

**INVESTIGATING EFL TEACHER'S CONCEPTION
AND STRATEGY TO PROMOTE STUDENTS'
CRITICAL THINKING IN LANGUAGE
CLASSROOM**

THESIS

Submitted in Partial Fulfilment of the Requirement for
Degree of Bachelor of Education in English Education
Department



By:

MUHAMMAD FAQIH ELHAKIM

Student Number: 1603046058

**EDUCATION AND TEACHER TRAINING
FACULTY UNIVERSITAS ISLAM NEGERI
WALISONGO SEMARANG**

2023

THESIS STATEMENT

I am, the student of the following identity:

Name : Muhammad Faqih Elhakim
Student Number : 1603046058
Department : English Education Department
State that the thesis entitled :

INVESTIGATING EFL TEACHER'S CONCEPTION AND STRATEGY TO PROMOTE STUDENTS' CRITICAL THINKING IN LANGUAGE CLASSROOM

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Semarang, June 23rd 2023

The Writer



Muhammad Faqih Elhakim

1603046058



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185

Telepon 024-7601295, Faksimile 024-7615387

www.walisongo.ac.id

RATIFICATION


Thesis with the following identify:

Name : Muhammad Faqih Elhakim
Student Number : 1603046058
Title : **Investigating EFL Teacher's Conception
and Strategy to Promote Students'
Critical Thinking in Language Classroom**


Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

Semarang, June 23rd 2023

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Lulut Widyaningrum, M.Pd.
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Examiner II,


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NIP: 196507271992032002

Advisor,


Lulut Widyaningrum, M.Pd.

NIP: 198008032009012010



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FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang, Indonesia
Telp. 024 7601295 Fax. 024 7615387 Semarang 50185

ADVISOR NOTE

To:
The Dean of Education and Teacher Training
Faculty Walisongo State Islamic University
Semarang

Assalamu'alaikum,wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : Investigating EFL Teacher's Conception and Strategy to Promote
Students' Critical Thinking in Language Classroom
Name of Student : Muhammad Faqih Elhakim
Student Number : 1603046058
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training
Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum,wr.wb.

Semarang, June 23rd 2023

Advisor

Lulut Widyaningrum M. Pd.
NIP. 198008032009012010

ABSTRACT

Title : Investigating EFL Teacher's Conception and Strategy to Promote Students' Critical Thinking in Language Classroom
Name of Student : Muhammad Faqih Elhakim
Student Number : 1603046058

This study aims to investigate EFL (English as a Foreign Language) teachers' conceptions and strategies concerning the promotion of students' critical thinking in the language classroom. By understanding teachers' perspectives and instructional approaches, this research seeks to provide insights into the implementation of critical thinking in EFL classrooms. The study employed a qualitative research design, utilizing interviews as data collection methods. An experienced EFL lecturer from Universitas Islam Negeri Walisongo Semarang was selected as participant. The findings of this study contribute to the existing literature by shedding light on EFL teachers' conceptions and strategies related to promoting students' critical thinking in the language classroom. The insights gained from this research can assist EFL teachers in developing effective instructional approaches that encourage critical thinking skills among their students. Furthermore, this study underscores the significance of incorporating critical thinking into EFL curricula to enhance language learning outcomes and prepare students for future challenges.

Keywords: *Critical Thinking, EFL*

MOTTO

يُسْرًا أَلْعُسْرَ مَعَ فَإِنَّ () إِنَّ مَعَ الْعُسْرَ يُسْرًا

"For indeed with hardship will be ease, indeed with hardship will be ease" (Q.S Al-Insyirah 5-6)

“Good things take time.”

DEDICATION

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

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother, who always give support, motivation, and endless love.

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Bismillahirrahmanirrahim

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The writer is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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Finally, I will be thankful for all of the suggestions to make my thesis better. The writer hopes this thesis will give some advantages to everyone. Amen.

Semarang, June 23rd 2023

The Writer

Muhammad Faqih Elhakim

1603046058

TABLE OF CONTENT

THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE.....	iv
ABSTRACT	v
MOTTO	iv
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	5
C. Objectives of the Study.....	5
D. Significance of the Study	6
E. Limitation of The Study	7
F. Definition of Key Terms.....	8
CHAPTER II REVIEW OF RELATED LITERATURE.....	9
A. Introduction.....	9
B. Defining Critical Thinking.....	15
C. Theoretical Foundations of Critical Thinking.....	16
D. Models of Critical Thinking.....	16
E. Critical Thinking in Language Learning	17

F. EFL Teachers and the Promotion of Critical Thinking	19
G. Conceptual Frameworks and Theoretical Perspectives	20
CHAPTER III RESEARCH METHOD	21
A. Research Design.....	21
B. Research Setting.....	21
C. Participants	22
D. Data Collection Procedures	22
E. Instruments	22
F. Data Collection Methods	27
CHAPTER IV FINDINGS AND DISCUSSIONS.....	
A. Findings	28
B. Discussions	29
CHAPTER V CONCLUSION AND SUGGESTION	31
A. Conclusion	31
B. Suggestions	32
REFERENCES	36
APPENDIX	41
CURRICULUM VITAE.....	45

LIST OF APPENDICES

Appendix 1 : Interview Questions

Appendix 2 : The Participant's Answers

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of six parts. They are background of the study, research questions, objectives of the study, significance of the study, limitation of the study, and definition of key terms.

A. Background of the Study

Teaching of English as a Foreign Language (EFL) has changed significantly over the past few years, shifting from traditional teaching approaches that only stressed language ability to a more comprehensive approach that stresses the growth of critical thinking skills. People in the 21st century need to be able to think critically in order to understand information, assess arguments, and make wise judgments. Critical thinking enables pupils to comprehend linguistic subtleties, analyse texts correctly, and articulate their thoughts and ideas in a cogent and logical way when learning a language.

According to research, adding critical thinking into language schools improves student engagement, problem-solving skills, and language ability. Additionally, critical

thinking abilities can be applied to different spheres of life, empowering people to develop their independence and critical thinking in a variety of contexts.

Despite the widely acknowledged advantages of encouraging critical thinking in language classrooms, little is known about how EFL teachers conceptualize critical thinking and the methods they use to encourage it. It is important to comprehend how teachers view critical thinking because it affects how they plan lessons and provide education. Additionally, examining the methods EFL teachers employ to foster critical thinking might offer insightful information about successful pedagogical tactics that other educators can apply.

Students' ability to think critically can be considerably aided by the learning process by engaging in activities that promote questioning (Yang, L., & Han, G. 2009). In order to foster a culture of inquiry and questioning, it is effective for learning environments to encourage questions. Teachers can help their pupils investigate different viewpoints, question presumptions, and ask questions. Students get the ability to evaluate material critically and generate their own judgments in this way. Solving problems is another activity that can significantly help kids enhance their critical thinking abilities. Critical thinking abilities can

be improved by problem-solving exercises. These exercises expose students to real-world problems that demand for critical thinking, consideration of alternative solutions, and assessment of the advantages and disadvantages of various options. Through this process, students learn how to think critically in difficult situations and how to create problem-solving techniques.

By examining EFL teachers' perceptions and practices connected to encouraging students' critical thinking in the language classroom, this study seeks to fill a vacuum in the body of literature. This study aims to identify the underlying elements that affect EFL teachers' instructional choices, their assessments of students' critical thinking skills, and the difficulties they encounter when incorporating critical thinking into their lessons by looking at their beliefs and practices.

The results of this study can promote EFL teaching by offering empirical proof of how critical thinking is perceived and used by EFL instructors. This information can help curriculum developers, teacher educators, and policymakers create efficient plans and tools to encourage critical thinking in language classrooms. Furthermore, knowing the difficulties EFL teachers encounter in promoting critical thinking can help design focused support systems to address

these problems and advance teacher professional development.

Additionally, the modern educational environment places a great focus on training students to participate actively in a global community that is undergoing rapid change. The arts, business, science, and technology are just a few of the professions that place a high priority on critical thinking abilities. Employers are looking for people who can solve difficult problems, think critically, and adapt to new circumstances. Therefore, giving EFL students critical thinking skills improves their language fluency as well as positions them for success in their future academic and professional endeavours.

Moreover, the use of critical thinking in language schools is consistent with modern educational theories and methodologies. For instance, constructivist pedagogy places a focus on students' active involvement in the learning process and encourages them to build knowledge via inquiry, reflection, and analysis. By encouraging students' capacity to analyse, connect, and question material, critical thinking enhances this teaching framework and enables students to generate greater meaning and knowledge.

Furthermore, in a world that is becoming more linked, language learners are exposed to a wide range of information

sources via different media channels. Zhang, X. (2009) defines that they must have the ability to think critically in order to sort through this enormous volume of information, choose trustworthy sources, and spot biases or false information. EFL teachers may empower students to become critical information producers and consumers by encouraging critical thinking in the language classroom. This will enable them to participate in insightful debates about global concerns.

Recognizing the cultural and contextual elements that could affect how critical thinking is taught in EFL courses is crucial. The ways in which critical thinking is viewed and encouraged might vary depending on educational institutions, cultural norms, and instructional traditions. Therefore, this study will address the unique setting in which the research is carried out, taking into account the cultural perspectives and educational practices that influence the ideas and methods of EFL teachers.

B. Research Questions

1. What are the teacher's conception of students' critical thinking in her pedagogies?
2. In what ways does the teacher deal with students' critical thinking in her pedagogies?

C. Objectives of the Study

1. To investigate the EFL teacher's conception of critical thinking in her pedagogies.
2. To suggest strategies and recommendations for improving critical thinking skills in the extensive listening and speaking course for English Language Education lecturer.

D. Significance of the Study

This study has a number of consequences for teacher preparation programs and language instruction. It will add to the corpus of knowledge already available on EFL pedagogy by examining the concepts and methods of EFL teachers connected to critical thinking. The research's conclusions will help curriculum developers, teacher educators, and legislators understand the best ways to foster critical thinking in language classrooms. This research can also provide light on the difficulties EFL teachers encounter when attempting to incorporate critical thinking into their teaching methods, paving the way for the creation of focused support systems.

The results of this study can help curriculum designers, teachers, and students of English as a second language. The methods recommended in this study can be used by teachers to help pupils develop their critical thinking abilities. The

curriculum's designers can include the encouragement of critical thinking abilities in the lengthy listening and speaking course, and students will profit from enhanced communication skills.

This study has a number of consequences for teacher preparation programs and language instruction. It will add to the corpus of knowledge already available on EFL pedagogy by examining the concepts and methods of EFL teachers connected to critical thinking. The research's conclusions will help curriculum developers, teacher educators, and legislators understand the best ways to foster critical thinking in language classrooms.

This research can also provide light on the difficulties EFL teachers encounter when attempting to incorporate critical thinking into their teaching methods, paving the way for the creation of focused support systems.

E. Limitation of The Study

This study focuses on promoting critical thinking in the extensive listening and speaking course of English language education lecturer. The study will be conducted at Universitas Islam Negeri Walisongo Semarang, and the participants will be English language education lecturer.

F. Definition of Key Terms

1. Critical thinking: The ability to analyse, evaluate, and synthesize information to solve problems and make informed decisions.
2. English language education: The study of the English language, including its structure, grammar, vocabulary, and usage, as well as its cultural context and the practical skills of reading, writing, listening, and speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Introduction

In-depth research on EFL teachers' views and methods for encouraging critical thinking in the classroom is presented in this chapter. A theoretical framework and conceptual understanding of critical thinking, its importance in language education, and the crucial role that EFL teachers play in promoting its development are all goals of the literature study. This chapter aims to clarify the state of the field's knowledge and knowledge gaps by analysing previous research and scholarly works, laying the groundwork for the remaining chapters of the thesis.

The study of critical thinking first attracted interest in Western nations, however there isn't a commonly agreed-upon definition among academics. The American philosopher and educator Dewey developed the idea of "reflective thinking" as a specific method for students to seek answers in his work from 1909, which is where critical thinking first emerged. Since then, critical thinking research has had a significant impact, especially in the 1980s in the United States. By outlining a five-phase critical thinking model, including

suggestion, problem characterization, hypothesis production, reasoning, and hypothesis testing, Dewey (1933) expanded on the idea.

A more organized theory of critical thinking developed throughout time. Critical thinking is described by pioneer in the discipline Ennis (1989) as "reasonable reflective thinking that focuses on decision-making and behaviour guided by underlying beliefs." Ennis claims that critical thinking entails a practical procedure that makes use of a series of critical thinking abilities. Critical thinking, according to Bartlett (1985), is the expansion of belief, practice, or evidence into other domains in order to close gaps and make them more accessible. Lipman (1988) noted that introspective and competent thinking can foster self-evaluation and regulation based on standards and contextual awareness, which can result in smart judgment.

Richard Paul, a world-renowned expert in critical thinking, developed the idea by incorporating the metacognition model into critical research in 1990. He viewed critical thinking as a type of individual thinking in which individuals define the internal organization of their own thinking and use knowledge to evaluate and enhance it. Paul (1992) went on to say that people who regularly engage in critical thought develop mental states such as intellectual

humility, intellectual boldness, intellectual perseverance, intellectual integrity, and confidence in reason.

Despite the depth of study done on critical thinking abilities, the idea is nevertheless difficult to grasp because of opposing opinions and divergent theoretical stances. According to Paul (1988), critical thinking is the capacity to generate valid conclusions from data and observations while highlighting the significance of analysis, synthesis, and evaluation. In his wide definition from 2016, Hanscomb describes critical thinking as the application of cognitive techniques or methods that raise the probability of achieving desired results. It is employed in problem-solving, drawing conclusions, computing probabilities, and making decisions. It is intentional, logical, and goal-directed.

Hanscomb emphasizes the dispositional aspect of critical thinking, arguing that people who are critical thinkers make appropriate and deliberate use of these talents in a variety of contexts. Critical thinking is described by Ennis (2015) as sensible, thoughtful thinking that is concerned with deciding what to believe or do. Critical thinking has been studied in relation to communicative proficiency, creativity, argumentation, problem-solving, decision-making, autonomous learning, metacognition, and emotions in the context of language learning (Marin & de la Pava 2017).

Making educated judgements and decisions requires the examination, assessment, and synthesis of information, which is a comprehensive cognitive process known as critical thinking. It includes a variety of abilities, such as the ability to evaluate claims, evaluate the evidence, recognize biases, and form logical conclusions. For people to successfully traverse the complexity of the modern world, they must be able to think critically, solve problems effectively, and have meaningful conversations. Veliz, L., & Veliz-Campos, M. (2019) present that Critical thinking enables pupils to acquire a language in a way that goes beyond rote memorization and fosters a deeper comprehension of the language, culture, and communication.

Critical thinking's theoretical underpinnings are influenced by philosophical and pedagogical traditions. Philosophers like Socrates and John Dewey highlighted the value of opposing conventional wisdom, thinking critically, and challenging presumptions. These philosophical viewpoints emphasize how transformative critical thinking is and how it helps to foster intellectual development. Constructivism and social constructivism, which place a strong emphasis on inquiry, active learning, and the creation of knowledge through social interaction, offer theoretical frameworks for education that are in line with critical thinking. These theories

emphasize how crucial it is to foster an atmosphere that encourages pupils to exercise critical thought.

In order to comprehend and teach critical thinking, a number of models and frameworks have been presented. The widely used Bloom's Taxonomy of Cognitive Skills classifies thinking abilities into a hierarchical structure, starting with lower-order abilities like remembering and understanding and moving up to higher-order abilities like analysing, evaluating, and producing. This taxonomy offers educators a helpful foundation for creating learning activities that concentrate on particular critical thinking levels. The intellectual norms and characteristics that are necessary for effective critical thinking are identified by Paul and Elder's Critical Thinking Framework. While the qualities include openness, intellectual humility, and fair-mindedness, the requirements include precision, accuracy, relevance, and logical reasoning.

In recent years, the use of critical thinking in language acquisition has gained popularity and significance. According to research, encouraging critical thinking in language classes increases student engagement, improves communication skills, and improves language proficiency. Students can analyze texts, understand meaning, assess arguments, and coherently articulate their views and ideas by using critical thinking skills. Through the use of critical thinking, students can take

an active role in their education, developing their autonomy and metacognitive skills.

In order to encourage critical thinking among students in language classes, EFL professors are extremely important. They act as facilitators, fostering an environment of learning that is encouraging and stimulating and promotes critical involvement. The way that EFL teachers conceptualize critical thinking has a big impact on how they teach and make decisions. Teachers who have a thorough understanding of critical thinking and how it relates to language learning are more likely to provide tasks and activities that successfully encourage students to use critical thinking.

EFL teachers use a variety of techniques and teaching philosophies to encourage students' critical thinking. tactics for asking questions, group learning, problem-solving exercises, and the use of real materials are a few examples of these tactics. Socratic inquiry is one of the questioning methods that encourages pupils to think critically and express their ideas. Through discussion and negotiation, collaborative learning encourages the exchange of viewpoints and ideas, fostering critical thinking. Students must use their analytical and evaluative skills in real-world or simulated circumstances when engaging in problem-solving tasks. Students can interact with important and challenging subject through the use of

authentic materials, such as authentic texts or real-world assignments, which encourages critical thinking.

B. Defining Critical Thinking

Making educated judgements and decisions requires the complicated cognitive process known as critical thinking, which involves analyzing, assessing, and synthesizing information. People must challenge presumptions, take into account many viewpoints, and use logical reasoning and evidence-based thinking. Analysis, assessment, interpretation, inference, problem-solving, and creative thinking are just a few of the skills that are included in critical thinking. These abilities allow people to think for themselves, participate in reflective and metacognitive thinking, and get a thorough comprehension of difficult ideas.

From the viewpoint of a teacher, Li (2016) conceptualizes critical thinking, emphasising the application of various higher-order thinking abilities, awareness of one's own learning process, capacity for reasoning and problem-solving, as well as openness and flexibility. There is agreement that critical thinking involves analysis, evaluation, inference, observation, reflection, and reasoning, notwithstanding the differences in these definitions. Making rational judgments is a

process that people go through, and it is tied to learning and reaching objectives.

C. Theoretical Foundations of Critical Thinking

Philosophical and educational theories serve as the foundation for critical thinking. Critical thinking is a reflective and transformative process that has its roots in philosophical traditions like Socratic inquiry and John Dewey's writings. Constructivism and social constructivism are two educational philosophies that place a strong emphasis on the active development of knowledge through inquiry, problem-solving, and communication. These ideas give educators a theoretical foundation for incorporating critical thinking into their lesson plans, which encourages student involvement and greater comprehension.

D. Models of Critical Thinking

In order to comprehend and teach critical thinking, a number of models and frameworks have been presented. The Bloom's Taxonomy of Cognitive Skills is one well-known model that organizes thinking abilities into a hierarchical structure, starting with lower-order thinking abilities (remembering, understanding) and moving up to higher-order abilities (applying, analysing, evaluating, and inventing). Paul

and Elder's Critical Thinking Framework is another well-known model that outlines the intellectual criteria (such as clarity, accuracy, and relevance) and intellectual qualities (such as open-mindedness and intellectual humility) required for critical thinking.

E. Critical Thinking in Language Learning

1. Definition of Critical Thinking

The cognitive process of analysing, evaluating, and synthesizing data to make well-informed judgments or decisions is referred to as critical thinking. To get reasoned conclusions, it entails challenging presumptions, looking at opposing viewpoints, and using logical reasoning. Critical thinking helps language learners engage with language meaningfully, hone their analytical abilities, and evolve into self-reflective, independent thinkers.

Although there is little research on critical thinking in second language teaching, it has been recognized as a vital component of language learning. The research that is currently available, however, points to the value of including critical thinking in the curriculum. For instance, encouraging critical thinking in second language writing workshops encourages students to write more critical

thoughts. Additionally, pupils with stronger critical thinking abilities typically outperform their less-skilled peers in a variety of domains, including reading comprehension. So, according to research (Din, 2020; Haji Meibodi, 2014; Heidari, 2020; Zare & Biria, 2018), explicit training in critical thinking can help students' language abilities.

2. Significance of Critical Thinking in Language Learning

Although it improves learners' capacity to understand and produce language in a meaningful and purposeful way, critical thinking is vital to language learning. Language teachers can help students develop higher-order thinking abilities that are crucial for academic performance and lifetime learning by encouraging critical thinking in them. Critical thinking also encourages creativity, problem-solving skills, and international competency, all of which are becoming more and more crucial in today's globalized society.

F. EFL Teachers and the Promotion of Critical Thinking

1. EFL Teachers' Role in Fostering Critical Thinking

EFL instructors are crucial in developing an atmosphere where students can develop their critical thinking abilities. They act as guides, encouraging students to consider other points of view, question presumptions, and refine analytical and critical thinking. EFL teachers can provide opportunities for students to engage in critical thinking activities and build the required abilities to successfully analyse and evaluate material by using their instructional strategies and pedagogical decisions.

2. Strategies Employed by EFL Teachers to Promote Critical Thinking

Different tactics are used by EFL teachers to encourage critical thinking in the language classroom. Using actual resources from the real world, implementing problem-solving activities, supporting inquiry-based learning, and incorporating reflective practices are some of these ways. Additionally, the development of critical thinking abilities in the context of EFL can be facilitated by the use of technology-enhanced learning tools and practices.

G. Conceptual Frameworks and Theoretical Perspectives

1. Bloom's Taxonomy and Critical Thinking

A well-known educational system called Bloom's Taxonomy offers a hierarchical approach for categorizing cognitive processes. It provides an insightful viewpoint for comprehending the various levels of critical thinking abilities, from the acquisition of fundamental knowledge to higher-order thinking abilities like analysis, assessment, and innovation. Bloom's Taxonomy can be used by EFL teachers to create learning exercises that help students' critical thinking skills advance over time.

2. Social Constructivism and Critical Thinking

The social and interactive aspects of learning are emphasized by social constructivism as a theoretical viewpoint. It makes the claim that knowledge is actively created through group activities and is located within certain settings. This viewpoint supports the development of critical thinking in EFL classrooms by encouraging students to communicate meaningfully, share different points of view, and jointly create knowledge through discussion and negotiation.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology employed to investigate EFL teachers' conceptions and strategies for promoting students' critical thinking in the language classroom. It includes the research design, participants, data collection procedures, and data analysis techniques utilized in this study.

A. Research Design

The research design chosen for this study is a qualitative research approach, specifically a case study. A case study allows for an in-depth exploration of the conceptions and strategies of EFL teachers regarding the promotion of critical thinking skills. The case study design also facilitates a comprehensive understanding of the context-specific factors influencing the teachers' practices.

B. Research Setting

The setting of this research is at UIN Walisongo Semarang. It is located in Prof. Dr. Hamka Street, Ngaliyan, Semarang, Central Java, Indonesia.

C. Participants

The participants of this study consist of EFL lecturer in Universitas Islam Negeri Walisongo Semarang. The selection of participants was purposeful, aiming to include a diverse range of teachers with varying levels of experience and expertise in teaching critical thinking. A total of one lecturer has been selected as participants.

D. Data Collection Procedures

Multiple data collection methods were employed to gather comprehensive and reliable data. Firstly, semi-structured interviews were conducted with the participating EFL lecturers. The interviews focused on exploring their conceptions of critical thinking and their strategies for promoting critical thinking skills in the language classroom. The interviews were audio-recorded and transcribed for further analysis.

E. Instruments

Name of Instrument: Semi-Structured Interview

Interview guideline:

- a. Begin the interview by introducing yourself and explaining the purpose of the study.

- b. Assure the participant of confidentiality and explain that their participation is voluntary.

Research Question 1 “What are the teacher’s conception of critical thinking in her pedagogies?”

2. Begin with an icebreaker to create a comfortable atmosphere.
3. Explain the purpose of the interview and assure confidentiality.
4. Ask open-ended questions to encourage the teacher to elaborate on her conceptions of critical thinking.
 - a. How do you define critical thinking in the context of language learning?
 - b. What is your understanding of the importance of critical thinking skills for EFL students?
 - c. How do you incorporate critical thinking into your teaching practices?
5. Probe for specific examples to gain a deeper understanding.
 - a. Can you provide examples of activities or assignments you use to promote critical thinking among your students?
 - b. How do you assess or evaluate students' critical thinking skills in the language classroom?

- c. How do you adapt your instructional strategies to cater to students with diverse learning needs?
6. Encourage the teacher to reflect on her experiences and challenges related to fostering critical thinking.
 - a. What challenges have you encountered when trying to promote critical thinking among your students?
 - b. How do you overcome these challenges or adapt your strategies accordingly?
 - c. Have you noticed any changes or improvements in your students' critical thinking abilities over time?
7. Allow the teacher to ask any questions or share additional insights.
8. Thank the teacher for her participation and willingness to contribute to the study.

Research Question 2 “In what ways do teachers deal with critical thinking in their pedagogies?”

1. Background and Context:
 - a. Ask the teacher to provide an overview of their teaching experience, the grade levels or language proficiency levels they teach, and the setting in which they teach (e.g., public school, language institute).
 - b. Inquire about their overall goals and objectives as an EFL teacher, particularly regarding critical thinking development in students.

2. Approaches to Promoting Critical Thinking:
 - a. Ask the teacher to describe their understanding of critical thinking in the context of language learning.
 - b. Explore the specific approaches they use to integrate critical thinking into their pedagogical practices.
 1. How do you define critical thinking in the EFL classroom?
 2. What are the key components or skills of critical thinking that you aim to develop in your students?
 3. Could you provide examples of activities or assignments that you believe encourage critical thinking among your students?
 4. How do you ensure that critical thinking is incorporated into your lesson planning and instructional delivery?
3. Techniques and Strategies:

Inquire about the techniques and strategies they employ to foster critical thinking among their students.

 - a. How do you engage students in discussions or activities that stimulate critical thinking?

- b. Do you use any specific teaching methodologies or frameworks that support the development of critical thinking skills?
- c. What role does questioning play in your approach to promoting critical thinking? How do you structure and facilitate effective questioning in the classroom?
- d. How do you encourage students to analyze, evaluate, and generate their own ideas and solutions?

4. Challenges and Adaptations:

Discuss any challenges the teacher faces when promoting critical thinking and how they address these challenges.

- a. What obstacles or difficulties have you encountered while trying to foster critical thinking in your students?
- b. How do you adapt your instructional strategies to cater to students with diverse learning needs or different proficiency levels?
- c. Have you observed any changes or improvements in your students' critical thinking abilities over time? If yes, how do you assess and measure their progress?

5. Reflection and Future Considerations:
 - a. Encourage the teacher to reflect on their experiences and share any additional insights.
 - b. Ask if they have any suggestions or recommendations for fellow teachers who aim to enhance critical thinking in their EFL classrooms.
 - c. Inquire about any areas of professional development they believe would further support their efforts in promoting critical thinking.
6. Closing:
 - a. Thank the teacher for their participation and valuable insights.
 - b. Offer them the opportunity to ask any questions or provide additional information.
 - c. Reiterate the confidentiality of their responses and express gratitude for their contribution to the research.

F. Data Collection Methods

The data collected from semi-structured interview and teaching documentation (RPS) were analysed using Qualitative Descriptive.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the study's findings. Its objective was to gain more knowledge on how EFL teachers view and promote critical thinking in language classroom settings. The chapter begins with a brief overview of the research design and participants. The outcomes are then separated into four parts. In the first half, the participants are introduced, and in the second, the teachers define critical thinking. The third portion examines the strategies EFL teachers employ to help their students improve their critical thinking skills, and the fourth section discusses the challenges educators have when attempting to foster critical thinking in their students. The study's research subjects were one EFL instructor from Universitas Islam Negeri Walisongo Semarang. The data was gathered through semi-structured interviews with the participants. Thematic analysis was utilized to identify recurring themes and patterns in the teachers' comments.

The findings indicated that the majority of teachers recognized the significance of critical thinking in language learning. They defined critical thinking as the ability to evaluate and analyse evidence, draw logical conclusions, and put those conclusions into practice to solve issues. The experts underlined the need of critical thinking in helping students develop their autonomy and get ready for situations they will face in the real world. However, other educators claimed they had difficulty understanding the concept of critical thinking and how to apply it to language learning.

B. Discussions

The data analysis revealed numerous strategies that teachers regularly use. First, the lecturers encouraged engaged student engagement through group projects and engaging discussions. They provided students with the opportunity to express their ideas, ask questions, and take part in conversations. Second, the instructors promoted critical thinking by utilizing authentic resources like books, films, and news articles. In order to complete their activities and assignments, which they themselves designed, the students were required to analyse, comprehend, and evaluate the information provided in these resources. Thirdly, the teachers incorporated problem-solving activities into their lessons and

pushed their students to identify and resolve actual problems. Finally, teachers provided the right feedback and guidance to pupils to help them develop their critical thinking abilities.

The third section of this chapter looks at the challenges EFL teachers have when attempting to promote critical thinking in their pupils. The data was gathered using interviews and the teachers' own reflective diaries. The data analysis revealed several challenges the teachers faced. One of the main difficulties raised by the teachers was the lack of opportunities for training and professional development that were especially focused on critical thinking pedagogy. They admitted that they needed more guidance and support in integrating critical thinking into their teaching practices. Time constraints and large class sizes made it more difficult to design effective critical thinking tasks. The teachers also underlined the relevance of creating a supportive learning environment that encourages critical thinking in order to overcome students' resistance to critical thinking assignments.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The majority of the participating EFL teachers acknowledged the value of critical thinking in language learning, according to the data analysis. They described critical thinking as the capacity to effectively solve issues and the capacity to analyse, evaluate, and reach reasoned conclusions regarding information. The instructors recognized the value of critical thinking in helping students become more independent and ready for real-world circumstances. Some educators, however, acknowledged that it was difficult for them to completely understand the concept of critical thinking and incorporate it into their strategies for teaching languages.

Different teaching methods were used by the EFL instructors in their classes to encourage students' critical thinking. Authentic materials were used to inspire critical thinking, problem-solving activities were incorporated, and prompt feedback and direction were given. These tactics also included encouraging active student participation through interactive conversations and group activities. These strategies seek to improve students' capacity to think

critically in English while also helping them to build their analytical, evaluative, and problem-solving skills.

B. Suggestions

Based on the findings of this study, the following recommendations are put forward:

- a. **Teacher Training:** It is crucial to provide EFL teachers with comprehensive training and professional development opportunities that focus on critical thinking pedagogy. Workshops, seminars, and courses specifically designed to enhance teachers' understanding and implementation of critical thinking strategies should be made available.
- b. **Curriculum Design:** Curriculum designers and policymakers should integrate critical thinking skills explicitly into the language curriculum. Clear learning outcomes and objectives related to critical thinking should be included, along with appropriate instructional materials and assessment methods.
- c. **Supportive Resources:** Teachers should be provided with a wide range of authentic materials, such as articles, videos, and literature, that can be used to stimulate critical thinking. Access to online resources and educational platforms that offer interactive and

engaging activities to develop critical thinking skills should also be encouraged.

- d. **Class Size and Time Management:** Efforts should be made to address the challenges posed by large class sizes and time constraints. Providing strategies and techniques for managing diverse classrooms effectively and maximizing instructional time can greatly benefit teachers in implementing critical thinking activities.
- e. **Classroom Environment:** Creating a supportive and encouraging classroom environment is essential for promoting critical thinking. Teachers should establish a safe space where students feel comfortable expressing their opinions, engaging in discussions, and taking intellectual risks. Collaboration and cooperation among students should be fostered to enhance critical thinking skills.
- f. **Assessment Practices:** Assessment methods should be designed to assess students' critical thinking abilities effectively. Performance-based assessments, such as projects, presentations, and debates, can provide opportunities for students to demonstrate their critical thinking skills in action.

Further research is recommended to explore the long-term effects of integrating critical thinking into the

language classroom and to investigate additional strategies and approaches that can be employed by EFL teachers to promote students' critical thinking skills.

C. Closing

Alhamdulillah, gratitude is always expressed by the author, for the permission of Allah SWT and the blessings, spiritual and physical health given, has given the author the opportunity to be able to complete the thesis with the title "Investigating EFL Teacher's Conception and Strategy to Promote Students' Critical Thinking in Language Classroom ". The author hopes that this thesis can be useful for the author and all readers.

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Appendix 1

Interview Questions:

1. What is your understanding of the importance of critical thinking skills for EFL students?
2. How do you define or measure students' critical thinking skills in the context of language learning?
3. How do you incorporate critical thinking into your teaching practices?
4. In what ways do you believe critical thinking can enhance students' language learning experience?
5. Can you provide specific examples of how you incorporate critical thinking in your classroom activities or lessons?
6. What are the key strategies or instructional approaches you employ to foster critical thinking among your students?
7. How do you encourage students to engage in independent and reflective thinking in your classroom?
8. Can you share any success stories or positive outcomes you have observed as a result of incorporating critical thinking in your teaching?

9. What kind of support or resources do you think would be beneficial for teachers aiming to promote critical thinking in their language classrooms?
10. Can you provide examples of activities or assignments you use to promote critical thinking among your students?
11. Do you use any specific teaching methodologies or frameworks that support the development of critical thinking skills?
12. How do you encourage students to analyse, evaluate, and generate their own ideas and solutions?

Appendix 2

The Participant's Answers:

1. Critical thinking is very important since it enables you to efficiently gather knowledge, quickly process information, and intelligently analyse data.
2. Critical thinking can be measured from the ideas of response from the students toward the given issue.
3. Critical thinking can be combined in the process of teaching learning English. We can use it in both written and spoken language. The students will respond to the instruction given by the teacher by thinking critically and then express their idea by creating the written or spoken product depends on the given instruction.
4. By thinking critically, students can reflect their comprehension and understanding and these will lead them to determine their decision about issues in front of them.
5. It can be seen from the topic given for speaking class. The topic should be something that can make them think about one topic from different perceptions.
6. Let them think freely and give them a lot of information and perceptions about one topic.

7. By giving them chance to express themselves.
8. When given a debatable topic, the students are really interested and they talked a lot about this topic.
9. The suitable current issue will be very beneficial for students.
10. By asking them to read or watch news from any kind of sources.
11. Yes. Discussion and demonstration.
12. Making a brainstorm is effective to generate the student idea.

CURRICULUM VITAE

D. Identities

1. Name : Muhammad Faqih Elhakim
2. Birth : October 8th 1997
3. Address : Laban Krajan RT 01/ RW 01,
Kangkung,
Kendal
4. Contact Person : (+62)8971212810
5. Email : faqih.elhakim.fe@gmail.com

E. History of Education

1. SDN Laban (2003-2009)
2. MTs NU 20 Kangkung (2009-2012)
3. MAN Kendal (2012-2015)
4. UIN Walisongo Semarang (2016-2023)

Semarang, June 23rd 2023

The Writer

Muhammad Faqih Elhakim

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