

**TEACHER EFFORTS' IN IMPROVING STUDENTS' CRITICAL  
THINKING IN ENGLISH LANGUAGE CLASSROOM**

**THESIS**

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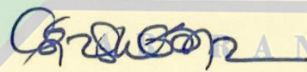
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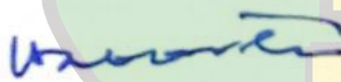
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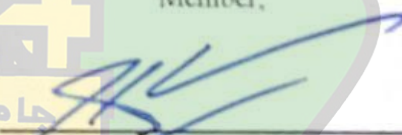
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**Teacher Effort in Improving Critical Thinking Student in English Language Classroom**

Adalah benar – benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pertanyaan

  
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For all my friends: Zia, Maya thank you for giving me all beautiful memories that we have gone through together. I hope we will reach our dreams and this friendship will last



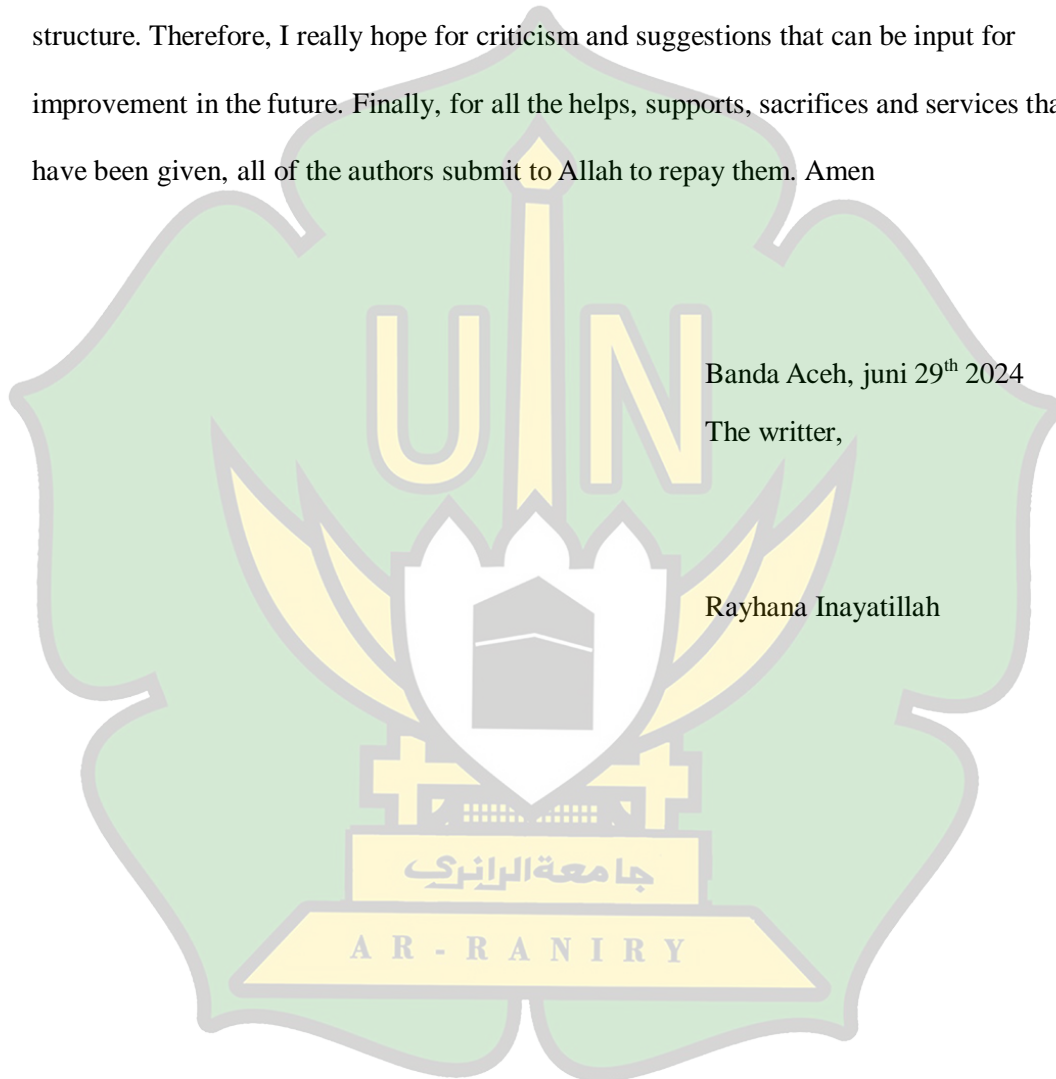
forever. And last but not least, thank you to my friends and family who I cannot mention one by one, may Allah ease all your affairs and bless everything you do.

Every effort has been made to perfect this thesis, I realize that there are many shortcomings and things that need to be improved both in terms of content and writing structure. Therefore, I really hope for criticism and suggestions that can be input for improvement in the future. Finally, for all the helps, supports, sacrifices and services that have been given, all of the authors submit to Allah to repay them. Amen

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## ABSTRACT

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The ability to think critically is a critical element in the 21st era, especially in education. The low level of students' critical thinking skills is a serious problem that must be addressed immediately because it will harm many parties if it continues. In Indonesia, there is still a need to improve in teaching critical thinking and training students because the system often emphasizes memorizing lessons and formulas, so students are less interested in thinking critically and tend to accept information without considering it first. This research aims to discover teachers' efforts to improve critical thinking in the classroom, find out the obstacles in improving critical thinking, and also to find the solution of the obstacle in improving critical thinking students'. This research uses qualitative methods and interviews as data collection techniques. The participants are three English teachers at MAS Tgk Chiek Oemar Diyan. The results of this research show that teachers' efforts to improve critical thinking include the use of learning methods that contain aspects of critical thinking, such as group discussions, problem-based learning, and scientific methods; the use of learning media that can support students' critical thinking use power-point, youtube, picture lerning; providing questions that stimulate students to think critically and providing exercises to demonstrate students' critical thinking. While improving students critical thinking, teachers experience some obstacles. There are limited references when searching for information, less motivation in learning, lack of self-confidence due to needing to speak English fluently, and limited English vocabulary. To overcome these problems, teachers use several methods: providing motivation, monitoring students to look for problems, allowing students to search for information on the internet, and requiring them to bring a dictionary.

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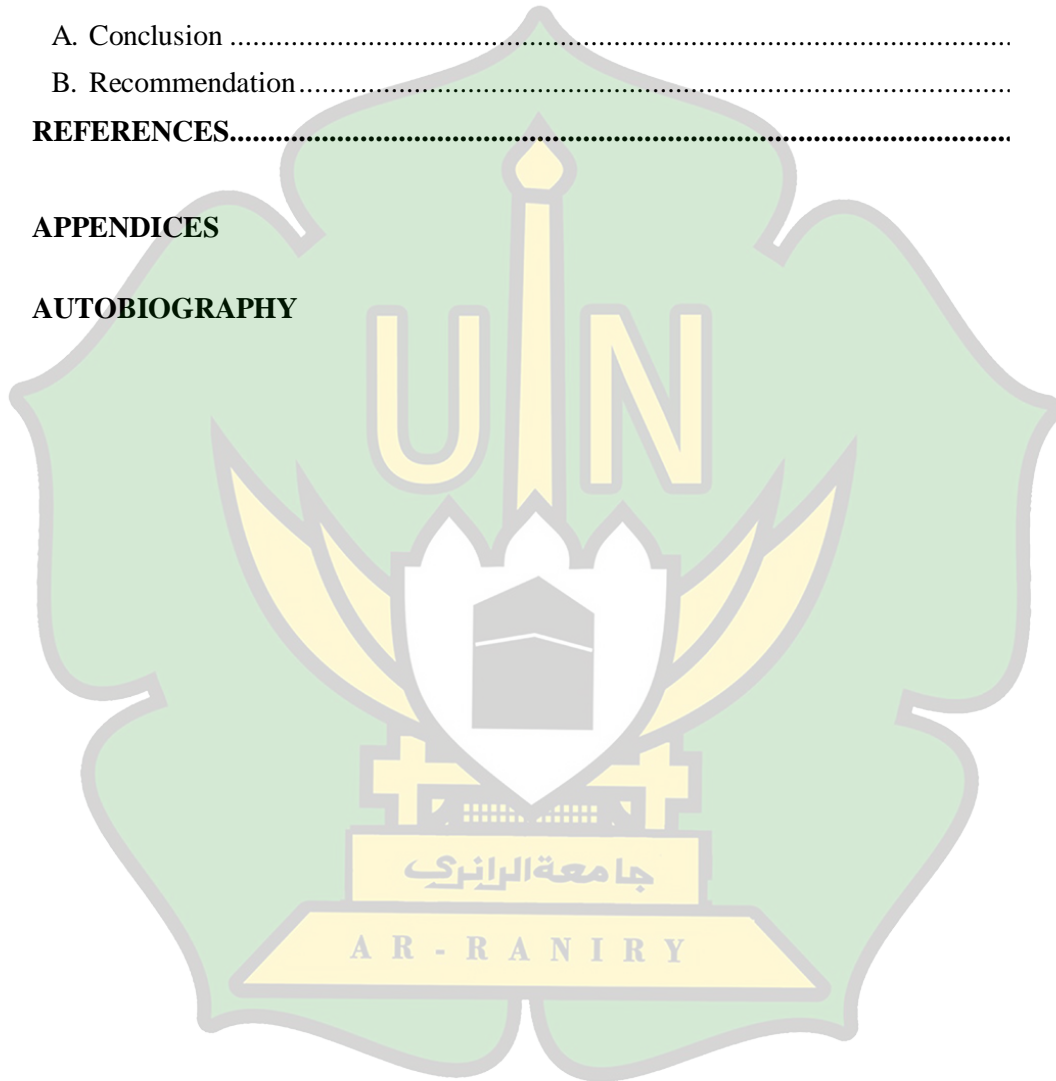
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## CHAPTER I

### INTRODUCTION

This chapter discusses the research background, research questions, research objectives, research significance and terminology.

#### A. Background of Study

Life in an increasingly advanced era is marked by rapid changes in various aspects of life, especially in the RI 4.0 era. A person must have complex abilities and skills to compete with other people. Huitt (1998) determined that in the information age, thinking plays an important role in one's life success. According to Thomas and Smoot (1994), it has been stated that critical thinking is a very important element in education in the 21st century. This means that in the world of education, critical thinking skills are a necessity for students, so educators must be able to develop them in students (Takiah & Lestari, 2019). With the necessary thinking skills, students can think rationally and logically to receive information and solve problems systematically.

Critical thinking includes analyzing, synthesizing, concluding, and evaluating information (Phan, 2010). Critical thinking means making rational decisions or judgments by sharing information, arguments, or situations. For Ennis (1993), critical thinking is “reasonable reflective thinking that focuses on making decisions about what to believe or do” (1993, p. 180). To achieve this, students must remain open, look at assumptions, consider other perspectives, and apply logical reasoning. Critical thinking is part of the learning process, not just a skill used to achieve goals. Meanwhile, according to Yuyun (2017), critical thinking is a learned skill whose aim is to facilitate its transfer to other fields and contexts. Students' critical thinking can be developed through an education system that guides students to be close and sensitive to their environment, thus critical thinking is

considered very important in the world of education.

Therefore, critical learning is one of the seven national curricula stipulated in Government Regulation Number 17 of 2010. This is supported by the policy of the Minister of Education and Culture in the 2013 curriculum which aims to change passive learning into critical learning.

Reed and Kromrey (2001), stated that improving students' critical thinking skills is the core of meaningful education. This statement strongly supports that critical thinking must be developed in the world of education, however in Indonesia it still needs to be improved in teaching critical thinking and training students. In Indonesia, the system emphasizes memorizing lessons and formulas, so that students are only interested in thinking critically and tend to accept information after considering it first (Sanjaya, 2009).

The low level of students' critical thinking skills is a serious problem that must be addressed immediately because it will harm many parties if it continues (Movafagh & Tahriri, 2014). Students are feared to be unable to assess and resolve real-world situations, and they need help to make quick and accurate decisions. Critical, creative, and innovative thinking skills are becoming increasingly crucial in facing future challenges. If students only rely on knowledge at the secondary school level, that knowledge can become obsolete over time and will be replaced by more up-to-date knowledge. Several factors hinder the development of critical thinking, including the curriculum, which tends to focus on broad material, and the teacher's ability to apply learning models that encourage critical thinking (Duldt-Batthey, 1997).

In Indonesia, several studies on critical thinking, such as Indah and Kusuma (2016), found that students' argumentative essays do not represent the quality of critical thinking. According to research, teachers still face problems teaching critical thinking in the classroom. In research conducted by Defianty and Wilson (2020), they found that teachers often missed opportunities to use questioning strategies to improve their students'

critical thinking. Thus, for teachers, critical thinking is very challenging (Zainudin et al., 2019), so it is unsurprising that students also have a limited understanding of critical thinking

Teachers experience difficulties in improving critical thinking, and students also have several challenges in improving critical thinking, including limited ability to ask questions, lack of appropriate teaching materials, and inadequate training programs. A study written by Wahid (2022), was conducted in Malaysia emphasized that secondary school students need to improve their questioning skills to improve their critical thinking abilities. The research also suggests using the problem presentation learning strategy (PPIS) to improve this ability. Other studies show that students' challenges in strengthening critical thinking skills include limited questioning skills, insufficient teaching materials, and inadequate training programs. According to Habibah, Setyowati and Mustika (2018), effective learning can improve students' necessary thinking skills. Therefore, the role of the teacher cannot be separated from the formation of excellent and practical learning. Improving critical thinking skills depends on the role of the teacher.

Many studies emphasize that the role of teachers is significant in improving students' critical thinking abilities. Teachers are essential in improving critical thinking skills in the Indonesian education system. Teachers can use appropriate teaching approaches and resources to achieve this. Additionally, understanding how teachers deal with critical thinking and capacity-building approaches is critical. Choosing learning methods, strategies, and models to improve critical thinking skills is essential. Therefore, using appropriate learning strategies is one way to overcome critical thinking problems.

Critical thinking is also perceived as a cognitive skill (Razak et al., 2022). Thus, Gelder (2005), states that the ability to think critically can be taught the same way as other cognitive skills. Gelder also stated that encouraging students' critical thinking begins with



teaching them the essential elements. According to Alsaleh (2020), specific strategies to improve critical thinking skills are class discussions, problem-based learning, collaborative learning, discussion methods, questioning techniques, and evidence-based projects. Active learning strategies that involve students and teachers are strategies that are appropriate to the development of critical thinking (Razak, 2022). In improving critical thinking, teachers must be able to provide direction and provide related examples. This can be achieved by thinking deeply so students can observe teachers using evidence and logic to support arguments and statements (Chusni et al, 2020).

Researchers found several previous studies related to this research. The first is research conducted by Apriza, Zubaidah, and Nurkhair (2022), this research aims to determine the quality of high school students' critical thinking abilities. The research results show that students' average scores for providing simple explanations, presenting advanced delineations, and making assumptions and integration were in the low category. At the same time, decision-making and concluding received medium scores. From these findings, it can be concluded that students' critical thinking assessments are still weak and require appropriate handling, so the role of teachers, learning strategies, and applications that can improve critical thinking skills in the classroom is needed.

Further research came from Jing (2011), who stated that teachers can improve students' critical thinking skills by using appropriate teaching methods and materials in intensive English reading courses. Hakim, Rachmawati, and Purwaningsih (2020) said that teachers play an essential role in developing students' critical thinking and critical reading skills, and strategies include asking open questions, restating and clarifying the meaning of the text, and using small group discussions with specific tasks, which are given. Subsequent research by Yazidi (2023), found that encouraging critical thinking through collaborative learning is critical to student success, and educators must incorporate these strategies into

their teaching practices. Ardiyan (2020) examined the strategies used by English teachers at SMAN 1 Kec Guguak in fostering students' critical thinking. Therefore the results found that only four strategies can foster students' critical thinking: case, problem posing, evidence search, and questioning. These studies underscore teachers' efforts to utilize various teaching methods and learning strategies to improve students' critical thinking skills in the English classroom. The researcher saw that students' critical thinking skills needed to be improved. Thus, the researcher intended to determine the teachers' efforts to increase students' critical thinking.

## **B. Research Questions**

Based on the background description above, the research problem is formulated into several questions:

1. What are the teacher's efforts to improve students' critical thinking in the English classroom at Tgk Chiek Oemar Diyan Islamic boarding school?
2. What problems do teachers face in improving students' critical thinking in English classroom at Tgk Chiek Oemar Diyan Islamic boarding school?
3. What solution should the teacher take to overcome the problem in improving critical thinking students' in English classroom at Tgk Chiek Oemar Diyan Islamic Bording School?

## **C. Aim of Study**

Based on the research question above, the purpose of this research is:

1. To discover the teacher's effort in improving critical thinking in English classes at the Tgk Chiek Oemar Diyan Islamic boarding school
2. To find out the obstacles faced by teachers in improving critical thinking in English classes at the Tgk Chiek Oemar Diyan Islamic boarding school.
3. To enclose solutions to the obstacles faced by teachers in improving critical

thinking in English classes in Tgk Chiek Oemar Diyan Islamic Bording School.

#### **D. Significance of Study**

This research is expected to provide some benefits for readers, including; teachers, students and future researchers. For teachers, it is hoped that this research can provide appropriate information and advice in using and understanding strategies to improve students' critical thinking skills. The results of this research are also useful for students by enriching their insight into improving critical thinking in language teaching in the classroom. And finally, for further research, it is hoped that this research can become a reference and information regarding teacher strategies in improving students' critical thinking in language classes.

#### **E. Terminology**

To avoid possible misunderstandings, it is necessary to explain some of the main terms used in this research.

##### **1. Teacher Effort**

According to Aghnia (2021), teacher efforts are conditions that occur which are a challenge for teachers to be able to develop the quality of their profession in teaching. Therefore, Teacher Effort in this research is an activity or activity carried out by the teacher to achieve a planned goal by directing energy and thoughts. Or in other words, it is the role that English language education teachers must play in improving critical thinking skills.

##### **2. Critical thinking skill**

Solso (1988), provides the definition of thinking as a process of representation of new thoughts formed from changes in form through information in the complete interaction of thought added to decisions, abstractions. According to Critical Thinking Cooperation (2006), critical thinking is an ability which is beyond memorization. According to Paul, fisher & Nosich “critical thinking is that mode of thinking about any subject content or

problem in which skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (1993, p. 4). In this study, critical thinking refers to a thinking process that assesses the content of a subject skilfully, logically, so as to form new thoughts that originate from themselves

### 3. Language classroom

A language classroom is a learning environment where students study and practice a foreign or second language. It is a space where students engage in various activities to improve their language skills, such as listening, speaking, reading, and writing (Sholeh, Saliya, Nur, 2021). The classroom may be part of a formal educational institution or a language school, and it may be taught by a language teacher or a subject specialist, depending on the specific purpose of the language being taught. The language classroom can also involve the use of technology, such as language learning software or online resources, to enhance the learning experience (Rachayon, 2020). For this research, the meaning of language class is a classroom where students and teachers carry out the English teaching and learning process.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a theoretical overview related to this research in three subheadings. The first part discusses teacher roles; the second part about critical thinking, characteristics of critical thinking, critical thinking in learning, critical thinking in the classroom, strategies for developing, obstacles, and the importance of critical thinking; and the last is previous study.

#### **A. An Overview of Teacher Roles**

##### **1. The Meaning of Teacher**

According to the Teachers and Lecturers Act No. 14 of 2005, educators are recognized as professional teachers whose primary duty involves educating, teaching, guiding, instructing, training, assessing, and evaluating students across early childhood, primary, and secondary education levels. According to the Ministry of Education and Culture, teachers are individuals who have ideas that must be implemented for the benefit of students, and also responsible for maintaining good relations with students and developing and maintaining values related to religion, culture, and science (Chasani, 2022, p. 243). A ‘teacher’ is a person who delivers an educational program, assesses student participation in an academic program, and administers or provides consistent and substantial leadership to an educational program (Lai, 2016). Zamroni (2017), believes that the teacher is the creator of the learning process. He is the one who will develop a free atmosphere for students to study what interests them and express their ideas and creativity within the limits of



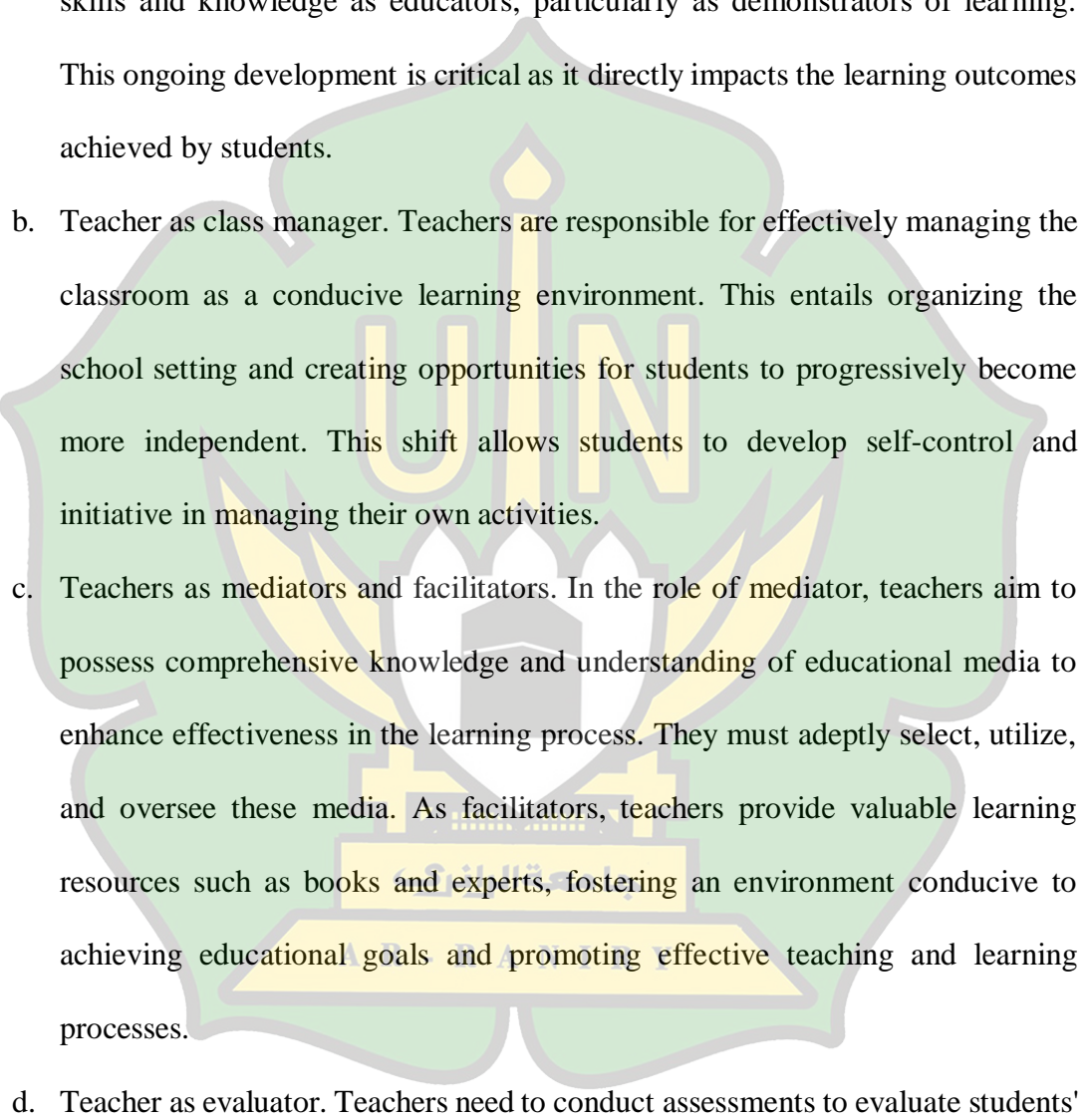
consistently enforced norms (Zamroni, 2017). Education will be meaningless and empty of matter, essence, and substance unless the teacher participates actively (Fahyuni & Istikomah, 2016). The quality of an educational institution will increase, especially if a good system is supported by many innovative teachers (Supriadi, 2018). From some of the definitions above, it can be concluded that teacher is someone who has the task of being an educator, facilitator in learning, and also conveying knowledge, providing information to students.

## **2. The Role of Teacher**

As noted by Makovec (2018), a teacher's responsibilities are multifaceted and shaped by various factors. Being a teacher is a big responsibility, but the rewards of teaching efforts will last a lifetime. Teachers are responsible for teaching students the basics of mathematics and arithmetic and guiding them in social behavior, goal setting, and personal development. Teachers' role is crucial in forming future leaders, entrepreneurs, and society (Sanadi, Mulla, Jadhav, 2018).

The teacher's role involves establishing a sequence of interconnected behaviors specific to particular situations, all of which aim to foster behavioral change and student development (Wrightman, 1997, p. 23). Internal and external factors influence teachers' roles. Internal factors pertain to teachers' perceptions of their roles, while external factors involve the perspectives and expectations of stakeholders such as students, parents, colleagues, administrators, and the community. These factors collectively contribute to shaping a teacher's (Makovec, 2018).

Adams & Decey, as cited in Uzer (1999, p. 9) stated the role of teachers in the teaching and learning process as follows:

- 
- a. Teacher as demonstrator. Teachers are expected to continually enhance their skills and knowledge as educators, particularly as demonstrators of learning. This ongoing development is critical as it directly impacts the learning outcomes achieved by students.
  - b. Teacher as class manager. Teachers are responsible for effectively managing the classroom as a conducive learning environment. This entails organizing the school setting and creating opportunities for students to progressively become more independent. This shift allows students to develop self-control and initiative in managing their own activities.
  - c. Teachers as mediators and facilitators. In the role of mediator, teachers aim to possess comprehensive knowledge and understanding of educational media to enhance effectiveness in the learning process. They must adeptly select, utilize, and oversee these media. As facilitators, teachers provide valuable learning resources such as books and experts, fostering an environment conducive to achieving educational goals and promoting effective teaching and learning processes.
  - d. Teacher as evaluator. Teachers need to conduct assessments to evaluate students' comprehension of the lesson, assess the accuracy and effectiveness of teaching methods, and determine each student's standing within the class or group.
  - e. Teachers as administrators. Teachers are expected to actively engage in thoughtful consideration of planned educational activities and their significance.

- f. Teacher as psychologist. Teachers should perform their responsibilities guided by principles rooted in psychology.

The teacher has a duty as a teacher in school. However, the role of the teacher is not only as a teacher. According to Reshman, Mulla, and Jadhav (2019, p. 112), the teacher has many roles there are:

- a. The Controller: The teacher assumes full control of the classroom during instruction, serving as the focal point and inspiring students through their knowledge and expertise.
- b. The Prompter: The teacher encourages student participation and offers guidance on how students can engage in activities, providing assistance whenever needed.
- c. The Resource: The teacher serves as a supportive resource center available to help and provide guidance as needed. In this role, teachers can assist learners in utilizing available resources such as the internet and other technologies effectively.
- d. The Assessor: The role of the assessor allows teachers to provide feedback to learners, communicate with them, and offer support and encouragement in their learning journey. Teachers take on this responsibility to observe learner performance, gather feedback, and suggest improvements as necessary.
- e. The Organizer: In this role, the teacher acts as a demonstrator, actively engaging with learners. The success of many activities hinges on effective organization, ensuring that students understand their next steps and facilitating the setup of activities.

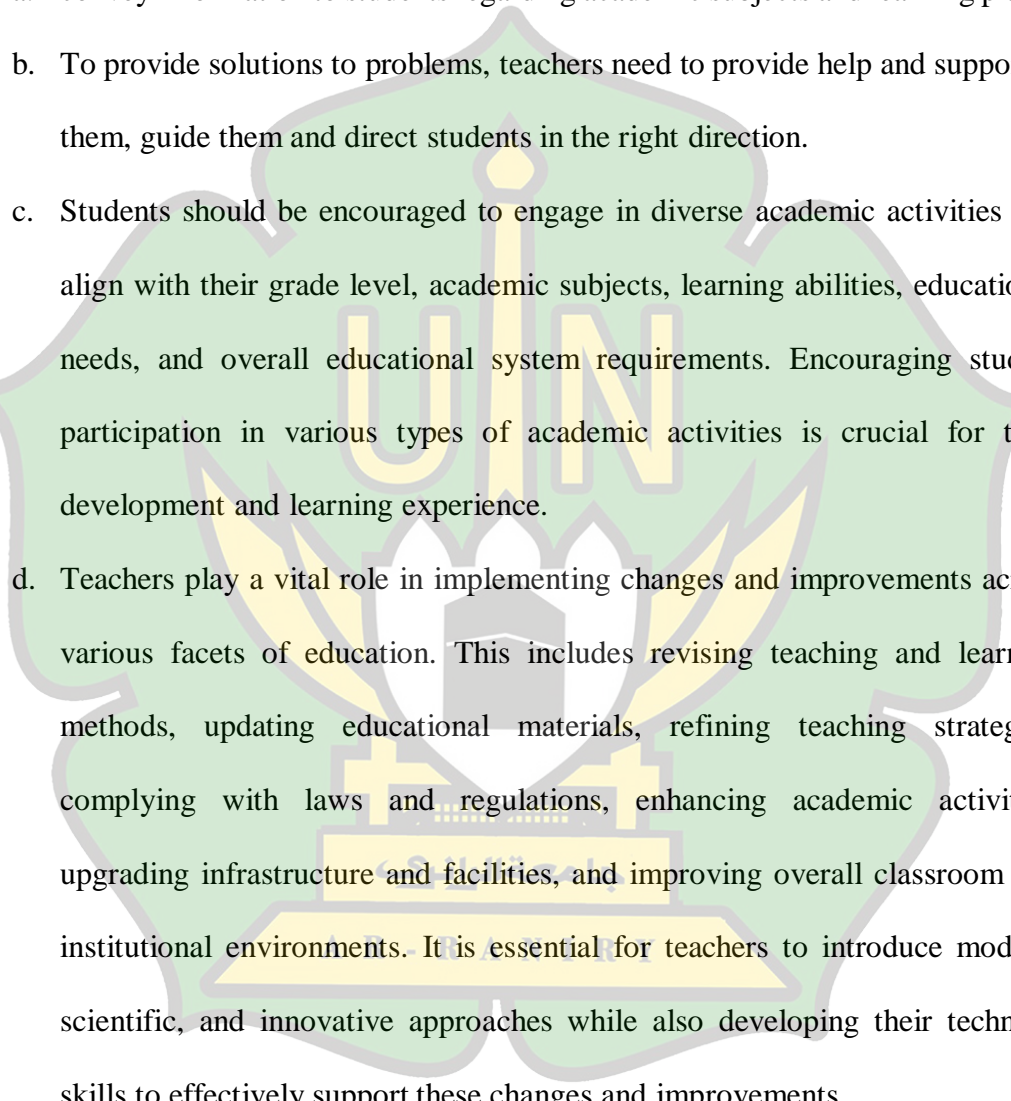
- f. The Participant: This role enhances the classroom atmosphere when the teacher participates in activities, providing a positive way to engage with learners without overwhelming them.
- g. The Tutor: This role is essential for offering individualized attention to students. The teacher acts as a guide during project work or self-study, providing advice, clarifying doubts, and setting task boundaries (Reshman, Mulla, and Jadhav 2019, p. 112).

Teachers are viewed not only as individuals who perform all the roles outlined by Harmer (2015), Teachers are perceived not only as controllers, organizers, assessors, prompters, participants, resources, tutors, observers, actors, and props who facilitate classroom activities, plan lessons, and evaluate student progress, which are fundamental aspects of teaching but also as mentors, older sisters, mothers, role models, and advocates whom students can depend on for support. As a result, the role of teachers evolves depending on the context and the needs of the students. Peng (2023) states that the role of the teacher varies according to student needs and learning goals, and the role of the teacher changes over time, varying in various countries with various policies.

### **3. Duties of Teacher**

In educational, teachers play a pivotal role in facilitating student learning. They impart academic knowledge, create lesson plans, and oversee critical aspects necessary for the effective growth and development of students (kapur, 2021). Teachers are required to possess comprehensive knowledge in academic subjects and lesson planning. Utilizing effective teaching and learning methods and

strategies is crucial to ensure students achieve a thorough understanding of the material. Teachers have responsibilities both within and beyond institutional boundaries. According to Kapur (2021), there are several teacher duties including:

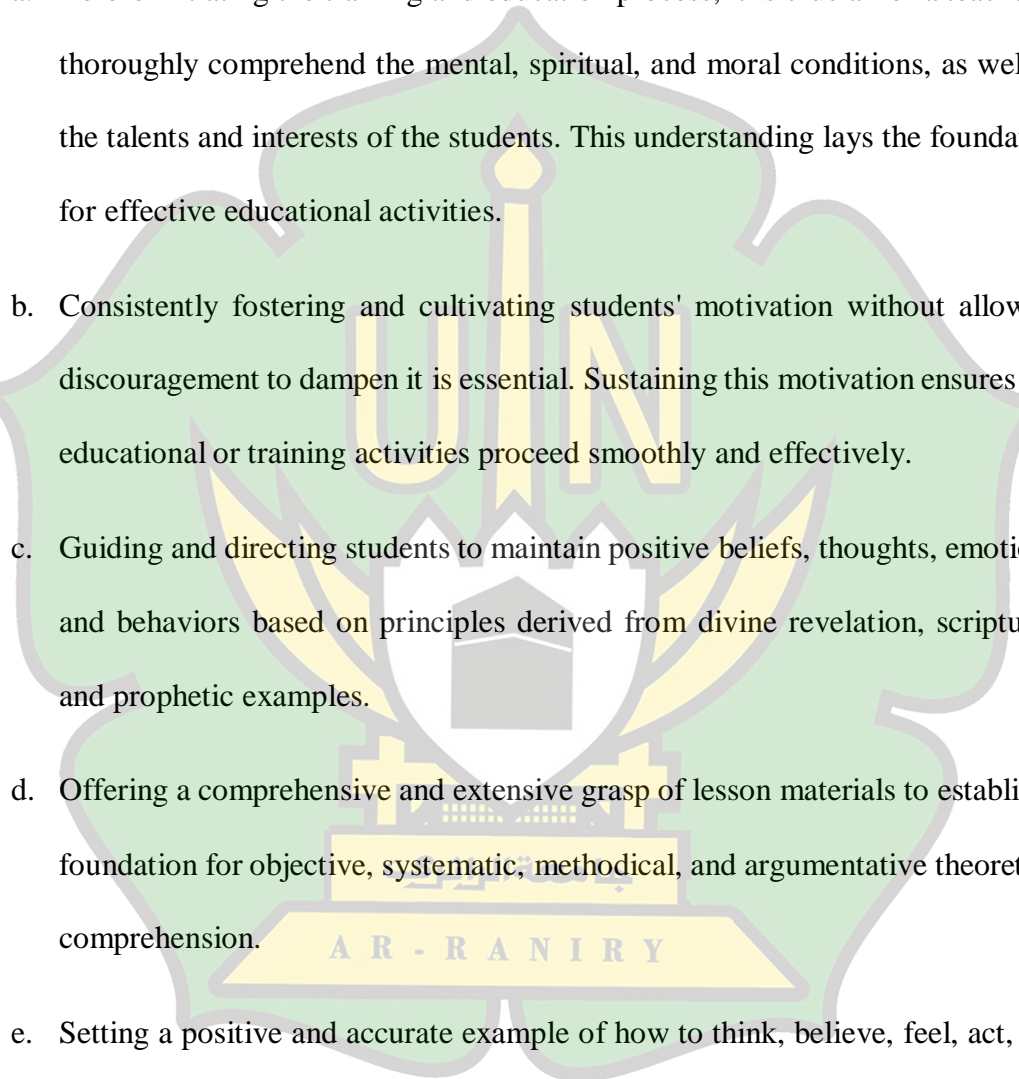
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- a. convey information to students regarding academic subjects and learning plans.
  - b. To provide solutions to problems, teachers need to provide help and support to them, guide them and direct students in the right direction.
  - c. Students should be encouraged to engage in diverse academic activities that align with their grade level, academic subjects, learning abilities, educational needs, and overall educational system requirements. Encouraging student participation in various types of academic activities is crucial for their development and learning experience.
  - d. Teachers play a vital role in implementing changes and improvements across various facets of education. This includes revising teaching and learning methods, updating educational materials, refining teaching strategies, complying with laws and regulations, enhancing academic activities, upgrading infrastructure and facilities, and improving overall classroom and institutional environments. It is essential for teachers to introduce modern, scientific, and innovative approaches while also developing their technical skills to effectively support these changes and improvements.
  - e. Teachers are required to make informed and effective decisions across multiple dimensions of education. These decisions encompass teaching and learning methods, educational materials, teaching strategies, compliance with laws and regulations, academic activities, infrastructure, facilities, and overall



environmental conditions within classrooms and educational institutions. It is imperative for teachers to exercise wisdom and productivity in their decision-making processes to enhance the educational experience and outcomes for students.

- a. Applying time management skills, these skills will enable individuals to devote sufficient time to all tasks and activities. They set priorities on work tasks.
- b. Developing expertise in teaching and learning methods is essential for teachers to perform their tasks effectively, fostering job satisfaction, inspiring others, and promoting student learning.
- c. Conducting research on a significant scale aims to gather valuable information pertinent to their responsibilities. Teachers often engage in research to enhance their work assignments, especially in higher education settings.
- d. In striving to enhance the education system as a whole, teachers should focus on several key aspects: mastering their job responsibilities; instilling moral and ethical qualities; demonstrating perseverance, resourcefulness, and thoroughness; embodying efficiency, honesty, and truthfulness; employing modern, scientific, and innovative methods; fostering friendly and supportive relationships with others; making wise and productive decisions; managing time effectively; refining competencies in teaching and learning methods and strategies; effectively utilizing educational materials; engaging in regular research; and identifying challenges and implementing strategies to bring about improvements (kapur, 2021).

Another thing from Adz-Dzakiey (2004) said that there are several things that underlie the duties and responsibilities of a teacher, especially in the process of education and training to develop piety, among others.:

- 
- The logo of UIN Ar-Raniry is a large, stylized emblem in the background. It features a green shield-like shape with a yellow border. Inside, there is a yellow sun-like symbol at the top, a white building-like shape in the center, and a yellow banner at the bottom with the text 'AR - RANIRY' in grey. The letters 'UIN' are also visible in a large, yellow, stylized font across the middle of the shield.
- a. Before initiating the training and education process, it is crucial for a teacher to thoroughly comprehend the mental, spiritual, and moral conditions, as well as the talents and interests of the students. This understanding lays the foundation for effective educational activities.
  - b. Consistently fostering and cultivating students' motivation without allowing discouragement to dampen it is essential. Sustaining this motivation ensures that educational or training activities proceed smoothly and effectively.
  - c. Guiding and directing students to maintain positive beliefs, thoughts, emotions, and behaviors based on principles derived from divine revelation, scriptures, and prophetic examples.
  - d. Offering a comprehensive and extensive grasp of lesson materials to establish a foundation for objective, systematic, methodical, and argumentative theoretical comprehension.
  - e. Setting a positive and accurate example of how to think, believe, feel, act, and behave correctly, virtuously, and commendably, both in the eyes of God and in daily life.
  - f. Guiding and exemplifying the proper conduct of vertical worship services, ensuring these services lead to self-reflection, recognition of one's true nature, encounter with God, and ultimately contribute to spiritual well-being.

- g. Ensuring the physical and mental well-being of students throughout the education and training process, maintaining control, and safeguarding them from various disruptions and disturbances.

Teachers indeed play a pivotal role in educational success, making them a compelling topic for discussion (Fahyuni & Istikomah, 2016). This assertion stems from the understanding that when a teacher excels in teaching, it significantly increases the likelihood of their students also achieving success (Haeruman et al., 2017). Teachers hold a crucial role in education as they serve as the key to unlocking theoretical, practical, and empirical knowledge and science (Sopian, 2016).

#### **4. Strategi in Teaching**

According Stone and Morris, as cited Issac (2010), teaching strategi is a generalized plan for a leasson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. In conducting teaching activities, teachers must formulate rational and appropriate approaches that integrate methods, procedures, techniques, facilities, and organizational forms. This integration aims to maximize the potential of the students being educated (Saputra & Aziz, 2014). Thus, choosing training procedures in relation to learning is a teaching strategy, and this teaching strategy is the key to the learning design.

Teaching refers to all processes and activities designed to in still knowledge, skills and understanding at all levels of education (Ayua, 2017). According to Gardner, each individual possesses varying levels of intelligence, such as verbal-linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, among others.

Therefore, it is essential for teachers to view each student as a complete social entity and acknowledge the diverse facets of their personality, including mental, psychological, social, and environmental aspects (Abulhul, 2021).

The concept of strategy operates at multiple levels-macro, meso, and micro where the micro level directly relates to learning pedagogy, training theory, and practice (Saputra & Aziz, 2014, p. 2). This grants teachers significant autonomy to design learning experiences that enhance students' abilities by strategically selecting and effectively employing a combination of methods, tools, and resources. In the language teaching process, various types of learning strategies are employed. According to weheli (2003), there are serveral types of language learning strategies:

- a. Brainstorming is a method that involves generating numerous ideas without immediate judgment, allowing for a wide range of creative solutions to emerge. For students, it aids in problem-solving, leveraging collective ideas for development, and fostering interpersonal relationships among peers (Sayed, 2021).
- b. Case-based small group discussions are a strategy that actively engages participants and promotes peer learning, facilitating exploration of knowledge and encouraging the exchange of ideas among peers. This approach also supports the development of critical thinking skills as participants take on the role of facilitators in discussing and analyzing real-world cases or scenarios.
- c. Demonstration involves performing an activity so that students can observe how it is done, facilitating their ability to apply theoretical knowledge to practical situations. This method helps students prepare for translating theory

into real-world applications effectively (Adekoya & Olatoye, 2011). The benefits include enhancing student learning through exemplification for others, boosting self-confidence, facilitating question-and-answer opportunities, and enabling focused attention on specific details rather than general theories (Saputra & Aziz, 2014).

- d. Games are employed in education to introduce elements of competition, encourage participation, provide practice, and offer feedback. They serve as motivators and opportunities for applying principles learned in a practical context (Brown, 2000).
- e. The independent study strategy is intended to complement and bolster other learning activities. Independent learning involves individual exploration where students select a topic of interest, define a problem or question, gather and analyze information, apply skills, and produce outcomes to showcase their understanding and learning achievements. This approach empowers students to take ownership of their learning process and deepen their engagement with the subject matter (Saputra & Aziz, 2014).

Teachers must employ strategies that cater to the diverse educational needs of all students, recognizing that each student learns and absorbs knowledge in unique ways. What works effectively in one lesson may not be as effective in another, and a strategy that benefits one student may not suit another. Therefore, teachers should vary their teaching approaches to accommodate different learning styles among students. This adaptability ensures that all students can engage effectively and succeed in their learning endeavors (Abulhul, 2021).



## **B. Critical Thinking**

### **1. Definition of Critical Thinking**

Thinking involves manipulating or transforming internal representations, such as mental images, concepts, or ideas. It encompasses the process of analyzing, reasoning, problem-solving, and decision-making (Halpern. 2003, p.84). According to Critical Thinking Cooperation (2006), critical thinking surpasses simple memorization. It entails students thinking independently, questioning hypotheses, analyzing and synthesizing events, and progressing to formulate and test new hypotheses based on factual evidence. According to Paul, Fisher & Nosich “critical thinking is that mode of thinking about any subject content or problem in which skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (1993, p. 4). This definition ensures that developing a person's critical thinking ability is through 'thinking about their thinking' and aiming to improve it. Another definition of critical thinking is essentially an 'active' process in which you think things through for yourself, etc (Fisher, 2001).

The definition commonly attributed to Norris and Ennis (1989) states that critical thinking is a form of reasoned, reflective thinking that focuses on determining what to believe or how to act. This definition emphasizes that critical thinking is reasonable, reflective and decision making. Bailin (2002) defines Critical thinking involves evaluating certain qualities of thought against established

criteria or standards of accuracy and thoroughness. Meanwhile, according to Sternberg (1986), critical thinking can be understood as the mental processes, strategies, and representations individuals employ to solve problems, make decisions, and grasp new concepts. It encompasses the ability to generate logical, rational, and objective thoughts when analyzing arguments, situations, or perceived problems. This requires the ability to analyze data carefully, consider multiple perspectives, identify weaknesses in arguments, and make decisions based on evidence and logic.

Several experts define critical thinking as a set of advanced cognitive skills. (Muchtar, 2013). Higher-order thinking entails accessing stored information from memory and reorganizing it to achieve goals or solve intricate problems. Critical thinking aims to cultivate independent thinking, personal autonomy, and sound judgment in both thought and action. Crespo (2012), The most important intellectual standards for critical thinking are clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness. Critical thinking occurs when students analyze, evaluate, interpret, or synthesize information and apply creative thinking to construct arguments, solve problems, or draw conclusions. Therefore, in fostering critical thinking, teachers should avoid assuming that a single teaching method suffices for its development. While critical thinking and its components can be taught as discrete skills, they are most effectively cultivated and utilized when studied within the context of specific knowledge domains, such as teaching or auto mechanics (Carr, 1990).

Each student possesses unique potential and areas that require proportional attention to ensure their optimal development (Agustina, Chusni, & Izharuddin, 2019). In fact, the learning process in Indonesian society often emphasizes cognitive abilities alone, leading students to memorize large amounts of information without necessarily understanding its meaning or how to apply it. So, this process does not encourage the achievement of critical thinking student every time (Sanjaya, 2009). The cultivation of critical thinking is one of the primary developmental needs among students. (Zahran, 2001), especially with the flow of knowledge and openness in the media. Critical thinking enhances thinking skills, utilizing knowledge and judgment effectively. Therefore, in the 2013 curriculum, there is an emphasis on developing critical thinking skills through active learning. The curriculum content encourages students to engage in critical, creative, and innovative thinking processes.

## **2. Characteristics and Components of Critical Thinking**

According to Gunawan (2020). Critical thinking is a crucial ability that requires evaluating information by relying on evidence, employing logical reasoning, and being mindful of biases. It blends cognitive capacities with elements of one's personality. The following are some characteristics of critical thinking from Wade (1995) who identifies eight characteristic of critical thinking, there are:

- a. Questioning
- b. Identifying the problem
- c. Scrutinizing evidence

- d. Assessing assumptions and biases
- e. Avoiding emotional decision-making
- f. Guarding against oversimplifying
- g. Exploring alternative interpretations
- h. Embracing ambiguity

The Delphi report (1990), lists down the affective disposition of critical thinking. Based on the report, the approaches to life and living in general which characterise critical thinking include:

- a. Curiosity across various topics
- b. Desire to stay knowledgeable
- c. Readiness to apply critical thinking
- d. Confidence in rational investigation
- e. Self-assurance in reasoning abilities
- f. Willingness to consider different perspectives
- g. Adaptability in evaluating alternatives
- h. Comprehension of others' viewpoints
- i. Impartiality in assessing arguments
- j. Acknowledging and confronting personal biases, prejudices, stereotypes, egocentric, or sociocentric tendencies.
- k. Exercising caution in forming, suspending, or modifying judgments.
- l. Being open to reassessing and adjusting views based on honest reflection and new information.

Critical thinking is an integrated process characterized by five interconnected components, as indicated by Sayed (1995), there are:

- a. The knowledge base: It involves the individual's knowledge and beliefs. The experience of contradiction is essential for this process.
- b. External events: These are the stimuli that provoke a sense of contradiction.
- c. Personal theory: It is the personal trait that stems from cognitive foundations, thus becoming a characteristic specific to them.
- d. Feeling of contradiction or divergence: Emotion serves as a motivating force that drives the remaining steps of critical thinking.
- e. Resolving the contradiction: It is a phase encompassing all elements of critical thinking, where individuals endeavor to resolve contradictions through a series of systematic steps.

Achieving the goals of critical thinking requires employing mental skills integral to the process itself. Saadeh (2011, p. 105) pointed out a number of components of critical thinking, including:

- a. Concentrating on issues and inquiries.
- b. Recognizing diverse problems.
- c. Concentrating on relevant subjects.
- d. Proficiency in utilizing significant statistics and data.
- e. Assessing the robustness of evidence through reapplication.
- f. Steering clear of self-centered, wishful thinking.
- g. Identifying numerous assumptions.
- h. Approaching dubious or vague information with caution.



- i. Grasping both inductive and deductive reasoning.
- j. Steering clear of logical fallacies (Saadeh and Jawdat, 2011).

As mentioned by Saadeh (2011), These elements contribute to the process of critical thinking. Critical thinking encompasses a range of skills such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. These skills can be nurtured in students through effective learning strategies and advanced literacy competencies, including the capacity to interpret and communicate information critically.

### **3. Process of Critical Thinking**

The critical thinking process initiates with the act of deliberate thought. Delphi (1990), Critical thinking is quoted as a self-directed and regulated evaluation process involving reasoned examination of evidence, context, concepts, methods, and criteria, specifically Investigation, Interpretation, and Judgment. Each phase of critical thinking comprises investigative tasks to gather relevant information related to the issue at hand, interpretative tasks to determine the significance of evidence acquired from prior investigations, and evaluative tasks to reach conclusions based on interpretations and previous investigations (Facione, 2013).

According to Shida, Abdullah, Osman and Ismail (2023), the process of critical thinking in learning involves several steps:

- a. Analysis: This initial step involves learners breaking down complex information into smaller, more manageable parts. They identify key ideas, relationships, and connections among different pieces of information.

- b. Design: During this stage, learners apply their comprehension of analyzed information to formulate fresh ideas or solutions. They might hypothesize, devise experiments, or strategize approaches to problem-solving based on their insights.
- c. Development: This stage involves learners utilizing their critical thinking abilities to advance their ideas. They refine hypotheses, elaborate on experimental designs, or create more thorough problem-solving strategies.
- d. Implementation: In this step, learners put their ideas into action. They may conduct experiments, implement their strategies, or test their hypotheses.
- e. Evaluation: This stage marks the conclusion, where learners assess the efficacy of their actions. They evaluate the outcomes of their experiments, measure the success of their strategies, and reflect on their learning process.

These steps are iterative and non-linear, often overlapping or repeating as learners engage in critical thinking. This process is crucial for learning and problem-solving, enabling learners to analyze information, generate new ideas, and assess the impact of their actions effectively.

#### **4. Teaching Strategies for Critical Thinking**

Teaching critical thinking has many strategies. The teacher can develop critical thinking among students by making the teaching-learning process interesting by using effective teaching strategies in the classroom to foster critical thinking. The most important thing in choosing a learning method is to adapt it to the characteristics of students, so that they can easily understand and accept the

subject. To get the right learning method, there are several things that need to be considered, such as knowing the characteristics of students, learning objectives and the material that will be discussed. There are various teaching strategies that can help in developing and fostering critical thinking (Sharma and Priyamvada, 2022), namely:

- a. Concept mapping: this concept was developed by Joseph Novak's in 1972. In this technique students expand their knowledge by absorbing new concepts into the beliefs they hold. Concept mapping is a tool that helps organize students' cognitive frameworks into stronger structured patterns. This mapping concept is a tool for organizing, connecting and synthesizing data (Dhull & Verma, 2020). Wheeler and Collins (2003) researched that concept mapping is useful in developing students' critical thinking abilities and results in better acquisition of all Critical Thinking skills.
- b. Blended learning: is a learning method that includes face-to-face and online learning. Kokmaz and Karakus (2009) found that the blended learning model contributed more to students' dispositions and critical levels, and there was a beneficial impact.
- c. Question techniques: this is the method most often used in class. In this technique teachers should use open questions, thereby allowing students to assess their understanding of the problem at hand.
- d. Student-led Discussions: student-centered learning encourages students to reflect meta-cognitively, which can help them develop critical thinking skills.

This strategy requires students to seek solutions to their questions from their friends, not from the teacher.

- e. Inquiry-based learning: inquiry-based learning aims to arouse children's interest and desires, not just asking what they want to learn. Several studies show that inquiry training models and guided discovery learning are both successful in improving critical thinking and academic achievement in students. Kanwal et al. (2021) observed that the level of critical thinking ability of students is inadequate because students are not provided with inquiry-based situations that can encourage deep reflection even at university level.
- f. Problem based learning: this approach allows students to utilize critical thinking skills by offering a discovery framework that allows them to understand a topic more deeply. Makhzoum et al. (2020) observed that PBL succeeded in increasing students' Critical Thinking disposition, content knowledge, motivation. Sulaiman (2013) observed statistically significant differences in creativity and critical thinking favoring the PBL group
- g. Discussion method: in this method the teacher presents a case in front of the class without a conclusion, and then the teacher guides it through conversation using prepared questions, thereby enabling students to produce conclusions from the topic. Simpson and Courtney (2008) stated that discussion and role play approaches are useful in fostering critical thinking skills and small group discussions are useful techniques for students to develop Critical Thinking.
- h. Writing assignments: the use of writing is very important to develop critical thinking skills. According to Wade (1995), writing can encourage the

development of dialectical reasoning by requiring students to argue on problems.

- i. Cooperative learning: This is a learner-centered, instructor-facilitated educational technique in which a small group of students is responsible for their learning as well as the learning of the entire group. Muraya and Kimamo (2011) revealed that cooperative learning helps increase creative and critical thinking to improve Critical Thinking and achievement
- j. Project based learning: This is defined by Thomas (2000) as a model that organizes learning around projects. Projects are complex assignments based on difficult questions or problems that require students to engage in design, problem-solving, decision-making, or investigation activities; allows students to work relatively independently for long periods of time, and culminates in a realistic product or presentation.
- k. Multimedia: This is a multi-faceted approach. It is an interesting combination of computer hardware and software that allows the integration of several media elements (audio, video, graphics, text, animation, etc.).
- l. Think-pair share: Think Pair Share is an active learning model that allows students to think, help each other and convey the results of their thoughts. According to Mufidatul (2021) in his journal, this learning model is very effective for all subjects at various levels.
- m. Plus-minus-interesting: The idea was coined by Edward, de Bono (1982). It is a lateral, creative and critical brainstorming thinking strategy and attention-directing tool that encourages students to consider multiple approaches to a



topic. Sharma and Priyamvada, (2020). PMI is a critical thinking strategy that helps students to consider various aspects of a situation, problem or issue and helps in achieving students' curiosity about a topic & engaging them in learning.

In implementing this strategy, teachers must understand students and their learning needs, and make appropriate adaptations to the situation and learning needs. Selecting training procedures in relation to the subject being trained is a teaching strategy. It is well known that teaching strategies are a key tool in learning design (Regeluth, 2013).

### **5. Critical Thinking in Classroom**

Critical thinking involves examining the ideas generated, making a preliminary decision on the best course of action to solve the problem or the most reasonable belief about the issue, and subsequently evaluating and refining that solution or belief (Ruggiero, 2012). Recognizing the importance of critical thinking is essential. It can and should be taught systematically, offering students opportunities to practice evaluating and testing ideas (Murawski, 2014).

In *Developing Critical Thinkers*, Brookfield (1987) emphasizes that “a willingness to risk experimentation in one’s teaching is an important aspect of modeling change and promoting critical openness in learners” (1987, p. 81). Educators who emphasize critical thinking empower students to comprehend and take ownership of their learning. Students equipped with critical thinking skills engage with learning materials more thoughtfully and effectively, pose more

challenging questions, and participate more actively in the learning process (Murawski, 2014).

Critical thinking in the classroom is an essential skill that teachers can cultivate to enrich students' learning experiences. It encompasses analyzing information, evaluating arguments, and making well-informed decisions. The attitude and knowledge of teachers are pivotal in effectively integrating critical thinking skills into classroom practices.

## **6. Critical Thinking in Language Learning**

Learning a new language can broaden one's horizons and facilitate interacting with people around the world (Alek & Nguyen, 2023). According to Zhao, Pandian and Singh (2016), in learning English, students need critical thinking skills to read literacy, write essays, and to express their ideas with adequate supporting evidence. As Kabilan (2000) argues, just using the target language and knowing its meaning is not enough; Proficient learners must be able to display critical thinking through language. Critical thinking tends to broaden students' learning experiences and makes language learning deeper and more meaningful.

Critical thinking is very important in language development, especially to improve communication and language proficiency among students. The main reason why critical thinking is important in language learning is that it can help students understand and analyze language in context. According to Zhang and Zhang (2016), critical thinking allows learners to "discover the meaning and significance of language in various contexts" (2016. P, 166). Thus, critical thinking

can help students gain a deeper understanding of linguistic structures and conventions by encouraging them to question, evaluate and analyze the language they encounter (Alek, 203). Santos (2018) argues that critical thinking is very important to develop language skills in expressing oneself in the target language by encouraging students to question and assess the success of their own communication strategies, so that critical thinking can help them to identify errors that need to be corrected and develop more selective communication techniques.

In Gelder's (2005) research, critical thinking can improve overall language proficiency, by developing metacognitive learning skills, which makes language learning more effective. Critical thinking encourages students to reflect on their learning process, assess their own understanding, and identify techniques that need improvement. According to Ennis (2015), developing critical thinking skills facilitates improving language abilities. It helps language learners in understanding, analyzing, and evaluating the meaning of texts, resulting in better understanding of the language.

Kitchakarn and Khamkhien (2015) found that critical thinking skills were positively correlated with students' level of cultural awareness. According to Park and Kim (2018), critical thinking skills are very important for language learning problem solving, and critical thinking can help language learners communicate more effectively in the target language. In their study, Ebrahimi and Safaei (2019) found a positive correlation between critical thinking skills and speaking and writing abilities. By improving their ability to analyze and evaluate information, students can express themselves in the target language more clearly and coherently.

According to Paul and Elder (2006), developing students' ability to make independent judgments and decisions requires critical thinking. By encouraging language learners to question and assess the language they encounter, critical thinking can help them become more confident and independent

## **7. The Importance of Critical Thinking**

According to Zahran (2001), The cultivation of critical thinking is increasingly crucial for learners' development, particularly in light of the abundant flow of information and media openness. Critical thinking helps to improve thinking, benefit from knowledge and the ability to judge it; the importance of critical thinking are:

- a. Facilitating access to accurate information and enabling its critique, in response to the vast expansion of knowledge and significant advancements in research.
- b. Equipping individuals to critique ideas, propose solutions to problems, and meticulously analyze issues to arrive at accurate conclusions.
- c. Fostering a deeper understanding of cognitive content and fostering independent thinking, freeing learners from dependency.
- d. Cultivating a spirit of inquiry, research, and skepticism towards accepting facts without thorough investigation.
- e. Promoting a more positive, interactive approach to education, enhancing learner engagement and participation.
- f. Developing communication skills and fostering a research-oriented education.
- g. Providing learners with essential thinking tools necessary to tackle challenges in the information age.

- h. Guiding learners to apply sound principles in making judgments, emphasizing the importance of verification before reaching conclusions. (Ghadouni, 2021).

In brief, fostering critical thinking in education creates opportunities and honors individuals' rights to personal growth. Preparing students for adulthood entails more than simply providing ready-made solutions; it involves engaging students in actively shaping and directing their own development.

### **8. Barriers of Critical Thinking**

According to Paul and Elder (2019), Critical thinking necessitates adherence to rigorous standards of excellence and systematic instruction in its application. It involves fostering effective communication and problem-solving skills, along with a dedication to overcoming both personal egocentrism and societal biases" (Elder, 2019, p. 9). Thus, Teaching students critical thinking does not guarantee personal, academic, professional, or economic success. Nevertheless, it can help mitigate the consequences of making poor decisions. (Facione, 2020).

According to Aouf, Azzouzi, and Housni (2023), Empowering students with critical thinking skills enables them to assess radical and extremist discourse thoughtfully. Eze (2022) also found that critical thinking skills were hampered by factors related to conventional teacher teaching methods, unquestioning respect for authority, students' laziness and apathy in thinking critically, and educational infrastructure, supported by research findings from Aouaf, Azzouzi, and Housni (2023) There is evidence that many educators lack a foundational understanding of critical thinking and are not adequately trained to teach it to students. Furthermore,



there is a perceived lack of interest among teachers in enhancing their own critical thinking skills, possibly due to the challenges involved. However, it is important not to assign blame solely to teachers or students if the education system itself does not prioritize the cultivation of critical thinking skills.

In a journal written by Aliakbarian and Sadeghdaghighib (2013), Most teachers lack confidence in their capacity to instruct critical thinking skills and feel uncertain about providing examples or demonstrating critical thinking. This indicates a general unpreparedness among educators to teach critical thinking effectively.

In Aliakbari and Sadeghdaghighi's (2013) research, more than 60% of teachers agreed that lack of knowledge about critical thinking, difficulty evaluating students, and lack of knowledge about how to promote critical thinking are the main obstacles, so there is a need to increase understanding of the concept of critical thinking among teachers so that they teach students to think critically effectively. Most teachers lack confidence in their capacity to instruct critical thinking skills and feel uncertain about providing examples or demonstrating critical thinking. This indicates a general unpreparedness among educators to teach critical thinking effectively. It is not only teachers who experience problems, students also tend to experience problems in thinking critically, as mentioned in a journal written by Aouaf, Azzouzi, Housni (2023), saying that there are three main factors that hinder critical thinking.

#### (1). Teaching Factors

- a. The selection of teaching methods significantly impacts students' development of critical thinking. For instance, studies indicate that instructional strategies such as journaling facilitate the exchange of ideas and discussions on course content, whereas traditional lectures may hinder information retention due to their one-way delivery of content.
- b. The development of critical thinking skills suffers when there is limited interaction between students and teachers. Additionally, the absence of guidance and feedback from teachers significantly affects students' motivation and self-confidence, thereby negatively impacting their performance and learning outcomes. Various studies underscore the importance of teacher and peer feedback in fostering critical thinking and enhancing academic achievement. For instance, research by Wambsganss et al. (2020) highlights that personalized feedback plays a crucial role in advancing students' abilities in reasoning and argumentative writing.

## (2). Learning Factors

- a. Language proficiency is a significant linguistic and communicative hurdle that impedes classroom discussions and debates. Numerous students assume passive roles as receivers of information and refrain from participating actively due to inadequate communication skills. This barrier is amplified for shy and insecure students who fear judgment from peers and teachers. According to Ouakrime (2018), limited opportunities outside the classroom contribute to students' deficiencies in language and communication skills.

- b. Students' overreliance on their teachers hampers their ability to independently manage their learning. This dependency prevents students from engaging critically without constant guidance. Jamiai and El Karfa (2022) identify lack of motivation as a key factor that inhibits the development of critical thinking skills in students.
- c. The primary focus and concern of students revolve around memorizing course content. Research indicates that many students prioritize this over developing critical thinking skills. Ouakrime (2018) asserts that students often perceive themselves as passive recipients of knowledge delivered by their teachers.

### (3). Educational System Factors

- a. According to Aouaf, Azzouzi, and Housni (2023), the absence of practical training has detrimental effects on students' cognitive development. Aliakbari and Sadeghdaghighi (2013) and Butchart (2009) also highlight that the lack of practical application hinders the development of critical thinking and argumentation skills. Without opportunities to practice their thinking skills, courses that prioritize content overload can impede students' cognitive processes and overall intellectual growth. Simply covering more content does not ensure that students are learning, much less developing their critical thinking abilities.
- b. The educational infrastructure significantly shapes both student learning and teaching practices. According to Eze (2022), attributing blame solely to

students overlooks the profound impact of sociocultural, economic, and academic factors on the development of critical thinking skills.

Thus, it is evident that students' challenges in developing thinking skills stem from limited opportunities to practice, often due to the heavy curriculum load and their own cognitive dispositions. Additionally, students tend to gravitate towards tasks with straight forward answers and may struggle with complex thinking tasks.

### **9. Teacher Solutions in Dealing with Critical Thinking Barriers**

To overcome these issues, teachers must implement several strategies. Research from Ponnusamy & Hassan (2023) has identified several essential elements that school teachers need to possess to effectively implement critical thinking in the classroom:

- a. Teachers must embrace a sense of responsibility by acknowledging their role in fostering students' critical thinking skills. They need to recognize the significance of this skill in preparing students to tackle global challenges in higher education.
- b. Educators should grasp the concept of critical thinking and acknowledge its pivotal role in nurturing independent, creative, and reflective students.
- c. Teachers should proactively engage in teaching critical thinking skills and fostering an environment that promotes students' ability to think critically. This involves employing effective teaching methods, offering opportunities for

students to practice critical thinking, and evaluating their progress in developing these skills (Ponnusamy & Hassan, 2023).

- d. Teachers also require a profound understanding of effective methods for teaching critical thinking (Ponnusamy & Hassan, 2023).
- e. Teachers need to be adept at utilizing technology to enhance the teaching of critical thinking. This includes knowing how to effectively use digital tools and resources to support critical thinking instruction and seamlessly integrating technology into the learning process (Ponnusamy & Hassan, 2023).
- f. Teachers should possess a thorough grasp of essential skills such as critical thinking, creativity, collaboration, and communication, and understand how these skills interrelate. This encompasses comprehending the distinct facets of each skill and discerning how they can be integrated across the curriculum (Ponnusamy & Hassan, 2023).
- g. Educators should be knowledgeable about their students' backgrounds and experiences, recognizing how these factors can influence their learning and development (Ponnusamy & Hassan, 2023).

Thus, the obstacles that hinder the enhancement of critical thinking are closely tied to the teacher's role, their understanding of critical thinking, and their proficiency in implementing it in teaching and learning. These challenges serve as valuable criteria for assessing both teachers and students in their efforts to enhance critical thinking within language classes.



### C. Previous Study

Research conducted by Mliyanti and Nuraini (2020) examines teacher strategies for enhancing critical thinking skills in online language classes at Man 1 Jember, focusing on the application of the 2013 curriculum. The study aims to evaluate the effectiveness of implementing this curriculum in developing critical thinking among first-grade students. Using descriptive analysis and case studies, the researchers employed interviews, lesson plan documentation, observation, and daily tests as data collection methods. They incorporated Higher-Order Thinking Skills (HOTS) questions in daily assessments and assignments. The findings indicate that teachers at Man 1 Jember successfully integrated the 2013 curriculum to enhance students' critical thinking skills in online learning environments.

In the study conducted by Juning (2016), titled "Developing Critical Thinking Skills in Language Pursuits: Oral Interpretation Classes," the focus is on generating practical strategies for enhancing critical thinking in language education. Using a descriptive qualitative approach, the research reveals that critical thinking development in oral interpretation classes involves three main procedures: analysis, synthesis, and evaluation. These strategies aim to facilitate effective implementation of critical thinking skills within language teaching contexts.

Tuzlukova, Busaidi, and Burns (2017) conducted a study titled "Critical Thinking in the Language Classroom: Teachers' Beliefs and Methods." This research investigates English teachers' conceptualizations of critical thinking, their beliefs regarding its importance in language teaching, and how critical thinking

relates to language teaching methods. The study aims to explore teachers' perspectives on students' critical thinking and its integration into classroom practices, offering insights into their overall views on critical thinking and its relevance to English education.

Using an online survey for data collection, the study found that 96% of teachers recognize the significant role of critical thinking in language pedagogy. The results indicate a preference among teachers for aligning their teaching methods with Ennis' (2011) critical thinking categories within a functional-communicative approach. Furthermore, there is a strong inclination towards incorporating practical aspects of critical thinking methodologies in English language classrooms, aiming to better prepare students for further academic pursuits and future careers.

Based on the aforementioned studies, there are notable similarities and differences with the research conducted by the researcher. Similarities include a shared focus on enhancing students' critical thinking skills in language classes from the perspective of teachers. However, differences exist in terms of research location, participants, time frame, sample selection criteria, indicator variables, and research focus. This research not only examines teachers' strategies to foster students' critical thinking but also identifies classroom challenges during the learning process and proposes solutions for English teachers. Moreover, the specific issues faced by

teachers differ from those addressed in earlier research. Therefore, this study warrants further exploration and is suitable for development into a thesis.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of methodology and continues with location research, research design, participants, data collection methods, and data analysis methods, each of which will be presented in the following discussion. According to Creswell (2009), a research methodology is determined by the nature of the research question and the subject being investigated.

#### A. Research Design

In this research, researcher used qualitative research. According to Merriam (2009), qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Qualitative research can help researchers design and carry out research, so that they can obtain the desired results. According to Denzin and Lincoln, qualitative methods are especially effective at describing complex processes (2017, p. 23). Thus, qualitative research can help researchers to obtain information related to research.

For this study, researcher used descriptive qualitative methods. According to Ayton (2023), a qualitative descriptive study is an important and appropriate design for research questions that are focused on gaining insights about a poorly understood research area, rather than on a specific phenomenon. The researcher chose the descriptive qualitative method because this method is in accordance with the research conducted to explain the experiences, efforts and insights of teachers

regarding critical thinking in students, by exploring in-depth information and analysis so that further knowledge can be studied or obtained.

## **B. Research Sites and Participants**

This research was conducted at the Tgk Chiek Oemar Diyan Islamic boarding school, which is located in Kreung Lamkareng, Indrapuri district, Aceh Besar. This school is chosen because it uses English as a daily conversation, making it easier to research this case.

The population of this study were all English teachers at the Tgk Chiek Oemar Diyan Islamic Boarding School at high school level. A population is a group of individuals who have the same characteristics and are different from others (Hanlon, 2011). Three English teachers become the sample of this research. Sugiyono (2010) stated that samples are part of the number and characteristics of the population. According to Kenneth and Bruce (2011), a sample is a small portion taken from a large population. The sampling technique in this research is purposive sampling. According to Sugiyono (2010), Purposive sampling is a technique for determining research samples with certain considerations with the aim of making the data obtained later more representative. The researcher took samples using the criteria of all teachers who taught English in senior high school at Tgk Chiek Oemar Diyan Islamic Boarding School, which the total are 3 teachers who taught English lessons. The reason researcher chose all English teachers at the high school level is to see the efforts of teachers at each level in high school in improving critical



thinking, and also the readiness of teachers in developing critical thinking so the students are ready to experience learning in higher education.

### **C. Technique of data collection**

In this study, interviews were employed as the primary method for data collection. According to Kajornboon (2005), interviews serve as a platform for participants to articulate their viewpoints and discuss their perspectives on specific issues. Perry (2005) categorizes interviews into three main types: structured, semi-structured, and open-ended. For this research, a semi-structured interview approach was adopted. Semi-structured interviews, as described by Sugiyono (2013), allow participants to provide comprehensive and unrestricted responses while adhering to a predefined set of themes or topics. This method enables researcher to delve deeper into relevant areas based on the respondents' answers, facilitating a richer exploration of the subject matter. Furthermore, semi-structured interviews contribute additional insights that enhance the overall findings of the research. Therefore, in this study, the interview questions served as the primary tool for gathering data, ensuring that the research could capture and analyze participants' perspectives in depth.

Researcher conducted in-depth interviews for 20 minutes to obtain information about the efforts teachers used to improve critical thinking. First, the researcher asked several questions related to the research topic, which were then developed further according to research needs at that time but depending on the interviewee's responses. Then the researcher recorded the entire interview using a

voice recorder during the session. Researcher used note-taking and recording to help ensure accuracy in the transcription process.

#### **D. Methods of Analysis**

For data analysis in this study, the researcher follows a qualitative approach as outlined by Lacey and Luff (2009), which involves five stages. The first stage is transcription, where the researcher converts spoken words from audio recordings into written text. It's crucial that all data from each participant is transcribed completely, without selecting only what seems important or interesting. This step ensures that all participant responses are accurately represented in text format.

The next stage is organizing the data. This involves assigning a unique identifier or number to each participant's responses to facilitate easy reference and comparison. Additionally, the researcher listens to the audio recordings while reviewing the transcripts to verify accuracy and completeness, ensuring no data is missing or misinterpreted.

Following organization comes the coding stage. In this phase, the researcher systematically assigns codes to meaningful units of data identified within the transcripts. These codes are tags or labels that represent specific events, ideas, or themes discussed by the participants. The coding process helps in structuring and categorizing the data for analysis

The fourth stage involves identifying themes. After coding the transcripts, the researcher reviews and categorizes the coded segments to identify recurring patterns or themes that emerge from the data. Themes are overarching concepts or

ideas that capture the essence of the participants' experiences or viewpoints related to the research topic.

Finally, in the fifth stage, the researcher interprets and describes the findings based on the identified themes. This involves synthesizing the coded data to provide a coherent narrative or explanation that aligns with the research objectives. It's a critical step where the researcher links the themes back to the research questions or aims, offering insights and conclusions drawn from the qualitative analysis process.

In summary, these five stages transcription, organizing data, coding, identifying themes, and interpreting findings are essential in conducting qualitative data analysis according to the approach referenced in the study. Each stage contributes to systematically analyzing and interpreting the qualitative data collected through interviews.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter contains an analysis of the research data that consists of two sections, research findings and discussion. The research findings section tells everything that was found during the research that answered two research questions proposed in this study. In the discussion section, the findings are drawn and connected to previous research and experts.

#### A. Research findings

To answer two research questions proposed in this study, the researcher used interview to collect data. The researcher used a semi-structured interview to find in-depth information from 3 English teachers in Senior High School at Oemar Diyan Bording school. In the interview, the researcher asked 12 questions in Indonesian language to avoid misunderstanding. The purpose of this research is to discover the teachers' effort in improving critical thinking student and to find out the obstacles faced by teachers in improving critical thinking in English classes. After analyzing the data, the researcher figured out some findings related to this study. These findings will be explained below.

#### 1. Teachers' effort in improving students' critical thinking in English language class

A teacher has an important role that must be played to lead a succesful teaching learning process in the classroom. Based on the interviews, the researcher

found that the teachers do several efforts to improve students' critical thinking in high school, they are: applying appropriate teaching method, utilizing instructional media, stimulating students critical thinking through question, giving a critical thinking task for students.

#### **a. Applying appropriate teaching method**

Based on the interview data, the English teachers try to improve students' critical thinking by applying appropriate teaching methods, which include the group discussion method, scientific method, and Problem Based Learning (PBL) to improve critical thinking.

##### **1). Group discussion**

Based on the interviews, teacher 1, and teacher 3 always use group discussions for teaching in class.

Teacher-1 said;

"Before started the material, I divided it into eight groups, and the groups did not change. So before starting the material, they sit in groups and then I explain the material a little, after that I asked questions and they discuss to find the answers".

Teacher-3 added another statement;

"Group discussions are often used, because in grade 1 high school the material is a lot of text, it is made easier, because students will discuss the content of the text, language and text structure in groups."

For teacher-2, the use of discussion groups was adjusted to the learning material, so that discussion groups were used frequently. She stated,

"I have used the group discussion method, but rarely because it depends on the material being taught. There are some materials that are not suitable for using group discussion methods."



Based on the findings above, it can be concluded that the group discussion method is one of the methods used by English teachers to improve critical thinking, as mentioned by Jones (2014), group discussions can help students to understand and get involved in classroom activities, with new ideas and information, thereby increasing interest and involvement which can encourage students' critical thinking results.

## 2). Problem-based learning (PBL)

Based on the interview, it was revealed that teacher-2 used the problem-based learning method as an English learning strategy, as mentioned by teacher-2,

"For learning methods, I prefer to use the PBL method. because students will be faced with a problem that will be solved with their group friends, and then the group will present the results of their discussion."

Thus, teacher-2 believes that problem-based learning can improve critical thinking, because students are faced with a problem then they look for a solution to the problem and finally they present the results of their discussion. In this situation, the students are required to think to solve the problem.

## 3). Scientific Method.

Based on the interview, it was found that teacher-2 also use scientific method in teaching English to improve students' critical thinking. She said:

"When I teach, I use a scientific approach. Students will observe problems and formulate them, then they process data and analyze the data. The use of scientific methods makes students think more critically and also make students more active."

The scientific method is used as a learning method that requires students to be more critical, because there is an aspect of critical thinking. Pohan, Maulina, Hardianti (2020), concluded that the use of scientific approach-based teaching materials has improved critical thinking of students.

### **b. Utilizing Instructional Media**

Based on interviews, English teachers use media such as Power Point (PPT), YouTube, websites and learning cards during teaching-learning process. Teacher-1 stated,

“The most often is Power Point, and YouTube. If the others have not been integrated. Meanwhile, textbooks are material guides. Power point contents are taken from learning articles”.

Teacher-2 mentioned,

“Projector, picture learning cards. The students observe the card and tell about the picture. while the use of learning videos depends on the material provided”.

Teacher-3 said

“I often use power point media in the form of a summary that I took from a learning article. I once use handouts for presentations, especially material related to text, captions, material that is suitable for using handouts”.

Thus, it can be concluded that the use of media in learning is quite varied, depending on the material and classroom activities.

### **c. Stimulating students critical thinking through question**

To create learning that can increase students' critical thinking, teachers need to stimulate students' thought before or during learning.

Teacher-1 said

"Usually, I make general questions about the material that be discussed. Sometimes I make questions about the material they have read, for example in

class 10 there are a lot of reading material. I make questions about the content of the text, so students are free to ask and answer from their opinion but the answer must be in accordance with the guide."

Teacher-2 added statement

"I make questions before teaching which is related to the material, for example, if the material is about news items, I will ask about today's news, and students would be free to answer according to their observations."

However, teacher-3 rarely stimulates students. She only asks questions related to the previous material. She said:

"I don't think about it too much, before starting learning, I usually ask questions related to the previous material to stimulate students to think."

In the interview, 2 English teachers often used questions that functioned to stimulate students' critical thinking when learning. The form of the questions was open questions, where students were free to answer according to their opinions but still within the learning context, as mentioned by teacher-2, "I ask questions at the beginning to trigger students to think, then ask for opinions about what they observe, so that they have to think about the answers."

Thus, it can be concluded that asking open questions can improve critical thinking because it triggers children to think about answers to the problems and problems they observe during learning. But not all teachers apply it continuously in their learning as teachers-3 do.

#### **d. Giving a Critical Thinking Tasks**

Based on the interview, the teachers gave assignments in the form of questions that triggered them to think and observe, as mentioned by teacher-1, and teacher-2,

Teacher-1

“Of course. For example, looking for translations of vocabulary that students don't know. Teachers can assess whether students are trying to think and trying to look for vocabulary in the dictionary. If they give good answers and use appropriate language then critical thinking is successful.”

Teacher -2

" I give them writing assignments to see how they write their opinions and answers. For example, about caption, I ask to provide captions based on predetermined standards, students are free to choose the picture they like and they would make a caption based on their observations of the picture. Then the picture would be assessed along with the caption guide that was created previously. If they provide captions according to the guidelines then critical thinking is successful.”

However, teacher-3 gave an assignment in the form of a reflection paper. In this reflection, students are asked to answer questions related to the entire material, and students are also asked to write down questions related to the material which will later be discussed at the next meeting.

Teacher 3

" The usual task is to provide a reflection paper. In the reflection paper I ask questions about reviewing the material in the chapter. And at the end I ask students to write down questions, then from these questions I judge from the way they give the questions, whether the questions are interesting and never think about asking that questions, we can interpret that student critical thinking has increased."

Thus, it can be concluded that English teachers use questions as a form of assignment, and these questions are in the form of open questions, where students are free to give their answers according to the material. Suwanto, Fajari, Chumdari (2020) said that, the open-ended question instrument is an effective assessment instrument to measure students' critical-thinking skills by taking into account several important aspects such as learning materials in the curriculum,

characteristics of students' cognitive development, and the functioning of the instrument and good grammar.

## **2. The challenges in improving critical thinking in language classroom**

Improving critical thinking in the language classroom is quite difficult for teachers. Every teacher has their own challenges in improving critical thinking. These challenges lead the teacher to be creative through some efforts to deal with.

### **a. The challenges.**

Based on interview from English teachers, teachers have their own challenges when improving students' critical thinking. These challenges are: unavailability of references and internet; lack of confidence; limited vocabulary; unmotivated in learning; lack references to support students' critical thinking.

#### **1) Unavailability of References and Internet.**

The challenges faced by teacher 1 is lack of internet access and references that do not support students to find out about the material being taught.

Teacher-1

"Their lack of freedom of access, the internet and books are not complete enough to support this learning, so students rely on teachers to search for deeper information."

Limited internet and resources are obstacles that can hinder improving critical thinking, because students have difficulty finding references and information related to the topics discussed in class.



## 2) Lack of Confidence

In interview data it is found that lack of self-confidence due to not being fluent in English was an obstacle for teacher-2, as mentioned:

Teacher-2

"For myself, when students are silent because they lack confidence in expressing their opinions, it is usually because they are not fluent in speaking English and lack of vocabulary."

A self-confident in expressing opinions is an important aspect in improving critical thinking. Lack of courage due to lack of fluency in English is an obstacle that can lead to failure in critical thinking.

Teacher-3 experienced the same challenges as teacher-2, however, students from teacher-3 lacked of self-confidence because they were mixed with the opposite sex, girls were shy around boys and vice versa.

Teacher-3

"I happen to teach in a mixed class (men and women), but here they really lack the confidence to express their opinions, because the factor is that there are members of the opposite sex, for example women don't dare to attend class. because there are men, and so men are ashamed because there are women."

In brief, some students' lack of courage to express their opinions because they are learning in mixed-class, boy & girls. This problem due to hesitate participating in class becomes an obstacle in critical thinking.

## 3). Limited vocabulary.

In this interview, the lack of vocabulary in learning is a challenge for teachers, to develop students' critical thinking especially teacher-2, as mentioned

“Because language learning at high school level is higher, so there are students who lack the vocabulary to speak and express their opinions”.

Students' limited vocabulary makes it difficult for them to explain information related to the material. Lack of vocabulary is also one of the obstacles that often occurs when learning a foreign language takes place

#### 4). Unmotivated in learning.

Based on interviews, the English teachers experienced passive class because some students hesitate to participate. Lack of student participation during learning is a challenge for English teachers in high school, teacher-1, teacher-2, and teacher-3 experience this challenge, as explained

Teacher-1

" Often students are less active because they are tired and sleepy, which is a challenge for me."

Teacher-2

"Of course, students don't always have the mood to study, so every day there are students who are less active."

Teacher-3

"Often, especially for boys, but girls more enthusiasm in learning, when I ask them the reason they would answer, "tired, and don't understand". If I ask where the things that don't understand, the students just silent, that happens often."

Thus, the challenges faced by each teacher are different, because the characteristics of children are also different, but student inactivity is one of the common challenges teachers face in learning.

#### **b. The solution**

The challenges faced by the teachers related to improving students' critical thinking need to be solved. Each teacher has their own way of dealing with these

challenges. Based on the interviews, researchers found that there are solutions that English teachers can use to face obstacles in improving students' critical thinking, including: provide additional time, give motivation to be more confident, require the use of a dictionary during learning, monitor class intensively.

#### 1). Provide Additional Time

As mentioned above, teacher-1 faces the challenges of lack of internet access and lack of references in finding information related to the material. Providing the opportunity to ask questions and the opportunity to access the internet before closing the lesson is how teacher-1 overcomes this problem.

Teacher-1

" Usually before the class closes, I give them the opportunity to access the internet to look for information related to material they don't understand, or sometimes also ask questions about the material or outside the material."

By maximizing learning time, teacher-1 provides opportunities at the end of class to access information and look for reference sources related to the learning topic.

#### 2). Give Motivation to be More Confident

For teacher-2, the challenge in improving students' critical thinking skill was a lack of students' self-confidence due to not being fluent in speaking English, so teacher-2 overcame it by giving motivation words and, allowing them to speak English and Indonesian to increase students' confidence to speak English.

Teacher-2.

"Usually I give motivation like "it's okay if we don't speak English enough, because we are all still learning here." they are allowed to speak Indonesian if

there is vocabulary they don't know, or sometimes I tell them to bring a dictionary and look up vocabulary they don't know.”

It was different with teacher-3, whose students lack of self-confidence because the class was mixed.

Teacher-3

“The groups were separated, so girls and girls and boys and girls. when presenting, they still don't have the courage, but over time they become brave”.

Therefore, teacher-3 overcame the problem by separating groups such as girls and girls, boys and boys, and for presentations they presented in their respective groups. Separating the groups gives students more freedom to discuss and do assignments.

### 3). Require the Use of a Dictionary During Learning.

The lack of vocabulary makes students less active in expressing their opinions. In this way, teacher-2 requires students to use a dictionary as mentioned;

“I require them to bring a dictionary, because there is some vocabulary that they don't know because this vocabulary is rarely used. By requiring them to bring a dictionary, it will be easier for them to speak and explain the material”.

Therefore, requiring students to bring dictionaries is one way for teachers to overcome this problem. Teacher-2 believes that requiring students to bring a dictionary can make students remember the vocabulary they are looking for better and can also add new vocabulary.

#### 4). Monitoring Class Intensively

Meanwhile, to overcome students who are less active, English teachers overcome this problem by monitoring the students or making the learning process based on students' needs. As mentioned by teacher-1, teacher-2, and teacher-3

Teacher-1.

I monitor the entire class, if there are students who are less active and sleepy during learning, I find out the problem and I do icebreaking to restore their focus."

Teacher-2

"Because students' has different characters mood for study, that's why I usually ask about the problem, and where they don't understand. So, I would ask about material that they don't understand. If the student does not dare to express their question, I would ask them to write the question down and then discuss the question together in front of the class

Teacher-3.

"Usually I reprimand them, if they are still not active enough or are still lazy, I monitor them after study hours. I find out the problem and I will explain the missing material and give them advice."

In conclusion, improving critical thinking in the language classroom requires a varied approach that combines various strategies and techniques. The differences in students' characters and moods make teachers have their own way of dealing with problems in the classroom; monitor, and approach it in a different way. Teachers should strive to create a supportive and engaging learning environment that encourages students to participate actively and think critically. By implementing these strategies, teachers can help students develop their critical thinking skills, which are important for success in both academic and professional settings.



## B. Discussion

This research emphasizes English teachers' effort in improving students' critical thinking in language classroom. This research proposes two research questions. The answers for both research questions come from the interview. The first research question is "What are the teacher's efforts to improve students' critical thinking in the English classroom at Tgk Chiek Oemar Diyan.?" From the research findings, there are 4 aspects of teachers' efforts to improve students' critical thinking, including; applying appropriate teaching method, utilizing instructional media, stimulating students through trigger questions, giving critical thinking tasks.

The teachers apply appropriate learning methods to improve students' criticals thinking. Group discussion, problem-based learning, scientific methods are some of methods which are often used regularly by the teacher. This result is supported by Jones (2014), that group discussion is effective in improving critical thinking because discussion groups help students to understand and engage with new ideas and information, this can promote the interest and engagement which result in positive outcomes. According to Razak, Ramdan, and Mahjom (2022), problem-based learning may develop diverse abilities, such as thinking critically and creatively, solving problems, collaborating, communicating effectively, and global literacy. In addition, Lieung, Rahayu, and Fredy (2020), stated that critical thinking skills students had increased after using scientific methode.

The learning media found in this interview were power points, learning cards, and handouts and you tube. According to Lathifah (2020), learning media is an alternative that can be used to fulfill student competencies in the 21st century,

especially critical thinking competencies. Media can be used to improve critical thinking skills, but its effectiveness depends on various factors. These media can be useful tools for improving critical thinking skills, depending on the context and design of the media and the level of interactivity, and the engagement of the students. According to Wijaya and Rokiah (2029), the use of YouTube as a technological resource in the critical thinking element pattern of argumentative texts can foster critical thinking skills.

Furthermore, this research found that stimulation by asking open-ended questions can improve critical thinking because these questions can stimulate students to think, give argument according to themselves and enhance curiosity in learning. Stimulating student is more effective to guide practical teaching in various educational contexts, to motivate students to seek information (Pluck, Graham, Johnso and Helen, 2011). To measure students' success in improving critical thinking, teachers must prepare tasks to assess students' critical thinking during learning. In the teacher interview data, it was found that the teacher made open questions, to lead students were free to express their opinions. To determine whether critical thinking is successful, one of the teachers assess the students' writing, but still in accordance with the assessment guide. According to Panggabean (2022), open-ended questions are a powerful tool for improving critical thinking skills. They encourage depth of thought, foster creativity, develop problem-solving skills, enhance critical thinking skills, and improve communication skills.

The second research question asked in this study is "What challenges do teachers face in improving students' critical thinking in English classes at Tgk Chiek

Oemar Diyan?". Interview findings indicate that teachers experience certain difficulties when teaching students to improve critical thinking. These challenges include: lack of internet access and references for students, lack of self-confidence caused by not being able to speak English fluently, limited vocabulary, lack of self-confidence caused by embarrassment when gathering with groups of the opposite gender, and lack of activity during learning.

lack of confidence in speaking English is a challenge often faced by English teachers. This finding is supported by LI & Ren (2020); students may lack confidence in their ability to think critically, which can hinder their efforts to improve their critical thinking skills. To overcome this problem, teachers need to give motivation to be more confident, by convincing students that it is okay if they are not fluent, and allowing them to speak Indonesian and requiring them to bring a dictionary. According to Leis (2022), allowing students to speak two languages during English learning hours can increase students' self-confidence. This is because speaking two languages can help students feel more comfortable and confident in their ability to communicate effectively in English.

Another, obstacle faced by teachers is the lack of internet access and references to obtain information about the material. Students may not have access to necessary resources, such as textbooks, technology, or materials, to support their critical thinking activities. Learning resources are all sources of data that can support the learning process, provide learning programs and learning resources that increase the enjoyment of reading and enable students to become critical and creative thinkers and effective users' information in all formats and media (Asrial

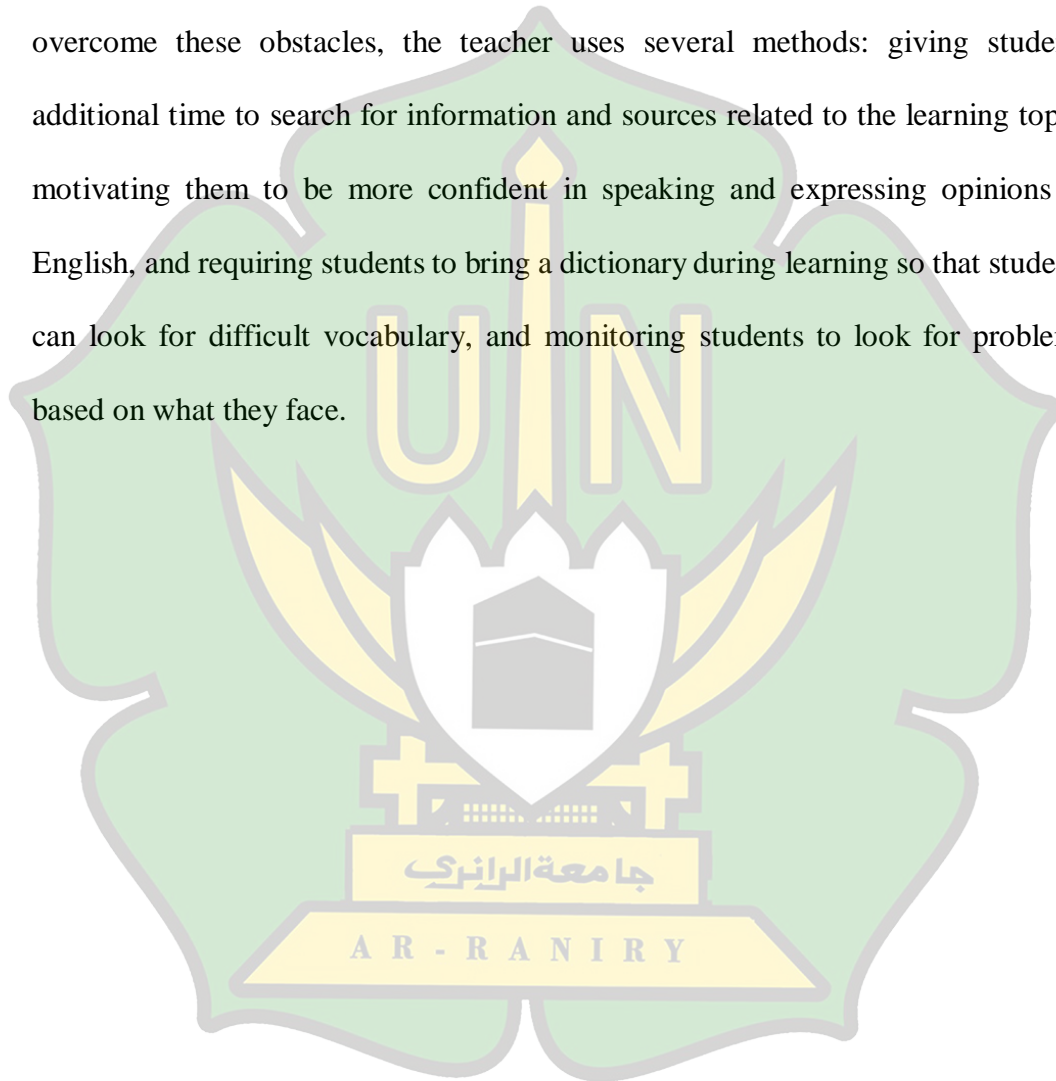
et al., 2019). To overcome this, the teacher provides time at the end of the learning hour to access information related to the material being studied so that students can get additional information apart from the textbook.

Lack of vocabulary is also problem faced by teachers. lack of vocabulary can hinder students' ability to understand and analyze complex texts, causing a lack of critical thinking skills. A study from Shidu and Nor (2017) found that students' limited vocabulary can lead to shallow thinking and a lack of critical thinking skills, because they may not have the words needed to express their thoughts and ideas. In this way, teachers overcome this condition by requiring students to bring dictionaries so students can look for vocabulary they don't know and can also add new vocabulary.

Furthermore, less motivation is a significant obstacle in improving critical thinking skills. This is because students who lack motivation may not be inclined to engage in activities that require critical thinking, such as problem-solving and analysis. For instance, a study found that students' lack of motivation can lead to a lack of engagement in learning activities, which can hinder the development of critical thinking skills (Afrida & Utanto, 2019). Students' motivation contributes to the successful teaching learning process as it determines self-engagement and participations in the classroom (Dahlia, 2019). To overcome this problem, teachers carry out intensive monitoring to find out problems that result in a lack of mood in learning and a lack of activity in learning.

In conclusion, teachers' efforts to improve critical thinking skills in language learning involve a series of strategies, using appropriate media, providing

stimulating questions, and tasks to measure the success of critical thinking. The obstacles faced by teachers in improving critical thinking are the lack of references and internet access to obtain information related to the material, lack of self-confidence, limited student vocabulary, lack of student activity in learning. To overcome these obstacles, the teacher uses several methods: giving students additional time to search for information and sources related to the learning topic, motivating them to be more confident in speaking and expressing opinions in English, and requiring students to bring a dictionary during learning so that students can look for difficult vocabulary, and monitoring students to look for problems based on what they face.





## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter consists of conclusions from this study and suggestions from research findings and discussion. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

#### A. Conclusion

Critical thinking is indispensable in real life, especially in the field of education, because critical thinking in education is the process of thinking to make decisions from various foundations such as evidence, methods, criteria, context, conceptualization, and relevant sources of information. In the end, this can be practiced by students in real life. The success of critical thinking is determined by the teacher's efforts.

In this research, there are four teacher efforts in improving critical thinking, including applying teaching methods, instructional media media, stimulated student by trigger question, and giving critical thinking task. To improve the ability of good critical thinking, the process of learning that takes place should be packaged in such a way that students are actively involved in the classroom. Students' critical thinking skills can be improved by being trained in learning that requires them to explore, ask questions, solve problems, and reach solutions. For this reason, learning materials and student stimulation must be equipped with aspects that can increase students' critical thinking, by providing tasks can stimulate students'

thinking, and using appropriate media in learning can influence the success of critical thinking.

In addition, teachers in improving critical things also have challenges when they teach the English language. They have to deal with students with different characters. The problem is a lack of self-confidence caused by not being fluent in English, limited vocabulary, feeling shy towards friends of the opposite gender so that they are less free to express their opinions, and inactivity for some students during learning. From these problems, the teacher generally approaches students and motivates students to be braver in expressing their opinions.

Solutions that have emerged to overcome these challenges include; provide additional time for students to access information and look for references related to learning material, provide motivation so that students are more confident in speaking English, encourage students to bring dictionaries so they can look up vocabulary they don't know, and monitor students intensively so that teachers can find out the problems of students who are less active. These solutions are applied by English teachers to solve the problems they face.

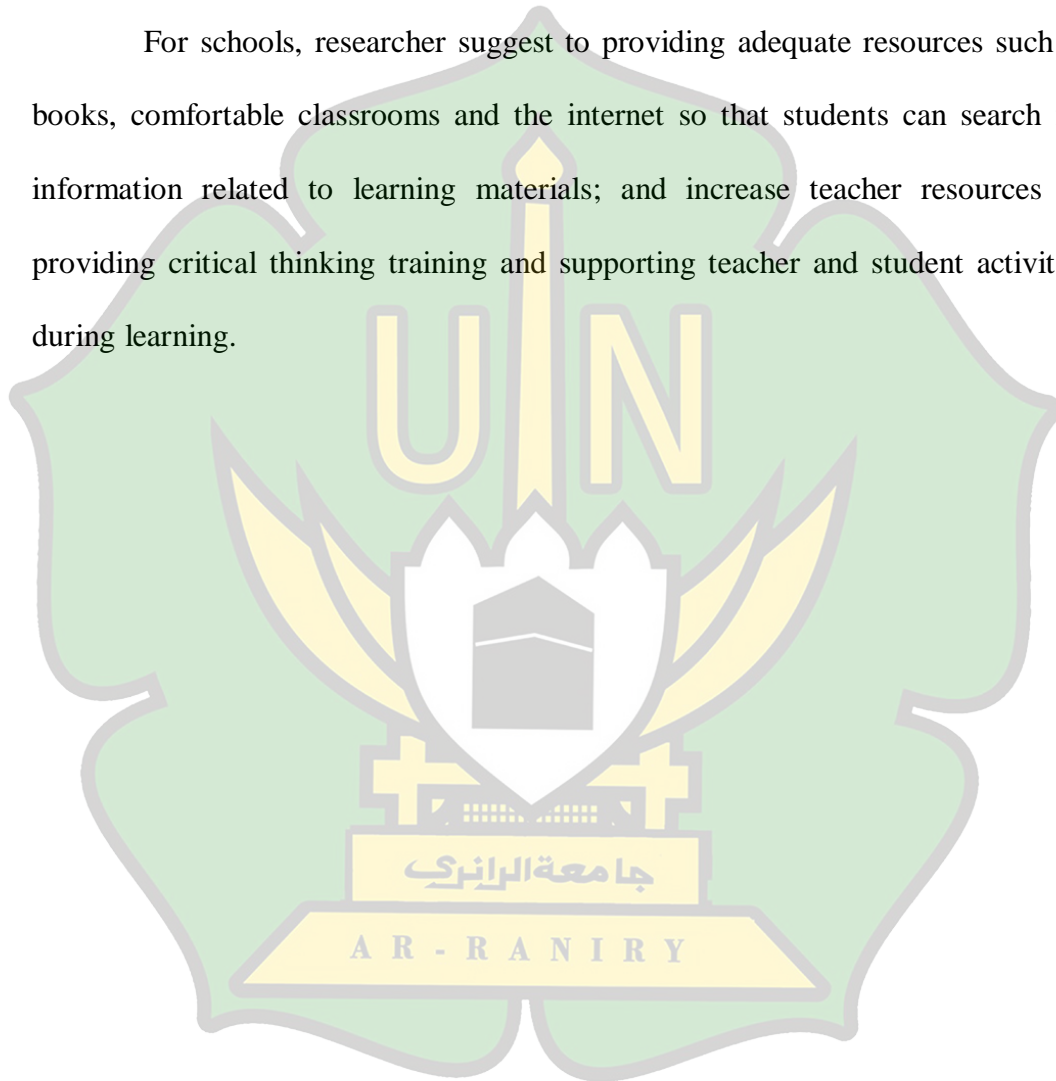
### **B. Recommendation**

Based on these findings, the researcher suggests several suggestions for English teachers, students and schools.

For English teachers. Teachers must use more varied learning methods and media that can stimulate students to thinking critically. it is necessary to encourage students' participation. Researcher also recommend that teachers build good relationships with students so that they enjoy the class and have motivation to learn.

For students, researcher recommend that they need to be more actively involved in learning, more confident in communicating in English to improve critical thinking, Get used to speak English so that it is easier to express your opinion, and make reading as a part of the learning process in the classroom.

For schools, researcher suggest to providing adequate resources such as books, comfortable classrooms and the internet so that students can search for information related to learning materials; and increase teacher resources by providing critical thinking training and supporting teacher and student activities during learning.



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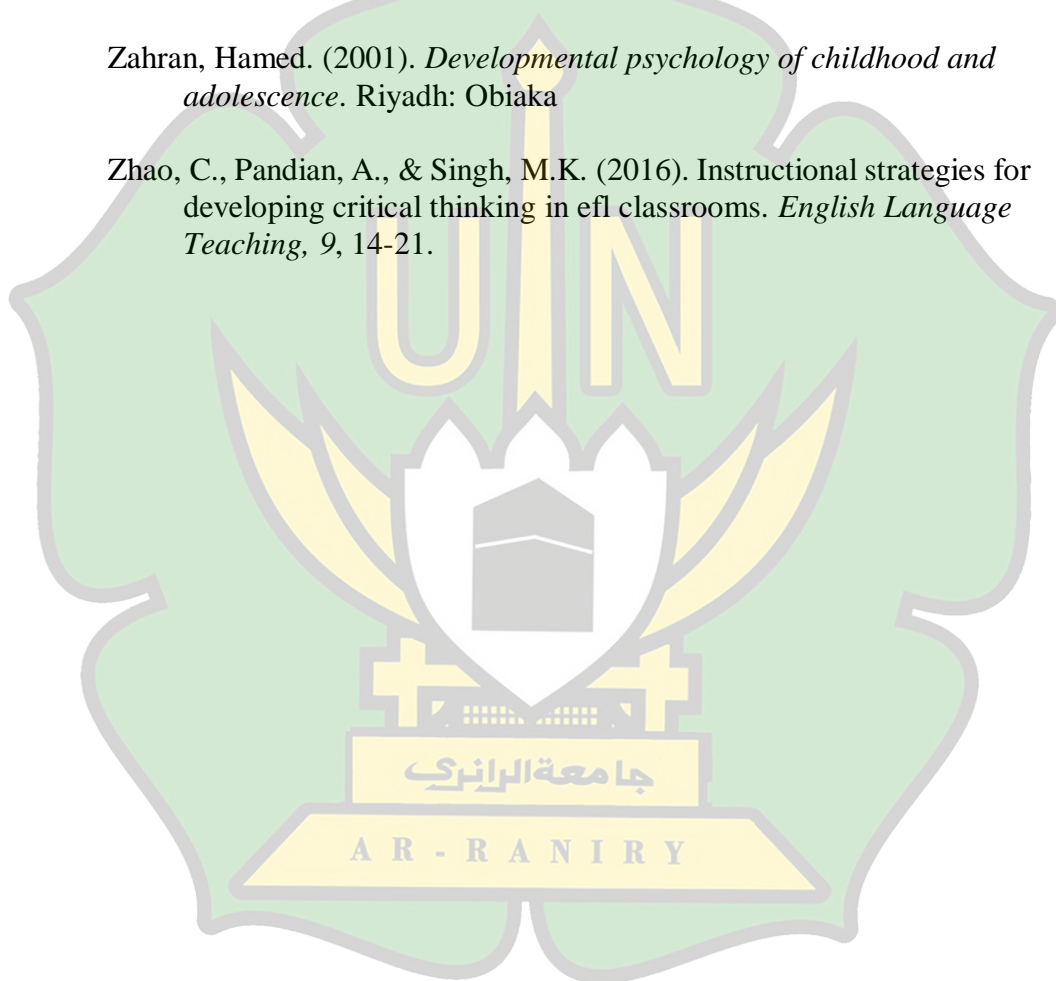
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## Appendix A Appointment Letter of Supervisor.



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
**NOMOR : B-353/UIN.05/FTKRp.07.05/2024**

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang**

- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- b. bahwa yang namanya tertera dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

**Mengingat**

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahanstitusi Agama Islam negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 482 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KM.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelagasan Wewenang kepada Dekan dan Direktur Proccesana di Lingkungan UIN Ar-Raniry Banda Aceh.

**MEMUTUSKAN**

**Menetapkan**

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

**KESATU**

**KEDUA**

Menunjuk Saudara :

1. Syarifah Dahlia, S.Ag., M.Ag., M.Ed., Ph.D
2. Niswati, S.Ag., M.Pd

Sebagai Pembimbing pertama  
Sebagai Pembimbing kedua

**Untuk membimbing Skripsi**

Nama : Rayhana Isyafillah  
NIM : 100203048  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Teacher's Efforts in Improving Students Critical Thinking in Language Classroom

**KETIGA**

Kepada pembimbing yang bersangkutan namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

**KEEMPAT**

Pembayaran akibat keputusan ini dibebankan pada DIPK UIN Ar-Raniry Banda Aceh Nomor SP DIPK-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;


**KELIMA**

Surat Keputusan ini berlaku selamanya sejak bulan sejak ditetapkan;

**KEENAM**

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila sesudah hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.


Ditetapkan di : Banda Aceh  
Pada tanggal : 03 Mei 2024  
Dekan.

  
**Sabriz Malik**

**Tembusan**

1. Salinan Pengantar Agama RI di Jakarta;
2. Salinan Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Salinan Pengantar Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Salinan Pengantar Pendidikan Agama Islam (KPPSI) di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Asip.

**AR - RANIRY**





**Appendix B Recommendation Letter from Fakultas Tarbiyah dan  
Keguruan To conduct Field Research Keguruan To  
conduct Field Research**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3150/Un.08/FTK.1/TL.00/4/2024  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Kepala MAS Tgk. Chiek Oemar Diyan Kecamatan Indrapuri Kabupaten Aceh Besar  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RAYHANA INAYATILLAH / 190203048**  
Semester/Jurusan : X / Pendidikan Bahasa Inggris  
Alamat sekarang : jln Puka 1 Ateuk Pahlawan, kec Baiturrahman. Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teacher's Effort in Improving Critical Thinking Stundents in English Language Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 22 April 2024  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,

A R - R A N I R Y



Berlaku sampai : 31 Mei 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



## Appendix C Confirmation Letter from the school

### Mas Tgk Chiek Oemar Diyan



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR  
MADRASAH ALIYAH TGK. CHIEK OEMAR DIYAN  
Krueng Lamkareung – Indrapuri – Aceh Besar 23363 e-mail : [mas.oemardiyan@gmail.com](mailto:mas.oemardiyan@gmail.com)  
NSM : 131211060005 NPSN : 10114249

No. : B-566/Ma.01.44/05/2024

Indrapuri, 18 Mei 2024

Lamp : -

Hal : Izin Mengumpulkan Data Skripsi

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar- Raniry  
Darussalam Banda Aceh  
di

Tempat

Dengan Hormat

Sehubungan dengan surat edaran Saudara nomor : B-3150/Un.08/FTK.1/TL.00/4/2024 tanggal 22 April 2024 perihal sebagaimana tersebut di pokok surat, maka Kepala Madrasah Aliyah Tgk. Chiek Oemar Diyan menyatakan bahwa :

Nama : Rayhana Inayatillah  
NIM : 190203048  
Prodi/Jurusan : Pendidikan Bahasa Inggris

telah mengumpulkan data pada MAS Tgk. Chiek Oemar Diyan untuk menyusun Skripsi dengan judul : **"Teacher's Effort in Improving Critical Thinking Students in English Language Classroom"**

Demikianlah surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala Madrasah

*Rayhanur S.Pd.L*

Nip. 19730524 200710 1 001

جامعة الرانيري

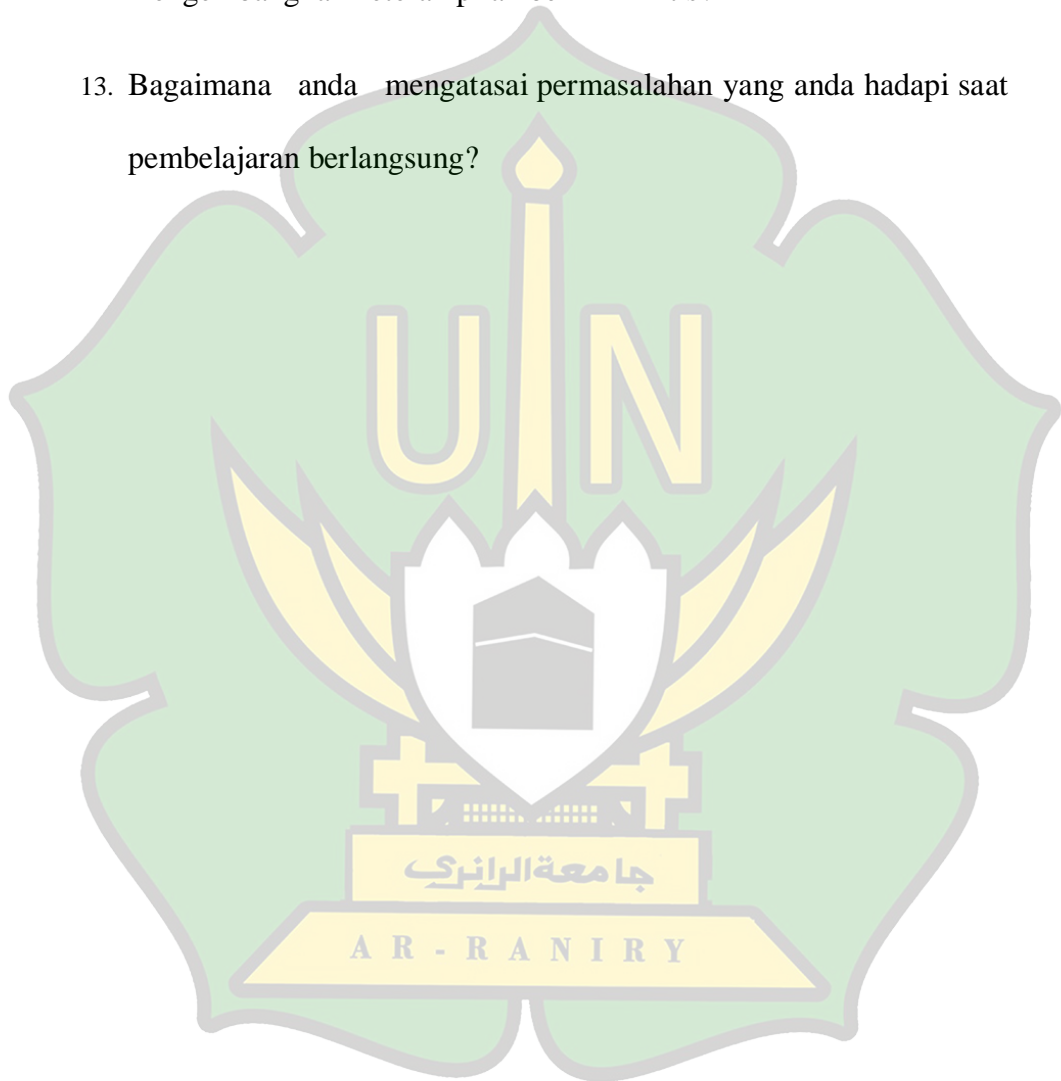
AR - RANIRY

## **Appendix D List of Interview Question**

### **The Question Interview Guide:**

1. Bisakah bapak/ibuk menjelaskan strategi pengajaran dan media yang anda gunakan dalam pembelajaran Bahasa Inggris?
2. Apakah strategi tersebut mampu mengembangkan berfikir kritis siswa?
3. Saat menyusun pembelajaran apakah bapak/ibu ada mempertimbangkan aspek berfikir kritis?
4. Apa saja tahapan yang anda lakukan saat mengajar untuk mengembangkan berfikir kritis?
5. Apa saja yang menjadi faktor pendorong dalam mengembangkan berfikir kritis pada siswa dalam pembelajaran Bahasa Inggris?
6. Apa upaya yang anda lakukan dalam pengembangan berfikir kritis siswa agar siswa aktif dalam proses pembelajaran?
7. Bagaimana untuk siswa yang tidak aktif upaya apa yang anda lakukan agar siswa tersebut menjadi lebih aktif?
8. Apakah tugas yang dilakukan selama ini mampu mengembangkan berfikir kritis siswa?
9. Apakah tugas tersebut mampu menggambarkan keberhasilan siswa dalam pengembangan berfikir kritis?
10. Berdasarkan pengalaman bapak hambatan apa saja yang muncul dalam pengembangan berfikir kritis siswa?

11. Apakah ada tantangan khusus yang anda alami dalam mengembangkan berpikir kritis pada saat pembelajaran berlangsung?
12. Bagaimana anda menangani siswa yang mungkin mengalami kesulitan mengembangkan keterampilan berfikir kritis?
13. Bagaimana anda mengatasi permasalahan yang anda hadapi saat pembelajaran berlangsung?



## Appendix E Interview Transcript

### Traskrip wawancara

#### Teacher-1

P: Bisakah bapak/ibuk menjelaskan strategi pengajaran dan media yang anda gunakan dalam pembelajaran Bahasa Inggris?

J: Literar methode, dan group discussion. Untuk saat ini siswa lebih sering mengguna group diskusi. Untuk medianya biasanya gunain infokus. Karena siswa lebih tertarik gunain infokus. Karena menurut siswa materi yang di infokus itu lebih mudah di pahami dari pada yang di buku. Saya ambil materi untuk di infokus dari buku paket akan tetapi saya singkatkan dan di perjelas agar siswa lebih paham.

P: Apakah strategi tersebut mampu mengembangkan berfikir kritis siswa?

J: iya sangat mampu mengembangkan, karena secara tidak langsung metode adalah grup diskusi yang dimana siswa dilibatkan dalam aktifitas pembelajaran.

P: Saat menyusun pembelajaran apakah bapak/ibu ada mempertimbangkan aspek berfikir kritis?

J: Ada, biasanya di rpp saya memasukan di bagian kegiatan. Di bagian kegiatan tersebut ada sesi tanya jawab terkait dengan materi tersebut.

P: Apa saja tahapan tahapan yang anda lakukan saat mengajar untuk mengembangkan berfikir kritis?

J: menurut saya mampu, karena tahapan pertanyaan tersebut pertanyaan terbuka. Biasanya pertanyaan terbuka bisa menstimulasi siswa untuk berfikir kritis.

P: Apa saja yang menjadi factor pendorong dalam mengembangkan berfikir kritis pada siswa dalam pembelajaran Bahasa Inggris?

J: bersaing di dalam kelas, karena ketika berdiskusi kelompok murid akan memaparkan di depan kelas hasil dari diskusi mereka, dengan demikian siswa melihat kelompok lain sehingga timbul rasa tidak mau kalah antara kelompok lain. Pada akhirnya rasa tidak mau kalah tersebut mendorong mereka untuk memberikan jawaban yang bagus.

P: Apa upaya yang anda lakukan dalam pengembangan berfikir kritis siswa agar siswa aktif dalam proses pembelajaran?

J: memberikan pertanyaan stimulasi sebelum pembelajaran berlangsung untuk membuat siswa aktif

P: Bagaimana untuk siswa yang tidak aktif upaya apa yang anda lakukan agar siswa tersebut menjadi lebih aktif?

J: monitoring, cari tahu masalahnya. Nah ketika kita udah tau masalahnya lebih mudah membuat mereka lebih aktif. Contohnya kalo siswa tersebut ngantuk nanti kita suruh mereka ke kamar mandi dan cuci muka atau kadang kadang melakukan ice breaking.

P: Apakah tugas yang dilakukan selama ini mampu mengembangkan berfikir kritis siswa?



J: mampu, karena tugas yang saya berikan menuntut siswa untuk mengeluarkan pendapatnya. Biasanya tugas yang saya berikan adalah pertanyaan pertanyaan yang jawabanya Panjang Panjang.

P: Apakah tugas tersebut mampu menggambarkan keberhasilan siswa dalam pengembangan berfikir kritis?

J: mampu, saat saya menilai tugas mereka, saya melihat bagaimana mereka menulis dan memaparkan pendapat mereka dengan menggunakan bahasa yang terstruktur dan rapi.

P: Berdasarkan pengalaman bapak hambatan apa saja yang muncul dalam mengembangkan berfikir kritis siswa?

J: kurang aktif, pasti kalo masalah yang ini. Karena biasakan mood belajar siswa tidak menentu kadang kadang rajin, kadang juga malas

P: Apakah ada tantangan khusus yang anda alami dalam mengembangkan berpikir kritis pada saat pembelajaran berlangsung?

J: kurang referensi dan keterbatasan dalam mengakses internet, jadi siswa sulit untuk mencari informasi terkait materi pembelajaran

P: Bagaimana anda menangani siswa yang mungkin mengalami kesulitan mengembangkan keterampilan berfikir kritis?

J: biasanya tuh saya amati anak tersebut kekurangannya apa, nah jika dia kurang berani, jadi saya akan motivasi dia dan meyakini untuk harus lebih berani

P: Bagaimana anda mengatasi permasalahan yang anda hadapi saat pembelajaran berlangsung?

J: jika masalah kurang aktif biasanya monitoring, amati kekurangan setiap siswa, jika permasalahannya adalah kurangnya akses internet dan referensi, biasanya saya memberi kesempatan siswa di akhir jam belajar untuk bertanya dan mencari referensi Bersama sama.

## **Teacher-2**

P: Bisakah bapak/ibuk menjelaskan strategi pengajaran dan media yang anda gunakan dalam pembelajaran Bahasa Inggris?

J: Jadi selama ini kita punya kurikulum merdeka, tapi di pasantren gunakan kurikulum k13, nah waktu mengajar saya menggunakan pendekatan saintifik, dimana siswa nanti mengamati masalah lalu mereka membuat rumusan permasalahannya lalu mengolah data, terus mengasosiasi intinya mereka harus berusaha untuk berfikir, sampe mereka bisa mengkomunikasikan dengan teman temannya terhadap masalah yang di hadirkan di kelas tadi. model pembelajar nya suka menggunakan pbl, Dimana anak anak di sajikan masalah nanti anak anak menyelesaikan masalah tersebut dengan teman sekolah dan nanti di paparkan apa yang mereka temukan dalam solving problem. Projector, kartu pembelajara gambar yang nanti anak anak melihat dan menceritakan gambar tersebut, gunakan video pembelajaran, tergantung materi yang di berikan, medianya bervariasi, contoh materinya news item, mereka mengamati beritanya, nanti siswa di berikan lkpd, dan nanti mereka mendiskusikan malah yang mereka amati, dan nanti setelah itu mereka menyampaikan hasil diskusinya

P: Apakah strategi tersebut mampu mengembangkan berfikir kritis siswa?

J: Bisa, karena siswa di hadirkan masalah, nanti masing masing kelompok akan menghasilkan prespektif yang berbeda, contoh berita tentang gaza, nah setelah mereka menyelesaikan lkpd, pasti nya mereka akan punya pendapat masing masing, jadi distu menuntut anak untuk bebas berpendapat

P: Saat menyusun pembelajaran apakah bapak/ibu ada mempertimbangkan aspek berfikir kritis?

J: ada, di pembukaan awal saya kasi pertanyaan pemantik.

P: Apa saja tahapan tahapan yang anda lakukan saat mengajar untuk mengembangkan berfikir kritis?

J: biasanya di awal itu muncul pertanya pertanya pemanti, jadi anak kita tanyakan berita yang baru, sehingga anak bebas untuk berpendapat dan berfikri. Banyak bertanya, ketika mereka banyak bertanya otomatis mereka berfikir. Untuk mereka dapat meneyesaikan satu permasalahan.

P: Apa saja yang menjadi factor pendorong dalam mengembangkan berfikir kritis pada siswa dalam pembelajaran Bahasa inggris?

J: factor utamanya adalah guru, karena guru yang menentukan dan merancang pembelajaran tersebut agar berfikir kritis tersebut berhasil.

P: Apa upaya yang anda lakukan dalam pengemabangan berfikir kritis siswa agar siswa aktif dalam proses pembelajaran?

J: Karena karakter kritik anak berbeda, jadi ada anak yang tidak paham lalu bertanya ada juga yang tidak. Jadi cara nya dengan pertanyaan tadi, kita memberikan

pertanyaan untuk memicu dia untuk berfikir kita tanyakan pendapat dia tentang apa yang dia amati, sehingga jawabannya itu tidak mudah dia dapatkan semacam stimulasi.

P: Bagaimana untuk siswa yang tidak aktif upaya apa yang anda lakukan agar siswa tersebut menjadi lebih aktif?

J: Kalo saya sendiri ketika siswa diam nah kita tanya kenapa diam pasti jawabannya tidak ngerti nah kita tanya apa yang dia ngertinya, dan akhirnya dari situ kita dekati dia atau melakukan pendekatan secara personal dan akhirnya dia akan bertanya, atau mencoba, kita minta menulis untuk apa yang dia tidak paham. Nah saya akan melemaparkan ke forum tentang apa yang tidak dimengerti, kayak melibatkan semua murid.

P: Apakah tugas yang dilakukan selama ini mampu mengembangkan berfikir kritis siswa?

J: sejauh ini mampu, karena siswa mengalami kemajuan dari yang awal mereka susah memaparkan pendapat dan akhir lebih berani.

P: Berdasarkan pengalaman bapak hambatan apa saja yang muncul dalam mengembangkan berfikir kritis siswa?

J: mood siswa yang tidak sesuai. Kurang percaya diri kurang aktif

P: Apakah ada tantangan khusus yang anda alami dalam mengembangkan berpikir kritis pada saat pembelajaran berlangsung?

Kurang percaya diri karena tidak fasih menggunakan bahasa inggris dan kurang kosa kata.

P: Bagaimana anda mengatasi permasalahan yang anda hadapi saat pembelajaran berlangsung?

J: saya biasanya ikuti kemauan siswa bagaimana belajarnya. Kadang ada siswa yang bosan. Nah saya akan membuat pembelajaran tersebut lebih menarik, contohnya di materi caption, mereka lagi jenuh dalam belajar jadi saya minta mereka untuk berfoto bebas, nah setelah mereka berfoto saya meminta mereka untuk membuat caption dari foto tersebut, sehingga secara tidak langsung mereka belajar malahan lebih aktif.

### **Teacher-3**

P: Bisakah bapak/ibuk menjelaskan strategi pengajaran dan media yang anda gunakan dalam pembelajaran Bahasa Inggris?

J: Paling sering grup discussion, karena di kelas 10 itu sering teks jadi lebih grup discusin, cuman kalo lagi materinya berbeda kadang pakek ppt tapi sering discus dengan teman grup sendiri jadi mereka akan tanggu jawab terhadap kelompok tersebut. Untuk media sering gunain power point.

P: Apakah strategi tersebut mampu mengembangkan berfikir kritis siswa?

J: bisa, karena mereka dituntu untuk lebih aktif dalam mengeluarkan pendapat.

P: Saat menyusun pembelajaran apakah bapak/ibu ada mempertimbangkan aspek berfikir kritis?

J: kurang mempertimbangkan, karena untuk menyusun RPP bisa menggunakan format yang di web, tapi ada dimotifasi juga.



P: Apa saja tahapan tahapan yang anda lakukan saat mengajar untuk mengembangkan berfikir kritis?

J: untuk tahapan, mungkin jarang saya lakuin, jadi palingan pertanyaan pembuka sebelum materi. Pertanyaan tersebut terkait dengan materi sebelumnya.

P: Apa saja yang menjadi factor pendorong dalam mengembangkan berfikir kritis pada siswa dalam pembelajaran Bahasa Inggris?

J: kebiasaan siswa dalam membaca dapat meningkatkan berfikir kritis, semakin siswa banyak mengetahui semakin juga siswa tersebut kritis.

P: Apa upaya yang anda lakukan dalam pengembangan berfikir kritis siswa agar siswa aktif dalam proses pembelajaran?

J: kasih pertanyaan stimulasi, memberikan bahan bacaan

P: Bagaimana untuk siswa yang tidak aktif upaya apa yang anda lakukan agar siswa tersebut menjadi lebih aktif?

J: kalo siswa yang kurang aktif itu biasanya banyak factor kaya lagi malas, ngstuk, capek. Kalo begitu alasannya pertama tama saya tegur, lalu jika tidak mempan saya menyuruh cuci muka kalo tidak juga, saya biarin dan di luar jam pembelajaran saya memberikan nasehat dan mengulang sedikit materi yang tidak paham.

P: Apakah tugas yang dilakukan selama ini mampu mengembangkan berfikir kritis siswa?

J: mampu, jenis tugas yang saya berikan itu reflection paper, nah di akhir dari reflection paper saya meminta siswa untuk menuliskan pertanyaan terkait dengan

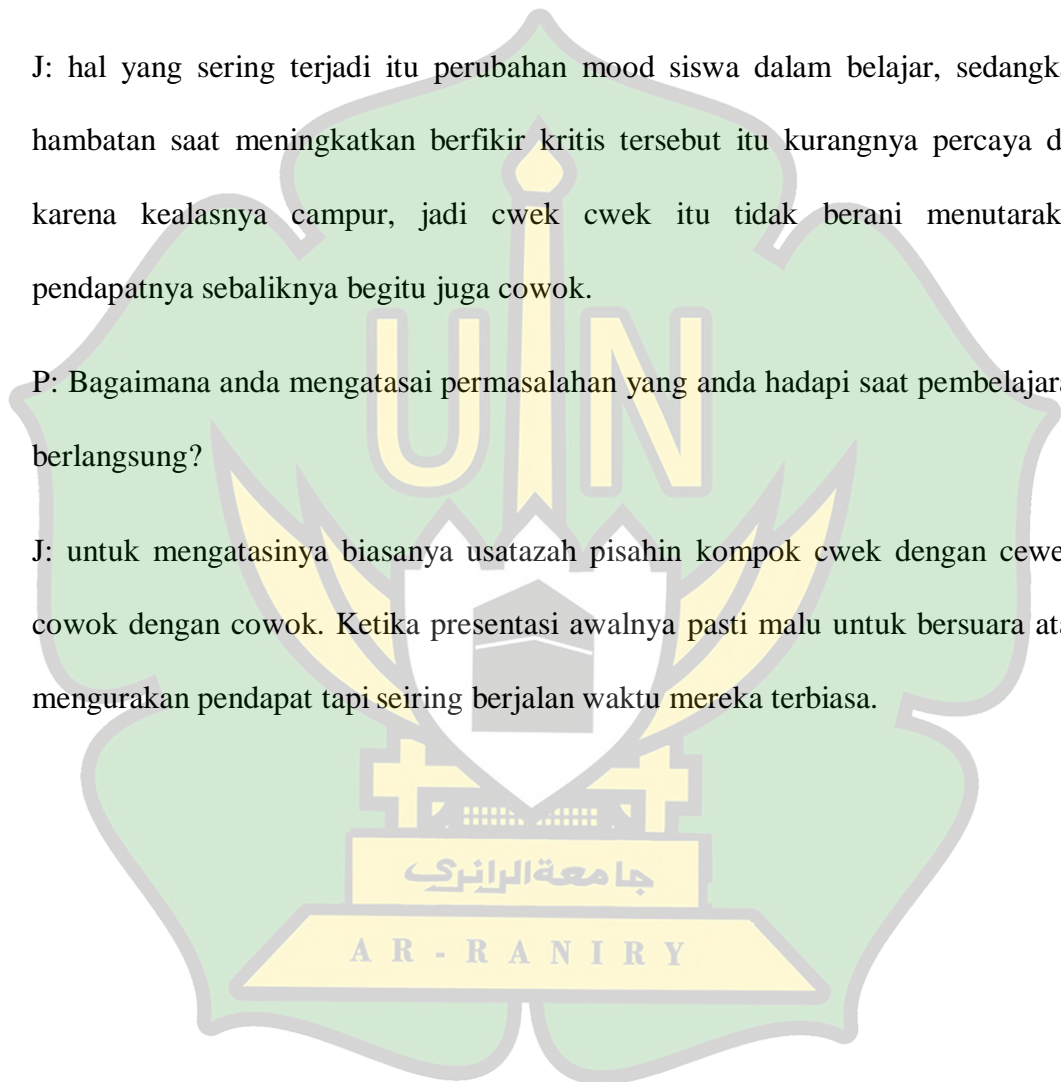
materi, jika siswa tersebut memberikan pertanyaan yang tidak pernah terfikir, dengan demikian berfikir kritisnya meningkat.

P: Berdasarkan pengalaman bapak hambatan apa saja yang muncul dalam mengembangkan berfikir kritis siswa?

J: hal yang sering terjadi itu perubahan mood siswa dalam belajar, sedangkan hambatan saat meningkatkan berfikir kritis tersebut itu kurangnya percaya diri karena kealasan campur, jadi cwek cwek itu tidak berani menutarakan pendapatnya sebaliknya begitu juga cowok.

P: Bagaimana anda mengatasi permasalahan yang anda hadapi saat pembelajaran berlangsung?

J: untuk mengatasinya biasanya usatazah pisahin kompok cwek dengan cwek, cowok dengan cowok. Ketika presentasi awalnya pasti malu untuk bersuara atau mengurakan pendapat tapi seiring berjalan waktu mereka terbiasa.



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