

**PRE-SERVICE ENGLISH TEACHERS'
COGNITIONS TO CULTIVATE CRITICAL
THINKING IN INTERNATIONAL TEACHING
PRACTICUM**

THESIS

Submitted in Partial fulfilment of Requirement
for the Degree of Bachelor of Education
In English Language Education Department



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2023

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ABSTRACT

Title : Pre-Service English Teachers' Cognitions to Cultivate Critical Thinking in International Teaching Practicum

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Creativity and innovation in fostering teaching English are really needed to cultivate critical thinking skills, which have also become essential for students in the 21st century. As prospective language teachers, critical thinking skill is essential to pre-service teachers in professional learning and international teaching practicums provide with international learning experiences in real-world context. This study aims to describe pre-service teachers' cognitions of critical thinking and how to cultivate critical thinking in international teaching practicum in Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia. This research used a descriptive qualitative research design. Four pre-service teachers were interviewed. Document analysis of teaching videos and lesson plans was done. The findings indicated that pre-service teachers' have sufficient cognitions of critical thinking. They show critical thinking characteristics and believed that critical thinking is important and should be cultivated in English teaching. However, pre-service teacher cultivation of critical thinking in teaching practicum is still low. They lack the ability to cultivate critical thinking in four components that are analyzed by researcher. Continuous training for pre-service teachers' critical thinking pedagogy needs to be established to strengthen the cultivation of critical thinking skills in teaching. This research is confined to a small number of participants. Large-scale research involving participants is necessary to evaluate the extent pre-service teachers' cognitions transformation over a period of time.

Keyword: *critical thinking, international teaching practicum, pre-service teachers*

MOTTO

“Allah does not burden a human beyond their capacity”

“Don’t limit your challenge, but challenge your limit!”

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish this thesis.

This thesis is dedicated to all pre-service teachers everywhere. To help them find other ways to teach. This thesis is also dedicated to the researcher's beloved family, especially the parents of researchers Abdullah and Munawaroh who always support researchers with everything they have including unending love.

ACKNOWLEDGEMENT

The writer expresses gratitude to the Almighty God Allah SWT for his kindness and love, which enabled the finish of this thesis. We consistently sholawat and salam be delivered to the honorable prophet our prophet Muhammad SAW, his families, his relatives and his companions, who have led us from a period of darkness to an era of enlightenment. The writer also feels grateful and thankful because he is able to finish this thesis entitle Pre-Service English Teachers' Cognitions to Cultivate Critical Thinking in International Teaching Practicum. This study is required to complete the degree of bachelor of English Language Education Department at Walisongo State Islamic University Semarang.

The writer appreciates that completing this study would be impossible without the assistance, guidance, prayers, and support of these individuals. For those reason, he will give the deepest appreciations to:

1. Dr. KH. Ahmad Ismail, M.Ag., M. Hum as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Dra. Nuna Mustika Dewi M.Pd. as the head of English Education Department
3. Lulut Widyaningrum M.Pd. as the secretary of English Education Department

4. Dr. Siti Tarwiyah, SS. M.Hum. as the advisor who always guide the writer in finishing this study, giving correction, and encouragement for the writer since the beginning till the final draft of the writer's thesis.
5. All the lectures of English Language Education Department Walisongo State Islamic university
6. The writer's parents Abdullah and Munawaroh who always support the writer materially and immaterially through prayer, love and guidance.
7. My beloved sister Shofa Ulya who always support the writer.
8. The writer's all families who support the writer with their love and pray.
9. The writer's friends in PBI 2020 especially all ICP PBI '20 members.
10. Podcast Ancur who always accompany the writer in doing thesis.
11. The last but not least, I wanna thank me. I would want to express gratitude towards myself for having faith in my abilities, for dedicating myself to challenging efforts, for maintaining a persistent work ethic, for refusing to give up, and for consistently being true to my own self.

Semarang, 15 December 2023

A handwritten signature in black ink, appearing to read 'Muhammad Hadi Subulas Salam', written in a cursive style.

Muhammad Hadi Subulas Salam

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TABLE OF CONTENT

THESIS STATEMENT.....	ii
RATRIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	v
MOTTO.....	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF FIGURES.....	xv
CHAPTER I	1
INTRODUCTION.....	1
A. Background of Research.....	1
B. Research Questions.....	6
C. Objectives of the Research	6
D. Research Significance.....	6
CHAPTER II.....	9
LITERATURE REVIEW.....	9
A. Previous Research.....	9
B. Theoretical Review	12
1. Critical Thinking.....	12
1.1 Definition of Critical Thinking	12

1.2 Critical Thinking in Teaching English	14
2. Teachers Cognitions about Critical Thinking ..	16
3. Learning Components	17
CHAPTER III.....	20
RESEARCH METHOD	20
A. Research Design	20
B. Data Source.....	20
C. Research Focus	21
D. Method of Collecting Data	21
E. Instrument	23
F. Method of Analysing Data.....	25
CHAPTER IV	28
RESEARCH FINDINGS AND DISCUSSION	28
A. Research Findings.....	28
1. Pre-Service Teachers’ Cognitions of Critical Thinking	28
2. Pre-Service Teachers’ Cultivation of Critical Thinking in International Teaching Practicum.....	35
B. Discussion.....	48
CHAPTER V.....	53
CONCLUSION AND SUGGESTION	53
A. CONCLUSION.....	53
B. SUGGESTION	54
REFERENCES.....	1

APPENDIXES	1
Appendix I	1
Appendix II.....	1
Appendix III	3
CURRICULUM VITAE	10

LIST OF TABLES

Table 3.1 Interview Guideline

Table 3.2 Components in the cultivation of critical thinking

Table 4.1 The representation of pre-service teachers' cognitions

Table 4.2 The components showing the cultivation of critical thinking

LIST OF FIGURES

Figure 1. PT1's learning objectives

Figure 2. PT2's learning objectives

Figure 3. PT3's learning objectives

Figure 4. Genre based stages in PT1's lesson plan

Figure 5. Scientific instruction stages in PT2's lesson plan

Figure 6. Genre based stages in PT3's lesson plan

Figure 7. PT1's assessment

Figure 8. PT2's assessment

Figure 9. PT3's assessment

CHAPTER I

INTRODUCTION

This chapter describes the background of research, the research questions, the objective of the research, and the significance of the research.

A. Background of Research

Creativity and innovation in fostering teaching English are really needed to cultivate critical thinking skills, which have also become essential for students in the 21st century (Dwyer and Eigenauer 2017). Critical thinking is a type of higher-order thinking skill in which individuals demonstrate their ability to scientifically and thoughtfully investigating a phenomenon from different perspectives in various situations to make an effective conclusion. This skill is very important to cultivate in students because they will face uncertain conditions and global competition in the future. The ability to think critically enhances students' communication skills, which are crucial for success in academic and professional settings. In the language learning process, critical thinking skills can authorize students to extend the objective of English competencies (listening, reading, speaking and writing) (Gatot and Yuliana 2020). Moreover, critical thinking helps students in decision making (Bouygues 2018). They think carefully when they receive the information.

The existence of creative teachers is essential in supporting critical thinking. As demonstrators in teaching and learning, teachers' cognition has a crucial role in cultivating critical thinking in teaching English (Dehghayedi and Bagheri 2018). Only qualified teachers who are prepared with critical thinking abilities and critical thinking-oriented pedagogy can cultivate students' critical thinking (Cáceres and others 2020). Schooling, practical teaching experience, and teacher education programs can contribute to the development of a teacher's perspectives, which validates the sociocultural perspective of teacher belief (Ma and Liu 2022).

As prospective language teachers, critical thinking skill is essential to pre-service teachers in professional learning and application in their current and future academic and work environments (Yuan and others 2020). Certainly, the ability to think is something that happens naturally, but it must be developed by teachers. Furthermore, the process in which material for teaching is presented could have an important role in cultivating critical thinking. Pre-service teachers' personal beliefs play a crucial role in their preparation and ongoing professional growth (Gashan 2015; Petek and Bedir 2018). But, Muniroh (2021) finds that the Indonesian policies lack a solid concept of critical thinking based on the desired learning objectives of the English Language Teaching (ELT) study program. Even though pre-

service teachers believed in the importance of teaching critical thinking, they usually neglected critical thinking skills. Pre-service teachers raised doubts about their ability to cultivate critical thinking in their classrooms (Gashan 2015).

Many institutions have established international teaching practicums to provide pre-service teachers with international learning experiences in real-world context. International teaching practicum offers the pre-service teachers the opportunity to ‘observe and work with real students, teachers and curriculum in natural settings’ Within an international context, while acquiring teaching skills and encountering the challenges of teaching in a international context (Huling 1998). Jin et al. (2020) state that an international teaching practicum encourages and supports interns to engage in short-term, intense international teaching placements in foreign cultures, curricula, and professional practices in order to acquire intercultural insights and familiarity with alternative educational systems beyond their own accustomed teaching and learning settings. Along with the pedagogical aspect, some studies reveal that international teaching practicum allows interns to have better self-criticism, flexibility, tolerance, patience, politeness, independence, confidence, and the capacity to adjust to a new culture (Kabilan 2013).

The international teaching practicum has the potential to cultivate critical thinking-oriented pre-service teachers. However, knowledge of how pre-service teachers cultivate critical thinking in teaching is limited (Kowalczyk and others 2012). The lack of theoretical and practical awareness of critical thinking skills may hinder teachers' ability to improve students' critical thinking skills. Furthermore, without proper knowledge, pre-service teachers may think that they are improving students' critical thinking skills when they are not. Therefore, it is important to gather the necessary information about pre-service teachers' cognition to build a teaching model that cultivate critical thinking in teaching practicum.

Several studies concern how critical thinking skills are exposed in some topic areas by several researchers. One of research was conducted by Khalid et al. (2021) examines the pre-service teachers perceptions on the barriers they face in promoting critical thinking abilities in classrooms. Additionally, it investigates possible solutions to overcome these perceived barriers. Zhang (2018) examined how online resources, informed by systemic functional linguistics (SFL), influenced the EFL students' writer improvement of critical thinking. The case study found that despite the challenges the students encountered, EFL writers built critical thinking abilities about the production of excellent academic writing. Arifin (2020) also discovered similar results. The research

intends to improve students' critical thinking abilities through the application of critical reading. The findings show that students exhibited poor results in two crucial domains, namely: formulating conclusions and articulating ideas. The author asserts that students' insufficient command of the English language is the main determinant of their poor academic performance. Dehghayedi and Bagheri (2018); Syahrial and others (2019) also focused on improving the critical thinking skills to the pre-service teachers, but did not provide information about how to cultivate critical thinking in teaching. Gashan (2015) found that pre-service teachers indicated their lack of confidence in possessing the appropriate skills to foster critical thinking among students in their courses, and consequently, to effectively include critical thinking into their classes. Based on the description in the previous part, it is shown how important pre-service teachers cultivate of critical thinking skills in their teaching practicum. However, few discussions were found regarding the cognition of pre-service teachers and how to cultivate critical thinking in international teaching practicum context. Participants of this research are pre-service teachers of English Language Department from UIN Walisongo Semarang, who conducted international teaching practicum with Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia. This research will be conducted to provide a better understanding of and deeper

insight into pre-service teachers' cognitions and how they cultivate critical thinking skills in international teaching practicum.

B. Research Questions

Based on the background of the study, this research aimed to address the following research questions:

1. What are pre-service teachers' cognitions of critical thinking?
2. How do pre-service teachers cultivate of critical thinking in teaching English in international practicum?

C. Objectives of the Research

The aims of this research are to find out:

1. pre-service teachers' cognitions of critical thinking.
2. how pre-service teachers cultivate of critical thinking in international practicum.

D. Research Significance

This research is expected to provide the benefits as follows:

1. Theoretical Significance

This research is expected to become a source of information for the readers and can enrich existing theories about critical thinking skills cognition and how to cultivate in teaching English. The researcher desires that this research would help the pre-service teachers learn about

critical thinking skills cognition and cultivation in teaching English.

2. Practical Significances

This researcher expects that the result of this research can provide a favourable impact on critical thinking skills. The result of this study are intended to be useful to both the researcher and the field of education especially English department. The researcher hopes that the findings of this study will be useful for:

a. Pre-service teacher

This research can help pre-service teachers raise up their knowledge in teaching the students. Meanwhile, the teacher also can use the cognition of critical thinking and how to cultivate critical thinking skills in international teaching practicum.

b. For the students

Hopefully, this research will encourage the students' critical thinking skills in learning English.

c. For the other researcher

This research is expected to make a valuable contribution and serve as a point of reference for other researchers engaged in similar investigations. Perhaps another researcher will have been able to gather additional information on the same topic.

d. For the researcher

This research can contribute and be beneficial to the researcher in completing his study as one of the requirements. The researcher hopes that this research will be valuable to the readers.

CHAPTER II

LITERATURE REVIEW

This chapter aims to address the theoretical foundation used in this research. This chapter also presents the theoretical answers to research questions through a theoretical framework.

A. Previous Research

Khalid et al., (2021) examines the pre-service teachers' perception on the barriers they face in promoting critical thinking abilities in classrooms. Additionally, it investigates possible solutions to overcome these perceived barriers. Issues linked to teacher preparation to assess students' critical thinking skills, poor background knowledge on critical thinking, and lack of relevant resources indicated as barriers to encouraging the development of critical thinking skills in classrooms. This research proposes transformations in teaching methods courses taught in teacher preparation programs and change attitudes of critical thinking skills as feasible approaches to improve critical thinking skills development in the classroom.

Zhang (2018) examined how online resources, informed by systemic functional linguistics (SFL), influenced the EFL students' writer improvement of critical thinking. The data was gathered through students' written documents, and student-teacher interactions, interviews with students. The

case study found that despite the challenges the students encountered, EFL writers built critical thinking abilities about the production of excellent academic writing.

Dehghayedi & Bagheri (2018) revealed how well teacher critical thinking and its subcomponents may accurately forecast the language learning beliefs and proficiency levels of EFL teachers. The results indicate that the learning and teaching beliefs of foreign language teachers may be significantly anticipated based on their levels of critical thinking.

Gashan (2015) found that in generally, pre-service teachers lacked confidence in their critical thinking abilities. They voiced doubt that they possessed the required skills to encourage critical thinking in their students. Pre-service teachers' critical thinking skills should be improved so that they can reflect on their future teaching responsibilities.

Arifin (2020) examined the impact of critical reading on students' development of critical thinking and reading comprehension abilities when reading a text. This study employs a qualitative research approach, specifically using the purposive random strategy to associate data from seven EFL non-English major undergraduate students in their 2nd semester through three short argumentative texts, a semi-structured interview, and students' answers in written forms. The findings revealed that students enhanced their critical

thinking abilities and advanced their reading comprehension to different extents via exposure to wide variety of exercises.

Syahrial et al., (2019) investigated the inquiry approach and the ethnoconstructivism module, to increase students' critical thinking skills. There were substantial differences in critical thinking between the control and experimental groups of students. In comparison to typical groups, the inquiry model with ethnoconstructivism has a considerable influence on how students think about cultural values.

Bao Kham (2022) examined the effectiveness of the international practicum designated for EFL Vietnamese students who majored in English language teaching and English Language programs. The study results indicate that the international practicum demonstrated effectiveness across all four levels of the model. The data also demonstrate the diverse obstacles encountered by students throughout their international placements, along with recommendations for enhancements provided by preservice teachers, interns, supervisors, and coordinators.

Based on the previous point of the study, it shows there have been several studies on pre-service teacher in critical thinking. What makes this research different from previous research, this research discussed about pre-service teachers' cognitions and how to cultivate critical thinking in

international teaching practicum, while the others discussed barriers of implementation critical thinking in the classroom, inquiry approach and ethnoconstructivism module to increase critical thinking.

B. Theoretical Review

1. Critical Thinking

1.1 Definition of Critical Thinking

Ennis (1985) conceptualises critical thinking as “reasonable reflective thinking that is focused on deciding what to believe or do”, that is a rational and reflective process that focused on criticize the credibility of information. It emphasises the ability to make objective judgements systematically. This aspect is particularly significant in understanding the connection between critical thinking and teaching-learning. In addition, Facione mentioned that critical thinking skills is a complex thinking process, consist of interpretation, analysis, evaluation, inference, explanation, and self-regulation (Peter A. Facione 1990).

Benjamin Bloom’s taxonomy explore critical thinking and classifies a number of skills that can be used to teach critical thinking (Krathwohl 2002). The revised edition of Bloom's Taxonomy has two distinct aspects: knowledge and cognitive processes. The

dimension of knowledge encompasses metacognitive knowledge as a distinct category, representing the essence of cognition as a whole and the ability of students to adapt and modify information to fulfil their specific requirements. Teachers utilize Bloom's taxonomy to classify cognitive processes at lower order thinking skills (remembering, understanding, applying) and higher-order thinking skills (analyzing, evaluating, creating). Higher-order thinking skills is believed teachers internationally as critical thinking, which has become the main goal of education (Zohar and Barzilai 2015). These levels and activities helped the teacher as well to analyze the situation from different angles and bring out comprehensive and critical solutions in teaching English.

Based on the definition of critical thinking above, critical thinking is complex thinking. Critical thinking has a clear purpose in solving problems, questioning information, conclusions and perspective, so that a solution to a problem becomes clear, precise, accurate, relevant, and resolved logically, reasonably, and fairly. It is a process engaging in a process is necessary to make a rational decision, and it is closely connected to both learning and reaching goals.

1.2 Critical Thinking in Teaching English

In the context of teaching English, critical thinking involves language activities that allow students to interpret, engage with foreign language training, use conventions in writing skills, apply cultural knowledge, solve difficulties about the topic being discussed, reflect on language use, and create discourse. Critical thinking is a cognitive skill that is applicable to several domains of knowledge. It involves learners actively engaging in the process of constructing knowledge by engaging in deep reflection and thoughtful analysis (Saleh 2019). Critical thinking skills are crucial for students to become independent learners who can think critically and make informed decisions. Critical thinking skills imply capacities such as interpretation, inference, evaluation, self-regulation, etc., and critical thinking dispositions involve individuals' tendencies and personalities related to critical thinking (Facione and others 1994). Therefore, critical thinking has been suggested as an essential component in enhancing the learning of college students, as well as serving as the basis for democratic citizenship, freedom, and autonomy (Abrami and others 2015):

The significance of critical thinking in teaching English has become important. In order to enhance the relevance and measurability of critical thinking, it is necessary to provide extensive instruction in this skill. During the practice, teachers facilitate a learning experience in which students are encouraged to engage in questioning, inferencing, and problem-solving. The anticipated outcomes of the learning process include students acquiring the capacity to comprehend assumptions, formulate claims that are substantiated by evidence, devise solutions to problems, and draw conclusions that are justified by the evidence provided. The integration of critical thinking within the four English language skills (reading, writing, speaking, and listening) is essential for enhancing students' English competence. The cultivation of critical thinking in English classrooms has a beneficial effect on the cognitive and linguistic proficiency as well as the non-cognitive abilities of English language learners (Mehdi and Mostafa 2015). More specifically, English language learning process, especially the writing process, is not only the process of putting forward opinions, organizing evidence, argumentation, and revision but also the process of thinking (Hashemnezhad 2012). Therefore,

cultivating critical thinking in teaching English is necessary and attainable.

2. Teachers Cognitions about Critical Thinking

Teacher cognition refers to “what teachers think, know, and believe” which involves teacher knowledge and teacher beliefs (Borg 2003). It has been established that there is a beneficial relationship between teacher cognition and teaching practice (Li and Walsh 2011). Furthermore, teacher cognition is necessary for both professional development and student learning advancement.

Teacher cognition facilitates critical thinking cultivation because it consequences classroom behaviour considerably more than a specific teaching approach or textbook (Li and Walsh 2011). A majority of research revealed that teachers lack the understanding of critical thinking, urging them to become more aware of the vital importance of teaching critical thinking (Gashan 2015). Despite the fact that critical thinking has become an important aim of English teaching in the context of globalization, barely any consideration has been focused on English teachers’ perspectives of critical thinking learning (Mehdi and Mostafa 2015; Yang and Gamble 2013). As critical thinking has become a core skill in the 21st century, English teachers should raise awareness of cultivating students’ critical thinking in teaching English

(Gashan 2015; Ketabi and others 2013). Teacher cognition about cultivating critical thinking in English classroom might impact their comprehension of critical thinking and their approaches to teaching (Li 2016).

3. Learning Components

Learning is a system that has a number of components that are interconnected and influence each other. (Ruhimat 2012) revealed some learning components as follows:

3.1 Learning Objectives

Learning objectives are targets to be achieved after learning activities are carried out. This goal is part of efforts to achieve higher goals, namely educational goals and national development goals.

3.2 Learning Materials

Learning materials or also often referred to as learning materials are the elaboration of curriculum content which is then packaged in the form of subjects or fields of study along with topics and details. In general, the content of the curriculum can be grouped into three main elements, namely: logic (knowledge of right and wrong), ethics (knowledge of good and bad), and aesthetics (knowledge of beauty).

3.3 Learning Method

Learning Methods are a series of steps used to achieve predetermined learning objectives. In its application, learning strategies are very dependent and cannot be separated from other components contained in the system. In other words, learning strategies are influenced by other factors such as: goals, materials, students, facilities, time, and educators.

3.4 Learning Media

Learning media are tools and materials that can assist in delivering learning materials. In addition, learning media can also be used as an effort to improve student learning activities. Types of learning media can include: visual media, audio media, audio visual media, presenter media, and interactive media.

3.5 Learning Evaluation

Learning evaluation is a process carried out to obtain information about the value of an object that is comprehensive. In the process, learning evaluation is not only based on measurement results, but can also be based on observations which then produce a value decision about an object that is final.

Based on the description above, researcher utilised objectives, materials, media, method, and evaluation component to analyze how pre-service teachers cultivate critical thinking.

CHAPTER III

RESEARCH METHOD

This chapter covers research design, research setting, research participant, data collecting procedure, data analysis technique

A. Research Design

This research used a descriptive qualitative research design. This research aims to describe the cognition of pre-service teachers and how cultivate critical thinking in their international teaching practicum. The descriptive qualitative design produces data in the form of spoken and written from the observed participants' videos which were pre-service teachers. This research related to Creswell (2012) stated that one of the characteristic of qualitative is data for description analyzed using text analysis. This means that the qualitative research design can be employed to explore the participants' cognitions. Therefore, qualitative research was considered as proper research design for this research because does not require large amount data.

B. Data Source

This research was collected from four students of 6th semester English Education Department students in UIN Walisongo Semarang, who conduct international teaching practicum in Sekolah Indonesia Kuala Lumpur (SIKL) in

Malaysia for 21 days (03 May – 24 May) 2023 as participants in this study. The participants was choose with purposive sampling. (Creswell 2012) stated that in purposive sampling “the researchers intentionally select individuals and sites to learn or understand the central phenomenon”. There were some criteria of selecting the participants. First, the participants shall be the pre-service teachers in the international teaching practicum. Second, the participants shall be teaching practices whose learning activities in their class require students to think critically. With all the experiences of pre-service teachers who have taught the English language in applying critical thinking in their international teaching practicum, they were expected to be able to give broad opinions from their experiences.

C. Research Focus

This research focuses on describing pre-service teacher cognition and cultivation of critical thinking in international teaching practicum.

D. Method of Collecting Data

The data collection technique can be applied through several methods that the researcher used to collect data in this research:

1. Interviews

Interviews are used to gain information about pre-service teachers’ cognitions in critical thinking. The

researcher collected the data by interviewing participants of the research to answer research question 1: What are pre-service teachers' cognitions of critical thinking in international teaching practicum? During the interview, the researcher first directs the interview guideline (Appendix I). The researcher dug in order to obtain information about the pre-service teachers' cognition about critical thinking in international teaching practicum. In this case, participants were interviewed using instrument about their cognition to cultivate critical thinking in detail and thoroughly. The interview also serves as triangulation. It is used to re-check the results of observations and aspects that were not found in observations. The language used during the interviews was Indonesian language because both interviewers and interviewees are Indonesian.

2. Document Analysis

The researcher analysed teaching practices video from pre-service teachers through video recorded, using four components to identify the cultivation of critical thinking (Appendix II). Participants would record their teaching practice and then send the video recorded to the researcher to be analyzed. In this part, the researcher analyzed how the pre-service teacher cultivates critical thinking in international teaching practicum. The

researcher also analyzed lesson plan that used by participants in teaching practicum, to check activity that are equivalent to their teaching practice videos.

3. Member checking

After finished interview and document analysis, as feedback the researcher submits data transcripts or data interpretations to all participants. It is also known as informant feedback, respondent validation, member validation, or reliability checking. The purpose of member checking is to strengthen the credibility of participants. In this situation, member checking was used to ensure interview results and to obtain incomplete information during the document analysis through interview. A WhatsApp chat was carried out with the consent of participants.

E. Instrument

There are 2 research instruments used by researcher:

1. Interview

The researcher interview to collect information about pre-service teachers' cognitions of critical thinking (see Table 3.1). Based on Borg (2003) pre-service teacher cognitions mean what teachers know, think, and believe.

Table 3.1 Interview Guideline

Variable	Indicator	Questions
Cognition	Know	Do you know critical thinking? How do you understand critical thinking?
		Have you been taught critical thinking skills during your English learning experience? If yes, in what way or ways?
	Think	What is your personal conception of critical thinking standards?
		In your view, how important is critical thinking for students' learning process?
	Believe	Are you willing to integrate critical thinking in your teaching? If yes, how and why?

2. Document analysis

Document analysis used to be analysed lesson plans and teaching videos, based on four components (Ruhimat 2012) in the cultivation of critical thinking in international teaching practicum (See Table 3.2).

Table 3.2 components in the cultivation of critical thinking

Data sources	Objectives	Material and Media	Method	Assessment
Pre-Service Teacher 1				
Pre-Service Teacher 2				
Pre-Service Teacher 3				

F. Method of Analysing Data

After the researchers have collected the data, the next phase is analyzing data. The data analysis conducted in this research is based on Miles and Huberman’s analysis in Sugiyono. Miles and Huberman (1984) proposed that actions in qualitative data analysis be undertaken with intelligence and persistence until the data are saturated (Sugiyono 2016).

The activities involved in data analysis include: data reduction, data display, and conclusion drawing/verification(Miles and Hiberman 2014).

1. Data Reduction

Data reduction comprises summarizing, picking the essential points, focusing on the relevant points, searching for themes and patterns, and deleting those that are unneeded. Consequently, the condensed data will offer a more distinct depiction, facilitating researchers in carrying out supplementary investigations and retrieving it as required (Sugiyono 2016).

2. Data Display

Data in qualitative research might be presented through concise narratives or descriptions. Miles and Huberman assert that narrative writing has traditionally been the predominant method of presenting qualitative research results. Observing visual presentations enhances our comprehension of the situation and enables us to make informed decisions, prompting us to do more analysis with prudence based on this comprehension.

3. Conclusion Drawing/Verification

The last stage of the analysis data would establish conclusions derived from the pre-service teacher's cognition and cultivation of critical thinking in the international teaching practicum that has been conducted.

Sugiyono (2008) From the beginning of data collection, the qualitative analyst is tasked with determining the significance of various elements, including patterns, structures, explanations, possible configurations, causal relationships, and suggestions. Last conclusions may not appear until the information collected is complete, depending on the estimate of the corpus of field notes; the coding capacity and retrieval strategies used, the analyst's modernity, and the demands of the subsidizing agency, but they are frequently foreshadowed from the start, as when a researcher claims to have proceeded "inductively". In this case, the conclusion will be in the form of a description of pre-service teachers' cognitions and how to cultivate critical thinking in international teaching practicum.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research finding and the discussion. Based on the research questions, the researcher tried to find out what are pre-service teachers' cognitions in critical thinking in Teaching English and how do pre-service teachers cultivate critical thinking in Teaching English.

A. Research Findings

1. Pre-Service Teachers' Cognitions of Critical Thinking

The researcher used interviews in gaining the first data about pre-service teachers' cognitions of critical thinking. Based on interview data, the researcher found pre-service teachers' cognitions about critical thinking based on Borg's theory. The interview results are presented in table below:

Table 4.1 The representation of pre-service teachers' cognitions

Data Sources	Cognition	Representation of cognition
PT1	Know	Critical thinking is a way of thinking that are different from others.

		I have been taught critical thinking skills, through courses provided by the English department.
	Think	Students can answer or facing the problem using their own formula or method.
		Critical thinking is important, if we only have one perspective, we will only be stuck. Then it will be difficult for us to find another way.
	Believe	I will integrate critical thinking in my teaching. Students are better at finding ways with their own thoughts, so they will understand better.
PT2	Know	Critical thinking is the ability to think rationally which optimizes logic to the maximum to analyze the validity of information.
		I have been forced by lecturers in each course to think critically, i.e we are given a problem or issue and then asked to analyze and identify it.
	Think	Students ask a lot of questions, using logic in learning, analyze the validity

		of information, have multiple perspective
		Critical thinking skills is very important. Students can evaluate and filter the information they receive critically.
	Believe	I often ask students and involve students.
PT3	Know	Critical thinking is the ability to analyze and evaluate or formulate opinions carefully based on evidence.
		I have never been taught material such as critical thinking, but the lecturer applies critical thinking in method of teaching. It seems to be triggered by the lecturer with several questions.
	Think	My personal critical thinking standard, is the ability to identify, the ability to judge, formulate strong solutions based on evidence, understand and appreciate the other perspective.

		Critical thinking is very important skill. Critical thinking can help students develop their ability to solve problems on their own
	Believe	I always encourage students to think critically and attract students in learning, i.e actively ask questions, ask for information and hear the answers of my students so they can compare and find the correct answer
PT4	Know	Critical thinking is the ability to analyze and criticize data, information or situations rationally so that we are able to see various existing facts to solve a problem.
		Critical thinking is always taught indirectly.
	Think	The standard of critical thinking is when we are able to see a situation/problem from various sides starting from the facts, advantages/advantages, and how to solve the problems.

		Critical thinking is one of important skill. Students will be able to criticize any information / knowledge they obtain, for example whether the information is a fact or not.
	Believe	I would do this to use a problem-based learning approach, get used to asking students stimulating questions to stimulate their thinking, and try asking students about examples of situations that are relevant to the material being discussed.

When pre-service teachers asked about how they understood critical thinking, they had variety of answers. As shown in Table 4.1 above, PT1 understand critical thinking as a way of thinking that are different from others. For her, critical thinking relates with various perspectives to see information.

On the other hand, PT2 know critical thinking as ability to think rationally which optimizes logic and analyze the validity of information. PT3 understood critical thinking same dimension as PT2, she put emphasis on critical thinking is an ability to analyze and validate information using evidence. To decide that the information

is reliable and verifiable, she mention when receive information, we need evidence to clarify. As remarked by PT3:

“Critical thinking is the ability to analyze and evaluate or formulate opinions carefully based on evidence. It involves the ability to questioning information, identify information and understand a problem.” (PT3)

Although emphasis is on “collecting evidence”, PT4 emphasis critical thinking is an ability to analyse and criticize data, information or situations rationally so that we are able to see various existing facts to solve a problem.

Based on the results of interviews, they are not taught material about what critical thinking is, mostly via personal learning experiences, not from reading books and professional education. However, lecturers apply critical thinking activities in their lectures. They were forced by lecturers in each course to think critically. For example, they are given a problem or issue and then asked to analyze and identify it. The lecturer asks for another perspective and then compares one perspective with another. This is the way they draw conclusions about an issue. Field experience when they have teaching practices also facilitates their knowledge base about critical thinking.

This practical knowledge is referred to as every day concepts, as teachers acquire it through their experiences.

From the table 4.1 and analysis above, we can see that the participants show several characteristics of critical thinking standards, such as: “logical” “identify”, “formulate”, “evidence”, “analysis”, “validate,” etc.

All of pre-service teachers emphasize critical thinking as an essential skill for learning English, such as “critical thinking can improve how to solve problems, so students can evaluate and filter the information they receive critically” (PT2). When students think critically, they are able to solve a problem that is being experienced. In the learning process, students will be able to criticize any information/knowledge they obtain, for example, they will find out whether the information is a fact or not. PT4 mention that critical thinking is an important ability to analyze and criticize data, information, or situations rationally so that students are able to see various existing facts, opportunities, and disadvantages.

Pre-service teachers’ awareness to cultivate critical thinking in their English teaching is obviously demonstrated in their responses. Each participants believed that critical thinking is important and should be cultivated into English teaching, such as state by PT2, critical

thinking can foster a student’s creativity. In addition, PT3 mention in all of lesson she teaches, she encourages students to think critically and use it to attract students’ attention in learning.

2. Pre-Service Teachers’ Cultivation of Critical Thinking in International Teaching Practicum

To answer the second research question, the researcher took the data by analysing teaching videos, analysing lesson plan and interviewing participants to support the data. The cultivation critical thinking can be identification of those four components (objectives, materials and media, method and assessment) that are summarize in following table:

Table 4.2 The components showing the cultivation of critical thinking

Data sources	Objective s	Material and Media	Method	Assessmen t
Pre-Service Teacher 1	Mention ..., listen..., fill...	Song - Smart Monitor, Speaker	Genre Based	Fill blank lyrics

Pre-Service Teacher 2	Repeat..., understand..., write...	Transportation and Telling time - Pictures, Smart Monitor	Scientific Instructions	Worksheet (make sentences)
Pre-Service Teacher 3	Analyze..., find..., complete...	Song - Smart Monitor, Speaker	Genre Based	Fill blank lyrics, Find meaning and lesson of the song

Below is the comprehensive the presentation of the data result from four components showing the cultivation of critical thinking:

2.1 Learning Objectives

For the first component, researcher analyzed participants learning objectives in lesson plan that cultivate critical thinking. Based on analysis PT1's lesson plan, all of learning objectives did not show statement that support cultivations of critical thinking (See Figure 1). For the first objectives, PT1 objectives is "mention..." still include in lower order thinking skills (LOTS) on "understanding" stages, after the students know the linguistic elements of song. In addition, second and third learning objectives include on remembering level.

C. Learning Objectives

By the end of the class, through genre-based learning, students will have been able to:

1. Mention the linguistic elements of song lyrics related to the lives of junior high school/MTs teenagers.
2. Mention the new vocabulary from the lyrics they heard.
3. Listen and fill in the blank space in the lyrics of the song.

Figure 1. PT1's learning objectives

For the second participants, critical thinking does not appear on learning objectives (See Figure 2). All of the learning objectives include on lower order thinking skills (LOTS).

B. LEARNING OBJECTIVE

By the end of the class, after learning about Transportation through Scientific instruction the students will have been able to:

1. Repeat the vocabulary about Transportation loudly.
2. Understand how to tell the time correctly.
3. Write 10 sentences about Transportation and telling time.

Figure 2. PT2's learning objectives

Another result from PT3, critical thinking statement address on second learning objectives (See Figure 2). PT3 provide activity requires HOTS to make conclusion to find meaning and lesson from the song.

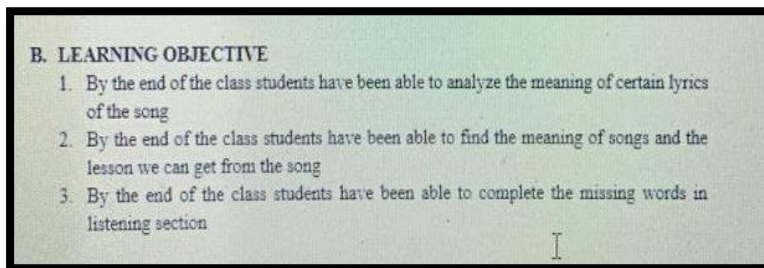


Figure 3. PT3's learning objectives

2.2 Learning Materials and Media

The results of document analysis from participants in their international teaching practicum, PT1 and PT3 teach the same material namely “song”, while PT2 teaching “transportation” and “telling time” Materials. Materials that can address critical thinking must contain HOTS level (analyzing, evaluating and creating).

PT1 and PT3 teaching song material to cultivate students' critical thinking in their teaching practicum. Pre-service teachers utilise song that contains implicit meanings that are not implied in each lyric. It also provides language learning, allows students to explore emotions and themes in English language context. PT3 as she said, “Each students have their own perspective to conclude the meaning and lesson of a song. It will be interesting since their answer are different.” Song provides common ground for discussion and sharing interests in teaching and learning activity. In analysis teaching video, PT1 and PT3 guide students sharing their favourite song and talking about the kind of song they like and why. However, this material serves as listening exercise for students. Also, pre-service teachers teach song to enrich students' vocabulary from the lyric. This material can provide students critical thinking to evaluate the lesson of the song.

For the learning media, PT1 and PT3 use speaker to play the song and smart monitor to show lyrics of song.

Another result from PT2 teach transportation and telling time materials. Actually, those materials did not contain critical thinking ability for students. In transportation materials PT2 utilise to enrich students' vocabulary. PT2 guide students to identify kinds of transportation. It divides into land transportation, sea transportation, and air transportation. However, "identify" in this material still includes on lower order thinking skills (LOTS), in "understanding level". It did not reach on higher order thinking skills (HOTS) level.

PT2 also provide students with telling time materials. Based on video teaching analysis, PT2 provides students the expression of telling time, how to asking and telling time. These materials also still include on LOTS level. In this material, PT2 gives examples and explains how to express telling time (remembering and understanding). Then students use the formula to make a sentence (applying).

The result document analysis on PT2 teaching video added information about the media, namely picture. PT1 stimulates students to remember previous lesson using picture, as she said, "When I teach about transportation, I use pictures to remind vocabulary my students. Sometimes I compare similar pictures, like the differences between 'boat' and 'ship.'" The result of analysis on the PT2's video justified the findings from the interview. PT1 used pictures to check vocabulary about transportation, then she connected with that day's materials. As follows: "Do you use vehicle to go to school? If you take a car, what time do you have to leave?"

2.3 Learning Method

The result from analysis on lesson plan and teaching video from the PT1, she used genre-based approach to cultivate critical thinking in her teaching practicum. PT1 utilise this approach that consists of some stages (See Figure 4). Critical thinking skills can be addressed in genre-based approach in all of stages.

In the first stage BKoF, PT1 build the students' knowledge through 'A whole new world' song. Based on video analysis, PT1 play this song in class and invite students to sing together. After that, she asks to the students to search the meaning of the song. However, in this stage PT1 show the lyrics to the students. She focused to enrich students' vocabulary by identify difficult vocabulary. This activity did not include on higher order thinking skill (HOTS) level, since find meaning of a word include in lower order thinking skill (LOTS) on remembering level.

MoT is a stage which teacher familiarize students with the genre discussed. During this stage, students enhance their critical thinking abilities by engaging in discussions and providing answers to issues that cannot be found explicitly in the text. However, PT1 have been showed the lyrics to the students on BKoF stage. Based on document analysis on PT1's teaching video, PT1 ask their students to exchange their difficult word to others by write on whiteboard. PT1 explain the meaning difficult word that they did not know the meaning. In this stage still on LOTS since in learning process discuss the meaning of difficult vocabularies.

Third stages PT1 rearrange Joint Construction of Text with (JCoT) become Independent Construction of Text (ICoT). In ICoT stage, PT1 gave individual task to fill blank lyrics. Based on video analysis, it was include on the part of

assessment. PT1 There is no critical thinking skill in this stage. They were listening exercise to fill blank lyrics.

The last stage JCoT, PT1 utilised to correct listening exercise in ICoT together. There is no critical thinking skill in this stage same as the ICoT, they just correct the answer weather it true or false.

Stages	Activity
(Bkof) Building Knowledge of Field	The teacher invites students to sing together.
	The teacher asks the students to mention the meaning of the song
	The teacher asks students to see the lyrics on the smart TV and find the difficult word
(MoT) Modeling of Text	The teacher tells the students some words that students still don't find the meaning of and asks students to exchange other difficult words to their friends
(ICoT)Independent Construction of Text	Teacher asks students do the task by themselves
(JCoT) Joint Construction of Text	The teacher asks students to exchange their work with their friend and correct it together.

Figure 4. Genre-based stages in PT1's lesson plan

Another finding from PT2 using scientific instruction in her teaching practices contain some stages (See Figure 5). In scientific instruction, stage that address critical thinking in classroom: observing, questioning, exploring, associating, and creating.

First stage of scientific instruction to cultivate critical thinking is observing stage. PT2 start lesson by stimulate students through several questions and show some examples of telling time. Students observe the example of telling time to construct the formula of the sentences. However, this activity still includes LOTS on understanding level.

After students observing about the material they learn, the next stage is questioning stages which teacher guide students in question and answer session. The analysis from questioning stages, PT2 asked her students to compare the differences between sentences. However, based on analysis on teaching video, researcher found teacher still dominated in the classroom. It tends to be teacher center learning. In teaching video also PT2 ask many questions to students. However, in this part students should be who asking a lot about the materials. PT2 stimulates the students to ask the differences of the example of sentence about expressing telling time. But, it more to be teacher ask to the students to tell the differences of example sentence. So, in this stage, PT2 did not address HOTS.

The next stage that addresses critical thinking is exploring and associating stages. After students ask questions, they start to explore and then associate the data they have found. The pre-service teacher provides students to explore by invite them to try answer questions. Students randomly to come in front of the class using wheels spin. After exploring the materials, student should associate the formula of telling time. However, PT2 give explanation of materials to the students. It can be concluded that PT2 did not cultivate critical thinking skill in her teaching method. In the creating stages, it explains in the assessment components.

Stages	Activity
Observing	Teacher asks some students about how they go to school and in what time
	Students observe the example sentences about how their friends go to school and what time
Questioning	Teacher stimulates the students to find the differences between the examples by asking question
Exploring and associating	Teacher selects students using the wheels of name and asks questions related to telling time
	The student comes forward and answer the question on the Smart TV
	Teacher explains the material about telling time
Communicating	Teacher invites students to translate the example of sentences about telling time
	The students try to translate the sentence
Creating	Teacher asks the students to do the student's worksheet telling time.

Figure 5. Scientific instruction stages in PT2's lesson plan

PT3 used same method which genre-based approach to teach song. The researcher analyzed genre-based stages which written used by PT3's in lesson plan to teach song material (see Figure 6). Critical thinking skills can be cultivated in genre-based approach in all of stages.

Based on document analysis on PT3's teaching video, PT3 start the lesson to stimulate students by asking their memorable song in BKoF stages. She also asks her students the meaning of memorable song from their own. Next, PT3 start to play "Don't Stop Me Now" song to build students' knowledge.

In MoT stages, PT3 show the lyrics on the screen to be identify by students to search the meaning of the lyrics based on context. However, this activity is not different with PT1 that not provide higher order thinking skill (HOTS) activity, but still on the lower order thinking skill (LOTS) in understanding level to search meaning of vocabulary.

Based on document analysis, PT3 make a small group consist of two students to discuss about the song. She guides her students to analyze and sharing with their peers about the meaning and lesson of song. For the ICoT stages, it will be explained on assessment component.

Stages	Activity
Building Knowledge of Field (BKoF)	The teacher asks students about their memorable song.
	The teacher asks the students to mention the meaning of the song (Communication)
Modelling of Text (MoT)	The teacher asks the students to see the lyrics on the smart TV and find the meaning of the lyrics (critical thinking)
Joint Construction of Text (JCoT)	The teacher asks students to discuss the meaning and lesson of the song (collaboration) (creativity)
Independent Construction of Text (ICoT)	The teacher asks students to worksheet

Figure 6. Genre based stages in PT3's lesson plan

2.4 Assessment

Based on document analysis and interview, the overall participants assessment of critical thinking was poor. Assessment can offer significant insights for both students and teachers about students' critical thinking level. Based on finding from PT1's assessment was disappointing. PT1 were unsure of how to assess students' critical thinking skills. Critical thinking skills did not address by PT1 in the

assessment component (See Figure 7). She focuses on listening exercise to assess students.

Students Worksheet	
Name	:
Class	:
Student number	:
I can show you the (1)___	
Shining, shimmering, splendid	
Tell me, princess, now when did you last let your heart (2)___?	
I can open your eyes	
Take you wonder by wonder	
Over, (3)___ and under on a magic carpet ride	
A whole new world	
A new fantastic point of view	
No one to tell us "No", or where to go	
Or say we're only dreaming	
A whole new world	
A (4)___ place I never knew	
But when I'm way up here	
It's (5)___ clear	
That now I'm in a whole new world with you	
Now I'm in a whole new world with you	
Unbelievable sights, Indescribable feeling	
Soaring, tumbling, (6)___	
Through an endless diamond sky	
A whole new world (Don't you dare close your eyes)	
A hundred thousand things to see (Hold your breath, it gets better)	
I'm like a (7)___ star, I've come so far	
I can't go back to where I used to be (A whole new world)	
With new (8)___ to pursue	
I'll chase them anywhere	
There's time to spare	
Let me share this whole new world with you	

Figure 7. PT1's assessment

The analysis of PT2's lesson plan in assessment component, the researcher finds a worksheet as a tool to measure students understanding of the materials (See Figure 8). PT2 gives some keyword (relates with transportation and telling time) to be created a good sentence by students. However, this assessment is still not in the criteria for high order thinking skills. Based on revised Bloom's Taxonomy this assessment still in the "applying level" which include on lower order thinking skill (LOTS).

Student's worksheet

Name : _____

Class : 4 SD

Subject : English

Write your own sentences based on the keyword !

1.	Father – office – 6.30 a.m – motorcycle Father goes to the office at 6.30 a.m by motorcycle
2.	Bima – cinema – 08.00 p.m – car
3.	Maudy – mall – 7.15 p.m – on foot
4.	Ronaldo – Qatar – 6 a.m – plane
5.	Amanda – supermarket – 5 p.m – bike
6.	Lisa – Thailand – 9.45 a.m – ship
7.	Moana – Jakarta – 10 a.m – train
8.	Neymar – football stadium – 2 a.m – car
9.	Mother – market – 7 a.m – pedicab
10.	Jekowi – Komodo island – 4 p.m – helicopter

Figure 8. PT2's assessment

Another result from PT3 taught song materials and focused on increasing listening skills students. For the assessment she provides listening exercise to the song, and students fill blank lyrics in a worksheet (See Figure 9). After listening section, the next is students analyze the meaning of the song that they have heard. Students also make a conclusion from the song, what the lesson they can learned. It relevant with high order thinking skills level on the evaluation stage based on revised Bloom's Taxonomy.

Just _____ a call
(Don't stop me now)
'Cause I'm having a good time (hey, hey)
(Don't stop me now)
Yes, I'm havin' a good time
I don't want to stop at all

Ah, da, da, da, da
Da, da, ah, ah
Ah, da, da, ah, ah, ah
Ah, da, da
Ah, da, da, ah, ah
Ooh, ooh-ooh, ooh-ooh

Questions!

1. What is the meaning of the song above?
2. What lesson you get from the song above?

Figure 9. PT3's assessment

B. Discussion

This section presents the discussion of the findings using relevant theories. In the first research questions reveals pre-service teachers' cognitions of critical thinking showed that pre-service teachers have sufficient cognitions of critical thinking and also the characteristics of critical thinking students, and they are willing to cultivate critical thinking in teaching practices. Pre-service teachers emphasized critical thinking as an ability to analyze and validate information using evidence. Pre-service teachers' cognitions of critical thinking in the study is in line with (Ennis 2013; Dwyer 2017) Who emphasized making decisions based on the careful

examination of evidence. Pre-service teachers' mention logical reasoning, which also involves understanding as a cognitive process (Krathwohl 2002). Pre-service teachers also claim features of critical thinking are "logical" "identify", "formulate", "evidence", "analysis", "validate" represent composed of thoughts that regulation the tendency of thinkers to think critically (Ennis 2013; Facione 2011). Pre-service teachers put emphasis on critical thinking results, such as Critical thinking is the ability to analyze and criticize data, information or situations rationally to see various existing facts which shows the characteristics of critical thinking (Smith and others 2018).

Based on the interview results, pre-service teachers' cognition about critical thinking come up when they learn a course in university which increase pre-service teachers' critical thinking skills indirectly. Field experience during teaching practicum enhances their understanding of critical thinking. Pre-service teachers' cognition of critical thinking is in line with a sociocultural study that involves the nature of teacher knowledge (Wright 2010). Pre-service teachers are willing to cultivate critical thinking in teaching English, which is in line with suggestions (Petek and Bedir 2018; Yang 2012). This study showed that pre-service teachers seemed to have sufficient cognitions about critical thinking. Although this

research is confined to a small number of participants, it provides insight into how critical thinking is conceptualized.

In the second research questions reveals about how pre-service teachers cultivates critical thinking in international teaching practicum. The cultivation of critical thinking through four components are: objective, media and material, method and assessment. The findings show that pre-service teachers lack in cultivated critical thinking as part of learning practices.

Participants using song in their teaching practicum to cultivate critical thinking skills. The critical thinking pedagogy focus on providing students with comprehensive knowledge by fostering a comprehensive understanding the material in the class, which is connected to their real-life experiences. This material provides students to “evaluating” by make conclusions what lesson can get from the song. Students interprets song differently using their own imaginations (Hodges 2005).

In the assessment components, participants assess their students to producing their own sentences based on keywords from teacher. This is in line with revised Bloom’s Taxonomy which on lower order thinking skills level in understanding (Krathwohl 2002). Pre-service teacher can imply peer work in their assessment. In evaluating their peers' work, students offer concrete suggestions to improve the quality of their

peers' work and improve their critical thinking skills (Todd and Hudson 2007). More textual interpretation is required to reveal what is really going on in students' thinking. Good assessment does not only focus on teacher assessment but also engages students with peer evaluation. The aim is to encourage students to think critically, synthesize information and learn from their peers.

Considering the pre-service teachers' overall cultivations critical thinking, it could be concluded that the teachers in this study lack to cultivate critical thinking in their teaching practicum. However, participants face difficulties to cultivate critical thinking in teaching practicum, which confirms previous findings (Ketabi and others 2013).

Based on findings, this research offers several practical implications to cultivate critical thinking in international teaching practicum. First, although the pre-service teachers strongly agreed with the importance of cultivation of critical thinking in teaching practicum, they lacked to cultivate critical thinking skills. Indonesian policy of critical thinking in English Language Teaching (ELT) should be established, and findings from published studies in the field should be introduced to pre-service teachers to help them cultivate critical thinking in English teaching practicum. Critical thinking teaching should prioritize cultivating students' critical dispositions, which developing students to think

critically. Pre-service teachers should conduct and increase a classroom atmosphere, and provide delicate scaffolding to support students' development as critical meaning-makers to increase students critical thinking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions of what have been discussed in the previous chapter.

A. CONCLUSION

This study aims to describes pre-service teachers' cognitions of critical thinking and how to cultivate critical thinking in international teaching. Based on the data analysis, it can be concluded that pre-service teachers have sufficient cognitions of critical thinking. Pre-service teachers' show critical thinking characteristics, such as: "logical", "identify", "formulate", "evidence", "analysis", "validate." All of pre-service teachers emphasize critical thinking as an essential skill for learning English. Participants argued that critical thinking would allow students a better understanding of course topics, enjoy the learning process, and achieve better learning outcomes. They also believed that critical thinking is important and should be cultivated into English teaching.

However, pre-service teacher cultivation of critical thinking in international teaching practicum is still low. They are lack to cultivate critical thinking in their teaching practicum based on four components that are analyse by researcher. Only one participant implicitly critical thinking in learning objectives of lesson plan. The researcher found a participant did not provide learning material with critical

thinking skills. In method component, pre-service teachers cultivate critical thinking in stages of learning methods are still low. The findings show that the participants fail to design learning activity which becomes the characteristic of critical thinking. Only one participant can cultivate critical thinking in assessment component, while two participants fail to assess students' critical thinking skills. The researcher conclude that they did not cultivate critical thinking skill properly in their teaching practicum. Continuous training to pre-service teachers' critical thinking pedagogy needs to be established to strengthen the cultivation of critical thinking skills in teaching.

B. SUGGESTION

Based on the findings in this study, the researcher give some suggestions for pre-service teachers and further study about pre-service teachers' cognitions and cultivation of critical thinking. Pre-service teachers should possess a proficient comprehension of critical thinking skills before teaching students in the classroom. Pre-service teacher should more aware to make learning objective, choose materials, method and assessment which requires students to critical thinking.

For the next researchers, this research only conducted document analysis from teaching video and lesson plan in once teaching practice. The next researcher could investigate

observation in the class, and in a longer time in order to enhance the validity of data by mixing qualitative and quantitative data is necessary. This research is small scale, it is recommended to involve broader participants and with specific level of education such as secondary schools, elementary school, kindergarten, and play group.

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APPENDIXES

Appendix I

Interview Guideline (Questions for Pre-Service Teachers)

Table 3.1 Interviewing pre-service teachers' cognitions to cultivate critical thinking in international teaching practicum

variable	Indicator	Questions
Cognition	Know	Do you know critical thinking? How do you understand critical thinking?
		Have you been taught critical thinking skills during your English learning experience? If yes, in what way or ways?
	Think	What is your personal conception of critical thinking standards?
		In your view, how important is critical thinking for students' learning process?
	Believe	Are you willing to integrate critical thinking in your teaching? If yes, how and why?

Appendix II

Table 3.2 Components in Cultivation of Critical Thinking

Data sources	Objectives	Material and Media	Method	Assessment
Pre-Service	Mention..., listen..., fill...	Song - Smart	Genre Based	Fill blank lyrics

Teacher 1		Monitor, Speaker		
Pre- Service Teacher 2	Repeat..., understand ..., write...	Transportat ion and Telling time - Pictures, Smart Monitor	Scientifi c Instructi ons	Worksheet (make sentences)
Pre- Service Teacher 3	Analyze..., find..., complete...	Song - Smart Monitor, Speaker	Genre Based	Fill blank lyrics, Find meaning and lesson of the song

Appendix III

Interview Transcription

A: Researcher

B: Participant

Pre-service Teacher 1 (PT1)

A : “Do you know critical thinking? How do you understand critical thinking?”

B : “Critical thinking is a ways of thinking to see various perspective that are different from others. So, we have more than one point of view.”

A : “Have you ever been taught critical thinking skills during English learning? If yes, in what manner or ways?”

B : “I have been taught English skills, through courses provided by the campus. For example, critical discourse analysis. While learning, they are taught to think differently from what is happening to find the truth, look for another point of view.”

A : “What is your personal conception of critical thinking standards?”

B : “My personal conception of critical thinking standards such as being able to answer many questions with their own answers, they can answer using their own formula or method. So, they can come to the conclusion in their own.”

A : “In your opinion, how important is critical thinking for students’ learning process?”

B : “It is important for students in the learning process to think critically. If we only have one perspective given to the teacher, we will only be stuck on one path. Then it will be difficult for us to find another way or be more critical. We can use critical thinking to find more appropriate answers to solve problems, which can even be a better method for learning.”

A : “Are you willing to integrate critical thinking in your teaching? If yes, how and why?”

B : “I want to apply critical thinking to the students I teach, namely there are other activities they can do to solve another problem. So, students don’t just focus on one example. They are better at finding ways with their own thoughts, so they will understand better. The way to find an answer is not just to use one method. I told many ways to solve this. So, students will not depend on this method.”

Pre-Service Teacher 2 (PT 2)

A : “Do you know critical thinking? How do you understand critical thinking?”

B : “Critical thinking is the ability to think critically or rationally which optimizes logic to the maximum to analyze the validity of information or situations.”

A : “Have you ever been taught critical thinking skills during English learning? If yes, in what manner or ways?”

B : “I have being honed in every course in which lecturers force them to think critically. For example, we are given a problem and analyze and identify or give arguments about an issue. You know, the lecturer gives a question to have another angle. Which essentially has a different answer from the others.”

A : “What is your personal conception of critical thinking standards?”

B : “Students are critical, when they are taught they ask a lot of questions. So, they analyze what information they are given, when there is odd information, they will ask questions, by asking lots of questions they will get information and validate the information is true or false. Both have many opinions, are active. Third is students have a lot of perspective. For example, when studying the plural singular, plus s and es, they continue to identify them and are asked to answer with reasons. Identify images such as transportation and types of transportation.”

A : “In your opinion, how important is critical thinking for students’ learning process?”

B : “Critical thinking is very important because if a teacher familiarizes students with critical thinking or their level of problem solving will become more refined, so they can evaluate and filter the information they receive critically. The result of critical thinking can foster students’ creativity. Because they can think differently from others which is out of the box.”

A : “Are you willing to integrate critical thinking in your teaching? If yes, how and why?”

B : “I am very willing to ask students a lot of questions. I often ask students. Like the above depends on their knowledge. Involve students.”

Pre-Service Teacher 3 (PT3)

A : “Do you know critical thinking? How do you understand critical thinking?”

B : “Critical thinking is the ability to analyze and evaluate or formulate opinions carefully based on evidence. It involves the ability to questioning information, identify information and understand a problem.”

A : “Have you ever been taught critical thinking skills during English learning? If yes, in what manner or ways?”

B : “I have never been taught material such as critical thinking, but the lecturer applies critical thinking in teaching. It seems to be triggered by the lecturer with several questions according to the material on that day. Mme give a phenomenon then respond, watch the video then give a response.”

A : “What is your personal conception of critical thinking standards?”

B : “My critical thinking standard is the ability to identify, the ability to judge, formulate strong solutions based on evidence, understand and appreciate one point of view on a problem that is not swallowed whole, such as relying on sources.”

A : “In your view, how important is critical thinking for students’ learning process?”

B : “Critical thinking is very important in learning, because it can help students develop their ability to solve problems on their own. Because they make decisions from the information they already have, they become critical of the sources of information they get. They don’t accept it at face value, they have to think critically about the source. Students can understand the material more deeply and develop relevant material throughout school.”

A : “Are you willing to integrate critical thinking in your teaching? If yes, how and why?”

B : “I will really apply these things and all my learning to encourage students to think critically and attract students in learning. Encourage students to actively ask questions, ask for information and hear the answers of my students so they can compare and find the correct answer, so that they can provide more understanding of the issue or question. I think I have integrated critical thinking well by asking questions every time I enter new learning material. I always prompt back with other questions based on the student’s answer so that it will continue to force the student to think again about the answer.”

Pre-Service Teacher 4 (PT4)

A : “Do you know critical thinking? How do you understand critical thinking?”

B : “Critical thinking is the ability to analyze and criticize data, information or situations rationally so that we are able to see various existing facts, opportunities and shortcomings so that by thinking critically we are able to solve a problem that is being experienced.”

A : “Have you ever been taught critical thinking skills during English learning? If yes, in what manner or ways?”

B : “Yes, critical thinking is always taught indirectly. For example, when we learn about grammar, the teacher/lecturer will let us try to answer the questions first and then tell us the correct answer and the theory/reason for it. This indirectly shows that I have been trained to think critically, on that occasion I will try to understand the question first, analyze the sentence, then try to answer according to my understanding. Actually, there are many

applications of critical thinking during English language learning on campus. Not only in terms of learning the language, but also how to teach the language, what methods are appropriate to use, how to manage the class, etc.”

A : “What is your personal conception of critical thinking standards?”

B : “In my opinion, the standard of critical thinking is when we are able to see a situation/problem from various sides starting from the facts, advantages/disadvantages, disadvantages/disadvantages, and how to handle the problem.”

A : “In your opinion, how important is critical thinking for students’ learning process?”

B : “In my opinion critical thinking is one of the important skills that students must master. It is one of the 4 21st century skills (critical thinking, creativity, communication, and collaboration) that students must have. With this ability, students will be able to criticize any information/knowledge they obtain, for example whether the information is a fact or a hoax, whether the information is rational, what examples from real life are in accordance with the knowledge/information they have obtained, etc. This is what will make students able to face real problems and be able to find solutions to problems in the real world (not just mere theory).”

A : “Are you willing to integrate critical thinking in your teaching? If yes, how and why?”

B : “Of course. Because critical thinking is an ability that students must have so that they can apply the knowledge they have acquired in the real world, not just theory, but knowledge that will always remain firmly in human memory when we always implement it in everyday life. One way that I would do this might be to use a problem based learning approach, get used to asking students stimulating questions to stimulate their thinking, and try

asking students about examples of situations that are relevant to the material being discussed. In teaching English, I think there are several materials that can develop students' critical thinking, such as asking for, giving, and responding to opinions, asking and giving suggestions, etc. In material that places more emphasis on real situations/everyday activities, we can ask students to try to analyze how native speakers do it all, what sentences they usually use, how they respond, etc. Then ask them to make a conversation and practice it directly to practice pronunciation, gesture, eye contact, intonation, expression, etc.”

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