

**ENGLISH TEACHERS' STRATEGIES TO TRAIN
STUDENTS' CRITICAL THINKING SKILLS**



THESIS

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FACULTY OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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Presented as a requirement for “Sarjana Degree”

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MOTTO AND DEDICATION

MOTTO

- ❖ Keep doing what your heart tells you, even if the path you're walking into is full of pain and misery
- ❖ The moment you're giving up then it's game over
- ❖ No pain no gain
- ❖ It's better to live knowing the harsh truth rather to live a comfort life full of lies
- ❖ You are amazing don't ever ridicule yourself

DEDICATION

- ❖ Thank you to ALLAH SWT for giving me strength and hearing my prayers so that I can finish my research
- ❖ Thank you to the prophet Rasulullah Muhammad SAW as my hero
- ❖ Thank you for my parents who always there for me in a crisis time and made me to never give up
- ❖ Thank you mom for always love and care for me and keep pushing me to do what I need to do and thank you for always be there at rough times and keep prioritize my wellbeing. Thank you dad for all your hard work for this family you've already sacrifices so much for us and I really hope that someday I can repay all of that you've done for us
- ❖ Thank you for my big sister and my little sister even if I sometimes annoy you, you always have patience for me and teach me so many things so I can face the real harsh world in the future
- ❖ Thank you to my advisor Eki Saputra, M.Pd and my examiners Ririn Putri Ananda, M.Pd and Abi Kiagus Baluqiah, M.Pd who's also the head of English Study Program thank you for your patience and dedication when handling a student like me and keep pushing forward to finish my

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UMB

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Bengkulu, 25 Februari 2025

at pernyataan



FUJI PERSADA ZUHRI

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PREFACE

First of all, thank you to ALLAH SWT for blessing me with perfect health and clear mind so I can finish this thesis. And thank you for my family, mom, dad, big sister and little sister the most important people of my life for always being there for me and support me in my harsh time you're all my everything and I will repay all of the things that you all have done for me this far. And I really grateful for my advisor sir Eki Saputra, M.Pd for your guidance and patience for teaching me about all the things I need to do to finish my thesis.

The researcher know that this thesis is far from perfect and has a lot of mistake that needs to be corrected, so that's why the researcher is welcoming all kind of suggestions and critics so that this thesis can have more improvement and the researcher really hope this thesis can be used as a reference or helping the readers about their own research especially the students of English Study Program and English lecturers.

Bengkulu, March 2025

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The writer acknowledges that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. Hopefully, this humble work can contribute to the academic field and serve as an inspiration for those who read it.

With deepest gratitude, may Allah SWT reward your kindness with His abundant mercy and blessings.

Bengkulu, March 2025

Fuji Persada Zuhri

ABSTRACT

Zuhri, Fuji Persada. 2024. *“English Teachers’ Strategies To Train Students’ Critical Thinking Skills”*

Advisor : Eki Saputra, M.Pd

Keywords : English Teacher Strategies, Critical Thinking Skills

The objectives of this study are to investigate the strategies used by English teachers to train students' critical thinking skills and to investigate the most dominant strategy used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara. The design of this research was a descriptive qualitative research. The population of this research were three English teachers who teach English at SMAN 1 Bengkulu Utara. The English teachers were qualified as professional teachers who have been taught English for more than five years. All of the population above became the sample of this research. In order to collect the data for this study, the researcher employed observation checklist and interview as the instruments of this research. The instruments of this research were designed by theory of Bean (2011) who divided nine strategies in critical thinking, namely; the problem-posing strategy, the frame strategy, the question-generating strategy, the believing and doubting strategy, the evidence-finding strategy, the case strategy, the norming session strategy, the “rough draft workshop” strategy, and the metacognitive strategy. This research found that the teachers implemented six strategies. All of the teachers implemented The Problem-Posing Strategy, the Question-Generating Strategy, The Believing And Doubting Strategy, and The Evidence-Finding Strategy. Thirty three percent of the norming session strategy and the metacognitive strategy. There was no teacher who implemented the frame strategy, the case strategy, and the “Rough Draft Workshop” strategy. Moreover, the dominant strategies implemented by the teachers to train students' critical thinking were the Problem-Posing Strategy, the Question-Generating Strategy, the Believing And Doubting Strategy, and the Evidence-Finding Strategy.

ABSTRAK

Zuhri, Fuji Persada. 2024. *“English Teachers’ Strategies To Train Students’ Critical Thinking Skills”*

Pembimbing : Eki Saputra, M.Pd

Kata Kunci : Strategi Guru Bahasa Inggris, Keterampilan Berpikir Kritis

Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru bahasa Inggris untuk melatih keterampilan berpikir kritis siswa dan untuk mengetahui strategi yang paling dominan digunakan oleh guru bahasa Inggris untuk melatih keterampilan berpikir kritis siswa di SMAN 1 Bengkulu Utara. Desain penelitian ini adalah penelitian deskriptif kualitatif. Populasi penelitian ini adalah tiga orang guru Bahasa Inggris yang mengajar Bahasa Inggris di SMAN 1 Bengkulu Utara. Para guru bahasa Inggris tersebut memenuhi syarat sebagai guru profesional yang telah mengajar bahasa Inggris selama lebih dari lima tahun. Seluruh populasi di atas menjadi sampel penelitian ini. Untuk mengumpulkan data dalam penelitian ini, peneliti menggunakan checklist observasi dan wawancara sebagai instrumen penelitian ini. Instrumen penelitian ini dirancang berdasarkan teori Bean (2011) yang membagi sembilan strategi dalam berpikir kritis, yaitu; strategi pengajuan masalah, strategi kerangka, strategi pembangkitan pertanyaan, strategi percaya dan meragukan, strategi pencarian bukti, strategi kasus, strategi sesi normatif, strategi “lokakarya rancangan kasar”, dan strategi metakognitif. Penelitian ini menemukan bahwa guru menerapkan enam strategi. Seluruh guru menerapkan Strategi Pengajuan Masalah, Strategi Membangkitkan Pertanyaan, Strategi Percaya dan Meragu, dan Strategi Pencarian Bukti. Tiga puluh tiga persen dari strategi sesi norming dan strategi metakognitif. Tidak ada guru yang menerapkan strategi kerangka, strategi kasus, dan strategi “Rough Draft Workshop”. Selain itu, strategi dominan yang diterapkan guru untuk melatih berpikir kritis siswa adalah Strategi Pengajuan Masalah, Strategi Membangkitkan Pertanyaan, Strategi Percaya dan Meragu, dan Strategi Pencarian Bukti.

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CHAPTER I

INTRODUCTION

A. Background of Study

Most educational institutions in Indonesia employ a traditional system; however, certain schools, including international and national plus schools, have adopted blended learning. All educational institutions in Indonesia must adopt remote learning, employing technology to support the government's social distancing protocols. Consequently, every teacher must adapt their instructional strategies to facilitate student learning, despite the inadequacies in technological infrastructure, human resources, and resource availability in many Indonesian schools. (Rieley, 2020). The changes of teaching system absolutely made the changes of teachers' strategies in teaching. On the other hand, The enhancement of students' critical thinking should be the objective of every pedagogical method employed by teachers, as critical thinking is the paramount skill to be cultivated among students. (Hilda et al., 2024).

Critical thinking skills are familiar with decision-making behavior for various activity goals. (Susongko et al., 2024) stated that Critical thinking skills encompass four primary components: interpretation, explanation, analysis, and self-regulation.. Siburian et al (2019) argues that critical thinking skills are also related to cognitive thinking abilities which include logical thinking and problem solving activities. Critical thinking skills are closely related to English subjects. Critical thinking is associated with quality thinking and when developed, can create students a more skilled way of communicating with others, acquiring new

knowledge, ideas, beliefs, and attitudes. In this case, of course, language plays an important role. We must differentiate between language as a means of communication in quotidian contexts and language utilization beyond mere survival.

In point of fact, a significant amount of verbal communication takes place in everyday settings that do not involve a great deal of thought but rather a number of situational clichés and information that is factual. On the other hand, when a foreign language is taught or learnt, even the survival rate of the language may require further consideration for how to communicate in the foreign language. This is due to the fact that language is influenced by culture, and because cultures are distinct from one another, so are other languages. Tradition and mentality are reflected in language, vocabulary, grammatical structures, modalities, and so on. Students need to be able to tolerate these cultural distinctions when they are learning the target language. They should not view these variances as aberrations from the normal manner of relating to their mother tongue, as they might incorrectly believe. However, as a totally natural way of verbal expression that is unique from other modes of speech in various cultural realms. Even at a young age, the process of learning becomes more pleasurable and culturally enriching when students engage in critical thinking exercises while also attempting to recognize parallels and contrasts in the manner in which the same cliché is expressed in words in other languages. (Tathahira, 2020).

As an additional point of interest, during the Covid-19 pandemic, a great number of studies have attempted to implement strategies that can not only deliver

the same benefits but also enhance the critical thinking abilities of students. As research by Lestari et al. (2014) who found that learning strategies affect critical thinking skills. Furthermore, Sason et al. (2018) have implemented project-based learning and found that learning methods are more attractive to students and educators. The findings of their study also confirmed the effectiveness of PjBL in obtaining student critical thinking skills outcomes. Furthermore, research conducted by (Wardoyo et al., 2021) They show that problem-based learning encourages students to be more active during the learning process, and it allows students to construct their knowledge about a particular topic. This has generated a lot of attention to the role that problem-based learning plays in stimulating students' thinking skills.

Based on the pre-observation done by the researcher at SMAN 1 Argamakmur on March 16th, 2020, it was found that there were some barriers for teacher in training the students' critical thinking skill, namely; the students prefer to answer easy questions than difficult ones and the students usually use lower thinking. To solve these barriers, the teacher usually uses some strategies to train the critical thinking of the students' skill, one of them is by designing HOTS test items.

For this reason, the researchers are interested in gathering additional information regarding the methods that English instructors employ in order to train the critical thinking abilities of their students during the teaching and learning process in the classroom (whether it be online or face-to-face). The topic

of this study is "English Teachers' Strategies to Train Students' Critical Thinking Skills."

B. Research Questions

Based on the research background, the researcher formulates some research question as follows:

1. What are the strategies used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara?
2. What is the most dominant strategy used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara?

C. Research Objectives

In reference to the problem statement that was presented before, the following are the objectives of this study:

1. To investigate the strategies used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara.
2. To investigate the most dominant strategy used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara.

D. Significances of Research

This research can be examined from both theoretical and practical perspectives, as detailed below:

1. Theoretically, it is hoped that this research can be used as a guide in determining teaching strategies to develop students' critical thinking skills.

Moreover, the findings of this study are anticipated to contribute to the theoretical framework and serve as a reference for future research about pedagogical practices aimed at enhancing students' critical thinking abilities in both online and in-person learning environments.

2. This learning is advantageous for both educators and learners. This research aims to offer beneficial insights for English educators in cultivating students' critical thinking, particularly at the high school level during the epidemic. Then, this study can increase teachers' awareness about developing strategies in developing students' thinking skills to have English with good academic achievement. For students, it will be useful for students in developing their critical thinking skills in English language skills.

E. Definition of Key Terms

1. Critical thinking skills are familiar with decision-making behavior for various activity goals. In Wechsler et al (2018) stated that critical thinking skills encompass four primary components: interpretation, explanation, analysis, and self-regulation.
2. A strategy is a coordinated method to attain a particular goal. Learning techniques can enhance active participation in the educational process. It consists of components such as educators, learners, and infrastructure. Each component performs its assigned role. Alongside formulating lesson plans, teachers must also create techniques to enhance effective

teaching and learning activities. That technique is termed a teaching strategy.