HIGHER EDUCATION EFL TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF CRITICAL THINKING IN SPEAKING CLASS

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana*

Pendidikan Degree in English Education

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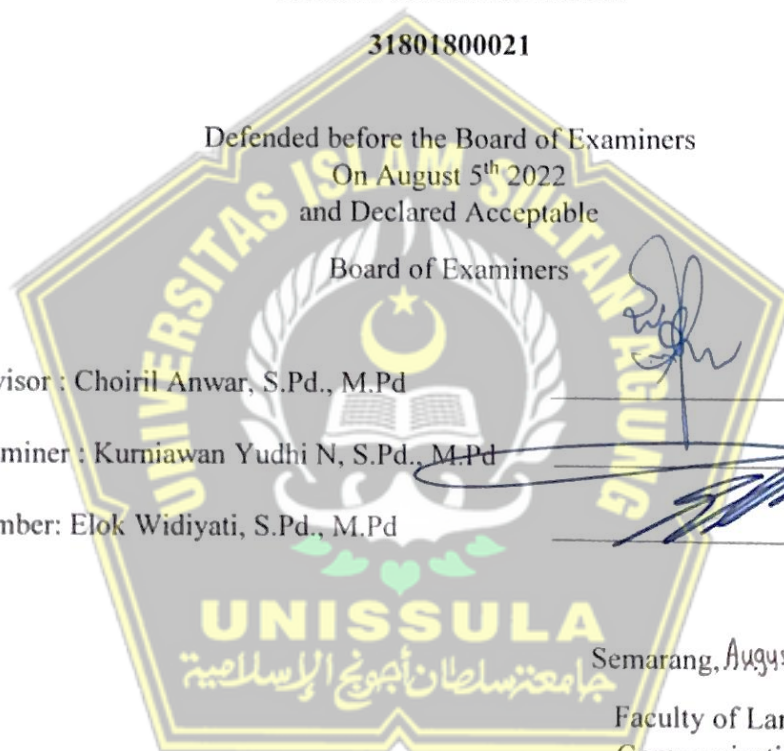**LAKSA ULYA ANNATSA**

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iii

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate thesis I wrote does not contain the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.
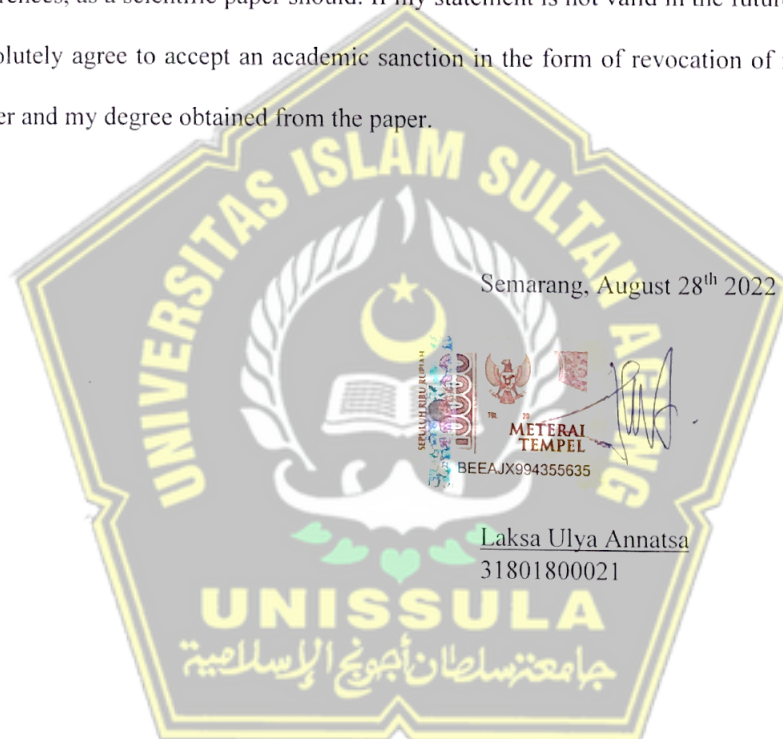
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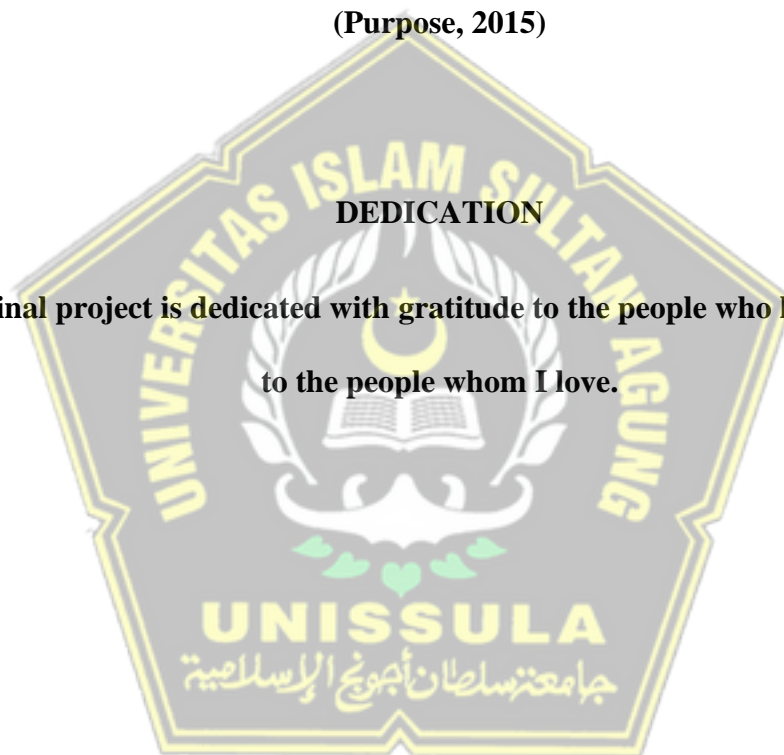
iv

MOTTO AND DEDICATION

MOTTO

" If you don't give it all you got, you're only cheating yourself

give it all you got but if it ends up happening, it ends up happening"

(Purpose, 2015)

DEDICATION

The final project is dedicated with gratitude to the people who loves me and

to the people whom I love.

ACKNOWLEDGEMENT

In the name of Allah SWT, the most Gracious and the most Merciful. The writer would like to convey the deepest gratitude upon Him and the people who have contributed in completing this final project:

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Lastly this final project is expected to bring benefit and advantages for the readers and future researcher.

ABSTRACT

Annatsa, L.U. (2022). "*Higher Education EFL Teachers' Perceptions on the Implementation of Critical Thinking in Speaking Class*" (A final project). English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Choiril anwar, S.Pd., M.Pd.

The study aims to explain the EFL teachers' experiences in implementing critical thinking in speaking class at higher education level and describe their perceptions of the implementation of critical thinking in EFL speaking class. The participants of this study were three higher education teachers from two different universities in Central Java and North Sumatra. The data were obtained by using semi-structured interview and analyzed through thematic data analysis which the steps were: data identification, coding, generating themes, review, theme classification and data interpretation. The result showed that they appeared to view critical thinking positively and have high awareness to implement critical thinking in speaking class. However, they were faced with various challenges mainly come from time management and students' ability. The results of the present study may help higher education teachers to determine and employ teaching strategies that may improve students' critical thinking skills in learning speaking.

Keywords: critical thinking, EFL teaching, speaking
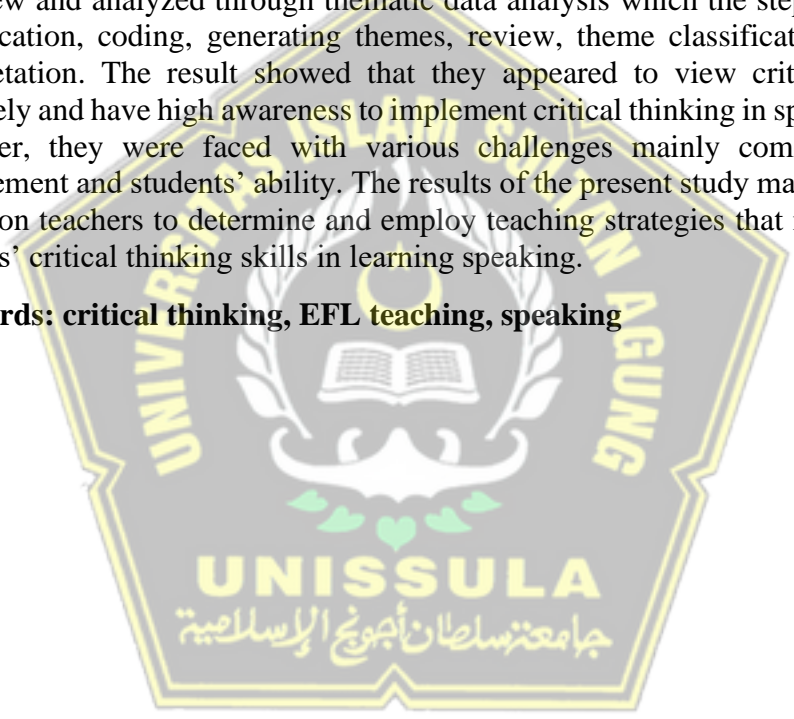
INTISARI

Annatsa, L.U. (2022). "*Higher Education EFL Teachers' Perceptions on the Implementation of Critical Thinking in Speaking Class*" (A final project). English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Choiril anwar, S.Pd., M.Pd.

Penelitian ini bertujuan untuk memaparkan pengalaman guru Bahasa Inggris dalam menerapkan kemampuan berpikir kritis di kelas berbicara Bahasa Inggris di tingkat Pendidikan tinggi dan mendeskripsikan persepsi mereka tentang penerapam kemampuan berpikir kritis di kelas berbicara Bahasa Inggris. Sampel dari penelitian ini adalah tiga orang guru dari dua perguruan tinggi yang berbeda di Jawa Tengah dan Sumatra Utara. Data penelitian ini diperoleh melalui wawancara dan dianalisis menggunakan tematik data analisis dengan tahapan: memahami data, Menyusun kode, mencari tema, mengulas kembali, mengelompokkan tema dan interpretasi data. Hasil dari penelitian menunjukkan bahwa mereka memiliki pandangan yang positif terhadap kemampuan berpikir kritis dan memiliki kesadaran yang tinggi terhadap penerapannya di kelas berbicara. Namun, dalam penerapannya guru dihadapkan oleh berbagai masalah terutama pada manajemen waktu dan kemampuan murid. Hasil penelitian ini dapat membantu guru di perguruan tinggi untuk menentukan dan menerapkan strategi pembelajaran yang dapat meningkatkan keterampilan berpikir kritis siswa dalam belajar berbicara Bahasa Inggris.

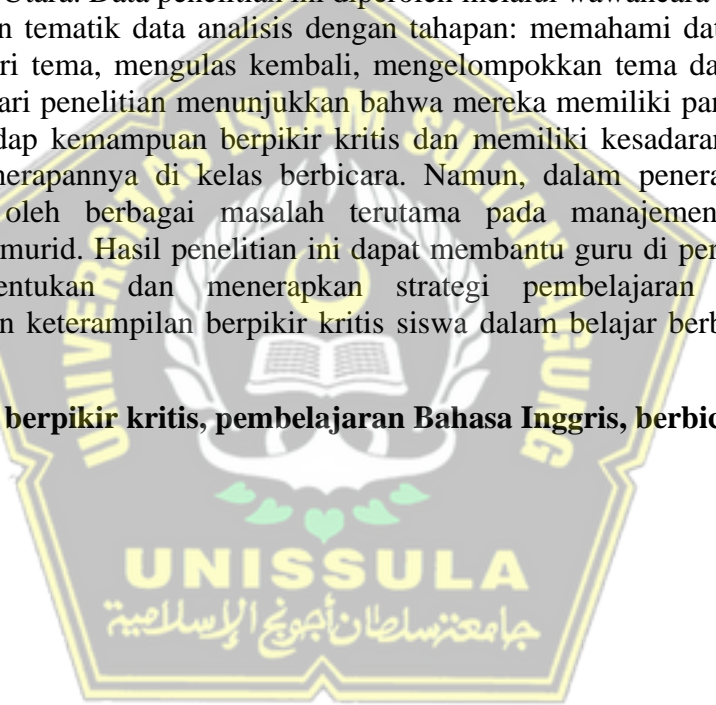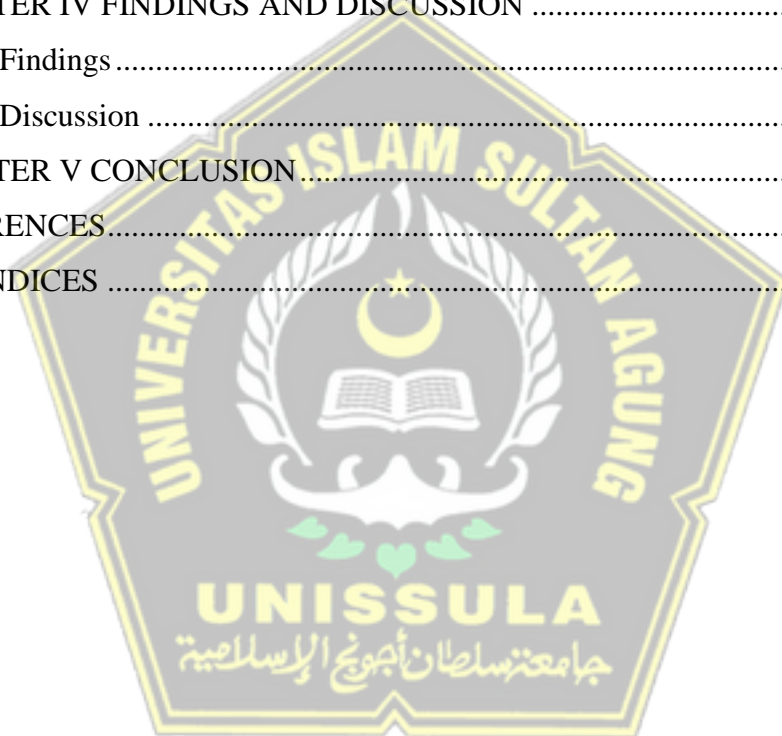**Kata kunci: berpikir kritis, pembelajaran Bahasa Inggris, berbicara**

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter covers to discuss several important points including background of study, the reasons for choosing the topic, statement of the problems, the objective of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1. Background of the Study

Qualified human resource is demanded in the 21st century to compete globally. People who are able to apply, manage and construct thinking skill are considered as qualified human resource. Therefore, the development of the skills required in 21st century in education must be focused to fulfill students' need for career readiness (Voogt & Roblin, 2012). The 21st century skills in students' learning process and in students' everyday lives are related to critical thinking in which including motivation, metacognition and creativity (Moeti et al., 2016). Hence, one of the significant skill in today's learning process is the ability to think critically.

It is essential for students, especially higher education students to have well preparation to think analytically and critically, cooperate successfully, solve problem efficiently and communicate effectively in the workplace. Thus, critical thinking plays important roles in a person's life both in academic and social aspects. In fact, a person with "good" ability in thinking tend to have wide opportunities in their academic, professional and everyday life (Franco et al., 2017). A person with the ability to think critically tend to do better in the workspace and social sphere

since they are able to analyze certain issue as well as complicated problem from different point of view which makes them less likely to be provoked by any cases that are out of concern.

As the importance of critical thinking for higher education students. It must be emphasized in English language learning and teaching process since English is international language and main communication among people around the world who speaks different languages. Moreover, it becomes a compulsory subject in certain education level, it also used in agreement making, transaction process and business interest internationally.

English language is considered as a foreign language in Indonesia since it is not commonly used as a tool in communication exclude for them who has interest in English language and willing to use it in their daily life. As cited from Broughton et al. (2003), a language that does not play important role in social life and national communication can be considered as foreign language. Moreover, teaching English as foreign language is challenging for several reasons: The students are not accustomed to the language, there are major differences in grammatical structure from students' first language, students experience anxiety in communicating using English language, students have less interest in learning English and so on.

There are four English skills, specifically: Speaking, writing, listening, and reading. Those skills are intentionally categorized into two terms; productive (speaking and writing) and receptive (reading and listening). This study will only focus on the speaking class of English as foreign language According to Aungwatanakun (1994 as cited in Oradee, 2013), the ability to speak is the most

important skills by the reason of its role as basis for communication in foreign language teaching and learning. Therefore, Critical thinking skills has to be involved in speaking class in order for students to be able to develop their own ideas, form arguments, synthesize and express complex information through speaking in English language.

Brown (2004) mentions that the linguistic factor alone should not be the limitation of curriculum, but the development of the art of critical thinking is also included. Seeing the important from speaking skill, learning activities involving critical thinking and high level problem-solving skill needs to be conducted in English speaking class. According to ŽivkoviĿ (2016), the positive result of students' learning is achieved through mindful learning and teaching process which focused on critical thinking skills. Thus, both students and teachers have to be aware of the advantage of think critically and participate actively in learning and teaching speaking.

In this case, this study is focused on the implementation of critical thinking skill in higher education level in Indonesia and higher education EFL teachers' perceptions on the implementation of critical thinking skill in speaking class. Very few previous studies have examined higher education EFL teachers' perceptions on the implementation of critical thinking. A study done by Fajarini (2018) discovers that critical thinking and its framework have not been fully understood by part of teachers in Indonesia. Therefore, it affects students' acquisition in learning in English class. Facione (2015) finds that poor communication, failure in learning as well as decision making caused by incapability in applying critical thinking skills.

Previous study done by Pikkert & Foster (2014) at Satya Wachana Christian University Indonesia shows that secondary school students of America have higher level of critical thinking skills than third year English students of Satya Wachana Christian University. Whereas a study conducted by Fakhomah & Utami (2019) finds higher education teachers face few challenges or obstacles in implementing high order thinking skills in English language teaching, such as time and the students' ability. Overall, this study differs from previous studies on the implementation of critical thinking in EFL speaking class of higher education in Indonesia. For this reason, this study examined qualitative study entitled **"Higher Education EFL Teachers' Perceptions on the Implementation of Critical Thinking in Speaking Class"**

1.2. Reasons for Choosing the Topic

Knowing the importance of critical thinking skill in EFL class especially at higher education level, it is urgently needed for EFL teachers to be aware to implement critical thinking skill in English speaking learning and teaching process. This study was intended to investigate the implementation of critical thinking skill in EFL speaking class and discovered higher education EFL teachers' perceptions on the implementation of critical thinking skill in speaking class.

1.3. Research Questions

The problem discussed in this study can be stated as follow:

What are the higher education EFL teachers' perceptions of the implementation of critical thinking skill in EFL speaking class based on their experiences?

1.4. Objective of the Study

Based on the research question above, the objective of the study were stated as follow:

To describe the higher education EFL teachers' perceptions of the implementation of critical thinking skill in EFL speaking class.

1.5. Limitation of the Study

The limitations of this study were:

1. The participants of this study are the EFL teachers of higher education.

2. This study only focuses on higher education teachers' perceptions in viewing the implementation of critical thinking skill in EFL speaking class.

1.6. Significance of the Study

This study was expected to provide benefits and contributions both in theory and practice as follow:

a) Practically

- For Students

The result of this study was expected to raise teachers' awareness to manage learning and teaching process involving critical thinking skill in speaking class so that students notice the importance of critical thinking and participate actively in the learning in order to improve their critical thinking skills and their performance in speaking in English language.

- For the Teachers

The results of the study was hoped to contribute in facilitating the teacher in implementing critical thinking skill in learning activities by elaborates several suggestions to overcome the difficulties in implementing critical thinking. Indeed, the teachers can promote awareness of the significant of critical thinking implementation in learning speaking.

- For Future Researcher

Expectantly, this study was beneficial and used as the evaluation tool in conducting further study.

b) Pedagogically

This study was expected to emphasize the implementation of critical thinking in speaking learning and teaching process and help teacher to plan the learning with various activities. Moreover, the result of this study was hoped to give students knowledge about the importance of critical thinking in learning speaking. Thus, students will participate actively and the learning and teaching process will be meaningful.

1.7 Definition of Key Terms

Clarifying the key terms used in this study, below were the definitions of key terms:

1. Higher Education EFL teacher

   Higher education EFL teacher is a person who obtained English teaching qualification from education institution, and officially assigned to teach English as foreign language in university (Rasyid, 2001).

2. Critical Thinking

    Critical thinking is the intellectually disciplined process of consciously and expertly picturing, implementing, analyzing, incorporating, and/or assessing information that is derived from, or gained by, observing, experiencing, reflecting, reasoning, or communicating as a guide to belief and behave (Scriven & Paul, 1996).

3. Speaking Skill

    Speaking is defined as the interactive construction of meaning involving the producing, receiving and processing of information (Brown 2004).

4. Teachers' Perceptions

    Perception is the process of detecting a stimulus, this meaning is constructed based on existing physical representations with the knowledge we already have (Latifah, 2012). Hence, teachers' perceptions is the thought or point of view which teacher have about a certain topic.

1.8 Organization of Study

This study is divided into 5 chapters, and each chapter consists of different sub-categories. The 5 chapters are:

Chapter I consists of several sub-categories: background of the study, reasons for choosing the topic, research questions, objectives of the study, limitation of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II discusses about the literature review which explains several important key-terms underlie the study and the review of related studies.

Chapter III explains about research design, participants of the study, data for the study, instrument and validity of the instrument, procedures for collecting data, and data analysis.

Chapter IV elaborates the research finding. This chapter consists of research findings and the discussion.

Chapter V includes the conclusion and suggestion from the writer which is related to the study.
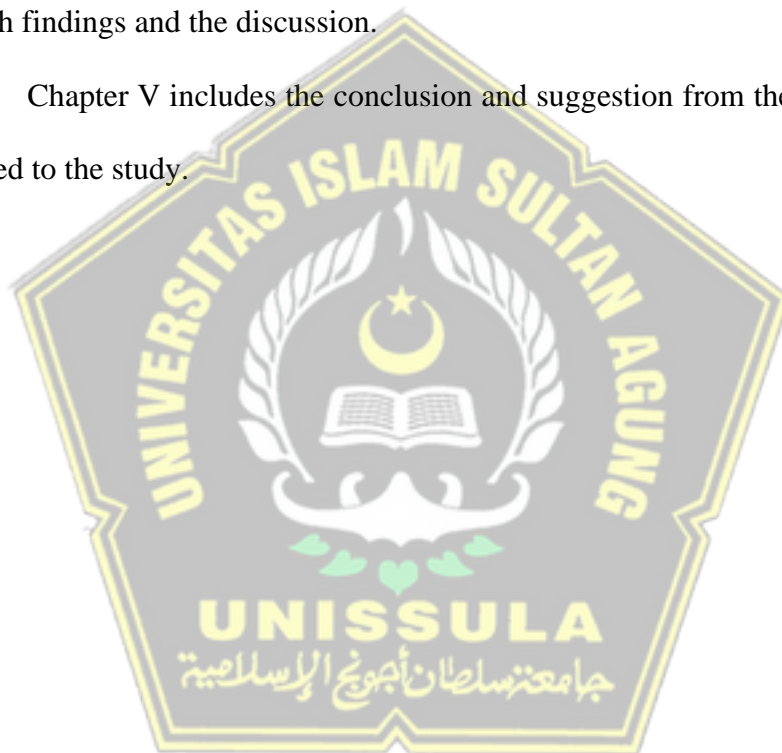
CHAPTER II

REVIEW OF RELATED LITERATURE

This section describes critical thinking, speaking and previous study related to teachers' perceptions on critical thinking.

2.1. Teachers' Perceptions

According to Latifah (2012), perception is the process of detecting a stimulus, this meaning is constructed based on existing physical representations with the knowledge we already have. The process of perception entails the input of knowlede or information into the one's thought by ongoing contact with the environment (Slameto, 2013). This relationship is carried out through the five senses, namely the senses of smell, touch, listener, taste, and sight.

Hamka (2002) states that the process of perception is classified into four stages. The first stage is the process of capturing an "object" stimulus by the five senses. The second stage is the process of passing the stimulus or object that has been received by the sensory organs through sensory nerves to the brain. The third stage is the process in the brain, so that the individual understands, realizes, interprets, and assesses the object. The last stage or the fourth stage is the result obtained from the perceptual process, namely in the form of responses, images, or impressions. Hence, teachers' perceptions is the thought or point of view which teacher have about a certain topic and it is influenced by their life experiences and background knowledge.

2.2. Higher Education EFL Teacher

Kassaye (2018) defines Higher education as institution which facilitates structured activities of tertiary learning and training and includes conventional university such as science, humanities and art faculties and particular university institutions in technology, engineering and agriculture. In general, higher education is a set of institutions that constitute university (Lumumba, 2005). in higher education, one of the most essential component of learning and training activities is teacher. According to Blair (2019), teacher is an individual who is considered as expert in one particular aspect or discipline and tend to e limited in their scope. Whereas higher education teacher are often related with higher education or universities and required to develop their practices towards formal qualification such as post graduate certificate in higher education (Blair, 2019). In short, higher education teacher is a qualified individual who is teaching in higher education institution or university.

EFL or English as a foreign language is a term to distinguish English language as mother language and foreign language in language setting (Arkam, 2015). Generally, English as a foreign language implies that English language is not widely spoken in certain countries, for instance: Indonesia. Therefore, most of the EFL teacher in Indonesia are typically non-native English speakers due to the fact that English is not the mother tongue in Indonesia. Rasyid (2001) states that higher education EFL teacher is a person who obtained English teaching qualification from education institution, and officially assigned to teach English as foreign language in higher education or university. To conclude, higher education

EFL teacher is an expert in English field who is professionally teaching English in university.

2.3. Critical Thinking

According to Scriven and Paul (1996), critical thinking is the intellectually disciplined process of consciously and expertly picturing, implementing, analyzing, incorporating, and/or assessing information that is derived from, or gained by, observing, experiencing, reflecting, reasoning, or communicating as a guide to belief and behave. Whereas, having a set of strategies and cognitive skills and the ability to apply those knowledge and skills to increase the opportunities of success that is beneficial for one's career can also be defined as critical thinking (Halpern, 2014). In the other word, individual who thinks critically has the ability to optimize their proficient competency to improve their performance and achievement in order to reach their goals. Likewise, critical thinking is a part of the cognitive aspect related to one's capacity and the optimization of their cognitive skills based on the suitable context. Franco et al., (2017) states that critical thinking is a cognitive construct that is based on both personal skills and dispositions, as well as the situation in which they are applied. Therefore, a person's way of thinking depends on their ability to control and manage their thought with certain criteria and standard in analyzing and evaluating information in order to elevate their thinking skills. On the basis of convincing information critical thinkers may consider, appraise, analyze, and evaluate material that is credible (Omidvar & Sukumar, 2013). Previous studies suggest that critical thinking involves a number of sub-skills, including understanding, conceiving, analyzing, assessing, evaluating, and

reflecting (Hughes & Davies, 2014). In short, critical thinking is an intelligent process of thinking which allows individual to be to receive, comprehend and deliver complex information adapted from events in their surroundings.

Critical thinking is an internal construct that is important in a person's social life as well as their academic learning (Wilson, 2016). People with the ability to think critically tend to achieve more in education field and workspace. According to the literature, someone who has ability of this kind of ''excellent'' thinking (Franco et al., 2018) hold a bigger chance of success, in the job market, in academic settings and in daily life (Dwyer et al., 2011). The fundamental goal of learning in the higher education level is critical thinking, however, it has to be considered that different teacher has different perception in framing the reference of critical thinking activities employed in the learning and teaching process (Moon, 2007). Then, it affects the way students build their own critical thinking skills based on the activities employed in stimulating the students' thinking. Seven activities involving critical thinking namely, reviewing one's argument, evaluating a thing, developing opinions, reflecting themselves, reviewing an incident, engaging response development to the arguments of others, and habit of engagement with the world. Moreover, Moon (2007) discovers that critical thinking is to construct one's argument, deconstruct ideas or synthesize a range of ideas connected with complex ideas. However, as we know that most of Indonesian students are set to be passively following activities in the class due to three factors namely, limited time in learning, big amount of students and classroom facilities and condition. Thus, based on the curriculum itself, higher education teachers are required to train students to become

critical thinkers. Moreover, the importance of constructing students' critical thinking skills is included in the aims of today's education (Al-Hakim, 2012).

2.4. General Concept of Speaking

Speaking is defined as the interactive construction of meaning involving the producing, receiving and processing of information (Brown 2004). Its meaning and form are dependent on the context in which it happens including the aims of speaking, the surrounding environment, students' collective experience and the learning participants themselves. It is often evolving, spontaneous and open-ended. Speaking can also be defined by language patterns (or function) that occur in certain types of situation (e.g., inviting people or declining an invitation) and it can be charted and identified (Burns &Joyce, 1997). The simple example is when a friend asks "Would you go to the library with me?" the expected discourse sequence includes a statement of accepting or declining, response of accepting or declining, appreciation offer, appreciation acknowledgement and a leave taking exchange.

In speaking, learners are required to not only able to master specific points of a language such of vocabulary (linguistic competence), pronunciation, or grammar but also they master how, why, when and what ways to produce language. Lastly, speech has its own conventions, structure and different skills from written language.

2.4.1. Types of Speaking

The experts proposed different types of speaking. Brown (2004) mentions six types of classroom speaking performance as follow:

a) Imitative

A teacher in language field should consider drilling to be the part of the communicative language in the classroom. In drilling, students are offered the opportunity to listen and repeat (orally) specific things of language that may identify linguistic difficulties in either grammatical or phonological aspects. Drilling activity which focused on speaking skill helps students to imitate the pronunciation of English Language words properly and assists students to be even more familiar with English language itself.

b) Intensive

Competency at this level can be shown through students' achievements in mastering certain grammatical and phonological aspects of English Language. The activity includes producing a limit amount of language in a controlled context, the example would be giving a direct response to a simple question or reading aloud a passage provided by the teacher.

c) Responsive

Responsive speaking is slightly more complex than intensive speaking. The dialogue with simple question follow up by another question or response (short answer) is included in learning activity. Therefore, a simple context of conversations take place in the learning.

d) Transactional

Transactional speaking is an activity in which participants convey or exchange specific information in a situation that is focused on what is said or done. Hence, transactional speaking is considered to be a level above from responsive

speaking. The purpose of transactional speaking is to make interlocutors understood the information that is carried out in the conversation accurately and clearly rather than how speakers interact socially with each other.

e) Interactive

Interactive speaking refers as interpersonal speaking means speaking to maintain relationship and is done through interact socially. It is the process which the speakers have roles as sender and receiver of message. In the interactive speaking context, the speakers commonly use humor or slang of English language. In attempting communication, it is much more complex than simply saying yes or no or giving direction in English language.

f) Extensive

Extensive speaking is common short of monologue and the activity in English language learning can be conducted in intermediate to advanced class. This involve a proper preparation and is not particularly improvisational conversation. The examples include story-telling, speech, etc. The skill of extensive speaking is addressed to high school and college students. The challenge in extensive speaking is the speakers have to involve body language in performing extensive speaking and speak in understandable way without relying on feedback from the listeners.

In conclusion, there are 6 types of speaking which are: Imitative speaking, intensive speaking, responsive speaking, transactional speaking, interactive speaking and extensive speaking. Imitative speaking is the simplest term of the requirements of oral production for students whereas extensive speaking is the most complex type of speaking.

2.4.2. Five Aspects of Speaking

According to Nunan (2003), there are five aspect of speaking, namely: pronunciation, grammar, vocabulary, fluency and context. The aspect of speaking will be elaborated as follows:

a) Pronunciation

Pronunciation refers to the way a word makes a sound in spoken form. The meaning of a word is influence by how do we pronounce the word itself when we speak to people. Nunan (2003) stated that pronunciation is bigger than the exact pronunciation of individual consonant and vowel sound, but includes the wider dimensions of spoken language such as speech rate, pitch, pause patterns, intonation, and even the use of our whole body as a complementary tool to get spoken messages. Based on the previous elaboration, it can be concluded that several aspects are included in pronunciation, it covers intonation, pausing patterns, tone of the voice, speed of speech.

b) Grammar

Grammar the system of a language consists of structural constraints on writers' or speakers' composition of words, phrases and clauses. A sentence is considered acceptable by following grammatical aspect of a language. Grammar can also described as the linguistic behavior of group of writers and speakers. For example, the term of English grammar refers as the linguistic behavior of people who uses English language to write and communicate.

c) Vocabulary

Vocabulary is a total of familiar words within person's language. The knowledge of vocabulary usually developed with language acquisition, age, the use of a language as a useful fundamental tool in communicating. The succeed of second language learning tend to be influenced by the vocabulary mastery of a person. Moreover, acquiring an extensive vocabulary is considered as the largest challenge in second language learning.

d) Fluency

Fluency is the ability to deliver and read information quickly and expertise with accuracy and proper intonation. Nunan (2003) stated that fluency is the level in which a speaker uses language confidently and quickly, with few hesitation or unnatural pauses, wrong beginnings, word searches, etc. A person who speaks a language fluently tend to be confident in speaking in fact they are able to communicate well and minimize misunderstanding.

e) Content

Content is the information which delivered or spoken by writers or speakers. In delivering the information, it is essential for speaker focus on expression and articulation in order for the listeners to understand the context of the speech.

From the explanation above, it can be inferred that that the ability to speak is related to its five components including pronunciation, grammar, vocabulary, fluency and content. In fact, those components are necessarily needed in practicing speaking in the classroom. Therefore, students are obligated to learn all five speaking components.

2.4.3. Teaching Speaking

Students' proficiency in speaking in English has become a priority in foreign and second language learning (Richards, 2008). In teaching speaking for higher education students, teacher might facilitate students to develop their formal speech when the teacher provides insight on ways to organize their ideas for speech. In addition, students could also manage their presentations in a various ways, including sequential, chronological and thematic, they can convey better speeches. The development of students' oral production is the focus of teaching speaking, thus, individual language use should be maximized in classroom activity (Haozhang, 1997 as cited in Al Nakhalah, 2016). In conclusion, teaching speaking in English classroom should be focused on students' ability to convey their opinions orally in better performance.

2.5. Review of Previous Studies

The previous study conducted by Zhang et al (2020) involved higher education EFL teachers discovers that there was a gap between the participants' perceptions on critical and their actual practice in teaching. In addition, a study done by Gashan (2015) finds that pre-service instructors lacked adequate knowledge of critical thinking abilities. The result of the study shows that pre-service teachers had positive perceptions of the importance of teaching critical thinking though they have less general knowledge of critical thinking. They admitted that they were not sure if they necessary abilities needed to bring critical thinking to their students. Whereas the result of the study done by Bedir (2019) demonstrates that teachers

were moderately aware of and involved in the implementation of critical thinking though they had high positive perceptions towards them.

In implementing critical thinking, teachers are dealing with difficulties and problems. It can be shown from the result of study done by Fakhomah & Utami (2019). The study indicates that the participants face some difficulties or obstacles in implementing high order thinking skill in English language teaching, such as time management and the students' ability. Furthermore, Tuzlukova et al (2018) discoveres that higher education teachers lack support in implementing critical thinking. Therefore, a study done by Saleh (2019) reveals that administrative barriers and cultural setting limited the effectiveness of this implementation of critical thinking in English class.

Smith et al (2018) proves that integrating critical thinking skill into learning design was a suitable way to enhance students' critical thinking capacities yet teacher were still having problems in its implementation. To overcome the difficulties faced by the teachers, a study by Papak et al (2017) reports that project activities is useful to enhance students critical thinking. Moreover, the findings of the study conducted by Almulla (2018) suggests that that involving open-ended questions to the class, performance centered tasks, and comparing and contrasting different point of views were the most useful teaching activities in fostering students' critical thinking skills. The findings also highlights that these abilities are not only affected by the teaching practices, but also by other factors related to the broader academic environment, such as school resources.

The similarity between the previous studies and this present study is the topic which investigates about teachers' perceptions on the implementation of critical thinking in EFL class.The differences between this study and the previous studies are the participants were higher education EFL teachers of universites in Central Java and North Sumatra. This study focuses on the perceptions of higher education EFL teacher in on the implementation of critical thinking in speaking class.

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, subject of the study, data for the study, instrument, procedures for collecting data, validity and reliability, and data analysis.

3.1. Research Design

According to the theory from Creswell (2012), this study was descriptive qualitative study. In descriptive study, the study is aimed to explain and elaborate about a current issue and in its process gathering and organizing data to obtain a general conclusion are included.

3.2. Participants of the Study

This study involved three higher education EFL teachers who are teaching speaking in university, the first participant was a female teacher who holds doctorate degree and has been teaching English in higher education for twenty two years. The second participant was a male teacher who is currently doing his PhD program in Australia and has been teaching English in higher education for eleven years. The third participant was a male teacher who is pursuing his PhD degree in Australia and has been teaching English in higher education for four years.

3.3. Data for the Study

There are primary and secondary data as sources of data in qualitative research (Carmines & Zeller, 1979 cited in Muharram, 2018). The data used in this study was transcript of interview as primary data.

3.4. Instrument of the Study

Instrument is a set of tool used in the study to gather the data. In qualitative study, the instrument commonly used are questionnaire, interview, observation, documents, recording, journals, etc (Gay et al., 2012). This study employed semi-structured interview.

3.4.1. Interview

Creswell (2012) states that semi-structured interview with open-ended question is widely used in qualitative study. Hence, semi-structured interview with open-ended question was employed in this study and the question lists were adapted from Choy (2009).

The interviews were conducted in three different days, teacher 1 was interviewed on 20 May 2022 at her university, teacher 2 was interviewed on 22 May 2022 through zoom video call and teacher 3 was interviewed on 23 May 2022 through zoom call.

3.4.2. Validity of the Instrument

The validation approach widely used is expert review (judgement), the instrument was reviewed by the supervisor of this study through validation rubric by Simon (2011) to assess the criteria of the instrument to be considered as a valid instrument. The questionnaire were developed based on review of relevant literature to ensure that the instrument is appropriate to be employed in the study. Furthermore, the transcribed data obtained from the interview were evaluated by the intervieweed for the validation.

For the trustworthiness, the data collecting instrument was analyzed through the expert view to address the reliability (Gay et al., 2012). In examining the trustworthiness of data collection process, the transcribed interview were approved by the interviwees and the responses given from each participants were checked and compared to ensure the dependability of the study findings.

3.5. Procedures for Collecting Data

This study used semi-structured interview. The procedures for collecting data are elaborated as follow:

a) Preparing Question Lists

Question lists were prepared firstly in order to support the process of gaining the data. Furthermore, the question lists assisted the interview process to remain the topic of higher education EFL teachers' perceptions on the implementation of critical thinking in speaking class.

b) Conducting Interview

The further step after designing question lists was conducting the interview to collect information and discover teachers' opinion related to the implementation of critical thinking in EFL speaking class.

3.6. Data Analysis

Data analysis was carried out after data collection. The data collected were analyzed using thematic analysis technique of Braun and Clarke (2006) combined and adapted with Bailey (2008). The steps of data analysis adopted in this study are elaborated as follows:

a) Transcribing

The first step of data analysis is transcribing. In this step, the writer transcribed the interview recording from the interview of three participants into written form.

b) Identifying

Identifying included highlighting the important points from the data. In this step, the writer read the transcribed data and highlight the crucial points from the data. After being highlighted, the data were familiarized to get the overview of the data.

b) Coding

Coding was the process which the data were divided into several sections and were labeled with shorthand code. In this process there were several codes gotten from the data, namely: The teachers' perceptions on critical thinking, the important of critical thinking in the classroom, the roles of critical thinking in EFL speaking class, the implementation of critical thinking in speaking class, critical thinking among students in learning speaking, and the advantages and disadvantages of implementing critical thinking.

d) Generating Themes

Generating themes was the process of combining several codes into single theme. The codes above were divided into two themes, each theme contains three combined codes. The themes were: (1) Higher education EFL teachers' perceptions on the implementation of critical thinking in speaking class (consisted of: The teachers' perceptions on critical thinking, the important of

critical thinking in the classroom, the roles of critical thinking in EFL speaking class), (2) Teachers' experiences in implementing critical thinking in EFL speaking class (Included: the implementation of critical thinking in speaking class, critical thinking among students in learning speaking, and the advantages and disadvantages of implementing critical thinking).

e) Reviewing

This step was done by checking the accuracy of the data grouping and return to re-check whether anything was missed out. The writer re-read and reviewed each theme and checked if there was a missing code or not.

f) Classifying Themes

Theme classification involved formulating each theme to understand the data. The themes were formulated into table to help the writer to understand the data for the next step of data analysis.

g) Interpreting Data

The last step was data interpretation. In this step, the writer described each theme in turn and explained the data. The writer then connected the current issue and previous studies with the research findings to draw conclusion and find the result of the study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of research findings and discussion. The findings presented the result of data analysis collected through observation and interview. The discussion deals with the interpretation of the findings in the research.

4.1. Findings

4.1.1. Higher Education EFL Teachers' Perceptions on the Implementation of Critical Thinking in Speaking Class

This part is aimed to find out higher teachers' perceptions on the implementation of critical thinking in speaking class. The data were gained through interview toward three higher education English teachers. This study found that there are three indicators of higher education EFL teachers perception on the implementation of critical thinking in speaking class, namely the teachers' perception on critical thinking, the importance of critical thinking in the classroom and the roles of critical thinking in EFL speaking class.

4.1.1.1. Teacher 1

a. Teacher's Perception on Critical Thinking

Teacher 1 defined critical thinking as the ability to judge, analyze, evaluate and create not only general thought but also in depth thought. According to her, it is the process of thinking not only about the primary of a topic but also the issue and factors which underlie the topic itself. She stated:

> *"In my opinion, critical thinking is not just thinking of the surface of think but thinking of things in a thing or it also can be said that critical implies that someone makes judgement, analysis, evaluation, or creation"*

However, reflection as the component of critical thinking process is excluded from her explanation as she may assume that it is included in the process of thinking of things in a thing.

b. The Importance of Critical Thinking in the Classroom

Considering the importance of critical thinking as one of the 21th century skills, teacher 1 agreed that critical thinking has crucial part in determining classroom dynamic, critical teacher have various learning activity, teaching media and teaching sources. Whereas critical students will participate actively in learning and cooperate with the teacher. She stated:

> "*Critical thinking plays an essential role in determining classroom dynamic. A class with a critical teacher tends to have varied kinds of learning activities, media, and sources since the teacher always think of how to hold the dynamicity of an efficient class. A class with critical students will be a cooperative class to respond to the teacher's instructions aiming at driving students to be more critical*"

In line with her statement, in this digital era there are plenty activities involving critical thinking which engage students participation in the learning utilizing digital media and online learning sources namely mind mapping, digital story telling activity and small group discussion. Thus, students are interested in learning and it stimulates them to be more critical.

c. The Roles of Critical Thinking in EFL Speaking Class

Based on the interview, teacher 1 confirmed that the implementation of critical thinking helps students in learning speaking and increases their interests in learning since the process of thinking critically requires them to talk and deliver their opinion from different aspects. She said:

"Thinking critically means thinking to make judgement, analysis, evaluation, and creation. Implementing critical thinking means giving space to student to think of and to talk about something in different aspects. This is to say that implementing critical thinking in speaking class makes students speak more, engages students in different talks and activities. Those variations may stimulate students' interest in learning"

Besides, she confirmed that students' performance is affected by the implementation of critical thinking in speaking class, students who thinks critically has several point of views in seeing something and it is stated that they have the logically structured way of speaking. She added:

"Students who are accustomed to thinking critically will see something in different aspects. Thus, they will have more things to express that the others. They are also familiar with operating their logic in making judgement, analysis, evaluation, and creation so that the way they speak will be logically structured"

Thus, from the explanation above it can be concluded that she has high awareness on the importance of the implementation of critical thinking in speaking class to foster students' speaking skills.

4.1.1.2. Teacher 2

a. Teacher's Perception on Critical Thinking

Teacher 2 viewed critical thinking as a thinking process which consist of questioning, analyzing, interpreting and judging. He stated that:

"Critical thinking for me is the process of thinking critically by questioning, analyzing, interpreting, assessing and even includes the process of judging to something prior the statement, decision, judgment or action made"

In his statement, he mentioned that the process of thinking critically is started by questioning and ended with judgment or action made. Therefore, it can be interpreted that critical thinkers are able to consider and evaluate material that is

credible on the basis of convincing information and take reasonable action related to the information.

b. The Importance of Critical Thinking in the Classroom

Knowing the importance of critical thinking in the classroom, teacher 2 stated his belief about the importance of critical thinking as he emphasized that critical thinking should be incorporated in every English skills through the learning materials. He said:

> "*Critical thinking should be incorporated in every skill of English as reflected in the materials. In reading, students should be encouraged to read and think critically to get answer questions either implicitly or explicitly. In speaking and writing, they have to be trained to express their ideas and argument critically. It also applies to listening in which they have to carefully listen beyond to what they hear. All of these efforts require more practices and may take time. It may be not easy especially in EFL context but every teacher has to work hard to assist students*"

Seen from the actual practice, in the university critical thinking has been employed in each of English skills learning. In reading, students are mainly asked to find the implicit case of the reading passage. In speaking and writing, students have to deliver their thought based on the facts, current issues and accurate data. In listening, students are required to listen carefully in order to fully comprehend the listening audio. Indeed, critical thinking plays important roles in English learning and teaching.

c. The Roles of Critical Thinking in EFL Speaking Class

Discussing about the roles of critical thinking in EFL speaking class, teacher 2 stated that critical thinking doesn't have correlation in developing students' interests in learning speaking. He stated that some students have less interests in speaking and each of them has different interest and capability. He said:

"To some extent may be this statement may be correct. I prefer to say no because students have different interest and capability. Not all students have courage to express their ideas and some students may be less interested to speak. Critical thinking has no correlation with interest development in learning speaking"

Therefore, he clarified that students with the ability to think critically may have wide range of topics to talk and they have a bigger chance to speak more. In contrast, students who doesn't have topics to talk tends to be quiet and less interested in delivering their ideas He added:

"Students with critical thinking may have more topic and interest in expressing   their speaking. Sometimes, students cannot speak fluently because they are lack of topic to talk about. So if students have critical thinking they may be more interested to express their ideas, opinion, and argument in learning speaking"

He then explained how students with critical thinking may affects students' performance in speaking class because the don't have wide topic to discuss. He stated:

"As I said before, students with critical thinking may perform better in speaking class than those of who have low critical thinking. Because they have more content/topics/materials to talk about. In some cases, those having critical thinking they will be more confidence which affects the speaking performance"

Regarding to his statement, it can be concluded that critical thinking may or may not affect students' ability in speaking. In fact, it depends on students willingness, some students have an excellent ability to think critically yet they often choose to not expressing their opinion through speaking. However, he mentioned that students with critical thinking have wide topic to talk about and able to express their opinions confidently.

4.1.1.3. Teacher 3

a. Teacher's Perception on Critical Thinking

In viewing critical thinking, Teacher 3 explained that critical thinking is the ability to analyze certain information and identify the ideology behind it in order for us to decide if any action related to the information are needed. He stated that:

> *"In my mind when I heard critical thinking, it is about the ability in your mind to critically analysed an information that you heard, that you listened, that you read and that you found to identify the ideology behind it and to inform us further whether we need to believe that information or whether we have to take action because of that information. So, it is really about examining the information carefully in order to get the point to shape our believes and to lead us to do particular actions"*

The ability to think critically is related to a one's cognitive capacity. It has been mentioned by teacher 3 that critical thinking assists us to be more thoughtful in doing particular actions. Thus, to shape a person's way of thinking, the ability to control and manage their thought with certain criteria and standard is needed.

b. The Importance of Critical Thinking in the Classroom

Examining the importance of critical thinking, teacher 3 believed that critical thinking does have essential roles in his teaching. He confirmed that he uses several approaches which employ critical thinking to improve students performance in the classroom. He said:

> *"Critical thinking has very important roles. In teaching speaking I use different approaches involving critical thinking in order to make sure that students' performance will be improved through the learning activities"*

As the high awareness of critical thinking is crucial for students, teaching and learning process involving critical thinking has been provided with different

approaches. Hence, higher education teachers are facilitated with various choices of learning activities.

c. The Roles of Critical Thinking in EFL Speaking Class

Teacher 3 agreed that the implementation of critical thinking in speaking class helps students in learning speaking and increases their interests in learning. It can be seen from previous studies which have proven that those who are being able to employ critical thinking tend to speak English better. He stated:

> *"I do strongly agree that critical thinking helps students in speaking because there are a lot of researchers have proven that having ability to think critically influences the ability for the students to speak English better. Critical thinking gives them freedom to speak and state their opinion instead of just be quite and believe in their teacher all the time, they have free access to express their disagreement to their teacher in appropriate way"*

He then elaborated that students' ability in speaking in English is affected by the way they think and justify their opinions in certain time and condition because they are not able to comprehend the information delivered by the interlocutor, thus, they cannot form the answer and elaborate their ideas in acceptable structure. He confirmed:

> *"Critical thinking also affects students ability to speak English, some students can not say something because they don't know what to say. Even though they have a good ability to speak and raised in English environment where their parents are able to speak fluently with good pronunciation and large vocabularies, but in certain times they cannot speak English very well when the teacher invites them to answer the question and to speak particular topic in front of the class because they don't understand the question and they can not elaborate their ideas. That happened because they don't have the ability to think critically to answer the question, to justify the opinion and assumption"*

To sum up, critical thinking skill influences students' speaking practice as the knowledge of topic discussion and the ability to elaborate ideas affect their confidence and willingness to speak in the classroom.

Table 4. 1. Higher Education Teachers' Perceptions on the Implementation of Critical Thinking in Speaking Class

No	Indicators of Teachers' Perceptions	Teacher 1	Teacher 2	Teacher 3
1.	The teachers' perceptions on critical thinking	The teacher stated that critical thinking is not just thinking of the surface of think but thinking of things in a thing.	The teacher viewed critical thinking as the process of thinking critically by questioning, analysing, interpreting, assessing and even judging to something prior the statement, decision, judgment or action made.	The teacher defined critical thinking as the ability to critically analysed an information and identify the ideology behind it.
2.	The Importance of critical thinking in the classroom	The teacher agreed that critical thinking plays an essential role in determining classroom dynamic.	The teacher emphasized that critical thinking should be incorporated in every skill of English as reflected in the materials.	The teacher viewed that critical thinking has very important roles in conducting learning with several approaches.
3.	The roles of critical thinking in EFL speaking class	The teacher explained that thinking critically means thinking to make judgement, analysis, evaluation, and	The teacher pointed that Students with critical thinking may have more topic and interest in expressing their speaking. Thus In some cases, those	The teacher elaborated that There are a lot of researchers have proven that having ability to think critically

		creation. critical thinking in speaking class makes students speak more and engages students in different talks and activities. Therefore, Students who are accustomed to thinking critically will see something in different aspects.	having critical thinking they will be more confidence which affects the speaking performance.	influences the ability for the students to speak English better. Critical thinking gives them freedom to speak and state their opinions. Critical thinking also affects students ability to speak English, some students can not say something because they don't know what to say.

4.1.2. Teachers' Experiences in Implementing Critical Thinking in EFL Speaking Class at Higher Education Level

This part elaborates about higher education teachers' experiences in implementing critical thinking in EFL speaking class. The data were gained through interview toward three higher education English teachers. This study found that there are three indicators of teachers' experiences in implementing critical thinking in EFL speaking class, particularly, the implementation of critical thinking in speaking class, critical thinking among students in learning speaking and the advantages and disadvantages of implementing critical thinking in speaking class.

4.1.2.1. Teacher 1

a. The Implementation of Critical Thinking in Speaking Class

Teacher 1 addressed several activities some are presenting oral expository text based on a prompt and identify a topic discussion. She mentioned:

> *"The activities in my classroom, usually I assigned students to make prediction of what happens to the boy in the video after watching half part of a video on the adventurer of a boy in hunting a job. Another activity to improve their public speaking is students present an oral expository text based on a prompt in the form of graphic organizer. Or students can also identify the strengths and the weaknesses of work from home"*

Cited from her explanation, she conducted information gap activity in which students don't have the information that the video has. This activity provides two main purposes namely, problem solving and collecting information. Through information gap students have the opportunity to talk extensively in English. In addition, she mentioned oral presentation as the activity to improve students public speaking, this activity aims to train students to find relevant information and credible sources related to a topic and present the topic in the form of logically exposition. From the previous explanation, it is inferred that the activities she employed are effective to develop both students' speaking performance and critical thinking skills.

b. Critical Thinking among Students in Learning Speaking

To bring critical thinking in the classroom, she stated that students are introduced with critical thinking through providing learning activity which allow them to think critically. She said:

> *"I bring critical thinking to the students through engaging them in learning activities employing critical thinking and provide learning learning*

activities which open chance to them to think critically, such as making interpretation, evaluation, and judgement"

In line with her perception on critical thinking, in speaking classroom she provided learning activities which facilitate students to interpret, evaluate and judge as the interpretation of thinking not only from the surface.

c. The Advantages and Disadvantages of Implementing Critical Thinking in Speaking Class

Teacher 1 mentioned that the implementation of critical thinking has both advantages and disadvantages. According to her, critical thinking facilitates students to improve the ability to think logically, moreover, students will have better performance in speaking by talking extensively through the implementation of critical thinking in speaking class. She stated:

"Based on my experience, one of the advantages of critical thinking in speaking class is, it makes students familiar with thinking critically so that they will have wide talk about something and express their thought in logically and linguistically structured talk."

Besides, she addressed that not only the advantages, but critical thinking also has the disadvantages. The implementation of critical thinking is less efficient and time consuming in the learning process. She added:

"In my class, the disadvantages of implementing critical thinking to students who have not been familiar with critical thinking activity is, its implementation will take time and long process to shape and develop their ways of thinking"

Thus, the problems in implementing critical thinking in speaking mainly comes from students' ability and time management. Students are not familiar with the process of thinking critically, as the result, it is difficult for the teacher to implement

critical thinking in the classroom considering the limited time of the learning and teaching process.

4.1.2.2. Teacher 2

a. The Implementation of Critical Thinking in Speaking Class

Related to the implementation of critical thinking in speaking class, teacher 2 testified that sometimes it is not as he expected since having a proper knowledge on the topic is essential in speaking. He said:

> *"Yes, even the implementation sometimes not as I expected because being familiar with the topic or having background knowledge on the topic is crucial in teaching speaking. I usually give examples on how to think critically because students may need example in thinking critically in responding and perceiving any issues"*

What seems to be the problem is that students often refuse to find and enrich their knowledge on certain issue due to their low interest on the discussed topic. In consequence, it is difficult for them to respond and perceive any issue. Furthermore, he also mentioned few activities incorporating critical thinking. He added:

> "*The examples of activities incorporating critical thinking is agreeing and disagreeing, or discussing current issues*"

Agreeing and disagreeing activity helps students to develop a single topic into complex discussion, moreover, it fosters students confidence in stating their opinion due to the extra thinking time given in this activity.

b. Critical Thinking among Students in Learning Speaking

Aware of the implementation of critical thinking in speaking class, teacher 2 elaborated that he always provides learning material which requires the students to think critically, he invited the students to be proactive in the learning and encourage them to share their perspective on certain issues or topic. He mentioned::

> "*I always provide materials that require students to think critically. It may be started with describing the issues first, then gradually we can ask the students to view the issues from different perspectives. This is a simple way to engage students with critical thinking. The way I invite students is by asking them to view something from different perspectives. For example, number six may be viewed as number nine if someone view it from different place. Besides, I ask students to google about the topic that is going to be discussed because if they do not have input or knowledge on the topic, they will not be able to discuss and think critically*"

Cited from his explanation that different perspective brings different opinion as he mentioned number six may be viewed as number nine if someone view it from different place, it indicated that students will be interested to view a topic from more than one perspective if their opinions are valued in front of the class. Therefore, it is important for teacher to include all students in the discussion.

c. The Advantages and Disadvantages of Implementing Critical Thinking in Speaking Class

Teacher 2 agreed that the implementation of critical thinking has both advantages and disadvantages in learning he stated that if the students are able to follow the lesson and implement their critical thinking in speaking, the learning will be more interesting for them because of the varied activity. He said:

> "*Seen from the advantages of implementing critical thinking, it makes the learning alive and the speaking activities more varied. In this case, it may happen if the students could implement their critical thinking in speaking*"

Besides, he mentioned the disadvantages of the implementation as well. According to him, learning process which includes critical thinking may trigger students' anxiety and it requires more effort for the teacher in designing the learning. He said:

> "*Beside the great advantages of critical thinking it may hinder students to learn and make some students who feel inferior and have low critical thinking more anxious. It needs instructional design that accommodate the learning process, students' ability, and their psychological state*"

In short, critical thinking engages students to have active participation in the learning because of the variation of the learning itself. However, it is challenging to design learning involving critical thinking considering students' anxiety and psychological state.

4.1.2.3. Teacher 3

a. The Implementation of Critical Thinking in Speaking Class

In implementing critical thinking in speaking class, teacher 3 explained that there are several activities he employed to improve students' speaking skills. The activities facilitates students to form their arguments and evaluate whether they agree or disagree with certain arguments. He stated that:

> *"In teaching argumentative speaking I use several activity, some of them are: assumption inventory, debating, speaking in tongue. Those activities help students to form their arguments. They are also taught to defend their arguments and against an argument if they disagree with that"*

According to teacher 3, students are taught to defend their argument in speaking class, building and defending arguments involve gaining evidence, organizing information and communicating their arguments in structured and persuasive manner. Hence, it facilitates students to improve not only their speaking performance but also their ability to think critically.

b. Critical Thinking among Students in Learning Speaking

Teacher 3 brought critical thinking among students by creating democratic environment in the classroom where students are allowed to freely express their ideas and stated their arguments through the learning process. He said:

> *"In the class, I create democratic environment, in the learning process everything doesn't have to come from the teacher. The students have the roles to decide what they want to learn and what they want to say. They have freedom of speech in the class and they are allowed to state the disagreement to my statement in appropriate way"*

The implementation of democratic environment is beneficial to introduce critical thinking to students and practice their speaking skill as it ties relationship between teachers and students, uses discussion in decision making, places students as the agent of voices and respects students contribution in the learning.

c. The Advantages and Disadvantages of Implementing Critical Thinking in Speaking Class

Teacher 3 considered the advantages and disadvantages in the implementation of critical thinking as it habituates students to speak more yet there are some challenges in engaging students to speak and managing time. He explained:

> *"I believe that critical thinking trains students to express their idea and enlarge their knowledge in current issues, students will also speak more by asking and answering the questions in learning activity. However, the disadvantages of implementing critical thinking in speaking class includes some challenges starting from the students' ability in speaking, their environment and our culture. Moreover, it takes time because students are very shy to speak"*

Aside of the advantages of implementing critical thinking in speaking class, teacher 3 revealed that students, environment and culture influence their ways of thinking. Thus, it limited the effectiveness of speaking practice involving critical thinking.

Table 4. 2. Teachers' Experiences in Implementing Critical Thinking in EFL Speaking Class at Higher Education Level.

No	Indicators of Teachers' Experiences	Teacher 1	Teacher 2	Teacher 3
1.	The implementation of critical thinking in speaking class	The teacher incorporated critical thinking through several activities: Prediction making, oral presentation, topic identification.	The teacher conducted learning activities employed critical thinking such as agreeing and disagreeing and small group discussion.	The teacher mentioned several classroom activities involving critical thinking. Such as: Assumption inventory, debate and speaking im tongue.
2.	Critical thinking among students in learning speaking	The teacher introduced critical thinking by engaging students in learning activity employing critical thinking and allows them to think critically.	The teacher provided materials that requires students to think critically and invited students to speak by viewing something from different perspective.	The teacher created democratic environment to encourage students to have freedom of speech.
3.	the advantages and disadvantages of implementing critical thinking in speaking class.	The advantages: making students familiar with thinking critically so that they will have wide talk about something and express their thought in logically and linguistically structured talk. The disadvantages: to students who have not been	The advantages: make the learning alive and the speaking activities more varied. It may happen if the students could implement their critical thinking in speaking. The disadvantages: it may hinder students to learn and make some students who feel inferior and	The disadvantages: there are some challenges in implementing critical thinking skill in speaking class starting from the students' ability in speaking, their environment and our culture. Moreover, it takes time because students are very shy to speak.

		familiar with critical thinking activity, its implementation will take time	have low critical thinking more anxious. It needs instructional design that accommodate the learning process, students' ability, and their psychological state.	The advantages: critical thinking trains students to express their idea and students will speak more by asking and answering the questions

4.2. Discussion

This study found that all of the participants have precise and sure knowledge about critical thinking, it was proven by their ways of viewing critical thinking as the sequel of complex processes instead of find it as simple actions, it is in contrast with a study done by Gashan (2015), the result discovered that the teachers have inadequate and unsure knowledge about critical thinking. Nevertheless, a study by Zhang et al (2020) showed that teachers perceived critical thinking as a highly important cognitive skill directly related to information processing and evaluation.

By the reason of their positive perceptions on critical thinking, they are highly aware of and involved in the implementation of critical thinking in speaking class, moreover, they have a strong belief toward the important roles of critical thinking in students' learning. The teachers believe that students with critical thinking skills tend to have better performance in speaking since they have wide topic to talk that they are able to elaborate their ideas and justify others' opinions and assumptions in logical way. In fact, this study proved that critical thinking engages students' interests in learning speaking as it stated by the teachers that there are various classroom activities with its involvement which stimulate students to speak more and shape their ways of thinking. Indeed, critical thinking gives them

freedom of speech and free access to express their opinion in polite way. A similar finding from Smith et al (2018), the study obtained that integrating critical thinking skill into learning design was a suitable way to enhance students' thinking capacities.

This study discovered that all of the participants are incorporating critical thinking in their speaking class through various activity. According to Saleh (2019) the effective strategies to enhance students' critical thinking can be done by encouraging students to look for reasons, raise question and analyze information. Hence, the participants use different methods in teaching speaking to bring different critical thinking among the students and get them to think critically. Teacher 1 employs oral presentation combining open-ended question and discussion session, moreover, she mentioned that guessing game and topic identification are also effective to engage students to speak more and participate actively in the class. Alike teacher 1, teacher 2 implements critical thinking by open discussion related to current topics or issues. Whereas teacher 3 creates democratic environment to shape students ways of thinking through assumption inventory, debating and speaking in tongue.

Although they have used different method in teaching speaking, there are still challenges and difficulties in implementing critical thinking. It mainly comes from the time management because teachers have to design the learning which accommodates the learning process, students' ability and students' psychological state while they have busy life and two of them are currently pursuing their PhD degree. Furthermore, most of the students have not been familiarized critical

thinking before that they need some times to comprehend and follow the lesson. Moreover, parts of the students are anxious in speaking in English due to the lack of self confidence and speaking ability. In line with study from Fakhomah & Utami (2019), the study indicated that the participants face some difficulties or obstacle in implementing critical thinking in English language teaching, such as time management and students' ability. Indeed, teacher 3 mentioned that obligatory curriculum, students' environments and culture also influence the implementation of critical thinking. As revealed by Saleh (2019), some social, cultural and administrative barriers limited the effectiveness of the implementation of critical thinking in English class.

According to the participants, to overcome the difficulties teachers have to familiarize students with critical thinking activities, learn from varied sources activities and master learning materials to adjust with appropriate critical thinking activities. Besides, teacher should demonstrate or give example and design instructional procedure that meet students need.
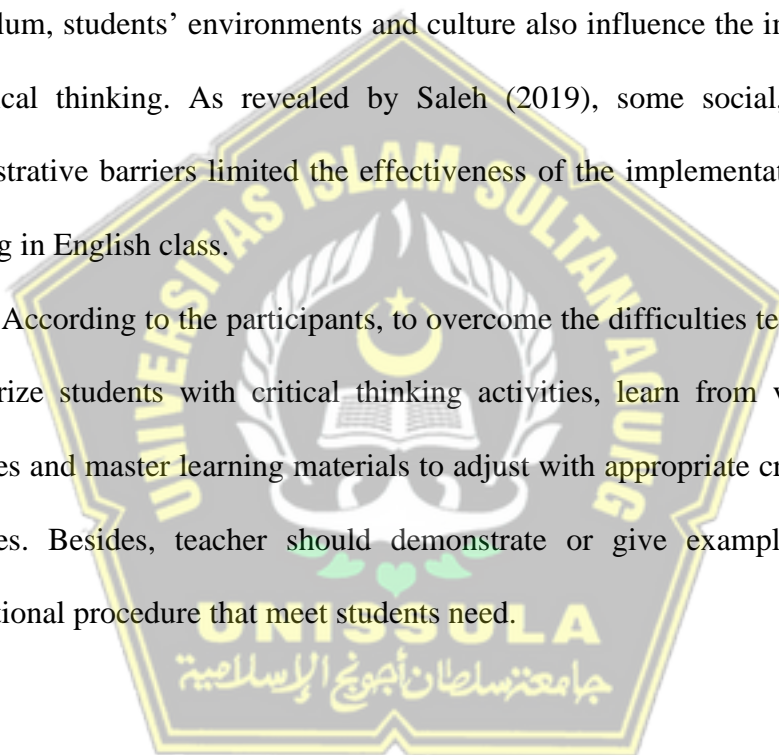
CHAPTER V

CONCLUSION

This chapter consists of the conclusion and suggestions of the result of the study.

5. 1. Conclusion

Based on the result of the study, it can be concluded that the participants have precise and positive perceptions on the implementation of critical thinking in speaking class. Three of them are highly aware of the importance of implementing critical thinking in English teaching and learning especially in speaking class. Thus, they agreed that critical thinking engages students' interest in learning speaking by the reason of various method can be employed in the learning, some are: oral presentation, open discussion, debate and assumption inventory. Through previous activities students are required to speak more, trained to elaborate and express their ideas, justify others' opinions and assumptions, think logically and create democratic environment.

However, the study found that the participants faced 6 challenges such as the difficulties in managing time, students' ability to speak, students anxiety and lack of self confidence, surrounding environment, culture and the compulsory curriculum. Those factors hinder students' learning process and limited teachers' flexibility in teaching process. Thus, the participants overcome the problems by introducing critical thinking to the students, conduct learning with varied kinds of learning activities, media and sources to hold the dynamic of an efficient class, be

responsive as the responsiveness partly shows teachers' critical thinking and the most essential factor is motivate students and to make them comfortable in the learning.

5.2. Suggestion

5.2.1. For Students

From the study, students are suggested to participate actively in the learning and speak as much in any situation by seeing a topic from different perspective in order to train their critical thinking ability and improve their performance in speaking English.

5.2.2. For Teacher

Teachers are suggested to design learning involving critical thinking and teachers have to raise awareness of the importance of critical thinking in language learning as it helps students to be logical and confident in the learning.

5.2.3. For Future Researcher

Based on the result of this study, the writer suggests the future research to investigate teachers' perceptions on the implementation of critical thinking at junior high school and senior high school due to the previous interview result which indicates the lack of critical thinking skill among college students because parts of students apparently have not been familiarized with activities involving critical thinking at junior high school and senior high school level.

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