

Chapter One

Introduction

There are several parts contained in this chapter such as the background of the study, statement of the problem, delimitation of the problem, formulation of the problem, objectives of the research, and significance of the research. The background of the study contains general information about the researched topic and why the topic is important to study. The statement of the problem discusses the issues related to the research topic. Delimitation of the problem shows focus on one or two problems to be discussed. The formulation of the research is research questions. Objectives of the research are the aims or answers to the research questions that have been made. The last is the significance of the research that explains the benefits of the research.

Background of the Study

During the Covid-19 pandemic, many changes occurred, especially in the world of education, where the teaching and learning process was carried out online using available technology (Goldschmidt & Msn, 2020). This situation makes the teacher as one of the important elements in the world of education must think creatively to create a learning process that is fun and not burdensome to students even though learning is done online so students can understand the material explained by the teacher.

According to Putri et al (2020), teachers have many obstacles in choosing the right learning method to use in the current Covid-19 pandemic, they also have

limited skills in the use of technology. For this reason, as a teacher, they must be able to convey subject matter optimally so that it is easily understood. One way that teachers can overcome this is to use learning methods that are preferred by students. There are many learning methods that can be done by teachers to teach English. One of the most well-known English learning methods and is often used by teachers is the Cooperative learning (CL) method. According to Johnson, et al., (2008), cooperative learning is a method of learning by using small group discussions in the classroom to develop ways of student learning, so students can work together with their groups to understand the subject matter delivered. This is as explained by Slavin (2011), that cooperative learning consists of "instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content".

In the CL method, the learning process will be more student-centered because later students will work together with the group to understand the material provided by the teacher. The statement is the same as said by Machado & Coimbra (2015), that as long as the learning uses the CL model, the learning will be more directed towards students and they will easily understand a subject matter if the learning is done in groups. Learning by group discussion can enhance cooperation between group members by helping those who lack understanding of the material presented so they can understand the material. This is as stated by Amita (2006), that small group discussions can be used to show the abilities or strengths of each group member in solving existing problems in order to achieve common goals.

From some of the positive effects of using the CL method in the teaching and learning process described above, there is one of the most dominant effects on the use of the CL method for students. One of the most dominant effects is that it can improve students' critical thinking skills in solving a problem. As stated by Nezami et al (2013), that “the Cooperative Learning model improves students' critical thinking skills in problem-solving, social interaction, look for a variety of reference sources of learning and looking at the problem from a different perspective”. Critical thinking is a way used to conclude something logical about what we do and what we trust (Ennis, 2011). Meanwhile, according to Facione (2006), critical thinking is a person's ability to decide on a decision and produce a dissertation statement with relevant evidence. Thus, critical thinking is very influential for students' ability to solve problems and it must be developed.

According to Johnson (2007), “critical thinking is a well-directed and clear process used in mental activities such as problem solving, decision making, analyzing assumption, and the ability to argue in an organized way. Meanwhile, Eklof (2005) states that critical thinking is a skill that can direct a person to understand everything. Besides, critical thinking is a way of thinking in solving a problem that involves logical thinking (Page & Mukherjee, 2006). Thus, critical thinking is very influential for students' ability to solve problems and it must be developed.

There are several previous studies related to this research. Then, the researcher would evaluate some of these studies. The first previous study from Sadeghi (2012), which entitled "The effect of cooperative learning on critical

thinking in an academic context". This study aims to investigate the effects of the use of cooperative learning (CL) on critical thinking skills. In conducting this research, the researcher asked 72 language students at Iranian universities in the context of English as a Foreign Language (EFL) to do a test that is pre and post-test. It should be noted that the participants consisted of 43 female students and 29 male students. The researcher divided the participants into two groups consisting of 36 experimental group students and 36 witness group students. This study also uses quantitative methods and uses a quasi-experimental design. In analyzing the data, this research uses a Multivariate Analysis of Covariance (MANCOVA). The results of tests conducted by the two groups showed that there were no significant differences between the two. So, it can be concluded that language students at Iran University do not enjoy critical thinking too much but cooperative learning has an influence on the ability to think critically it's just that it does not affect students at the university.

The second study entitled "Effects of cooperative blended learning using google classroom on critical thinking skills" was conducted by Sholikh et al., (2019). The objective of this study is to analyze the impact of online learning with a blended cooperative learning strategy assisted by Google Classroom on improving critical thinking skills. The population in this study were students of class X in Yogyakarta. The sample in this study was conducted using a random sample technique. The researcher used a quasi-experimental design by conducting pre-test and post-test to the two groups of respondents. Data from the study were analyzed using ANOVA. In addition, Pearson moment correlation was used to

determine the relationship between the two variables. The p-value (Sig) is 0.047 which means that there is a significant relationship in the average value of critical thinking skills between students taught with mixed cooperative learning using Google Classroom (GC) and classes that do not use Google Classroom. Students who are taught using cooperative learning with GC have a higher critical thinking skill score than those who do not use GC.

What distinguishes this study from previous studies is that this study used a correlation design, while the two previous studies used a quasi-experimental design by conducting pre-test and post-test on the respondents. So, in this study only used a questionnaire as a research instrument, while the previous study used a test as a research instrument.

Based on the experiences of the researcher, not all students feel that they can think critically in solving problems when in groups. This is because they feel less confident in expressing their opinions to solve problems so that the ability to think critically for some students is still low in solving an existing problem. As stated by Tresnawati et al., (2017), students must have the self-confidence to develop their critical thinking skills.

Looking from the existing issues, the researcher wants to investigate the correlation between ELED students' attitudes toward the implementation of Cooperative learning methods and the level of students' critical thinking. The research topic is considered important because it relates to the ability of students to complete an assignment cooperatively and in groups. As said by Ken Blanchard (2007), that everything like work if done in groups will produce good things. As

the current global faced by mankind is the global pandemic of Covid-19, this study intends to reveal the association of the cooperative learning implementation and students' critical thinking with the perspective of this global issue.

Statement of the Problem

Based on the researcher's experience, there are some ELED students who do not like to study and solve a problem in groups. They are more likely to choose to study independently rather than in groups. As said by Huda (2013), that the learning method using small groups or cooperatively is not effective for all students. Even though Lie (2007, p. 28) states that cooperative learning is a group learning model that can teach students to work together with other students in solving or solving a problem. Not all students will choose to solve a problem in groups. This usually occurs because in a small group they use the same steps or even disagreements occur in solving problems that can lead to disputes. This is what causes some students to dislike small group learning and prefer individual learning. Therefore, students' critical thinking skills are low in solving problems in groups. Due to the fact, "that problem solving can improve students' critical thinking skills" (Lubis, 2017).

The second problem is students are less active when the online learning process is ongoing. The inactivity of students in following the teaching and learning process is caused by learning less attractive methods. So that, most of ELED students do not want to ask teachers if they cannot understand the subject matter delivered by the teacher. This results in students not being able to answer the questions given by the teacher even though the questions are easy. Another

factor is the low motivation of student learning that makes students inactive during learning takes place.

The last problem that often occurs by ELED students in one private university in Yogyakarta is the lack of social interaction with other students. Covid-19 pandemic makes the interaction between one student and other students less like when learning is done in class. As said by Yazid et al., (2021), a situation like this makes students' social interactions lessen to the surrounding environment, as a result it makes students feel bored in learning. Though basically as previously explained that the CL method is a method that uses small group discussion activities. However, because usually in one class filled with students from various classes and the selection of group members will be randomized by the lecturer so that they will feel awkward and social interaction that occurs between one students' with another student will be reduced.

Delimitation of the Problem

To limit this research, the researcher only focused on students' attitude toward the implementation of Cooperative learning method and also the level of students' critical thinking. This is because the researcher wants to find out more detailed information from the participants regarding the focus of the problem to be studied. After that, the researcher will correlate the two variables to find out whether the results of the correlation between the two variables are positive or negative. This study is administered by taking into consideration the current global issue of Covid-19 pandemic.

Formulation of the Problem

1. What is the ELED students' attitude towards the implementation of Cooperative learning in process of learning English in the Covid-19 pandemic?
2. What is the level of ELED students' critical thinking?
3. What is the correlation between students' attitude towards the implementation of Cooperative learning in the Covid-19 pandemic and the level of students' critical thinking?

Objectives of the Research

1. This study aims to find out the ELED students' attitude towards the implementation of Cooperative Learning method in process of learning English in the Covid-19 pandemic at one of private university in Yogyakarta.
2. This study aims to determine the level of ELED students' critical in one of private university in Yogyakarta.
3. This study aims to investigate the correlation between ELED students' attitude toward the implementation of Cooperative Learning method process of learning English in the Covid-19 pandemic and the level of students' critical thinking at one of the private universities in Yogyakarta.

Significance of the Problem

There are several benefits obtained from this research for teachers, students, and future researchers:

Teacher. The researcher expects that the lecturer can get information about the level of students' critical thinking. Besides that, the researcher hopes that the results of this study can provide ideas for the teachers in terms of teaching method which will be used in the teaching and learning process. By reading this study, the researcher hopes that the teacher can implement teaching method which can develop students' critical thinking skills.

Students. The researcher expects that students can find out the general information about problem-based learning methods, and what are the effects that are given to students. Besides that, the researcher hopes that the results of this study students can determine the level of their critical thinking in solving a problem.

Future Researcher. With this research, the researcher hopes that future researchers will get more in-depth information related to problem-based learning method and students' critical thinking. The future researcher can also make this research as their reference in conducting research related to the same topic.

Organization of the Research

This study consists of five chapters. The first chapter is the introduction of the research. This section provides general information about the topic to be discussed and the reason why it is important to discuss and investigate in more detail. In addition, six important sections must be discussed in this chapter, including background of the research, statement and delimitation of the problem, research questions, objectives and significance of the research.

Chapter two. Discuss about the literature review which contains several opinions of experts related to the topic being discussed and researched in this study. In addition, some studies have been carried out previously by other researchers who are the same as this study. There are several points explained in chapter two. The first, understanding, advantages, and types of cooperative learning. Then the definition and benefits of critical thinking. There is an attitude of students towards the implementation of cooperative learning during the covid-19 pandemic. Finally, there are previous studies that have similarities with research that is currently being carried out by researchers.

Chapter three. Contains research methods, and there are seven important points in it. First, the research design that explains what methods are used by researchers, and what reasons researchers use that design. Second, the research setting contains the place and time to conduct research. Third, research population, sampling technique, and sample. Fourth, the data collection method which discusses how researchers collect data in this study. Fifth, data collection procedures. Sixth, validity and reliability. Finally, data analysis where researchers process and analyze research data using SPSS.

Chapter four. This chapter showed three points of finding and discussion in this research. There are students' attitude towards the implementation of cooperative learning in the covid-19 pandemic. Then, the researcher discusses the level of students' critical thinking skills during the covid-19 pandemic. After that, the researcher explains the relationship between students' attitudes towards the

application of cooperative learning in the Covid-19 pandemic and the level of students' critical thinking.

Chapter five. This part, presenting conclusions and recommendations from this research. The researcher concluded several things related to this research. In addition, the researcher also gives recommendations to students, teachers, and future researchers if they want to do the same research as this research so that it can be used as a reference for them.