

ELABORATING CRITICAL THINKING SKILLS IN TEFL METHODOLOGY SUBJECT

Yohanes Gatot Sutapa Yuliana
yohanes.gatot.sutapa.y@fkip.untan.ac.id

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Abstract: Elaborating Critical Thinking Skills in TEFL Methodology subject has become one of the 21st century trends, prioritized in the pedagogic process of language courses. Lecturers as facilitators, motivators, boosters, co-learners and inspirational model are the foundation of innovative creativity to adapt and modify comprehensively, and integrate them in their teaching projects contextually; while, the learners themselves play as the active target of learning agents. This modern TEFL Methodology critically makes use of either authentic texts or real texts. Focused on the learners' activities that enthusiastically engage Critical Thinking Skills in their learning process, this development research revealed active, innovative, creative, dialogical, critical and interactive atmosphere of learning activities. The importance of applying Critical Thinking Skills in language learning process can empower learners to maximize the objective of TEFL Methodology learning target both oral and written in accordance with their social context. Learners enter in any task using the target language which contains the elements of identification, investigation, analysis and problem solving critically; for, they engage the learners in authentic communication settings. Thus, recommending success in TEFL Methodology subject – as in life - requires effective use of language practically along with some measure of critical thinking.

Keywords: critical thinking skills, elaborating, tefl

INTRODUCTION

The elaboration of Critical Thinking Skills by educators/instructor/lecturers in learning has become one of the 21st century trends that are prioritized in the pedagogic process on campus, especially in TEFL Methodology. Lecturers become the foundation of innovative creativity to be able to adapt this process comprehensively. Lecturers in one hand must be professional; on the other hand they must also be able to adapt learning contexts that can be maximized. This indicates the importance of applying learning strategies that can empower students.

TEFL Methodology competencies include listening, reading, speaking, and writing and two other components namely structure and vocabulary. Technical skills in language learning are possessed by students after studying TEFL Methodology, to communicate both oral and written fluently in their social context. A study conducted by Yohanes Gatot (2017) on the collaborative role of lecturers and students in the development of Problem Solving-based TEFL Methodology learning also confirmed that innovative activities in learning are a necessity. The importance of facilitating students to be able to think analytically makes students able to solve learning problems that arise with more optimal performance orientation. Furthermore, in his research on the development of MKUE teaching design based on Contextual Dialogical Literacy in the English Education Master Program in Untan, Yohanes Gatot (2018) also revealed that the trend of students' creativity is very important to be stimulated maximally to develop reflective awareness in English language comprehensively and productively. This all confirms the maps that Critical Thinking Skills must be explicitly elaborated in the development of holistic and creative learning.

Maps like this also have a positive dimension for students who come from rural areas who rely heavily on the introduction, refinement, and modeling of critical thinking to become a provision of global learning that is universal. This research revealed an implementative alternative to the realization of educational design based on: content standards, process

standards, competency standards graduates, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. All objects of educational quality assurance recommend TEFL Methodology lecturers to further enhance academic, social, pedagogical and ideological performance of students in broad meaning, specifically related to efforts to learn with Critical Thinking Skills.

TEFL Methodology has become a curricular activity that has long felt less than the maximum results. There are several obstacles that have always arisen namely lack of student interest in mastering it, lack of supporting facilities, lack of professional TEFL Methodology lecturers, and lack of involving Critical Thinking Skills in learning. Many activities are carried out with intensity that is not comprehensive and stops in the realm of memorization without the chance of settling. Not to mention, the lack of motivation of students' motivation coming from the periphery also makes the interpretation of TEFL Methodology learning critically almost untouched. For this reason, the focus of this research makes TEFL Methodology learning activities become more sedentary and meaningful, good and right. The issues raised are: How to elaborate Critical Thinking Skills into TEFL Methodology Learning Development, and TEFL Methodology Learning Modeling based on Critical Thinking Skills like what can be acceptable for maximizing TEFL Methodology learning for students.

The purpose of this research is elaborating and also providing a form of implementative modeling, especially for students of the Masters in English Language Education, the need for critical thinking to improve verbal and analytic skills. Thinking clearly and systematically can improve the way of expressing ideas, useful in learning how to analyze structures logically, increasing the ability to understand and expressing in a language of communication that is good and right in the realm of TEFL Methodology. So, critical thinking increases creativity. To produce creative solutions to a problem not only need new ideas, but new ideas must be useful and relevant to the task that must be completed. Critical thinking is useful for evaluating new ideas, choosing the best, and modifying modeling that is positively accepted in the development of learning in TEFL Methodology courses.

The practical benefit of the results of this learning development study is that TEFL Methodology lecturers can receive technical renewal of teaching, use it as a reference for reflection, innovation, and improvisation of TEFL Methodology lecturers in a contextual and futuristic developmental sense. In addition, the results of this study serve as parts of an innovative documentation of organized learning techniques that can be used to comprehensively improve the performance of TEFL Methodology learning outcomes of students in the industrial revolution era 4.0 in the 21st century learning packaging.

METHOD

To pursue relevant research outcomes, the development research method chosen referring to the stated objectives (Borg and Gall: 1983: 775-776). This modified development research is to provide an introduction, understanding, and model that is generally intended to respond the TEFL Methodology learners to be more professional in carrying out service assignments as English language teaching practitioners. The development of reciprocal modeling becomes the main choice. All learners, consisted 24 students who are also the respondents of this study have good will and are thus willing to accept and provide reciprocal modeling for elaborating critical thinking skills. This activity is to achieve the development target. To maintain the elaboration of modeling, this activity is focused on: (1) The elaborated reflective learning behavior based on Critical Thinking Skills to improve the quality of TEFL Methodology learning that is

comprehensive and maximally oriented. (2) The implementation of TEFL Methodology in modeling can simultaneously and provide feedback on the need to prepare students to have critical and contextual thinking skill both quality and level. (3) The creation of TEFL Methodology learning conditions that understand the environment and make better use of it that is better prepared and reflective.

FINDING AND DISCUSSION

TEFL Methodology is taught to masters students in English Education by elaborating Critical Thinking Skills to give them freedom to understand, interpret, and develop the course contextually, and to improve their teaching methods in teaching English. If students master it, it can help them in the learning and teaching process because they are also a teacher, so they will be helped to become more creative and confident teachers, and make the learning process more lively and active. They can also study independently (Student Center). Therefore, Critical Thinking Skills is very suitable to be elaborated in the learning process. There is no doubt that "Critical Thinking Skills" is appropriate and energized. Thus, if it is feasible, it must have several interests. So, what exactly is Critical Thinking Skills and why is that important. The answers to these questions can be framed through the arguments of those who are critical of critical thinking. In other words, Critical Thinking Skills must play a central and explicit role in TEFL Methodology must be implemented constructively. Moore (2013) says Critical Thinking Skills is an assessment of whether something is good, bad, valid, true, rational, or reason-based, and productive thinking — not only challenging ideas but also producing them — coming to conclusions about problems. Critical thinking in the context of TEFL Methodolpgy involves language activities that encourage students to interpret, collaborate in training in using foreign languages, use conventions in writing skills, apply cultural knowledge, solve problems about the topic being discussed, reflect on the use of language and create discourse. Some of roles of teachers and students in TEFL Methodology in the integration of Critical Thinking Skills can be seen in the following table.

Table 1. The roles of teachers and students developed in TEFL Methodology

CHARACTERIZATION	PERFORMANCE	LITERACY
Students and lecrurer act as learners and experts of linguistics	Students and lecturer as learners and co-learner	Lecturer and students as discourse analyst and cultural explorers
Lecturer teaches and trains	Lecturer teaches and trains in the contextual communicativeness	Lecturer teaches and trains critically in the contextual communicativeness

Lecturer corrects referring to the lecturer's scientific back up of responding to the communication objective	Lecturer responds to communication objective	Lecturer responds, reflects, and revise the language use
Students master the teaching materials	Students actively interact and argue	Students active participation in the reflection and language use

Furthermore, based on data from the questionnaires, all English Language Master Students are teachers who teach English as a Foreign Language (EFL) with formal bachelor's degree. This shows that they have fulfilled the requirements to become a professional teacher. TEFL Methodology with the elaboration of Critical Thinking Skills is very suitable for them because they all graduated from S1 (Bachelor Degree). Collaborative lecturers and students in learning is an affirmation that innovative activities in learning are a necessity. The important thing is facilitating students to think analytically and being able to solve problems (Gatot, 2017).

Students of Masters in English Language Education 46.67% have taught EFL for more than 3 years, meaning that there are still many of them who still need a lot of information and knowledge about TEFL Methodology that is integrated with Critical Thinking Skills to make the learning process more active and communicative. According to Diamond and Cullen (2013: 4), teachers must use TEFL Methodology in learning to meet student needs. Teaching EFL requires varied methodology to make classroom conditions and students feel comfortable and not boring.

Lecturers in English Language Education of this master program always integrate Critical Thinking Skills in EFL classes because they think that it can make students more free in elaborating their abilities in TEFL Methodology courses. Master students in their position of English language teacher integrate Critical Thinking Skills in teaching EFL and they also have teaching models that can help students learn this important Critical Thinking Skills in EFL. Critical Thinking Skills is intelligent self-control processes of active and skilled conceptualization in applying, analyzing, synthesizing, or evaluating information collected and generated from observation, experience, reasoning, or communication, as a guide for beliefs and actions. Supporting this, Masduqi (2011: 186) underlined that Critical Thinking Skills play an important role in improving academic achievement and in the workplace of students.

Moreover, it was also revealed that most of the students think that Critical Thinking Skills can build students' critical thinking. It is in line with what Stefanova, Bobkina, & Pérez, (2017: 252), state that the ability to think critically is one of the main goals of education that has a direct connection with the teaching and learning of foreign language and with daily lives. In Critical Thinking Skills students are stimulated to collaborate and communicate and analyze to solve the learning problems. They also need to rely on critical thinking in problem solving to create innovative solutions and ideas for problems encountered in the learning process and even everyday life. Critical thinking also makes it easier to understand the perspective of others as Al-Kindi, & AL-Mekhlafi, (2017: 116) stated that Teaching Critical Thinking Skills in the EFL classroom that is very important to prepare students for life's challenges.

Teaching EFL with the elaboration of Critical Thinking Skills, of course some are going well and some are getting obstacles. That might be due to the lack of communication between students, parents, and college and school, lecturers and teachers. Based on the questionnaire collected, it was revealed that almost 45% students encountered several obstacles in applying the learning model by elaborating Critical Thinking Skills into teaching EFL. Al-Kindi and AL-

Mekhlafi (2017: 126) suggest the need for cooperation between families and schools to help teachers implement the elaboration of Critical Thinking Skills in teaching EFL.

Most students are able to measure the achievement of elaborating Critical Thinking Skills into teaching EFL classes. To assess the achievements of their students, they only need to make rubrics that can be used to measure the lessons that have been taught. For example when teaching reading, lecturers need rubrics to assess the reading tests. This implies that there is no problem or learning topic that cannot be taught through the elaboration of Critical Thinking Skills in the EFL class. It only trains their students to develop and think critically because it requires them to examine, from various perspectives, the problems that affect and evaluate the suitability of solutions for various problems. In this case, Báez (2004: 47), stated that students are given the opportunity to participate in various issues that are important to focus on learning English.

Critical Thinking Skills involve identifying questions that are worth answering, directing one's search for responding to those questions, developing debatable knowledge and presenting evidence to support one's argument. Thus, critical thinking is different from simply obtaining and storing information. Critical Thinking Skills stimulates students to have a very positive impact on students in the EFL class. They apply critical thinking in various aspects of their teaching. Stefanova, Bobkina, and Pérez (2017: 253) argue that Critical Thinking Skills is very useful in a foreign language learning space because they are able to give students opportunities to express their feelings and ideas well.

This research showed that Critical Thinking Skills can not only be taught but must be taught. Lecturers must develop exercises, strategies and assessments that seek to improve these skills. Critical Thinking Skills deliberate exercises for mastering skills. These include full concentration on exercises aiming at improving skills, engaging in increasingly difficult exercises when it is easier to master, guidance and feedback. Critical Thinking Skills are very important in TEFL Methodology. It encourages a learner to be able to deal with change quickly and appropriately, placing increasing demands on flexible intellectual skills, and the ability to analyze information and integrate diverse sources of knowledge in solving problems. Good critical thinking enhances such thinking skills, and is very important in a rapidly changing educative workplace.

Critical Thinking Skills increase creativity. Generating creative solutions to problems does not only have new ideas. It should also be the case that new ideas generated are useful and relevant to the existing task. Critical thinking plays an important role in evaluating new ideas, choosing the best and changing them if necessary in the learning and teaching processes. When being interviewed how to integrate Critical Thinking Skills in the Development of Learning TEFL Methodology courses, students stated that elaborating Critical Thinking Skills into the development of learning teaching for TEFL Methodology subjects were very good because basically Critical Thinking Skills could use Bloom's Taxonomy to train their critical thinking. That is an orderly, visually pleasing representation of a fairly large concept. This may be one of the reasons why it has deeply educational effect. However, many have proven that it is very good to be used in the teaching process. It is the ability to think clearly and rationally, understand the logical connection between ideas. Critical thinking has been the subject to continue to be the subject of discussion into modern times.

The students also believe that Critical Thinking Skills is intellectual disciplinary processes that actively and skillfully conceptualize, apply, analyze, synthesize, or evaluate information collected from, or produced by observation, experience, reflection, reasoning, or communication, as a guide for beliefs and action. In its exemplary form, it is based on universal intellectual values that go beyond material division: clarity, accuracy, precision, consistency, relevance, strong evidence, good reason, depth, breadth, and fairness. This requires an examination of the structure or elements of thought that are implied in all reasons: objectives, problems, or questions; assumption; concept; empirical foundation; reasoning that leads to conclusions; implications and consequences; object from an alternative point of view; and terms

of reference. Critical Thinking Skills stimulate responsiveness to a variety of subjects, problems, and goals - combined in a family of intertwined ways of thinking, including: scientific thought, mathematical thinking, historical thinking, anthropological thinking, economic thought, moral thought, and philosophical thinking. The Students also think that critical thinking can be used well with the notes that lecturers must be very creative in stimulating students' thinking to be more creative in finding reasons and alternative explanations are quite common in the learning process. Lecturers can be facilitators in the learning process. However, the extent to which critical thinking is used is controlled by the lecturer. In some learning processes, asking reasons that challenge the opinions of friends who are to confirm their opinions with facts and research that has been proven and that characterizes exemplary students.

TEFL Methodology Learning Modeling based on Critical Thinking Skills as what can be maximized in TEFL Methodology learning for students. Students think that experience is very maximal and useful because it involves elements of Critical Thinking Skills that tend to be more interesting. Consider for example, two discussion topics related to TEFL Methodology and units in the environment. Topic one asks students to summarize the main problems covered in class in preparation for the final writing activity, and asks students to describe and discuss their problems regarding environmental problems in and around them. Although it is possible to find both approaches the same in terms of how well they facilitate language use in the classroom, it is clear that the topic will then encourage a greater level of participation and interest from students. Critical Thinking Skills provide a classroom environment that is more meaningful and cohesive. Students who feel that they are working together will be more likely to attend class and will be more involved when they are there.

In terms of assessment, the teacher can develop a rubric. In this case, it is necessary to remember that the use of a rubric does not necessarily increase the reliability and validity of the assessment if the scoring items in the rubric are not well understood. Good rubrics are based on specific topics and goals. The following table is the adapted model that is developed to cover.

Table 2. Rubric for assessing critical thinking skills

Critical Thinking Elements	Expressions	Element does not appear at all (score 1)	Elements appear but not appropriate (score 2-6)	Elements well presented (score 7-10)
Delivering arguments	The views on the topic are presented as main ideas supported by reasons			
Supporting evidences	Statement strengthening the argument			
Reflecting to the opposition	Chosen statement contradicting the main idea			
Elaborating comparison on others	Statement of comparison on the opposition strengthening the main idea			

Conforming core points	Statement emphasizing the set of ideas the reader needs to believe in			
Score				

TEFL Methodology that is perhaps the most basic need for English language student's, is a process that provides development to help and realize the full potential that already exists in students. There is always a string of educational thoughts which states that strengthening the thinking of students must be the main business of the campus. Quality education must show the way to students about what and how to learn. While students evaluate what they are learning and their learning methods, they embody Critical Thinking Skills that will succeed in functioning in a highly technical society, so they must be equipped with a lifetime of learning and thinking skills needed to obtain and process information in a changing world. One of the goals of language teaching must be to develop students' thinking skills as well as motor skills, which are the basic objectives of the contemporary approach in education. According to Elder and Paul (2008) students are not passive but active when they realize critical thinking is a necessity to be more active in the learning process.

CONCLUSION

Based on the results of Critical Thinking Skills research, there is no need to doubt in the field of integrating Critical Thinking Skills because it is very suitable and useful in maximizing the process of learning development in TEFL Methodology courses. Critical Thinking Skills encourage thinking for themselves, to question hypotheses, to analyze and synthesize events, to go further by developing new hypotheses and testing them against facts. Questioning is the foundation of critical thinking which in turn is a source of knowledge formation and must therefore be taught as a framework for all learning. Students in English Education Master Program must be able to think creatively and solve problems. Solving any problem creatively, offering unique insights for potential solutions, demanding the ability to be able to think critically; also requires that they have confidence in their ability to do so. Students are often conditioned in their approach to learning with classroom experience, this situation is very disturbing to contemporary educators, and for this reason they prefer to choose the latest models and methods that are more effective in directing students to think.

SUGGESTIONS

Based on the result of the research, the researcher provides some suggestions, first to lecturer: In implementing the learning model for the development of TEFL Methodology learning courses, lecturers should be able to integrate Critical Thinking Skills in every learning accordance with the learning plan that has been prepared so that learning activities are carried out effectively and efficiently. Second to students: Students need Critical Thinking Skills pattern to analyze the way they think and present evidence for their ideas, rather than simply accepting their own personal reasons as sufficient evidence. Students must be able to gain many benefits from mastering Critical Thinking Skills, such as better control of one's own learning and empathy for other perspectives in language use.

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