

The Implementation of Critical Thinking in Critical Reading Class

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment
of Requirements to Obtain the Bachelor of Education Degree in English**

Language Education



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 16th July 2020

The writer,



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UNIVERSITAS ISLAM INDONESIA

MOTTO

“Be yourself and do your best” –Muwardi, 1959-2017

“Never stop, keep on walking” --Mana Walker (D-Grayman)



DEDICATION

This thesis is dedicated to my self and people who read it. My long life dedication is to publish at least one book in my life, one of them is this thesis. My father always reminds me that I must always study in my life and become the true *ulil albab*.



ACKNOWLEDGEMENT

All praises to Allah SWT who gives me guidance so that I am able to finish my thesis ontime. Without His guidance, I will not able to finish my thesis in time. First of all, I want to thank for my family who always support me from beginning until I finish my thesis. I also want to be thankful for:

1. The dean of Faculty of Psychology and Socio-cultural Sciences, Islamic University of Indonesia Yogyakarta.
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4. My father who has guided me through his prays. Even though he is not here anymore, I always remember to be myself and do my best. This thesis also reminds me of his words to always learn something new in order to become the true *ulil albab*, a human who always think until its death.
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11. Khafiya and Lina, who knows my secret when I was in bad state of my mental health. I can not stop to not thank for them because they saved my life.

The researcher knows that this research is far from perfecton, thus critiques would be gladly accepted and appreciated.

Yogyakarta, 16th July 2020

The researcher

Shifak Aisyah
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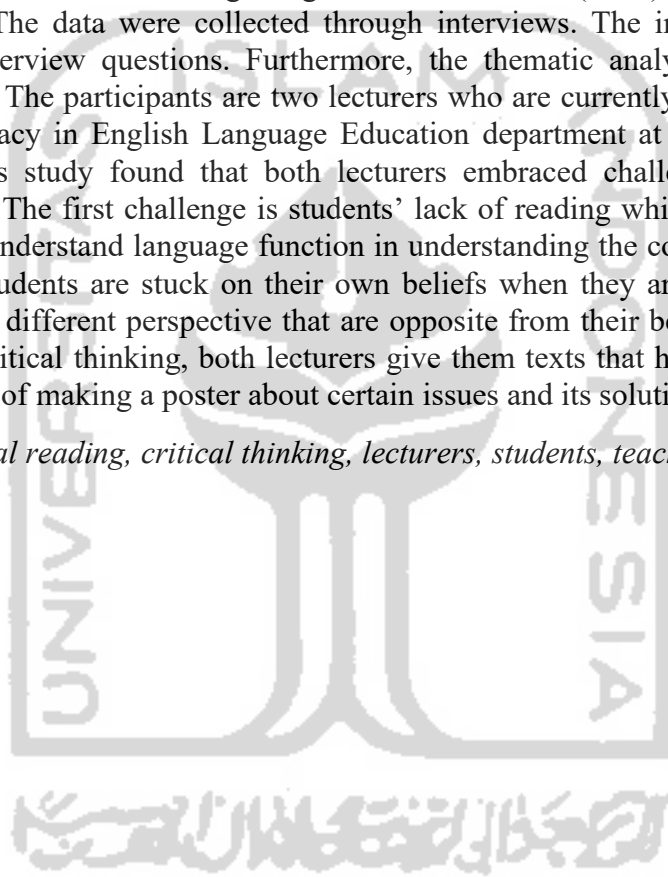
The Implementation of Critical Thinking in Critical Reading Class

Shifak Aisyah

Abstract

This research aims at investigating the implementation of critical thinking in critical reading class. For the critical thinking theoretical framework, the researcher used Facione (1990), and critical reading categories from Wallace (1999), and Luke, A., & Woods (2007). The data were collected through interviews. The instrument of this research was interview questions. Furthermore, the thematic analysis was used to analyze the data. The participants are two lecturers who are currently teaching critical reading and literacy in English Language Education department at the university in Yogyakarta. This study found that both lecturers embraced challenge in teaching critical thinking. The first challenge is students' lack of reading which tends to make students hardly understand language function in understanding the context of the text. The second is students are stuck on their own beliefs when they are delivered from other people and different perspective that are opposite from their beliefs. In order to stimulate their critical thinking, both lecturers give them texts that have controversial issue and project of making a poster about certain issues and its solution

Keywords: critical reading, critical thinking, lecturers, students, teaching



CHAPTER I

INTRODUCTION

In teaching English language we need to implement critical thinking in order to shape the students' thinking foundation in understanding English texts, especially in reading skill. Some researches have found the result of implementing critical thinking among higher students. However, in implementing this skill tends to have challenges among teachers, especially Indonesian teachers.

1.1. Background of the study

Current discussion and implementation of critical thinking have been integrated into pedagogical context. Pradita (2018) found that students in the English department admit that they are lack of exposure in reading hypertext. She also found that the students perceive text itself as a property to support their reading achievement instead of a set of interactions. Widdowson, as cited by Pradita (2018), suggests that the written test can be functioned effectively when gaining the meaning of written text through not only reading. Al-Kindi & AL-Mekhlafi (2017) highlight the situation of our students' higher-order thinking need more attention. They also argue that students are not ready to prepare their next study because of the high competition in entering university. Both of them argue that even though the curriculum purposes to facilitate students with critical thinking skills, it tends to rarely happen, and rising questions about the probable reasons for such conditions.

In Indonesia, teaching critical thinking tends to have less practice. It has been pointed out by Pikkert & Foster (1996) that learning speaking and reading tend to spend much time in order to develop a larger vocabulary and increasing fluency. They also highlight the traditional teaching method in Indonesia is taught by just memorizing what material has been taught by the teacher. Indonesian students have less opportunity to develop their critical thinking by implementing that traditional teaching method. Furthermore, Larson (2014) said because of critical pedagogues of some form have been successfully implemented in the Asian context, critical pedagogy becomes viable in Indonesia. Critical pedagogy is not contradicting with the ELT approach and curricular objectives that are supported by the Indonesian Ministry of Education and Culture. Furthermore, the curriculum is supposed to facilitate students with critical thinking skills. However it tends to rarely happen because some teachers are still using the same traditional method or the schools are not ready to teach critical thinking to their students. Some teachers also face challenges in teaching critical thinking and finding the right materials. The challenge is also found in students' readiness in learning English language. Based on what researcher got while teaching EFL in high school, students are still not ready to learn with higher-order thinking when the researcher asked them to conduct a discussion based on the material.

Previous researches on the implementation of critical thinking in EFL class have been conducted by some scholars. The first research was conducted in the

southern university in Taiwan shows the positive result of improvement in integrating critical thinking among university students in teaching listening and speaking (Yang, Chuang, Li, & Tseng, 2013). Another research related to the implementation of critical thinking in EFL class has also been carried out by Pikkert & Foster (1996) that the level of critical thinking of Indonesian students is much lower than American students.

In addition, Wilson (2016) also organized research related to the implementation of critical thinking where the Australian teachers' perspectives were involved in her study. The research showed that every teacher has different goals and methods in implementing critical thinking in their class. She pointed out that there was no right way to teach critical reading. Wilson (2016) argued that EAP (English for Academic Purposes) students can become more critical readers and enhance thinking awareness by building their thinking foundation and keeping high engagement as they advance on the way of their studies.

The current discussion on critical thinking in English Language Teaching (ELT) has been widely conducted. The researchers tend to elaborate on critical thinking pedagogy, and they are likely to conduct the research in both international (Ko & Wang, 2013; Wilson, 2016; Yang et al., 2013) and Indonesia context (Pikkert & Foster, 1996; Larson, 2014; Pradita, 2018). The studies both take setting in high school and university level. However, the research rarely explores the integration of critical thinking to reading activities in English Language Education department

students, especially in reading class. Based on the observation when the researcher was teaching as a pre-service teacher in high school, critical thinking tends to be less effectively applied among students. This happened when the researcher asked to conduct a discussion, there was less response from them. The students seemed afraid to speak in English because they were afraid to make mistakes. The teacher usually measures their critical thinking by answering the HOT (higher-order thinking) questions and analyzing the text. In contrast, university students tend to be more critical because they are required by the stakeholder in order to write a thesis and solve more problems. They like to discuss the problem around them and find the solution. In addition, the researcher sees that university students are looking for more experiences outside their class to have a more authentic reference such as volunteering in certain community service, join an organization in the campus, or conference to gain experience and build their critical thinking.

Besides, there is limited research on how critical thinking skills are taught inside critical reading classrooms in English Language Education department. Whereas, critical thinking skills should be mastered by students because they are essential abilities in order to develop their way of thinking logically (Masduqi, 2011). Critical thinking skills play significant roles not only in learners' academic achievements but also in their dynamic life of workforce after graduation (Masduqi, 2011). Thus, this research aims at describing the process of teaching critical thinking in critical reading class.

1.2. Formulation of Research

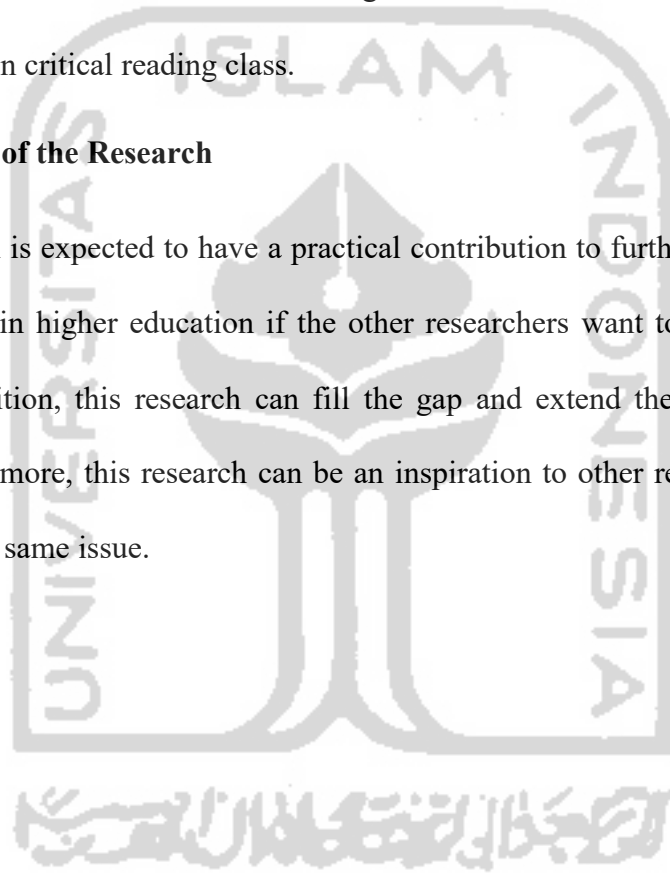
How is implementation critical thinking in teaching critical reading?

1.3.Objectives of the Research

The objective of this research is to investigate how the lecturers implement critical thinking in critical reading class.

1.4.Significance of the Research

This research is expected to have a practical contribution to further research about critical thinking in higher education if the other researchers want to conduct similar research. In addition, this research can fill the gap and extend the issue of critical thinking. Furthermore, this research can be an inspiration to other researchers if they want to write the same issue.



CHAPTER II

LITERATURE REVIEW

Critical thinking is essential not only for studying, but to our life. This skill is also integrated in teaching English language, especially reading skill. We may not know that we need to read deeper to find the politic in the text from many perspective. Furthermore, by reading critically can make the foundation our rationality and not easily dragged to the one's opinion or perspective.

2.1. Critical thinking in educational context

Critical thinking is an essential skill that should be taught in the classroom. Mastering this skill is important in order to face complex global challenges and develop their way of thinking logically (Masduqi, 2011). This skill can affect positively the way students thinking about the reason for taking action and how is the risk of their actions. Critical thinking can be developed through active learning which needs higher-order thinking skills and collaboration. In addition, it is also the key to prepare students to study at university.

Facione (1990) describes critical thinking is a close form with higher-order thinking such as problem-solving, decision making, and creative thinking. The process to find out the core of problem and how to resolve it is called *problem-solving*. *Creative thinking* is a process of creating new innovation about insights, approaches, perspectives, ways of understanding, and conceiving of things. *Decision-*

making can be described as the process of making decisions on through organizing and reorganizing the information into a variety of choices (Gelatt, 1989). Critical thinking can help people face the irrational opinion or mislead justification. It can support rational independence, rational self-determination, objective justification, and reliable investigation of a very wide issue and interests. In other definition, Larson (2014) describes critical pedagogy as a teaching process with a student-centered approach that focuses on problem-solving and engages students in discussion.

In educational context, Masduqi (2011) argues that critical thinking skills play significant roles in learners' academic achievements and their dynamic life of workforce after graduation. Critical thinking is simply asking yourself what action will you take. Why do you take that action? What is the result after you do the action? How you take responsibility for your actions? And many questions in your head that you want to ask after you receive some information.

In addition, Facione (1990) mentions the categories of critical thinking include:

- 1.) *Interpretation*, a process to understand and express the meaning of information.
- 2.) *Analysis*, a process of identifying certain information that related to certain theories, concepts, descriptions, or other forms of exemplification to express the ideas.
- 3.) *Evaluation*, assessing the credibility of information, and the strength of rationale forms of exemplification.
- 4.) *Inference*, identifying the specific information that needs to end rationale conclusion.
- 5.) *Explanation*, the ability to present the result of one's statement into a big picture.
- 6.) *Self-regulation*, self-awareness to monitor

one's action, considering the risk that one's got, applying the cognitive skills, and evaluating the result of the action.

Most of the studies in critical thinking have dealt with students from the middle (Larson, 2014) to higher education (Ko & Wang, 2013; Masduqi, 2011; Pikkert & Foster, 1996; Wilson, 2016; Yang et al., 2013; Pradita, 2018). In implementing critical thinking, some researchers show some findings. Yang (2013) shows the positive experiment result of integrating critical thinking in listening and speaking. There is a significant improvement from the pretest to the posttest. He also highlights that integrating critical thinking can benefit all levels of learners. In addition, integrating critical thinking shows a positive result in teaching listening and speaking in a large university in southern Taiwan (Yang et al., 2013). In the Indonesia context, Pikkert & Foster (1996) found that critical thinking skills among third-year university English students in Indonesia are far behind secondary and university students in America. It is supported by Masduqi (2011) that the reason why students in Indonesia tend to face challenges in exchanging ideas and writing in English is the lack of applying critical thinking skills and meaningful activities. Larson (2014) has argued in her paper that critical pedagogy is a sustainable ELT method that could be rationally implemented in Indonesia. In conclusion, it still becomes an issue among English teachers in Indonesia even though critical thinking is required in the curriculum.

2.2.Critical Reading Pedagogy

Nowadays, schools are required to implement a new curriculum which consists of critical thinking in every subject; one of them is English language subject. In the English language, students not only know about grammar and vocabulary in the text, but also know how the text is built from the writer's perspective, setting, participants, and the background of the text. In this case, students are required to analyze what is written or implied in the text, in other words, critical reading. Critical reading is more than comprehensive reading, but also can activate students' logic and linguistic competence, especially grammar.

Critical reading is about enabling young people to read both the word and the world in relation to power, identity, difference, and access to knowledge, skills, tools, and resources (Janks, 2017). It is supported by Luke (2012) who follows the foundation of critical reading by Freire (1970) who defines critical reading as the capability to analyze, evaluate, and meaning-making of the context from the texts.

Luke & Woods (2007) found that there is an ongoing emphasis between educational definitions: (1) that define the critical in terms of scientific rationality, deep thinking or problem solving, and (2) focus on the review of social life, material situations, and multiple ideologies. In the following concepts, Wallace (1999) categorizes critical reading into two strands: 1.) the macro awareness of literacy practices in social settings, and 2.) the micro level, the awareness of effects in specific texts. The macro awareness literacy focuses on the cultural setting in the practices of linguistic. The micro awareness focuses on the orientation of process in meaning-making based on the text. A further goal in the Critical Reading class was to collect

evaluative feedback of various kinds: both evidence of learning from the course and learners' critical responses to the course. Thus, the researcher used Luke & Woods (2007) and Wallace (1999) as critical reading foundation since both of them have similar components to Facione (1990) about critical thinking.

Previous studies are conducted to explore the implementation of critical literacy among students. Ko & Wang (2013) conducted a qualitative case study to explore EFL learners' critical literacy by analyzing their reflective essays on a gender-related article and their perceptions of critical literacy in a critical literacy-based English reading class at a university in Taiwan. Their findings show that all four students demonstrated a certain degree of critical literacy despite their different English proficiency. In other research, Ko (2013) found that the teacher struck a balance between language skills teaching and critical literacy teaching

2.3.Theoretical Framework

After having conceptual and empirical literature review, this study follows the construct from Facione (1990) because it describes all the categories of critical thinking which can be used as a foundation to teach critical reading.

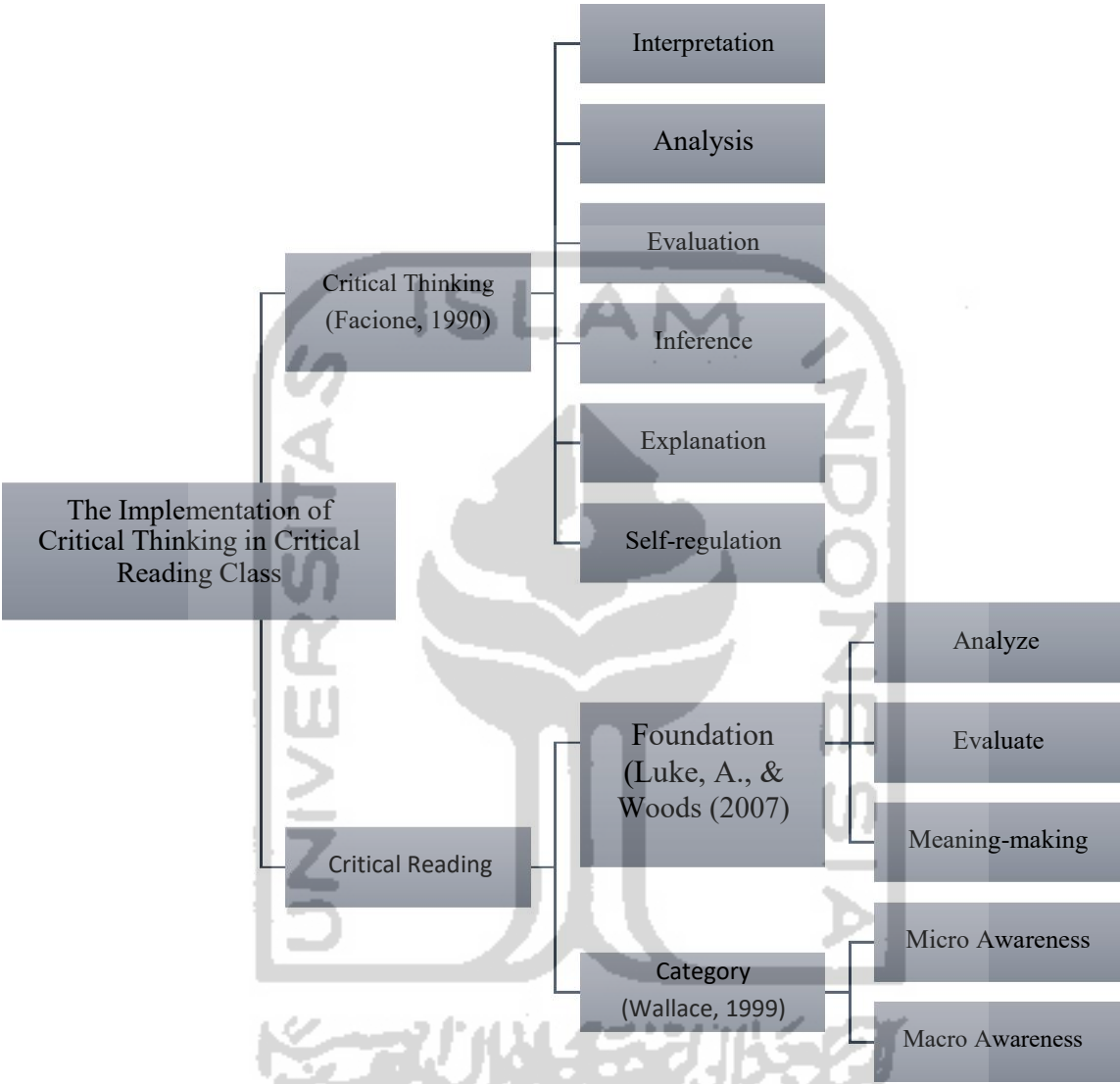


Figure 2.1. Theoretical Framework

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will describe the research method before gaining the data. The research method include research design, setting and participants, research instruments and data collection, thematic analysis, and data trustworthiness.

3.1. Research design

The research design is qualitative research by using thematic analysis. In this research, the researcher wants to analyze the practices of critical thinking implementation in critical reading class in English Language Education department of Islamic University of Indonesia. The current researches of critical thinking are qualitative research (Larson, 2014; Pikkert & Foster, 1996; Wilson, 2016).

3.2. Setting and participants

The setting of this research is English Language Education (ELE) department of Islamic University of Indonesia. In the ELE department, there is a course called critical reading and literacy. The course teaches about how to read more critical by finding a meaningful and hidden answer beyond the text. It also practices students' critical thinking in order to prepare themselves to write a thesis.

The participants are two lecturers who are currently teaching critical reading in English Language Education department. Both lecturers have been teaching critical

reading about six months. They actively conducted discussion during teaching critical thinking in their class by discussing about certain issues with controversial topics. Both lecturers have interest in critical reading in order to practice their students find hidden information and meaning in reading text. Moreover, the critical reading practice tends to change their students' beliefs and start to see the other perspectives when they were having discussion. The reason that the researcher chooses this setting and participant because critical thinking tends to be applied more effective in critical reading class than in regular reading class. The students are required to think more critical in order to prepare themselves to write a thesis.

3.3. Research instruments and data collections

The instrument of this research is using a set of interview questions. The data collection will be obtained through recorder by the research and the transcript will be attached in the appendixes.

Table 3.1. Interview Question:

Subject	Concept	Component	Interview Question
Critical thinking	Facione (1990) describes critical thinking is a close form with higher-order thinking such as problem-solving, decision making, and creative thinking	<ul style="list-style-type: none"> ● Problem-solving: The process to find out the core of problem and how to resolve. ● Decision making: can be described as the process of making decision on through organizing and reorganizing information into a variation of choices. ● Creative thinking: a 	<ol style="list-style-type: none"> 1. How do you think about critical thinking? 2. How do you expect when students can think critically? 3. How do you teach your students in a way that they

process of creating new innovation about insights, approaches, perspectives, ways of understanding and conceiving of things.

can do problem-solving in reading skills?

4. In teaching reading, what aspect that needs decision making?
5. In teaching reading, what aspect that needs creative thinking?
6. How important to teach critical thinking?

Facione (1990) mentions the categories of critical thinking include interpretation, analysis, evaluation, inference, explanation, and self-regulation.

- *Interpretation*, as a process to understand and express the meaning of information.
- *Analysis*, as identifying the certain information that related to certain theories, concepts, descriptions or other form of exemplification to express the ideas.
- *Evaluation*, as assessing the credibility of information and the strength of rationale forms of exemplification.
- *Inference*, as identifying the specific information that needs to end rationale conclusion.
- *Explanation*, as the

7. What kind of indicator do you use to measure students' critical thinking and understanding?
8. How do you know that your students can think critically?

ability to present the result of one's statement into a big picture.

- *Self-regulation*, as self-awareness to monitor one's action, considering the risk that one's got, applying the cognitive skills, and evaluating the result of the action.

Critical reading	<p>Luke, A., & Woods (2007) found that there is an ongoing emphasis between educational definitions: (1) that define the critical in terms of scientific rationality, deep thinking or problem solving, and (2) focus on the review of social life, material situations and multiple ideologies.</p>	<ul style="list-style-type: none"> ● Scientific rationality. ● Deep thinking. ● Problem-solving. ● Review of social life, material situations, and multiple ideologies. 	9. How is your motivation in teaching critical reading?
	<p>Wallace (1999) categorizes critical reading into two strands: 1.) the macro awareness of literacy practices in social settings and 2.) the micro level, the awareness of effects in specific texts.</p>	<ul style="list-style-type: none"> ● The macro awareness literacy focuses on the cultural setting in the practices of linguistic. ● The micro awareness focuses on the orientation of process in meaning-making based on the text. 	10. How does the teacher stimulate literacy awareness among students?

3.4. Thematic analysis

The thematic analysis (TA) is used based on Braun & Clarke (2012). They define thematic analysis TA as a method for identifying, organizing, and offering systematically insight into patterns of meaning (themes) across a data set. The pattern

of meaning makes researchers can identify the important relation between the topic and research question is easily discovered.

The researcher uses this thematic analysis in order to conduct qualitative research which can prevent the ambiguous result while processing the information (Braun & Clarke, 2012). TA offers a way of separating qualitative research out from these broader debates, where appropriate, and making qualitative research results available to a wider audience.

There are phases of thematic analysis as suggested by Braun & Clarke (2006):

1. Familiarizing yourself with your data.

When the researcher has collected the data, he or she may need to familiar with his or her own data by transcribing data (if necessary), reading, and review the data, and noting down initial ideas.

2. Generating initial codes.

After the researcher familiars with his or her data, he or she begins to generate a list of ideas about the content of data and what is interesting about them. Then, data are given codes which are meaningful for the researchers.

3. Searching for themes.

In this phase, the researcher starts to analyze his or her codes and deliberate how different codes may combine to form a predominant theme.

4. Reviewing themes.

When the themes are fixed, the researcher needs to review his or her theme and selecting candidates of themes. The themes should cohere within the data meaningfully and have to be clear and identifiable relation between them.

5. Defining and naming themes.

At this point, the researcher can define and refine the themes that will present the analysis and analyze data within them.

6. Producing the report.

At last, the researcher has a set of good themes and involves the final analysis, then you start to write your report.

3.5.Data Trustworthiness

This research has reviewed by checking the credibility which is reviewed by the expert judgment with on the lectures. The method of this research also had published, confirmed, and reviewed in a journal as trustworthiness. Gasson (2004) suggests the criterion of trustworthiness in qualitative research: credibility, transferability, reliability, and confirmability.

Table 3.2.Research Timeline:

Date	Data collection
March 12 th , 2020	Interview Ms. Ristill
May 21 st , 2020	
March 16 th , 2020	Interview Mr. Wilson
March 26 th , 2020	Phase 1
March 30 th , 2020	Familiarizing the data

April 1 st , 2020	Phase 2 Generating initial codes
April 6 th , 2020	Phase 3 Searching for themes
April 14 th , 2020	Phase 4 Reviewing themes
April 20 th , 2020	Phase 5 Defining and naming themes
April 22 nd , 2020	Phase 6 Producing the report

In summary of data collection and analysis, it is found that students are stimulated in practicing critical thinking in a critical reading class by implementing the foundation of critical thinking by Facione (1990). One of the lecturers mentioned that students tended to become more critical when they took critical reading class. However, the enhancement did not spread evenly. Besides, in stimulating critical thinking both lecturers were using texts that contained a controversial issue. Then, they gave a project to make a poster about certain issues and students were required to give the solution.

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting the data, the researcher analyzed the transcribed interview and the codification of the data based on the themes. The analysis result will be delivered in the findings and discussion below.

4.1. Findings

The interview data that were gained by the researcher shows that both lecturers may have the same conceptual understanding and classroom application of critical thinking. Both of them derived critical thinking similar to what Facione (1990) describes in his theory that critical thinking is functioned as a close form of higher-order thinking such as problem-solving, decision making, and creative thinking. In addition, Facione (1990) mentions the categories of critical thinking include interpretation, analysis, evaluation, inference, explanation, and self-regulation. Those categories are found in the both lecturers' interview when they explain how they teach critical thinking in critical reading and literacy (CRL) class. In teaching critical reading, both of the lecturers also implement critical thinking to push their students to think more critically in order to understand the deep meaning of the texts that they give. In the result of implementing critical thinking in CRL class, the students make a poster about certain problems and their solution to those problems.

However, through reflective interviews, they must have embraced challenges in teaching critical thinking in their CRL class. The challenge that is mentioned by both lecturers is the lack of reading habits from students. This behavior tends to make the students difficult to understand the text, especially English text. Other challenges were mentioned that the students might get stuck on their own beliefs when they had to face the opposite beliefs from other people. For example, both lecturers delivered a topic about beauty standards, but in diverse settings. Ms. Ristill gives an article about beauty standards from other countries in which the women have a long neck by strangling their own neck with several necklaces. In contrast, Ms. Wilson shows his students a picture about woman and man in order to make students describe what beauty in their perspective is. Students were still on their beliefs that beauty must have white skin, tall and slender body, and more. It was hard to erase the hegemony of the old beauty standard even though at the end of discussion they changed their perspective that dark skin people and disabled people also can be called as beauty.

“As they take the class, they start to admit that beauty is not limited by the physic because there are people who have physical limitation, but still can look pretty or someone who has dark skin, but she also can be called as beauty and more.”
(CT/ INF/WIL/022)

The details of findings will be presented in coding and themes table below:

Table 4.1.Coding Translation:

Construct	Features	Coding	Coding Translation
Categories of Critical	Problem-solving	PS/RIS/022	PS: Problem-solving

Thinking	Decision-making	DM/WIL/022	DM: Decision-making
	Creative-thinking	CRT/WIL/022	CRT: Creative-thinking
	Interpretation	INT/RIS/040	INT: Interpretation
	Analysis	ANL/RIS/038	ANA: Analysis
	Evaluation	EVA/WIL/014	EVA: Evaluation
	Inference	INF/RIS/018	INF: Inference
	Explanation	EXP/RIS/046	EXP: Explanation
	Self-regulation	SRG/WIL/028	SRG: Self-regulation
			RIS: Ristill
			WIL: Wilson

Braun & Clarke (2012) define thematic analysis TA as a method for identifying, organizing, and offering systematically insight into patterns of meaning (themes) across a data set. They suggest the importance to make clear the theoretical position of thematic analysis in order to produce a transparent analysis. The themes are conducted as shown below:

Table 4.2.Codifying Themes:

Construct	Themes	Sample
Categories of Critical Thinking	Problem-solving	CT/PS/RIS/022
		CT/PS/WIL/008
		CT/PS/WIL/022
	Decision-making	CT/DM/RIS/038
		CT/DM/WIL/022

Creative-thinking	CT/CRT/RIS/052	
	CT/CRT/RIS/058	
	CT/CRT/WIL/034	
	CT/CRT/WIL/040	
	CT/CRT/WIL/044	
Interpretation	CT/INT/RIS/012	
	CT/INT/RIS/040	
	CT/INT/WIL/010	
Analysis	CT/ANA/WIL/014	
	CT/ANA/WIL/034	
	CT/ANA/RIS/006	
Evaluation	CT/EVA/RIS/004	
	CT/EVA/WIL/014	
	CT/EVA/WIL/034	
Inference	CT/INF/RIS/014	
	CT/INF/RIS/018	
	CT/INF/WIL/022	
	CT/INF/WIL/034	
	CT/INF/WIL/038	
Explanation	CT/EXP/RIS/046	
	CT/EXP/RIS/056	
	CT/EXP/WIL/034	
Self-regulation	CT/SRG/RIS/008	
	CT/SRG/RIS/044	
	CT/SRG.RIS/056	
	CT/SRG/RIS/065	
	CT/SRG/WIL/028	
Emergent Finding	Text choices	CT/EF/RIS/075
		CT/EF/WIL/012
		CT/EF/WIL/024
		CT/EF/WIL/026

Based on the data findings and analysis, the researcher found that the implementation of critical thinking was applied based on the Facione (1990) by both lecturers. It can be seen when both lecturers gave text by choosing controversial issue to stimulate critical thinking of their students. Then, both lecturers gave a project to make a poster about certain issue and students were asked to give the solution for that issue.

Furthermore, the length of the text also longer about 500-1500 words in order to enhance their students reading habit. Thus, by implementing critical thinking the students experienced enhancement in thinking critically. However, the enhancement did not spread widely.



4.2. Discussion

A. Teaching Critical Thinking in Critical Reading Class

In teaching critical thinking, both lecturers follow the foundation of critical thinking based on Facione (1990). However, both lecturers also have similar challenges that were faced by them when teaching critical thinking in critical reading class.

1. Teaching Language Functions Analysis to Sharpen Critical Thinking

In interpreting a text, it needs an understanding about the function of language first. This is useful for making it easier for students to translate a sentence according to the context in a given text. In this case, the researcher found that students face challenges in translating words in certain contexts due to lack of understanding of language functions.

“...to read, to translate a word based on the context is still hard actually. They (read) the word ‘underline’ only know that ‘underline’ is literally underline. However, the word ‘underline’ can mean ‘giving emphasis’, like that.”
(CT/INT/RIS/040)

As stated by one lecturer about the difficulty of students in translating words in context. She mentioned that for the word 'underline', students still interpreted it as the 'bottom line', even though the word could mean 'emphasize something'. Because of this difficulty, she must teach again

the basic of English grammar and the language function to the students before she can teach critical reading. Ko (2013) also faced similar challenge in teaching critical thinking and language skills such as a transmission model of literacy, students' language beliefs, and teaching resources. However, Ko's students were having beliefs that learning English was only to develop vocabulary, grammatical knowledge, and reading comprehension skill.

“So, the language function I relate with the way of thinking. If the passive voice is mostly, one, either being politically, or second, it hides who is the actor. Being critically is how the students aware why the actor must be hidden?”
(CT/INT/RIS/012)

Then, she explained that the function of language was related to the way of human thinking. In addition, active and passive tenses also affect the meaning of sentences. This can be seen in a text that when using passive voice, as if hiding the actor behind the sentence. Moreover, using passive voice is one way for being diplomatic. Like the example that is given by her when she explained a text about a Vietnamese woman who was wrapped around her neck. It is similar with Janks's (2017) idea about critical approach recognizes that language can work to position the writer politically and diplomatic.

***“The woman whose neck is strangled is beautiful yes, for whose sake? For men’s sake. So, the one who did that (who strangles the woman) also unknown. That is what they must questioning. Mostly is about politic yes, but that is not about government yes, but it is about something like that, politics.”
(CT/INF/RIS/014)***

She mentioned the sentence 'the woman is strangled by her neck' in the text she gave to the students, and then questioned what 'strangled' means and who did that to the 'woman' in the text. It shows that passive voice has a role to hide the actor of the action 'strangle' against the subject 'woman' she mentioned earlier. Then, she explained why this was done. The woman who wrapped her neck with a number of necklaces to prove that they were beautiful. For whose sake? For the sake of men. This may affect the standard of beauty for them is different from women in general. From the explanation above, it can be seen if students can identify the language functions contained in the text, they can conclude the contents of the text accurately and in accordance with the context. When the researcher asked how was the reaction of her students after they knew that using passive voice can make someone looks diplomatic and hides the actor was surprised.

***“For example in Trump’s speech he said “I’ a lot, what does it mean? That is the indicator. If they can explain, making inference from that I can give more score.”
(CT/INF/RIS/018)***

The statement above means that language function can have power to control someone. As for the example of Trump's speech which mentions a lot of 'I' means that he has the control and power to decide the policy of his country. His selfishness shows that he has the authority on his country and people must obey on his policy and admit of his statement. However, on the other side Trump's selfishness in his speech can show that he is a selfish person. Based on the explanation above, Wallace (1999) supports that linguistic choice pattern can strengthen the text in the form of written and oral.

Furthermore, when analyzing a text we are supposed to ask many things and give critique to the issue. Ms. Ristill argues that to gain a legible opinion, the critique must come from someone who has an authority. The critique may be good or not.

“Everyone can comment that ‘Panda, what is panda? Is panda important?’, but in my opinion the legible one is someone who has an authority and can criticize well. Critique can be good or not.”
(CT/ANA/RIS/006)

Based on the statement above, it can be concluded that in a text we can find many opinions from various sources, but more legible opinions are found in people who have authority. For example, if someone asks for an opinion about a Panda, then the person who can provide a legible answer is someone who is an expert in Panda science, in this case that person could be a veterinarian, zoologist, biologist, or someone who

works in sanctuary or zoo. Because they are people who always observe the Panda with the knowledge that they have. Meanwhile, if the opinion comes from a zoo visitor, a student, or others, the legibility will be different. They can argue about Panda with the background knowledge they have, but it will not exceed the legibility of the opinions of experts relating to the Panda. From this it can be seen that students must be able to analyze clear information based on who leads readers' opinion in the text they are reading. Does the text have legible information or contain false information? Thus, it is related to Facione (1990) that all of these processes happened to evaluate the claims and facts inside the text.

“Criticize is more in questioning many things. When a person can question that means he/she has a lot of knowledge, like that.”
(CT/ EVA/RIS/004)

Then, she adds her suggestion to question many things in order to think critically in order to gain more knowledge among her students. Based on her statement, it is related to Freire's (1970) argument that reading is not only repeating and memorizing, but we must reflect what we read.

Then, in contrast of teaching critical thinking, Mr. Wilson gives two pictures of women and men, and then asks his students about the definition of beauty according to the students' opinion.

“In the beginning, they say beautiful and handsome is a general definition: white skin, nice hair, then tall and slender if she is a girl, if he is a boy is someone who has a muscular body.”
(CT/INT/WIL/010)

When the question arises, the interpretation of 'beautiful' and 'handsome' according to them varies. Then, the lecturer gives a text and asks them to look for text on the same topic as the given text and asks them to compare the two texts. The comparative results of both can be found in similarities or differences in language style and points of view in the text they have.

“So, they will compare between to texts which where is the difference. With the same topic they write in the same language style or point of view, or different. If they are different, where is the difference?”
(CT/ANA/WIL /014)

“It usually found in the word choice, there is one which use positive meaning, other has negative meaning.” (CT/ EVA/WIL/014)

The comparison result between two texts is mentioned by him usually found on the word choices which have positive or negative meaning. After doing the comparison between two texts, they were challenged to see another perspective toward the given issue. In the beginning the resistance was occurred, however as the time passed by they wanted to see the issue from other perspective.

“With a new believes that I offer, they tend to experience resistance in the beginning. However, as time passes they want to see the issue from other perspectives.”
(CT/ ANA/WIL/034)

When he asked students about the definition of beauty, there was a tendency to bring up hegemony that is difficult to remove. Although they can verbally say that all people are beautiful and handsome, but in their subconscious, they still believe that the definition of beauty is someone who has white skin, height, slimness and so on. While the definition of handsome is someone who has white skin, muscular body, height, and so on.

“There is a definition of beauty that also hard to erase the hegemony that pretty must be white, tall, slender, and more. Some students have accepted that everybody are beautiful and beauty cannot be defined in the form of physical form, however some students said that if everybody are beautiful that means the beauty products are not saleable. Because that is one of their way to sell their product by set the beauty standard in order to make people buy their product.” (CT/EVA/WIL/034)

“Thus, some can take general perspective and others take the perspective of the cosmetic seller.” (CT/EXP/WIL/034)

In addition, some of them argue that if everyone is beautiful or handsome, beauty products will not sell because there is no beauty standards set by the public. Because the way they sell their products is by referring to the standard of beauty itself.

“As they take the class, they start to admit that beauty is not limited by the physic because there are people who have physical limitation, but still can look pretty or someone who has dark skin, but she also can be called as beauty and more.”
(CT/ INF/WIL/022)

Furthermore, the question arises again, what about people who have physical limitations? Can they be called as beautiful or handsome? From that question begin to bring up the answer that beautiful and handsome is relative. This is supported by the statement that even people who have limited physical appearance can also look beautiful or handsome. From that answer students begin to have new beliefs about beauty after going through the process of evaluating and inferencing information from a variety of different perspectives.

“From the example of palm olive allowance, then start to think how to allow palm olive but with the manner which does not ruin the nature.”
(CT/ INF/WIL/034)

Mr. Wilson also gave another example to students about allowing palm olives. We know that palm olive is a part of life and almost everyone uses palm olive. However, in reality this palm olive can damage nature. He also questioned them how this palm olive should work. Should it be stopped or left alone? Then, they also think about how to keep palm olive in production but in a way that does not damage nature.

“Thus, let’s say news, the news is written from whose perspective. When someone does not think critically, usually tends to believe what is written in the news, however when someone thinks critically tends to challenge, ‘probably whom the writer support? Pro with whom?’ and more.”

(CT/ INF/WIL/038)

Mr. Wilson then gives an example of perspective on news writing. He said that news writers could support one perspective and oppose another. This can lead the readers’ opinion to support the perspective which is adopted by the writer. If someone can't think critically, surely they will be easily herded and believe what is written in the news, but instead someone will tend to challenge that perspective when they can think critically. They will certainly question who the writer supports? Why does he support that perspective? Etc. Again, it supports Janks’s (2017) idea that language can position the writer’s perspective.

2. Adapting Critical Thinking Habit to Students’ Characteristics

Critical thinking goes through three stages: problem-solving, decision-making, and creative thinking. In researcher’s interview, problem-solving is obtained when students can solve an issue and provide a solution. In the critical reading and literacy class that was filled by the two lecturers, they give a project to their students to make a poster containing an issue and their solution. In finding the solution, students are required to read more and take more reading source. It refers to Facione’s (1990)

suggestion about critical thinking assessment to allocate task in some context that near with students' every day life.

“Thus, they make a poster, for example, there is a problem, what solution they can give, then they put it on the poster.”
(CT/PS/RIS /022)

“There is an issue, then they must give a solution and that will be spoken through that poster.”
(CT/PS/WIL/008)

“They take many reading source then the also formulate the solution, for example the solution for trash problem is this.” (CT/PS/WIL/022)

Both lecturers believe that decision-making will occur if the analysis of students can work. When the analysis is running, it can automatically make the right decision on the collection of information that has been obtained and converted in several options. It is related with Facione's (1990) concept that decision-making is a close form of critical thinking and analysis is the first cognitive skill that must have before acquiring decision-making.

“When the analysis occurs, they, at least, can find the suitable solution... (for example) this is the solution for the bullying problem.” (CT/DM/WIL/022)

“If someone can make a decision, it means we should analyze first.”
(CT/DM/RIS/038)

Then, creative thinking becomes a highlight of the findings in interviews between researcher and lecturers. Students face challenges when they are

asked to think creatively. This was stated by Mr. Wilson that students are used to thinking in a template so that when they are challenged to understand new views, there is a tendency to experience resistance. In that stage, they experience the process of challenging their own beliefs. Wallace (1999) emphasizes this resistance tends to happen in the critical reading course. The resistance happened rather in order to stimulate students' awareness to question about the informations that were involved.

“So, they have a habit to think based on a template, thus when they are challenged to understand new views, some students experience resistance. They experience a process when they challenging their own believes.”
(CT/CRT/WIL/034)

This is caused by the habit of students in accepting lecturers' explanations without questioning or refusing the lecturers' explanations so that they tend to be afraid to think out of the box.

“...students get used to accept what the lecturer said, that is why sometimes there is something on the point, but they are not brave enough to reject it...”
(CT/CRT/WIL/040)

“This is one of obstacles to implement critical thinking because when the students feel something is acceptable, they don't want to challenge themselves. And when it is done, they will do the same, they must refer to ‘my upperclassmen behave like this, I behave like this is okay’.” (CT/CRT/WIL/042)

Furthermore, added by Ms. Ristill about the attitude of students when they were told to think, they became confused to give their opinion after obtained the correct answer.

“When they are asked to give their opinion, they be like ‘that is correct, so what should I say again?’”
(CT/CRT/RIS /052)

This can be shown that learning in Indonesia still lack in implementing critical thinking and freedom in giving opinion. This is because of the students still afraid that their opinion will oppose their teacher and made them look impolite to them. In addition, teachers in Indonesia still tend to not open-minded to their students. Moreover, some of them don't give a chance for their students to express their idea and the students are afraid to make mistakes makes them hardly to express their ideas. This is related to what Masduqi (2011) said about the lack of meaningful activities makes students tend to face difficulties in exchanging ideas and writing critically. It also emphasizes the similar finding from Larson (2014) that the curriculum is supposed to facilitate students with critical thinking, but rarely happen. Some teachers also embrace this problem in teaching critical thinking, including both lecturers. In addition, Pikkert & Foster (1996) highlight the traditional teaching method in Indonesia is taught by just memorizing what material has been taught by the teacher. This method tends to make students have less chance to practice their critical thinking in learning English language. Moreover, it is back to the

lack of chance to practice and meaningful activities become a problem from the students' previous high school which requires both lecturers to practice critical thinking in their class, especially in critical reading class.

“And we don’t have the culture that a child is allowed to speak and give an opinion.”

(CT/EXP/RIS/046)

Another reason the students hardly think critically because we don't have the culture to express opinion. Some parents who are hard-headed tend to pressure their children to not express their idea too much because it might annoy them. We know that when we are young we tend to have many ideas from what we see and listen. However, some parents cannot open their mind to what ideas that are expressed by their children. It is because they are busy, tired, and stressed after work until they tend to ignore their children. Moreover, not all teachers in school can allow their students to speak and give their opinion. Some of them still want their students to think in their template that teacher is always right. In addition, take-it-for-granted culture is still attached in our culture. Furthermore, the problems above emphasize the lack of chance to practice critical thinking among students still tend to happen based what Masduqi (2011) and Larson (2014) highlight in their research.

“...if we cannot do critical thinking, we cannot make an argument” (CT/EXP/RIS/056)

“When we only replicate without novelty in there, then without argument, only describing is not really good, right?”
(CT/CRT/RIS/058)

From that culture that is explained before, students cannot do critical thinking in order to make their argument. They only know how to answer correctly, but cannot explain why they have those answers. Besides, Facione (1990) describes that presenting argument is a part of critical thinking process. When critical thinking doesn't occur, the argument cannot be made.

The second highlight about implementation of critical thinking is self-regulation. This one will affect to the students' characteristic. Indonesian students generally hold some moralities from their society. The moralities make them know what is good or not, what you must do or not. When they face issues that oppose their morality, they tend to experience resistance. That is when their belief is challenged in order to see another perspective of that issue.

“As I said, where they stuck, for example they are not brave to break the boundaries like moralities. They believe that morals allow this and forbid that in the form like this.”
(CT/ SRG/RIS/044)

However, they are not brave enough to break the boundaries when their belief and moralities held them to accept another moral concept that makes them stuck in their own belief. Ko (2013) argues that critical literacy aims to raise people's awareness of their social situations rather

than making judgments on certain moral perceptions. If they can think critically, they still can accept those concepts which are contradicting to their belief based on the social situation. Besides, they might be questioning why that concept can exist and why it is permitted by them.

Ms. Ristill points out that being able to think critically based on our moral and belief is fine. However, if we closed ourselves by not being critical, in the result we might deny it. It can be shown when she looks that some Indonesian people are timid and a bit shy, some are defying on the issue or concept which is contradicting to them.

“Being able to critically think this for example when only think “that is not humane’ is fine. When we closed ourselves like that, it is definitely not critical, except for example we have sort of firm believe.”
(CT/SRG/RIS/008)

“Some Indonesian people are timid, a bit shy. Some maybe defying, do you understand? They are not critical, but defying.” (CT/SRG/RIS/065)

“For example, I push them (students) who always on the pro side to the contra, they will hesitate.”
(CT/SRG/RIS/056)

Students can be categorized as a shy people because mostly they are afraid to make mistakes. However, when we see on the social media and news someone can be defying because they don't think critically. When someone cannot think critically, what they said sometimes is not on the context. What is being talked about is different with what they respond.

Moreover, when someone tries to explain, they tend to defy what they explain. It also happened when she taught their students in her CRL class. When she pushed them to the contrast side, the students tend to hesitate to make a contradicting idea.

“Thus, there is a student who tends to less think critically in the beginning. Then, there is a student can think critically since the beginning. But, but there is also a student who cannot think critically just keep it like that.”
(CT/ SRG/WIL/028)

The result of implementing critical thinking may vary. Based on Mr. Wilson statement, some students tend to less think critically in the beginning then they can think more critical. However, some of them just keep on the same point when they cannot think critically. The students tend to have enhancement in learning critical thinking even it does not spread evenly. Some of them have high enhancement, others may have a bit or even nothing. The similar findings is also found in Yang’s (2013) research about integrating critical thinking in learning English listening and speaking. The research also the enhancement of critical thinking among students has the positive result.

B. Emergent Findings: Text Choices in Stimulating Critical Thinking

The text choices in stimulating critical thinking are affected by the length and the themes. In reading, both lecturers embraced to face challenges when their students hardly understand the text which has more than one

page. The text usually about 3 pages based on what Mr. Wilson said. It can be estimated that 3 pages are about 500-1500 words.

“Thus, when they are given a text, let’s say more than one page they tend to understand it hardly.”

(CT/EM/WIL/024

)

“When it comes to the amount of words, I’m not really sure. But I hold the standard that there are 3 pages.” (CT/EF/WIL/026)

Students also embraced to face challenge when it comes to reading. Each of them have different reading habit. However, mostly students tend to do not like reading. That makes them to hardly understand a text even just one page. Thus, in order to stimulate them, lecturers give a longer text with variation of themes. The themes are selected which have a controversial issue, such as social and environment theme. Facione (1990) mentioned that controversial theme is a good choice to practice analyzing arguments, drawing conclusion, and self-examination. Furthermore, both lecturers used this controversial themes in their class based on his method as well.

“It varies, there are environment, social theme like that beauty and handsome, then the text about the effect of plastic usage, about palm oil and the social economic impact and biologic impact. More the issue that is currently trending in society.” (CT/EF/WIL/012)

They become selected themes because it is close to the students’ life and tend to have politic issue inside the text. In addition, with the politic

occurs in the text, students are expected to think critically in order to understand meaning beyond the written text. Beside, Ms. Ristill also adds those selected themes are expected to build students' awareness and not become ignorant. It is important to prepare them to aware about issue around them and respond with a proper way, also not driven by someone's opinion easily because whatever they read or listen sometimes it is very political. Moreover, her thought is similar with Masduqi (2011) about preparing students by practicing critical thinking. It will be useful not only in academic achievement, but also in their dynamic after graduation.

“In order to make them aware that there are many politic issues around them, thus they don't become ignorant. Being critical means being able to read beyond the text. The text that I gave looks normal at first. However, when it is read critically, it is very political. The environment issues are also needed because this time is a time when we cannot keep silent. They are young generation; tomorrow they will be the agent.”
(CT/EF/RIS/075)

CHAPTER V

CONCLUSION

Based on the findings and discussion from the previous chapter, the conclusion will be delivered in this chapter. This research investigates the implementation of critical thinking in critical reading by conducting an in-depth interview with two lecturers who teaches critical reading currently. It was found that both lecturers were embracing challenges while teaching critical thinking in critical reading class. The first challenge is students' lack of reading. The lack of reading tends to make students hardly understand language function in understanding the context of the text. The second is students are stuck on their own beliefs when they are delivered from other people and different perspective that are opposite from their beliefs.

In order to stimulate their critical thinking, both lecturers give them texts that have controversial issue and longer texts. Furthermore, they give a project to make a poster about certain issue and require students to give solutions. That way they hope that students can read more from various sources to enhance their reading habit and stimulate critical reading and critical thinking.

In conclusion, even though both lecturers embraced challenges in teaching critical thinking in critical reading class, they can stimulate their students' critical thinking by giving them reading practices and projects in form of a poster.

Thus, the researcher suggests for both further research and the English department. For English Language Education department, the researcher suggests to enhance students' critical thinking practice in order to build their strong thinking foundation. For the further research, the researcher suggests for the next researcher to seek more about the implementation of teaching critical thinking in English language class.



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Appendices

Appendix 1

Data Analysis

Data	Coding	Thematizing
<i>“Thus, they make a poster, for example, there is a problem, what solution they can give, then they put it on the poster.”</i>	CT/PS/RIS /022	Problem-solving
<i>“There is an issue, then they must give a solution and that will be spoken through that poster.”</i>	CT/PS/WIL/008	
<i>“They take many reading source then the also formulate the solution, for example the solution for trash problem is this.”</i>	CT/PS/WIL/022	
<i>“When the analysis occurs, they, at least, can find the suitable solution... (for example) this is the solution for the bullying problem.”</i>	CT/DM/WIL/022	Decision-making
<i>“If someone can make a decision, it means we should analyze first.”</i>	CT/DM/RIS/038	
<i>“When they are asked to give their opinion, they be like ‘that is correct, so what should I say again?’”</i>	CT/CRT/RIS/052	Creative-thinking
<i>“When we only replicate without novelty in there, then without argument, only describing is not really good, right?”</i>	CT/CRT/RIS/058	
<i>“So, they have a habit to think based on a template, thus when they are challenged to understand new views, some students experience resistance. They experience a process when they challenging their own believes.”</i>	CT/CRT/WIL/034	
<i>“...students get used to accept what the lecturer said, that is why sometimes there is something on the point, but they are not brave enough to reject it...”</i>	CT/CRT/WIL/040	

<p><i>“This is one of obstacles to implement critical thinking because when the students feel something is acceptable, they don’t want to challenge themselves. And when it is done, they will do the same, they must refer to ‘my upperclassmen behave like this, I behave like this is okay’.”</i></p>	<p>CT/CRT/WIL/042</p>	
<p><i>“So, the language function I relate with the way of thinking. If the passive voice is mostly, one, either being politically, or second, it hides who is the actor. Being critically is how the students aware why the actor must be hidden?”</i></p>	<p>CT/INT/RIS/012</p>	<p>Interpretation</p>
<p><i>“...to read, to translate a word based on the context is still hard actually. They (read) the word ‘underline’ only know that ‘underline’ is literally underline. However, the word ‘underline’ can mean ‘giving emphasis’, like that.”</i></p>	<p>CT/INT/RIS/040</p>	
<p><i>“In the beginning, they say beautiful and handsome is a general definition: white skin, nice hair, then tall and slender if she is a girl, if he is a boy is someone who has a muscular body.”</i></p>	<p>CT/INT/WIL/010</p>	
<p><i>“So, they will compare between to texts which where is the difference. With the same topic they write in the same language style or point of view, or different. If they are different, where is the difference?”</i></p>	<p>CT/ANA/WIL/014</p>	<p>Analysis</p>
<p><i>“With a new believes that I offer, they tend to experience resistance in the beginning. However, as time passes they want to see the issue from other perspectives.”</i></p>	<p>CT/ANA/WIL/034</p>	
<p><i>“Everyone can comment that ‘Panda, what is panda? Is panda important?’, but in my opinion the legible one is someone who has an authority and can criticize well. Critique can be good or not.”</i></p>	<p>CT/ANA/RIS/006</p>	

<i>“Criticize is more in questioning many things. When a person can question that means he/she has a lot of knowledge, like that.”</i>	CT/EVA/RIS/004	Evaluation
<i>“It usually found in the word choice, there is one which use positive meaning, other has negative meaning.”</i>	CT/EVA/WIL/014	
<i>“There is a definition of beauty that also hard to erase the hegemony that pretty must be white, tall, slender, and more. Some students have accepted that everybody are beautiful and beauty cannot be defined in the form of physical form, however some students said that if everybody are beautiful that means the beauty products are not saleable. Because that is one of their way to sell their product by set the beauty standard in order to make people buy their product.”</i>	CT/EVA/WIL/034	
<i>“The woman whose neck is strangled is beautiful yes, for whose sake? For men’s sake. So, the one who did that (who strangles the woman) also unknown. That is what they must questioning. Mostly is about politic yes, but that is not about government yes, but it is about something like that, politics.”</i>	CT/INF/RIS/014	Inference
<i>“For example in Trump’s speech he said “I’ a lot, what does it mean? That is the indicator. If they can explain, making inference from that I can give more score.”</i>	CT/INF/RIS/018	
<i>“As they take the class, they start to admit that beauty is not limited by the physic because there are people who have physical limitation, but still can look pretty or someone who has dark skin, but she also can be called as beauty and more.”</i>	CT/INF/WIL/022	
<i>“From the example of palm olive allowance, then start to</i>	CT/INF/WIL/034	

<i>think how to allow palm olive but with the manner which does not ruin the nature."</i>		
<i>"Thus, let's say news, the news is written from whose perspective. When someone does not think critically, usually tends to believe what is written in the news, however when someone thinks critically tends to challenge, 'probably whom the writer support? Pro with whom?' and more."</i>	CT/INF/WIL/038	
<i>"And we don't have the culture that a child is allowed to speak and give an opinion."</i>	CT/EXP/RIS/046	Explanation
<i>"...if we cannot do critical thinking, we cannot make an argument"</i>	CT/EXP/RIS/056	
<i>"Thus, some can take general perspective and others take the perspective of the cosmetic seller."</i>	CT/EXP/WIL/034	
<i>"Being able to critically think this for example when only think "that is not humane' is fine. When we closed ourselves like that, it is definitely not critical, except for example we have sort of firm believe."</i>	CT/SRG/RIS/008	Self-regulation
<i>"As I said, where they stuck, for example they are not brave to break the boundaries like moralities. They believe that morals allow this and forbid that in the form like this."</i>	CT/SRG/RIS/044	
<i>"for example, I push them (students) who always on the pro side to the contra, they will hesitate."</i>	CT/SRG/RIS/056	
<i>"Some Indonesian people are timid, a bit shy. Some maybe defying, do you understand? They are not critical, but defying."</i>	CT/SRG/RIS/065	
<i>"Thus, there is a student who tends to less think critically in the beginning. Then, there is a student can think critically since the beginning. But, but there is also a student who cannot think critically just keep it like that."</i>	CT/SRG/WIL/028	

<p><i>“Thus, when they are given a text, let’s say more than one page they tend to understand it hardly.”</i></p>	<p>CT/INT/WIL/024</p>	<p>Emergent Finding</p>
<p><i>“When it comes to the amount of words, I’m not really sure. But I hold the standard that there are 3 pages.”</i></p>	<p>CT/EF/WIL/026</p>	
<p><i>“It varies, there are environment, social theme like that beauty and handsome, then the text about the effect of plastic usage, about palm oil and the social economic impact and biologic impact. More the issue that is currently trending in society.”</i></p>	<p>CT/EF/WIL/012</p>	
<p><i>“In order to make them aware that there are many politic issues around them, thus they don’t become ignorant. Being critical means being able to read beyond the text. The text that I gave looks normal at first. However, when it is read critically, it is very political. The environment issues are also needed because this time is a time when we cannot keep silent. They are young generation; tomorrow they will be the agent.”</i></p>	<p>CT/EF/RIS/075</p>	

Appendix 2

INFORMED CONSENT PARTICIPANT APPROVAL SHEET

Name : Willy Prasetya

Age : 29

I have read the research explanation and I have understood the aim of this research. My involvement in this research as participant will support the evaluation system in PBI UII, especially to maximize the implementation of critical thinking in critical reading class in some theoretical courses. Based on the consideration above, I am voluntary to be a participant in this research and I agree to conduct an interview with the researcher.

Yogyakarta, 4 Juni 2020

Participant



(Willy Prasetya)

**INFORMED CONSENT
PARTICIPANT APPROVAL SHEET**

Name : Khairiyah Eka Januaristi, S.S., M.A.

Age : 30

I have read the research explanation and I have understood the aim of this research. My involvement in this research as participant will support the evaluation system in PBI UII, especially to maximize the implementation of critical thinking in critical reading class in some theoretical courses. Based on the consideration above, I am voluntary to be a participant in this research and I agree to conduct an interview with the researcher.

Yogyakarta, 4 Juni 2020

Participant



(Khairiyah Eka Januaristi, S.S., M.A.)