

CHAPTER I

INTRODUCTION

This chapter discusses the Background of the Study, Reason for Choosing this Topic, Research Problem, Objective of the Study, Hypothesis of the Study, Scope and Limitation, Significance of the Study and Definition of the Key Terms.

1.1 Background of The Study

Learning English is very important in this globalization era, because English is an international language. English is crucial for people to share meanings and express their feelings and ideas. Studying a foreign language is not the same as learning one's native speech.

According to Saville (2012), foreign languages are not frequently learned in direct social contexts that may be useful for future travel or other cross-cultural communication situations, or are studied as curricular requirements or electives in school, but have little direct practical use.

Learning a foreign language is not challenging for a learner since each language has its unique vocabulary, grammar and has the appropriate meaning with the result that the purpose of the sentence reaches the listener or reader.

Vocabulary is an important component of learning English as a foreign language. Vocabulary is a language feature that pupils must grasp in order to acquire and comprehend English Skill. Among them there are four skills (reading, speaking, listening, and writing).

According to Ratnawati (2006), vocabulary is a list of words which are the treasury of a language. As a result, vocabulary mastery will be one of the problems that students will confront during the language learning process. Critical thinking skill is a priority in educational goals, in addition to studying vocabulary as one of the most significant aspects of learning English as a foreign language. In today's schooling, critical thinking skill is an important and vital issue. The goal of teaching critical thinking skill in science or other disciplines is to increase students' critical thinking skill and equip them to succeed in the world.

Critical thinking skill is indispensable for student, including critical thinking skill that can help students have a better knowledge of the material they are learning. As a result, critical thinking skill in education is a skill that must be acquired well as necessary tool in constructing knowledge. Students' critical thinking skill can be development through providing meaningful learning.

Critical thinking skill is generally considered a way of thinking of a person in order to improve the quality of his thinking, and this activity should be directed by initiative, discipline, self-monitoring, and personal correction. Critical thinking skill will then become one of the main instruments in digital literacy amidst the domination of mass media. It is transformative and requires each individual to become an expert in detecting himself when misled or lied to. The responsibility to distinguish between true (accurate and credible) information and false information (disinformation) is no longer the responsibility of expert such as editors, publishers, critics, librarians, or professors, but all of the elements of the society. This is the importance of building a habit of critical thinking skill.

Critical thinking skill studies the substance and motives behind hidden ideas and agendas. It is our duty to check carefully so that we are not fooled by suggestion that look attractive but could go wrong. The second, critical thinking can stem wrong thoughts in religious circles, for example, strange thoughts or teaching can appear.

Critical thinking skill can break thoughts, teaching or doctrines that are against solid teaching. It preserves standard teaching. In addition, critical thinking can chain confusion it tests the assumptions used and check whether there is a harmonization between one principle and another. He exposed the nonsense by offering common sense, conscience, and especially authoritative information.

Learning a language is often associated with how to construct a good sentence to speak. Many people think that they want to directly be able to speak fluently and interact with the learning being studied, but they rarely think that what is more important to learn and reproduce is the vocabulary (Vocabulary) of the language, however mastering a large vocabulary is the main facility for compose sentences and speak fluently, and it all supports to be critical thinking skill. Between critical thinking skill and vocabulary cannot be separated. Without vocabulary (has a lot of vocabulary) we will not be able to think critically. Because to think critically we must have vocabulary to arrange, so that we can think critically well. Without the vocabulary someone cannot develop, critical thinking. So these two things are closely related.

Based on the explanation above, this study examined the correlation between critical thinking skill and vocabulary mastery of the tenth graders that

which was carried out at SMA N 2 Semarang. The study has significance because critical thinking skill is important for everyday life. The emotions when building arguments or solving problems, so that the students can think rationally and logically. Vocabulary is also a supporter of all four skills and also grammar, because to think critically requires these four skills.

1.2 Reason for Choosing this Topic

Today, English has become the key to our lives: The language has been used worldwide in the field of science, knowledge, technology and education, the main requirement of primary school, junior high and high school, learning English is to cultivate students' oral English ability, so that students can fluent English pronunciation as a future preparation to face the world today, students need critical thinking, because the ability to think critically will provide more precise guidance for things, work, and help more accurately determine the relationship between things and others, the ability to think critically when solving problems or finding solutions; language learning is usually related to how to construct good speaking sentences; many people think that they want to be able to speak fluent language directly and interact with the with the language they are studying, but they rarely think learning and copying are more important than vocabulary; mastering a large vocabulary from the language is the main tool for composition and oral fluency.

1.3 Research Question

The research challenge is formulated as follows, the problem of the research is formulated as follows: “Is there any correlation between critical thinking skill and vocabulary mastery of the Tenth graders of SMA N 2 Semarang in the even semester 2020/2021.

1.4 Objective of the Study

The goal of this research is to find out what the research problem is: whether or there is a significant correlation between critical thinking skill and vocabulary mastery of the tenth graders of SMA N 2 Semarang in the even semester 2020/2021.

1.5 Hypothesis of the study

The research hypothesis is as follows, based on the problem description mentioned before:

Ho: There is no significant correlation between critical Thinking skill and vocabulary mastery of the tenth graders of SMA N 2 Semarang in the even semester 2020/2021.

Ha: There is a significant correlation between critical thinking skill and vocabulary mastery of the tenth graders SMA N 2 Semarang in the even semester 2020/2021.

1.6 Scope and Limitation

The problem of this research was only focus on the students’ critical thinking skill and vocabulary mastery of the tenth graders of SMA N 2 Semarang

in the even semester 2020/2021. This is important because critical thinking skill is important for everyday life. The emotions when building arguments or solving problems, so that we can think rationally and logically. Vocabulary is also a supporter of all four skills and also grammar, because to think critically requires these four skills.

1.7 Significance of The Study

This study brings some significance pedagogically and practically:

1. Pedagogically

Examining whether there is a relationship between critical thinking skill and vocabulary mastery will provide teaching benefits. Teachers can use critical thinking-based learning models in vocal music learning. For example, vocabulary learning is not only done through repeated exercises, but also by encouraging students to think critically to make them understand or find the meaning of a phrase without having to check the meaning in the dictionary or ask about the meaning of the word first to the teacher.

2. Practically

This research also provides practical benefits for students and teachers. For students, they can use critical thinking skill to develop or mastering vocabulary methods. As teachers, they can help to improve students' vocab by using a method that can stimulates critical thinking skill. For students, the outcomes may serve as guide to strengthening their critical thinking skill through language and motivating them to be active students in dealing with reasonable

challenge. This study may provide an overview of critical thinking skill in vocabulary mastery for teachers..

1.8 The Definition of Key Terms

a. Critical Thinking Skill

According to the definition of critical thinking skill Changwong (2018), critical thinking skill is thinking reasoned and reflective by emphasizing making decision about what to believe or do.

Utami, Saputro, Ashadi, Masykuri, & Widoretno (2017), state that the critical thinking ability of students can also be observed from daily activities at school or outside school, including; discussion, asking, answering questions, expressing opinions, considering a solution to a problem, interaction with other people and so on.

b. Vocabulary Mastery

According to Smith (2003), vocabulary comes from the Greek term “lexis”, which means “all the words of a language, the whole lexicon of a language” in English.

1.9 Outline of the Research Report

This study is divided into five chapters as follows:

Chapter I is Background of the Study, Reason for Choosing this Topic, Research Problem, Objective of the Study, Hypothesis of the Study, Scope and Limitation, Significance of the Study and Definition of the Key Terms.

Chapter II is Critical Thinking and Vocabulary Mastery. The Critical Thinking discusses about the History of Critical Thinking Skill, Definitions, The Nature of Critical Thinking Skill, The Model of Critical Thinking Skill and The Core of Critical Thinking Skill. The Vocabulary Mastery discusses The Nature of Vocabulary, The type of Vocabulary, The Mastery of Vocabulary and Review of Previous Study.

Chapter III is the Research Method in the Present Study. It Consisted of Research Design, Variable of the Study, Population and Sample, Research instruments, Data Collection Procedures and Data Analysis Procedures.

Chapter IV is Result and Discussion. It contains of analysis of Result and Discussion. It consist of the profile of the school, Validity of the Instrument, Reability of The Instrument, Data Analysis, Correlation Analysis and Discussion.

Chapter V is Conclusion and Discussion. It contains of Conclusion and Suggestion which are derived from the Research Finding and The Data Discussion in the previous chapter.

