

**ANALYZING STUDENTS' CRITICAL THINKING
LEVELS THROUGH THEIR RESPONSES IN ONLINE
DISCUSSION FORUMS**

THESIS

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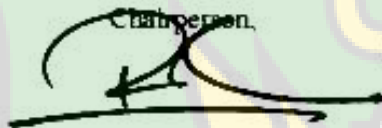
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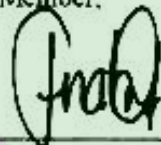
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**Analyzing Students' Critical Thinking Levels through Their Responses in Online
Discussion Forums**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, August 12th 2020

Saya yang membuat surat pernyataan,



Muliana

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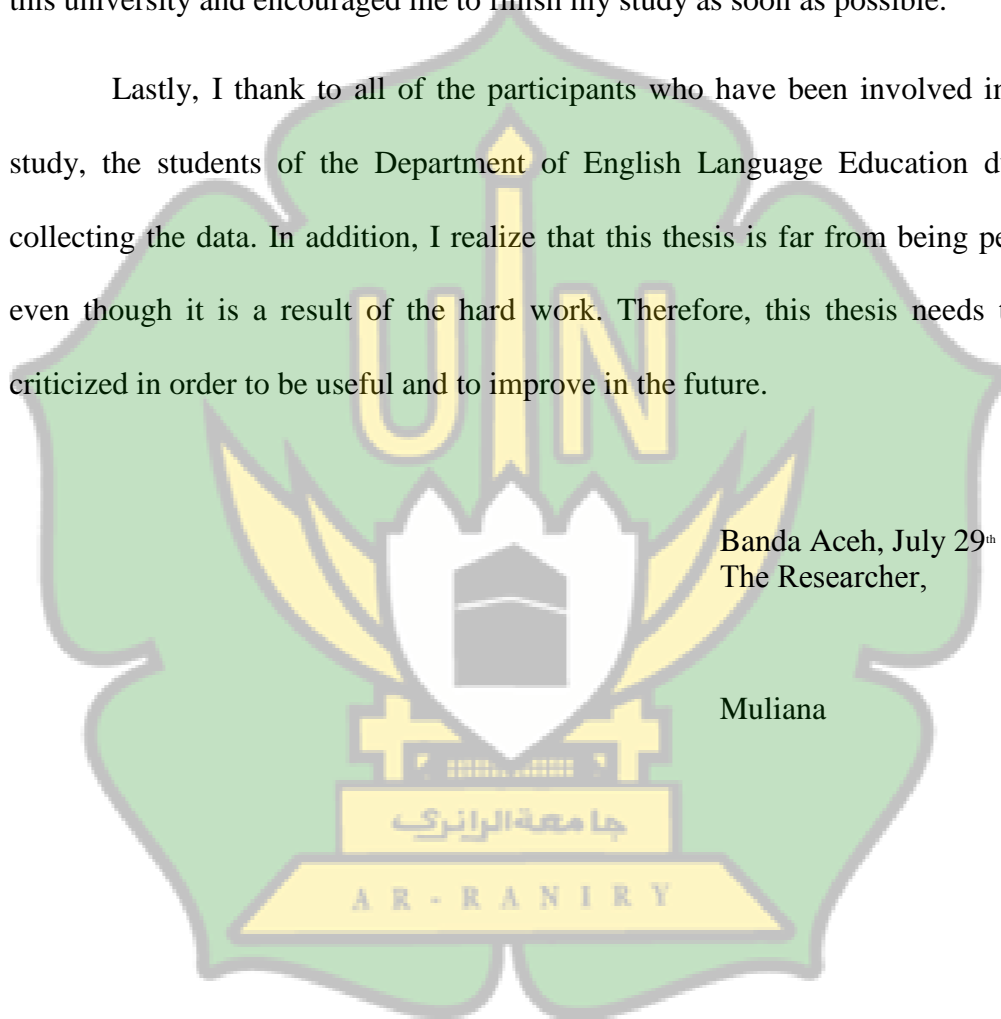
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Banda Aceh, July 29th 2020
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ABSTRACT

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This research was conducted based on the fact that some courses used online discussion forums in teaching and learning processes. Critical thinking is an essential component in online higher education course. Moreover, the students need to think critically in responding to the questions from the teacher to ensure an effective classroom discussion. Therefore, the purpose of this research was to explore the critical thinking levels used by English Language Education department students at UIN Ar-Raniry in Online Discussion Forums. To achieve this end, a qualitative descriptive design was utilized in this study. Content analysis was used in analyzing the students' critical thinking levels through classifying their responses in the online discussion forums by applying Anderson & Krathwohl (2001) theory about Bloom's revised taxonomy. The samples are two different online discussion classes that consisted of 42 students. The result of this research showed that the students from two different discussion forums used different critical thinking levels. The first discussion pointed out that the students utilized the Lower Order Thinking Skills (LOTS) level and in the other discussion, the students used Higher Order Thinking Skills (HOTS) level in their responses.

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CHAPTER 1

INTRODUCTION

This chapter is divided into five sections namely background of the study, research questions, aims of the study, scope of study, significance of the study, and research terminology.

A. Backgrounds of the Study

A social network is not a new term in the technology era. Even though the exact definition is still vague, nearly all people know what it is. Social networks are web services dedicated to building relationships between people of all kinds (De Haro, 2011). Users can create a personal profile through these networks, connect with other users, make contact with them, and share digital content. Thus, with all the facilities that are provided in the social network, people agreed that social networks are one of the influential platforms that are used in their daily life.

Recently the internet has been developing very rapidly, with many colleges and universities offering online courses as a viable alternative to traditional face-to-face instruction. As a result, online learning has now become an integral part of the expanding curriculum of higher education institutions. The concept of virtual education is often related to Internet education, electronic education, cyber-learning, and synchronous education (Office of Sustainable Development, 2000). Online learning has provided learners with more opportunities to engage in collaborative technologies such as email, discussion, chat rooms, whiteboards, and announcements. These asynchronous

communication tools have improved online learning around the globe, as well as expanded online classroom discussions through support for reflection, social interaction, and knowledge development (Gilbert & Dabbagh, 2005).

Online discussion forums are seen as an extension of traditional learning that encourages dialog, reflection, knowledge development, and self-assessment (Gerosa, Filippo, Pimentel, Fuks, & Lucena, 2010). Vonderwell, Liang, and Alderman (2007) added online discussion forums have been widely adopted as tools for online learning. Online discussions have the potential to improve the critical thinking and problem-solving skills of students, the ability to make decisions, and written communication skills, and contribute to the ability of students to organize and analyze information. For instance, in an online discussion group, students can respond to each other's posts. It is possible to facilitate lively online discussions by requiring participants not only to post their work but also to comment and respond to each other's submission. In online discussion forums, students' level of thinking can be seen from students' comments and responses to a topic by analyzing and assessing their posting. To assess the students' level of thinking in their comment and responses used a rubric that was developed by Christopher, Thomas, and Tallent-Runnels (2004). The discussions thus become more than just an assignment. Thus, students learn from each other and become more involved in the learning process.

According to Taghva, Rezai, Gadheri, and Taghva (2014), critical thinking is one of the most essential methods of seeking creativity among students. From this argument, it can be understood that critical thinking is an activity for students

to create something based on their point of view. Similarly, as cited in Shirkhani and Fahim (2011), Elder and Paul (2008) claimed that critical thinking refers to individuals' ability to take responsibility for their own thinking and to improve appropriate criteria and standards for assessing their own thinking. It means that critical thinking can be described as the ability to decide, develop, and analyze something in detail.

The cognitive development work of Benjamin Bloom (1994) encourages the use of complex thinking in educational experiences. Bloom's Learning Taxonomy lists six levels of hierarchical thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation. These levels build on each other as the learner develops knowledge and expertise, leading the student to deep understandings and knowledge. The revision of this work by Anderson and Krathwohl (2001) simplifies this taxonomy, making interpretation easier. The Cognitive System Component includes the following hierarchical levels. The first is the lowest level: remember and understand. The second is medium-level: apply and analyze. The third is a high level: evaluate, and create. In this study, these dimensions have been used to create the rubric for online discussion evaluation.

Previously, the study about students' level of thinking in online discussion forums has been conducted by Christopher, Thomas, and Tallent-Runnels (2004) about encouraging a high level of thinking in online discussion forums. The participants of the study were talented graduate students. In online discussion students should have time to think more about online course interactions compared to the time-constrained interactions in a face-to-face course (Akin and

Neal, 2007). The researchers evaluated the level of thinking of students (as Bloom's Taxonomy) in the online discussion forums required by a talented education graduate course. The results indicate that there was no relationship between the level of the prompt and the level of the responses. Higher-level prompts did not necessarily elicit responses of a higher level. They develop a rubric for evaluation in an online discussion. It can be used both as an interactive guide and as a rubric for assessing the level of thinking in online discussions.

However, this study follows the previous study conducted by Christopher, Thomas, and Tallent-Runnels (2004) with different samples and focused. The previous study focused on encouraging high level of thinking in online discussion forums and the participants were talented graduate students. While, in this study the researcher focused on students' critical thinking levels that appeared in the online discussion forum. The samples of this study were the response of the students from English Language Assessment (ELA) course discussion batch 2016 and Computer Assisted Language Learning (CALL) course discussion batch 2015.

B. Research Questions

1. What are the critical thinking levels that students exhibit in an online discussion forum?
2. What are the dominant critical thinking levels that students exhibit in an online discussion forum?

C. Aims of the Study

The main objective of this study is to explore the students' level of thinking through students' responses in online discussion forums. Therefore, the aims of this study are :

1. To determine the critical thinking levels that students exhibit in an online discussion forum.
2. To find out the dominant critical thinking levels that students exhibit in an online discussion forum.

D. Scope of the Study

The study focuses on the level of thinking that appeared in the online discussion forum. The data source of this research is the response of the students that appeared during the class discussion on the canvas platform. This study attempts to investigate the level of thinking of the students' responses in an online discussion.

E. Significance of the Study

The results of this study are expected to have an impact on education, students, course designer and future researcher. In education, it is expected that this study can give an understanding to the public education to conduct in the area of academic-related to students' level of thinking through students' written responses in an online discussion forum. Moreover, for students, the advantages of this research are expected to make the students aware about critical thinking in

responding to a task given by the instructor in online discussion forums in their learning process, especially in an online class and can affect their academic achievement. In addition, course instructor can consider designing a good online discussion forum environment that can give a good impact on the students' critical thinking skills in the teaching and learning process. Lastly, for future researcher this research result is expected to be a guideline for the next research. Thus the future researcher can develop this research with a different data source and better technique.

F. Research Terminology

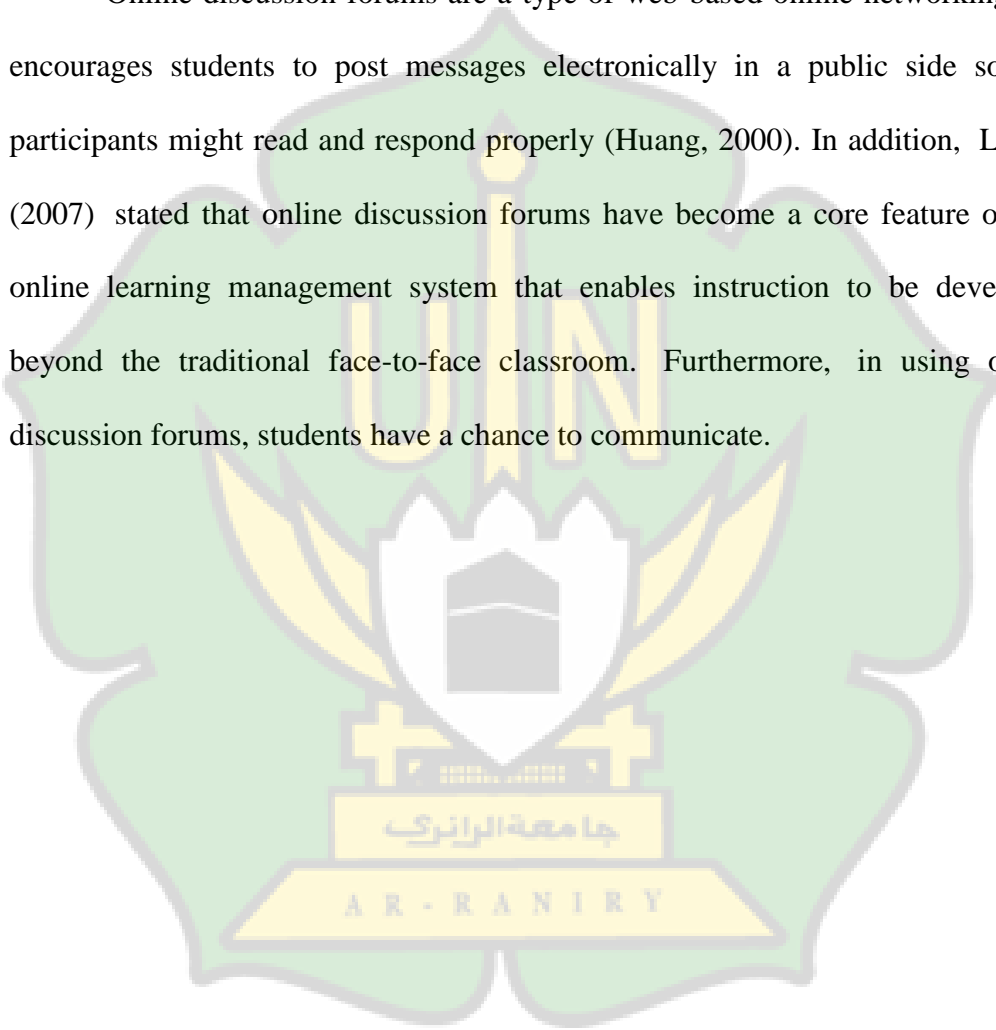
1. Students' Critical Thinking levels

Freeley and Steinberg (2007) identify critical thinking as the capability to interpret, criticize and support ideas to draw objective or judgmental conclusions depend on reasonable information derived from unambiguous knowledge or opinion. In addition, Starkey (2010) argues that critical thinking requires two concepts that are used interchangeably. They are problem-solving and reasoning. More importantly, critical thinking requires the capacity to make conclusions, listen carefully to others, consider and identify problems, perceptions and opinions, ensure the validity of arguments and statements, recognize the difference between rational and irrational arguments, make appropriate decisions and judgment, and obtain accurate solutions. According to Anderson & Krathwohl (2001) they mention that there are three categories of critical thinking levels. The first category is Lower Order Thinking Skills (LOTS) level, the

second category is Medium Order Thinking Skills (MOTS) level, and the last category is Higher Order Thinking Skills (HOTS) level.

2. Online Discussion Forums

Online discussion forums are a type of web-based online networking that encourages students to post messages electronically in a public side so that participants might read and respond properly (Huang, 2000). In addition, Levine (2007) stated that online discussion forums have become a core feature of any online learning management system that enables instruction to be developed beyond the traditional face-to-face classroom. Furthermore, in using online discussion forums, students have a chance to communicate.



CHAPTER 2

LITERATURE REVIEW

This chapter presents statements of any literature that have something to do with this research and some relevant studies related to this research. Section A focuses on critical thinking and section B focuses on online discussion forums.

A. Critical Thinking

1. Definition of Critical Thinking

The introduction of critical thinking skills in students is a highly prized goal of higher education. Students need to think critically and analytically in every discipline. Critical thinking is more than just acquiring knowledge or gathering cognitive skills, but rather cultivating and using analytical skills on an ongoing basis (Scriven & Paul, 2005). Critical thinking is seen as a required life skill because, in essence, the process of developing thinking produces the habit of contemplation and questioning in every aspect of life (King, 1995; Scriven & Paul, 2005). Moreover, long-term studies have shown that students in higher education often do not perform at critical and reflective rates (Ramsden, 1992; White, 1992). Higher education teachers frequently claim to want students to use cognitive goals of a higher order such as critical thinking but tend to focus on student efforts on memorization or cognitive activities of a lower level (McKechnie, Pintrich, Lin, & Smith, 1986). Although critical thinking is a higher education objective, teachers may not often use the most effective methods to encourage students to use critical thinking techniques.

2. Bloom's Revised Taxonomy

The original Bloom's taxonomy was developed by Benjamin Bloom in 1940, Bloom and other educators also attempted to establish teaching objectives and have created three types of learning domains and thinking processes. Each of the three groups allows students to use specific sets of mental processes to obtain specified objectives in a learning environment. As a result, educational objectives and goals should be structured to help various learning strategies in the processing of information. Bloom's taxonomy is generally used by the teacher as a guideline to assess the learning goal and also assessment (Anderson & Krathwohl, 2001).

The cognitive development work of Benjamin Bloom (1994) encourages the use of complex thinking in educational experiences. Bloom's Learning Taxonomy lists six levels of hierarchical thinking, which are: knowledge, comprehension, application, analysis, synthesis, and evaluation. These levels build on each other as the learner develops knowledge and expertise, leading the student to deep understandings and knowledge. Anderson, Krathwohl and several of his collaborators conducted revision of Bloom's taxonomy in 2001. The product of the revision is called Bloom's revised taxonomy. The revised taxonomy strengthens the original by introducing a two-dimensional structure that is cognitive process dimension and knowledge dimension.

The cognitive aspect is very much like the original bloom's taxonomy. The revision of this work by Anderson & Krathwohl (2001) simplifies this taxonomy, making interpretation easier. The terms of the six main categories have been

modified from noun to verb form. There are just a few significant modifications. One of the major changes is the use of verbs identifying actions (Stanley & Moore, 2013). The other modification is that the position of cognitive levels is evaluate (C5) becomes before create (C6).

The diagram below illustrates the differences between the original Bloom taxonomy and the revised version.

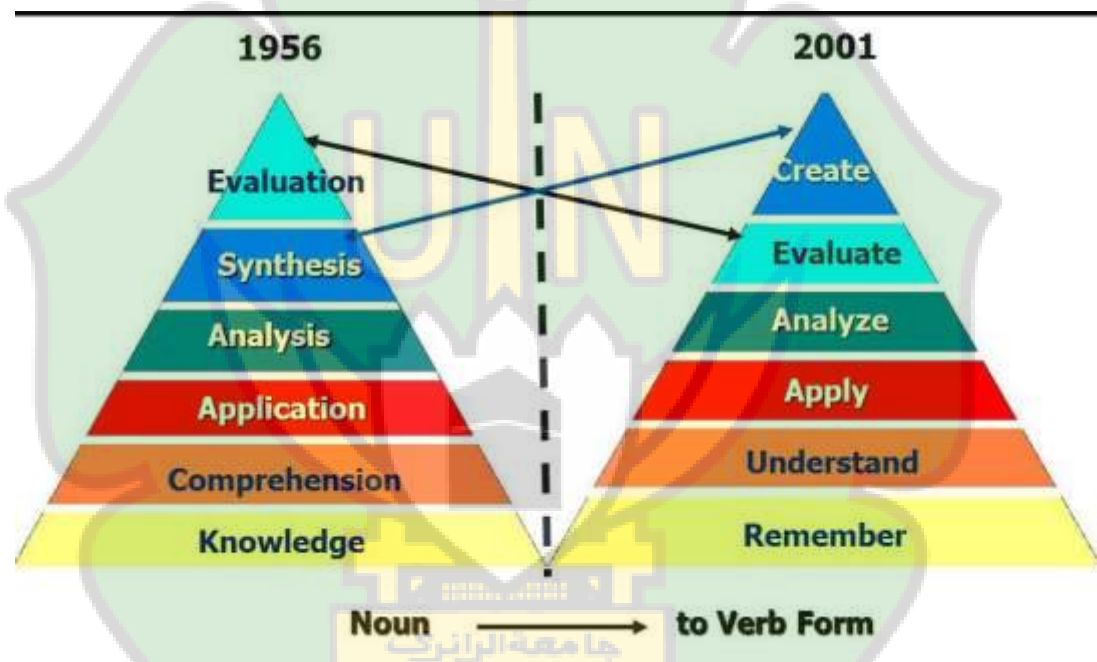


Figure 2.1 Changes in Bloom's Taxonomy of Educational Objectives (Anderson & Krathwohl, 2001)

From the figure 2.1 above shows, the category of knowledge has been renamed. The use of verbs in terminology is more fitting as it indicates the method of thinking which is the effective method rather than the use of a noun. The term "knowledge" has been changed to "remember" because the term "knowledge" indicates the result of thinking rather than the process of thinking. The use of "synthesis" and "evaluation" terms has also been modified to

"evaluate" and "create". These modifications are more appropriate because they represent a better sequence of thinking classification.

There are some reasons to revise Bloom's taxonomy. First, Rohwer & Sloane (1994, as cited in Anderson & Krathwohl (2001)) claimed that there is a need to change the attention of educators to taxonomy, not only as a historical text, but also as a founder of the fantastic masterpiece of its era. According to Anderson & Krathwohl (2001), there are also other relevant concepts in the initial taxonomy of modern educators that now present instructional problems such as the design and application of the correct system, the standard curriculum, and the accurate assessment.

The second reason is it is necessary to combine new thinking and knowledge in the framework categories of educational goals. World society has modified since 1956, and changes that impact the way of thinking and the practice of education. The third reason, taxonomy is a specific framework of thinking and is the foundation for the classification of educational goals. The educational objective statement includes one verb and one noun. The verb generally describes the required cognitive process and the noun describes the knowledge expected to be mastered by students.

According to Anderson & Krathwohl (2001), they states six categories of cognitive processes. All of the aspects of cognitive processes are discussed as follows.

a. Remember

The original verb of Bloom Taxonomy (1956) is knowledge, but it has been renamed to remember. There are two processes in this step, recognizing and recalling. Recognizing is an ability to determine someone or something because you have ever seen, heard, or experienced them before. After recognizing the next process of this level is recalling. It is a way to put the memories of a past experience into someone mind, and also to provide a description of what someone remember.

b. Understand

Identifying the meaning of the instruction message, including oral, written and graphic communication. In these categories, there are seven subcategories to be understood. Interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining are subcategories in this category. Interpreting is a form of determining what is implied by it. Classifying is a way to define things or information into groups according to their category. Summarizing is an ability to release the most important facts or ideas about something or someone in a short and clear form. Inferring is a way to offer an opinion or to think that something is accurate because of the information you have. Comparing is a form of looking at or searching at the difference between two or more items. Explaining is when someone needs to explain or give a good reason for your actions. In addition, the highest subcategories of understanding are able to explain. It means that the learner really understands when they can explain something.

c. Apply

It is a concern of carrying out or using a procedure in a given situation. There are two main subcategories to be applied execution and implementation. Executing is a way to do and to perform something, especially in a planned way. After executing, the next subcategory is implemented to design a plan or system.

d. Analyze

It is about looking at something in detail to find out more about the issue. Analyze is classified into three subcategories. They are differentiating, organizing, and attributing. Differentiating is a way to show or determine the difference between things that are being compared. After differentiating, the next subcategory in the analyzed form is organizing. In organizing to decide how components or works inside a structure. The highest subcategory in the analyzed form is attributing it is as a way to think that something has a special quality or function.

e. Evaluate

It means creating judgments based on criteria and standards. Criteria and standards can be evaluated by checking and critiquing. Verifying is to make sure if something or someone is right, secure or acceptable by checking or verifying it rapidly. Critiquing is an analysis on things like a political situation or a program, or a person's job or thoughts, which also explores a negative judgment.

f. Create

It is a way to bring together the components to create a cohesive or usable unity. In a high order of thinking, create by considering generating something which occurs, prepare by act, or determine whether to do it, and generate something that creates it or puts something into existence.

Moreover, Pertiwi (2015) states that the revised taxonomy of bloom is also used to develop the educational objective that is known as C1 until C6.

Table 2.1

*Bloom's Revised Taxonomy of Educational Objective***C 1- Remembering**

Categories & Cognitive Processes	Alternative Names	Definition
Remember		Retrieve knowledge from long-term memory
Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material
Recalling	Retrieving	Retrieving relevant knowledge from long-term memory

C 2 – Understanding

Categories & Cognitive Processes	Alternative Names	Definition
Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle

Classifying	Categorizing Subsuming	Determining that something belongs to a category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point(s)
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondences between two ideas, objects, and the like
Explaining	Constructing Models	Constructing a cause and effect model of a system

C 3 – Applying

Categories & Cognitive Processes	Alternative Names	Definition
Apply		Applying a procedure to a familiar task
Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task

C 4 – Analyzing

Categories & Cognitive Processes	Alternative Names	Definition
Analyze		Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose
Differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material

C 5 – Evaluating

Categories & Cognitive Processes	Alternative Names	Definition
Evaluate		Make judgments based on criteria and standards
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented
Critiquing	Judging	Detecting inconsistencies between a product and external criteria; determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem

C 6 – Creating

Categories & Cognitive Processes	Alternative Names	Definition
Creating		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

Source : Adopted from: Pertiwi (2015, p. 16-19)

3. Critical Thinking Levels

Higher order and lower order thinking skills are two types of thinking skills compared to the complexity of the thinking process. The two thinking procedures are described by experts in various ways and are still agreed on some common goals. Meijer (1993 as cited in Lewis and Smith, 2009) defines higher

order thinking skills as logical or productive behavior. On the other side, lower order thinking skills are described as learning behavior or reproductive thinking.

According to Garrison, Anderson and Archer (2001), they developed a four-stage cognitive-processing model that was used in online discussion to evaluate critical thinking skills. The cognitive stage will help the faculty, instructor, and teacher to better classify student responses. There are four-stage processes: 1.) triggering (problem setting), 2.) exploration (information searching), 3.) integration (possible solution structure), 4.) resolution (critical solution assessment).

A rubric was designed to assist in the interpretation of each piece (see table). The rubric, based on Bloom's Revised Taxonomy of Learning (Anderson & Krathwohl, 2001), identified three levels of response: Low (Remember and Understand); Medium (Apply and Analyze); and High (Evaluate and Create). A list of process and behavior-oriented descriptors was used to describe the levels of thinking required at each level and allowed transcript analysis.

Table 2.2

Rubric for Evaluation of Online Discussion Prompts and Responses

Levels of Thinking	Process Verbs	Behavior Descriptors
Low: Remember or Understand	Explain, list, describe, recall, define, identify, show, restate, summarize, list, demonstrate, illustrate, explain	Behaviors that emphasize recall or memory or indicate a literal understanding
Medium: Apply or	Organize, classify, relate, prioritize, discuss, group,	Behaviors that require students to use what they have learned in a new

Analyze	model, apply, compare, contrast, distinguish, categorize, take apart, combine	way or that break down knowledge into its component parts
High: Evaluate or Create	Extend, design, reconstruct, reorganize, create, develop, speculate, propose, predict, generate, interpret, judge, justify, critique, evaluate, use criteria, dispute	Behaviors that combine elements of learning into a new whole or that assess the value of particular ideas or solutions

Source: Adopted from: Anderson and Krathwohl, 2001, Christopher, Thomas, and Tallent-Runnels (2004, p. 6)

B. Online Discussion Forums

Online discussion forums are seen as an extension of traditional learning that encourages dialog, reflection, knowledge developing, and self-assessment (Gerosa, Filippo, Pimentel, Fuks, & Lucena, 2010). According to Vonderwell, Liang, & Alderman (2007) they defined that because of these potential benefits, online discussion forums have been widely adopted as tools for online learning. Online discussions have the potential to improve the critical thinking and problem-solving skills of students, the ability to make decisions, and written communication skills, and contribute to the ability of students to organize and analyze information. In an online discussion group, students can respond to each other's post. It is possible to facilitate lively online discussions by requiring participants not only to post their work, but also to comment and respond to each other's submission. The discussions thus become more than just an assignment. Students learn from each other and become more involved in the learning process.

Students can connect and engage in distance learning, much like they do in traditional face-to - face classrooms. There is often more participation in online conversations than in conventional classrooms (Maurino, 2006). What is more

important is that online discussions not only have a role in distance learning, but some of the classes that meet daily in conventional classrooms are also integrating online discussions to enable their interactions to continue outside of the classroom (Zhang, Gao, & Zhang, 2007).

1. Types of Discussions in Online Learning

There are two categories of discussions that may take place in an online environment: asynchronous discussions and synchronous discussions (Benson, 2003). Asynchronous discussions are discussions that students can take part in at any moment, although synchronous discussions allow that the members of the conversation meet around the same time to address the topic at hand (Benson, 2003). Depending on the type of discussion that takes place, students may gain a variety of experiences and may learn from them in various ways.

When instructors want to have synchronous meetings, they select an atmosphere that is more similar to face-to-face discussions, therefore students and instructors interact approximately at the same time. In synchronous settings, students are able to work collaboratively and provide immediate feedback. When an instructor uses a type of communication strategy that is more similar to face-to-face discussions, some people also tend to be interested in the possibility of having online discussions.

Additionally, asynchronous discussions can provide a lot of advantages. To begin with, asynchronous discussions allow students more flexibility to learn about the topic being studied and to do more research if they want to do so. They

can respond to the forum posts after they have had time to reflect about the issue and read what the others have already added to the discussion. Students are required to log in to their classrooms and see the questions and comments posed by other students and the teacher before presenting their own contribution. The benefit of asynchronous discussions is that discussions provide students with more information and more detailed interpretation (Meyer, 2007). Both types of discussion can be effectively recorded so students can refer back to the discussions and remind themselves about the discussions that took place. At the end of the course, a student may look at the posts they made at the beginning of the semester and see whether their ideas are still the same or whether the course has inspired them to look at the subject from a different point of view.

2. Concerns about Online Interactions

Stapa (2007) studied the interaction and communication that occurred between the students and the teacher in order to figure out what the purposes of the discussions were. It was noted that there were three key factors to take part in the discussions: "1. Asking for information 2. Asking for clarification and 3. The sharing of information "(Stapa, 2007, p. 141). It is obvious that the student's involvement and engagement in the online discussion will decide how the discussion can thrive. The students have a significant responsibility to ensure that the discussion is effective. The students themselves get a final say on what is actually happening in the discussions. What they add to the conversation, what they intend to achieve, how they relate to each other, and how they coordinate their responses all lead to the essence and content of the conversation.

3. Factors for Successful Online Discussions

Online discussion forums have various forms which may be effective in a variety of ways. When instructors try to prepare their online discussions, study reveals a variety of things that need to be taken into consideration in order for the discussion to be effective and efficient.

a. Clear Directions

One aspect the instructor needs to make sure to do is provide students with directions for online discussions that are easy, up-to - date and do not create uncertainty among the learners (Rose & Smith , 2007). It will be made clear whether the discussion is going to be synchronous or asynchronous. If it is a synchronous discussion, students need to decide when and where to meet, and if it is asynchronous, students need to decide whether they have to reach the deadlines for responding to the questions posted.

b. Instructor Feedback

Not only are clear instructions necessary, but also feedback from the instructors is often expected (Rose & Smith , 2007). It is not enough for the instructor to offer the assignment. Students need to know whether or not they discuss the problem in sufficient details, if their interpretation of the topic is right, or if students need guidance about it. The instructor needs to be able to provide information on the topic.

c. Promoting Motivation

Students should be encouraged to participate in discussions ((Rose & Smith , 2007). There are many ways that can be done. To begin with, at the very beginning of the course, the instructor should figure out what the students are interested in and if necessary, relate them to the topic and problem becoming presented in their interest. The instructor must also convey to students how they will be assessed during online discussions. The instructor must also convey to students how they will be assessed during online discussions. However if the instructor does not explain how their participation will be assessed it will be difficult for students to participate in online discussion forums.

d. Expectations

In addition to these factors, setting students up with the right expectations is very important. Roper (2007) states that "instructors who have clear expectations about how threaded discussions are used or who request detailed questions in responding to student posts should expect to promote a deeper online discussion" (p.64). Students need to understand what is appropriate for them to post.

e. Organization

The way the discussion is conducted has a significant part to play in the development process. One recommendation is to have threaded discussions close to the outline, "with each topic provided its own thread, distinct from other conversations" (Rose & Smith , 2007). This

lets students identify the information they are searching for, so when students decide to come back to the thread, they will know where to search and what they are searching for.

f. Question Type

Finally, the type of question that is posted in the online discussion can serve to a significant degree to decide whether or not there will be student involvement. A variety of questions will be addressed (Akin & Neil, 2007). Some questions may ask students to offer their opinions or to link their experiences to the topic under discussion. Other questions may allow students to assess their own work or the work of others. Students may be forced to take a side on the topic under investigation and justify the reason behind their opinion when attempting to persuade us to see their point of view. This should be accomplished with the instruction of the instructor in order to guarantee that the students have learned the content properly so that the goals of the lesson are fulfilled.

In conclusion, it is imperative to include online discussions in distance learning classes, although they can also be implemented into traditional classrooms. We provide students with a variety of advantages and allow students to connect and interact. Through the correct implementation of online discussions, students will get a productive learning environment

4. Types of Responses in Online Discussion Forums

According to Bruyn (2004), there are several types of responses in students postings used to calculate the level of social presence, cognitive and system responses identified in student postings. Each of the types is shown in the table above.

Table 2.3

Evaluation of Social Presence

Content Analysis	Definition
Interactive responses	Includes complimenting, expressing appreciation or agreement, asking unsolicited questions, referring to others' messages, quoting from others' messages and continuing a thread.
Affective responses	Includes expressing emotion, feeling or mood, use of humor and self-disclosure.
Cohesive responses	Includes addressing or referring to other students by name, and/or group as we, us, our group, and salutations.
Cognitive responses	Includes discussion and commentary on the unit content.
System responses	Includes discussion related to the software or access issues.

Source: Adopted from: Bruyn, (2004, p. 67-81)

The rubrics described are only a few examples of what the instructors used to formulate clear and explicit guidelines to encourage participation and content posts for online discussions. In both of the discussions used several types of response, they were interactive responses, affective responses, cohesive responses, and cognitive responses. Thus, these types of responses could be a guideline for students in posting their responses in online discussion forums.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the research design, research sites and participants, data analysis procedure, and method of data analysis.

A. Research Design

This study was designed in the qualitative method. According to Cresswell (2012), a qualitative study is a method for examining and interpreting the meaning of individuals or groups involving developing questions and procedures, data usually collected in the settings of the participants, data analysis, inductive development from details to general themes, and interpretation of the meaning of the data by the researchers. While, as stated by Denzin and Lincoln (2000), they claimed that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

In this study, the researcher attempted to define, describe, and interpret the students’ critical thinking levels through students’ responses in online discussion forums. The study was planned to expose, reveal and show the students’ critical thinking levels through students’ responses in online discussion forums and what are the dominant critical thinking levels that students exhibited in online

discussion forums with deep analysis and interpretation. The aim of this study was to explore the level of thinking of several students in online discussion forums.

B. Research Sites and Participants

In this research, the samples were the response of the students that appeared during the class discussion on the classroom's virtual learning environment (VLE) platform. The location of the research was at Department of English Language Education, Universitas Islam Negeri Ar-Raniry. In this research, the researcher selected two discussions from two different online classes as the sample to analyze their responses in discussion forums. The first discussion was English Language Assessment (ELA) course batch 2016 and the second discussion was Computer Assisted Language Learning (CALL) course batch 2015.



Figure 3.1 Screenshot of students' online discussion English Language Assessment (ELA) class batch 2016

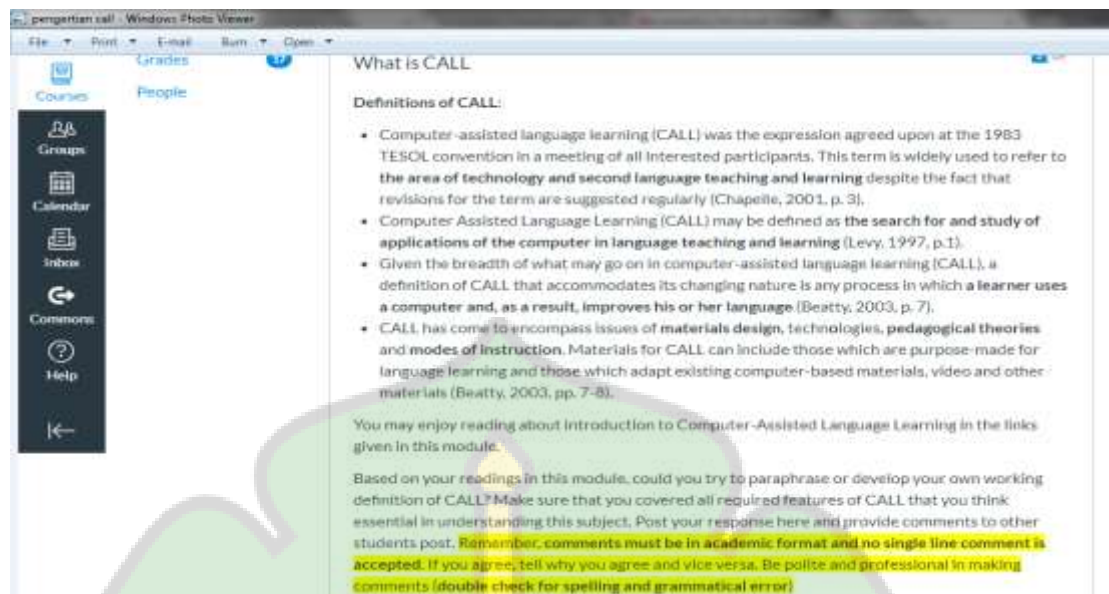


Figure 3.2 Screenshot of students' online discussion Computer Assisted Language Learning (CALL) class batch 2015

C. Data Analysis Procedure

In this study, the researcher used a document analysis in collecting the data. The researcher chose two discussions from two different online classes that consisted of 42 students. There were 20 students of English Language Assessment (ELA) course batch 2016 and 22 students of Computer Assisted Language Learning (CALL) course batch 2015 who participated in online discussion. Both of the classes have done the subject using an asynchronous online discussion. To collect the data I took several steps. First, the researcher chose an online class that applied the Higher Order Thinking Skills (HOTS) method in its discussion. Second, the researcher did a screenshot of the discussion using the nimbus platform in jpg format. Lastly, the researcher converted the data from jpg format into words document format using online OCR.

D. Method of Data Analysis

The main instrument to collect the data was document analysis. The researcher analyzed the document by using the content analysis techniques. According to Krippendorff (2004), content analysis is a research methodology that reveals the context, motivates, points of view, and purposes of the document. In addition, content analysis is defined as a quantitative analysis of the quality of correspondence. It is an analysis of material with reference to the interpretations, contexts, and purposes of messages (Prasad, 2008). The researcher applied Miles and Huberman (1998) theory to analyze the data. The stage of their model is first, Data Reduction is the process of sorting, focusing, simplifying, abstracting, and transforming the raw data. Second, Data Display is the data can be displayed in the form of table, graphic, pictogram, and so on. Third, Conclusion Drawing/verification; draw conclusion of the result.

In this step, the researcher used Anderson and Krathwohl (2001) theory about Bloom's revised taxonomy to analyze students' critical thinking from students' responses in online discussion forums. The researcher coded the students' critical thinking levels from students' responses in online discussion forums by using a coding tool of Qualitative Data Analysis (QDA) application. Finally, the researcher provided an explanation on each of the student responses presented as the example and associate the findings. The researcher use tables to categorize the data and to make the data easier to read. Since the research is a qualitative research, the result was presented in a descriptive form.

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents the findings and discussion about students' critical thinking levels through their responses in online discussion forums. The findings of students' critical levels are collected through students' responses in online discussion forums.

A. Findings

The data of this research were obtained from two online discussion forums. The first forum was the discussion from English Language Assessment (ELA) course batch 2016 and the second forum was the discussion from Computer Assisted Language Learning (CALL) course batch 2015.

There were two research questions in this research. They were to explore the students' critical thinking levels and the dominant levels used in students' responses. The researcher used Anderson & Krathwohl (2001) theory about Bloom's revised taxonomy.

1. Students' critical thinking levels in online discussion forums

Based on the finding, the researcher found that the students used different critical thinking levels in online discussion forums. In the table 4.1 and table 4.2 present Level of Thinking, Frequency, Percentage %.

- a. Level of thinking refers to students' critical thinking levels. There were three critical thinking levels. First, Low Order Thinking

Skills (LOTS) level. Second, Medium Order Thinking Skills (MOTS) level. Third, High Order Thinking Skills (HOTS) level.

- b. Frequency refers to the amount of students' responses that indicate each level of critical thinking.
- c. Percentage refers to the percentage of frequency.

The results of students' critical thinking levels appeared from English Language Assessment (ELA) and Computer Assisted Language Learning (CALL) class will be discussed below.

Table 4.2

Students' critical thinking levels appeared from English Language Assessment (ELA) batch 2016.

Level of Thinking	Frequency	Percentage%
LOTS : Remember Understand	60	60.0%
MOTS : Apply Analyze	3	3.0%
HOTS : Evaluate Create	37	37.0%
Total	100	100%

Table 4.3

Students' critical thinking levels appeared from Computer Assisted Language Learning (CALL) batch 2015

	Frequency	Percentage%
Level of Thinking		
LOTS :	-	-
Remember		
Understand		
MOTS :	1	4.2%
Apply		
Analyze		
HOTS :	23	95.8%
Evaluate		
Create		
Total	24	100%

The table 4.1 and table 4.2 present different students' critical thinking levels in online discussion forums. The result of table 4.1 showed that the students' critical thinking levels appeared from English Language Assessment (ELA) Class was LOTS level (60.0%), MOTS level (3.0%), and HOTS level (37.0%). Otherwise, the result of table 4.2 showed that students' critical thinking levels appeared from Computer Assisted Language Learning (CALL) Class was MOTS levels (4.2%), HOTS level (95.8%), but there was no LOTS level found in this discussion. Students from ELA class used LOTS level more than students from CALL class in their discussions. In other side, students from CALL class

utilized HOTS level more than students from ELA class in their discussions. It occurred because of the different demand of the instructors (see appendices).

Here are the explanations of each critical thinking levels used by the students in online discussion forums.

a. Lower Order Thinking Skills (LOTS) Level

In this level there were two categories such as Remember and Understand. This level is only found in ELA discussion.

Table 4.4

Lower order thinking skills level appeared from English Language Assessment (ELA) batch 2016

Cognitive Dimension	Instructional Verbs	Frequency	Percentage%
Remember	Define	5	8.3%
	Describe	21	35.0%
	Explain	21	35.0%
Understand	Observe	1	1.7%
	Restate	4	6.7%
	Summarize	8	13.3%
	Total	60	100%

Table 4.3 exhibited the result of cognitive dimension in Lower Order Thinking Skills (LOTS) level used by the students in ELA discussion class. As shown in the table, the use of remember (C1) category was more dominant than understand (C2) category. Additionally, there were several dominant instructional verbs categories found in this level.

1. Explain

Explain was the most dominant instructional verb utilized in this level as evidenced by answering the first question “What is going on with Tarzan?” as provided in the guideline question.

AM: Tarzan is shown swinging from through the jungle while thinking about how he will introduce himself to Jane.

FR: Tarzan is going to meet his crush in another part of the jungle by swinging from one branch to another.

FNA: Tarzan is going to meet the girl that he likes by swinging on the tree.

The students answered the question by explaining the reason about what is going on with Tarzan. In their responses, they explained what Tarzan was doing in the comic. Most of the students explained that Tarzan tried to practice how to introduce himself correctly to Jane. He wanted to look awesome in front of Jane and amazed her with his words.

2. Describe

The next common instructional verbs found in the LOTS level category in ELA class was described. Here the students answered the question “What was Tarzan doing while swinging from a tree to another” the students described what Tarzan was doing in the comic. There were some students’ responses mentioned below.

MJJ: While swinging from a tree to another, Tarzan keeps repeating the good sentence to talk with Jane and try to make Jane impressed with him.

NM: Tarzan was preparing himself with the best word that he has to make Jane impress.

NSM: He was trying to string the words together for a good introduction and hopefully could make Jane impressed

The students described when Tarzan swinging from a tree to another he prepared and practiced several words how to introduce himself in front of Jane. He kept Practicing it because he wanted to make Jane amazed. Tarzan would like to give a great first impression to Jane.

3. Summarize

Another instructional verb found in this level in ELA class was summarize. In this level some students tried to summarize several reasons why Tarzan failed to introduce himself in front of Jane in the comic.

MU: In the last trip, Tarzan failed to introduce himself based on what he had practiced before. He was not able to do the performance even though He already knew the way to do it.

YM: Tarzan is losing all his best words. He is saying, " Me Tarzan, You Jane" instead of saying all the words he had already prepared and arranged. He is covering his face with both hands and muttering to show his regret.

FNA: After having a good preparation of introducing word, Suddenly when he meet her, he losses all of his idea, then he feel bad of what happened in front of Jane

Based on the responses above, it showed several students summarized that Tarzans' competence was good but he was not good at performance. He failed to introduce himself although he was already prepared and practiced it because he was nervous when he met Jane. In the last strip of comic Tarzan showed his regret by covering his face with both hands.

b. Medium Order Thinking Skills (MOTS) Level

There were two categories in this level. They are Apply and Analyze. This level is found in both ELA and CALL discussion. Table 4.4 showed about medium order thinking skill level appeared from English Language Assessment (ELA). Table 4.5 utilized medium order thinking skill level appeared from Computer Assisted Language Learning (CALL). All the results found in this category will be discussed below.

Table 4.5

Medium order thinking skills level appeared from English Language Assessment (ELA) batch 2016

CognitiveDimension	Instructional Verbs	Frequency	Percentage%
Apply	-	-	-
Analyze	Analyze	-	-
	Contrast	4	100%
Total		4	100%

According to the table 4.4 above, it revealed the result of cognitive dimension in Medium Order Thinking Skills (MOTS) level used by the students in ELA discussion class was contrast. Here, contrast was the only one instructional verb utilized in this level.

1. Contrast

According to table 4.4 there were three students mentioned about the contrast statement about the topic in the comic. All the statements were as follows.

FA: After some practices and think he would look so cool in front of Jane. On the other hand, he loses all of his words. He absolutely regrets that he could not show Jane what he got.

IC: This illustration tell us about learning something just by the definition and form (concept of the things that we learned itself is not 100% complete, because what we know as a basic concept or knowledge problematically maybe different from what will we find and do in the real life. example : people who advance in grammar usually hard in speaking because they just keep thinking about the grammatical things while speaking and also because lack of practice, It is also happen with people who advance in speaking but still lack in grammatical concept. this example shown us that knowing and doing are different things and they complete each other 50% and 50% to make our language 100%.

TIM: After some practices and thinks he would look so cool in front of Jane. On the other hand, he loses all of his words.

From the responses above, it was clearly demonstrated the contrast sides between competence and performance. Sometimes, someone might have good competence but lack performance. Thus, in learning a language someone must have a balanced ability to be good in both competence and performance.

Furthermore, here is the MOTS level found in CALL discussion. In this discussion only one student used contrast as presented in the table below.

Table 4.6

Medium order thinking skills level appeared from Computer Assisted Language Learning (CALL) batch 2015

Cognitive Dimension	Instructional Verbs	Frequency	Percentage%
Apply	-	-	-
Analyze	Contrast	1	100%
Total		1	100%

The table 4.5 displayed the Medium order thinking skill level deployed in CALL class was contrast. There was a student who used verbs of contrast under analyze category here. The utterance was.

RJ: CALL really useful for the teaching and learning process because it can help students to be more active and independent and also CALL can be useless, it depend on the user itself.

From the response above, it shows the contrast sides of the advantages of CALL in teaching learning process. She said that CALL can help student to be more active an independent in teaching learning process. However, CALL also can be useless depend on how the students used it.

c. Higher Order Thinking Skills (HOTS) Level

This level consists of two categories, they are evaluate and create. This level is found in both ELA and CALL discussion. Table 4.6 showed high order thinking skill level appeared from English Language Assessment (ELA). Table 4.7 utilized high order thinking skill level appeared from Computer Assisted Language Learning (CALL). The result found in this category was discussed below.

Table 4.7

Higher order thinking skills level appeared from English Language Assessment (ELA) batch 2016

	Instructional Verbs	Frequency Total	Percentage%
Cognitive Dimension	Conclude	11	29.7%
	Criticize	7	18.9%
	Judge	16	43.2%

	Recommend	3	8.1%
Create	-	-	-
Total		37	100%

The table 4.6 above shows the result of cognitive dimension in Higher Order Thinking Skill Level (HOTS) used by the students in ELA discussion. It can be highlighted that in this discussion the students used evaluate (C5) category. The most dominant instructional verbs were described below.

1. Judge

Judge was the most dominant instructional verb utilized in this level in ELA discussion. Several responses showed the utilized of the judge as follows.

FZ: Because of lack of practice (doing) and just thinking about the basic proper way to greet someone (knowing) he cannot really use and act like what he planned and prepared before.

MU: One thing that makes Tarzan bad is because of his lack practice (performance). For instance, when he meets a girl like Jane and he wants to introduce himself, he is not confident enough plus he is nervous at the same time so he loses all the words that he said. Of course, he knows what he wants to say, he knows some appropriate words (competence) but, he doesn't know the way how to apply it correctly.

YM: Tarzan might be nervous, lack of confidence and lack of performance as well. He had already arranged several decent words to say and make himself seem like an alluring prince through his sentences but in fact, he just looks like a shy prince.

According to students' responses above, the use of words "lack of practice, lack of confidence, lack of performance and nervousness" indicate the instructional verbs of judge. Here the students think the reason why Tarzan failed to introduce himself to Jane was because he was not good at performance. He

understood the appropriate way of introduction but he was not able to perform it well. Hence, in the last strip of comic showed that Tarzan felt embraced then he covered his face with both of his hands.

2. Conclude

Additionally, in this discussion also occurred another instructional verb and the verb is conclude. Some students tried to conclude what the comic tells about. The instances mentioned as follows.

NA: The illustration shows that performance is important as well as competence. Language is not only about how to understand it but also how to use it in order to communicate with others. Understanding a language is a competence but if we are not practicing and performing it well, then we are not able to use the language in proper ways.

IC: From the illustration, we can learn if knowledge and performance are two interrelated things, the knowledge of the language is needed in performance. Knowledge is not only for learning that we have to know, remembering or writing but we also need to practice it. We should know how to apply it in our life correctly. As we already know, a language is a tool for communication. Without practice, it will be nothing, because the practice is the key to fluency in communication, especially in a performance.

EY: The illustration tells us about how performance is significantly necessary more than knowledge. Language is about understanding, without practice we cannot deliver meaningful communication, so we cannot do it as well as that. No matter how good we are at understanding the knowledge, if we cannot be good at performance that all is nothing.

According to the responses above, the students conclude that in learning a language it was not only about how to understand a language but also how to use it in order to communicate with others. It implied that performance is important as

well as competence. Thus, in learning a language someone has to understand both competence and performance.

Beside, in CALL class both cognitive dimension categories are used in the discussion. The result was discussed below.

Table 4.8

Higher order thinking skills level appeared from from Computer Assisted Language Learning (CALL) batch 2015

	Instructional Verbs	Frequency Total	Percentage%
Cognitive Dimension			
Evaluate	Conclude	16	69.6%
Create	Develop	4	17.4%
	Create	3	13.0%
Total		23	100%

Table 4.7 displayed that the most dominant category used was evaluate. In this category, the students prefer to conclude the definition of CALL based on the module that they have read. Several students' responses were explained below.

NK: Based on sources that I have read, Computer Assisted Language Learning is an oncoming used in running language classroom by utilizing some applications of the computer to deliver the materials for those who learn second language so the students can be independent and interactive. CALL also helps teachers to increase student's attention, interest, focus, and their engagement in the language learning process. In addition CALL was used to reinforce classroom lessons and to assess competency of the language. This approach makes everything easier, even if the class is out we still can use it as a tool. Yeah. One of the uses of CALL is to reinforce the classroom. Why? Because by using some applications the students will be more interested to learn the second

language with many illustration provided. The class will not be bored. So, that is the reinforcement to learn a second language.

RZA: Based on the module that I have read, I take several big issues that relate to the definition of CALL. I conclude that: Computer Assisted Language Learning (CALL) is a study of technology applied to assist students in learning English and mastering technology to improve English language skills. The word mastering in the meaning of CALL is a learner must be able to be skilled and reliable in applying technology to interact with technology users. Especially to enrich our vocabulary mastering, technology is a significant device to be applied by students.

ENA: Based on material that I have read, according to Levi (1997: p.1), Computer Assisted Language Learning (CALL) is defined as the search for and study of applications of the computer in language teaching and learning. It can be concluded that CALL is a way to use technology as a medium of learning languages that can easily help the objectives of the students' achievement in learning language. For example while we use the computer to implement the materials to be learned.

In addition, several students developed the definition of CALL based on the module provided by the instructor in the discussion. All the students' responses were mentioned as follows.

TNN: Hi guys, this is my opinion about the definition of CALL: Call or (Computer-Assisted Language Learning) is one where learning uses a computer to improve other people's ability in language. It encompasses issues of material design, technologies, pedagogical theories and modes of instruction.

CNS: In my opinion, CALL can be defined as a tool or a course that uses a computer in the learning process to support the learning system and also promote language learning and skills in language such as reading, writing, listening and also speaking. Call does not only teach the students about using the computer as a technology tool or as a medium in the classroom during the learning process but also call teach more than that. Moreover, introduce and show the students about internet technology that can be useful or can be useless for the learning itself.

RJ: Computer Assisted Language Learning (CALL) is the language teaching and learning using technology to improve students' ability such as speaking, listening, reading, and writing, and the

technology can be changed and revised. CALL is really useful for the teaching and learning process because it can help students to be more active and independent and also CALL can be useless, it depends on the user itself.

However, there were there students prefer to create their own definition about CALL. It can be seen as follows.

NS: Based on the reading materials provided in this course, I came up with a definition for CALL. In my opinion CALL is a method which explores the computer capabilities to achieve the higher effectiveness of language teaching and learning.

AK: Based on the material I have read, here is my own definition of CALL. CALL is the use of technology which is computer-based. CALL can be the software tools consisting of material design, pedagogical theories, and modes of instructions as aid to support language teaching and learning process and as a result the learners could improve their language. Then, CALL can also be a platform for teachers and learners interaction

MS: CALL (Computer Assisted Language Learning) is the study of computer systems which is used to enhance language learning and teaching in face-to-face situations and vice versa. The implementation of this application is very useful to create an independent, creative and cooperative learning process everywhere and anytime. As a teacher, material, instructions and pedagogical theories can be designed in this platform.

The responses above present about some students came up with their own definition of CALL based on the module they have read that the instructor provides in discussions. The students also can paraphrase or develop it, so it depends on their preferences.

2. The dominant levels used in students' responses

As shown in the table above (see table 4.1 and table 4.2), the most dominant students' critical thinking levels found was LOTS level in ELA class

and HOTS level in CALL class. In ELA class found 60.0% of LOTS level. And in CALL class found 95.8% of HOTS level.

In conclusion, both discussions from two different classes show different students' critical thinking levels. It was because the instructor in the discussions gave different questions to discuss for them. Based on the finding that I found in this research it can be concluded that question is one of the significant factors that can increase students' critical thinking as Akin and Neal (2007) stated that types of questions will help to determine students participation. In addition, Stein, et al. (2007) stated that promoting students' critical thinking is an essential issue in online discussion. In short, to promote students' critical thinking the instructor should provide a HOTS question that can be discussed in a discussion.

B. Discussion

This study aimed to explore the students' critical thinking levels through their responses used in online discussion forums. This study conducted document analysis to answer two research questions. The first research questions what are critical thinking levels that students exhibit in online discussion forums and the second research question is what are the dominant critical thinking levels that students exhibit in online discussion forums. Furthermore, from the finding, it can be discussed that the two research questions have been answered.

The first aspect being discussed is about the students' critical thinking levels in online discussion forums. From the data that have been analyzed, it showed that the students' critical thinking levels were found in both ELA and

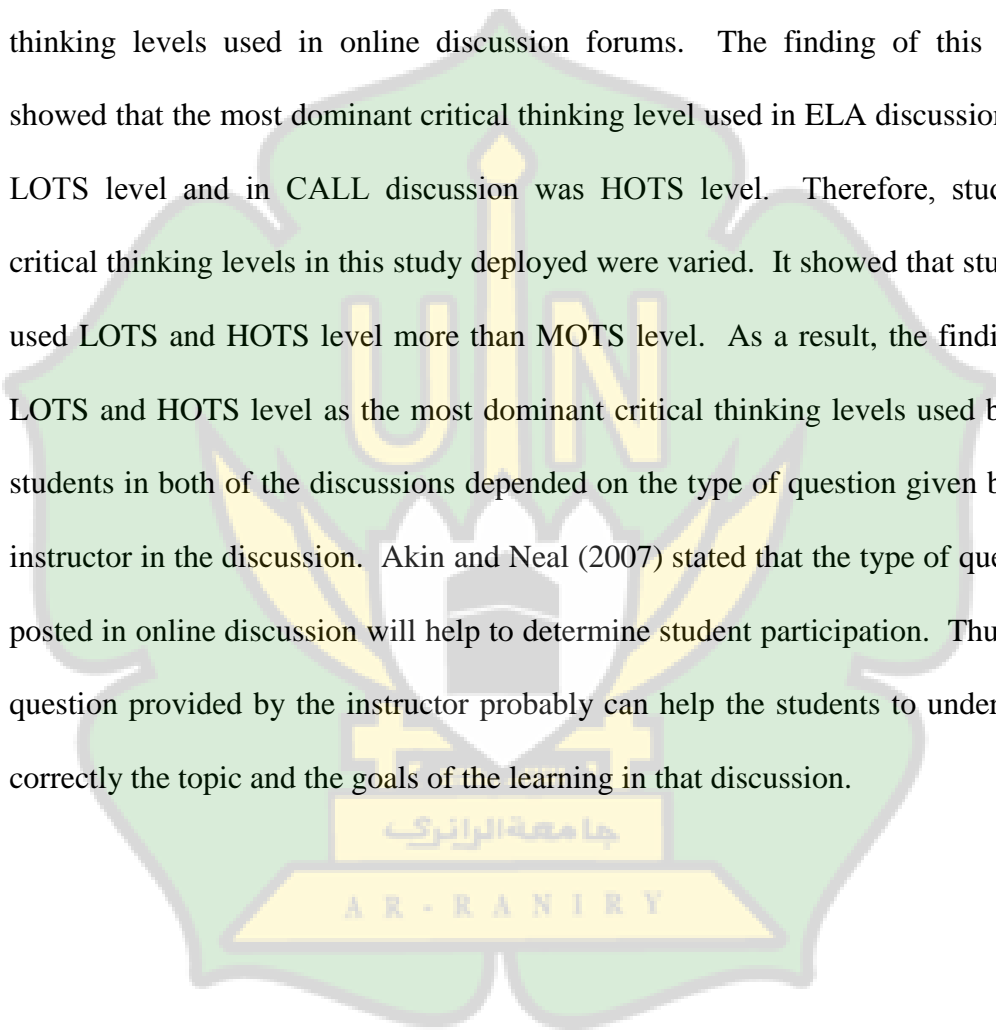
CALL discussions. In ELA discussions it found that all of the critical thinking levels occurred. They were LOTS level, MOTS level, and HOTS level. Moreover, the findings found that the guidelines that instructors gave in online discussion have a positive effect on students' meaningful discussion. According to Gilbert and Dabbagh (2005) investigated the effect of the instructor guideline, procedure posting and online discussion appraisal rubric on the student's successful discourse in interactive online discussions. They indicated that the assessment factors, especially relevant and even discussed, had a positive effect on the student's meaningful discussion.

However, in CALL discussion not all of the critical thinking levels can be found in that discussion. In this discussion, the students utilized MOTS level are only having 4,2% or 1 response. Then, HOTS level arrived at 95.8% or 23 responses. In short, the majority of students in CALL discussion used HOTS level in their responses. It is different with the previous study conducted by Christopher, Thomas, and Tallent-Runnels (2004). Using Bloom's Taxonomy of Learning as a rubric to evaluate students' thinking level in online discussion in a graduate course, Christopher, Thomas and TallentRunnels (2004) found that medium level of thinking was evidenced in the majority of students' responses.

Furthermore, in this study found that the questioning techniques used by the instructor also have an important effect on students' critical thinking in online discussion forums. As Yang, Newby and Bill (2005) explained that Teaching and questions designed by the instructor have encouraged students to build and retain higher levels of critical thinking abilities in online discussion forums. In addition,

Yang, Newby, and Bill (2008) assumed that allowing an instructor to promote critical thinking in asynchronous online discussion allowed students to retain their critical thinking subsequently.

The second aspect being discussed is about the most dominant critical thinking levels used in online discussion forums. The finding of this study showed that the most dominant critical thinking level used in ELA discussion was LOTS level and in CALL discussion was HOTS level. Therefore, students' critical thinking levels in this study deployed were varied. It showed that students used LOTS and HOTS level more than MOTS level. As a result, the finding of LOTS and HOTS level as the most dominant critical thinking levels used by the students in both of the discussions depended on the type of question given by the instructor in the discussion. Akin and Neal (2007) stated that the type of question posted in online discussion will help to determine student participation. Thus, the question provided by the instructor probably can help the students to understand correctly the topic and the goals of the learning in that discussion.



CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

After conducting the study, doing the analysis, and presenting the findings, this chapter presents the conclusion in section A and suggestion of this study in section B.

A. Conclusion

The first finding was about the students' critical thinking levels in an online discussion forum. Based on the finding, this study found that there are different levels of students' critical thinking in both of these discussions. In ELA discussion all of the critical thinking levels utilized. They were LOTS, MOTS, and HOTS. This study found that there were 60 data of students' responses deployed at LOTS level. MOTS level found in 4 students' responses and 39 students' responses were found in HOTS level. LOTS levels are included remember (C1) and understand (C2). In MOTS level the category that students used was only analyze (C4). In analyze the students' responses data found 3 students' responses that indicate contrast and only one of the students' responses was indicated analyzed. In HOTS level as the second dominant levels of the students' critical thinking used evaluate (C5) category.

Meanwhile, in the CALL discussion the level of critical thinking that students used in their responses was HOTS level. There were 21 of 22 students' responses indicating evaluate category. In the CALL discussion there were no LOTS levels utilized by the students.

Furthermore, this study found that, the most dominant levels of students' critical thinking utilized was LOTS level in ELA discussion and HOTS level in CALL discussion. In addition, the lowest level of the students' critical thinking used in ELA discussion was MOTS level. On the other hand, the most dominant level of the students' critical thinking deployed was HOTS level and the fewest level of the students' critical thinking was MOTS. However, in the CALL discussion there was no LOTS level of students' critical thinking found in that discussion.

B. Recommendations

Based on the research findings, the researcher present some recommendations for future researchers. In line with this, this study only took two discussions to analyze. Future researchers can take more discussions to be analyzed. Thus the result of the research would be more accurate. The researcher also suggest to the future researcher to develop this research with a different data source and better technique.

For the course instructor, the researcher expects that this study would give input for the successful online discussion learning process. This study considered as the information for the course instructor to evaluate the students' critical thinking levels in every discussion in online class. By evaluating students' critical thinking levels the instructor will know whether the students think critically enough or not in every discussion they follow. Furthermore, for the student, this study is expected to be guidance for the students to be aware about the importance

of how to think critically in responding to a task given by the instructor that can affect their academic achievement.



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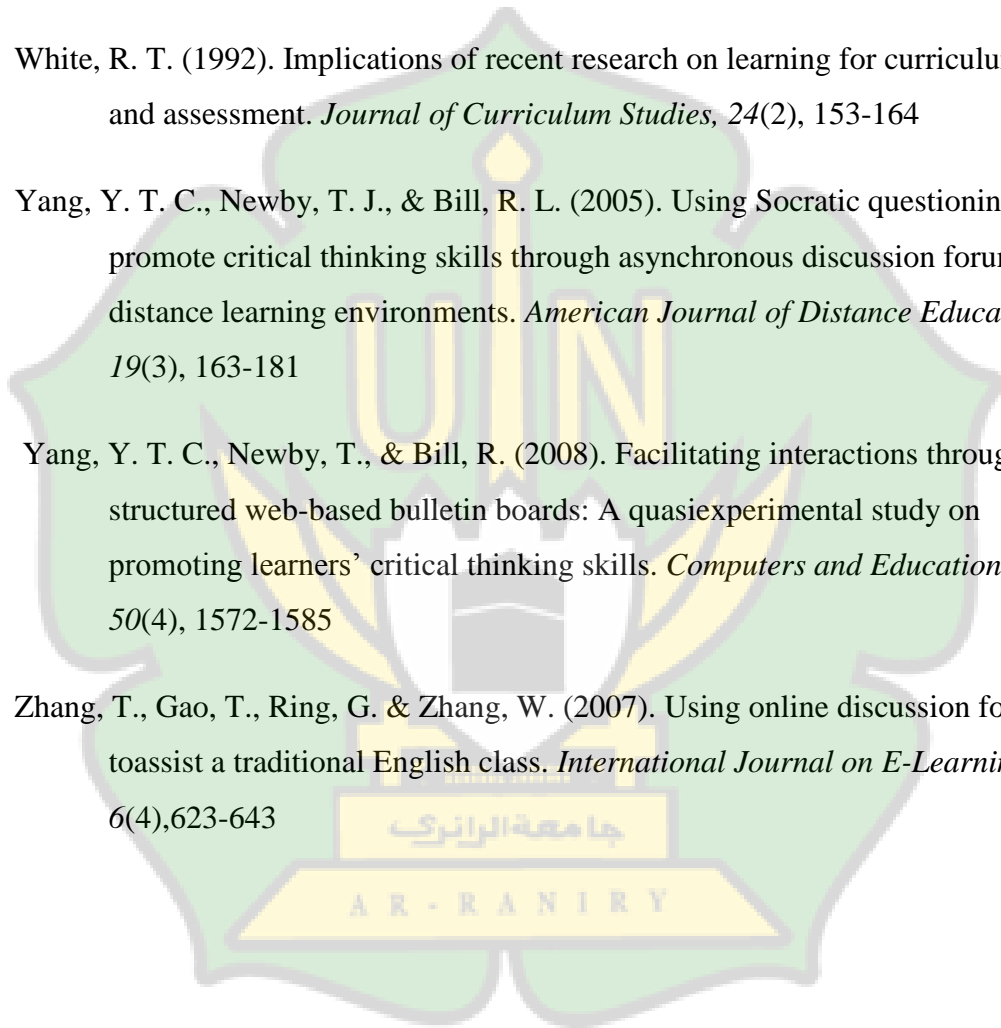
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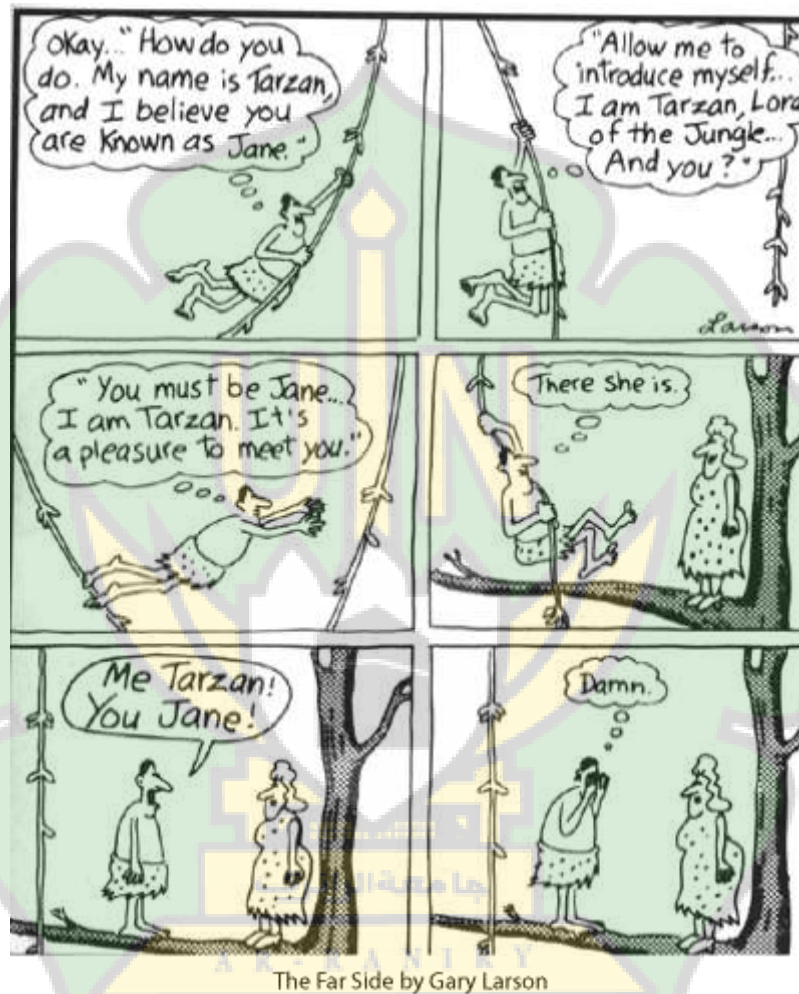
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APPENDICES

A. Students' Online Discussion English Language Assessment (ELA)

Class Batch 2016



Hi all,

This week we are going to discuss about what are we going to assess in relation to the teaching English 'business'. In order to get that idea, we need to be able to understand about language by learning from various language models suggested by experts in this field. A model is a conceptual representation of something, in which in this topic we are going to see various conceptual

representation of a language ability. In understanding that I would like you to look at this comic and perhaps try to understand what is going on, and what does the comic might tell us about:

Guided question:

1. What is going on with Tarzan?
2. What was Tarzan doing while swinging from a tree to another?
3. What is happening in the last strip of the comic?
4. Can you guess what is wrong with him?
5. What does this illustration tell us?

Share your thoughts here by referring to some readings in Communicative Competence.

Category	Code	Text	SUBJECT
Case #1			
C1-Remember.LOTS	Explain	Tarzan is shown swinging from through the jungle while thinking about how he will introduce himself to Jane.	AM
C1-Remember.LOTS	Describe	-He is thinking of all these intelligent, polite ways to greet her	AM
C1-Remember.LOTS	Explain	And when he finds hermit belts out is me Tarzan! you Jane!"	AM
C1-Remember.LOTS	Describe	He then covers his face in embarrassment and ponders "damn"	AM
C5-Evaluate.HOTS	Judge	Sometimes our rehearsals to be positive gets screwed by our 'brain speak no matter what	AM
Case #2			
C1-Remember.LOTS	Explain	Tarzan is going to meet his crush, Jane.	FA
C1-Remember.LOTS	Describe	Tarzan was preparing himself constructing his best word to amaze Jane.	FA

C2- Understand.LOTS	Summarize	Tarzan failed to speak out all the words had already arranged. He said, "Me Tarzan, You Jane" instead. He showed his regret by covering his face with both hands.	FA
C5- Evaluate.HOTS	Criticize	He was good on understanding and constructing well-organized sentences but he was bad on performing them in order to communicate.	FA
C5- Evaluate.HOTS	Conclude	Knowing a language is more than how to understand, speak, read and write sentences but how sentences are used to communicate. Because, the use of language is to communicate.	FA
Case #3			
C1- Remember.LOTS	Explain	Tarzan is going to meet his crush in another part of the jungle by swinging from one branch to another.	FR
C1- Remember.LOTS	Describe	He is thinking about what he will say to Jane, what is the appropriate word to say to make Jane impressed.	FR
C2- Understand.LOTS	Summarize	He failed to say all the good words he had prepared he loses his word and all what he says just "Me Tarzan, You Jane" what an embarrassing situation. His expression on the picture showed how shy he is and how he regret himself.	FR
C5- Evaluate.HOTS	Criticize	He actually knows what to say. He understands well about the language knowledge but he is not able to perform it in communicative way	FR
C5- Evaluate.HOTS	Criticize	The illustration showed that language is knowledge (competence) without practice (performance) is nothing. From the picture, we know that Tarzan has the knowledge (competence), but he doesn't	FR

		has the performance. So he is not able to use the language in appropriate way.	
Case #4			
C1-Remember.LOTS	Explain	He is going to meet his future wife Jane in the other side of jungle.	FNA
C1-Remember.LOTS	Describe	He was trying to string the words together for a good introduction and hopefully could make Jane impressed.	FNA
C2-Understand.LOTS	Observe	He is so nervous and fail to say a good introduction whereas he have already prepared it before.	FNA
C5-Evaluate.HOTS	Criticize	Tarzan has good competence to make a good introduction in his mind but unfortunately he really bad on performance in front of Jane and make himself in shameful situation.	FNA
C5-Evaluate.HOTS	Conclude	The illustration tells us that language is not just about knowing or competence but we need to performance or practice. Practice makes us know how to pronounce correctly and get us used to think in target language. Language is not something you learn but something you live with it.	FNA
Case #5			
C1-Remember.LOTS	Explain	Tarzan is swinging on the tree to meet a girl he likes.	NN
C1-Remember.LOTS	Describe	He is arranging some good words and trying his best to introduce himself to Jane in the best way he could.	NN
C4-Analyze.MOTS	Contrast	After some practices and think he would look so cool in front of Jane. On the other hand, he loses all of his words. He absolutely regrets that he could not show Jane what he got.	NN
C5-Evaluate.HOTS	Criticize	First, he may be really nervous to meet Jane. Second, he is actually good. He has good	NN

		competence but lack of performance that drives him into the situation	
C5- Evaluate.HOTS	Conclude	This illustration shows that this is what happens if someone has a lot of knowledge or competence but lack of performance. In Tarzans case, he just failed to reach the potential that we all know he has. Because maybe he never introduces himself in front of a girl before, or etc. So, the same when we learn a language. Because learning a language is not all about "knowing" but also "doing"	NN
Case #6			
C1- Remember.LOTS	Explain	Tarzan is going to meet the girl that he likes by swinging on the tree.	EY
C1- Remember.LOTS	Describe	He was preparing to set up his best effort by preparing all good words for making a good first impression to Jane	EY
C2- Understand.LOTS	Summarize	Tarzan failed to speak all the words that he had already prepared. He forgot about what should he told to her. He just saying "Me Tarzan, You Jane While closing his eyes with bath hands also mumble "Damn" .	EY
C5- Evaluate.HOTS	Criticize	Tarzan was good on preparing all the sentences, and he knows well what should he do when he met Jane, he was already set all in his mind. But, he might be nervous so that he lost his ways and make embarrassing himself.	EY
C5- Evaluate.HOTS	Conclude	The illustration tells us about how performance being significantly necessary more than knowledge. Language is about understanding, without practice we cannot deliver the	EY

		meaningful communicative, so we cannot do it as well as that. No matter how we good at understanding the knowledge, if we cannot good at performance that all is nothing.	
Case #7			
C1-Remember.LOTS	Explain	Tarzan is swinging from one tree to another tree and he is going to meet his crush "Jane.	KN
C1-Remember.LOTS	Describe	He was providing an acceptable and appropriate word to introduce himself to Jane.	KN
C2-Understand.LOTS	Summarize	After having a good preparation of introducing word, Suddenly when he meet her, he losses all of his idea, then he feel bad of what happened in front of Jane.	KN
C5-Evaluate.HOTS	Criticize	He feels a bit nervous before meeting Jane, because of that he loses his word what have been prepared. Then he is good in competence (understanding the sentence that appropriate to introduce himself to Jane) but he lack at performance	KN
C5-Evaluate.HOTS	Conclude	This illustration shows that Tarzan who has competence (knowledge of language) but lack of performance. Understanding the language does not enough with knowing the concept, but applying the knowledge of language itself is crucial.	KN
Case #8			
C1-Remember.LOTS	Explain	He is swinging from one tree to another, to meet a new girl in the jungle who named Jane	FZ
C1-Remember.LOTS	Describe	He is thinking about how to introduce himself properly and makes a good impression	FZ
C2-Understand.LOTS	Summarize	He ruin everything he had prepared before because of the nervousness and lack of practice. He just say something	FZ

		that far away from what he planned before and feels bad while regretting it by cussing himself.	
C5- Evaluate.HOTS	Judge	Because lack of practice (doing) and just thinking about the basic proper way to greeting someone(knowing) he cannot really use and act like what he planned and prepared before.	FZ
C4- Analyze.MOTS	Contrast	This illustration tell us about learning something just by the definition and form (concept of the things that we learned itself is not 100% complete, because what we know as a basic concept or knowledge problematically maybe different from what will we find and do in the real life. example : people who advance in grammar usually hard in speaking because they just keep thinking about the grammatical things while speaking and also because lack of practice, It is also happen with people who advance in speaking but still lack in grammatical concept. this example shown us that knowing and doing are different things and they complete each other 50% and 50% to make our language 100%.	FZ
Case #9			
C1- Remember.LOTS	Explain	Tarzan is swinging from tree to another tree only to see his crush	OS
C1- Remember.LOTS	Describe	He was doing a practice and look for an appropriate sentences to Introduce himself in front of Jane later on	OS
C2- Understand.LOTS	Summarize	In the last trip, Tarzan was filed to Introduce his self based on what he had practice before. He	OS

		was not able to do the performance even though He already had known the way how to do it	
C5- Evaluate.HOTS	Judge	He felt bad because He did not able to Introduce his self in good way. However, Tarzan knew the way how to do it, but He cannot express it in front of people.	OS
C5- Evaluate.HOTS	Conclude	This illustration tells us about knowledge and performance. In teaching and learning process, there are several students have already understood the material that teacher gives, but when teacher asks one of students to answer or to explain what She /He knows about the material in class, sometimes student will lose their words, do not know the way how to communicate it even though students is extremely sure that they know the concept. Commonly, this kindof events occur in the life of students, They know and understand the material, but it is hard for them to speak it out.	OS
Case #10			
C1- Remember.LOTS	Explain	Tarzan is swinging from a tree to another just to meet his crush "Jane" over there	MU
C1- Remember.LOTS	Describe	Then He tried to find the worthy words to introduce himself to Jane by arranging them as well as he could to make a good impression.	MU
C2- Understand.LOTS	Restate	The fact, after he met Jane. He felt nervous and loses all the worthy words that he had to prepare before to introduce himself to Jane. Instead of saying "you must be Jane.. I am Tarzan. It's a pleasure to meet you" he just said "Me Tarzan!"	MU

		You Jane!" How shame he was. The last picture is clearly said that he regrets himself.	
C5- Evaluate.HOTS	Judge	One thing that makes Tarzan bad is because of he is lack practice (performance). For instance, When he meta girl like Jane ant he wants to introduce himself, he is not confident enough plus he then nervous at the same time so he lost all the words that want he said. Of course, he knows what he wants to say, he knows some appropriate words (competence) but, he doesn't know the way how to apply it correctly.	MU
C5- Evaluate.HOTS	Conclude	It is really clear that the way we learn something is not quite enough only with competence but it also need a performance to make it balance. Like Tarzans story, even though he knows some appropriate words or perhaps knowing many vocabularies and sentences but he cannot apply it as well as he wants to. Why? It is because he lacks practice (do performance) on something, we can conclude that if we never practice (do performance) on something, then we will never mastering it. Because the performance and competencies complement one and another. So, it is important for us to master both of them.	MU
Case #11			
C1- Remember.LOTS	Explain	Tarzan is going to meet the girl that he likes by swinging on a tree to another	IC
C1- Remember.LOTS	Describe	He was thinking about how to introduce himself to the girl by stringing some good words.	IC
C2- Understand.LOTS	Summarize	Finally, he was able to meet Jane. But unfortunately, when	IC

		he looked into Jane's eyes he was nervous and forgot all the words that he had prepared before.	
C5- Evaluate.HOTS	Judge	Actually, the words that he has prepared was good but the lack of practice. He does not know how to apply it in real life. So, when he met Jane he forgot what he wanted to say. Sometimes what we expect in contrast to reality	IC
C5- Evaluate.HOTS	Conclude	From the illustration, we can learn if knowledge and performance are two interrelated things, a knowledge of the language is needed in performance. Knowledge is not only for learning that we have to know, remembering or writing but we also need to practice it. We should know how to apply it in our life correctly. As we already know, a language is a tool for communication. Without practice, it will be nothing, because the practice is the key to fluency in communication, especially in a performance.	IC
Case #12			
C1- Remember.LOTS	Explain	Tarzan is swinging from one tree to another because he see Jane over there and want to meet Jane face to face.	MJJ
C1- Remember.LOTS	Describe	While swinging from a tree to another, Tarzan keep repeat the good sentence to talk with Jane and try to make Jane impressed with him.	MJJ
C5- Evaluate.HOTS	Judge	In the last script of the comic, Tarzan cannot speak well with Jane the way he practices before due to being nervous in front of Jane	MJJ
C5-	Judge	I think Tarzan cannot speak	MJJ

Evaluate.HOTS		well the way he practice before because he nervous when face with Jane. Like for some student, they have practice really well before perform for presentation. But when it came to the front suddenly all the material that they memorize lost in a second.	
C5-Evaluate.HOTS	Recommend	This illustration tell us about slice of life in knowledge vs performance. Actually all student have knowledge, but when it came to performance not all student can do a good performance. Of course we have to practice before perform. But sometimes practice did not really help someone to perform well due to the nervousness. I think this illustration really tell us about slice of life that lots of people have feel when it come to performance. Of course this not applies to all people because there is a lot of people who can perform well too without feeling to much nervous.	MJJ
Case #13			
C1-Remember.LOTS	Explain	Tarzan is swinging from one tree to another to meet his heart-crush which her name is "Jane"	YM
C1-Remember.LOTS	Describe	Tarzan was trying to introduce himself to Jane while composing his good words. Tarzan was also trying to attract Jane's attention to respond through his words	YM
C5-Evaluate.HOTS	Judge	Tarzan was filed to utter his good words because of flutter and he was felt deeply disappointed because he cannot show his charm to Jane.	YM
C5-Evaluate.HOTS	Judge	Tarzan might be nervous, lack of confidence and lack of performance as well. He had	YM

		already arranged several decent words to say and make himself seems like an alluring prince through his sentences but in fact, he just looks like a shy prince.	
C5- Evaluate.HOTS	Recommend	This illustration teaches us that everyone must have a balanced ability in knowledge and performance. In the comic above, Tarzan failed to reveal his appropriate words because he lacks practice or communicates. In the context of learning language, everyone must be an active speaker rather than passive so as not to be rigid, more confident and become active will increase their knowledge of language continuously.	YM
Case #14			
C1- Remember.LOTS	Explain	Tarzan is going to meet his crush, Jane. By swinging from one branch to another	NM
C1- Remember.LOTS	Describe	Tarzan was preparing himself with the best word that he has to make Jane impress	NM
C2- Understand.LOTS	Restate	After he prepared all the best word then when he met Jane. The only words that come out from his mouth is "me Tarzan! you Jane!"	NM
C5- Evaluate.HOTS	Judge	Tarzan was so good in preparing all the sentences, and he knows well what should he do when he met Jane. And all the word already set in his mind. But, he might be nervous so that he lost his ways and make embarrassing himself. He has good competence but lack of performance.	NM
C5- Evaluate.HOTS	Conclude	This illustration shows us that Tarzan who has competence (knowledge of language) but	NM

		lack of performance. Understanding the language does not enough with knowing only the concept, but applying the knowledge of language itself is really important.	
Case #15			
C1-Remember.LOTS	Explain	Tarzan swinging from a Tree to another to meet with Jane.	AF
C1-Remember.LOTS	Describe	He tries to introduce himself and try to entertain Jane by starting a conversation	AF
C1-Remember.LOTS	Define	Tarzan lost his word because he has no response from Jane at all and he a bit frustrated by saying "damn" word	AF
C1-Remember.LOTS	Define	He acts overconfident and speaks too fast in starting a conversation, so the opponent will hard to respond.	AF
C1-Remember.LOTS	Define	In starting a conversation, we need to understand the situation and also the ability of your opponent. After all, you may start a conversation correctly	AF
Case #16			
C1-Remember.LOTS	Explain	Tarzan tried to introduce himself in front of Jane.	MZ
C1-Remember.LOTS	Describe	Tarzan tried to prepare words to speak to Jane so that she would be interested in Tarzan	MZ
C1-Remember.LOTS	Define	Tarzan could not say as expected in front of Jane because Tarzan was too hasty to introduce himself, so at the end Tarzans hopes did not match the reality he wanted	MZ
C5-Evaluate.HOTS	Judge	He is good at interacting and his organized abilities are able to make him brave in any case. He is also good at thinking but he is bad at communicating.	MZ
C5-Evaluate.HOTS	Judge	Here Tarzan fails to speak he is lacks the right communication to others. Wherever we are, we must always be active in	MZ

		communicating to gain knowledge and fluency in the language.	
Case #17			
C1-Remember.LOTS	Explain	Tarzan is swinging from a tree to another to meet with Jane, his crush.	TIM
C1-Remember.LOTS	Describe	Tarzan tried to introduce himself and try to attracted Jane by starting a conversation with the polite words.	TIM
C5-Evaluate.HOTS	Judge	Tarzan is lost his words because he never or lack of practice to talk to Jane. Tarzan failed to say his words because he lack of practice.	TIM
C1-Remember.LOTS	Define	Tarzan acts over-confident and spoke too fast in starting a conversation, so the Jane will hard to respond	TIM
C5-Evaluate.HOTS	Conclude	This illustration shows us that Tarzan has knowledge of language but lack of performance. Applying the language is crucial to make someone get used to.	TIM
Case #18			
C1-Remember.LOTS	Explain	Tarzan is swing to across the tree because he saw a woman there, he knows the woman, She is Jane and he wants to introduce himself to the woman.	MH
C1-Remember.LOTS	Describe	When he swinging the tree, he thinking about how he will greet the Jane with a cool way.	MH
C2-Understand.LOTS	Restate	After he thought about a lot of ways to greet her, when he arrives in front of Jane, he forgot about what he had to say to Jane and then he just told "me Tarzan! You Jane!	MH
C5-Evaluate.HOTS	Judge	-He knew about how to compose sentence to greet Jane but he could not express it because of lack of confidence.	MH
C5-	Recommend	Sometimes, what we did, it is	MH

Evaluate.HOTS		not match by what we thought. Then, the illustration taught us that we should not only know how to plan something but we also have to know how to do what has been planned.	
Case #19			
C1-Remember.LOTS	Explain	Tarzan is going to meet crush to swinging from a tree.	NSM
C1-Remember.LOTS	Describe	He was trying to string the words together for a good introduction and hopefully could make Jane impressed.	NSM
C4-Analyze.MOTS	Contrast	After some practices and thinks he would look so cool in front of Jane. On the other hand, he loses all of his words.	NSM
C2-Understand.LOTS	Restate	He felt bad and he got damn.	NSM
C5-Evaluate.HOTS	Judge	Sometimes our rehearsals to be positive gets screwed by our 'brain speak. no matter what.	NSM
Case #20			
C1-Remember.LOTS	Explain	Tarzan is going to meet his crush, Jane, by swinging from a tree to another.	NA
C1-Remember.LOTS	Describe	Tarzan was preparing and arranging all his best words that he would say to Jane to impress her.	NA
C2-Understand.LOTS	Summarize	Tarzan is losing all his best words. He is saying, " Me Tarzan, You Jane" instead of saying all the words he had already prepared and arranged. He is covering his face with both hands and muttering to show his regret.	NA
C5-Evaluate.HOTS	Judge	He has a good competence in understanding and developing good sentences to deliver to Jane, yet he has a bad performance and is not able to deliver the sentences in a communicative way	NA
C5-	Conclude	The illustration shows that how	NA

Evaluate.HOTS		performance is important as well as competence. Language is not only about how to understand it but also how to use it in order to communicate with others. Understanding a language is a competence but if we are not practicing and performing it well, then we are not able to use the language in proper ways.	
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B. Students' Online Discussion Computer Assisted Language Learning (CALL) Class Batch 2015

Base on your readings in this module, could you try to **paraphrase or develop your own working definition of CALL?** Make sure that you covered all required features of CALL that you think essential in understanding this subject. Post your response here and provide comments to other students post. Remember, comments must be in academic format and no single line comment is accepted. If you agree, why you agree and vice versa. Be polite and professional in making comments (double check for spelling and grammatical error)

Category	Code	Text	SUBJECT
Case #1			
C6 - Create. HOTS	Develop	Hi guys, this is my opinion about the definition of CALL : Call or (Computer-Assisted Language Learning) is one of learning uses a computer to improve other people ability in language. It encompasses issues of material design, technologies, pedagogical theories and modes of instruction.	TNN
Case #2			
C5 - Evaluate. HOTS	Conclude	Based on sources that I have read, Computer Assisted Language Learning is an oncoming used in running language classroom by utilizing some applications of the computer deliver the materials for those who learn second language so the students can be independent and interactive. CALL also helps teacher to increase student's attention, interest, focus, and their engagement in language learning process. In additional CALL used to reinforce classroom lesson and to assess competency of the language. This	NK

		<p>approach makes everything easier, even the class is out we still can use it as a tool. Yeah.. one of the use of CALL is to reinforce classroom. Why? Because with using some application the students will more interested to learn the second language with many illustration provided. The class will not be bored. So, that is the reinforcement to learn second language.</p>	
Case #3			
<p>C5 - Evaluate. HOTS</p>	<p>Conclude</p>	<p>After I read the module, it can be concluded definition of CALL is an approach or tools in teaching where is using the computer technologies to promote educational learning such as presentation, reinforcement and assessment of material to be learned in interactive. It can be drill and practice, tutor, simulation, multimedia and internet application to language learning process where is can form self- paced learning. Interactive learning is a way to make students more engaged and retain more material. Also helps them to build problem solving and critical thinking skills. Like we are doing now in this course.</p>	<p>KM</p>
Case #4			
<p>C6 - Create. HOTS</p>	<p>Develop</p>	<p>In my opinion, CALL can be defined as a tool or a course that using computer in the learning process to support learning system and also promote language learning and skills in language such as reading, writing, listening and also speaking. Call does not only teach the students about using the computer as a technology tool or as a media in the classroom during learning process but also call teach more than that. Moreover, call introduce and show the students about internet technology that can be useful or can be useless for the learning</p>	<p>CNS</p>

		itself.	
Case #5			
C6 - Create. HOTS	Develop	Computer Assisted Language Learning (CALL) is the language teaching and learning using the technology to improve students ability such as speaking, listening, reading, and writing, and the technology can be change and revision. CALL really useful for the teaching and learning process because it can helps students to be more active and independent and also CALL can be useless, it depend on the user itself.	RJ
C4 - Analyze. MOTS	Contrast	CALL really useful for the teaching and learning process because it can helps students to be more active and independent and also CALL can be useless, it depend on the user itself.	RJ
Case #6			
C6 - Create. HOTS	Create	Based on the reading materials provided in this course, I came up with a definition for CALL. In my opinion CALL is a method which explores the computer capabilities to achieve the higher effective of language teaching and learning.	NS
Case #7			
C5 - Evaluate. HOTS	Conclude	After reading those definitions, it can be concluded that CALL is a study that involves a technology (computer) as a tool to help the human in language teaching and learning in order to improving their language ability.	AL
Case #8			
C5 - Evaluate. HOTS	Conclude	Based on the module that I have read, I take several big issues that related to the definition of CALL. I conclude that: Computer Assisted Language Learning (CALL) is a study of technology applied to assist students in learning English and mastering technology to improve English language skills. The word mastering in the meaning of CALL is a learner	RZA

		must be able to be skilled and reliable in applying technology to interact with technology users. Especially to enrich our vocabulary mastering, technology is a significant device to be applied by students.	
Case #9			
C6 - Create. HOTS	Create	Based on the material I have read, here is my own definition of CALL. CALL is the use of technology which adapt computer-based. CALL can be a software tool consists of material design, pedagogical theories, and modes of instructions as aid to support language teaching and learning process and as a result the learners could improve their language. Then, CALL can also be a platform for teachers and learners interaction	AK
Case #10			
C5 - Evaluate. HOTS	Conclude	After reading some definition about CALL, I conclude that, CALL is computer based language learning which help both Teacher and student teaching-learning process in advance level, and to enhance students language based on various types materials given and provided. Teacher will definitely helped by CALL in platform based learning when he or she manages their classroom and learning effectively. Advance level means in the next level of learning, we use the technology or here in this case is Computer assisted learning. We are not merely had classroom activity or learning, but also in the platform. So it so Cool I think that's why I say that this is the advance level which we know we live in massive technology era, sound cool right?	MT
Case #11			
C5 - Evaluate. HOTS	Conclude	According to all resources that I have read. I can conclude the definition of CALL (Computer Assisted Language Learning). Computer Assisted	GCB

		Language Learning is a language teaching and learning which using computer as the media for assessment and the learner learns the language in any context that have been designed by computer.	
Case #12			
C6 - Create. HOTS	Create	CALL (Computer Assisted Language Learning) is the study of computer system which is used to enhance language learning and teaching in face-to-face situation and vice versa. The implementation of this applications is very useful to create an independent, creative and cooperative learning process everywhere and everytime. As a teacher, material, instructions and pedagogical theories can be designed in this platform.	MS
Case #13			
C5 - Evaluate. HOTS	Conclude	I would like to give my opinion about CALL and its features. CALL is an approach in teaching and learning that use computer as technology and internet as a resource. CALL use materials that can be used in teaching to facilitate the language learning process. In its history CALL has three phases: behavioristic CALL, communicative CALL and integrative CALL. Behavioristic CALL (1970s-1980s) is the earliest CALL program that based on behaviorist theory of learning, it focused on receptive drills which its activities increase language accuracy rather than fluency. Communicative CALL (1980-1990s) is like communicative approach that focuses on using the language rather than analysis the language such as teaching grammar. Integrative CALL (21st century) is focused on integrating teaching of language skill into content-based task Types of CALL programs are Web-based	LQ

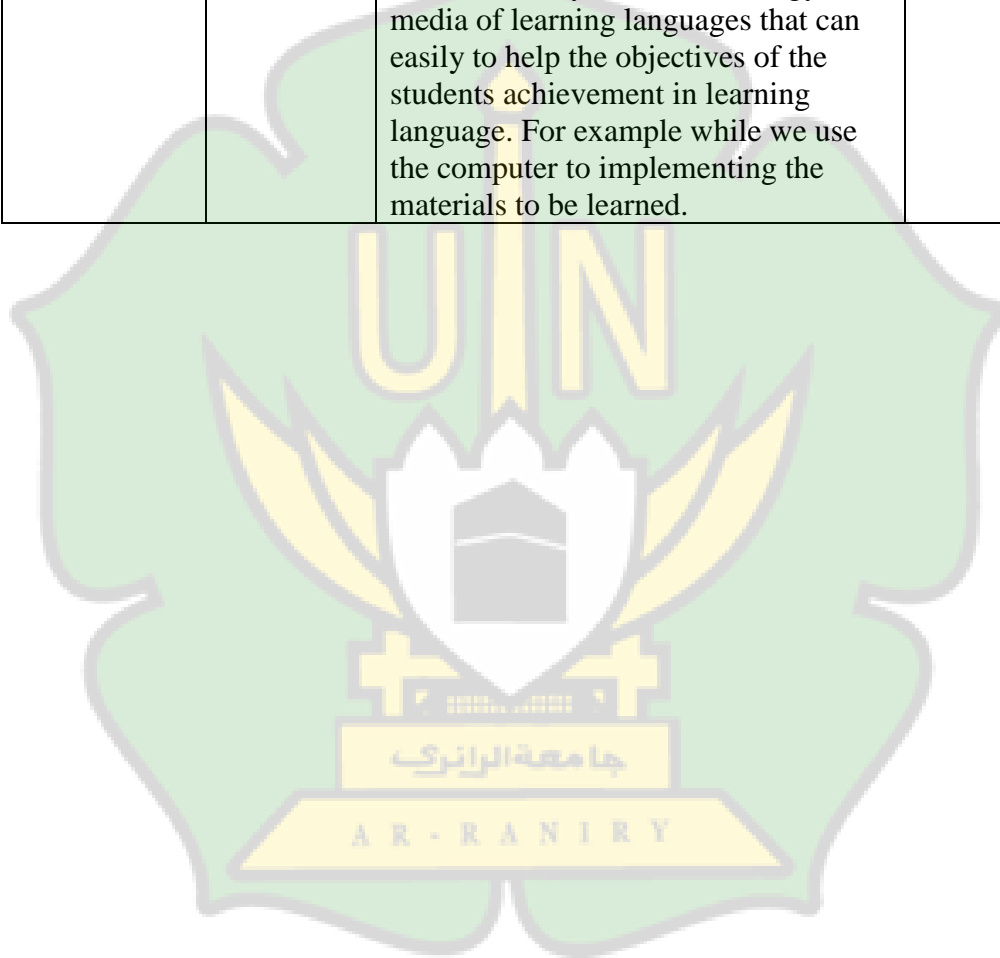
		learning program, Computer-Mediated.-Communication (CMC) program, etc. Types of CALL activities are multiple choice, true false quizzes, matching, etc. However, CALL suggests that the teaching learning process that occurs by using technology will develop limitless materials.	
Case #14			
C5 - Evaluate. HOTS	Conclude	Computer Assisted Language Learning it means how computers have been used and are being used for language teaching. It focused not on a technical description or hardware and software, but rather on the pedagogical questions that teachers have considered in using computer in the classroom. This definition applies to all languages, skill areas, and contents. Very specifically, CALL is software tools designed to promote language learning (ICT4LT, 2001), but CALL can be looked at in broader ways, too. Levy (1997) describes CALL as a field that covers the search for and study of applications of the computer in language teaching and learning(p. 1). In an earlier volume, Elizabeth Hanson-Smith and I (Egbert & Hanson-Smith, 1999) characterized the basis of CALL as optimal, technology- enhanced language teaching and learning environments; that is, language and content settings in which technology was used as effectively as possible to support learning. There are three phases of CALL which are: Behavioristic CALL, Communicative CALL, Integrative CALL. Integrative approaches to CALL are based on two important technological developments of the last decade: Multimedia Internet	MY
Case #15			
C5 -	Conclude	Computer Assisted Language	SF

Evaluate. HOTS		<p>Learning (CALL) is an approach to teaching and learning in which the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned. It includes the search for and the investigation of applications in language teaching and learning. CALL is meant to supplement face-to-face language instruction. It can be identified three historical phases of CALL, classified according to pedagogical and methodological approaches. First is Behavioristic CALL, conceived in the 1950s and implemented in the 1960s and 1970s. It was based on the then-dominant behaviorist theories of learning, Second is Communicative CALL (1970s to 1980s) that computer based activities should focus more on using form than on the forms themselves, teach grammar implicitly rather than explicitly, allow and encourage students to generate original utterances rather than just manipulate prefabricated language and use target language predominantly or even exclusively. Third, Integrative CALL, embracing Multimedia and the Internet in 1990s. In this third phase, practitioners have focused their efforts on integrating the teaching of language skills into content-based tasks, authentic interactions, and collaborative projects that provide direction and coherence.</p>	
Case #16			
C5 - Evaluate. HOTS	Conclude	<p>Computer Assisted Language Learning (CALL) is defined as the use of computer in learning second or foreign language. It refers to implementing the computer and other technology to help students reach their goal in learning language. the material of CALL embrace material design,</p>	QN

		technologies and pedagogical theories and modes of instruction.	
Case #17			
C5 - Evaluate. HOTS	Conclude	CALL is an approach to language teaching and learning that involves the utilization of computer technology in discussion, assessment, Presentation, and other various course activities. The using of sophisticated technology enables the students to learn anywhere, anytime, anyhow, and anything they want with unlimited flexibility of time and places. This also eases the tutors to evaluate the tasks and give feedback virtually. Therefore, this learning method is an astonishing break-through for the optimum course effectiveness.	AP
Case #18			
C5 - Evaluate. HOTS	Conclude	I've read the module and also from some other articles. This makes me come to a conclusion that CALL is a term which represent a methodology of language teaching and learning that involves the utilization of computer technology in assessment, reinforcement, interaction, communication, and presentation.	DK
Case #19			
C5 - Evaluate. HOTS	Conclude	Computer Assisted Language Learning (CALL) is not a method and often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned usually including a substantial interactive element.	MSL
Case #20			
C5 - Evaluate. HOTS	Conclude	Based on my reading, I definite CALL as a platform where the computer has a very important role for language teaching. CALL can facilitate the learner and pedagogue in transferring and learning the language. Computers	NH

		<p>have a very high ability compared to humans in providing access for students to learn the language. The development of CALL requires educators to think about the implications of computer in language learning to students. But in fact, many teachers have a lack training on CALL so that the use of computer class for language teaching is not used. CALL greatly facilitates the teacher to provide competent teaching materials. Teachers do not need to spend a lot of energy to transfer learning to students such as teachers do not need to repeat the reading to train vocabulary on students with the audio recording. Not only the teacher, but computers are also very helpful for students in learning the language. Students are able to access applications in accordance with their needs to practice the language. The computer acts as a tutor, stimulus, and tool. CALL empowers students to use or understand languages including vocabulary exercises, brief grammatical explanations and exercises, and translation tests in various intervals. Then, it can stimulate student discussion, writing, or critical thinking. Students can also work in pairs or small groups and then compare and discuss their answers.</p>	
Case #21			
C5 - Evaluate. HOTS	Conclude	<p>On my opinion, CALL or we know as Computer Assisted Language Learning is a knowledge about how to use computer as a tool in learning an English language. CALL is really helpful for learners to study English and develop it CALL also help the teacher to increase his or her students. English . I think it, important for us as a language learners and also as a future language teacher to study about</p>	MSU

		CALL itself.	
Case #22			
C5 - Evaluate. HOTS	Conclude	Based on material that I have read, according to Levi (1997: p.1), Computer Assisted Language Learning (CALL) is defined as the search for and study of applications. the computer in language teaching and learning. It can be concluded that CALL is a way to use technology as a media of learning languages that can easily to help the objectives of the students achievement in learning language. For example while we use the computer to implementing the materials to be learned.	ENA



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6691/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UIN.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang**
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11207/UN.08/FTK/KP.07.6/07/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2003 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan**
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019
- MEMUTUSKAN**
- Menetapkan**
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11207/UN.08/FTK/KP.07.6/07/2019 tanggal 31 Juli 2019
- KEDUA** : Menunjuk Saudara:
- | | |
|---------------------------|----------------------------|
| 1. Rahmat Yusny, M. TESOL | Sebagai Pembimbing Pertama |
| 2. Fera Husfina Zalfa, MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | Muliana |
| NIM | 150203641 |
| Program Studi | Pendidikan Bahasa Inggris |
| Judul Skripsi | Analyzing Students' Critical Thinking Levels through Their Responses in Online Discussion Forums |
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;
- KEEMPAT** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- KELIMA** :

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020

An. Rektor
Dekan,


Muslim Ruzali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prati PBI Fak. Tarbiyah dan Keguruan
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.
4. Mahasiswa yang bersangkutan
5. Asstip