future success, their awareness of these skills seem tentative. Furthermore, (Azadi, Zare, and Khorram, 2015) they carried out a study, it entitles the Relationship Between the Critical Thinking Ability and the Writing Strategies of Iranian EFL Learners, the results showed that there was a strong positive significant relationship between the critical

thinking ability and the writing strategies, and that meta-cognitive strategy was mostly used by Irian EFL learners. Afterwards, (Miri & Azizi, 2018) *The Effect of Teaching Critical Thinking on Iranian EFL Learners' Essay Writing*, as the result of posttest scores revealed, teaching writing while using cognitive strategies, especially critical thinking, would lead to better learning among EFL learners.

Indeed, critical thinkers tend to devote more time to decide and analyze the validity of information and argument based on possible evidence and reasons during writing. Engaging students more deeply in the process of writing through critical thinking can have positive and effective consequences for EFL learners. (Al-Dumairi & Al-Jabari, 2015) *Arab EFL Students' Application and Awareness of Critical Thinking in College Writing: A Case Study*, reveal that students' inefficient writing is due to their lack of critical thinking skills which are neglected throughout their writing experience at high school. critical thinking skills are core elements in the EFL classroom. There is no doubt that the writing skill requires a lot of thinking on behalf of the students, which entails the teachers to highly consider applying to address critical thinking skills in their teaching of writing.

Moreover, writing skill would be the focal point from English language learning which is one from four skill-LSRW (listening, speaking, reading and writing). Besides that, because writing skill is one of the productive skills which is vital to be mastered by everyone in English language learning. Moreover, it has significances in improving a communicative competence of English language learning. Through writing skill, the students could convey his/her feelings, emotions, thoughts, questions, ideas, experiences etc. Furthermore, by integrating

the ways of thinking skills - critical thinking, problem-solving and decision making into the writing subject it could help the learners in improving better their ability in writing skill.

Considering from the arguments and previous studies of infusing ways of thinking skills - critical thinking, problem-solving and decision making into classroom learning activities, the researcher would like to design the syllabus for writing subject integrated ways of thinking skills - critical thinking, problem-solving and decision making in English Language Education Study Program. ELESP is the study program of bachelor's degree which provides skill-LSRW (listening, speaking, reading and writing) as the formal subject in the college. Interestingly, the gap in this study is related to the previous studies showed that there's a lack of research on these skills to integrate them into the syllabus in Indonesia especially into the writing subject. Thus, the main purposes to integrate them into the syllabi designing is to provide guidelines courses for pre-service or in-service teachers in the university and also this study is expected to give novelty contribution for the education which infusing ways of thinking skills - critical thinking, problem-solving, and decision making in curriculum mainly in the syllabus design of writing.

Since, designing ways of thinking skills - critical thinking, problem-solving, and decision making integrated syllabuses of writing courses for English Language Education Study Program, in this study also used the component of CEFR (Common European Frameworks References) framework in writing syllabus to achieve the global standard of learning a language. The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) presents a comprehensive descriptive scheme of language

proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education. The stated aims of the CEFR are to promote and facilitate co-operation among educational institutions in different countries; provide a sound basis for the mutual recognition of language qualifications; assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (CEFR, 2018).

1.2 Statement of the Research Questions

Based on the explanation of the background above, the statement of researcher question is organized into a main and sub-questions.

The main question of the research is:

How are ways of thinking skills - critical thinking, problem-solving, and decision making integrated writing syllabuses for English Language Education Study Program (ELESP)?

The sub-questions of the research are:

1. To what extent do the existing writing syllabuses of English Language Education Study Program (ELESP) accommodate ways of thinking skills - critical thinking, problem-solving, and decision making?
2. How are ways of thinking skills - critical thinking, problem-solving, and decision making integrated writing syllabuses for English Language Education Study Program (ELESP) designed?
3. How is the design of ways of thinking skills - critical thinking, problem-solving, and decision making integrated writing syllabuses for English Language Education Study Program (ELESP) designed?

1.3 Purposes of the Study

In line with the research questions, this study presents the purposes of the research, formulated into main and sub purposes.

Main purpose:

Designing ways of thinking skills - critical thinking, problem-solving, and decision making integrated writing syllabuses for English Language Education Study Program (ELESP).

Sub purposes:

1. To analyze the ways of thinking skills - critical thinking, problem-solving, and decision making integrated into the existing writing syllabuses for English Language Education Study Program.
2. To describe the procedure of integrating ways of thinking skills - critical thinking, problem-solving, and decision making into writing syllabuses course for English Language Education Study Program.
3. To design ways of thinking skills - critical thinking, problem-solving, and decision making integrated syllabuses of writing courses for English Language Education Study Program.

1.4 Scope of the Study

This study will be limited in designing ways of thinking skills - critical thinking, problem-solving, and decision making integrated writing syllabuses for English Language Education Study Program (ELESP). Afterwards, in this study applied method of DDR (Design and Development Research).

1.5 Significance of the Study

Theoretical aspects: this study is expected to give profound understanding to the educational field about the designing ways of thinking skills - critical

thinking, problem-solving, and decision making integrated writing syllabuses for English Language Education Study Program (ELESP). Besides that, this study can be used as the reference which is useful for the stakeholders' such teachers and also the next researchers.

Practical aspects: this result of the study can help the practitioners in universities and also for stakeholder in schools to use these designing ways of thinking skills - critical thinking, problem-solving, and decision making integrated writing syllabuses for English language Education Study Program.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation about some key terms used in this study that they are defined as follows:

1. **Ways of thinking skills consist of critical thinking, problem-solving, and decision making.** *Critical thinking* is an action that requires dynamic engagement with information or ideas. It involves carefully analyzing that information based on current knowledge, as opposed to relying on personal opinion or beliefs, *Problem-solving* is applying critical thinking to achieve the goals and personal harmony that are important in our personal and professional lives, *Decision making* is a process of identifying and evaluating choices that create some impacts.
2. **Writing** is an as productive skill it is also known as a complex skill that has conventions agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read. (Burger, 2018, p.57)
3. **The syllabus** is the core of the teaching-learning process as it becomes the blueprint of education.
4. **Common European Framework References (CEFR)** provides a common basis for the elaboration of language syllabuses, curriculum guidelines,

examinations, textbooks, etc. across Europe. It describes comprehensively what language learners have to learn, to do, and to use a language for communication and what knowledge and skills they have to develop to be able to act effectively.

1.7 State of The Arts

The skills of critical thinking, problem-solving, and decision making are categorized in ways of thinking. Particularly, they have significance in terms of language teaching and teaching students to approach life. Besides that, these skills are essential in a tremendous rapid era. Whereby, in the 21st-century skills which guide an individual to make an independent and emancipated decision. Individuals with advanced critical reading, critical speaking, critical writing and critical writing skills approach to situations and incidents with a disciplined, systematized and questioning understanding.

They also improve other skills like creative thinking, communication, problem-solving, decision making, using information technologies, investigation, and entrepreneurship which are included in the curriculum (Cahit, 2019). Furthermore, critical thinking in 21st-century learning will prepare students for the global era with high-speed communications, complex and rapid change, and increasing diversity, so they can use these multiple strategies to solve a problem, consider different points of view, and explore with many modalities (NYSUT, 2015).

This research purposes in designing ways of thinking skills - critical thinking, problem-solving, and decision making integrated into writing syllabuses for English Language Education Study Program. Subsequently, this study is expected to give novelty contribution to the education which infusing ways of

thinking skills - critical thinking, problem-solving, and decision making in curriculum mainly in the syllabus design of writing. Withal using this, helping teacher and students to learn fast with good collaboration.

