

**INVESTIGATING THE TEACHER'S STRATEGIES IN
DEVELOPING STUDENTS' CRITICAL THINKING IN ENGLISH
SUBJECT OF MAN 1 SUNGAI PENUH ACADEMIC YEAR
2022/2023**

A THESIS



BY :

AYU PUTRI LOLA

NIM : 1810203067

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

INVESTIGATING THE TEACHER'S STRATEGIES IN DEVELOPING
STUDENTS' CRITICAL THINKING IN ENGLISH SUBJECT OF
MAN 1 SUNGAI PENUH ACADEMIC YEAR 2022/2023

A THESIS

Submitted as a Partial Fulfillment of The Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and
Teacher Training State Islamic Institute of Kerinci

By

AYU PUTRI LOLA

NIM. 1810203067



INSTITUT AGAMA ISLAM NEGERI
KERINCI

ENGLISH EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

2022/2023

Aridem Vintoni, S.Pd., M.Pd

Sungai penuh, 21 November 2022

Musdzal, M.Pd

To:

LECTURERS OF IAIN KERINCI


The Rector of IAIN Kerinci

At-

Sungai Penuh

NOMOR : 126

TANGGAL : 15.12.2022

PARAF : 

OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Ayu Putri Lola's thesis (the students number is 1810203067) entitled: "Investigating the Teacher's Strategies in Developing Students' Critical Thinking in English Subject of MAN 1 Sungai Penuh Academic Year 2022/2023", we are the opinion that thesis has met the qualification as one partial fulfillment of the requirements for the undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) Kerinci.

Thus, we proceed with this thesis to the faculty for the immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

ADVISORS

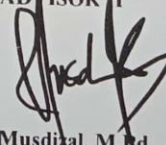
ADVISOR I



Aridem Vintoni, S.Pd., M.Pd

NIP. 19790925 200912 1 003

ADVISOR II



Musdzal, M.Pd

NIDN. 200502840

CERTIFICATE OF ORIGINALITY

The researcher hereby declares the thesis entitled “Investigating The Teacher’s Strategies in Developing Students’ Critical Thinking in English Subject of MAN 1 Sungai Penuh Academic Year 2022/2023” is the researcher’s work and that to the best of the researcher’s knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by the researcher by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or else where is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is product of the researcher’s work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh, November 2022

The Researcher,



Ayu Putri Lola

NIM. 1810203067



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS**

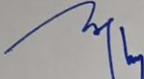
Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114
Kode pos. 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

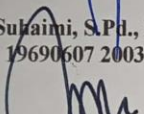
This thesis which entitled of **INVESTIGATING THE TEACHER'S STRATEGIES IN DEVELOPING STUDENTS' CRITICAL THINKING IN ENGLISH SUBJECT OF MAN 1 SUNGAI PENUH ACADEMIC YEAR 2022/2023** by AyuPutri Lola with students' number **1810203067** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 21 November 2022. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 21 November 2022


The Viva Voce


Dr. Suhaimi, S.Pd., M.Pd
NIP. 19690607 200312 1 002

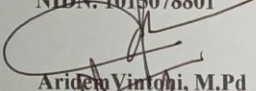
The Chairman


Dr. Rudi Hartono, S.Pd., M.Pd
NIP. 19730122 200003 1 002

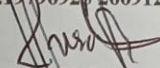
Examiner I


Okti Wilymafudini, M.Pd
NIDN. 1015078801

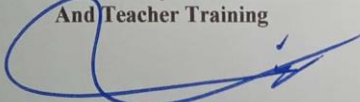
Examiner II


Aridem Vintoni, M.Pd
NIP. 19790925 200912 1 003

Advisor I


Musdizal, M.Pd
NIDN. 20050840

Advisor II


Dean Faculty of Education
And Teacher Training

Dr. Hadi Candra, S.Ag., M.Pd
NIP. 19730605 199903 1 004



ABSTRACT

AYU PUTRI LOLA, 2022 : **Investigating The Teacher's Strategies in Developing Students' Critical Thinking in English Subject of MAN 1 Sungai Penuh Academic Year 2022/2023**

Advisor : **1. Aridem Vintoni, S.Pd., M.Pd**
2. Musdizal, M.Pd

Keyword : **Teacher's Strategies, Critical Thinking**

The focuses of this research was kinds of the strategies used by an English teacher, there were two research question. First, what are teacher's strategies in developing students' critical thinking in english subject. Second, how do the teacher's use those strategies in developing students' critical thinking in english subject. Based on the theory, there are 4 effective strategies use in developing students' critical thinking are Correlated word strategy, Smith's strategy, Orielly's strategy, and Bayer's srtategy. This research was located at eight grade in science major of MAN 1 Sungai penuh. This research aims to analyzed teacher's strategies in developing students' critical thinking. This research used qualitative method, the instrument of his research was observation and interview. The interview conducted was random sampling and observation conducted was observation checklist. Data analysis techniques used in this research were data collection, data reduction, data display and drawing conclusion. The informant of this research were an English teacher and Eight students from seventy students recomended by the teacher. The results of this research are interview english teacher, observation the classes and interview the students. The researcher got the results all of the strategies used in learn english class are Correlated word strategy, Smith's strategy, Orielly's strategy and Bayer's strategy. From the four strategies can be concluded that students are active in learn english and those strategy can developing students' critical thinking.

ABSTRAK

- AYU PUTRI LOLA, 2022** : **Investigasi Strategi Guru dalam Meningkatkan Berpikir Kritis Siswa dalam Pembelajaran Bahasa Inggris di MAN 1 Sungai Penuh Tahun Ajaran 2022/2023**
- Pembimbing** : **1. Aridem Vintoni, S.Pd., M.Pd**
2. Musdizal, M.Pd
- Kata Kunci** : **Strategi Guru, Berpikir Kritis**

Penelitian ini fokus pada jenis strategi yang digunakan oleh guru bahasa inggris. Ada dua rumusan masalah dalam penelitian ini. Pertama, strategi apa yang digunakan oleh guru bahasa inggris dalam meningkatkan berpikir kritis siswa. Kedua, bagaimana guru bahasa inggris memakai strategi tersebut dalam meningkatkan berpikir kritis siswa. Berdasarkan teori, ada 4 strategi yang efektif untuk meningkatkan berpikir kritis siswa yaitu Correlated word strategy, Smith's strategy, Orielly 's strategy, and Bayer's strategy. Penelitian ini bertujuan untuk menganalisa strategi-strategi yang digunakan oleh guru dalam pembelajaran bahasa inggris untuk meningkatkan berpikir kritis siswa. Penelitian ini menggunakan metode penelitian kualitatif, instrumen yang digunakan dalam penelitian ini adalah observasi dan wawancara. Wawancara yang dilakukan adalah sampel random dan observasi yang dilakukan adalah observasi ceklis. Analisis data yang digunakan dalam penelitian ini adalah data colletion, data reduction, data display and drawing conclusion. Informan dalam penelitian ini adalah seorang guru bahasa inggrid dan delapan siswa dari tujuh puluh siswa yang di rekomendasikan oleh guru mata pelajaran. Hasil penelitian ini meliputi wawancara guru bahasa inggris, observasi kelas dan wawanara siswa, didapatkan hasil bahwa strategi yang digunakan merupakan keseluruhan strategi yang di uji yaitu correlated word strategi, smith's strategy, orielly strategy, bayer's strategy. Dengan penggunaan keempat strategi tersebut bisa disimpulkan bahwa siswa aktif didalam kelas saat proses pembelajaran dan strategi tersebut bisa meningkatkan berpikir kritis pada siswa.

DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis for my beloved Allah SWT, and prophet Muhammad SAW. My sweet and loving mother (Niarti) and father (Syafrudin) who always give a support for me. My older sister (Yuliana, S.Pd) my older brother (Yogi Saputra, S.Pd) and my younger brother (Algi Gris Deanto) who always help me when I need them. My brother in law (Arisman) and my Sister in Law (Ambaryani, S.Pd). My beloved friends who always in my sides (Desy Fitri, S.Pd, Apipah Oktarina, S.Pd, Dhea Dinda Ramadhiani, S.Si and Andesman putra, S.Pd) and also Healing's family. the important one is for myself who always strong and who always working hard.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ

Meaning:

Allah does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned.

Artinya:

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. Dia mendapat (pahala) dari (kebajikan) yang dikerjakannya dan dia mendapat (siksa) dari (kejahatan) yang diperbuatnya. (Q.S. Al-Baqarah: 286)

ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT, the lord of the universe, master of the day of judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled “Investigating The Teacher’s Strategies in Developing Students’ Critical Thinking in English Subject of MAN 1 Sungai Penuh Academic Year 2022/2023” peace and salutation be given to our prophet Muhammad SAW who has guided from the darkness to the lightness.

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

1. Dr. H. Asa’ari, M.Ag, as the Rector of State Islamic Institute of Kerinci.
2. Dr. Hadi Candra, S.Ag., M.Pd, as the Dean of Faculty of Education and Teacher Training.
3. Musdzal, M.Pd, as the Head of English Education Department.
4. Aridem Vintoni, S.Pd., M.Pd, as the first advisor, thanks to all advices, corrections, and help to revise the mistake during the entire process of writing this thesis.
5. Musdzal, M.Pd, as he Second Advisor, thank for the precious, advices, corrections, and help to revise the mistake during the entire process of writing this thesis

6. Yoki Irawan, M.Pd, as the Proposal Advisor, thanks for advices, corrections, and help to revise the mistake during the entire process of writing this thesis proposal.
7. Asmir Samin, S.Ag, M.PdI, as the Headmaster of MAN 1 Sungai Penuh, who has permitted the researcher to do the research there.
8. Fretty Septiana, S.Pd, as the English teacher of MAN 1 Sungai Penuh that helped the researcher in doing the research.
9. My beloved parents for true love, pray, support, help, attention, and everything that cannot mentioned one by one.
10. Everyone who has helped the researcher to conduct the research and write the thesis.

The researcher realize that this thesis is still far from being perfect. The researcher hopes this thesis will be useful for the researcher in particulalry and reader in general.

Sungai Penuh,21 November 2022

Researcher

Ayu Putri Lola

NIM. 1810203067

TABLE OF CONTENTS

COVER	i
OFFICIAL NOTE	ii
CERTIFICATE OF ORIGINALITY	iii
APPROVAL AND ACCEPTANCE	iv
ABSTRACT	v
ABSTRAK	vi
DEDICATION AND MOTTO	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS	x
LIST OF APENDICIES	xii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	3
D. Research Question.....	3
E. Purposes of the Problem	4
F. Significances of the Research	4
G. Definition of Key Terms	5
CHAPTER II REVIEW RELATED LITERATURE	
A. Review of Related Literature	7
1. Critical Thinking	7
2. Teacher's Strategies	10
a. Teachers Strategies in Developing Critical Thinking	10
B. Review Related Finding	15
C. Conceptual Framework	19

CHAPTER III RESEARCH METHOD

A. Research Design.....	21
B. Setting of the Study	21
C. Data and Source the Data	22
D. Research Instruments	23
E. Data Collection Technique.....	24
F. Data Analysis Technique	26
G. Trustworthiness	28

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	30
1. Teacher’s Strategies in Developing Students’ Critical Thinking.....	31
2. Teacher’s Use The Strategies in Developing students’ Critical Thinking	46
B. Discussion	51

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	56
B. Suggestion	57

BIBLIOGRAPHY	59
---------------------------	-----------

APPENDICIES	61
--------------------------	-----------



LIST OF APPENDICES

Appendix I (<i>Interview Question</i>)	62
Appendix II (<i>Transkrip Interview</i>)	66
Appendix III (<i>Data Reduction of Interview</i>)	98
Appendix IV (<i>Observation</i>)	107
Appendix V (<i>Documentation</i>)	114
Appendix VI (<i>Curriculum Vitae</i>)	115
Appendix VII (<i>SK Izin Penelitian</i>)	116
Appendix VIII (<i>SK Selesai Penelitian</i>)	117



CHAPTER I

INTRODUCTION

A. Background of The Problem

Critical thinking was once of the factors that affect learning, because students' have ability to think clearly and rationally. Critical thinking skills are an important thing to ensure students achieve success outside or inside the classroom. Critical thinking also enables learners to navigate and manipulate knowledge to transform ideas, conceptions and processes. Critical thinking is a higher-order thinking skill which includes evaluating arguments, and is a purposeful, self-regulatory judgment which ends in interpretation, analysis and evaluation (Okasha, 2021).

Critical thinking is an important topic in modern education. All educators are interested in teaching critical thinking to their students (Schafersman, 1991). Teaching critical thinking skills to students' were one of readiness of students' for the future. However, several researchers revealed that the critical thinking ability of students' is still at a medium to low levels. In indonesia, students' have a critical thinking disposition and critial thinking skills are still underdeveloped. Especially in the educational aspect, the decision making process to reduce the risk of failure and also skills to think clearly and rationally. The students' are required to have good critical thinking skills in order to be able to overcome the challanges of life and be able to have a good career (Hakim, et.al, 2021).

Students' should learn to think critically when they have the opportunities and reasons to think in critical ways (Okasha, 2021). Some educators have pronounced the need for students to actively participate in the critical thinking process and be aware of what they are learning and why they are learning critical thinking. Students must also realize the importance

In developed students' critical thinking in english subject, practiced critical thinking was it also should be a daily occurrence in english subject. Teacher's should be model in practiced critical thinking and critical attitudes in authentic situations. It is important to developed students' critical thinking. This skills would help students' with every situations with greater ease and responsibility. In developed students' critical thinking, teacher's must have the strategies in developing the ability to think critically. Teacher's taught strategy in the form of critical thinking in english subject and taught absolutely is the most important aspect to be considered.

On the other hand, based on the observation some difficulties faced by English teacher's in another school to promoted students' critical thinking. Beacuse of the less enthusiastically students to changed ideas critically and tend to received the information without evaluating. The importance of learning strategies in improving critical thinking and he difficulty of finding suitable learning strategies to improve students' critical thinking made the researcher interested in choosing this discussion for topic of the research. Because of the good critical thinking of students to change ideas critically in the research place, it was the reason why he researcher chose MAN 1 Sungai

penuh as the research location. Nevertheless, English teacher's in second grade of MAN 1 Sungai penuh were able to improve students' creativity as well as infusing critical thinking directly in the learning process.

B. Identification of The Problem

Based on the background of the problem above the researcher identifies the problem, it causes of the lack enthusiastically students' to changed ideas critically and tend to received the information without evaluating and the difficulty of finding the suitable of learning strategies in developing students' critical thinking made the researcher interested in chose this discussion for topic of the research to found those strategies. Because of the good critical thinking of students' at second grade in science major of MAN 1 Sungai penuh, it causes the researcher chose MAN 1 Sungai penuh to be the research location to know teacher's strategies in developing students' critical thinking.

C. Limitation of The Problem

Teaching english has a scope, it was teacher's strategies in developing students' critical thinking. In this study, the researcher would investigate the strategies that used by the english teacher's in developing students' critical thinking. To got the strategy, would focused on english teacher's action to conducted the strategies in developed students' critical thinking who teach a XI MIA 1 and XI MIA 2 of MAN 1 Sungai penuh in second grade at MAN 1 Sungai penuh academic year 2022/2023.

D. Research Question

Based on the background of the problem, the problems of this study were formulated as follow:

1. What are teacher's strategies in developing students' critical thinking in english subject?
2. How do the teacher's use those strategies in developing students' critical thinking in english subject?

E. Purposes of Research

The purposes of this research were:

1. To find out teacher's strategies in developing students' critical thinking in english subject at second grade of MAN 1 Sungai penuh. Academic year 2022/2023.
2. To describe the strategies in developing critical thinking of students' in english subject at second grade of MAN 1 Sungai penuh. Academic year 2022/2023.

F. Significances of The Research

The significances of this study there were theoritically and practically, as describe below:

1. Theoritically

This research were expected can enrich theoris and can be provide guidance for future studies related to teaching strategies in developing students' critical thinking in english subject. The researcher hopes this

research can be used as emphasized to determine strategies of learning activity in developing students' critical thinking.

2. Practically

The researcher hopes this research can give positive input to the english teachers in developing students' critical thinking. Then, this study was be able to rise up the teacher's awareness concerning their strategy in teaching english to improve students' critical thinking ability. The researcher hope to students understand the strategies in developing students' critical thinking.

G. Definition of Key Terms

1. Critical thinking

Critical thinking is one of ability where students must be able to think logically and realistically. (M. Keeley & Browne, 2007) says Critical thinking was initially a process of reaction. Someone has strung together a conclusion and some reasons that allegedly make the case for the conclusion.

2. Teacher's strategy

Strategy was a media, techniques and method in uses to learning activity. Teacher's strategy is a general media in giving certain instructions in the form learning activities in developing students' critical thinking. According (Al-Ghadouni, 2021) There are most popular strategies in developing critical thinking, such as Correlated word strategy (mary McFarland), Smith's strategy, Orielly's strategy, and Bayer's strategy.

3. MAN 1 Sungai penuh

MAN 1 Sungai penuh is one of popular school in sungai penuh town, who located at Pelita IV street, Koto lolo, Pesisir bukit sub-district, Sungai penuh town. In this school have three majors it are science, social and islamic education, this research carried out at science major at second grade. Academic year 2022/2023.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Theory

1. Critical Thinking

a. Definition

Critical thinking is a cognitive activity, associated with using the mind. Learning to think in critically analytical and evaluative ways mean using mental processes such as attention, categorization, selection, and judgment (Cotrell, 2005). Learning to think critically requires a mental process that was always obtained from the teacher in the form of attention, support and teacher assessment.

Critical thinking is higher minded for analysis and evaluate from different various points of view and then compares which are the most rational (Samani & et.al, 2019). Critical thinking closely related to higher order and deeper thinking. Where this process topics and issues were considered from multiple perspective. Focus on achieving results were involved to better understand all aspect of a problem. Critical thinking can challenge established beliefs, can increase knowledge about an already understood topic or even knowledge that can provoke further question for research.

Critical thinking is the intelligency self-controlled process of actively and skillfully conceptualized, applied, analyzed, synthesized, and/or evaluated information gathered from, or generated by observation,

experience, reflection, reasoning, or communication, such as guide to belief and action. It is based on universal intellectual values that excel subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth and fairness. In short, critical thinking is that mode of thinking about any subject, content, or problem in which that thinker improves the quality of their thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them (Masduqi, 2011).

b. Indicator critical thinking

As the cognitive skills here were the experts include as being at the very core of critical thinking (Facione, 2013).

Indicators	Sub-indicators
1. Teachers strategies	1. Interpretation 2. Analysis 3. Conclusion 4. Evaluation 5. Explanation 6. Self regulation

Interpretation was to comprehend and expressed the meaning or significance of wide variety of experiences, events, judgments, situations,

data, rules, beliefs, conventions, procedures, or criteria. Interpretation includes the sub-skill of categorization, decoding significance, and clarifying meaning. analysis was to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions.

evaluation was to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation. inference was to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to deduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation. As sub-skills of inference the experts list querying evidence, conjecturing alternatives, and drawing conclusions.

explanation as being able to present in a cogent and coherent way the results of one's reasoning. This means to be able to give someone a full look at the big picture: both to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based and to

present one's reasoning in the form of cogent arguments. The sub-skills under explanation were describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and wellreasoned, arguments in the context of seeking the best understandings possible.

self-regulation was self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results." The two sub-skills here are self-examination and self-correction.

2. Teacher's Strategy

a. Teacher's Strategies in Developing Critical Thinking

Teaching critical thinking has many strategies that help in teaching developing students' critical thinking, according (Al-Ghadouni, 2021) the most important of which were the following :

1. Correlated Word Strategy (Mary McFarland)

It includes two sub-strategies:

a. Correlated Word Strategies

It aims to provide examples that help teacher to teach the skills of distinguishing between the relevant and irrelevant

material, as a critical thinking skill, and it is done according to the following steps:

- 1) Presenting a variety of words, so that each group consists of seven words that revolve around a specific topic that students' know through their experiences, so that in the group there are six words related to the topic and one word that has no connection to it.
- 2) Discussing with students' in order to identify relevant words.
- 3) Asking students' to combine the previous words in a sentence that show the way they relate to the topic.
- 4) Encouraging students' to think in logical and correct ways.

b. Point of View Strategy

It means to provide education and training to develop relevant arguments in order to support the points of view. This is done after collecting sufficient information on the subject of study around which a number of points of view are discussed. This strategy can be applied in education through the following steps:

- 1) Working on proposing a number of views on the subject.
- 2) Choosing a single point of view and building related supportive arguments that take place through group work.

- 3) Evaluating each reason while choosing words that best reflect the point of view.
- 4) Working on arranging supportive expressions to reach convincing views.
- 5) Choosing a new point of view, with each student developing arguments and evidence to support his/her opinion.
- 6) Assuming a point of view and discussing it with another person who takes a different view.

2. Smith's Strategy, assessing the validity of information sources:

The skill is based on processing information and emphasizing the importance of understanding and analysis that leads to knowing the facts and verifying their validity. This contributes to reducing memorization and preservation of information among the learners through which the evaluation process takes place.

The teaching process when using this strategy goes as follows:

- 1) The introduction stage for the lesson through the following:
 - a. Designing a specific incident and presenting it to students'.
 - b. Asking questions about the incident so that students' are familiar with how to obtain the evidence.
- 2) The lesson presentation stage through the following:

- a. Presenting a social problem in the form of an issue.
 - b. Helping students' to reach some criteria for judging the source.
- 3) The training stage on the skill of evaluating information sources through the following:
- a. Making a copy of the criteria for judging the sources of information and distributing them to students'.
 - b. Training students'to apply these standards.
- 4) The conclusion stage of the lesson through the following:
- a. Emphasizing the importance of information in making decisions.
 - b. Evaluating the extent of learning the skill and encouraging it is application.
3. Orielly's Strategy, Identifying and Evaluating Evidence:

This strategy is based on the premise that the step that makes an individual a critical thinker is to make the individual skeptical about what he reads and hears, but that requires teaching students' the steps of critical thinking skills and training them in them until mastery.

The steps for teaching this skill are as follows:

- 1) the teachers begins teaching and demonstrating the skill of identifying and evaluating evidence by designing an incident that students' represent.

- 2) The teachers' dialogue with students' about that incident by asking some questions that can be defined .
- 3) Student's practice of the skill through questions such as:
 - a. Are there witnesses to the accident?
 - b. Is there a written document supporting the incident?
 - c. Is there concrete evidence of the accident?
- 4) Evaluating the evidence after the stage of determining it. students' should ask themselves some questions about the evidence.
- 5) In order for the student's to learn the process of evaluating the evidence better.

4. Bayer's Strategy

This strategy is based on direct teaching of the skill and its components in detail and then providing example of the content taught, together with the steps for their application as follow:

- 1) Presenting the skill, naming it and writing it in front of students', along with providing examples.
- 2) Clarify the procedures and rules for using the skill.
- 3) Demonstrating the method in which the skill is used and then demonstrating it by the students' themselves as well.
- 4) Applying the skill.
- 5) Reflecting on what goes on in the minds of students' during the implementation of the skill.

B. Review Related Findings

Firstly, research conducted by (Maulidina, 2020) with the title Teacher's Strategies to Enhance HOTS in Teaching Reading Comprehensions to The Seventh Grade Students of SMP Al-Islam 1 Surakarta. This research discussed about teacher's strategies to enhance HOTS in teaching reading comprehension a seventh grade students of SMP Al-Islam 1 Surakarta. It was conducted by using descriptive qualitative research. The subject of this study was an English teacher and the students of junior high school Al-Islam 1 Surakarta. The data was collected by observation and interview. The results of this study showed there were five types of teaching strategy and the researcher found here were four challenges faced by the teacher to enhance Higher Order Thinking Skill in teaching reading.

Secondly, research conducted by the students from English teacher education program of UIN Sunan Ampel Surabaya (Aprilyanti, 2018) with the title Teacher's Strategies in Coaching Students' Critical Thinking in English Class at Ninth Grade of SMPN 1 Porong. This research discussed about teacher strategies in coaching students' critical thinking at ninth grade of junior high school 1 Porong-Sidoarjo. The setting of this study was conducted by the researcher with the teacher who teaches English at ninth grade. The researcher used three instruments in this study, there were observation checklist, interview guide and document checklist. This study found three strategies from nine strategies used by the teacher in coaching students' critical thinking. The English teacher practiced his kind of teaching strategy

to present the material in a depth conception and explanation to the students by having the steps of Identify, Define, Explore or Evaluate, Act, then Look and Learn. By using the strategies, the students were actived in class and can be more critical during the lerning process.

Thirthly, research conductid 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 strategies and critical thinking exercises. As the current literature suggests, students those who master the ability to think and have insight will be better critical scholars in their current high school environment, and will also be more prepared for increased academic rigor and expectasions in college. For most of the students do not live in multiple-choice/true-false world. As dynamics global economy is constantly and changing, to complete with their peers around the world for jobs and resources, American student's must be able to think creatively and solve problems. Solve any creative problem, offer unique insights for potential solutions, demands the ability to think critical; it also requires that students' have confidence in their ability to do so. Therefore, high school students need frequent and repeated critical exposure thinking practice.

Fourthly, the students from English Education Department University of Sebelas Maret (Mustika & et.al, 2020) by journal entitled *Teacher's Questioning in Senior High English Classroom: An Investigation of Student's Critical Thinking Skills*. This research discussed about is teacher's

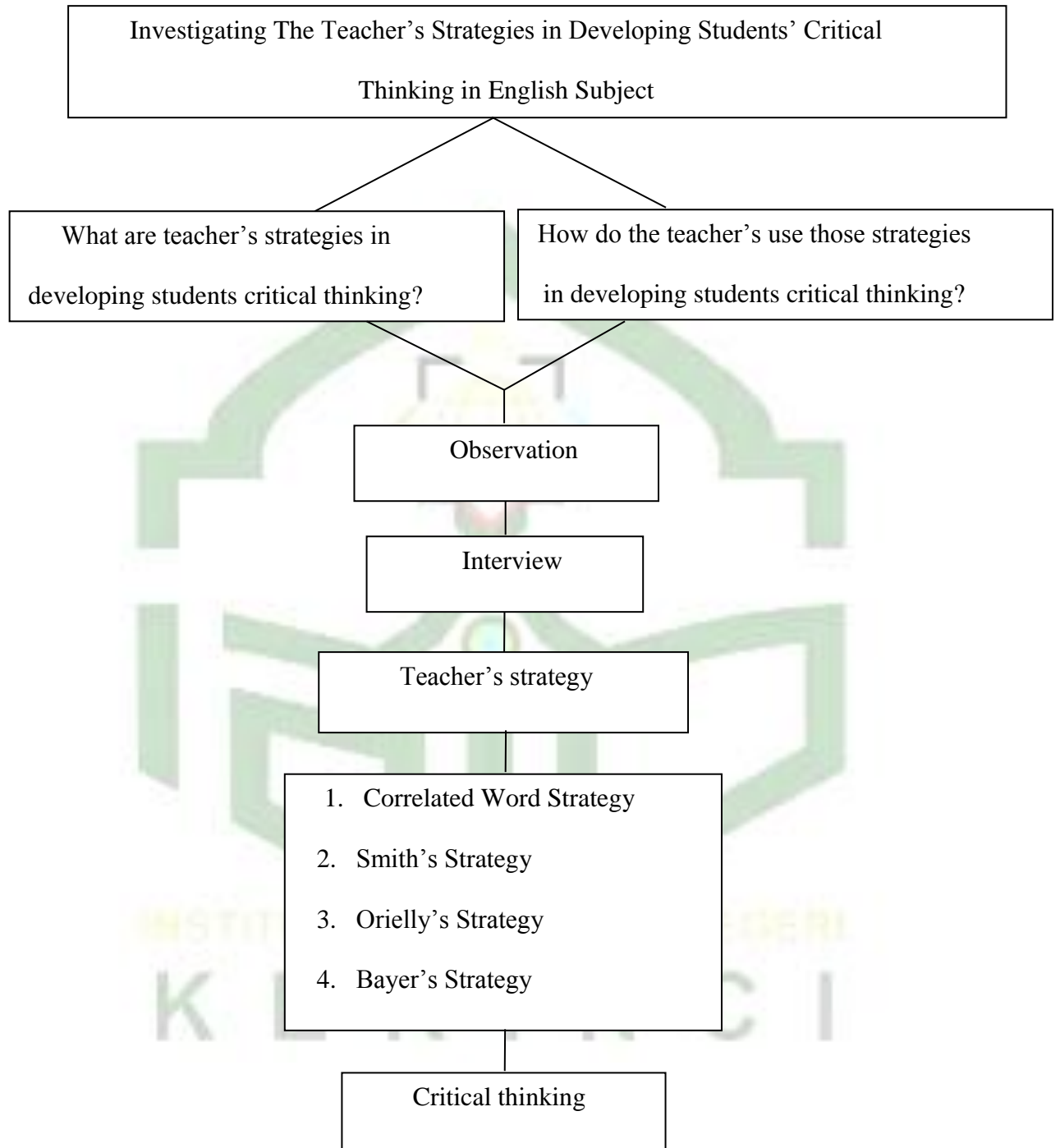
questioning as a strategy to cultivate students critical thinking at tenth grade in a senior high school in East Java. It was conducted by using qualitative research method. The subject of this study are English teacher who taught tenth grade in a senior high school in East Java. They chosen as the subject which were observed and interviewed. The writer used two instruments, they were observation and interview. This study found that the teachers at tenth grade senior high school in East Java used appropriate strategy in cultivate students critical thinking using HOTS strategy to make the students critical thinking being increased. The implementation of the strategy adapted by the teachers questioning in the classroom during teaching reading skills. Teacher's questioning could not give a significant effect on development of critical thinking in class. Nevertheless, it does not mean that low order questions are purposeless in the teaching and learning process. They are still important to be asked because it can lead the students to reach a higher level of cognitive thinking.

From the preview related research above, most of them analyzed about the implementation strategy in developing critical thinking and the difference between this research with them as Hanifah Maulidina's thesis, Siska Aprilyanti's thesis, Genal Hove's thesis, and Nurika Mustika et.al, Hanifah's research about HOTS strategies in reading comprehension, while Siska's research about Teacher strategies in coaching students critical thinking, Genal Hove's research about developing students critical thinking exercises, and Nurika Mustika et.al measure students critical thinking use the

HOTS strategy. The researcher analyzed about the teacher's strategy in developing student's critical thinking at senior high school using qualitative research method through observation and interview. In this thesis, the researcher analyzed teacher's strategy in developing students' critical thinking in second grade of MAN 1 Sungai penuh. Academic year 2022/2023.



C. Conceptual Framework



Teacher's strategy were one of important thing in learning process. A teacher used the strategy to teach their students, including in developing student' critical thinking and make they can changed ideas critically and evaluating information. To know teacher's strategies in developing students critical thinking and its implementation, the researcher did the observation at the second grade in science major of MAN 1 Sungai penuh and also did the interview with an English teacher who teach there and the students a the class. And then, the researcher analyzed the findings to got the result, the researcher got some strategies who teacher used in the class were Correleted word strategy, Smith's strategy, Orielly's strategy and Bayer's strategy in developing students critical thinking in English subject of MAN 1 Sungai penuh.

CHAPTER III

RESEARCH METHOD

In this chapter, researcher provides the ressearch method involved these view elements: research design, setting of the study, data and source of the data, research instrument, data collection technique, data analysis technique and trustworthiness.

A. Research Design

This research used qualitative desriptive research method. Qualitative data area a source of well-grounded, rich descriptions and explanations of humans processes. With qualitative data, one can preserve chronological flow, see which events led to which consequences, and derive fruitful explanations (Miles & et.al, 2014). This research categorized into the phenomenology research, the main concern of this research was to describe teacher's strategies in developing students' critical thinking in English subject as in the research questions.

Thus, the researcher would like to describe about teaching strategy which was an English teacher by the focus in developing students' critical thinking strategies for Second grade students' in sience major of MAN 1 Sungai penuh in academic year 2022/2023.

B. Setting of the Study

1. Location

This research conducted by researcher at English subject, second grade on science major of MAN 1 Sungai penuh who located at Pelita IV

street, koto lolo, pesisir bukit sub-district, Sungai penuh town. Academic year 2022/2023.

2. Informant

The informant of this study was one English teacher who teach english subject and the students at second grade in science major of MAN 1 sungai penuh who totalled eight students from seventy students in both of class. Academic year 2022/2023.

C. Data and source of the data

1. Kinds of the data

a. Primary data

Primary data are generally understood to be initial data specifically collected by the original researcher for their research purposes (O'reilly & Kiyimba, 2015). Primary daa was the data collected directly from he source. The data was any information dealing with an English teacher's in developing students' critical thinking strategies. In this research the primary data source came from the conducting of interview with the informant of this research who was an English teacher's of MAN 1 Sungai penuh.

b. Secondary data

Secondary data are understood to be collected by someone other than the researcher (O'reilly & Kiyimba, 2015). Secondary data was the data used to complement the needs of research data. Secondary data was taken by the researcher from the interview with the students and it

was collected from the observation. The secondary data source of this research accepted to complete the primary data.

2. Source of the data

a. Teacher

The source of the data came from an English teacher who teach at XI MIA 1 and XI MIA 2 of MAN 1 Sungai penuh Academic Year 2022/2023.

b. Students

The source of this data came from the eight students from seventy students in both of classes at second grade recomended by the teacher.

D. Research Instrument

In this study the instruments used by the researcher were:

a. Observation Checklist

The observation was done during the actions of the English teachers in delivering the English materials who were being observed in the classroom. The researcher observed and wrote down the process happened during the teachers guiding the english materials in the classroom by their own teacher's teaching strategy. The observation absolutely was able to conduct in English class of english teacher's of MAN 1 Sungai penuh. In this research, the researcher used observation sheet as an observation instrument that contained the list of activity that might appear in the language classroom. The observation sheet which was used by the researcher was in the form of checklist (Yes/No) classroom

activity, the list of observation adept by (Al-Ghadouni, 2021). It also included about the subject's activity in the classroom, the teaching strategies and its implementation that might apply by the teacher in the language classroom. (see appendix IV)

b. Interview Guide

Interview was created by the researcher in order to be guidance of conducting interview. In making the questions sheet of interview guide, the researcher referred to the foremost points inside of the classification of teaching strategy that was contained on the Chapter II. Interview was conducted to the English teacher's. There were ten questions in the interview guide. The questions related to the teacher's strategy in developing students' critical thinking. Some of the questions were (1) How is your encourage students to think correctly and logically, (2) can students combine words into a sentence that shows their relationship to a topic, etc. (see appendix I)

E. Data collection technique

Data collection was an essential component to conducting research. Data collection technique that used by the researcher in conducting research follow (Miles & et.al, 2014). In this study, data collection used as follow:

1. Observation

Qualitative observations rely on narrative or words to describe a setting, behaviours, and the interactions (Ary & et.al, 2009). In order to investigate the teacher's strategies in developing students' critical thinking

in teaching English for students in MAN 1 Sungai penuh and it was implementation, the researcher conducted some observations to the English teacher as the subject of this research in the classroom. This observation was conducted to answer the research questions which used observation checklist of teacher's strategies in developing students' critical thinking. This instrument used to identify the types of strategies that provide by the teachers. The researcher joined in the subject class of this research then got to observe the teaching strategy of teacher in teaching English for students' and took the information about the implementation as well.

2. Interview

The interview is dialogue that is conducted one-way, provides information for the researcher, is based on the researcher's agenda, leads to the researcher's interpretations, and contains "counter control" elements by the interviewee who with holds information (Creswell, 2013). Interview was a conversation which has certain purposes. In answering the research question, an interview employed to know the ways of the teachers in conducting the strategies to promote students' critical thinking. In this research, the researcher used semi-structure interview with a purpose to dig up the detail information related to the main concern of this research.

3. Recording

The researcher used the technique above in the transcript formation. Then, the transcript is used as the data in this research. The data

collection process applied in this research were divided into some steps that will be explained below:

- a. The researcher prepared the materials to conduct the observation and interview, such as a pen, paper, and an audio recorder.
- b. The researcher did the interview with a teacher in her room using audio recorder.
- c. The researcher joined in the classroom to record the teaching and learning processes given by the English teacher using audio recorder.
- d. The researcher making the transcript of the dialogue from the audio recording.
- e. The researcher selecting the collected data.
- f. The researcher recording the data into data sheet.
- g. The researcher classifying the data.

F. Data Analysis Technique

After collecting data from both instruments, then the data analyzed. In this research, the researcher followed some steps by (Miles & Huberman, 1994) in analyzed the data which was called as Interactive Analysis Model that consists of data collection, data reduction, data display and drawing conclusion.

1. Data Collection

In this step, the researcher collected require data; there was from the observation and interview with an English teacher and also the students who taught by the English teacher, record the data during an

observation which collected from the observation checklist and data taken from documentation photos.

2. Data Reduction

The next phase was data reduction. In this data reduction phase, there were living in process and living out process. It means that selected the data was included in the need data and it stayed in the living in data and unselected the data were included in the living out data. In this research, data reduction was about the information those gained from the observation and interview with an English teacher and the students of the English classroom. Some information was need in filling the data, but some of them were not necessary. Therefore, unimportant data were reduce by the researcher.

3. Data Display

The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data collected by the researcher as the basic to taken appropriate conclusion. In this research, the data display consisted of the information about the English teacher's strategies in teaching English materials for the students' and it was implementation in the classroom. In data display, the researcher also arranged data systematically in order to get the conclusion as finding of the research.

4. Drawing Conclusion

Drawing conclusion was the last phase where the researcher summarize the discussion to make the conclusion of this research. It was last procedure of analyzing the data of this research. After the data were display, a conclusion was drawn. Here, there were two kinds of conclusions those were temporary drawing conclusion and final drawing conclusion. If the temporary conclusion was valid and could answer the research problem, the researcher can used it as final conclusion. In the other hand, if it was not valid, the researcher should repeat the process starting from the display the data in order to check whether the data display in the line with the formulation of research problems or not.

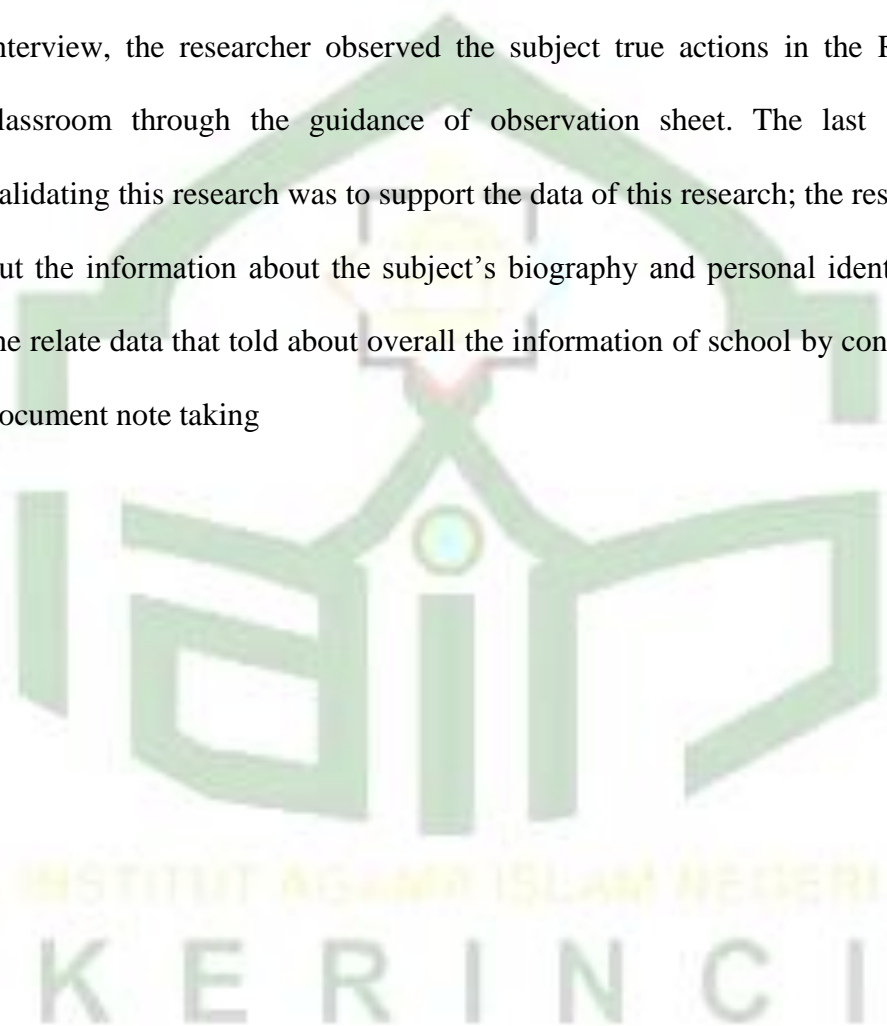
G. Trustworthiness

To ensure the validity of data in this research, the researcher used the triangulation technique of data analysis to hold the dependability or reliability of this research. Triangulations is a validity procedure where reseachers search for convergence among multiplace and different sources of information to from themes or catagories un a study (Cresswell & Miller, 2000)

In this research the researcher conducted three methods collecting data those were doing observation, interview and taking documentation. Firstly, the researcher held the interview section with the subject of this research by discussing about the teaching strategy which did by their. Then after the data of interview collected, to verify the data from did the interview

with the informant of this research who was an English teacher, the researcher also carried out the interview section to the students about the english teacher teaching strategy

Based on their angle of view as learners in her/his class. Afterwards, in order to interpret and to check the validity of data collection from the interview, the researcher observed the subject true actions in the Reading classroom through the guidance of observation sheet. The last step of validating this research was to support the data of this research; the researcher put the information about the subject's biography and personal identity and the relate data that told about overall the information of school by conducting document note taking



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents and describes the result of this study. The data obtained from the observation and interview analyzed and elaborated to answer the research problems mentioned in chapter I which is teacher's strategies in developing students' critical thinking. The researcher reports the findings and also adds the theories to support this research and to attain the answer of the research questions in the discussion.

A. FINDINGS

To find the data the researcher does observation and interview. To gain the objectives of the research, the researcher chooses those processes before that researcher analyzes the data systematically, accurately in data finding and discuss in discussion part before gains the conclusion.

After the researcher gets the data, the researcher analyzes in finding and describe in that data in order to draw conclusion in discussion combining with research's theory. The researcher gathered the strategies in developing students' critical thinking and also how those strategies are used by English teacher of XI MIA 1 and XI MIA 2 in MAN 1 Sungai penuh. The researcher gathered it together because those strategies and how it was used are connected each other and cannot be separated. Something that will be presented is the teacher's strategies in developing students' critical thinking and how those strategies are used by the English teacher.

1. Teacher's strategies in developing students' critical thinking in MAN 1 Sungai penuh

Examining the teacher's strategies in developing students' critical thinking becomes the first focuses of this research. As mentioned in the previous chapter. To answer this question, it was used an observation and interview to answer the research question. (see appendix IV)

The researcher did six observation for gaining the data of the research. In the all observations, the researcher found the teacher did some strategies in developing students' critical thinking.

a. First observation in first class

In the first observation, english teacher taught by theme of *Suggestion* most students were active in this meeting. Here were the details steps of teaching applied by english teacher in developing students' critical thinking.

a) In opening session, english teacher did the behavior for usual activities for opening class such as saying *salam*. Creating good atmosphere and speaking loudly and energetic.

b) The next step, english teacher created calm situation for studying. She cleaned the whiteboard, and then she asked about students report.

c) Then, english teacher showed the theme of the lesson. The theme of the lesson was *Suggestion* after that asked students about the

theme and go around the class and asked them for answer the questions about the theme.

- d) The next session was main lesson, after students know what the meaning of this lesson, english teacher created a questioning environment in each process from brainstorming until the last part of the lesson. English teacher gave the students opportunity for asking in the questioning process, began with gave the meaning from the words in the whiteboard and gave the example of those. In this meeting students were active. The english teacher monitored students by go around the class and asked the students wheter they had the question. English teacher was asking the question, the students could create a new example. English teacher guided students in the each step on the process of learning. The english teacher also elicited passive students become more active by giving them an opportunity for asking or answering questions. The english teacher allowed the discussion well so that the students were active and could be more critical to make a questions.
- e) The last step was closing, the english teacher closed te lesson by reflection time. The students had to reflect about what they had learned on that day then saying *hamdallah* together.

By those steps in teaching, it can be concluded that the English teacher applied two strategies in developing the students'

critical thinking in the first observation. The first observation used correlated word strategy and bayer's strategy.

b. Second observation in first class

In the second observation, english teacher taught by theme of *Suggestion*, same as the first meeting. Most of students were active in this meeting. Here were the details steps of teaching applied by english teacher in developing students' critical thinking.

- a) In opening session, english teacher did the behavior for usual activities for opening class such as saying *salam*. Creating good atmosphere and speaking loudly and energetic.
- b) The next step, english teacher created calm situation for studying. She cleaned the whiteboard, and then she asked about students report.
- c) The next step was eliciting the lesson. English teacher asked about the previous meeting whether the students had some questions or not. Then, english teacher showed the theme of the lesson. After that, the english teacher asked students to be ready for studying and said the objective or the purpose of the lesson.
- d) The next step was the English teacher gave a familiar topic about *Citayam fashion week (CFW)* and tell them about jeje's attitude. Start from teacher said jeje better she did not famous, and students gave their assumption about jeje. Teacher asked them to make a conclusion about *cfw*. They said jeje better stay friendly

and don't be arrogant. From their opinion, teacher can said if their assumption is suggestion.

- e) The next step was the main lesson, after students gave their suggestion about *cfw*, English teacher created a brainstorming until the last part of the lesson. English teacher gave the students opportunity for asking in the questioning process, began with given the example of suggestion. In this meeting students were active. The english teacher monitored the students by go around the class and asked the students wheter they had the question. English teacher was asking the question, the students could answer the question from English teacher. They also found the important ideas so that they create a new example. All of students can gave the example of suggestion with teacher asked them while go around the class.
- f) The last step was closing, the english teacher closed the lesson by reflection time. The students had to reflect about what they had learned on that day then saying *hamdallah* together.

By those steps in teaching, it can be concluded that the English teacher applied two strategies in developing the students' critical thinking in the first observation. The second observation used smith's strategy and point of view strategy.

c. Third observation in the first class

In the third observation, english teacher taught by theme of *opinion* most of students were active in this meeting. Here were the details steps of teaching applied by english teacher in developing students' critical thinking.

- a) In opening session, english teacher did the behavior for usual activities for opening class such as saying *salam*. Creating good atmosphere and speaking loudly and energetic.
- b) The next step, english teacher created calm situation for studying. She cleaned the whiteboard, and then she asked about students report.
- c) Then, english teacher showed the theme of the lesson. The theme of the lesson was *opinion*. After that asked students about the theme and go around the class and asked them for answer the questions about the theme.
- d) The next session was main lesson, teacher wrote the theme in the whiteboard and make a meaning of the theme and make an example, after that teacher asked students to gave their opinion about opinion meaning in this lesson, after students know what the mean of opinion and gave the example of opinion, english teacher created a questioning environment in each process from brainstorming until the last part of the lesson. English teacher gave the students a n opportunity for asking in the questioning

process, and let them to made an example of opinion in fornt of class. The students were excited to wrote their opinion in the whiteboard. English teacher guided the students in the each step on the process of learning. The english teacher also elicited passive students become more active by giving the an opportunity for asking or answering questions in every meeting. The english teacher allowed the discussion well so that the students were active and could be more critical to make a question.

- e) The last step was closing, the english teacher closed the lesson by reflection time. The students had to reflect about what they had learned on that day then saying *hamdallah* together.

By those steps in teaching, it can be concluded that the English teacher applied three strategies in developing the students' critical thinking in the first observation. The third observation used correlated word strategy, bayer's strategy and smith's strategy.

d. First observation in the second class

In the first observation in the second class, english teacher taught by theme of *Suggestion* most of students were active in this meeting. Here were the details steps of tecahing applied by english teacher in developing students' critical thinking.

- a) In opening session, english teacher did the behavior for usual activities for opening class such as saying *salam*. Creating good atmosphere and speaking loudly and energetic.
- b) The next step, english teacher created calm situation for studying. She cleaned the whiteboard, and then she asked about students report.
- c) Then, english teacher showed the picture of accident in the highway at the morning from a google and teacher made a story of those accident by herself. English teacher asked the students to give their suggestion from those accident. From the students answer, english teacher showed the theme of the lesson, the theme of the lesson was *Suggestion*.
- d) The next step was the main lesson, after students know what the mean of this lesson, english teacher created a questioning environment in each process from brainstorming until the last part of this lesson. English teacher gave the students opportunity for asking in the questioning process, Teacher monitored the students by go around the class. English teacher guided students in the each step on the process of learning. The english teacher also elicited passive students become more active by giving them an opportunity for asking or answering question.
- e) The next step was gave the conclusion, teacher asked students to gave their own conclusion of this lesson and tell in front of the

class. Teacher asked them to make a conclusion with their own words and interpret the relationship of this lesson with the conclusions they make.

- f) The last step was closing, the english teacher closed the lesson by reflection time. The students had to reflect about what they had learned on that day then saying *hamdallah* together.

By those steps in teaching, it can be concluded that the English teacher applied two strategies in developing the students' critical thinking in the first observation. The fourth observation used smith's strategy and orielly's strategy.

- e. Second observation in the second class

In the first observation in the second class, english teacher taught by theme of *Suggestion* same as the first meeting, most of students were active in this meeting. Here were the details steps of teaching applied by english teacher in developing students' critical thinking.

- a) In opening session, english teacher did the behavior for usual activities for opening class such as saying *salam*. Creating good atmosphere and speaking loudly and energetic.
- b) The next step, english teacher created calm situation for studying. She cleaned the whiteboard, and then she asked about students report.

- c) The next step was eliciting the lesson. English teacher asked about the previous meeting whether the students had some questions or not. Then, english teacher wrote the theme of the lesson in the whiteboard. After that, the english teacher asked students to be ready for studying and said the objective or the purpose of the lesson.
- d) The next step was the English teacher gave a familiar topic about *Citayam fashion week (CFW)* and tell them about jeje's attitude. Start from teacher said jeje better not famous, and students gave their assumption about jeje. Teacher asked them to make a conclusion about *cfw*. They said jeje better stay friendly and don't be arrogant. From their opinion, teacher can said if their assumption is suggestion.
- e) The next step was the main lesson, after students gave their suggestion about *cfw*, English teacher created a brainstorming until the last part of the lesson. English teacher gave the students opportunity for asking in the questioning process, began with given the example of suggestion. In this meeting students were active. The english teacher monitored the students by go around the class and asked the students wheter they had the question. English teacher was asking the question, the students could answer the question from English teacher. They also found the important ideas so that they create a new example. All of students can gave

the example of suggestion with teacher asked them while go around the class.

- f) The last step was closing, the english teacher closed the lesson by reflection time. The students had to reflect about what they had learned on that day then saying *hamdallah* together.

By those steps in teaching, it can be concluded that the English teacher applied two strategies in developing the students' critical thinking in the fifth observation. The first observation used smith's strategy, orielly's strategy and bayer's strategy.

f. Third observation in the second class

In the first observation in the second class, english teacher taught by theme of *opinion* most of students were active in this meeting. Here were the details steps of teaching applied by english teacher in developing students' critical thinking.

- a) In opening session, english teacher did the behavior for usual activities for opening class such as saying *salam*. Creating good atmosphere and speaking loudly and energetic.
- b) The next step, english teacher created calm situation for studying. She cleaned the whiteboard, and then she asked about students report.
- c) Then, english teacher showed the theme of the lesson. The theme of the lesson was *opinion*. After that asked students about the

theme and go around the class and asked them for answer the questions about the theme.

- d) The next session was main lesson, teacher asked students to gave their opinion about *opinion* meaning in this lesson, teacher gave them a story and asked their opinion about those story, after students know what the mean of opinion and gave the example of opinion, english teacher created a questioning environment in each process from brainstorming until the last part of the lesson. English teacher gave the students a n opportunity for asking in the questioning process, and let them to made an example of opinion in fornt of class. The students were excited to wrote their opinion in the whiteboard. English teacher guided the students in the each step on the process of learning. The english teacher also elicited passive students become more active by giving the an opportunity for asking or answering questions in every meeting. The english teacher allowed the discussion well so that the students were active and could be more critical to make a question.
- e) The last step was closing, the english teacher closed the lesson by reflection time. The students had to reflect about what they had learned on that day then saying *hamdallah* together.

By those steps in teaching, it can be concluded that the English teacher applied two strategies in developing the students'

critical thinking in the first observation. The sixth observation used correlated word strategy, orielly's strategy and smith's strategy.

the other way to find the data, the researcher also did the interview with English teacher and the students of MAN 1 Sungai penuh. Who was taught in science grade XI. (see appendix II). There were an English teacher and eight students in science major grade XI at XI MIA 1 and XI MIA 2 class. Here were the results of the interview.

I "C" "ibuk menyarankan mereka untuk menggunakan kalimat mereka sendiri terlebih dahulu, dari jawaban mereka tersebut mereka bertanya bagaimana mengungkapkannya kedalam bahasa inggris. Nanti setelah mereka membuat dengan kalimat mereka sendiri baru dikasih step selanjutnya sehingga mereka bisa membuatnya kedalam bahasa inggris." (*I "I advised them to use their own sentences first, from their answers they asked how to express it in English. after they make their own sentences, they will be given the next step so they can make it into English."*)

S1 "biasanya dengan membuat kalimat sendiri, terus menerjemahkan ke bahasa inggris, kalau tidak bisa bahasa inggris biasanya kami langsung bertanya ke ibuk." (*S1 "usually by making our own sentences, then translating into English, if I can't make into English, we usually ask the teacher directly."*)

S2 "kami diminta untuk membuat kalimat sendiri, dari topik pembelajaran dan membuatnya menjadi kalimat bahasa inggris dengan mencari kosa kata dikamus." (*S2 "we were asked to make their own sentences, from the topic of learning and make it into English sentences by looking up the vocabulary in the dictionary."*)

S6 "dari topik yang diberi itu biasanya siswa diminta untuk menjawab dengan kalimat sendiri dan terlihat perbedaan jawaban siswa, dan mereka diminta untuk membuatnya dengan menggunakan kalimat bahasa inggris." (*S6 "From the topics given, students are usually asked to answer in their own sentences and the students' answers are different, and they are asked to make them using English sentences."*)

S7 “dari kata itu dibuat menjadi kalimat sendiri, dan tak jarang juga bakal bertanya kepada guru bagaimana menuangkan kata tersebut dalam bahasa inggris.” (S7 “*from the word it is made into its own sentence, and not infrequently will also ask the teacher how to put the word in English.*”)

furthermore, the another way teacher carried out the implementtion of the strategy also helpful for her to tech english, because that strategy have some advantages in developing students’ critical thinking. Students respond from that strategy are positive respond. They felt challenged to make their own sentences, the results of intrview will describe below.

I “S” “...pembahasan yang hangat dikalangan anak muda menjadi topik pembuka, pembahasan yang update dikalangan mereka seperti “Citayam Fashion Week” mereka pasti sudah tau semua karena mereka pasti akan update tentang itu, kalau ibuk kasih topik tentang tembak menembak mereka tidak update, kalau ibuk tanya kenal “jeje” gak? Nah mereka menjawab pun sudah walaupun pertanyaan ibuk belum selesai.” (I “*..., the hot discussion among young people became the opening topic, discussions that were updated among them such as “Citayam Fashion Week” they would have known everything because they would definitely update about it, if I gave a topic about shooting they didn't update, if I asked, do you know " jeje"? Well they answered even though my question was not finished.*”)

S3 “iya, seperti kemaren baru viral tentang “jeje” dan kami dengan semangat membahas hal itu dan banyak pendapat juga dari teman sekelas dengan ketenarannya.” (S3 “*yes, like yesterday it just went viral about "jeje" and we excitedly discussed it and many opinions also from classmates with fame.*”)

S4 “sering, apalagi dengan materi pertemuan sebelumnya tentang “saran” ibuk membawa cerita untuk memberikan saran” (S4 “*often, especially with the material from the previous meeting about "suggestions" She bring stories to give advice.*”)

S5 “iya, ibuk selalu membahas hal yang familiar terutama yang paling sering itu yang sering masuk beranda instagram atau bahkan tiktok.” (S5 “*Yes, English teacher always discusses familiar things, especially the ones that often enter the Instagram homepage or even TikTok.*”)

S6 “membahas hal yang familiar merupakan hal yang paling sering dilakukan guru didalam kelas bahasa inggris karna berita yang sedang hangat tidak pernah ada habisnya.” (S6 *“Discussing familiar things is the thing that the teacher does most often in English class because the news that is currently hot is never ending.”*).

I “O” “selalu ditanyakan definisi materi pembelajaran dan meminta mereka memberi contoh dan apresiasikan dengan kata yang mendorong atau pujian.” (I *“always asked for the definition of learning materials and asked them to give examples and appreciate it with words of encouragement or praise.”*)

S5 “selalu mendefinisikan materi pembelajaran, agar selalu mengingat materi sebelumnya dan jika materi baru itu membuka wawasan.” (S5 *“always define learning material, so that you always remember the previous material and if the new material opens your horizons.”*)

S7 “untuk mendefinisikan material biasanya dilakukan ibuk secara acak jadi bisa jadi pertemuan ini kebagian pertanyaan pertemuan selanjutnya tidak.” (S7 *“English teacher usually does it randomly to define the material, so maybe this meeting will get questions for the next meeting or not.”*)

S8 “iya, tapi itu dilakukan secara acak dan biasanya dilakukan tiap kali pertemuan.” (S8 *“Yes, but it's done randomly and usually every time we meet.”*)

In another opinion, we can found the same of opinion about the Orielly’s strategy based on the results of interview the teacher and it also support from the results of interview he students.

I “O” “selalu ditanyakan definisi materi pembelajaran dan meminta mereka memberi contoh dan apresiasikan dengan kata yang mendorong atau pujian agar mereka selalu ingin memberi jawaban, contohnya “bagus”. Menilai latihan langsung didepan mereka sambil memberi kata pujian.” (I *“always asked for the definition of learning materials and asked them to give examples and appreciate it with words of encouragement or praise so that they always want to give answers, for example "good". Assessing the practice directly in front of them while giving words of praise.”*)

S5 “selalu mendefinisikan materi pembelajaran, agar selalu mengingat materi sebelumnya dan jika materi baru itu membuka wawasan.” (S5 *“always define learning material, so that you always remember the previous material and if the new material opens your horizons.”*)

S6 “sering, biasanya setiap pertemuan ibuk bakal meminta kami untuk mendefinisikan materi pembelajaran sebelumnya yang sudah dipelajari.” (S6 *“often, usually every meeting the english teacher will ask us to define the previous learning material that has been studied.”*)

S7 “untuk mendefinisikan material biasanya dilakukan ibuk secara acak jadi bisa jadi pertemuan ini kebagian pertanyaan pertemuan selanjutnya tidak.” (S7 *“English teacher usually does it randomly to define the material, so maybe this meeting will get questions for the next meeting or not.”*)

I “B” “kalau dalam teknis ibuk mengajar dikelas XI bahasa inggris, ibuk tayangkan gambar. Andaikan ibuk tidak ada gambar ibuk bikin judul dulu. Ataupun kalau tidak bikin judul salah satu cara yang biasanya ibuk pakai yaitu memberikan sebuah cerita, seperti sekarang di chapter pertama membahas tentang suggestion, dari cerita tersebut anak-anak akan memberikan umpan balik, dari jawaban tersebut baru dijelaskan.” (I *“in technical terms, I teach English class XI, I show pictures. If I don't have a picture, I'll make a title first. Or if I don't make a title, one of the ways that I usually use is to give a story, like now in the first chapter discussing about suggestions, from the story the students will provide feedback, from which the answers are explained.”*)

the same opinion also given by the other informants to support the interview results of this research.

S1 “biasanya dikelas bahasa inggris ibu mengajar dengan menayangkan video atau gambar didepan kelas sesuai dengan materi ajar hari itu, tapi kadang ibuk juga menuliskan judul pembelajaran didepan kelas dan membuat cerita yang berhubungan dengan materi ajar.” (S1 *“Usually in English class, my teacher teaches by showing videos or pictures in front of the class according to the teaching material that day, but sometimes She also write the title of the lesson in front of the class and make a story related to the teaching material.”*)

S2 “dikelas bahasa inggris kami belajar dimulai dengan menonton video atau melihat gambar yang sudah disediakan oleh guru. Kalau tidak ada gambar ataupun video guru biasanya menceritakan sesuatu yang berhubungan dengan materi pembelajaran.” (S2 *“In English class we learn starting by watching videos or seeing pictures that have been provided by the teacher. If there are no pictures or videos, the teacher usually says story related to the learning material.”*)

S3 “selalu menggunakan bahasa Inggris dan dicampurkan dengan bahasa Indonesia, selalu menanyakan materi sebelumnya dan menjelaskan materi pembelajaran yang membuat siswa mudah mengerti.” (S3 “*always use English and mix it with Indonesian, always ask for previous material and explain learning materials that make students easy to understand.*”)

S5 “tergantung materi, kalau ada video atau gambar akan menayangkan video atau gambar tapi biasanya ibu memulai dengan cerita atau membahas materi pertemuan sebelumnya.” (S5 “*depending on the material, if there is a video English teacher will show a video or picture but usually she starts with a story or discusses the material from the previous meeting.*”)

Based on the English teacher, she thought that teaching strategy was very important. The role of English teacher was a teacher and motivator. She observed what the students do, she also facilitated their learning and motivated them by building the confidence of learners. To create the good atmosphere or interesting classroom activity in the classroom, the English teacher was going around when they do the task or assess the assignments or homework.

In choosing the strategy for learning material, she had some considerations, it was flexibility of the material, teacher made decision and prepared the strategy and the media of teaching material before she started the lesson.

2. Teacher's use of strategies in developing students' critical thinking

Based on the interview and observation, the researcher found the results of how the teacher used her strategies in developing students' critical thinking at XI MIA 1 and XI MIA 2 in the science major of MAN 1 Sungai Penuh. Academic year 2022/2023.

In the results, the researcher found the implementation of those strategies. Before starting the classes, the teacher shows a picture or gives a

story about the title of the material that day. From the story, the teacher let them express with their own language to make a sentence. In both the classes, the teacher did not use a team work for the lesson because she felt they were difficult to do the learning activity without any explanation.

In learning process, the teacher asked students to answer the question about the theme of learning materials that day randomly and asked them to write in the whiteboard with their own sentences. Of the many answers, the teacher asked them to choose the answer with defined sentences who easy to hear. Therefore, the students did not feel afraid to give an answer or perform on the next day.

The teacher also gave them about familiar topic in their circle like *Citayem fashion week* the latter became the topic of conversation among young people. From the story, they give their assumption about that.

When the teacher talk with them, she always used English even though it was slowly. There were the brave students and they responded the teacher quickly. There were who dare not, they were approached to the their table by the teacher, so they became brave. Therefore, the students became brave and gave positive reaction.

The statement above will be strengthened with the interview results and also explanation about the step of the strategy process below.

Based on the results of interview the English teacher and some students she teach. There are the strategies she used in English class in developing students' critical thinking and how its implemented will describe below.

I “selalu menggunakan bahasa inggris terhadap mereka walaupun itu pelan-pelan, pasti disana kita akan menemukan kesalahan kalau bukan mereka yang salah saya yang salah, bisa jadi di pronounce yang salah, mungkin penggunaan kata kerja yang salah, atau penggunaan waktunya yang salah, biarkan mereka ngomong dulu, kalau prinsip ibuk mereka harus berani bukan langsung menghakimi dengan salah benarnya, tapi biarkan mereka berani terlebih dahulu. Karena bahasa inggris harus sering praktek, yang penting lawan bicaranya ngerti berarti mereka sudah bisa bahasa inggris, nanti akan kita perbaiki di writing yang salahnya. (*“always use English with them even if it's slowly, surely there we will find mistakes if it's not their fault I'm wrong, it could be pronounced wrong, maybe use the wrong verb, or use the wrong time, let them talk, In the past, if the principle was that they had to be brave, they didn't just judge right and wrong, but let them be brave first. Because English must be practiced often, the important thing is that the interlocutor understands that means they can speak English, later we will correct the mistakes in writing.”*)

S1 skill bahasa inggris siswa tentu beda-beda, ada siswa yang pintar di speaking tapi lemah di writing, nah itu biasanya ibuk latihan terus dengan berbiara bahasa inggris didalam kelas. (*“Students' English skills are certainly different, there are students who are good at speaking but weak in writing, so that's usually why the teacher keep practicing by speaking English in class with us.”*)

S3 biasanya ibuk selalu berbicara bahasa inggris dengan siswa secara acak dan juga kalau ada latihan ibuk memeriksa langsung dimeja siswa. (*“Usually, english teacher always speak English with random students and if there is practice, she check directly on the student's desk.”*)

S5 setiap anak pasti mempunyai perbedaan masing-masing, ada yang pintar grammar ada yang pintar speaking, biasanya guru selalu menyemangati untuk selalu praktek menggunakan bahasa inggris. (*“every child must have their own differences, there are those who are good at grammar, there are those who are good at speaking, usually the teacher always encourages them to always practice using English”.*)

S6 skill bahasa inggris lumayan sulit sih, tapi ibuk biasanya selalu mengajak kami dan memotivasi untuk terus praktek menggunakan bahasa inggris. (*“English skills are quite difficult, but the english teacher usually always invites us and motivates us to keep practicing using English.”*)

In the process of developing critical thinking, teacher did not use a team work in learning session, but she still use the another step of this strategy, there are some reasons why she did not use this session will describe below.

I “selama ibuk mengajar, ibuk tidak pernah. menggunakan kerja kelompok dalam mata pelajaran bahasa inggris, karena mereka sulit mengerjakannya tanpa ada penjelasan, dengan adanya perbedaan kemampuan para siswa maka terjadi ketidak seimbangan antara kelompok satu dengan kelompok lainnya.” (*“During the time I teach, I never use the team work in English subjects, because they find it difficult to do it without an explanation, with the differences in the abilities of the students, there is an imbalance between one group and another.”*)

S1 “rasanya selama setahun sekolah dan belajar dengan ibuk tidak pernah di laksanakan kerja kelompok.” (*“It feels like during a year of school and studying with the english teacher, no team work has ever been carried out.”*)

S7 “seingat saya tidak pernah ada kerja kelompok kalau dikelas bahasa inggris, tapi tidak tau kelas sebelumnya.”

S8 “setau saya dikelas bahasa inggris yang ibuk mengajar memang tidak pernah dilakukan kerja kelompok.” (S8 *“As far as I know, in an English class that english teacher teach, team work is never been done.”*)

in those statement are explained about evaluate students’ skill and how the teacher encourage them to pply those skill in learning activity at the class.

I “beralur dari cerita tadi, dimintalah saran anak-anak secara random. Dari banyaknya jawaban maka dipilihlah jawaban atau kalimat yang enak didengar dan dibaca, bukan kalimat yang benar. Karena hal itu bisa membuat mereka takut untuk tampil dan memberi jawaban dihari esoknya.” (I *“Based on the story earlier, the students were asked for suggestions at random. From the many answers, the answer or sentence that is easy to hear and read is chosen, not the correct sentence. Because it can make them afraid to appear and give answers the next day .”*)

S1 “biasanya setiap siswa harus memberi jawaban mereka masing-masing dan itu dituliskan dipapan tulis, dari banyak jawaban itulah didiskusikan berama-sama didalam kelas untuk membuat satu opini.” (S1 *“usually each student has*

to give their own answer and it is written on the whiteboard, from the many answers that are discussed together in class to make an opinion.”)

S5 “setiap jawaban dari teman-teman pasti semuanya berbeda tapi disana biasanya kita diskusikan bareng-bareng mencari yang berhubungan dengan topik pembelajaran dan yang mana yang paling bagus didengar.” (S5 “*every answer from friends must be all different but there we usually discuss together looking up related to the topic of learning and which one is the best to listen.*”)

S6 “dari perbedaan jawaban teman-teman kita biasanya memilih satu jawaban yang paling enak didengar yang berhubungan dengan topik pembelajaran bersama.” (S6 “*From the differences in the answers, our friends usually choose the one that is most pleasant to hear related to the topic of learning together.*”)

S7 “pendapat tentu berbeda, karna perbedaan itu makin membuka wawasan yang luas, semakin banyak pendapat semakin luas wawasan. Kami biasanya dibantu oleh ibuk membuat sebuah kalimat baru dari berbagai pendapat.” (S6 “*Opinions are certainly different, because the difference is the more broad-minded, the more opinions the wider the insight. We are usually helped by my mother to make a new sentence from various opinions.*”)

In the developing students critical thinking there are challenges faced by english teacher, and those challenges are the responds of the students. Because in those class have so many students and they have their own character.

I “kalau yang aktif dia langsung tunjuk tangan, yang malu dia tentunya malu-malu atau yang tidak bisa, tentu ada strateginya. Kalau yang aktifkan dia bisa langsung maju kedepan, kalau yang malu-malu dan tidak bisa ibuk pasti dekati ke meja mereka dan saya ajari. Dekati mereka dan memberikan motivasi. Setelah didekati reaksi mereka positif semua.” (I “*if who are active raise their hands immediately, who are embarrassed will be shy or who can't, of course there is a strategy. If the person activates it, he can immediately come forward, if the one who is shy and can't say it, will definitely approach their table and I will teach them. Approach them and provide motivation. After being approached, their reactions were all positive.*”)

S1 “dengan cara didekati tersebut mereka menjadi berani untuk tampil dan aktif dalam mata pelajaran bahasa inggris, mereka akan mengungkapkan keluh kesahnya jika kita dekati ke meja mereka.” (S1 “*By being approached, they*

become brave to appear and active in English subjects, they will express their complaints if we approach them at their table.”)

S5 “ada yang tau ada yang tidak tau atau belum mengerti, kalau yang tau jika ibuk bertanya dia langsung menjawab, kalau yang belum mengerti biasanya dia akan aktif jika disuruh bertanya.” (S5 “*there are those who know, those who do not know or do not understand, those who know, if you ask they will immediately answer, if those who do not understand, they will usually be active if asked to ask questions.*”)

S7 “di sesi tanya jawab biasanya siswa heboh dan berebut ingin menjawab pertanyaan yang sudah diberikan oleh guru bahasa inggris.” (S7 “*In the question and answer session, students are usually excited and scramble to answer the questions that have been given by the English teacher.*”)

S8 “ada yang aktif ada yang tidak aktif, yang biasanya aktif akan menjawab pertanyaan atau menanyakan materi jika belum mengerti. Yang tidak aktif itu biasanya yang malu, ada beberapa yang malu didalam kelas, biasanya dikunjungi ke meja mereka.” (S8 “*some are active, some are inactive, those who are usually active will answer questions or ask material if they don't understand. The inactive ones are usually the shy ones, there are some who are shy in class, usually visited by their desks.*”)

the process of developing students' critical thinking that must be carried out by an English teacher to complete the completeness of learning material through material that day.

B. DISCUSSIONS

In this session, the researcher presents a discussion based on the findings of the study in the previous session. Then, those findings are related to theories in some sources, this discussion deals with the research question mentioned in chapter I. Those are “What are teacher's strategies in developing students' critical thinking in english subject” and “How do the teacher's use those strategies in developing students' critical thinking in english subject?”.

Based on the findings from the observation, interview the english teacher and interview students, the researcher found some strategies that are usually used by the english teacher in developing students' critical thinking. Those strategies were Correlated word strategy, Smith's strategy, Oriely's strategy and Bayer's strategy.

The first strategy is used by the teacher is Correlated word strategy. The teacher conduct the lesson by using this strategy. The teacher give students the theme and write it in the whiteboard after that she asked them about the theme and asked them to combine the words into a sentence. The sentence they are make explained by the teacher. Researcher analyzed, Correlated word strategy can be used in developing students' critical thinking. Most of students were active when teacher used this strategy. (see appendix IV). Based on the researcher observation, in this strategy was seen teacher oriented and the teacher kept the students for make their own sentence from the words and being active in the learning process.

In the Correlted word strategy, teacher do some actions in using this strategy. Those are, creating students to express their opinion to encourage students' enthusiasm begin made their own sentence and think logically in make a sentence. Teacher create a friendly environment to their so they can choose one point of view from many point of view is correct. Moreover, teacher monitor students by go around the class nd asks the students whether they have questions.

The second strategy used by the teacher in developing students' critical thinking was Smith's strategy. The teacher tell them a familiar story that connects

with learning materials and the students excited to discuss about the familiar story. Based on the researcher observation, in this strategy was seen teacher kept the students participate by guiding the students to think critically and express their opinion so that they can active in the learning process.

To conduct the Smith's strategy in the process of learning, teachers do some actions such as beginning with a familiar story. Teacher tell them a familiar story and asked them to give their opinion about it. Teacher emphasizing the important of information in making decisions or making conclusions. Both of teacher and students discuss about informations in those familiar story.

The third strategy used by the teacher in developing students critical thinking was Orielly's strategy. The participants practiced this kind of teaching strategy to defined some questions from the teacher. Based on the researcher observation, in this strategy was teacher asked students identifying the learning materials and asked them to give an example, so that they can active in the learning process.

The fourth strategy used by the teacher in developing students' critical thinking was Bayer's strategy. The teacher asked them to present their skill in learning process. The teacher asked them to practice in speak English and talk with them with go around the class, all students are asked to be active. Based on the researcher observation, in this strategy was seen teacher kept the students participate by monitoring the students to study in right steps from the teacher so that they can active in the learning process.

By using those four strategies in developing students critical thinking, the students are being active in the class. They can be more critical (see appendix IV) it can be shown on the students being active in each steps of learning the steps of identifying, defining, exploring/evaluating, acting and also look and learn.

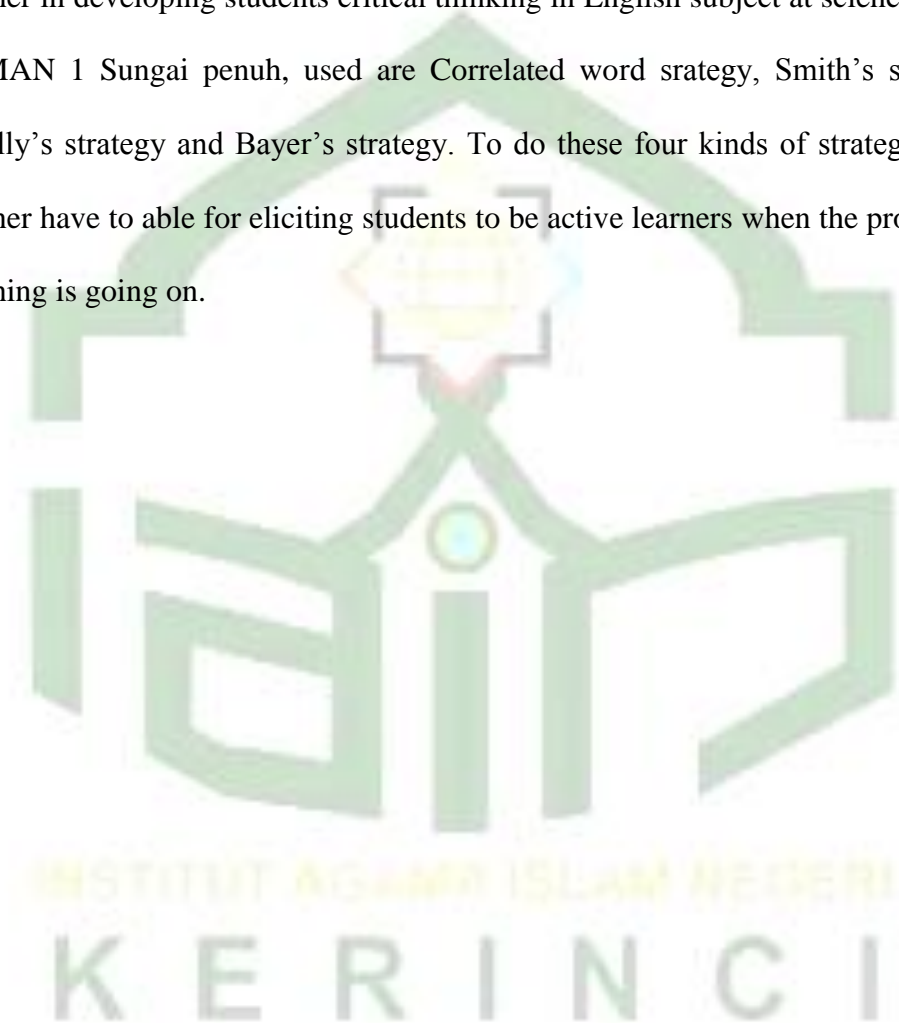
To summarize, the Mcfarland was employed by teacher in developing students' critical thinking. Procedures that aim to present examples which help in teaching the skill of distinguishing between materials relates to topic and that doesn't. Unit lessons were developed according to following steps: naming the skill (students determine correlated and non-correlated words), determining lesson topic, defining the skill (it is the ability to determine correlated words, and combining it in one phrase to suit the lesson topic after deleting the non-correlated words) (Jawarnah & et.al).

The strategy used by the teacher is Orielly's strategy. It can defines as a cognitive strategy based on the role playing style of a particular situation. The teacher make students skeptical about the information aassociated with the situation to destroy the search for evidence and then evaluate it under teacher supervision (Hassan, 2016)

The another strategy used by the teacher is Bayer's strategy. The teacher use bayer's strategy in teaching because all of students are active when this strategy applied. It is an educational strategy direct learning to teach critical thinking, start by providing the skill by the teacher by showing them to the students for the process learning and then employ them to presenting the skill,

explaining it in theory, demonstrating it, discussing the presentation and reflecting on the students work (Hamid & et.al, 2020).

There are four strategies in developing students critical thinking used by the English teacher which have mentioned above. All of strategies used by the teacher in developing students critical thinking in English subject at science major of MAN 1 Sungai penuh, used are Correlated word strategy, Smith's strategy, Orielly's strategy and Bayer's strategy. To do these four kinds of strategies, the teacher have to able for eliciting students to be active learners when the process of teaching is going on.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the summary of conclusions and suggestion dealing with the research finding of the research. The conclusions came from the findings that have been discussed in the chapter before. Based on these conclusions, there were some suggestions that are expectation that aims to contribute the critical thinking learning.

A. Conclusion

Based on findings of the whole research problem which have been presented above, here were the conclusions of this study:

Firstly, The strategies used by the English teacher in developing students' critical thinking were Correlated word strategy, bayer's strategy, smith's strategy, and orielly's strategy. An English teacher in MAN 1 Sungai penuh used that strategies in developing students critical thinking by the following steps. The first is Correlated word strategy. In this strategy, students combined the words into a sentence. The second strategy was Smith's strategy. The english teacher do some steps such as beginning with tell them about familiar story and asked them to give their opinion about it. The third strategy was Orielly's strategy. In this strategy teacher asked students to identifying the learning materials and asked them to give an example so that they can active in the learning process. The fourth strategy was Bayer's strategy. The teacher asked them to practice in speak English and talk with them and go around the class. This strategy was seen teacher kept

the students participate by monitoring the students to study in right steps from the teacher.

Secondly, the researcher found the implementation of those strategies. Before started the classes the teacher show a picture or give a story about the title of the material that day. In learning process, the teacher asked students to answer the question about the theme of learning materials that day randomly and asked them to write in the whiteboard with their own sentences. The teacher also gave them about familiar topic in their circle became the topic of conversation among young people. When the teacher talk with them, she always used English even though it was slowly.

B. Suggestion

This suggestion is necessary for the relevant people, they are:

1. For teacher

The teacher needs to improve their strategies in developing students' critical thinking. The researcher suggests for the English teachers to give the variety interesting activities in using the strategies in developing students' critical thinking. So the students cannot be bored and have great enthusiasm in studying.

2. For the next researcher

This thesis can be an initiation to do further examination on the critical thinking. The researcher hopes for the next researchers investigates the Effectiveness using strategies in coaching students' critical thinking for more specific aspect. It will be important to analyze some or each strategy

to get more detailed description about the strategies in developing critical thinking.



BIBLIOGRAPHY

- Al-Ghadouni, A. b. (2021). Critical Thinking: Components, Skills, and Strategies. *Revista Argentina de Dinica Psicologica* , 3-5.
- Aprilyanti, S. (2018). Teacher's Strategies in Coaching Students' Critical Thinking in English Class at Ninth Grade of SMPN 1 Porong.
- Ary, D., & et.al. (2009). *Introduction to Research in Education (8th edition)*. USA: Wadsworth Cengage Learning.
- Cotrell, S. (2005). *Critical Thinking Skill Developing Effective Analysis and Argument*. New York: Palgrave Macmillan.
- Cresswell, J. W., & Miller, D. L. (2000). *Determining Validity in Qualitative Inquiry*. Theory Into Practice .
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. United States of America: SAGE.
- Facione, P. A. (2013). Critical Thinking: What It Is and Why It Count Millbrae. CA: *Measured Reason and The Caifornia Academic Press* .
- Hamid, R. H., & et.al. (2020). The Effect of Bayer Strategy in Developing Critical Thinking Skills for Second Grade Intermediate Students in Arabic Language. *PJAE* .
- Hakim, I. N., Purwaningsih, S., & Rachmawati, E. (2021). Teachers' Strategies in Developing Students' Critical Thinking and Critical Reading. *peagogia: jurnal pendidikan* , 11.
- Hove, G. (2011). Developing Critical Thinking Skills in The High School English Classroom. 2-47.
- Jawarnah, M., & et.al. (t.thn.). Developing Critical Thinking Skills of Secondary Students in Jordan Utilizing Monro and Slater Strategy and Mcfarland strategy. *IJAES* .

- M. Keeley, S., & Browne, M. N. (2007). *Asking The Right Question; A Guide to Critical Thinking* . America: Pearson Prentice Hall.
- Majid, A. (2013). *Strategi Pembelajaran*. Bandung : Remaja Rosdakarya.
- Masduqi, H. (2011). Critical Thinking Skills and Meaning in English Language Teaching. *TEFLIN Journal* , 2.
- Maulidina, H. (2020). Teacher's Strategies to Enhance HOTS in Teaching Reading Comprehensions to The Seventh Grade Students of SMP Al-Islam Surakarta.
- Miles, M. B., & et.al. (2014). *Qualitative Data Analysis; A Methods Sourcebook Third Edition*. Amerika: SAGE Publications.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Eexpended Sourcebook Second Edition* . USA: SAGE Publications, Inc.
- Mustika, N., & et.al. (2020). Teacher's Questioning in Senior High English Classroom: An Investigation of Student's Critical Thinking Skills. *IOJET* , 278-287.
- Okasha, M. A. (2021). The Effect of Critical Thinking Techniques For Improving EFL Reading Skills. 3-4.
- O'reilly, M., & Kiyimba, N. (2015). *Advanced Qualitative Research; A Guide to Using Theory*. SAGE .
- Samani, M., & et.al. (2019). Learning Strategy to Develop Critical Thinking, Creativity, and Problem-Solving Skills for Vacation School Students. *Journal Pendidikan Teknologi and Kejuruan* , 36-37.
- Schafersman, S. D. (1991). *An Introduction to Critical Thinking*. 1.



Appendix I

Interview Question List

(daftar pertanyaan wawancara)

No	Apects / Indicator	Sub-Indicator	Item No
1	Teacher's strategies	Interpretation (<i>penafsiran</i>)	1. Are students active when asked to present/practice in front of the class using English? <i>(apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris?)</i>
2		Analysis (<i>analisis</i>)	2. Can students combine words into a sentence that shows their relationship to a topic? <i>(apakah siswa bisa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik?)</i>

3		<p>Conclusion (kesimpulan)</p>	<p>3. Do you think students can choose one point of view and build relationships that last through group work? (menurut bapak/ibu apakah siswa bisa memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok?)</p> <p>4. Do you think students can choose a new point of view with another students (group) by developing arguments and providing evidence to support their opinion?(menurut bapak/ibu apakah siswa bisa memilih pandangan baru bersama siswa lain (kelompok) dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka?)</p>
---	--	------------------------------------	---

4		Evaluation (<i>evaluasi</i>)	<p>5. How do you evaluate the breadth of learning skills and encourage them to apply those skills? (<i>bagaimana bapak/ibu mengevaluasi luasnya skill pembelajaran dan mendorong mereka mengaplikasikan skill tersebut?</i>)</p> <p>6. How do you think emphasize important information in making decisions? (<i>menurut bapak/ibu bagaimana siswa menekankan informasi penting dalam membuat keputusan?</i>)</p>
5		Explanation (<i>penjelasan</i>)	<p>7. Have you ever asked students about the learning material and asked some questions that they would define? (<i>apakah bapak/ibu pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan?</i>)</p>
6		Self-regulation (<i>regulasi diri</i>)	<p>8. How is your encourage students to think logically and correctly? (<i>bagaimana bapak/ibu mendorong siswa untuk berpikir secara logis dan benar?</i>)</p> <p>9. Do you ask students</p>

			<p>about events that are familiar to them or are currently being discussed? (<i>apakah bapak/ibu menanyakan siswa tentang kejadian yang familiar dikalangan mereka atau yang sedang hangat diperbincngkan?</i>)</p> <p>10. How do you help students to achieve some criteria when presenting or team work? (<i>bagaimana bapak/ibu membantu siswa untuk mencapai beberapa kriteria ketika presentasi atau kerja kelompok</i>)</p>
--	--	--	---

Appendix II

Interview Transcripts

R : Researcher

I : Teacher

S : Students

Discourse Unit	Discourse
1.	<p>R : disinikan berpikir kritis termasuk hal yang penting dalam kurikulum 2013, nah menurut ibuk bagaimana caranya ibuk mendorong siswa untuk berpikir secara logis dan benardalambelajar Bahasa inggrisbuk? <i>(here, critical thinking are important thing in curriculum 2013, in your opinion How is your encourage students to think logically and correctly in English subject?)</i></p>
2.	<p>I : kalau dalam teknis ibuk mengajar di XI dikelas XI ya bahasa inggris, itu ibuk tayangkan dulu kalau ibuk punya gambar ibuk tayangkan gambarnya dulu. Andaikan ibuk nggak punya gambar ibuk bikin judulnya dulu, ataupun kalau nggak bikin judul salah satu cara yang ibuk pake itu yang sering sering sekali ibuk pake itu ibuk kasih dulu sebuah cerita, andaikan saya seperti chapter pertamakan suggestion kan, saya tadi pagi ada ini ketemu dengan ini ada ini, seharusnya apa yang harus ibuk lakukan, ibuk kasih cerita kek gitu kan mereka kan ngumpan balik kan harusnya begini begini buk, kalau yang anda kasih tadi itu dinamakan apa tu biasanya, oh itu Namanya saran buk, itu nama ide buk, itu kan pendapat buk, nah nanti kan dari setiap-setiap jawabannya baru kita jelaskan. Oh kalau kalimatnya seperti ini itu Namanya</p>

	<p>saran, kalau kalimatnya seperti ini namanya pendapat, nah kek gitu caranya ibuk, ibuk tayangkan ibuk kasih sebuah cerita dulu, sebuah cerita nah dalam cerita itu kan banyak alur-alurnya itu, begitu ibuk.</p> <p><i>(in technical terms, I teach English class XI, I will show if I have pictures I will show it. If I don't have a picture, I'll make a title first, or if I don't make a title, one of the ways that I usually use is give a story, if I like now in the first chapter discussing about suggestions, in this morning I met this with this, I ask them what should I do, from the story the students will provide feedback, you should be like this, what the name from your answer, oh that is suggestion, that is idea, that is opinion, which the answers are explained. If the sentences like this that is suggestion, if the sentences like this that is opinion, like this is my way. I show I give a story, in a story have many plots, that is my way.)</i></p>
3.	<p>R : nah misalnyakan ibuk tadi ibuk bakal kasih topik, dari topic tersebut bagaimana caranya siswa itu bisa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik yang ibuk kasih tadi?</p> <p><i>(after you give a topic, from the topic how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>I : ibuk menyerahkan ke mereka bagaimana, biarkan mereka menggunakan kalimat mereka dulu, menggunakan kalimat mereka dulu nanti banyak pertanyaan tuh, buk kalau kalau saya nyatakan begini bahasa inggrisnya apa buk, kalau begini bahasa inggrisnya apa buk, biarkan mereka kalau ibuk kan biarkan mereka menggunakan bahasa mereka dulu, nanti pas masuk ke langkah-langkahnya nantik baru kita jelaskan oo kalimatnya begini begini begini giu na, gitu caranya.</p> <p><i>(I give to them, I let them to use their own senence, use their own sentence then they will ask how to say it in English, I will let them use their own then in next step</i></p>

	<i>I will explain, f the sentences like this here is how to make it)</i>
5.	<p>R : nah, menurut ibuk apakah siswa bisa memilih dari misalnya ibuk membuat kelompok, mereka punya beberapa sudut pandang nih buk, bagaimana siswa itu memilih dari satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok? <i>(do you think students can choose one point of view and build relationships that last through team work?they have some opinion, how are they choose one opinion and builds relationships each other?)</i></p>
6.	<p>I : kerja kelompok, nah yang ini yang jadi pertanyaan ibuk juga ya, kalau kerja kelompok selama ibuk ngajar bahasa inggris di MAN 1, ibuk belum pernah mengadakan kerja kelompok untuk bahasa inggris, karena bahasa inggris itu kalau dikerjakan kelompok tidak akan bisa mereka tanpa ada penjelasan, bukan kita me apo ya kemampuan siswa iu tidak, banyak nanti takutnya dikelompoknya nanti itu ada yang tidak sama sekali tidak tau bahasa inggris dikelompok satu ada yang bisa, tidak balance jadinya. A ibuk memang ibuk jelaskan. <i>(team work?this is my question, if team work during the time I teach in MAN 1, I never use the team work in English subjects, because english if use team work it can't, some of them can't english in a group and another they can english its not balance,I am always explain about the material that day.)</i></p>
7.	<p>R : nah, kalau misalnya gak ada kerja kelompok, bagaimana anak-anak itu memilih kek pandangan oh ya dalam satu kelas mereka banyak pandangan, trus gimana caranya mereka kayak oh kayaknya ini bisa ini bisa gimana caranya menyaukan gitu, kek apakah ada hal yang kongkrit kalau mereka menggabungkan itu buk? <i>(if never use team work, how are they choose a opinion in the class?)</i></p>
8.	<p>I : oh gitu, kalau ibuk kan seperti ini tema chapter pertama itu kan suggestion tuh, ibuk jelaskan ceritanya tadikan, kita kan beralur dari cerita tadi kan,</p>

kejadian tadi pada kecelakaan tadi pagi ketemu kecelakaan kan, nah nantik dari itukan ada pendapat nih, coba saya akan menunjuk orang itu random kan coba kalau menurut kamu sarannya apa, apa yang harus ibuk lakukan kalau kamu bagaimana, kalau kamu bagaimana, kan banyak yang ngasih saran tu nh nantik kita kumpulkan sarannya kita tulis di papan tulis nanti baru kita jadikan yang mana kalimat yang bagus, kalau kita bilang ke siswa itu kalimat yang benar itu dak bisa, mereka akan takut, takut ngomong besok kan. Oh ibuk ini cari yang benar sekarang kita terima saja, sekarang kita cari kalimat yang enak di dengar. Ibuk pakai bahasa itu, kalimat yang enak di engar yang mana, kalau kita kalau ibuk bilang sebagai kalimat yang benar yang mano ya satu dua tiga empat yang mana yang kalimat yang benar, mereka akan takut, oh ini salah ini salah andaikan siswa itu kita salahkan besok besok mereka tidak berani ngomong lagi karna takut salah. Ini kan bahasa inggris nah kalau ibuk tu selalu strateginya kalimat yang paling enak didengar dan dibaca yang mana, mereka akan nunjuk tu satu buk enak tu buk nah nomor sau tu bisa kita pilih nanti ada kesalahan sedikit sedikit baru kita perbaiki, nah gitu caranya.

(like the first chapter is suggesion, I will explain with the story before, from the accident story linethis morning, I will pointing random they are for give a suggesion, what should I do? From the question so many answer from them, the answer they are gave we write in the whiteboard and then we going to look the good sentence, if we say to them the correct sentence it can't, they are will scared, scared to talk then. They will have a mindset I just look for the good sentence, now we look for the good to hear sentence. I use that language, if I say where the correct sentence from one two three, they are will scare. If I say where the good to hear and readsentence, first sentece is the good one miss, and the if there are the mistake in ha sentence we will repair it.)

9.	<p>R : berarti buk, selain misalnya materinya dari ibuk kalau dikelas itu apakah ibu menanyakan siswa tentang kejadian yang familiar di kalangan mereka atau yang sedang hangat diperbincangkan?</p> <p><i>(beside the material do you ask students about event that are familiar to them or are currently being discussed?)</i></p>
10.	<p>I : selalu begitu, selalu saya bawak topik yang lagi nge trend di anak muda seperti sekarang kan lagi <i>jeje</i> tu citayem, mereka kan tau semua nantik kalau saya bawak masalah polisi tembak polisi mereka banyak yang ndak ngerti mereka ndak update masalah itu, mereka updatenya masalah dikalangan mereka usia mereka kayak citayem, kalau citayem “kenal dengan <i>jeje</i> ndak?” oo kenal buk, wooh belum ibuk lanjutkan pertanyaan ibuk mereka tu sudah oo <i>jeje</i> tu gini gini gini aa, saya selalu membawa topik dikalangan mereka se usia mereka topiknya yang hangat-hangatny kan.</p> <p><i>(Yes, I am always give trending topic in young like now “jeje” in citayem, they all know about that sory if I tell hem about shooting most of them didn’t update about it, if citayem I ask them do you know about jeje? Well they answered even though my question was not finished. I am always tell the story in their update.)</i></p>
11.	<p>R : nah kan di bahasa inggris kita punya banyak skill kan, misalnya ada skill di reading dia readingnya bagus, dia speaking nya bagus, nah bagaimana ibuk untuk mengevaluasi skill siswa ini dalam pembelajaran dan mendorong mereka untuk mengaplikasikan skill tersebut di kelas?</p> <p><i>(in English we have many skills, like in reading she has good reading, she has good speaking, how do you evaluate the breadth of leaning skills and encourage them to apply those skills?)</i></p>
12.	<p>I : saya selalu mengajak dia berbicara pake bahasa inggris, selalu menggunakan bahasa inggris walaupun itu pelan-pelan, nantik kalau nanti pasti akan ada</p>

	<p>ketemu kesalahan disana pasti, kalau bukan saya yang salah dia yang salah, mungkin di pronounce nya salah, mungkin pemakaian kata kerjanya salah, mungkin di pemakaian kata keterangan waktunya salah, itu nanik dulu sekarang biarkan dia ngomong dulu, karna prinsip saya kalau prinsip saya ini kan kalau saya ngajar bahasa inggris itu saya ndak mau anak saya takut ngomong, sekarang biarkan dia ngomong dulu asalkan lawan bicaranya paham yang dimaksudnya sudah berarti anak saya sudah hebat bahasa inggris, nantik kita perbaikinya di writing, di writing nya baru kita perbaiki, oh tadi ini salah ini salah gitu.</p> <p><i>(I am always use English with them even if it's slowly, surely there we will find mistakes if no me maybe from them, it could be pronounced wrong, maybe use the wrong verb, or use the wrong time, let them talk because my principle if we each English I won't them scared to ttalk, know let them talk as long as the interlocutor can understand wha they mean. later we will correct the mistakes in writing.)</i></p>
13.	<p>R : nah ibuk kan, misalnya anak-anak pasti dikelas dia membuat keputusan nah menurut ibu bagaimana siswa menekankan informasi penting dalam membuat keputusan atau kesimpulan?</p> <p><i>(they are will make a decision, how do you think students emphasize important information in making decisions and conclusions?)</i></p>
14.	<p>I : setelah mereka menyimpulkan oo buk seharusnya ibuk tadi menyarankan yang punya mobil yang tabrakan tadi buk ibuk sarankan kesini nah kan ada kalimatnya tuh kia garis bawah, inilah yang dinamakan suggestion. Kita boleh cerita masalah jeje boleh polisi tembak polisi tapi tetap ada saran disana, nah saran dari mereka itu yang kita garis bawah, inilah topik kita hari ini.</p> <p><i>(After they conclude their opinion, oh you should to recommend who has car who accident miss, you recommend to like this, we underline the sentence,</i></p>

	<p><i>this sentence categorized into suggestion. we can talk about the "jeje" problem or the "police shooting problem" story, but there must still be suggestions, suggestions from them that we have to underline we can interpret or relate it to the day's learning material.)</i></p>
15.	<p>R : nah dikelas kan tentunya anak-anak tu banyak ya buk ini si pemalu ini si akif, nah bagaimana reaksi siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris? <i>(in a class, so many charceristic they are, what are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>I : ya banyak, kalau yang aktif dia akan langsung tunjuk tangan "saya buk", kalau yang malu-malu tentu dia malu-malu dulu, nah ada pulak yang dak bisa kan sama sekali ndak bisa, tentu ada strateginya. Kalau yang aktifkan aman kia kan dia tinggal tampil kedepan, kalau yang malu-malu saya biasanya mendekati dia ke meja, yang ndak bisa pun saya dekati ke meja dan saya ajari, oh ini begini begini. <i>(Yes, if who are active raise their hands immediately, who are embarrassed will be shy or who can't, of course there is a strategy. If the person activates it, he can immediately come forward, if the one who is shy and can't say it, will definitely approach their table and I will teach them.)</i></p>
17	<p>R: berarti cara ibuk untuk mendorong mereka untuk ayok-ayok gitu berarti ibuk dekatan mereka <i>(so how do you push them?)</i></p>
18	<p>I: mendekati mereka atau kasih motivasi. Kasih motivasi mereka kan banyak kejadian-kejadian nya kan, ada teman yang kamu punya kekurangan dia berani di begini nah. <i>(approach them and give a motivation. Give they a motivation from the incidents, like look for your friends she have the weakness but she brave)</i></p>
18.	<p>R : berarti setelah ibuk dekati gitu, apa reaksi mereka? <i>(after you approach them, what are their reaction?)</i></p>

19.	<p>I: reaksi mereka, positif semua reaksi mereka. “dak papo salah buk?” kan dio sering ngomong gitu kan. Kalau kita di depan kelas dia dikursinya kalau kita bilang kalau kamu malu gini gini gini dia tidak akan mempan, nah kalau kita dekati dia ke meja dia akan ngomonng, buk malu buk ndak bisa, nah kita dorong ndak papa ndak masalah ndak bisa, inikan bukan bahasa kita ngapain takut nah gitu</p> <p><i>(their reaction, all of them give positive reaction. If I stay in front of class then they in their chair and say if don't be shy it doesn't work, if I go to their table she will say she shy and can't, we will push them and say don't be shy it's oke you must try it's not our language so take it easy.)</i></p>
20.	<p>R : dikelas, apakah ibu pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan?</p> <p><i>(at classes, do you ask students about the material and asked some questions that they would define?)</i></p>
21.	<p>I : selalu, setiap pertemuan. Karna dikelas ada 35 orang 35 sifat yang bakal kita ketemu didalamnya. Ada yang malu kalau yang bisa dia akan akan langsung bicara buk kemaren kita bicara suggestion, apa saja yang ada dalam suggestion itu bagaimana cara meminta suggestion dia akan ngomong gini gini kalau yang tidak bisa kita kan dekati lagi tunjuk kita tunjuk kalau dengan ibuk random kan. Oke coba kamu sekarang bagaimana materi kemaren apa suggestion buk dia kan ngikut temennya tu suggestion kalau kemaren suggestion bisa kasih contoh ndak suggestion itu yang bagaimana dia pasti baca buku biarkan saja dia baca buku, oh ya bagus kasih kalimat seperti itu, oh ya bagus nahh selalu bilang bagus good you are the best student nah sudah tu.</p> <p><i>(always in every meeting, because in every class there are 35 students so will find 35 characteristic. There are shy and there are can they will say if yesterday we discussed about suggestion, what are in suggestion and how to ask a suggestion they will say like this, if who can't we will go to their table randomly and let</i></p>

	<i>them to answer of course she can answer because hear it before, after that I ask she to give an example if she read a book let she. After that we give motivation word like good you are the best students.)</i>
--	---

Discourse Unit	Discourse
1.	R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas? <i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i>
2.	S1 :biasanya dikelas bahasa inggris ibuk mengajar dengan menayangkan vidio atau gambar didepan kelas sesuai dengan materi ajar hari itu, tapi kadang ibuk juga menuliskan judul pembelajaran didepan kelas dan membuat cerita yang berhubungan dengan materi ajar. <i>(Usually in English class, my teacher teaches by showing videos or pictures in front of the class according to the teaching material that day, but sometimes She also write the title of the lesson in front of the class and make a story related to the teaching material.)</i>
3.	R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik? <i>(how students combine words into a sentence that shows their relationship to a topic?)</i>
4.	S1 :biasanya dengan membuat kalimat sendiri, terus menerjemahkan ke bahasa inggris, kalau tidak bisa bahasa inggris biasanya kami langsung bertanya ke ibuk. <i>(usually by making our own sentences, then translating into English, if I can't make into English, we usually ask the teacher directly.)</i>
5.	R :bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok?

	<i>(how do you choose one point of view and build relationships through team work?)</i>
6.	<p>S1 :rasanya selama setahun sekolah dan belajar dengan ibuk tidak pernah dilaksanakan kerja kelompok. <i>(It feels like during a year of school and studying with the english teacher, no team work has ever been carried out.)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka? <i>(how youchoose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i></p>
8.	<p>S1 :biasanya setiap siswa harus memberi jawaban mereka masing-masing dan itu dituliskan dipapan tulis, dari banyak jawaban itulah didiskusikan berama-sama didalam kelas untuk membuat satu opini. <i>(usually each student has to give their own answer and it is written on the whiteboard, from the many answers that are discussed together in class to make an opinion.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan? <i>(do your english teaher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S1 :tergantung dengan pembahasan materi, tapi biasanya iya. Apalagi baru-baru ini ada berita “jeje” yang lagi hangat, itu biasanya ibuk bahas dikelas. <i>(depending on the subject matter, but usually yes. Moreover, recently there is news of "jeje" which is hot, that's usually what She discuss in class.)</i></p>
11.	<p>R :bagaimana guru bahasa inggrismengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut? <i>(how do the english teacherevaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>

12.	<p>S1 :skill bahasa inggris siswa tentu beda-beda, ada siswa yang pintar di speaking tapi lemah di writing, nah itu biasanya ibuk latih terus dengan berbiara bahasa inggris didalam kelas.</p> <p><i>(Students' English skills are certainly different, there are students who are good at speaking but weak in writing, so that's usually why the teacher keep practicing by speaking English in class with us.)</i></p>
13.	<p>R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan?</p> <p><i>(how students emphasize important information in making decisions or conclusions?)</i></p>
14.	<p>S1 : biasanya menyimpulkan materi yang sesuai dengan materi pembelajaran.</p> <p><i>(usually conclude the material in accordance with the learning material.)</i></p>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris?</p> <p><i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>S1 :ada yang aktif dan ada juga yang malu, yang aktif pasti mereka akan langsung menunjuk tangan dan menjawab pertanyaan guru.</p> <p><i>(some are active and some are shy, those who are active will definitely raise their hands and answer the teacher's questions.)</i></p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan?</p> <p><i>(have your english teaher ever asked students about the learning material and asked some questions that they would define?)</i></p>

18.	<p>S1 :dikelas bahasa inggris selalu diminta untuk mendefinisikan materi pembelajaran dan juga memberi contoh biasanya.</p> <p><i>(In English class, they are always asked to define the learning material and also give an example.)</i></p>
-----	--

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas?</p> <p><i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i></p>
2.	<p>S2 : dikelas bahasa inggris kami belajar dimulai dengan menonton vidio atau melihat gambar yang sudah disediakan oleh guru. Kalau tidak ada gambar ataupun vidio guru biasanya menceritakan sesuatu yang berhubungan dengan materi pembelajaran.</p> <p><i>(In English class we learn starting by watching videos or seeing pictures that have been provided by the teacher. If there are no pictures or videos, the teacher usually says story related to the learning material.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik?</p> <p><i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S2 : kami diminta untuk membuat kalimat sendiri, dari topik pembelajaran dan membuatnya menjadi kalimat bahasa inggris dengan mencari kosa kata dikamus.</p> <p><i>(we were asked to make their own sentences, from the topic of learning and make it into English sentences by looking up the vocabulary in the dictionary)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok?</p>

	<i>(how do you choose one point of view and build relationships through team work?)</i>
6.	<p>S2 : selama dikelas bahasa inggris rasanya belum pernah diadakan kerja kelompok.</p> <p><i>(While in English class, it feels like team work has never been held)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka?</p> <p><i>(how you choose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i></p>
8.	<p>S2 :setiap siswa diminta untuk menjawab pertanyaan dari guru, biasanya setelah semuanya menjawab pertanyaan itu akan langsung didiskusikan untuk mencari jawaban yang tepat.</p> <p><i>(each student is asked to answer a question from the teacher, usually after everyone has answered the question it will be immediately discussed to find the right answer.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan?</p> <p><i>(do your english teaher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S2 :biasanya iya, apalagi kalau ada yang lagi trending.</p> <p><i>(usually yes, especially if there is something trending.)</i></p>
11.	<p>R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut?</p> <p><i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>

12.	<p>S2 : ibuk selalu menggunakan bahasa inggris didalam kelas dan itu sudah pasti mendorong kami untuk menjawab dengan menggunakan bahasa inggris juga. <i>(She always uses English in the class and that definitely encourages us to answer in English too.)</i></p>
13.	<p>R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan? <i>(how students emphasize important information in making decisions or conclusions?)</i></p>
14.	<p>S2 : menyimpulkan materi yang sesuai dengan materi pembelajaran dan dituliskan dibuku catatan. <i>(conclude the material in accordance with the learning material and write it down in a notebook.)</i></p>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris? <i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>S2 :tergantung siswanya, kalau aktif pasti selalu bertanya atau menjawab pertanyaan, kalau yang malu itu dihampiri oleh ibuk. <i>(depends on the students, if they are active they will always ask or answer questions, if the shy one is approached by the teacher.)</i></p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan? <i>(have your english teaher ever asked students about the learning material and asked some questions that they would define?)</i></p>
18.	<p>S2 :sering, setiap materi baru atau mengingat materi kemaren pasti akan ditanyakan. <i>(often, every new material or remembering yesterday's material will definitely be asked.)</i></p>

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas? <i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i></p>
2.	<p>S3 :selalu menggunakan bahasa inggris dan dicampurkan dengan bahasa indonesia, selalu menanyakan materi sebelumnya dan menjelaskan materi pembelajaran yang membuat siswa mudah mengerti. <i>(always use English and mix it with Indonesian, always ask for previous material and explain learning materials that make students easy to understand.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik? <i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S3 :dibuat sendiri dari judul pembelajaran yang sudah diberi dan beberapa contoh sehingga bisa membuat kalimat sendiri. <i>(made your own from the title of the lesson that has been given and some examples so we can make our own sentences)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok? <i>(how do you choose one point of view and build relationships through team work?)</i></p>
6.	<p>S3 :tidak pernah kerja kelompok selama belajar dengan ibuk. <i>(never work in team while studying with englsih teacher.)</i></p>

7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka? <i>(how you choose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i></p>
8.	<p>S3 :biasanya saya melihat hal apa yang paling berhubungan dengan topik pembelajaran dan biasanya bertanya ke ibuk benar atau salahnya. <i>(I usually see what things are most related to the learning topic and usually ask the teacher if it's true or not.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan? <i>(do your english teacher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S3 :iya, seperti kemaren baru viral tentang “jeje” dan kami dengan semangat membahas hal itu dan banyak pendapat juga dari teman sekelas dengan ketenarannya. <i>(yes, like yesterday it just went viral about "jeje" and we excitedly discussed it and many opinions also from classmates with fame.)</i></p>
11.	<p>R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut? <i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>
12.	<p>S3 : biasanya ibuk selalu berbicara bahasa inggris dengan siswa secara acak dan juga kalau ada latihan ibuk memeriksa langsung dimeja siswa. <i>(Usually, english teacher always speak English with random students and if there is practice, she check directly on the student's desk.)</i></p>

13.	<p>R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan? <i>(how students emphasize important information in making decisions or conclusions?)</i></p>
14.	<p>S3 :menyimpulkan materi sesuai dengan apa yang telah dipelajari hari itu, biasanya kalau disuruh mencatat ya bakal dicatat. <i>(conclude the material according to what has been learned that day, usually if we are asked to take notes, we will write it down.)</i></p>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris? <i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>S3 :ada yang malu dan ada juga yang langsung menunjuk tangan kalau ibuk menanyakan atau meminta bertanya jadi tergantung orangnya. <i>(some are embarrassed and some are directly pointing their hands if teacher ask or ask questions so it depends on the person.)</i></p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan? <i>(have your english teaher ever asked students about the learning material and asked some questions that they would define?)</i></p>
18.	<p>S3 :selalu diminta untuk mendefinisikan materi tapi biasanya secara acak dan biasanya berebut ingin menjawab. <i>(always asked to define the material but usually randomly and usually scrambling to answer.)</i></p>

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas? <i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i></p>
2.	<p>S4 :yang paling sering dipakai oleh ibuk yaitu dengan memulai kelas dengan cerita atau menayangkan vidio atau gambar. <i>(The one most often used by mothers is by starting the class with a story or showing a video or picture.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik? <i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S4 :dengan membuat kalimat sendiri dari topik yang sudah ditentukan oleh guru. <i>(by making their own sentences from topics that have been determined by the teacher)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok? <i>(how do you choose one point of view and build relationships through team work?)</i></p>
6.	<p>S4 :rasanya tidak pernah ada kerja kelompok. <i>(I don't think there is any team work.)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka? <i>(how you choose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i></p>

8.	<p>S4 :dari banyak pendapat teman-teman biasanya kita memilih yang paling berhubungan dengan topik pembelajaran dan di diskusikan bersama.</p> <p><i>(from the many opinions of friends, we usually choose the one most related to the topic of learning and discuss it together.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan?</p> <p><i>(do your english teacher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S4 :sering, apalagi dengan materi pertemuan sebelumnya tentang “saran” ibuk membawa cerita untuk memberikan saran.</p> <p><i>(often, especially with the material from the previous meeting about "suggestions" She bring stories to give advice.)</i></p>
11.	<p>R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut?</p> <p><i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>
12.	<p>S4 : dengan perbedaan skill antar siswa, ibuk selalu menggunakan bahasa inggris di dalam kelas dan meminta siswa untuk berbicara bahasa inggris juga.</p> <p><i>(With the difference in skills between students, English teacher always uses English in class and asks students to speak English too.)</i></p>
13.	<p>R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan?</p> <p><i>(how students emphasize important information in making decisions or conclusions?)</i></p>

14.	<p>S4 :menyimpulkan materi pembelajaran yang berhubungan dengan topik pembelajaran. (<i>conclude learning materials related to learning topics.</i>)</p>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris? (<i>in your opinion, are students active when asked to present/practice in front of class using English?</i>)</p>
16.	<p>S4 :ada yang tau ada yang tidak tau atau belum mengerti, kalau yang tau jika ibuk bertanya dia langsung menjawab, kalau yang belum mengerti biasanya dia akan aktif jika disuruh bertanya. (<i>there are those who know, those who do not know or do not understand, those who know, if you ask they will immediately answer, if those who do not understand, they will usually be active if asked to ask questions.</i>)</p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan? (<i>have your english teaher ever asked students about the learning material and asked some questions that they would define?</i>)</p>
18.	<p>S4 :iya selalu diminta untuk mendefinisikan materi pembelajaran. (<i>yes always asked to define learning material.</i>)</p>

K E R I N C I

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas? (<i>How the english teacher encourage students' logical thinking and corretly in the class?</i>)</p>

2.	<p>S5 : tergantung materi, kalau ada vidio ibuk bakal menayangkan vidio atau gambar tapi biasanya ibuk memulai dengan cerita atau membahas materi pertemuan sebelumnya.</p> <p><i>(depending on the material, if there is a video English teacher will show a video or picture but usually She start with a story or discuss the material from the previous meeting.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik?</p> <p><i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S5 :dengan membuat menggunakan kalimat sendiri lalu menerjemahkan ke bahasa inggris kalau ada yang tidak tau bahasa inggrisnya baru ditanyakan ke guru.</p> <p><i>(by making your own sentences and then translating them into English, if anyone doesn't know English, just ask the teacher)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok?</p> <p><i>(how do you choose one point of view and build relationships through team work?)</i></p>
6.	<p>S5 :sebelumnya memang belum pernah kerja kelompok.</p> <p><i>(I've never worked in a group before.)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka?</p> <p><i>(how you choose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i></p>
8.	<p>S5 :setiap jawaban dari teman-teman pasti semuanya berbeda tapi disana biasanya kita diskusikan bareng-bareng mencari yang berhubungan dengan topik</p>

	<p>pembelajaran dan yang mana yang paling bagus didengar.</p> <p><i>(every answer from friends must be all different but there we usually discuss together looking up related to the topic of learning and which one is the best to listen.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan?</p> <p><i>(do your english teaher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S5 :iya, ibuk selalu membahas hal yang familiar terutama yang paling sering itu yang sering masuk beranda instagram atau bahkan tiktok.</p> <p><i>(Yes, English teacher always discusses familiar things, especially the ones that often enter the Instagram homepage or even TikTok.)</i></p>
11.	<p>R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut?</p> <p><i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>
12.	<p>S5 :setiap anak pasti mempunyai perbedaan masing-masing, ada yang pintar grammar ada yang pintar speaking, biasanya guru selalu menyemangati untuk selalu praktek menggunakan bahasa inggris.</p> <p><i>(every child must have their own differences, there are those who are good at grammar, there are those who are good at speaking, usually the teacher always encourages them to always practice using English.)</i></p>
13.	<p>R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan?</p> <p><i>(how students emphasize important information in making decisions or conclusions?)</i></p>

14.	<p>S5 :materi yang sudah pelajari hari itu atau mungkin materi satu pembahasan yang sama, baru disimpulkan.</p> <p><i>(the material that has been studied that day or maybe the material of the same discussion, has just been concluded.)</i></p>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris?</p> <p><i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>S5 :biasanya kalau sudah mulai sesi tanya jawab hampir dari seluruh siswa aktif, paling ada yang malu-malu atau pendiam.</p> <p><i>(Usually, when the question and answer session starts, almost all of the students are active, most of them are shy or quiet.)</i></p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan?</p> <p><i>(have your english teacher ever asked students about the learning material and asked some questions that they would define?)</i></p>
18.	<p>S5 :selalu mendefinisikan materi pembelajaran, agar selalu mengingat materi sebelumnya dan jika materi baru itu membuka wawasan.</p> <p><i>(always define learning material, so that you always remember the previous material and if the new material opens your horizons.)</i></p>

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas?</p>

	<i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i>
2.	<p>S6 : dari pengalaman belajar dengan ibuk, biasanya ibuk selalu membawa berita yang trending, yang sedang memang hangat diperbincangkan.</p> <p><i>(from my experience learn english with the english teacher,she usually talk about trending story or which is being hotly discussed.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik?</p> <p><i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S6 : dari topik yang diberi itu biasanya siswa diminta untuk menjawab dengan kalimat sendiri dan terlihat perbedaan jawaban siswa, dan mereka diminta untuk membuatnya dengan menggunakan kalimat bahasa inggris.</p> <p><i>(From the topics given, students are usually asked to answer in their own sentences and the students' answers are different, and they are asked to make them using English sentences.)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok?</p> <p><i>(how do you choose one point of view and build relationships through team work?)</i></p>
6.	<p>S6 : rasanya tidak pernah kerja kelompok ketika belajar dengan ibuk.</p> <p><i>(I don't think I've ever worked in a team while studying with the english teacher.)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka?</p>

	<i>(how you choose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i>
8.	<p>S6 : dari perbedaan jawaban teman-teman kita biasanya memilih satu jawaban yang paling enak didengar yang berhubungan dengan topik pembelajaran bersama.</p> <p><i>(From the differences in the answers, our friends usually choose the one that is most pleasant to hear related to the topic of learning together.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan?</p> <p><i>(do your english teaher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S6 :membahas hal yang familiar merupakan hal yang paling sering dilakukan gru didalam kelas bahasa inggris karna berita yang sedang hangat tidak pernah ada habisnya.</p> <p><i>(Discussing familiar things is the thing that the teacher does most often in English class because the news that is currently hot is never ending.)</i></p>
11.	<p>R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut?</p> <p><i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>
12.	<p>S6 : skill bahasa inggris lumayan sulit sih, tapi ibuk biasanya selalu mengajak kami dan memotivasi untuk terus praktek menggunakan bahasa inggris.</p> <p><i>(English skills are quite difficult, but the english teacher usually always invites us and motivates us to keep practicing using English.)</i></p>

13.	<p>R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan? <i>(how students emphasize important information in making decisions or conclusions?)</i></p>
14.	<p>S6 :pembahasan yang penting-penting sudah pasti akan disimpulkan agar bisa terus mengingat materi pembelajaran. <i>(important discussions will definitely be concluded so that they can continue to remember the learning material.)</i></p>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris? <i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>S6 :di sesi tanya jawab biasanya siswa heboh dan berebut ingin menjawab pertanyaan yang sudah diberikan oleh guru bahasa inggris. <i>(In the question and answer session, students are usually excited and scramble to answer the questions that have been given by the English teacher.)</i></p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan? <i>(have your english teaher ever asked students about the learning material and asked some questions that they would define?)</i></p>
18.	<p>S6 :sering, biasanya setiap pertemuan ibuk bakal meminta kami untuk mendefinisikan materi pembelajaran sebelumnya yang sudah dipelajari. <i>(often, usually every meeting the english teacher will ask us to define the previous learning material that has been studied.)</i></p>

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas? <i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i></p>
2.	<p>S7 :paling sering itu membuat sebuah cerita yang berhubungan dengan topik pembelajaran, kadang juga menayangkan gambar. <i>(most often it makes a story related to the learning topic, sometimes it also shows pictures.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik? <i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S7 :dari kata itu dibuat menjadi kalimat sendiri, dan tak jarang juga bakal bertanya kepada guru bagaimana menuangkan kata tersebut dalam bahasa inggris. <i>(from the word it is made into its own sentence, and not infrequently will also ask the teacher how to put the word in English)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok? <i>(how do you choose one point of view and build relationships through team work?)</i></p>
6.	<p>S7 :seingat saya tidak pernah ada kerja kelompok kalau di kelas bahasa inggris, tapi tidak tau kelas sebelumnya. <i>(As far as I remember, there was never any team work in English class, but I didn't know the previous class.)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka?</p>

	<i>(how you choose a new point of view with another students by developing arguments and providing evidence to support their opinion?)</i>
8.	<p>S7 :pendapat tentu berbeda, karna perbedaan itu makin membuka wawasan yang luas, semakin banyak pendapat semakin luas wawasan. Kami biasanya dibantu oleh ibuk membuat sebuah kalimat baru dari berbagai pendapat.</p> <p><i>(Opinions are certainly different, because the difference is the more broad-minded, the more opinions the wider the insight. We are usually helped by my mother to make a new sentence from various opinions.)</i></p>
9.	<p>R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan?</p> <p><i>(do your english teaher ask students about event that are familiar or are currently being discussed?)</i></p>
10.	<p>S7 : biasanya iya, apalagi kalau ada yang lagi trending seperti sebelumnya "jeje" itu bisa menjadi topik pembelajaran.</p> <p><i>(usually yes, especially if something is trending like before, that "jeje" can be a learning topic.)</i></p>
11.	<p>R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut?</p> <p><i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i></p>
12.	<p>S7 :biasanya ibuk mengajak kami berbicara menggunakan bahasa inggris secara acak, otomatis semua dari kami bakal kebagian giliran berbicara dengan ibuk menggunakan bahasa inggris setiap pertemuan.</p> <p><i>(English teacher usually invites us to speak English</i></p>

	<i>randomly, automatically all of us will have the chance to speak with her using English every meeting.)</i>
13.	R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan? <i>(how students emphasize important information in making decisions or conclusions?)</i>
14.	S7 :informasi penting dari materi pembelajaran biasanya diminta ibuk untuk membuat kesimpulan di buku catatan masing-masing. <i>(Important information from the learning material is usually asked by english teacher to make conclusions in their respective notebooks.)</i>
15.	R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris? <i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i>
16.	S7 :hampir dari seluruh siswa aktif jika belajar bahasa inggris. <i>(almost all students are active when learning English.)</i>
17.	R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan? <i>(have your english teaher ever asked students about the learning material and asked some questions that they would define?)</i>
18.	S7 :untuk mendefinisikan material biasanya dilakukan ibuk secara acak jadi bisa jadi pertemuan ini sebagian pertanyaan pertemuan selanjutnya tidak. <i>(English teacher usually does it randomly to define the material, so maybe this meeting will get questions for the next meeting or not.)</i>

Discourse Unit	Discourse
1.	<p>R : bagaimana guru bahasa inggris mendorong siswa untuk berpikir logis dan benar di dalam kelas? <i>(How the english teacher encourage students' logical thinking and corretly in the class?)</i></p>
2.	<p>S8 :biasanya dengan mengguakan tayangan vidio dan cerita viral. <i>(usually by using video shows and viral stories.)</i></p>
3.	<p>R : bagaimana siswa mengkombinasikan kata-kata kedalam sebuah kalimat yang menunjukkan hubungannya dengan sebuah topik? <i>(how students combine words into a sentence that shows their relationship to a topic?)</i></p>
4.	<p>S8 :dari topik pembelajaran yang dituliskan di papan tulis dibuat dalam bentuk kalimat yang baru dengan menggabungkan topik dan kalimat sendiri. <i>(From the learning topics written on the whiteboard, they are made into new sentences by combining the topics and their own sentences)</i></p>
5.	<p>R : bagaimana kamu memilih satu sudut pandang dan membangun hubungan yang berlangsung melalui kerja kelompok? <i>(how do you choose one point of view and build relationships through team work?)</i></p>
6.	<p>S8 :setau saya dikelas bahasa inggris yang ibuk mengajar memang tidak pernah dilakukan kerja kelompok. <i>(As far as I know, in an English class that english teacher teach, team work is never been done.)</i></p>
7.	<p>R : bagaimana kamu memilih pandangan baru bersama siswa lain dengan mengembangkan argumen dan memberi bukti pendukung pendapat mereka? <i>(how you choose a new point of view with another students by developing arguments and providing</i></p>

	<i>evidence to support their opinion?)</i>
8.	S8 :dari banyak pendapat kawan, ibuk membantu kami untuk memilih beberapa pendapat yang bisa dipakai. <i>(from many opinions friends, english teacher helped us to choose some opinions that can be used.)</i>
9.	R : apakah guru bahasa inggris menanyakan siswa tentang kejadian yang familiar di kalangan atau yang sedang hangat diperbincangkan? <i>(do your english teaher ask students about event that are familiar or are currently being discussed?)</i>
10.	S8 :iya hampir setiap pertemuan ibuk akan membahas hal yang sedang hangat diperbincangkan. <i>(Yes, almost every english teacher's meeting will discuss things that are currently being discussed.)</i>
11.	R :bagaimana guru bahasa inggris mengevaluasi luasnya skill pembelajaran dan mendorong siswa mengaplikasikan skill tersebut? <i>(how do the english teacher evaluate the breadth of learning skills and encourage them to apply those skills?)</i>
12.	S8 : dengan terus melatih berbicara bahasa inggris walaupun kadang grammar salah, yang penting lawan bicara mengerti apa yang kita bicarakan. <i>(by continuing to practice speaking English even though sometimes the grammar is wrong, the important thing is that the other person understands what we are talking about.)</i>
13.	R : bagaimana kamu menekankan informasi penting dalam membuat keputusan atau kesimpulan? <i>(how students emphasize important information in making decisions or conclusions?)</i>
14.	S8 : seperti meringkas, biasanya kita mencatat hal yang penting saja.

	<i>(like summarizing, usually we only note the important things.)</i>
15.	<p>R : menurut kamu, apakah siswa aktif ketika diminta untuk presentasi/praktek didepan kelas menggunakan bahasa inggris?</p> <p><i>(in your opinion, are students active when asked to present/practice in front of class using English?)</i></p>
16.	<p>S8 : ada yang aktif ada yang tidak aktif, yang biasanya aktif akan menjawab pertanyaan atau menanyakan materi jika belum mengerti. Yang tidak aktif itu biasanya yang malu, ada beberapa yang malu didalam kelas, biasanya dikunjungi ke meja mereka.</p> <p><i>(some are active, some are inactive, those who are usually active will answer questions or ask material if they don't understand. The inactive ones are usually the shy ones, there are some who are shy in class, usually visited by their desks.)</i></p>
17.	<p>R : apakah guru bahasa inggris pernah menanyakan siswa tentang materi pembelajaran dan menanyakan beberapa pertanyaan yang akan mereka definisikan?</p> <p><i>(have your english teaher ever asked students about the learning material and asked some questions that they would define?)</i></p>
18.	<p>S8 : iya, tapi itu dilakukan secara acak dan biasanya dilakukan tiap kali pertemuan.</p> <p><i>(Yes, but it's done randomly and usually every time we meet.)</i></p>

Appendix III

Data Reduction of Interview

1. Teacher's Strategies in Developing Students' Critical Thinking

- a. What are teacher's strategies in developing students' critical thinking in english subject ?

I“kalau dalam teknis ibuk mengajar dikelas XI bahasa inggris, ibuk tayangkan gambar. Andaikan ibuk tidak ada gambar ibuk bikin judul dulu. Ataupun kalau tidak bikin judul salah satu cara yang biasanya ibuk pakai yaitu memberikan sebuah cerita, seperti sekarang di chapter pertama membahas tentang suggestion, dari cerita tersebut anak-anak akan memberikan umpan balik, dari jawaban tersebut baru dijelaskan(I *“in technical terms,I teach English class XI, I show pictures. If I don't have a picture, I'll make a title first. Or if I don't make a title, one of the ways that I usually use is to give a story, like now in the first chapter discussing about suggestions, from the story the students will provide feedback, from which the answers are explained.”*)

selama ibuk mengajar, ibuk tidak pernah. menggunakan kerja kelompok dalam mata pelajaran bahasa inggris, karena mereka sulit mengerjakannya tanpa ada penjelasan, dengan adanya perbedaan kemampuan para siswa maka terjadi ketidak seimbangan antara kelompok satu dengan kelompok lainnya. (*“During the time I teach, I never use the team work in English subjects, because they find it difficult to do it without an explanation, with the differences in the abilities of the students, there is an imbalance between one group and another.”*)

“selalu ditanyakan definisi materi pembelajaran dan meminta mereka memberi contoh dan apresiasikan dengan kata yang mendorong atau pujian.(*“always asked for the definition of*

learning materials and asked them to give examples and appreciate it with words of encouragement or praise.”)

- S1 biasanya dikelas bahasa Inggris ibu mengajar dengan menayangkan video atau gambar di depan kelas sesuai dengan materi ajar hari itu, tapi kadang ibu juga menuliskan judul pembelajaran di depan kelas dan membuat cerita yang berhubungan dengan materi ajar. (*“Usually in English class, my teacher teaches by showing videos or pictures in front of the class according to the teaching material that day, but sometimes she also writes the title of the lesson in front of the class and makes a story related to the teaching material.”*)
- S2 dikelas bahasa Inggris kami belajar dimulai dengan menonton video atau melihat gambar yang sudah disediakan oleh guru. Kalau tidak ada gambar ataupun video guru biasanya menceritakan sesuatu yang berhubungan dengan materi pembelajaran. (*“In English class we learn starting by watching videos or seeing pictures that have been provided by the teacher. If there are no pictures or videos, the teacher usually says a story related to the learning material.”*)
- S3 selalu menggunakan bahasa Inggris dan dicampurkan dengan bahasa Indonesia, selalu menanyakan materi sebelumnya dan menjelaskan materi pembelajaran yang membuat siswa mudah mengerti. (*“always use English and mix it with Indonesian, always ask for previous material and explain learning materials that make students easy to understand.”*)
- S5 tergantung materi, kalau ada video ibu bakal menayangkan video atau gambar tapi biasanya ibu memulai dengan cerita atau membahas materi pertemuan sebelumnya. (*“depending on the material, if there is a video English teacher will show a video or picture but usually she starts with a story or discusses the material from the previous meeting.”*)
- S1 rasanya selama setahun sekolah dan belajar dengan ibu tidak pernah dilaksanakan kerja kelompok. (*“It feels like during a year of school and studying with the English teacher, no team work has ever been carried out.”*)

- S7 seingat saya tidak pernah ada kerja kelompok kalau di kelas bahasa inggris, tapi tidak tau kelas sebelumnya. (*“As far as I remember, there was never any team work in English class, but I didn't know the previous class.”*)
- S8 setau saya dikelas bahasa inggris yang ibuk mengajar memang tidak pernah dilakukan kerja kelompok. (*“As far as I know, in an English class that english teacher teach, team work is never been done.”*)
- S2 sering, biasanya setiap pertemuan ibuk bakal meminta kami untuk mendefinisikan materi pembelajaran sebelumnya yang sudah dipelajari. (*“often, usually every meeting the english teacher will ask us to define the previous learning material that has been studied.”*)
- S3 untuk mendefinisikan material biasanya dilakukan ibuk secara acak jadi bisa jadi pertemuan ini kebagian pertanyaan pertemuan selanjutnya tidak. (*“English teacher usually does it randomly to define the material, so maybe this meeting will get questions for the next meeting or not.”*)
- S5 selalu mendefinisikan materi pembelajaran, agar selalu mengingat materi sebelumnya dan jika materi baru itu membuka wawasan. (*“always define learning material, so that you always remember the previous material and if the new material opens your horizons.”*)
- S8 iya, tapi itu dilakukan secara acak dan biasanya dilakukan tiap kali pertemuan. (*“Yes, but it's done randomly and usually every time we meet.”*)

b. How do the teacher's use those strategies in developing students' critical thinking in english subject?

- I selalu menggunakan bahasa inggris terhadap mereka walaupun itu pelan-pelan, pasti disana kita akan menemukan kesalahan kalau bukan mereka yang salah saya yang salah, bisa jadi di pronounce yang salah, mungkin penggunaan kata kerja yang salah, atau penggunaan waktunya yang salah, biarkan mereka

- ngomong dulu, kalau prinsip ibuk mereka harus berani bukan langsung menghakimi dengan salah benarnya, tapi biarkan mereka berani terlebih dahulu. Karena bahasa inggris harus sering praktek, yang penting lawan bicaranya ngerti berarti mereka sudah bisa bahasa inggris, nanti akan kita perbaiki di writing yang salahnya. (*“always use English with them even if it's slowly, surely there we will find mistakes if it's not their fault I'm wrong, it could be pronounced wrong, maybe use the wrong verb, or use the wrong time, let them talk, In the past, if the principle was that they had to be brave, they didn't just judge right and wrong, but let them be brave first. Because English must be practiced often, the important thing is that the interlocutor understands that means they can speak English, later we will correct the mistakes in writing.”*)
- S1 skill bahasa inggris siswa tentu beda-beda, ada siswa yang pintar di speaking tapi lemah di writing, nah itu biasanya ibuk latih terus dengan berbiara bahasa inggris didalam kelas. (*“Students' English skills are certainly different, there are students who are good at speaking but weak in writing, so that's usually why the teacher keep practicing by speaking English in class with us.”*)
- S3 biasanya ibuk selalu berbicara bahasa inggris dengan siswa secara acak dan juga kalau ada latihan ibuk memeriksa langsung dimeja siswa. (*“Usually, english teacher always speak English with random students and if there is practice, she check directly on the student's desk.”*)
- S5 setiap anak pasti mempunyai perbedaan masing-masing, ada yang pintar grammar ada yang pintar speaking, biasanya guru selalu menyemangati untuk selalu praktek menggunakan bahasa inggris. (*“every child must have their own differences, there are those who are good at grammar, there are those who are good at speaking, usually the teacher always encourages them to always practice using English”.*)
- S6 skill bahasa inggris lumayan sulit sih, tapi ibuk biasanya selalu mengajak kami dan memotivasi untuk terus praktek menggunakan bahasa inggris. (*“English skills are quite difficult, but the english teacher usually always invites us and motivates us to keep practicing using English.”*)
- I beralur dari cerita tadi, dimintalah saran anak-anak secara random. Dari banyaknya jawaban maka dipilihlah jawaban

atau kalimat yang enak didengar dan dibaca, bukan kalimat yang benar. Karena hal itu bisa membuat mereka takut untuk tampil dan memberi jawaban dihari esoknya. (*“Based on the story earlier, the students were asked for suggestions at random. From the many answers, the answer or sentence that is easy to hear and read is chosen, not the correct sentence. Because it can make them afraid to appear and give answers the next day .”*)

- S1 biasanya setiap siswa harus memberi jawaban mereka masing-masing dan itu dituliskan dipapan tulis, dari banyak jawaban itulah didiskusikan berama-sama didalam kelas untuk membuat satu opini. (*“usually each student has to give their own answer and it is written on the whiteboard, from the many answers that are discussed together in class to make an opinion.”*)
- S5 setiap jawaban dari teman-teman pasti semuanya berbeda tapi disana biasanya kita diskusikan bareng-bareng mencari yang berhubungan dengan topik pembelajaran dan yang mana yang paling bagus didengar. (*“every answer from friends must be all different but there we usually discuss together looking uprelated to the topic of learning and which one is the best to listen.”*)
- S6 dari perbedaan jawaban teman-teman kita biasanya memilih satu jawaban yang paling enak didengar yang berhubungan dengan topik pembelajaran bersama. (*“From the differences in the answers, our friends usually choose the one that is most pleasant to hear related to the topic of learning together.”*)
- S7 pendapat tentu berbeda, karna perbedaan itu makin membuka wawasan yang luas, semakin banyak pendapat semakin luas wawasan. Kami biasanya dibantu oleh ibuk membuat sebuah kalimat baru dari berbagai pendapat. (*“Opinions are certainly different, because the difference is the more broad-minded, the more opinions the wider the insight. We are usually helped by my mother to make a new sentence from various opinions.”*)

- I ibuk menyarankan mereka untuk menggunakan kalimat mereka sendiri terlebih dahulu, dari jawaban mereka tersebut mereka bertanya bagaimana mengungkapkannya kedalam bahasa inggris. Nanti setelah mereka membuat dengan kalimat mereka sendiri baru dikasih step selanjutnya sehingga mereka bisa membuatnya kedalam bahasa inggris. (*“I advised them to use their own sentences first, from their answers they asked how to express it in English. after they make their own sentences, they will be given the next step so they can make it into English.”*)
- S1 biasanya dengan membuat kalimat sendiri, terus menerjemahkan ke bahasa inggris, kalau tidak bisa bahasa inggris biasanya kami langsung bertanya ke ibuk. (*“usually by making our own sentences, then translating into English, if I can't make into English, we usually ask the teacher directly.”*)
- S2 kami diminta untuk membuat kalimat sendiri, dari topik pembelajaran dan membuatnya menjadi kalimat bahasa inggris dengan mencari kosa kata dikamus. (*“we were asked to make their own sentences, from the topic of learning and make it into English sentences by looking up the vocabulary in the dictionary.”*)
- S6 dari topik yang diberi itu biasanya siswa diminta untuk menjawab dengan kalimat sendiri dan terlihat perbedaan jawaban siswa, dan mereka diminta untuk membuatnya dengan menggunakan kalimat bahasa inggris. (*“From the topics given, students are usually asked to answer in their own sentences and the students' answers are different, and they are asked to make them using English sentences.”*)
- S7 dari kata itu dibuat menjadi kalimat sendiri, dan tak jarang juga bakal bertanya kepada guru bagaimana menuangkan kata tersebut dalam bahasa inggris. (*“from the word it is made into its own sentence, and not infrequently will also ask the teacher how to put the word in English.”*)
- I ... pembahasan yang hangat dikalangan anak muda menjadi topik pembuka, pembahasan yang update dikalangan mereka seperti “Citayam Fashion Week” mereka pasti sudah tau

semua karena mereka pasti akan update tentang itu, kalau ibuk kasih topik tentang tembak menembak mereka tidak update, kalau ibuk tanya kenal “jeje” gak? Nah mereka menjawab pun sudah walaupun pertanyaan ibuk belum selesai. (...”*the hot discussion among young people became the opening topic, discussions that were updated among them such as “Citayam Fashion Week” they would have known everything because they would definitely update about it, if I gave a topic about shooting they didn't update, if I asked, do you know " jeje"? Well they answered even though my question was not finished.*”)

- S3 iya, seperti kemaren baru viral tentang “jeje” dan kami dengan semangat membahas hal itu dan banyak pendapat juga dari teman sekelas dengan ketenarannya.(“*yes, like yesterday it just went viral about "jeje" and we excitedly discussed it and many opinions also from classmates with fame.*”)
- S4 sering, apalagi dengan materi pertemuan sebelumnya tentang “saran” ibuk membawa cerita untuk memberikan saran.(“*often, especially with the material from the previous meeting about "suggestions" She bring stories to give advice.*”)
- S5 iya, ibuk selalu membahas hal yang familiar terutama yang paling sering itu yang sering masuk beranda instagram atau bahkan tiktok.(“*Yes, English teacher always discusses familiar things, especially the ones that often enter the Instagram homepage or even TikTok.*”)
- S6 membahas hal yang familiar merupakan hal yang paling sering dilakukan gru didalam kelas bahasa inggris karna berita yang sedang hangat tidak pernah ada habisnya.(“*Discussing familiar things is the thing that the teacher does most often in English class because the news that is currently hot is never ending.*”)
- I kalau yang aktif dia langsung tunjuk tangan, yang malu dia tentunya malu-malu atau yang tidak bisa, tentu ada strateginya. Kalau yang aktifkan dia bisa langsung maju kedepan, kalau yang malu-malu dan tidak bisa ibuk pasti dekati ke meja mereka dan saya ajari. Dekati mereka dan

memberikan motivasi. Setelah didekati reaksi mereka positif semua. (*“if who are active raise their hands immediately, who are embarrassed will be shy or who can't, of course there is a strategy. If the person activates it, he can immediately come forward, if the one who is shy and can't say it, will definitely approach their table and I will teach them. Approach them and provide motivation. After being approached, their reactions were all positive.”*)

- S1 dengan cara didekati tersebut mereka menjadi berani untuk tampil dan aktif dalam mata pelajaran bahasa inggris, mereka akan mengungkapkan keluh kesahnya jika kita dekati ke meja mereka. (*“By being approached, they become brave to appear and active in English subjects, they will express their complaints if we approach them at their table.”*)
- S5 ada yang tau ada yang tidak tau atau belum mengerti, kalau yang tau jika ibuk bertanya dia langsung menjawab, kalau yang belum mengerti biasanya dia akan aktif jika disuruh bertanya. (*“there are those who know, those who do not know or do not understand, those who know, if you ask they will immediately answer, if those who do not understand, they will usually be active if asked to ask questions.”*)
- S7 di sesi tanya jawab biasanya siswa heboh dan berebut ingin menjawab pertanyaan yang sudah diberikan oleh guru bahasa inggris. (*“In the question and answer session, students are usually excited and scramble to answer the questions that have been given by the English teacher.”*)
- S8 ada yang aktif ada yang tidak aktif, yang biasanya aktif akan menjawab pertanyaan atau menanyakan materi jika belum mengerti. Yang tidak aktif itu biasanya yang malu, ada beberapa yang malu didalam kelas, biasanya dikunjungi ke meja mereka. (*“some are active, some are inactive, those who are usually active will answer questions or ask material if they don't understand. The inactive ones are usually the shy ones, there are some who are shy in class, usually visited by their desks.”*)
- I selalu ditanyakan definisi materi pembelajaran dan meminta mereka memberi contoh dan apresiasikan dengan kata yang

mendorong atau pujian agar mereka selalu ingin memberi jawaban, contohnya “bagus”. Menilai latihan langsung didepan mereka sambil memberi kata pujian. (*“always asked for the definition of learning materials and asked them to give examples and appreciate it with words of encouragement or praise so that they always want to give answers, for example "good". Assessing the practice directly in front of them while giving words of praise.”*)

- S5 selalu mendefinisikan materi pembelajaran, agar selalu mengingat materi sebelumnya dan jika materi baru itu membuka wawasan. (*“always define learning material, so that you always remember the previous material and if the new material opens your horizons.”*)
- S6 sering, biasanya setiap pertemuan ibuk bakal meminta kami untuk mendefinisikan materi pembelajaran sebelumnya yang sudah dipelajari. (*“often, usually every meeting the english teacher will ask us to define the previous learning material that has been studied.”*)
- S7 untuk mendefinisikan material biasanya dilakukan ibuk secara acak jadi bisa jadi pertemuan ini sebagian pertanyaan pertemuan selanjutnya tidak. (*“English teacher usually does it randomly to define the material, so maybe this meeting will get questions for the next meeting or not.”*)

Appendix IV

Observation Checklist

1. First observation in the first class

	Aspects	Yes	No
1	Mendorong berpikir logis dan benar <i>(Encourage logical and correct thinking)</i>		
2	Mengkombinasikan kata-kata ke dalam sebuah kalimat <i>(combine words into a sentence)</i>		
3	Memilih sudut pandang dari beberapa sudut pandang <i>(choosing a point of view from several point of view)</i>		
4	Mngembangkan argumen <i>(develop arguments)</i>		
5	Menanyakan kejadian familiar atau hangat diperbincangkan <i>(ask for familiar or hotly discussed events)</i>		
6	Mencapai kriteria ketika presentasi kerja kelompok <i>(achieve the criteria when team work presenting)</i>		
7	Menekankan informasi penting dalam membuat keputusan <i>(emphasize important information in making decisions)</i>		
8	Mengevaluasi pembelajaran <i>(evaluate learning)</i>		
9	Aktif presentasi praktek menggunakan bahasa inggris <i>(active presentation practice using English)</i>		
10	Mendefinisikan pertanyaan yang diberikan <i>(define the question given)</i>		

2. Second observation in the first class

	Aspects	Yes	No
1	Mendorong berpikir logis dan benar <i>(Encourage logical and correct thinking)</i>		
2	Mengkombinasikan kata-kata ke dalam sebuah kalimat <i>(combine words into a sentence)</i>		
3	Memilih sudut pandang dari beberapa sudut pandang <i>(choosing a point of view from several point of view)</i>		
4	Mngembangkan argumen <i>(develop arguments)</i>		
5	Menanyakan kejadian familiar atau hangat diperbincangkan <i>(ask for familiar or hotly discussed events)</i>		
6	Mencapai kriteria ketika presentasi kerja kelompok <i>(achieve the criteria when team work presenting)</i>		
7	Menekankan informasi penting dalam membuat keputusan <i>(emphasize important information in making decisions)</i>		
8	Mengevaluasi pembelajaran <i>(evaluate learning)</i>		
9	Aktif presentasi praktek menggunakan bahasa inggris <i>(active presentation practice using English)</i>		
10	Mendefinisikan pertanyaan yang diberikan <i>(define the question given)</i>		

3. Third observation in the first class

	Aspects	Yes	No
1	Mendorong berpikir logis dan benar <i>(Encourage logical and correct thinking)</i>		
2	Mengkombinasikan kata-kata ke dalam sebuah kalimat <i>(combine words into a sentence)</i>		
3	Memilih sudut pandang dari beberapa sudut pandang <i>(choosing a point of view from several point of view)</i>		
4	Mngembangkan argumen <i>(develop arguments)</i>		
5	Menanyakan kejadian familiar atau hangat diperbincangkan <i>(ask for familiar or hotly discussed events)</i>		
6	Mencapai kriteria ketika presentasi kerja kelompok <i>(achieve the criteria when team work presenting)</i>		
7	Menekankan informasi penting dalam membuat keputusan <i>(emphasize important information in making decisions)</i>		
8	Mengevaluasi pembelajaran <i>(evaluate learning)</i>		
9	Aktif presentasi praktek menggunakan bahasa inggris <i>(active presentation practice using English)</i>		
10	Mendefinisikan pertanyaan yang diberikan		

	<i>(define the question given)</i>		
--	------------------------------------	--	--

4. First observation in the second class

	Aspects	Yes	No
1	Mendorong berpikir logis dan benar <i>(Encourage logical and correct thinking)</i>		
2	Mengkombinasikan kata-kata kedalam sebuah kalimat <i>(combine words into a sentence)</i>		
3	Memilih sudut pandang dari beberapa sudut pandang <i>(choosing a point of view from several point of view)</i>		
4	Mngembangkan argumen <i>(develop arguments)</i>		
5	Menanyakan kejadian familiar atau hangat diperbincangkan <i>(ask for familiar or hotly discussed events)</i>		
6	Mencapai kriteria ketika presentasi kerja kelompok <i>(achieve the criteria when team work presenting)</i>		
7	Menekankan informasi penting dalam membuat keputusan <i>(emphasize important information in making decisions)</i>		
8	Mengevaluasi pembelajaran <i>(evaluate learning)</i>		
9	Aktif presentasi praktek menggunakan bahasa inggris <i>(active presentation practice using English)</i>		
10	Mendefinisikan pertanyaan		

	yang diberikan (<i>define the question given</i>)		
--	--	--	--

5. Second observation in the second class

	Aspects	Yes	No
1	Mendorong berpikir logis dan benar (<i>Encourage logical and correct thinking</i>)		
2	Mengkombinasikan kata-kata ke dalam sebuah kalimat (<i>combine words into a sentence</i>)		
3	Memilih sudut pandang dari beberapa sudut pandang (<i>choosing a point of view from several point of view</i>)		
4	Mngembangkan argumen (<i>develop arguments</i>)		
5	Menanyakan kejadian familiar atau hangat diperbincangkan (<i>ask for familiar or hotly discussed events</i>)		
6	Mencapai kriteria ketika presentasi kerja kelompok (<i>achieve the criteria when team work presenting</i>)		
7	Menekankan informasi penting dalam membuat keputusan (<i>emphasize important information in making decisions</i>)		
8	Mengevaluasi pembelajaran (<i>evaluate learning</i>)		
9	Aktif presentasi praktek menggunakan bahasa inggris (<i>active presentation practice using English</i>)		

10	Mendefinisikan pertanyaan yang diberikan (<i>define the question given</i>)		
----	--	--	--

6. Third observation in the second class

	Aspects	Yes	No
1	Mendorong berpikir logis dan benar (<i>Encourage logical and correct thinking</i>)		
2	Mengkombinasikan kata-kata ke dalam sebuah kalimat (<i>combine words into a sentence</i>)		
3	Memilih sudut pandang dari beberapa sudut pandang (<i>choosing a point of view from several point of view</i>)		
4	Mngembangkan argumen (<i>develop arguments</i>)		
5	Menanyakan kejadian familiar atau hangat diperbincangkan (<i>ask for familiar or hotly discussed events</i>)		
6	Mencapai kriteria ketika presentasi kerja kelompok (<i>achieve the criteria when team work presenting</i>)		
7	Menekankan informasi penting dalam membuat keputusan (<i>emphasize important information in making decisions</i>)		
8	Mengevaluasi pembelajaran (<i>evaluate learning</i>)		
9	Aktif presentasi praktek menggunakan bahasa inggris (<i>active presentation practice</i>)		

	<i>using English)</i>		
10	Mendefinisikan pertanyaan yang diberikan <i>(define the question given)</i>		



Appendix V

Documentation of Photos



Appendix VI
Curriculum Vitae



Name : Ayu Putri Lola
Student's Number : 1810203067
Place/ Date of birthday : Kubang, January 27th 2001
Sex : Female
Religion : Islam
Address : Desa Baru Kubang, District of
 Depati VII, Kerinci Regency,
 Jambi Province
Email : ayuputrilola@gmail.com

Educational Background

NO	Name of School	Address	Year of Graduation
1.	SDN 039/ III Kubang Gedang	Desa Kubang Gedang	2006-2012
2.	MTsN 2 Sungai Penuh	Rawang	2012-2015
3.	SMAN 4 Kota Sungai Penuh	Sungai penuh	2015-2018
4.	IAIN Kerinci	Sungai Penuh	2018-2022



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
 Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos.37112, Web.www.iainkerinci.ac.id, Email: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/1403/2022
 Lampiran : 1 Halaman
 Perihal : Permohonan Izin Penelitian

15 Juli 2022

Kepada Yth,
 Kepala MAN 1 SUNGAI PENUH
 KOTA SUNGAI PENUH
 Di
 Tempat

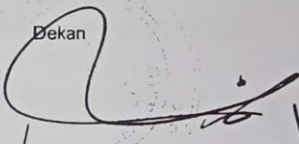
Assalamualaikum Wr, Wb.

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

NAMA : Ayu putri lola
 NIM : 1810203067
 Program Studi : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **Investigating The Teachers' Strategies In Developing Students' Critical Thinking In English Subject Of MAN 1 Sungai Penuh**. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal 22 Juni 2022 s.d 22 Agustus 2022.



Dekan

 Dr. Hadi Candra, S.Ag., M.Pd.
 NIP. 197305061999031004

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Pertinggal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 1

Jalan Pelita IV Koto Lolo – Pesisir Bukit – Sungai Penuh – Jambi
 Kode Pos 37112 Telp/Fax : (0748)21593
 Website: www.man1sungaienuh.mdrsh.id

SURAT KETERANGAN

Nomor : B- 1291 /Ma.05.01/PP.00.6/08/2022

Assalamu'alaikum w. w.

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Sungai Penuh Kota Sungai Penuh menerangkan bahwa :

Nama : AYU PUTRI LOLA
 NIM : 1810203067
 Program Studi : *Tadris Bahasa Inggris (TBI)*
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

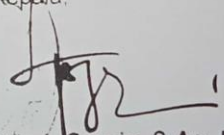
Telah selesai mengadakan riset/penelitian di Madrasah Aliyah Negeri 1 Sungai Penuh yang dilaksanakan dari tanggal 15 Juli s.d 15 Agustus 2022 dalam rangka mengumpulkan data/masukan untuk menyelesaikan Skripsi dengan judul: ***"Investigating the teacher's strategies in developing students' critical thinking in English Subject of MAN 1 Sungai Penuh Academic Year 2021/2022"***.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Wassalamualaikum, w.w.

Sungai Penuh, 15 Agustus 2022 M
 17 Muharram 1444 H

Kepala,


 Asmir Samin, S.Ag, M.PdI
 NIP. 197210221998031003

Tembusan Yth :

1. Kepala Kantor Wilayah Kementerian Agama Propinsi Jambi;
2. Kepala Kantor Kementerian Agama Kota Sungai Penuh;
3. Rektor IAIN Kerinci