

Exploring Critical Thinking Activities In Pre-Service English Teachers' Lesson Plans

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ABSTRACT

The objective of this research is to explore to what extent pre-service teacher uses critical thinking activities in their lesson plans. The research carried out pre-service teachers' lesson plans during teaching practicum. The lesson plans analyzed are made by the pre-service teacher for the second grade in secondary school. The research embodied content analysis research to find out the critical thinking activities in pre-service teachers' lesson plans. The results show nine of the eleven lesson plans have used thinking activities. The critical thinking activities contained in the lesson plan are essays, group discussions, student presentations, and analytical questions in their lesson plans. In conclusion, pre-service teachers provided various activities that contain critical thinking in their lesson plans with percentage 82%.

Keywords: *Teachers' technique, Assessing Speaking skill, limited face-to face learning*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi sejauh mana guru prajabatan menggunakan kegiatan berpikir kritis dalam rencana pelajaran mereka. Penelitian ini dilakukan terhadap rencana pembelajaran guru prajabatan pada saat praktikum mengajar. Rencana pelajaran yang dianalisis dibuat oleh guru prajabatan untuk kelas dua di sekolah menengah. Penelitian ini merupakan penelitian analisis isi untuk mengetahui aktivitas berpikir kritis dalam RPP guru prajabatan. Hasil penelitian menunjukkan sembilan dari sebelas RPP telah menggunakan aktivitas berpikir. Kegiatan berpikir kritis yang terdapat dalam RPP adalah karangan, diskusi kelompok, presentasi siswa, dan pertanyaan analitis dalam RPP mereka. Kesimpulannya, guru prajabatan memberikan berbagai kegiatan yang mengandung pemikiran kritis dalam RPP mereka dengan persentase mencapai 82%.

Kata kunci: *Teknik guru, Menilai Keterampilan berbicara, pembelajaran tatap muka terbatas.*

INTRODUCTION

Critical thinking is one of the essential skills required to face the globalization era. The generation of knowledge through innovation and creativity will become highly significant in 21st-century industries (Heong et al., 2012). Companies commonly emphasize the importance of pupils being capable of making decisions and think critically and creatively before joining the workforce. So therefore, Voogt & Roblin (2012) asserted critical thinking abilities should be developed in educational institution because fundamental interpretation is a 21st-century skill that learners should have. Snyder et al., (2008) added it is important to make the learners be able to think critically in order to solve their problem in making a persuasive decision. Agustina et al., (2022) also mentioned that critical thinking skills can equip learners to achieve academic success in the future. While, Lai et al., (2011) expressed that critical thinking skills are learners' abilities to analyze arguments, draw conclusions utilizing rationalization, analyze or evaluate, and make judgments or solve problems.

As the valuable competence in the 21st century, referring to Ayçiçek (2021), higher education should encourage pre-service teachers to enrich their critical thinking skills. On the finding, the critical thinking that applies in higher education classes make the learners enabled them to acquire diverse perspectives, make interpretation based on various points of view, and become critical thinkers. However, according to Petek & Bedir (2018), in the pre-service teacher perspective on critical thinking skills and how to apply it in language learning is limited. While, he claimed after the direct training and abundant guidance about the significance of scaffolding research plan, the pre-service teacher could implement critical thinking activities efficiently. In contrast, Khalid et al., (2021) mentioned that the pre-service teachers do not provide sufficient critical thinking skills in their classroom. They stated that the available resources did not provide enough critical thinking activities and teachers were also not prepared to assess them. The pre-service teachers might familiar with critical thinking and they can define what critical thinking skills is but there are always obstacles in critical thinking learning such as their readiness in assessment and learning resources.

On the research conduct by Pamungkas et al., (2019), the result depicts that critical thinking skills are still in low percentage in Indonesia, this is because the process and content have not been fully implemented. Cottrell (2007) has mentioned the factors that contribute the difficulties in learning critical thinking are the absence of practice, method, and techniques. He also stated even if the learners need to become more critical, some of them don't know what steps to enhance their critical thinking skills. Saleh (2019) added the other barrier in teaching critical thinking skills are the limited in cultural, social, and administrative. It is even become more serious when the teachers also have different perception of critical thinking itself and that makes the critical thinking is not well-implemented.

Additionally, many researchers have studied critical thinking skills issue in the field of education over the past decades (Jiang, 2013; Walters, 1989). Bezanilla et al., (2019) have studied about critical thinking skills, they said not only oral and written communication but also reading and text analysis activities (e.g., argumentation and reflection orally and synthesis and analysis of resources) are the common methodologies to expand critical thinking. While, Vdovina and Gaibisso (2013) are concerned about enhance the learners critical thinking by lesson plans. Vdovina and Gaibisso (2013) claimed the learners' typical

and conditions might be different in developing critical thinking, but experimenting, reflecting, and planning are the first steps to introduce it. They added the crucial aspects need to be enhanced and adjusted to integrate critical thinking skills, especially in lesson plans. While, Horváthová and Nad'ová (2021) considered the role of an ESP (English for Specific Purposes) teacher, teaching techniques, course design, and evaluation mechanics. It also focuses on determining teaching techniques that should improve learners' reading comprehension at numerous levels by applying Bloom's six levels to reading class. Subsequently, Zhang et al., (2020) examined the critical thinking skills in the EFL (English as a Foreign Language) teachers' perspective. The result depicted that EFL teachers face many challenges in order to teaching critical thinking skills such as pedagogical techniques and appropriate theory. Based on a practical action research, Petek and Bedir (2018) stated their research aimed to present a proposed framework for cultivating prospective English teachers' critical thinking integration abilities into language teaching. They suggested to study more deeply the extent to which prospective teachers build critical thinking-related activities in their work. Based on the studies above, although many researchers have studied about critical thinking skills, there are still few studies that examine more deeply related to critical thinking activities, especially in lesson plans conducted by pre-service teachers. So therefore, based on the finding, the author attempts to fulfill the gap in explore the use of critical thinking activities in the lesson plans prepared by the pre-service teachers in online learning.

This research uses a qualitative method to explore the use of critical thinking activities in the lesson plans prepared by pre-service teachers. Creswell (2012) has conveyed the characteristic of the qualitative method is to investigate the data for idea and explanation utilizing text analysis and define the massive purpose of the discovery. He also added it is also to authorize the understanding of the essential circumstance by inspecting an issue. The research will embody content analysis research. Content analysis according to Stemler (2001) can be used to investigate patterns and trends in documents. He also claimed that the important feature of content analysis is that it becomes a systematic, repeatable technique for condensing numerous phrases into fewer content groups based on clear and specific coding rules.

In order to answer the research question, this research will embody document as the sources. According to Creswell (2012), data for qualitative research can be obtained from a variety of sources, along with interviews, documentation, physical artifacts, observation, and audiovisual records. Informed consent distributed to 15 pre-service teachers in the English Education Study Program at Esa Unggul university who have completed teaching practicum. The data for this research are lesson plans that have been used by pre-service English teachers in teaching practicum for secondary school. The lesson plans that have been collected is for second and third grade. The data will analyze base on the critical thinking activities that pre-service used in their lesson plans. Based on the previous studies, this research will be analyzing critical thinking activities with essay, group discussion, presentation, debate, hot questions, and problem-based learning as the focus activities.

FINDINGS AND DISCUSSION

This chapter is going to answer the research question about to what extent pre-service teachers use critical thinking activities in their lesson plans. The research focuses on the activities such as essays, group discussion, presentation, debate, analytical questions, and problem-based learning in the pre-service teachers' lesson plan. The result depicted that the pre-service teacher often used analytical questions with a total of 8 occurrences in their lesson plan during teaching practicum. Next, the activities that the pre-service teacher used are group discussions and student's presentation with a total of 3 occurrences for each. Last, an essay

activity.

Table 1. Total Critical Thinking Activities

<i>Activities</i>	<i>Total</i>
<i>Essay</i>	<i>1</i>
<i>Group discussion</i>	<i>3</i>
<i>Student's presentation</i>	<i>3</i>
<i>Debate</i>	<i>-</i>
<i>Analytical Questions</i>	<i>8</i>
<i>Concept mapping</i>	<i>-</i>
<i>Total</i>	<i>15</i>

Participant A has written four lesson plans during teaching practicum. A used one critical thinking activity in every meeting. Participant A used higher-order thinking questions or analytical questions for the critical thinking activities in the lesson plan. In analytical questions, A asked the learners to create a short dialogue, sentences, invitation card, and analyzing a picture as it is written in the lesson plan.

"Membuat percakapan pendek dengan menggunakan kalimat mengundang atau making an invitation"

"Membuat kartu ucapan dengan deskripsi yang telah ditentukan (Task 2)"

Participant A also asked the learner to categorize the sentences according to the type of the sentences such as making, accepting, and declining an invitation. In the last week, participant A have asked the learner to make sentences based on the picture. Therefore, in addition to making examples sentences, learners should analyze the picture before answering the questions.

"Mengidentifikasi kalimat ekspresi sesuai dengan jenisnya (making, accepting, and declining an invitation) di dalam Google Form"

"Membuat 5 kalimat dengan penggunaan "There is, There are" sesuai dengan gambar yang diberikan kepada siswa melalui Goole Form"

Table 2. Total Critical Thinking Activities Participant A

<i>Activities</i>	<i>Lesson Plan</i>				<i>Total</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	
<i>Essay</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Group's discussion</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Student's presentation</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Debate</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Analytical Questions</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>4</i>
<i>Concept mapping</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
<i>Total</i>					<i>4</i>

Second, participant B written three lesson plans during teaching practicum. Participant B used varieties of activities rather than participant A. Based on the finding, there is no critical activities in the first lesson plan but it found in the other lesson plan. B used group discussion, student's presentation, and analytical question activities in the lesson plan. In the second lesson plan, B made the learners to work in pair to discussed and created a dialogue based on the material that day and present the result in front of the class.

"Peserta didik dibagi menjadi beberapa kelompok secara berpasangan."

"Peserta didik membuat dialog present continuous tense sederhana yang"

berdasarkan gambar yang telah diberikan.”
“Peserta didik menampilkan dialog yang telah mereka buat.”

The following activities are made an invitation and greeting card. It is written in the third lesson plan by participant B.

“Peserta didik menyusun struktur dari invitation card.”
“Peserta didik menyusun struktur dari greeting card.”

Table 3. Total Critical Thinking Activities Participant B

Activities	Lesson Plan			Total
	1	2	3	
<i>Essay</i>	-	-	-	-
<i>Group's discussion</i>	-	1	-	1
<i>Student's presentation</i>	-	1	-	1
<i>Debate</i>	-	-	-	-
<i>Analytical Questions</i>	-	1	2	3
<i>Concept mapping</i>	-	-	-	-
Total				5

Furthermore, participant C teaches for four weeks which is held once a week has written fourth lesson plans that indicated critical thinking activities. However, in the third week, there is no indication of the critical thinking activity in the lesson plan made by participant C. Participant C used a variety of critical thinking activities in the lesson plans which are group discussion, higher-order thinking questions/analytical question, student's presentation, and essays. Participant C asked the learners to have discussion in small groups to created their own dialogue that will be present in front of the class.

“The teacher asks students to make groups and make dialogues about everyday life, then practice them in front of the class”

In other activity, participant C only focused on group discussion. C provided theme that should be discussed and asked the leaners to discussed it in small group.

“The teacher asks students to make groups in pairs, then ask about sports and make suggestions to do sports together”

Although it was not written clearly, in the lesson plan of the fourth meeting, participant C asked the students to present their homework in the form of essays they made to tell their stories about the activities that learners do on weekends in front of the class.

“The teacher asks students to present their “spare time on the weekend” story based on previous homework”

Table 4. Total Critical Thinking Activities Participant C

Activities	Lesson Plan				Total
	1	2	3	4	
<i>Essay</i>	-	-	-	1	1
<i>Group's discussion</i>	1	1	-	-	2
<i>Student's presentation</i>	1	-	-	1	2
<i>Debate</i>	-	-	-	-	-
<i>Analytical Questions</i>	1	-	-	-	1
<i>Concept mapping</i>	-	-	-	-	-
Total					6

Based on the finding, the pre-service teacher in the English language education study program provided various critical thinking activities in their lesson plans. In contrast to the results of research from Khalid et al., (2021) that stated pre-service teachers have no provided enough critical thinking abilities in the classroom, based on the results of this study, critical thinking skills that used in various activities reached 82% in pre-service teachers lesson plans. While, four out of six or 67% varieties of activities appeared in the lesson plan. The activities that appeared are higher-order thinking/analytical questions, group discussion, learners' presentations, and essays. The higher-order thinking question frequently involves analyzing picture or sentences, categorizing the sentences, and creating activities such as making an invitation card, sentences, and short dialogue. They also use group discussion activities in order to involve the learner through active learning. Learners are divided into small groups to discussed about the related issue/theme of the material that day. In other pre-service, it is written implicitly that the participants have asked the learners to write a narrative essay to tell the learners' activities during the spare time on the weekend in the lesson plans. Student's presentation activity also appeared in pre-service teachers' lesson plan. Participant B and participant C written this activity on their lesson plan, it is used to show the result of group discussion and writing an essay. After have some group discussion, the learner should present the final result of discussion which are a short dialogue. Also, participant C asked the learners to tell their story that the learners already write in front of the class. However, activities such as debate, and concept mapping do not appear in the pre-service teachers' lesson plans.

CONCLUSION

Critical thinking skills is a valuable competence that must be possessed in facing the era of globalization. It becomes important because critical thinking skills can make the learners to have rational decisions, solve problems, think creatively, and others. Therefore, higher education plays an important role in creating future generations with critical thinking skills abilities, one of which is creating future teachers who can help the learner to enhance their critical thinking abilities. In this study that aims to determine the extent to which pre-service teachers use thinking activities in their lesson plans the result depicted from seven activities that the author studied, there were only fourth types of activities that the pre-service teacher used. These activities are analytical questions, groups discussion, student's presentation, and essays. Question analysis itself is a frequent activity that all participants use to improve student's critical thinking through questions such as analyzing, creating, and categorizing things. Furthermore, group discussion activities and essays are only used by one participant. At this stage, we can conclude that pre-service teachers have tried to apply critical thinking activities in their learning activities, but only the authors feel that these activities can be carried out in more varied forms. Not only analyzing text, but students can also make various kinds of essays that can be adapted to the learning material. Giving students actual projects so that they can solve problems and create something new from their learning outcomes can also be used as other activities.

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