ENGLISH TEACHERS' STRATEGIES TO TRAIN STUDENTS' CRITICAL THINKING SKILLS

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Abstract

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 Startegy, the Question-Generating Strategy, The Believing And Doubting Strategy, and The Evidence-Finding Strategy. Thirty three percent of the norming session strategy and the metacognive strategy. There was no teacher who implemented the frame strategy, the case strategy, and the "Rough Draft Workshop" strategy. Moreover, the dominant startegies implemented by the teachers to train students' critical thinking were the Problem-Posing Startegy, the Question-Generating Strategy, the Believing And Doubting Strategy, and the Evidence-Finding Strategy.

Keywords: English Teacher, Strategies, Critical Thinking Skilss

Introduction

Critical thinking skills are familiar with decision-making behavior for various activity goals. In more detail, Wechsler et al (2018) noted that critical thinking skills include four main components, including interpretation, explanation, analysis, and self-regulation. Siburian et al (2019) added 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 may need to distinguish between language as a communicative vehicle in everyday situations and language use beyond the level of survival.

In fact, a lot of verbal communication takes place in everyday situations that don't require much thought but a number of situational cliches and factual information. However, when a foreign language is taught/learned, even the survival rate of the language may require more thought about how to communicate in the foreign language. This is because language is culturally determined and because cultures are different, so are languages. Tradition and mentality are reflected in language, vocabulary, grammatical structures, modalities, and so on. When learning the target language, students need to accept these cultural differences not as deviations from the natural way of relating, as they might think, to their mother tongue. but as a completely natural, albeit distinct, mode of verbal expression in different cultural domains. Practicing critical thinking while trying to identify similarities and differences in how the same cliché is expressed in words in other languages makes the learning process more enjoyable and culturally enriching even at an early level.

In addition, during the Covid-19 pandemic, many researchers have attempted to apply methods that can provide the same benefits as well as improve students' critical thinking skills. 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 project-based learning in obtaining student critical thinking skills outcomes. Furthermore, research conducted by Narmaditya et al (2018) raised attention to problem-based learning as its role in stimulating students' thinking skills. 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.

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 students' critical thinking skill, one of them is by designing HOTS test items. Therefore, the researchers want to get more data about the strategies used by English teachers to train the students' critical thinking skills in the teaching and learning process in class (online/face-to-face) entitled "English Teachers' Strategies to Train Students' Critical Thinking Skills".

RESEARCH METHODOLOGY

The design of this research was a descriptive qualitative research, because in this research, the researcher will analyze of the strategies used by English teachers to train the students' critical thinking skills. 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.

In analyzing the data, the researcher did some steps: (1) The researcher observed the data based on tecahing process recording.; (2) The researcher classified the strategies used by English teachers based on Bean (2001) theory; (3) The researcher described and discussed the result in chapter V; and (4) The researcher concluded the result.

Findings And Discussion

Findings

A. The Implementation of Strategies to train students' critical thinking skills at SMAN 1 Kota Bengkulu

The result of observation checklist for teacher 1 was as follows.

Table 1 Strategies implemented by Teacher 1

No	Strategies	Observation Result	
		Yes	No
1	The Problem-Posing Strategy	√	
2	The Frame Strategy		√
3	The Question-Generating Strategy	√	
4	The Believing And Doubting Strategy	√	
5	The Evidence-Finding Strategy	√	
6	The Case Strategy		√
7	The Norming Session Strategy		√
8	The "Rough Draft Workshop" Strategy		√
9	The Metacognitive Strategy	√	

Table 1 showed that teacher 1 implemented five strategies to train students' critical thinking skill. Teacher 1 implemented The Problem-Posing Strategy, The Question-Generating Strategy, The Believing And Doubting Strategy, The Evidence-Finding Strategy, and The Metacognitive Strategy.

Table 2 Strategies implemented by Teacher 2

No	Strategies	Observation Result	
		Yes	No
1	The Problem-Posing Strategy	√	
2	The Frame Strategy		√
3	The Question-Generating Strategy	√	
4	The Believing And Doubting Strategy	√	
5	The Evidence-Finding Strategy	√	

6	The Case Strategy		√
7	The Norming Session Strategy	√	
8	The "Rough Draft Workshop" Strategy		√
9	The Metacognitive Strategy		√

Table 2 showed that teacher 2 implemented five strategies to train students' critical thinking skill. Teacher 2 implemented the problem-posing strategy, The Question-Generating Strategy, The Believing And Doubting Strategy, The Evidence-Finding Strategy, and The Norming Session Strategy.

Table 3. Strategies implemented by Teacher 3

No	Strategies	Observation Result	
		Yes	No
1	The Problem-Posing Strategy	√	
2	The Frame Strategy		√
3	The Question-Generating Strategy	√	
4	The Believing And Doubting Strategy	√	
5	The Evidence-Finding Strategy	√	
6	The Case Strategy		√
7	The Norming Session Strategy		√
8	The "Rough Draft Workshop" Strategy		√
9	The Metacognitive Strategy		√

Table 3 showed that teacher 3 implemented four strategies to train students' critical thinking skill. Teacher 3 implemented the problem-posing strategy, The Question-Generating Strategy, The Believing And Doubting Strategy, and The Evidence-Finding Strategy. To know the summary result of observation checklist, see the table below.

Table 4 Summary Result

No	Items	Teacher	Teacher	Teacher	Percentage
1	The Problem-Posing Strategy	√	√	√	100%
2	The Frame Strategy	-	-	-	0
3	The Question-Generating Strategy	√	√	√	100%
4	The Believing And Doubting Strategy	√	√	√	100%
5	The Evidence-Finding Strategy	√	√	√	100%
6	The Case Strategy	-	-	-	0
7	The Norming Session Strategy	-	√	-	33%
8	The "Rough Draft Workshop" Strategy	-	-	-	0
9	The Metacognitive Strategy	√	-	-	33%

Regarding to table 4, the teachers implemented six strategies. All of the teachers implemented The Problem-Posing Startegy, the Question-

Generating Strategy, The Believing And Doubting Strategy, and The Evidence-Finding Strategy. Thirty three percent of the norming session strategy and the metacognive strategy. There was no teacher who implemented the frame strategy, the case strategy, and the "Rough Draft Workshop" strategy. To conclude, the dominant startegies implemented by the teachers to train students' critical thinking were the Problem-Posing Startegy, the Question-Generating Strategy, the Believing And Doubting Strategy, and the Evidence-Finding Strategy.

B. Critical Thinking Strategies Implemented by the Teachers

1) Problem-Posing Strategy

In this strategy, the teacher gave disciplinary problems to students framed as open-ended questions to which students must ask and justify an answer. There are various strategies that teachers applied one of them or more than just formulating new problems according to the submission of problems in different situations as follows: (1) Creating situations to do "What if" or "What if-no" activities? a strategy that goes through the process of asking "What if" or "What if not?" can change each component of the problem; (2) Modification of the givens strategy consists of paraphrasing, changing statement data, analogies and generalizations. In analogy and generalization the emphasis is on replacing a condition, or adding a new condition, remove or add context and repeat the process; (3) an imitation strategy that exposes students to problem cases and the problem is the generation process, and then students are involved in reproducing the case by following the process; (4) Generative questions based on examples of beneficial questions can lead students to create new questions from the given task: (1) What are the important ideas in this problem?; (2) Where else do we see ideas like this?; (3) Can we use information in different ways to solve problems?; (4) Do we have enough important information to solve the problem?.

2) The Question-Generating Strategy

Question Generation is a strategy that assists students with their comprehension of text. Students learn to formulate and respond to questions about situations, facts, and ideas while engaged in understanding a text. During this process, there are several different types of questions that may be derived. The teachers implemented this strategy by giving the material and explaining it to the students.

3) The Believing and Doubting Strategy

The believing strategy helped the students understand ideas the teacher disagree with, and thereby help us see that one needs to lose or give up their central idea. The believing game can help us see that both sides in an argument are often right; or that both are right in a sense; or that both positions are implicitly pointing to some larger, wiser position that both arguers can agree on. The doubting game represents the kind of thinking most widely honored and taught. It's the disciplined practice of trying to be as skeptical and analytic as possible with every idea we encounter. By doubting well, we can discover hidden contradictions, bad reasoning, or other weaknesses in ideas that look true or attractive. We scrutinize with the tool of doubt.

4) The Evidence-Finding Strategy

Based on the observation result, the teacher's goal here is to have students find facts, figures, and other data or evidence to support a premise. This task often means finding textual detail from a poem, novel, or play that might be used to support an argument. In other disciplines, it might mean using data from library, laboratory, or field research. Such tasks teach students how experts in a field use discipline-appropriate evidence to support assertions. The teacher assigned data-finding tasks several days in advance so that students can find the evidence as homework. Collaborative groups then work to sort, classify, and evaluate the evidence gathered in advance by participants.

5) The "Rough Draft Workshop" Strategy

The teachers applied this strategy that perhaps the most common use of small groups in writing courses is the rough draft workshop, in which students read and respond to each other's work in progress. The goal of these workshops is to use peer review to stimulate global revision of drafts to improve ideas, organization, development, and sentence structure.

6) The Metacognitive Strategy

This strategy is especially useful when small groups produce solutions that strike you as off-base or just plain wrong. A subsequent metacognitive task is to send students back into small groups to analyze the differences in reasoning processes between themselves and the experts. The teachers believed that the effect of this strategy was to deepen students' understanding of how knowledge is created: instead of accepting (and perhaps just memorizing) the right answer based on the teacher's authority, students struggle to understand the principles of inquiry, analysis, and problem solving used by the experts to arrive at their views. They consider an answer not only a product but also the result of a process of disciplinary conversation.

Discussion

This research found that the teachers implemented six strategies. All of the teachers implemented The Problem-Posing Startegy, the Question-Generating Strategy, The Believing And Doubting Strategy, and The Evidence-Finding Strategy. Thirty three percent of the norming session strategy and the metacognive strategy. There was no teacher who implemented the frame strategy, the case strategy, and the "Rough Draft Workshop" strategy. Moreover, the dominant startegies implemented by the teachers to train students' critical thinking were the Problem-Posing Startegy, the Question-Generating Strategy, the Believing And Doubting Strategy, and the Evidence-Finding Strategy.

This research confirmed some theories from expert. As MacDonald said (1986) defines strategy as the art of skillfully executing plans. Strategy is the art of doing something skillfully. Strategy as a specification for selecting and sequencing events and activities in a lesson. In line with this opinion, David (1976 as quoted in Sanjaya, 2006) strategy is a method, plan, or series of activities designed to achieve a certain educational goal. Meanwhile, if interpreted broadly, "strategy can include, among others: 1) methods, 2) approaches, 3) selection of sources including the media used in learning, 4) grouping students, and 5) measuring success" (Haidir and Salim, 2012) . This research revealed that teachers who act as

facilitators as well as motivators in the classroom are needed to make the classroom atmosphere successful by inviting all students to participate in subjects to show their abilities easily. One of the greatest challenges for teachers is to provide a positive learning environment for students in the classroom. Because each student has unique physical and intellectual abilities, perceptions, and needs, their learning styles can also vary widely. According to Kindsvatter (1996), in achieving a good climate in the classroom, once teachers have to determine the significant needs of students, teachers can identify areas of the curriculum that may be an obstacle for them. To remove these barriers, teachers may need to modify teaching strategies. Therefore, it is a must for teachers to know the right strategies that will be applied in the classroom according to the needs of students and the accuracy of the subjects.

This research findings were also similar to some previous studies. Research by Hove (2011) with the title "Developing Critical Thinking Skills in the High School English Classroom". He concluded that high school students would clearly benefit from a curriculum that explores critical thinking strategies and practices. As the current literature shows, students who master critical and insightful thinking skills will perform better academically in their current high school setting, and will also be better prepared for the rigors and raised academic expectations of college. For the most part, students do not live in a multiple-choice/true-false world. As the dynamics of the global economy continue to evolve and change, competing with peers around the world for jobs and resources, American students must be able to think creatively and solve problems. Solve any problem creatively, offer unique insights to potential solutions, demands the ability to think critically; it also requires students to have confidence in their ability to do so. Therefore, high school students need to be exposed to critical thinking practices frequently and repeatedly.

Then, a research by Jensen Jr. (2015) with the title "The Effectiveness of the Socratic Method in Developing Critical Thinking Skills in English Language Learners". He explores critical thinking skills specifically highlighting the literature on teaching and assessment strategies that develop these skills, called the Socratic Method. In addition, the study found that the Socratic Method was effective in developing critical thinking skills in high school English learners. This study defines critical thinking skills and their history, clarifies the Socratic Method, clearly proves that the Socratic Method develops critical thinking skills in English Learners, and provides a handbook for the Socratic Method in the classroom. This research is important to the field of English as a Second Language education as it investigates the teaching of ELL beyond language acquisition through a new area of research.

Furthermore, a study by Walker (2003) entitled "Active Learning Strategies to Promote Critical Thinking". Regardless of the method used to promote CT, care must be taken to consider the many factors that can hinder students from thinking critically. The student's disposition to think critically is the main factor, and if there is a deficit in the disposition, this must be fostered. Students should be encouraged to be curious, ask questions, and not believe and accept everything they are told. As Loving and Wilson and Oermann point out, thinking develops with practice and

evaluation over time using a variety of strategies. In addition, faculty should be aware of course objectives and their learning objectives. If these goals and objectives are expressed as the result of higher order thinking, then activities that promote CT should be included in classroom activities and final assignments, it is important that CT skills are encouraged and strengthened in all classrooms by teaching faculty, not just in colleges. level but at every level of education. While great achievements in CT may not be reflected in all students, we can still plant the seeds and encourage students to use their thinking skills in the hope that these will develop over time.

The last, a research "Critical Thinking Skills for Language Students" by Patrisius Istiarto Djiwandono (2013). This study set out to explore the critical thinking that should be carried out by a group of students studying Business Correspondence after they were given a brief training on critical thinking and open-mindedness. Data collected from the questionnaires indicated that they asked more critical questions of better quality than before the training. However, the critical questions asked are not always related to the key points of the training. Therefore, at best it can be concluded that the training only succeeded in increasing students' critical thinking awareness. However, it is believed that with a much more intensive and longer training period accompanied by modeling of the trainer's critical thinking, other research in the same area will yield more convincing and encouraging results.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings there were two conclusions of this reseach, they were: (1) The strategies used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara were The Problem-Posing Startegy, the Question-Generating Strategy, The Believing And Doubting Strategy, and The Evidence-Finding Strategy, the norming session strategy, and the metacognive strategy; (2) The most dominant strategies used by English teachers to train students' critical thinking skills at SMAN 1 Bengkulu Utara were the Problem-Posing Startegy, the Question-Generating Strategy, the Believing And Doubting Strategy, and the Evidence-Finding Strategy.

Suggestion

Regarding to the conclusions above, it was suggested for English teahers, with the implementation of curriculum Merdeka is expected to help teachers in promoting critical thinking skill of students as one of the skills that need to be improved in the 21st century era. Teachers as facilitators in the learning process strive to train students in critical thinking through instructional design such as integrated learning plans in lesson plans, assessment strategies in the form of questioning tecniques based on HOTS indicators on assignments and daily tests that involve students in interpretation, analysis, inference, evaluation, explanation, and self regulation in order to solve the problems. For further research, it was expected to continue a similar research realted to the strategy of critical thinking in wide and various sample.

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