

**PROMOTING CRITICAL THINKING IN
EDUCATION: EXPLORING TEACHER'S
CONCEPTIONS AND PRACTICE IN EFL
CLASSROOMS**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining Degree of Bachelor Education in English
Language Education



MASITA HANUM

2103046068

**FACULTY OF EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO**

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THESIS STATEMENT

THESIS STATEMENT

I am the student with the following identity

Name : Masita Hanum
Student Number : 2103046068
Department : English Language Education

Certify that the thesis critical

PROMOTING CRITICAL THINKING IN EDUCATION: EXPLORING TEACHER'S CONCEPTIONS AND PRACTICE IN EFL CLASSROOMS

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Semarang, 12 December 2024

The researcher,



Masita Hanum

NIM. 2103046068

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

RATIFICATION

Thesis with the following identity :

Title : Promoting Critical Thinking in Education: Exploring Teacher's
Conceptions and Practice in EFL Classroom
Researcher : Masita Hanum
Student Number : 2103046068
Department : English Education

Had been recitified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University Semarang can be received as one any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 30 Desember 2024

THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Mariam, M.Pd. NIP.
196507271992032002

Examiner I

Daviq Rizal, M.Pd.
NIP. 197710252007011015



Secretary,

Awwalia Fitrotin Izza, M.Pd.
NIP. 199303012020122005

Examiner II

Drs. Nuna Mustikawati, M.Pd.
NIP. 196506141992032001

Advisor

Awwalia Fitrotin Izza, M.Pd.
NIP. 199303012020122005

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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

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 : PROMOTING CRITICAL THINKING IN EDUCATION:
EXPLORING TEACHER'S CONCEPTIONS AND PRACTICE IN
EFL CLASSROOMS
Name of Student : Masita Hanum
Student Number : 2103046068
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, 12 December 2024

Advisor,

Awwalia Fitriatun Izza, M.Pd

ABSTRACT

Title : PROMOTING CRITICAL THINKING
IN EDUCATION: EXPLORING
TEACHER'S CONCEPTIONS IN EFL
CLASSROOMS
Writer : Masita Hanum
Student ID : 2103046068

This study aims to explore how EFL teachers conceptualize and promote critical thinking and how students demonstrate it during the learning process. Using a mixed-method approach, data were collected through non-participant observations, semi-structured interviews with two teachers, and open-ended questionnaires for 30 students at SMA Ma'arif Karangmoncol. The data analysis used data reduction, data display, and conclusion. Results showed that while teachers understood core critical thinking elements, they lacked awareness of inference and problem-solving. Strategies used included group discussions and presentations. Students' critical thinking varied: basic clarification and inference were sufficient, advanced clarification and basic support were low, while strategy and tactics were high. The implication of this study is the need for training for teachers to understand and teach critical thinking elements more comprehensively.

Keywords: Critical Thinking, Teacher's Conceptions, EFL Classrooms.

MOTTO

Never give up, for every step brings us closer to our goal.

So truly where there is hardship there is also ease..." (Al-Insyirah: 5)

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful. – Albert Schweitzer

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Semarang, 10 December 2024

The Writer,

A handwritten signature in black ink, appearing to read 'Masita Hanum', with a stylized initial 'M' and 'H'.

Masita Hanum

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

The cultivation of critical thinking abilities has emerged as a primary objective in teaching English as a Foreign Language (EFL). This skill is considered very important because it provides students with the tools to manage the challenges of an increasingly complex and globalized world. By integrating critical thinking into EFL classes, Students enhance not only their language proficiency but also the cognitive abilities required to navigate the challenges of the 21st century. Critical thinking skills are fundamental competencies that students must acquire in alignment with the curriculum and learning goals. This is because critical thinking involves a systematic process that enables students to formulate and assess their opinions effectively. According to Behar-Horenstein & Niu, many educators agree that critical thinking skills are an essential aspect of academic study (Behar-Horenstein, L.S., & Niu, 2011). This perspective is reinforced by

Utami, Saputro, Ashadi, Masykuri, and Widoretno, who highlight that critical thinking is an integral component of education (Utami, B., Saputro, S., Ashadi, A., Masykuri, M., & Widoretno, 2017).

Critical thinking skills are key to facing the challenges of the ever-changing modern world. Today's education not only aims to convey knowledge, but also trains students to be able to reason analytically and adaptively in solving various problems. By equipping students with these abilities, they will be better prepared to face the demands of further education and the world of work. According to Che, critical thinking skills are an important component to meet personal, social, and professional needs (Che, 2002). This is in line with the opinion of the Partnership for 21st Century Skills who stated that critical thinking skills are significant competency in preparing students for further education and the world of work (Zubaidah, S., Corebima, 2015). Thus, developing these skills is a must in creating an effective learning process that aligns with the needs of students in the modern era.

Critical thinking is an important skill that needs to be developed in education. In English classes, promoting critical thinking allows students to develop a deep understanding. This highpoints the close connection between language learning and the development of thinking skills. The combination of critical thinking skills in foreign language teaching has great potential to improve students' language proficiency while preparing them to face global challenges. However, its implementation is still limited due to various obstacles, especially teachers' lack of understanding of the concept and practice of critical thinking. According to Li, critical thinking is still rarely integrated into foreign language teaching because many teachers are not familiar with this concept. This evidence supports a crucial argument that emphasizes the need for teachers to integrate 21st-century skills into their teaching practices to effectively prepare students for the challenges of the modern era (L Li, 2016). According to the literature, teachers need to master critical thinking skills in order to prepare students with 21st-century competencies. However,

there is still much to be learned to understand how teachers view and apply these skills in their teaching practices. This suggests the need for further provision for teachers to improve their capacity to integrate these skills into their learning.

This study has great significance because it touches on three important aspects of language education. First, there is a common belief that critical thinking (CT) skills need to be integrated into English language learning, but many teachers still lack the pedagogical knowledge and skills to implement them effectively. A deep understanding of how teachers conceptualize critical thinking will be an important foundation in preparing them to implement a curriculum that to implement a curriculum aimed at enhancing students' critical thinking skills. According to Abrami, CT should be an integral part of English language learning (Abrami et al., 2008). However, according to H. Zhang, the lack of teachers' pedagogical knowledge and skills is a major obstacle to its implementation (Zhang, Yuan, & He, 2020). This is in line with Mok's research, which was cited by Li's

research which indicates that teachers lack the knowledge of teaching methods and skills necessary to foster students' thinking skills in the classroom. This is because English classes primarily focus on linguistic knowledge, making it challenging for teachers to have difficulty creating opportunities or spaces for critical thinking (Li Li, 2023). Second, this study contributes to identifying challenges and opportunities in EFL classrooms by exploring teachers' conceptions of thinking skills and their professional practices. This provides benefits for researchers, policy makers, and teachers in developing more effective learning strategies. Third, although there are many empirical studies on critical thinking in education, research on teacher cognition in the context of teaching English as a foreign language is still very limited. This study addresses this gap by exploring teachers' conceptualizations, pedagogical knowledge, classroom practices, and how students' critical thinking skills after the learning process.

This study examines the development of critical thinking skills in teaching English as a Foreign

Language (EFL), with a focus on the roles of both teachers and students in the learning process. The focus of this study is different from previous studies conducted at the junior high school level, such as the study conducted by Li which only examined teachers' views and practices (Li Li, 2023). However, this study not only examines teachers' views and practices, but also involves students to see how their critical thinking skills during the learning process. In addition, this study was conducted at the senior high school level, which provides a different contribution from previous studies conducted at junior high schools, considering the differences in needs and complexities of teaching at each level of education.

The need to understand how critical thinking is used in EFL students has driven research on this topic. Therefore, the main research questions revolve around what is known, understood, and the best way to use CT. Therefore, the purpose of this study is to see how teachers conceptualize and practice critical thinking and how critical thinking skills of EFL students during the learning process by taking the example of EFL

students in senior high schools. To achieve the research objectives, this study will answer three main questions. First, how do English language teachers conceptualize critical thinking. Second, how do EFL teachers encourage critical thinking in their practice. Third, students' critical thinking skills after the teacher conducts the learning process.

B. RESEARCH QUESTIONS

The problem of this research is focused on:

1. How do EFL teachers conceptualise critical thinking?
2. How do EFL teacher encourage critical thinking in their practice?
3. How do students demonstrate critical thinking skills during the learning process?

C. RESEARCH OBJECTIVES

1. To investigate how English language teachers conceptualize critical thinking.
2. To find out how EFL teachers encourage critical thinking in their teaching practices.
3. To explore students' critical thinking skills during the learning process carried out by the teacher.

D. SIGNIFICANCE OF THE STUDY

The result of this result will give a contribution to several circles as follow.

a. Theoretical

This study makes a theoretical contribution by expanding the literature on enhancing critical thinking skills in the context of English as a Foreign Language (EFL) teaching. By exploring teachers' conceptions of critical thinking and how they implement them in their teaching practices, this study can provide new insights into the understanding and teaching of critical thinking. This study can also help expand the theoretical framework in understanding the relationship between the concept and practice of critical thinking in the context of EFL education, especially in senior high schools.

b. Practical

This study can provide practical benefits to EFL teachers by offering insights into effective methods for promoting critical thinking

in the classroom. By analyzing the teaching practices used by teachers, this study can help teachers improve teaching techniques that encourage students' participation in critical thinking activities. In addition, this study can provide suggestions for teacher training and professional development, as well as provide recommendations for improving teaching practices in EFL classrooms.

c. Pedagogical

This study has high pedagogical implications in the context of teaching and learning in EFL classrooms. This study can help identify the most effective learning strategies in developing students' critical thinking skills. In addition, these findings can be the basis for developing a curriculum that is more responsive to students' needs in improving critical thinking skills, both in academic and everyday life contexts. Teachers, policy makers, and curriculum developers can use the results of this

study to design more effective learning programs
based on 21st century skills.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. PREVIOUS RESEARCH

In the relevant literature review, the researcher will present several previous researchers who are related to the discussion that will be written by the researcher. This is because there is no repetition of research results that discuss the same research results from someone in the form of books or other forms. Here are some studies that the author found, including:

First, a study entitled Critical thinking from the ground up teachers' conceptions and practice in EFL classroom conducted by Li (Li Li, 2023). The findings of this study show that teachers actively incorporate critical thinking into their teaching. Classroom extracts highlight teacher interaction strategies aimed at enhancing critical thinking. This article discusses the research gap to know EFL teachers' conceptualizations and critical thinking practices. This study uses a qualitative method with a exploratory case studies. The participants in this

study included 182 EFL teachers, who were surveyed using questionnaires. Additionally, a small group of 12 teachers participated in three focus group interviews to provide a deeper understanding, and three teachers were observed during their teaching. The similarities between previous studies and the research that the author will conduct are that both seek conceptualizations of critical thinking and how teachers encourage to improve critical thinking. However, the difference lies in the focus of the research, which not only examines the conceptualization of critical thinking and how teachers boost to improve critical thinking but students are also used as participants to explore critical thinking skills during learning. In addition, previous research studied at the junior high school level while the research that will be conducted by the author studies at the high school level.

Second, a study entitled promoting dialogical critical thinking in education: examining teachers' practices and conceptualizations in the Norwegian school context conducted by A. Dessingué & D. A.

Wagner (Dessingué & Wagner, 2024). The results of this study indicate that teachers view student participation as a key requirement for effectively implementing critical thinking in practice. They also identified two distinct teaching approaches among teachers in implementing critical thinking. The first focuses on fostering dialogical activities, while the second supports the development of metacognitive skills and awareness. This study explores how teachers' practices and conceptualizations of critical thinking application have evolved. This study employs a qualitative approach with a qualitative content analysis. The participants of this study were 5 elementary school teachers working in Norway (grades 5–7). The data collection method employed was interviews and observation. Then, the similarity of this article's research with the research that will be conducted by the author is that both studies have a main focus related to the conceptualization of critical thinking. However, the difference lies in the focus of other research, where this article discusses how teachers report their experiences when teaching

critical thinking, changes in student attitudes that they observe. Meanwhile, the research conducted by the author discusses how teachers understand critical thinking, how to teach it, and how students' critical thinking skills are during learning. Another difference lies in the participants where this article only takes teachers as the object of research. While the research that will be conducted by the author uses teachers and students as the objects of research.

Third, a study entitled Undergraduate English Students' Perception, Plan, and Implementation of Critical Thinking Skills in Their Presentation conducted by Silvia Nanda Putri Erito, Dwi Anggani Linggar Bharati, Puji Astuti (Erito, Linggar Bharati, & Astuti, 2021). The findings of this study reveal that Students hold a positive view of using critical thinking skills in presentations, believing it enhances their engagement, English proficiency, and performance. Students prepare for using critical thinking skills by planning, refining their abilities, and practicing. The application of critical thinking skills involves integrating students' awareness,

engagement, and learning styles. This study purposes to define the perception, planning, and implementation of critical thinking skills by university students. This article uses a qualitative case study approach, data is collected through classroom observation, questionnaires, and interviews. The similarities between this article and the research to be conducted by the researcher are that they both seek perceptions about critical thinking. While the difference lies in the object of research, where this article uses 3rd semester English students as the object of research. While the research to be conducted by the author uses high school teachers and students as the objects of research.

B. LITERATURE REVIEW

1. Definition of Critical Thinking

According to Davis & Barnett, although critical thinking skills are highly important and numerous research studies have been conducted on the topic, the concept remains challenging to understand. This is because of differing opinions on critical thinking and contradictions within

various theoretical perspectives (Davis & Barnett, 2015).

According to Paul, critical thinking involves three interrelated stages analyzing, evaluating, and revising thinking. In addition, critical thinking is defined as the capacity of individuals to take accountability for their own thought processes (Hospital & Buleque, 2023). Based on Robert H. Ennis, critical thinking is the process of reasonable and reflective thinking, aimed at making decisions about what to believe or do. The emphasis in critical thinking is on openness to logical reasons, reflection, and the decision-making process (Ennis, 1991). Meanwhile, according to Facione, defining critical thinking as a cognitive practice that involves interpretation, analysis, evaluation, inference, and explanation based on considerations based on evidence, concepts, methodologies, criteria, and contexts (Facione, 2004).

Halpern broadly defines critical thinking as the application of cognitive skills or strategies that

enhance the likelihood of achieving a desired outcome. Thus, critical thinking is intentional, reasoned, and goal-oriented in solving problems, drawing conclusions, calculating probabilities, and making decisions (Klein, 2011). On the other hand, Li conceptualizes it from a teacher's perspective to state that CT involves a variety of higher-order thinking skills and highlights awareness of one's learning process, ability to make appropriate arguments and solve problems, openness and flexibility (L Li, 2016).

Although there are differences in the definition of experts, it can be concluded that critical thinking is part of high-level thinking skills. Critical thinking has a specific purpose, namely to prove value and solve problems. This is a process of deep and reflective thinking, where a person reconsiders various reasons based on observations, evidence, events, and experiences. Critical thinking also involves a systematic and logical mindset. A critical thinker does not easily accept information, has independent thinking

based on clear reasons, and plays an active role in dealing with a problem to make decisions based on beliefs or actions resulting from deep thinking.

2. Teaching Learning Process

Education is a system, while teaching is an action, and learning is a process. Teaching activities will not be perfect without the learning process. Both complement each other. School, as the second environment after home, is the place where student behavior is shaped and future educational success is designed (Padhi, 2021).

In the opinion of Wells, G. cited by Dr. Gitanjali Padhi, teaching is defined as a series of activities carried out by the teacher, such as giving explanations, making summaries, asking questions, providing motivation, recording attendance, and keeping data related to students' work, progress, and background. In the Gestalt view, the essence of learning is to acquire knowledge through observation of the structure as a whole or through response to the situation as a whole. Meanwhile, according to Woodworth,

learning is a process of acquiring new knowledge and responses (Padhi, 2021).

In schools, there are various elements or factors that can influence the teaching and learning process, one of which is the role of the teacher. It is a common understanding that teachers are not born with expertise, but rather are molded through a process of learning and development. Good teachers constantly improve their knowledge and skills through consistent and purposeful efforts. One of the main requirements to be a good teacher is to have a deep understanding of the teaching-learning process. The role of the teacher in the teaching-learning process is very important and includes a variety of responsibilities and functions. Teachers are one of the most important elements in education. The good and bad quality of education is largely determined by the quality standards of teachers (Nuryani, N., Harapan, E., & Wardiah, 2021). Essentially, the teacher is at the center of this process, playing many roles throughout the learning process. Without creating

a holistic learning environment, teachers will not be able to help students develop the skills necessary to understand and remember information. The clearer a teacher is in mastering the knowledge and skills they teach, the more effective the teaching-learning process will be.

Teaching quality is one of the important factors in improving the quality of education, which is achieved through a long process. This process produces individuals who are competent in their fields (Susanti, Harapan, & Kesumawati, 2022). A teacher is not only in charge of teaching based on theory and policy, but also must create learning that is able to stimulate students' skills according to their capacity. Learning can be understood as a process of permanent change in students produced by a teacher through various techniques, such as the development of certain skills, changes in attitudes (Sequeira, 2012).

3. English Foreign Language Teacher

An EFL teacher is defined as an individual who has obtained a qualification to teach English

through a teacher education institution. This qualification is recognized through the granting of an appropriate teaching certificate. Based on an official decision, the teacher is appointed to teach English as a foreign language in accordance with the certificate (Rasyid, 2001).

Previous research shows that many professional English teachers in schools are considered less competent in teaching English to their students (Sulistiyo, 2016). This study revealed that many teachers in Indonesia feel less confident in using English as a target language because they feel uncomfortable speaking or writing in the language. In addition, teachers' understanding of active learning and holistic assessment required by the curriculum is limited, while opportunities to attend workshops or training to improve their teaching skills in these aspects are few.

Despite reports that the quality of EFL teachers in Indonesia is still inadequate, the Indonesian government continues to promote the

importance of English language acquisition by making it a compulsory subject at the junior and senior high school levels. The subject aims to equip students with skills that will enable them to contribute actively in a global society (Mbato, 2013). According to Kirkpatrick English language teaching in Indonesian schools and colleges has been rated unsatisfactory over the past few decades (Kirkpatrick, 2007). Lie reveals a sense of failure in teaching English as a foreign language (TEFL) in Indonesia. Although English has been taught in formal schools for many years, the results achieved are considered unsatisfactory (Lie, 2007).

Previous research identifies a number of factors that hinder the success of English language learning and teaching in Indonesia, such as too large class sizes, lack of teacher qualifications, lack of supporting facilities, and low teacher salaries (Sulistiyo, 2016). Since English in Indonesia is learned as a foreign language and learning mainly takes place in the classroom, the

role of the teacher becomes very important. The teacher is not only the main source of knowledge, but also the facilitator of language skills. English teachers are expected to fulfill two main roles at once, namely teaching English effectively and creating an interesting learning process to increase students' engagement in learning (Kassing, 2011).

4. Teacher Cognition About Thinking Skills

Teacher cognition is a complex concept that encompasses many aspects of a teacher's life. In a recent study on the development of language teacher cognition, Borg defined it as an understanding that involves personal, professional, cultural, and past experiences that shape how teachers do their work. That is, what teachers think and feel, both individually and collectively, is influenced by many aspects of their lives, and this also influences how they become and develop as teachers (Borg, 2019).

From this perspective, social interaction and context are regarded as the most crucial elements of teacher cognition. Meanwhile, Li

argues that to study teacher cognition, namely by identifying interactions over time. Therefore, examining teacher cognition can improve the thoughtful of classroom teaching at the micro level and make a significant contribution to our understanding of teacher learning in teacher education. This study adopts this perspective to explore not only what teachers think and believe, but also how they apply these thoughts and beliefs in their teaching practices (Li Li, 2023).

Similarly, Li adopts a sociocultural perspective on teacher cognition, viewing it as a process where various components (such as students, materials, teaching activities, and teachers) interact within a specific context. In this view, social interaction and context are regarded as the most important elements of teacher cognition. Teachers play a crucial role in the implementation of any innovation. For instance, a study by Li highlighted that the success of a thinking-based approach to developing 21st-century learners relies on how teachers

conceptualize, believe in, and apply thinking skills in their classrooms. This underscores the importance of examining teacher cognition (L Li, 2016).

5. Critical Thinking Indicators

Critical thinking indicators are considered capable of objectively assessing a person's level of critical thinking. There are several theories from experts related to critical thinking skills. This study will explain the indicators of critical thinking skills according to Robert H. Ennis and Peter A. Facione. Questions in improving critical thinking are important for fostering critical thinking based on critical thinking indicators. And will be presented questions in spurring critical thinking according to Peter A. Facione.

Based on Facione, the critical thinking process involves six essential indicators of critical thinking skills. These indicators are interpretation, analysis, evaluation, inference, explanation, and self-regulation (Facione, 2004).

Table 2.1 Core Critical Thinking Skills According Peter A. Facione.

No	Skill	Experts' Consensus Description	Subskill
1.	Interpretation	To understand and express the meaning or implication of a extensive diversity of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.	Classify Interpret significance Explain meaning
2.	Analysis	To classify the proposed and actual inferential relationships among statements, questions, concepts, descriptions,	Analyze ideas Recognize arguments

		or other forms of representation intended to express belief, judgment, experiences, reasons, information, or thoughts.	Identify reasons and claims
3.	Evaluation	To measure the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or proposed inferential relationships among	Evaluate the credibility of claims Evaluate the quality of arguments based on inductive or deductive reasoning

		statements, descriptions, questions, or other forms of representation.	
4.	Inference	To categorize and secure elements wanted to draw reasonable conclusions; to form conjectures and hypotheses; to reflect relevant information and to decrease the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other	Query evidence Conjecture alternatives Make logically valid or justified conclusions

		forms of representation.	
5.	Explanation	To state and to explain that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments.	Report findings Explain procedures Provide arguments
6.	Self Regulation	Self-consciously to monitor one's cognitive activities, the elements used in those activities, and	Self-monitor Self-correct

		<p>the results deduced, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results.</p>	
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According to Peter A. Facione, these indicators can be summarized as: Interpretation (interpreting), Analysis (identifying inferential relationships), Evaluation (assessing credibility and logical strength), Inference (concluding), Explanation (explaining in the form of a convincing argument), and Self-regulation (looking back at all dimensions of critical thinking and consciously checking or correcting oneself. In addition,

Peter A. Facione also shows some questions to hone critical thinking skills based on indicators of critical thinking skills. The questions can be seen in the following table.

Table 2.2 Questions to Fire Up Our Critical Thinking Skills

Questions to Fire Up Our Critical Thinking Skills		
No	Indicator	Question
1.	Interpretation	What does this mean? What's happening?
2.	Analysis	Please tell us again your reasons for making that claim! Why do you think that?
3.	Evaluation	How reliable is that claim? Why do we think we can trust what this person claims? How strong are those arguments?

4.	Inference	<p>Based on what we know so far, what conclusions can we draw?</p> <p>Considering what we know so far, what can we exclude?</p>
5.	Explanation	<p>What were the specific outcomes or findings of the investigation?</p> <p>Could you explain how you conducted the analysis?</p> <p>How did you come to that interpretation?</p>
6.	Self Regulation	<p>How effective was our methodology, and how well did we follow it?</p> <p>How good is our evidence?</p> <p>Alright, before finalizing, what are we missing?</p>

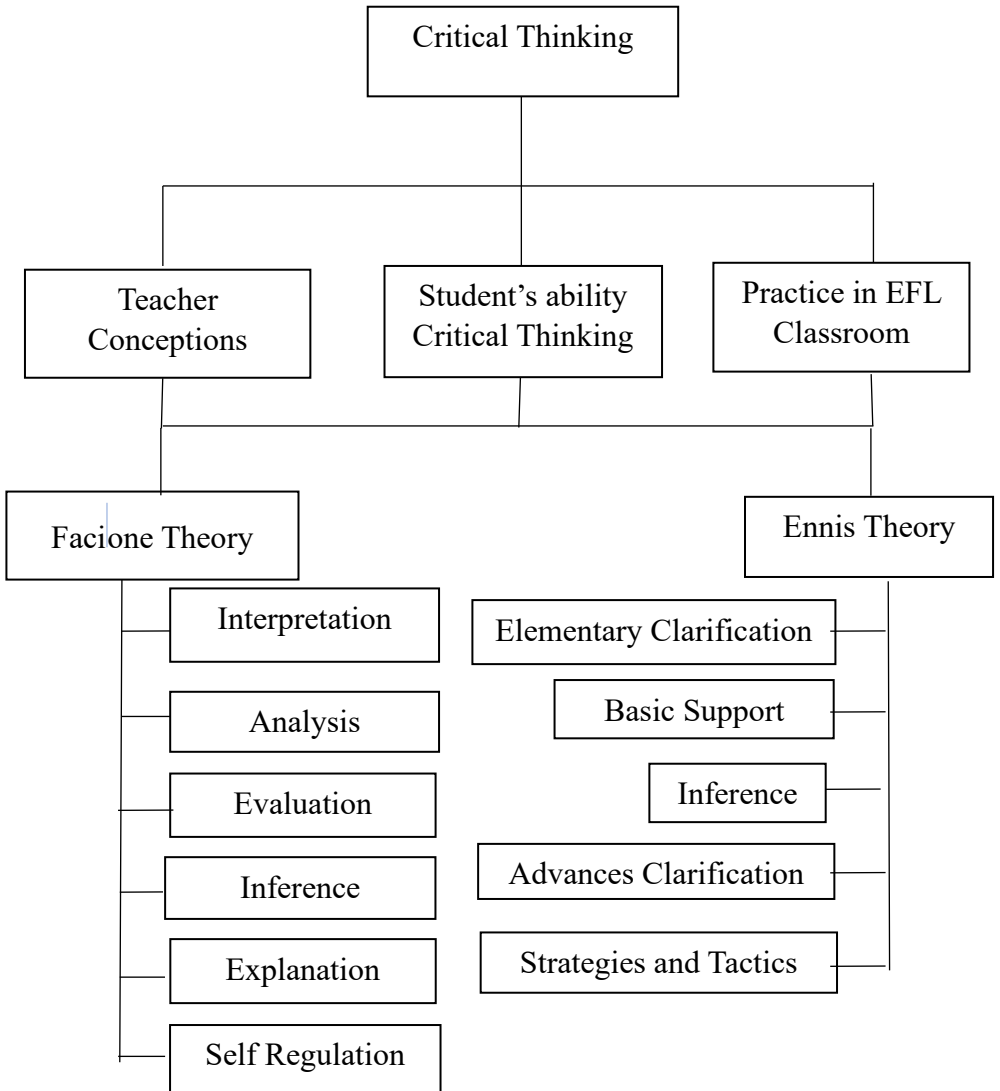
Meanwhile, according to Ennis the aspects of critical thinking indicators are grouped into five, namely elementary clarification, basic support, Inference, advanced clarification, organizing strategies and tactics (Walsh & Paul, 1986).

Table 2.3 Critical Thinking Ability Indicators According to Robert H. Ennis

No	Stages of Critical Thinking Skills	Indicator
1.	Elementary Clarification	Focusing questions
		Analyze arguments
		Clarifying by asking and answering questions
2.	Basic Support	Consider the veracity of the source.
		Conduct observations and evaluate observation reports

3.	Inference	Make deductions and consider the results
		Make induction and consider the results.
		Making and determining self-consideration.
4.	Advances Clarification	Identify terms and consider a definition
		Identify assumptions
5.	Strategies and Tactics	Determine action
		Interact with other people.

C. THEORETICAL FRAMEWORK



CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

This study uses a mixed methods research design to collect quantitative (numerical) and qualitative (descriptive) data. In mixed methods research, equal emphasis must be given to quantitative and qualitative approaches. Data were collected using questionnaires for quantitative data and direct non-participant observation and semi-structured interviews for qualitative data. This study uses an approach with the sequential exploratory design method. According to Creswell in Sugiyono's book, the sequential exploratory design method in the initial stage uses qualitative methods and the next stage uses quantitative methods. The weight of the method is more on the first stage method, namely the qualitative method and is then complemented by quantitative methods (Sugiyono, 2013).

B. TIME AND PLACE OF RESEARCH

This research was carried out at a senior high school in Purbalingga, namely SMA Ma'arif Karangmoncol. The research implementation time started on November 4, 2024 - November 16, 2024, with a duration set to cover all stages of data collection, analysis, and reporting. The selection of this location was based on accessibility and contextual relevance to the focus of the research, namely teaching English as a Foreign Language (EFL) at the high school level. The object of this study is 2 EFL teachers at Senior High School who will be the main subjects to explore their understanding and practice in implementing critical thinking. In addition, 30 EFL students are also the objects of research to assess how their critical thinking skills are influenced by the teacher's teaching methods.

C. SOURCE OF THE DATA

Primary data sources are data sources that directly provide data for data collection either through interviews, observations and questionnaire which are

then processed by researchers (Sugiyono., 2017). In this study, the primary sources used were EFL teachers at the high school level and SMA Ma'arif Karangmoncol. In addition, the researcher utilizes theories that are aligned with critical thinking in language teaching, particularly Facione and Ennis's theories, to analyze teachers' conceptualizations and practices.

D. FOCUS OF THE RESEARCH

Based on the problem identification, the researcher narrows the focus to the following areas.

1. This study focuses solely on the exploration of the conceptualization and practices of critical thinking applied by EFL teachers in high school.
2. The conceptualization of critical thinking by EFL teachers will be analyzed using Facione and Ennis' theory to understand the key elements, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation.

E. METHODS OF DATA COLLECTION

1. Observation

Observation is one of the most commonly used techniques in various scientific studies. Several types of observation exist, depending on the approach applied. The first is direct participant observation, where the researcher actively engages with the subject or group being studied. The second technique is direct non-participant observation, where the researcher solely observes without participating. The third type is indirect observation, which involves studying past or present situations where the researcher is not directly involved, often using sources like written materials to make observations.

The researcher in this study used direct non-participatory observation, where the researcher was only an observer to examine how teachers teach critical thinking skills in the classroom in English learning. The researcher was not involved in the learning process, but

focused on observing and recording in detail the interactions that occurred in the classroom. The researcher specifically analyzed conversations between teachers and students that reflected the use of critical thinking skills.

Two EFL teachers were observed directly while teaching in two different classrooms to directly observe how they promoted critical thinking skills in their daily teaching practices. The observations also recorded students' responses to the strategies used by the teachers, providing concrete data on the effectiveness of the teaching methods applied in emerging students' critical thinking skills.

During the observation process, the researchers used note sheets and audio recordings to document conversations relevant to critical thinking elements, such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. These data were then analyzed to understand how teachers incorporated critical

thinking thinking skills into English language learning in the classroom.

2. Questionnaire

The data collection method employed in this study was a questionnaire. According to Sugiyono, A questionnaire is a data collection method in which a set of questions or written statements is provided to respondents for them to answer (Sugiyono., 2017). Questionnaire questions are categorized into two types: open and closed. Open-ended questions require respondents to provide detailed answers, typically in the form of descriptions. In contrast, closed-ended questions expect brief responses or require respondents to select one option from a set of provided alternatives.

In this research, the researcher used an open questionnaire given to students consisting of five descriptive questions. These questions are designed according to the concept of critical thinking according to Ennis. This method gives students the opportunity to express their views,

experiences, or thought processes freely and in detail. The data from students can provide an overview of students' critical thinking skills during the learning process.

3. Interview

After gathering data on EFL teacher strategies through observation, the researcher will conduct interviews with the teachers immediately following their lessons with students. Interview is an interaction between two people that aims to share data and ideas through a question and answer process, so that an understanding of a particular topic can be created (Sugiyono., 2017). In-depth interviews are a key method for data collection in narrative inquiry, a qualitative research approach that investigates individual experiences through storytelling. Data about subjects' thoughts, beliefs, and feelings are collected through interviews.

Researchers apply the semi-structured interview method as one of the data collection techniques. Semi-structured interviews are a

method in which the interviewer has prepared a guide in advance, but is not rigidly bound to the order or method of delivering questions during the interview (Roulston, 2008).

Interviews were conducted with two groups of EFL teachers to explore their experiences and understandings of critical thinking in the context of learning. Interviews were conducted in the participants' first language to facilitate more natural expression, digitally recorded, and then transcribed for further analysis. This method enabled the researcher to gain a deeper understanding of the concept of critical thinking from the teachers' perspective.

F. RESEARCH INSTRUMENTS

a) Observation

This observation instrument was designed to identify the various teaching strategies and practices used by EFL teachers in creating expressive and effective learning experiences for students. It is significant to note that the effectiveness of strategies implemented by EFL

teachers depends on the specific context, which may including aspects like students' skill levels, age, cultural background, and the learning environment. The following are the instruments used by the researcher in conducting the observation based on Facione theory.

Table 3.1 Observation Guidelines

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
Teacher asks an open-ended question to find students' understanding of a topic.	Students provide their primary interpretations of the question.	Interpretation: Understanding and expressing the meaning of information or concepts.	Students demonstrate their ability to interpret ideas with initial responses.

Teacher delivers a scenario and asks students to identify key elements.	Students identify and explain the relationships between elements.	Analysis: Identifying relationships among components of a situation or argument.	Students begin to analyze the scenario effectively.
Teacher offerings conflicting viewpoints and asks for students' opinions.	Students evaluate the validity of arguments and provide justifications.	Evaluation: Assessing the credibility and logical strength of statements or arguments.	Students reason and assess based on the provided viewpoints.
Teacher asks students to	Students draw conclusion	Inference: Drawing logical	Students make reasoned

predict outcomes based on given data or situations.	s or make inferences from the data.	conclusions from available evidence.	predictions or assumptions.
Teacher asks students to summarize their reasoning.	Students articulate their explanations logically and coherently.	Explanation: Providing clear and logical reasons for their conclusions.	Students show the ability to explain and justify their ideas effectively.
Teacher encourages reflection on students'	Students assess their reasoning and identify areas for	Self-Regulation: Monitoring and refining	Students evaluate their learning and modify their

thought processes.	improvement.	one's cognitive process	approaches as needed.
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b) Questionnaire

Questionnaires are used as data collection tools that are designed in a structured manner to obtain information from respondents in both closed and open formats. In this study, open questionnaires were given to students to explore the extent to which their critical thinking skills during the learning process. The following are the instruments used by researchers for the questionnaire based on Ennis theory.

Table 3.2 Questionnaire Guidelines

Aspects of Students' Critical Thinking Skills	Indicator	Number Item
Elementary Clarification	Focusing questions	No 1

Basic Support	Conduct observations and evaluate observation reports	No 2
Inference	Make induction and consider the results.	No 3
Advances Clarification	Identify terms and consider a definition	No 4
Strategies and tactics	Determine action	No 5

c) Interview

The interviews used a semi-structured approach with open-ended questions designed to encourage teachers to share their knowledges and stories. The researcher may take field notes

during the interviews to capture additional observations, reflections, and important narrative elements. Audio recordings will be used to ensure accuracy and allow for more in-depth narrative analysis. The following are the instruments used by the researcher for the interviews.

Table 3.3 Interview Guidelines

Variabel	Aspect	Indicators	No	Item Instru ment
Conceptual Understanding of Critical Thinking	Definiton of critical thinking	Understanding how teachers define critical thinking in the EFL context	1	How do you define critical thinking in the conte

				xt of Englis h langu age learni ng?
	Teachin g experie nce	Exploring teachers' experience s in teaching critical thinking to students	2	What is your experi ence in teachi ng critica l thinki ng to your

				students?
	Importance of critical thinking	Understanding teachers' perspectives on the importance of critical thinking for EFL students	3	How important do you think critical thinking skills are for EFL students? Why?
	Important	Identifying key	4	What are

	aspects of critical thinking	aspects of critical thinking		the main aspects that you think are most important in critical thinking?
Implication of Critical Thinking	Application in the classroom	Exploring examples of strategies used to promote	5	Can you give an example of how

		critical thinking		you encourage students to think critically in the classroom?
	Challenges faced	Understanding challenges in integrating critical thinking into teaching	6	What are the challenges you face when trying to

				integr ate critica l thinki ng into the learni ng proces s?
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G. DATA ANALYSIS TECHNIQUES

1. Qualitative Data Analysis

The qualitative data analysis process consists of several stages. Researchers move from telling and explanation the case to defining it. These stages include data reduction, data presentation, and making or verifying conclusions. According to Miles, Huberman, and Saldana, data analysis

includes three main steps in this process (Miles, Matthew B, A. Michael Huberman, 1994).

a. Data Reduction

Data reduction is the process of selecting, concentrating, and simplifying various types of information that support the research data gathered and recorded during field research. Essentially, the data reduction process is a qualitative data analysis step that purposes to sharpen, classify, direct, clarify, and create a focus by eliminating things that are less significant and simplifying things that are less important. So that the narrative presentation can be understood well, and leads to conclusions that can be accounted for. This ensures that the narrative presentation is clear and leads to well-supported and accountable conclusions.

b. Data Display

Data display is a process of organizing information that provides the possibility of conclusions in qualitative research, this data presentation can take the form of concise

descriptions, charts, and similar formats. Through data display, researchers can more easily understand the issues at hand and plan subsequent actions based on their understanding.

c. Conclusion or verification

Drawing conclusions is the final step in the process outlined above. It involves deriving conclusions from the analyzed data, which has been verified based on the evidence gathered at the research site. In this step, the researcher draws conclusions regarding the concept of critical thinking skills in EFL classes.

2. Quantitative Data Analysis

Quantitative data analysis in this study was conducted to answer research question number three regarding students' critical thinking skills during the learning process carried out at SMA Ma'arif Karangmoncol. In this study, the results of quantitative data were treated as supporting qualitative data. This was done to explore students' critical thinking skills during the learning process at

SMA Ma'arif Karangmoncol. This data analysis process was carried out by calculating the score of the data results from the questionnaire filled out by students which were then interpreted into the criteria that had been made. The data analysis used to determine the percentage of questionnaire answers from respondents used the following formula (Huda, 2010).

$$P = \frac{F}{N} \times 100\%$$

P = Percentage Number

F = Frequency (Number of Respondents' Answers)

N = Number of Cases (Amount)

H. VALIDITY OF DATA

To ensure the validity and accuracy of the data so that it can be scientifically accounted for, qualitative research requires data validity testing. This test includes credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) (Sugiyono., 2017).

a. Credibility (internal validity)

According to Sugiyono the credibility of data in qualitative research can be tested in several ways, namely extending observation, increasing accuracy, using triangulation, discussions with colleagues, negative case analysis, and member checks (Sugiyono., 2017).

In this study, the credibility test was carried out through triangulation which is one way to measure the level of data trust. Triangulation is a method for checking the validity of data by comparing the data with other sources outside the main data. The researcher employed method triangulation in this study, using three different methodologies to gather data. This method included observations, interviews, and questionnaires, which are commonly used in qualitative research. By incorporating these diverse methods, the researcher aimed to obtain accurate and comprehensive information, providing a fuller understanding of the subject matter. Researchers verify the truth of the data by comparing the results of observations with

interviews or comparing interview data with questionnaire results. This approach involves various perspectives and is expected to produce data that is closer to the truth.

b. Dependability (reliability)

According to Sugiyono, research is considered reliable if others can repeat or replicate the research process. In its implementation, researchers continue to communicate with supervisors, from the initial stages of research to the preparation of reports, to obtain input that supports the creation of scientific and accountable research.

c. Confirmability (objectivity).

The confirmability test in this study aims to ensure that the research results are neutral and objective. Researchers do this by providing evidence such as interview transcripts, observation results, field notes, summarized data, photos, and other documents attached at the end of the report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

It is known that there are three research objectives listed in chapter I. The general purpose of this research is to explore how English teachers conceptualize critical thinking, how EFL teachers encourage critical thinking in their practice, as well as how students' critical thinking skills after teachers conduct the learning process. To achieve the research objectives, the researcher outlined some descriptions as follows.

Teachers' Conceptualization of Critical Thinking

This segment aims to understand how teachers define, perceive and interpret the concept of critical thinking, particularly in the context of learning English as a foreign language (EFL). Interviews were used as the main method to explore teachers' answers in depth. Through semi-structured interviews, questions were designed. The following is a table regarding teachers' conceptualization of critical thinking based on Facione theory.

Table 4.1 Teachers' Conceptualization of Critical Thinking (Participant 1)

No	Utterance	Code	Theme
1.	<p>"Critical thinking is when a student has understood the explanation given and can answer questions accurately. This shows that the student not only understands the information but can also interpret and apply that understanding."</p>	<p>Understanding Application</p>	<p>Interpretation</p>

2.	Critical thinking is if students answer questions with appropriate logic and reasoning, it also reflects their ability to explain their understanding."	Logic Reasoning	Explanation
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(Source: research result)

Table 4.2 Teachers' Conceptualization of Critical Thinking (Participant 2)

No	Utterance	Code	Theme
1.	"Critical thinking is the ability to understand information	Deep understanding Interpretation	Interpretation

	deeply, not just its literal meaning, but also to interpret and express deeper meanings behind it."		
2.	"Critical thinking involves analyzing information objectively, identifying relationships between parts of information, and evaluating its relevance and accuracy."	Objective analysis Evaluation	Analysis, Evaluation

3.	In critical thinking, students do not accept information as it is, but actively consider and filter it based on its truth."	Active filtering Self-regulation	Self-Regulation
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(Source: research result)

The researcher interviewed two EFL teachers. The first participant argued that critical thinking is when a student has understood the explanation given and is able to answer questions appropriately, this shows that the student not only understands the information but can also interpret and apply that understanding. This is included in the interpretation indicator because students are able to understand and articulate the meaning of the information presented. In addition, if the student answers the question with

appropriate logic and reasoning, then this also includes the explanation aspect.

While the second participant argued that critical thinking is the ability to understand information in depth, not just to the literal meaning, but also to interpret and reveal the deeper meaning behind it. In addition, critical thinking includes the ability to analyze information objectively, identify relationships between parts of information, and make evaluations to assess its truth. In critical thinking, students do not take information for granted, but actively consider and filter information based on the truth it contains. This includes indicators of interpretation, analysis, evaluation, and self-regulation.

In addition, the first respondent argued that to boost students to think critically she often asks questions that can trigger deep thinking and asks questions that do not only require simple answers, but which encourage students to think more deeply, such as:

What is the text about?

What is the main idea?

Why did this happen?

In addition, the first participant also argued that to encourage students' critical thinking processes she often provides opportunities for students to discuss and share their views which allows them to hear different perspectives, which can challenge and enrich the way they think. These discussions also help develop evaluation and analysis skills. Giving students space to speak and hear other people's opinions enriches their way of thinking, hones their analytical skills, and improves their ability to evaluate multiple perspectives. In this discussion context, students not only learn the meaning of the text or argument being discussed, but also analyze the use of language structures grammar. The discussion provides an opportunity for them to identify the use of grammar in a text.

Meanwhile, the second participant argues that to encourage students' critical thinking process, she often conducts an analysis process. She often

involves students in distinguishing various types of texts, then students are told to identify the structure of the text, the linguistic elements used. Students work in groups to solve problems, providing opportunities to confirm whether their understanding is correct. For example, when interpreting sentences or texts, they can discuss and correct each other. Besides that, students are given the occasion to evaluate the results of their thinking and present their answers or findings in front of the class which helps develop their analytical and communication skills. In addition, the second participant argues that she often uses the Problem-Based Learning (PBL) approach in learning as well as the use of applications such as quiz to engage students in the learning process.

The following concepts were often highlighted in the interviews as strategies for fostering critical thinking asking questions that trigger deep thinking or open ended questions, collaborative group discussion, text analysis and structure identification, giving opinions and views, identify the use of grammar used in the text, present

the outcomes of their discussion to the class, problem-Based Learning (PBL) approach, use of quizizz app.

Implementing Critical Thinking in Teaching

To answer the question about the application of critical thinking in teaching, observation was chosen as the main method. Observation is a data collection method that allows researchers to directly observe classroom learning activities, including strategies, techniques, and practices used by teachers to encourage students' critical thinking skills. The researchers observed in two different classes, namely grade 11 taught by the first participant and grade 12 taught by the second participant.

Extract one was taken from grade 11 with analytical analysis material. Based on the results of observations during class, the teacher explained the concept of analytical exposition to students, which involved open discussions, questions that encouraged critical thinking, and in-depth analysis. In the conversation, the teacher began by asking students to interpret the meaning of the word "analytical" and relate it to the context of analytical exposition. This

leads to students' ability to interpret concepts, which is part of the interpretation indicator. Furthermore, the teacher asked students to identify examples and differences between analytical exposition and other texts, which involves students' ability to analyze arguments and distinguish text elements, included in the analysis indicator. Finally, the teacher invited students to evaluate the importance of evidence in supporting arguments and its impact on reader acceptance, which is included in the evaluation indicator. Thus, this approach actively involves students, developing their abilities in interpretation, analysis, evaluation, and practical application of concepts.

Next, in the second extract, the teacher directs students to understand the structure of analytical exposition text by identifying important parts such as thesis, arguments, and conclusions. Starting with the teacher asking students to understand the meaning of the thesis, this involves interpretation because students are asked to understand the function of the thesis in the text. Next, students are invited to analyze

arguments that support the thesis, which involves analysis because they are asked to identify reasons and evidence that support the argument. Finally, the teacher asks students to evaluate the purpose of the conclusion or reiteration section, which is related to evaluation because students are asked to assess how the conclusion strengthens or reaffirms the author's opinion. This conversation includes indicators of interpretation, analysis, and evaluation in the context of analytical exposition text.

Then, in the third extract, the teacher directs students to identify the structure of the exposition text, especially in terms of topic, argument, and conclusion. Starting with the teacher asking students to find the topic of the text, this is related to interpretation because students are asked to understand and identify the main theme of the text. Next, the teacher invites students to analyze the number and types of arguments in the text, which is related to analysis because students need to identify and connect conjunctions that indicate the order of arguments (first, secondly, and thirdly). The teacher

then asks students to conclude the text, which involves evaluation because students are asked to assess and summarize the main message or conclusion of the text. Finally, the teacher invites students to draw conclusions about the importance of evidence in supporting arguments, which is related to inference and explanation. This conversation includes indicators of interpretation, analysis, evaluation, inference, and explanation in the context of analytical exposition text.

After that, the researcher observed in grade 12 with narrative text material. In the first extract, the teacher directed students to understand the concept of narrative text and provided an explanation of the purpose and types of narrative text. The teacher began the conversation by asking students to identify their understanding of narrative text, which is related to interpretation, because students are asked to understand the basic meaning of narrative text. Then, the teacher invited students to explain the purpose of writing narrative text, which involves explanation because students need to formulate the reasons behind

writing narrative text. After that, the teacher gave examples of types of narrative text such as fables, legends, and folklore, which are related to analysis because students are asked to identify and understand various examples of narrative text. This conversation includes indicators of interpretation, explanation, and analysis in the context of narrative text.

Then, in the second extract, the teacher directed students to understand the structure of narrative text through an explanation of orientation, complication, and resolution. Starting with the teacher asking students to identify the orientation section, which is related to interpretation, because students are asked to understand the initial part of the narrative text that conveys the background of the story. Next, the teacher explains the complication section, which is related to analysis, because students are asked to identify the problems that arise in the story. The teacher then directs students to find the resolution section in the story, which is related to evaluation, because students are asked to assess how the problems in the story are resolved. Finally, the

teacher asks students to conclude the moral message of the story, which involves explanation, because students are asked to formulate values or messages that can be taken from the text. This conversation includes indicators of interpretation, analysis, evaluation, and explanation in the context of the narrative text structure.

Next, in the third extract, the teacher divides the groups and each group presents the results of their discussion in front of the class. The teacher gives students a worksheet and directs students to understand the structure of narrative text through the text "The Lion and the Mouse" by asking about the parts of orientation, complication, and resolution. The teacher begins by asking students to identify orientation, which is related to interpretation, because students are asked to understand the beginning of the story that introduces characters and situations. Next, the teacher asks students to find complications in the story, which is related to analysis, because students are asked to analyze the main problem in the story. The teacher then directs students to find resolution,

which is related to evaluation, because students are asked to assess how the problem in the story is resolved. Finally, the teacher asks students to conclude the moral message of the story, which is related to explanation, because students are asked to formulate values or messages that can be taken from the text. This conversation includes indicators of interpretation, analysis, evaluation, and explanation in the context of the structure of narrative text.

In addition, based on the interview results, the teacher explained that the application of self-regulation in learning is carried out through learning reflection. In practice, teachers conduct learning reflection orally by asking students a number of questions at the end of the lesson. For example, asking what new things have you learned today? This aims to encourage students to identify their learning outcomes. The teacher also asks whether there are any parts of the lesson that are difficult to understand? This is to find out the obstacles faced by students. This question aims to help students reflect on how they learn. This approach is carried out

communicatively to build student awareness of their learning process.

Based on the results of interviews with teachers, some common obstacles often encountered in efforts to implement critical thinking learning in the classroom are the lack of in-depth understanding. Many teachers feel less confident and have a comprehensive understanding of the concept of critical thinking and how to teach it effectively. Teachers also often feel less prepared due to the lack of special training that focuses on developing critical thinking teaching skills. In addition, dense teaching tasks make it difficult for teachers to allocate sufficient time to prepare more complex and demanding learning such as critical thinking learning. On the other hand, the lack of access to learning materials, technology, and other resources that support critical thinking learning is a significant obstacle.

Students' Ability During Teachers Apply the Critical Thinking

To explore students' abilities during teachers implement a critical thinking skills-based learning process, the questionnaire method was chosen because it allows direct exploration of students' critical thinking skills. This questionnaire was developed to determine the level of critical thinking skill during the learning process. Data were collected from students' responses to the questionnaire, which included descriptive questions based on Ennis' theory. The results reflecting students' critical thinking skills are presented in the following table.

Table 4.3 Data of Students' Critical Thinking Skills

Students' critical thinking skills level	Number of students	Percentage
Extremely Low	3	10%
Low	6	20%
Enough	7	23.3%

High	7	23.3%
Extremely High	7	23.3%

(Source: research result)

Based on the table, it can be seen that a total of 3 students have critical thinking skills in the extremely low category (10%), a total of 6 students have critical thinking skills in the low category (20%), and a total of 7 students have critical thinking skills in the enough category (23.3%). Then a total of 7 students have critical thinking skills in the high category (23.3%). Then a total of 7 students have critical thinking skills in the extremely high category (23.3%).

In addition to analyzing data based on each student's ability, data were also analyzed based on each aspect and indicator of critical thinking skills. In the study, the critical thinking skills measured included five indicators from five aspects. The following is a description of students' critical thinking

skills for each aspect and indicator in the following table.

Table 4.4 Data on Students' Critical Thinking Skills for Each Aspect and Indicator

Aspects of Students' Critical Thinking Skills	Indicator	Category
Elementary Clarification	Focusing questions	66.7%
Basic Support	Conduct observations and evaluate observation reports	33.3%
Inference	Make induction and consider the results.	66.7%
Advances Clarification	Identify terms and consider a definition	20%

Strategies and tactics	Determine action	70%
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(Source: research result)

Based on the table above, it shows that 66.7% of students demonstrate the ability in the aspect of elementary clarification, specifically focusing on questions. The students' skills in answering question one were considered sufficient, as they provided conceptually correct answers, though lacking clarity and structure. Furthermore, only 33.3% of students show the ability to observe and evaluate observation reports effectively. This indicates that many students are not yet fully capable of applying critical thinking skills in deeper observation and evaluation.

Then, 66.7% of students are able to make inferences well, such as making inductions (drawing conclusions based on existing evidence) and considering the results obtained. This shows that most students have a good ability to draw logical conclusions from the data or information provided. However, only 20% of students demonstrate the

ability in advanced clarification, specifically identifying important terms and considering their definitions. This extremely low percentage indicates significant challenges in understanding and clarifying more complex concepts within a topic. Finally, 70% of students can determine appropriate strategies and tactics to address specific problems or situations. This shows that a majority of students already possess practical skills to plan and implement effective solutions, although there are still a few who need further development in this area.

B. DISCUSSION

This discussion chapter will discuss teachers' conceptualization of critical thinking, application of critical thinking in teaching and students' abilities during teachers implement the critical thinking skills process.

Teachers' Conceptualization of Critical Thinking

This research revealed that all participant had precise and definite knowledge about critical thinking, had a clear and specific understanding of critical thinking. This contrasts with research

conducted by Gashan who stated that teachers have inadequate and uncertain understanding of critical thinking. According to research conducted by Gashan prospective teachers enrolled in the Faculty of Education were found to have inadequate knowledge of critical thinking skills. Although, the study concluded that prospective teachers had positive opinions about the value of teaching critical thinking, they generally had uncertain knowledge about critical thinking. They stated that they were elements of whether they had the skills necessary to promote critical thinking by students in their classrooms. (Gashan, 2015).

Then the results of this study stated that teachers understand the concept of critical thinking including interpretation, analysis, evaluation, explanation, and self-regulation. However, in the study conducted by Li, self-regulation was not understood as part of students' critical thinking concepts (Li Li, 2023). The study conducted by Matias A. Marin stated that critical thinking is a series of conceptual, methodological, criteriological, and

contextual considerations that integrate thinking skills, dispositions, attitudes, intellectual resources, and pedagogical assistance (Marin & Pava, 2017).

Based on the interviews, both teachers have a rich understanding of critical thinking, which includes various aspects such as interpretation, analysis, evaluation, explanation, and self-regulation. The first participant emphasized the importance of students' ability to understand information and apply that understanding in answering questions with appropriate logic. This reflects the indicators of interpretation and explanation as defined in Facione's theory. Meanwhile, the second participant added analysis and evaluation indicators by emphasizing the importance of students understanding information in depth, evaluating relevance, and filtering the truth of information. This view is in line with Facione's theory of critical thinking, which includes the ability to think reflectively and make rational judgments (Facione, 2004).

The findings also suggest that EFL teachers' conceptualization of critical thinking is in line with

the literature that it entails analysis, evaluation and inference as core elements. However, in the interview process, participants indicated that inference is not well recognized as critical thinking, yet it is visible in teachers' classroom practices. This is not in line with research conducted by Dwyer which states that the core concepts of critical thinking include analysis, evaluation and inference (Dwyer, 2017).

Beside that, based on the literature problem solving is considered an integral part of critical thinking, which includes the skill to think analytically and evaluatively when faced with complex problems or situations. However, in this study, although teachers used various critical thinking strategies, they did not explicitly consider problem solving as a key element in their teaching. This suggests that perhaps teachers are not fully aware that problem solving should be significant part of the critical thinking process, even though they may still apply problem-based approaches in their teaching. This in line with research conducted by Li which states that teachers use a problem-based learning approach and carry out

problem solving activities. However, teachers are not aware that problem solving is part of critical thinking. (Li Li, 2023). Problem solving cannot be separated from critical thinking skills, because these skills are the main basis in the problem solving process. In addition, students need to be able to use relevant tools and techniques in an effective and efficient way to solve problems (Zubaidah, 2016).

Furthermore, both participants emphasized the importance of critical thinking skills during the learning process. These skills help students understand the material deeply, provide meaningful answers, and avoid reliance on google translate in the translation process. By thinking critically, students can assess meaning according to context, rather than relying on literal translation. This aligns with research conducted by Zhang, who stated that teachers view critical thinking as a crucial cognitive skill closely linked to information processing and evaluation (Zhang et al., 2020). In addition, this is in line with the opinion of Matias A. Marin who stated that teachers agree on the importance of CT as one of the

components of EFL learning because it is considered to be able to help students become independent and make effective daily decisions to build knowledge, propose practical and effective solutions to various life situations, and reflect on the way they learn (Marin & Pava, 2017).

Implementing Critical Thinking in Teaching

The results indicated that EFL teachers used various approaches to encourage students' critical thinking skills during the learning process. This discussion examines the implication of critical thinking skills identified during observations in two classes with different materials namely analytical exposition text and narrative text.

The results revealed that EFL teachers employed a range of strategies to promote students' critical thinking skills, such as group discussions, trigger questions or open ended questions, and presentation. These approaches help students develop interpretation, analysis, evaluation, inference and explanation skills through active interaction in the classroom. In addition, teachers also utilize

technology to support learning such as quizz applications and power points. This is in line with Opfer's opinion, where one strategy to realize 21st century student skills is for students to work in groups to complete assignments and use applications to support learning activities (Iskandar, 2023). This is in line with Matias A. Marin's research which states that critical thinking can be done through presentations. In addition, Matias A. Marin also stated that critical thinking can be done through debates, interviews, compositions, cooperative assignments, self-assessments and self-evaluations, role plays, and project-based activities (Marin & Pava, 2017). However, this study did not do this.

Teachers also emphasize the importance of understanding context, such as linking arguments with relevant evidence or inferring moral values in texts. This result is in line with the findings in Li study, where teachers provide contextualized understanding of concepts, which includes identifying and analyzing language to find patterns and rules, making logical arguments with evidence

support, and using language in daily life situations (L Li, 2016).

However, there are some obstacles faced by teachers. One of the challenges is students' lack of motivation to learn English and students' fear of using English in learning, caused by limited vocabulary. Even though teachers often use question and answer method as learning methods. This can lead to a lack of student participation in class which can be a challenge in improving critical thinking. According to Abrams stated that active student participation is a major factor in the success of the question and answer method, because teachers must be able to encourage students to be actively and voluntarily involved during learning (Abrams, 2015).

In addition, according to Zare and Mukundan, the success of this method is also influenced by students' ability to answer questions and discuss with an open attitude towards various points of view. In this case, the role of the teacher is very important to ensure that the discussion runs smoothly and effectively (Zare, P., & Mukundan, 2015).

These barriers can hinder the development of students' critical thinking skills. In addition, as Cottrell explains, the lack of a clear understanding of the actions that support critical thinking can reduce the effectiveness of learning (Cottrell, 2017). In this case, it is crucial for teachers to evaluate classroom interactions in order to create better opportunities to develop students' critical thinking skills (L Li, 2016).

Students' Ability During Teachers Apply the Critical Thinking

The limited critical thinking skills demonstrated by students in each aspect of critical thinking skills based on the questions given will be explained as follows.

Elementary Clarification

In this aspect, researchers analyzed the indicator of critical thinking skills, namely focusing questions. Students develop critical thinking skills progressively through practiced habits, such as formulating problems and answering questions that necessitate explanation that require explanation (Leicester, Mal & Taylor,

2010). This indicator has a success percentage of (66,7%), which is included in the enough category. One of the questions given in this aspect is by asking students to identify answers that are in accordance with the formulation of the problem. The students' skills in answering question number one were considered sufficient, because even though some students were not yet fully able to formulate the problem clearly, they were able to provide conceptually correct answers, although they needed to be more structured and easy to understand.

Basic Support

In the aspects and indicators of critical thinking skills related to building basic skills, specifically the indicators of making observations and evaluating observation reports. In this question, students are asked to analyze the information contained in the text. Students are expected to provide clear and in-depth reasons and students must relate their reasons to the facts in the text and explain both appropriately. The test

results show that students are still classified as critical thinking with a extremely low category (33,3%) because it is possible that students in answering do not understand the right concept.

Inference

Making inferences involves the ability to recognize the elements necessary to draw conclusions based on data, reports, principles, evaluations, beliefs, or opinions. Deductive reasoning refers to the process of drawing conclusions from general to specific, while inductive skills are concerned with drawing conclusions from specific to general (Qing, Z., Xiang, W., Linna, 2007). In the aspects and indicators of critical thinking skills related to building basic skills, specifically the indicator make induction and consider the results. This question asks students to draw conclusions based on two statements. In this aspect, students are asked to use critical thinking skills, especially in inductive reasoning, to infer relationships. This indicator has a success percentage of (66,7 %)

which is included in the enough category. The answers given by students on this question show that most students have the ability to draw logical conclusions from the data or information provided.

Advances Clarification

In this aspect, researchers analyzed the indicator identify terms and consider a definition. This question aims to train students' abilities in the aspects of clarification and interpretation, namely understanding and explaining a term based on its specific context. However, most student were unable to answer the questions correctly from those presented. This indicator has a success percentage of (20%) which is included in the extremely low category.

Strategies and Tactics

In this indicator, researchers analyzed the determine action indicator. This question is designed to advance students' critical thinking skills, especially in the aspects of strategy and tactics, namely planning appropriate actions to achieve certain goals. This indicator has a success

percentage of (70%) which is included in the high category.

This study, although making significant contributions, has several limitations. The narrow focus on EFL teachers at the high school level and the limited sample size limit the generalizability of the findings. In addition, the reliance on subjective qualitative data such as teacher perceptions and classroom observations limits the objectivity of the results. Although this study has several limitations, its findings provide valuable contributions to our understanding of the application of critical thinking skills in English language teaching. The results of this study suggest the need for further research with more robust designs to address these limitations. In addition, the findings also have important implications for teacher professional development and the design of more effective curricula to facilitate students' critical thinking development.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

In this chapter, the researcher wants to write about the conclusion from the previous chapters have been discussed. The results of the study indicate that teachers have a strong comprehension of the concept of critical thinking which includes elements such as interpretation, analysis, evaluation, explanation, and self-regulation. Although the inference element was not explicitly acknowledged in the interview, in reality its application was seen in classroom practice during observation.

Beside that, teachers apply various strategies, such as asking questions that trigger deep thinking or open ended questions, collaborative group discussion, text analysis and structure identification, giving opinions and views, identify the use of grammar used in the text, present the outcomes of their discussion to the

class, problem-Based Learning (PBL) approach, use of quiziz app

Meanwhile, students' critical thinking abilities show variation: elementary clarification and inference indicators are still relatively enough, advanced clarification and basic support is extremely low, and strategies and tactics are high. Barriers to the application of critical thinking include lack of student motivation, speaking anxiety, and limited vocabulary. These obstacles indicate the need for further efforts in developing students' critical thinking skills.

B. SUGGESTIONS

For Teachers

Teachers need to continue learning to understand and teach less familiar aspects of critical thinking, such as inference and problem solving. In addition, teachers must create a learning atmosphere that makes students motivated and confident in using English and carrying out various activities that train all aspects of critical thinking in a balanced

way, such as discussions, debates, and problem solving in real contexts.

For Students

Try to overcome difficulties such as nervousness in speaking and limited vocabulary by seeking help from teachers or other learning resources.

For Schools

Conduct ongoing training for teachers to improve understanding and application of critical thinking learning and create a positive learning environment that motivates students to actively learn.

For Further Research

Conduct further research to find more effective ways to develop students' critical thinking skills and overcome the learning barriers they face.

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APPENDIXES

APPENDIX I: Transcript Interview

1. How do you define critical thinking in the context of English language learning?

First Participant: Menurut saya, berpikir kritis terjadi ketika siswa telah memahami sepenuhnya penjelasan yang saya berikan dan mampu menjawab pertanyaan dengan tepat. Hal ini menunjukkan bahwa siswa tidak hanya memahami informasi, tetapi juga dapat menafsirkan dan menerapkannya secara efektif

Second Participant: Menurut saya, berpikir kritis adalah kemampuan untuk memahami informasi secara mendalam. Ini bukan hanya tentang makna harfiah, tetapi juga tentang menafsirkan dan mengungkap makna yang lebih dalam di baliknya. Berpikir kritis juga melibatkan analisis informasi secara objektif, mengidentifikasi hubungan antara berbagai bagian informasi, dan mengevaluasi kebenarannya. Siswa tidak boleh begitu saja menerima informasi begitu saja, mereka perlu secara aktif menilai dan menyaringnya berdasarkan fakta.

2. What is your experience in teaching critical thinking to your students?

First Participant: Salah satu pengalaman saya dalam mengajarkan pemikiran kritis melibatkan penggunaan diskusi kelompok di kelas. Misalnya, ketika mengajarkan teks eksposisi analitis, saya meminta siswa untuk mengidentifikasi argumen

utama teks dan menganalisis bukti yang diberikan oleh penulis. Metode ini membantu mereka menjadi lebih percaya diri dalam mengekspresikan pikiran mereka dan membenarkan jawaban.

Second Participant: Dalam mengajarkan teks naratif, saya menggabungkan kegiatan bercerita untuk mengembangkan pemikiran kritis. Siswa ditugaskan untuk menganalisis nilai-nilai moral dan konflik dalam cerita, kemudian mengaitkannya dengan situasi kehidupan nyata. Pendekatan ini mendorong siswa untuk berpikir kritis tentang bagaimana pelajaran dari teks dapat diterapkan pada pengalaman mereka sendiri. Meskipun beberapa siswa awalnya kesulitan untuk menyampaikan ide-ide, latihan dan umpan balik yang teratur memungkinkan siswa untuk meningkatkan keterampilan berpikir kritis.

3. How important do you think critical thinking skills are for EFL students? Why?

First Participant: Keterampilan berpikir kritis sangat penting bagi siswa EFL karena hal ini mencerminkan sejauh mana siswa memperhatikan dan terlibat dalam proses pembelajaran. Jika seorang siswa tidak bisa menjawab pertanyaan, itu disebabkan karena mereka tidak memperhatikan. Ketika siswa menerapkan berpikir kritis, mereka lebih mungkin untuk memahami materi secara mendalam dan memberikan jawaban yang lebih bermakna, yang menunjukkan bahwa mereka benar-benar mengerti apa yang telah diajarkan.

Second Participant: Menurut saya penting sekali, apalagi jika dilihat dari proses terjemahan yang

kebanyakan dari mereka menggunakan google translate. Padahal, makna yang diinginkan tidak selalu sama secara harfiah. siswa harus memiliki keterampilan berpikir kritis agar mereka dapat memahami konteks dengan lebih baik. Dengan berpikir kritis, mereka tidak hanya mengandalkan terjemahan literal, tetapi juga mampu menilai makna yang tepat sesuai konteks kalimat atau teks yang ada.

4. What are the main aspects that you think are most important in critical thinking?

First Participant: Menurut saya, aspek yang paling penting dalam berpikir kritis adalah interpretation. Jika siswa sudah memahami, berarti mereka telah menguasai konsep tersebut secara menyeluruh. Pemahaman yang mendalam menunjukkan bahwa mereka tidak hanya tahu secara umum, tetapi bisa mengaitkan dan menerapkan konsep tersebut dalam berbagai konteks.

Second Participant: Aspek yang penting dalam berpikir kritis adalah analisis. Mengingat waktu yang terbatas, serta latar belakang siswa yang berbeda-beda, saya tidak memaksakan mereka untuk memahami setiap arti kata. Yang terpenting adalah mereka bisa mengidentifikasi struktur teks dan unsur kebahasaan yang ada, serta memahami hal-hal yang terlihat dalam teks tersebut. Hanya beberapa siswa yang tertarik dengan bahasa Inggris, jadi saya fokus pada aspek analisis yang lebih praktis, yaitu bagaimana siswa bisa memahami dan menganalisis teks berdasarkan elemen yang ada, tanpa terlalu fokus pada arti kata per kata.

5. Can you give an example of how you encourage students to think critically in the classroom?

First Participant: Untuk mendorong siswa berpikir kritis, saya sering mengajukan pertanyaan yang dapat memicu pemikiran mendalam. Saya berusaha untuk mengajukan pertanyaan yang tidak hanya membutuhkan jawaban sederhana, tetapi yang bisa mendorong siswa untuk berpikir lebih dalam, seperti 'What is the text about?', 'What is the main idea?', atau 'Why did this happen?'. Selain itu, saya juga memberikan kesempatan bagi siswa untuk berdiskusi dan berbagi pandangan mereka. Ini memungkinkan mereka untuk mendengar perspektif yang berbeda, yang dapat menantang dan memperkaya cara berpikir mereka. Dengan berbicara dan mendengarkan pendapat orang lain, siswa dapat memperkaya cara berpikir mereka, mengasah keterampilan analitis, dan meningkatkan kemampuan mereka dalam mengevaluasi berbagai perspektif. Dalam konteks diskusi ini, siswa tidak hanya mempelajari makna dari teks atau argumen yang dibahas, tetapi juga menganalisis penggunaan struktur bahasa (grammar) di dalam suatu teks. Kalau untuk penggunaan media jujur saya jarang menggunakan aplikasi seperti quiziz dan lain sebagainya, paling saya pakai power point dan lebih sering menggunakan ceramah sebagai metode pembelajaran saya.

Second Participant: Untuk mendorong proses berpikir kritis siswa, saya sering melibatkan mereka dalam proses analisis. Misalnya, saya meminta siswa untuk membedakan berbagai jenis teks dan

mengidentifikasi struktur teks serta unsur kebahasaan yang digunakan dalam teks tersebut. Siswa bekerja dalam kelompok untuk memecahkan masalah, yang memberi mereka kesempatan untuk mengonfirmasi apakah pemahaman mereka sudah benar. Contohnya, saat mengartikan kalimat atau teks, siswa dapat berdiskusi dan saling mengoreksi. Saya juga memberi mereka kesempatan untuk mengevaluasi hasil pemikiran mereka sendiri dan mempresentasikan solusi atau temuan mereka. Selain itu, saya sering menggunakan pendekatan Problem-Based Learning (PBL), inquiry based learning. Saya juga sering menggunakan aplikasi quiziz, power point, video sebagai media pembelajaran karena anak anak lebih tertarik daripada saya menggunakan metode ceramah karena mereka jadi berlomba lomba untuk menang dalam mengerjakan quiz. Selain itu, biasanya diakhir pembelajaran saya meminta siswa untuk merefleksikan pembelajaran mereka. misalnya, setelah selesai pelajaran, saya meminta mereka untuk merenungkan apa yang mereka pelajari, kesulitan apa yang mereka hadapi, dan bagaimana cara mereka mengatasinya.

6. What are the challenges you face when trying to integrate critical thinking into the learning process?
First Participant: Tantangannya adalah karena bahasa Inggris adalah bahasa asing bagi mereka, meskipun saya sudah menjelaskan, sering kali mereka kesulitan untuk mengungkapkan pendapat mereka menggunakan bahasa Inggris. Hal ini disebabkan oleh kurangnya kosa kata yang mereka

miliki, sehingga mereka kesulitan dalam mengekspresikan pikiran atau pendapat secara jelas dalam bahasa Inggris.

Second Participant: Tantangannya berbeda-beda di tiap kelas. Di kelas 10, banyak siswa yang kurang tertarik, jadi meskipun kita coba balik-balik metode, tetap ada masalah dengan motivasi rendah mereka. Sementara di kelas 12, meskipun mereka lebih kritis dan tidak malu untuk bertanya atau mengungkapkan pendapat. Hanya saja, mereka takut kalau mereka berbicara dalam bahasa Inggris, dan khawatir tidak bisa mengartikan dengan tepat. Jadi, meskipun ada keinginan untuk berpikir kritis, kendalanya ada pada rasa percaya diri dan kemampuan bahasa Inggris mereka.

APPENDIX 2: Transcript Observation in Class 11

Extract 1

Guru : Apa yang kalian ketahui dari eksposisi analitis?

Siswa: [Berhenti sejenak, tampak tidak yakin]

Guru : Pikirkan tentang kata analitis. Apa artinya menganalisis sesuatu?

Siswa: Mempelajari sesuatu bu?

Guru : Bagus! Sekarang, jika kita menggabungkan 'analitis' dengan 'eksposisi,' apa artinya?

Siswa: Mungkin artinya menjelaskan sesuatu secara terperinci dengan analisis?

Guru : Tepat sekali! Eksposisi analitis adalah jenis teks yang menyajikan argumen atau sudut pandang dan mendukungnya dengan bukti dan analisis.

Guru : Dapatkah kalian memikirkan contoh di mana kalian mungkin perlu menggunakan jenis teks ini?

Siswa: Dalam debat bu?

Siswa: Atau mungkin dalam esai di mana kita harus berdebat tentang sesuatu?

Guru : Keduanya benar! Eksposisi analitis sering digunakan dalam esai atau argumen untuk meyakinkan orang lain dengan logika dan bukti.

Guru : Jadi, apa yang membedakan eksposisi analitis dengan teks lain?

Siswa: Mungkin karena ada bukti yang mendukung argumennya?

Guru : Tepat sekali! bukti yang mendukung argumen adalah kunci dalam eksposisi analitis. Apa yang terjadi jika argument tidak didukung argument yang kuat?

Siswa: Mungkin argumennya jadi kurang meyakinkan?

Guru : Betul! Tanpa bukti yang kuat, argumen tidak akan cukup meyakinkan pembaca atau pendengar. Itu sebabnya analisis yang baik sangat penting dalam eksposisi analitis.

The teacher explains the structure of analytical exposition text

Extract 2

Guru : Apa yang dimaksud dengan thesis dalam sebuah teks analytical exposition? ada yang tahu?

Siswa: [Berhenti sejenak, tampak tidak yakin]

Siswa: Untuk menjelaskan topiknya, Bu.

Guru : Ya, thesis memperkenalkan topik dan pandangan penulis. Sekarang, mari kita lihat contoh ini. Baca bagian thesis-nya. Apa yang kalian perhatikan? (Guru menampilkan bagian thesis dari teks di layar.)

Siswa: Ada kalimat yang menjelaskan pendapat penulis, Bu.

Guru : Bagus. Kenapa menurut kalian penting memulai teks dengan thesis seperti ini?

Siswa: Mungkin supaya pembaca tahu dulu pendapat penulisnya.

Guru : Tepat sekali. Thesis memberikan gambaran awal kepada pembaca. Sekarang, bagaimana dengan bagian arguments? Coba lihat contoh ini. (Guru menunjukkan bagian arguments.)

Guru : Bagaimana penulis mendukung thesis-nya di sini?

Siswa: Penulis memberikan alasan dan bukti, Bu.

Guru : Betul. Apakah alasan ini cukup kuat? Mengapa?

Siswa: Alasannya masuk akal, dan ada data untuk mendukungnya.

Guru : Bagus! Sekarang ke bagian terakhir, reiteration atau conclusion. Apa tujuan bagian ini?

Siswa:[Berhenti sejenak, tampak tidak yakin]

Siswa: Untuk menegaskan kembali pendapat penulis.

The teacher divides the group consisting of 5 members. Students are given a student worksheet containing an analytical exposition text entitled the importance of English and students identify the text.

Extract 3

Guru : What is the text about?

Siswa : [Berhenti sejenak, tampak tidak yakin]

Guru : Harus cari topik nya dimana, in the first sentence.

Siswa : It is about the important of English.

Guru : How many argument are there? pasti ada argument kan di teks tersebut?

Siswa : Ada 3 bu...

Guru : Mengapa kalian berpikir ada 3?

Siswa : Soalnya dari konjungsi bu, first, secondly, and thirdly

Guru : Apa argumen pertama?
Siswa : English is an international language. Itu disebut di paragraf kedua.
Guru : Yang argument kedua apa?
Siswa : English is the key to open doors of scientific knowledge. Itu di paragraf ketiga.
Guru : Lalu argument yang ketiga, yang mana?
Siswa : English is a requirement for those seeking jobs.
Guru : Bagus! Nah, sekarang apa kesimpulan dari teks ini
Siswa : Everybody needs English, karena bahasa Inggris itu penting untuk semua orang.

APPENDIX 3: Transcript observation in Class 12

Extract 1

Guru : Apa yang kalian ketahui tentang teks naratif?
Siswa: [Diam sejenak, tampak ragu]
Guru : Jadi teks narrative adalah teks yang menceritakan kembali kejadian di masa lalu.
Siswa: Apakah itu seperti cerita, Bu?
Guru : Tepat sekali! Teks naratif berisi cerita. Nah, menurut kalian, kenapa orang menulis cerita?
Siswa: Untuk menghibur?
Guru : Betul! Jadi ,teks naratif mempunyai tujuan untuk menghibur pembaca, memberikan pesan moral, dan untuk mengubah opini sosial (guru menampilkan tujuan dari teks narrative di layar.)
Guru : Apa saja contoh dari teks narrative?
Siswa: [Diam sejenak, tampak ragu]
Guru : Ada fabel, myth, legend, folktale, fairytale, dan juga love story. Nah ada yang bisa memberikan contoh cerita legend apa saja?

Siswa : Sangkuriang bu,,,

Siswa: Malin Kundang

Siswa : Timun mas

The teacher explains the structure of narrative text

Extract 2

Guru : Jadi didalam generic structure dari teks narrative ada 3 yaitu, orientation, complication, dan resolution.

Dalam teks naratif, bagian awal ini disebut orientasi.

Apa yang biasanya disampaikan dalam orientasi?

Siswa: [Diam sejenak, tampak ragu]

Siswa: Mungkin memperkenalkan tokoh atau tempat bu...

Guru : Tepat sekali! Orientasi memberikan latar belakang cerita. Lalu, bagian kedua adalah komplikasi.

Ada yang tahu apa itu komplikasi?

Siswa: [Diam sejenak, tampak ragu]

Guru : Okee, bagian komplikasi itu biasanya masalah mulai muncul. Terakhir, ada resolusi. Siapa yang tahu apa itu resolusi?

Siswa: Akhir cerita bu....

Guru : sudah betul, tapi kurang tepat ya. Jadi, resolusi adalah bagian di mana masalah dalam cerita diselesaikan.

Guru : Sekarang, kita akan melihat contoh teks naratif berjudul Sangkuriang. Siapa yang tahu cerita ini?

Siswa: Itu cerita tentang Dayang Sumbi dan Sangkuriang, Bu.

Guru : Betul! Mari kita bahas struktur ceritanya. Bagian orientasinya, di mana cerita ini dimulai?

Siswa : Dayang Sumbi tinggal di hutan bersama anjingnya, Tumang.

Guru : Tepat. Itu adalah orientasi, karena memperkenalkan tokoh, tempat, dan situasi. Sekarang, apa komplikasi dalam cerita ini?

Siswa : Sangkuriang tidak tahu Tumang adalah ayahnya, dan dia membunuh Tumang.

Guru : Benar, dan komplikasi selanjutnya?

Siswa : Ketika Sangkuriang ingin menikahi Dayang Sumbi, tapi ternyata dia adalah ibunya.

Guru : Bagus sekali! Itu adalah konflik utama. Lalu, bagaimana resolusinya?

Siswa : Dayang Sumbi meminta Sangkuriang membuat danau dan perahu dalam semalam, tapi dia gagal dan akhirnya murka.

Guru : Betul. Resolusinya adalah Sangkuriang marah, dan cerita ini berakhir dengan terbentuknya Gunung Tangkuban Perahu.

Guru : Jadi, dari cerita ini, apa pesan moral yang bisa kita ambil?

Siswa : Kita harus menghormati orang tua.

The teacher divides the group into 5 members. Students are given a student worksheet containing texts with different titles. Students identify the structure of the text, what moral values are implied, and retell the story in their own words.

Extract 3

Guru : Kelompok 1, kalian mendapatkan cerita The Lion and the Mouse. Silakan baca teksnya...

Guru : Sekarang, apa yang dijelaskan di bagian orientation?

Siswa: Di awal cerita, singa sedang tidur di hutan, lalu seekor tikus kecil berlari melewatinya.

Guru : Tepat sekali. Itu bagian yang memperkenalkan tokoh dan situasi. Bagaimana dengan complication?

Siswa: Masalah muncul saat tikus tertangkap oleh singa dan singa ingin memakannya."

Guru : Bagus! Lalu, bagaimana masalahnya diselesaikan di resolution?

Siswa: Tikus membantu singa keluar dari jebakan pemburu dengan menggigit jaringnya sampai putus."

Guru : Apa pesan moral dari cerita ini?

Siswa : Kita tidak boleh meremehkan orang lain, meskipun mereka kecil atau lemah dan harus saling membantu, karena suatu saat kita juga bisa butuh bantuan.

Guru : Sekarang, coba ceritakan kembali dengan bahasa kalian sendiri!

Siswa: Jadi, ada seekor singa yang sedang tidur di hutan, lalu seekor tikus berlari melewatinya. Singa menangkap tikus dan ingin memakannya, tapi tikus memohon agar dilepaskan. Tikus berjanji akan membantu singa suatu hari nanti. Akhirnya, saat singa tertangkap jaring pemburu, tikus datang dan menggigit jaring itu sampai putus. Mereka menjadi teman baik setelah itu.

APPENDIX 4: Observation Guidelines in Class 11

Extract 1

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
The teacher asks the initial question:	The student paused for a moment,	Interpretation: Students are asked to interpret the concept of	Students still need time to think and respond

<p>"What do you know from analytical exposition?"</p>	<p>looking unsure.</p>	<p>analytical exposition.</p>	<p>appropriately to the initial question.</p>
<p>The teacher gives a hint: "Think about the word 'analytical'. What does it mean to analyze something?"</p>	<p>Students answered : maybe it means studying something.</p>	<p>Interpretation: Students interpret the meaning of the word 'analytical' based on their understanding.</p>	<p>Students' answers show a fairly good initial understanding of analytical meaning.</p>
<p>The teacher relates 'analytical' to 'exposition': What does analytical exposition mean?</p>	<p>The student answered : It probably means explaining something in detail with analysis.</p>	<p>Interpretation: Students are asked to connect two concepts and explain their overall meaning.</p>	<p>Students' answers became clearer, demonstrating their understanding of the relationship between exposition</p>

			and analysis.
The teacher gives an example of the application of analytical exposition: Can you think of examples where you might need to use this type of text?	Students answered : In a debate or maybe in an essay where we have to argue about something.	Analysis: Students are asked to analyze a situation in which analytical exposition is used.	Students are able to provide relevant examples and demonstrate understanding of the context in which analytical texts are used.
The teacher further explores the differences between analytical exposition and other texts: What	The student replied: Maybe because there is evidence to support his argument .	Analysis: Students are asked to analyze the differences between texts and identify important elements in analytical exposition.	Students successfully identified key differences and demonstrated their analytical skills.

distinguish analytical exposition from other texts?			
The teacher asks evaluative questions: What happens if an argument is not supported by strong evidence?	The student replied: Maybe the argument becomes less convincing.	Evaluation: Students are asked to evaluate the importance of evidence in supporting an argument.	Students provide correct answers, demonstrating an understanding of the importance of evidence in text analysis.

Extract 2

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
The teacher asked: What is meant by thesis in an analytical exposition text? Does	The student paused, looking unsure, then replied: "To explain the	Interpretation: Students are asked to understand and explain the function of the thesis in the text.	Students need time to understand and provide more specific answers.

anyone know?	topic, ma'am."		
The teacher displays the thesis section on the screen and asks: "What do you notice?"	The student answered: "There is a sentence that explains the author's opinion, ma'am."	Analysis: Students identify elements in the thesis section.	Students are able to understand the main elements of the thesis with direction from the teacher.
The teacher asked: "Why do you think it is important to start the text with a thesis like this?"	The student answered: "So that the reader knows the author's opinion first."	Evaluation: Students assess the function of the thesis in providing an initial overview to the reader.	Students provide answers that demonstrate a logical understanding of the function of the thesis.
The teacher points to the arguments section and asks: "How does	The student answered: "The author provides reasons and	Analysis: Students identify how the author supports the thesis with	Students are able to connect arguments with the thesis based on the

the author support his thesis here?"	evidence, ma'am."	reasons and evidence.	examples given.
The teacher asked: "Is this reason strong enough? Why?"	The student replied: "The reasoning makes sense, and there is data to support it."	Evaluation: Students assess the strength of arguments based on the reasons and evidence provided.	Students demonstrate the ability to evaluate the effectiveness of arguments with logic and evidence.
The teacher asks: "What is the purpose of the conclusion or reiteration section?"	The student paused, looking unsure, then answered: "To reiterate the author's point."	Interpretation: Students understand the function of conclusions in analytical texts.	Students demonstrate the ability to understand the function of the final part of the text after direction from the teacher.

Extract 3

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
The teacher	The student	Interpretation : Students are	Students are able to

asked: "What is the text about?"	paused, looking unsure, then replied: "It is about the importance of English."	asked to understand and identify the main topic of the text.	understand the topic with the help of instructions from the teacher.
The teacher asks: "How many arguments are there?"	The student answered: "There are 3, ma'am."	Analysis: Students identify the number of arguments based on the text.	Students use markers such as conjunctions to aid analysis.
The teacher asked: "Why do you think there are 3?"	The student answered: "The problem is from conjunctions, ma'am: first, secondly, and thirdly."	Analysis: Students relate the use of conjunctions to the structure of the text.	Students demonstrate the ability to find patterns in text.
The teacher	The student	Interpretation: Students	Students are able to

asked: "What is the first argument?"	answered: "English is an international language.' It is mentioned in the second paragraph."	understand and identify arguments in the text.	find the main argument based on location in the text.
The teacher asks: "What is the second argument?"	The student answered: "English is the key to open doors of scientific knowledge.' It's in the third paragraph."	Interpretation : Students identify and state the following argument.	The student well connects the second argument with the appropriate paragraph.
The teacher asks: "Then the third argument,	The student answered: "English is a requirement for	Interpretation : Students identify the final argument in the text.	Students are able to connect all arguments with the structure of the

which one?"	those seeking jobs."		analytical exposition text.
The teacher asked: "Good! Now, what is the conclusion of this text?"	The student answered: "Everybody needs English,' because English is important for everyone."	Evaluation: Students summarize the conclusions of the text based on the available information.	Students demonstrate a holistic understanding of the content of the text.
Teacher: "Why do you think it is important to use evidence to support an argument?"	Students provide reasons, such as "To make the opinion stronger and more convincing."	Inference and Explanation: Students draw conclusions and explain the importance of evidence in the text.	Students understand that evidence strengthens arguments in the context of analytical exposition text.

APPENDIX 5: Observation Guidelines in Class 12

Extract 1

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
The teacher asked: "What do you know about narrative text?"	The students were silent for a moment, looking doubtful.	Interpretation : Students are asked to understand the basic concepts of narrative text.	Students show hesitation and need time to provide more precise answers.
The teacher explains: "Narrative text is a text that retells events in the past."	Students listen to the explanation.	Explanation : Students are given an explanation about narrative text.	The teacher's explanation helps students understand the basic concepts of narrative text.
The teacher asked: "Why do people	The student answered: "To entertain?"	Evaluation : Students assess the purpose of writing narrative text.	Students demonstrate an understanding of the

write stories?"			basic purpose of narrative text, which is to entertain.
The teacher shows the purpose of the narrative text on the screen.	Students observe and pay attention to the purpose of the narrative text displayed.	Explanation: Students understand the general purpose of narrative texts, such as to entertain, provide moral messages, and change social opinions.	The teacher clarifies the objectives of narrative text through visual explanations.
The teacher asked: "What are some examples of narrative texts?"	The students were silent for a moment, looking doubtful.	Analysis: Students are asked to analyze various types of narrative texts.	Students need time to think about relevant examples of narrative texts.
The teacher gives	The students answered:	Analysis: Students identify and	Students are able to provide

several examples, such as fables, myths, legends, folktales, fairytales, and love stories.	"Sangkuring, Ma'am..." "Malin Kundang" "Timun Mas."	relate types of narrative text with appropriate examples.	examples of narrative texts based on the categories taught.
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Extract 2

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
The teacher explains the structure of narrative text and asks: "What is usually conveyed in orientation?"	Students answer: "Introducing the characters or place, ma'am".	Interpretation: Students are asked to understand the orientation section which conveys the background of the story.	Students can identify the orientation section and mention the basic elements contained in the orientation of narrative text.

<p>The teacher explained about complications and asked: "Does anyone know what a complication is?"</p>	<p>The students were silent for a moment, looking doubtful.</p>	<p>Interpretation: Students are asked to understand the complication part in narrative text.</p>	<p>Students took time to grasp the concept of complications, indicating difficulty in understanding this section without further explanation.</p>
<p>The teacher explains that a complication is a problem that arises in a story and asks "What is the complication in this story?"</p>	<p>The student answered: "Sangkuriang did not know Tumang was his father, and he killed Tumang."</p>	<p>Analysis : Students identify the main problem that arises in the story as part of the complication.</p>	<p>Students can analyze problems in the story and relate them to the conflicts in the narrative text.</p>

<p>The teacher explains that the resolution is the part where the problem is solved and asks: "How is the resolution?"</p>	<p>The student answered: "Dayang Sumbi asked Sangkuriang to make a lake and a boat overnight, but he failed and was finally angry."</p>	<p>Evaluati on: Students are asked to assess how the problem in the story is resolved (resolution).</p>	<p>Students are able to evaluate how problems are solved in the story and relate them to the outcomes that occur at the end of the story.</p>
<p>The teacher asked: "What moral message can we take from this story?"</p>	<p>The student answered: "We must respect our parents."</p>	<p>Explanat ion: Students are asked to formulate values or moral messages that can be taken from the story.</p>	<p>Students can conclude the moral message contained in the story, demonstrating their ability to explain the meaning and value of the story.</p>

Extract 3

Teacher's Activities	Students' Activities	Critical Thinking Indicator	Notes
<p>The teacher divides the groups and gives the text "The Lion and the Mouse" to read.</p>	<p>Students read the given text and discuss it in groups.</p>	<p>Interpretation: Students are asked to understand the orientation section which introduces the characters and situation.</p>	<p>Students read the text together and understand the background of the story.</p>
<p>The teacher asked: "What was explained in the Orientation section?"</p>	<p>The student answered: "At the beginning of the story, the lion was sleeping in the forest, then a little</p>	<p>Interpretation: Students identify the orientation section</p>	<p>Students demonstrate their understanding of the orientation section in the text.</p>

	mouse ran past him."	that introduces the characters and situations in the story.	
The teacher asked: "What about Complication?"	The student answered: "The problem arises when the mouse is caught by the lion and the lion wants to eat it."	Analysis: Students analyze the problems that arise in the story (complications).	Students are able to identify the main problems that trigger conflict in the story.
The teacher asks: "How is the problem solved at Resolution?"	The student answered: "The mouse helped the lion escape from the hunter's trap by biting the net until it broke."	Evaluation: Students assess how the problem in the story is resolved (resolution).	Students can evaluate how problems are solved in the story and relate them to the solutions provided

			by the characters.
The teacher asked: "What is the moral message of this story?"	The student answered: "We should not look down on others, even if they are small or weak and should help each other, because one day we may also need help."	Explanation: Students formulate the moral message of the story based on their analysis.	Students are able to conclude the moral values contained in the story.
The teacher asks students to retell the story in their own words.	Students retell the story in their own words..	Explanation: Students formulate and explain the story in their own words.	Students are able to convey the story in their own words, demonstrating understanding and mastery of the text.

APPENDIX 6: Questions of Questionnaire

1. Bagaimana anda menggabungkan dua kalimat berikut menjadi satu kalimat yang jelas dan benar?
Pengajaran bahasa Inggris di beberapa sekolah di Indonesia semakin berkembang dengan berbagai pendekatan baru.
Dampak pengajaran bahasa Inggris terhadap keterampilan berbicara siswa di kelas
2. Berdasarkan semakin meningkatnya penggunaan bahasa Inggris dalam pendidikan dan teknologi, menurut anda mengapa mempelajari bahasa Inggris itu penting?
Berikan dua alasan yang mendukung pendapat anda.
3. Bacalah pernyataan berikut:
" Ari sering berlatih berbicara bahasa Inggris dengan teman-temannya."
" Budi jarang berbicara bahasa Inggris dan lebih suka belajar dari buku."
Apa yang dapat anda simpulkan tentang kemampuan berbicara bahasa Inggris mereka?
4. Di banyak sekolah, bahasa Inggris diajarkan melalui latihan membaca dan menulis. Siswa diminta untuk membaca teks dalam bahasa Inggris dan menulis jawaban atau ringkasan dari teks tersebut. Menurut anda, apa arti istilah "latihan membaca dan menulis" dalam konteks pembelajaran bahasa Inggris?
5. Jika anda ingin meningkatkan kemampuan bahasa Inggris anda, sebutkan dua strategi yang dapat anda lakukan. Jelaskan juga cara menerapkannya!

APPENDIX 7: Questionnaire Answer from Student

The following are the students' appropriate answers.

1. Pengajaran bahasa Inggris di beberapa sekolah di Indonesia yang semakin berkembang dengan berbagai pendekatan baru berdampak positif terhadap peningkatan kemampuan berbicara siswa di kelas.
2. Alasan yang pertama, bahasa Inggris penting karena bisa membuka peluang kerja di luar negeri. Seperti contoh seseorang dengan lulusan universitas yang lancar bahasa Inggris dapat lebih mudah mendapatkan pekerjaan di luar negeri. Alasan kedua, karena bahasa Inggris itu sekarang banyak digunakan di media sosial. Oleh karena itu, banyak sumber di internet yang menggunakan bahasa Inggris. Sehingga dengan kemampuan bahasa Inggris memudahkan siswa mencari pengetahuan yang lebih luas.
3. Kemampuan Bahasa Inggris Ari kemungkinan lebih baik daripada Budi, karena Ari lebih sering berlatih berbicara dengan teman temannya. Sedangkan, Budi lebih banyak belajar dari buku dan jarang berlatih berbicara.
4. Latihan membaca dan menulis dalam pembelajaran Bahasa Inggris adalah kegiatan yang melibatkan siswa dalam membaca teks berbahasa Inggris, seperti artikel, cerita, atau paragraf. Kegiatan ini juga melatih siswa untuk menyusun kata dan kalimat dengan baik melalui latihan menulis.
5. Dua strategi yang saya lakukan adalah berlatih berbicara bahasa Inggris setiap hari dengan teman.

atau bergabung dengan kelompok percakapan bahasa inggris. Yang kedua, yaitu dengan menonton film berbahasa inggris kemudian mencatat kosakata yang tidak diketahui dan mengartikannya.

APPENDIX 8: Critical Thinking Skills Assessment Rubric

Score	Description
5	<p>All concepts are correct, clear and specific All answer descriptions are correct, clear and specific, supported by strong reasons, correct, clear arguments Good thought flow, all concepts are interrelated and integrated Good and correct grammar All aspects are visible, good and balanced evidence</p>
4	<p>Most of the concepts are correct, clear but not specific enough Most of the answer descriptions are correct, clear, but not specific enough Good thought flow, most of the concepts are interrelated and integrated Good and correct grammar, there are minor errors All aspects are visible, but not yet balanced</p>
3	<p>A small part of the concept is correct and clear A small part of the answer description is correct and clear but the reasons and arguments are not clear</p>

	<p>The flow of thought is quite good, a small part is interrelated</p> <p>The grammar is quite good, there are errors in spelling</p> <p>Most aspects that appear correct</p>
2	<p>Concepts are not focused or are redundant or questionable</p> <p>The description of the answer is not supportive</p> <p>The flow of thought is poor, concepts are not interrelated</p> <p>Good grammar, incomplete sentences</p> <p>A small number of aspects appear correct</p>
1	<p>All concepts are incorrect or insufficient</p> <p>Incorrect reasoning</p> <p>Poor thought process</p> <p>Poor grammar</p> <p>Overall aspects are insufficient</p>
0	no answer or wrong answer

Source: Adapted from Finken dan Ennis (Zubaidah, S., Corebima, 2015).

APPENDIX 9: Categories for Determining Students' Critical Thinking Skills Levels

Presentase	Category
$0 < \text{Mark} \leq 43,75$	Extremely Low
$43,75 < \text{Mark} \leq 62,50$	Low
$62,50 < \text{Mark} \leq 71,50$	Enough

$71,50 < \text{Mark} \leq 81,25$	High
$81,25 < \text{Mark} \leq 100,00$	Extremely High

Source: Adapted from Herunata (Ardiyanti & Nuroso, 2021).

APPENDIX 10: Documentation



Picture 1: Learning Activity



Picture 2: Interview With Participants

CURRICULUM VITAE

Personal Data

Name : Masita Hanum
Place of Birth : Purbalingga
Date of Birth : 26 July 2003
Religion : Islam
Gender : Female
Address : Jl. Raya Karangmoncol Purbalingga
Email : masitahanum65@gmail.com

Formal Education

- a. Bachelor Degree of English Education Department,
Faculty of Education and Teacher Trainings,
Walisongo State Islamic University Semarang.
- b. SMA Ma'arif Karangmoncol
- c. SMP N 1 Karangmoncol
- d. SD N 1 Baleraksa

Semarang, 10 December 2024

The Writer,



Masita Hanum
2103046068