

**ENGLISH TEACHER STRATEGIES IN PROMOTING STUDENTS`
CRITICAL THINKING SKILLS AT INCLUSIVE CLASSROOM OF SMA
MUHAMMADIYAH 1 PONOROGO**

THESIS



By:

ACHMAD TAUFIK MUBAROK

NIM. 204190061

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

**IAIN
PONOROGO**

**ENGLISH TEACHER STRATEGIES IN PROMOTING STUDENTS'
CRITICAL THINKING SKILLS AT INCLUSIVE CLASSROOM OF SMA
MUHAMMADIYAH 1 PONOROGO**

THESIS

**Presented to State Islamic Institut of Ponorogo in Partial Fulfillment of the Requirement for the
Degree of Sarjana in
English Language Teaching Departement**



By:

ACHMAD TAUFIK MUBAROK

NIM. 204190061

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Achmad Taufik Mubarak
Student Number : 204190061
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : English Teacher Strategies In Promoting Students' Critical Thinking Skills at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo.

Has been approved by the advisor and is recommended for thesis examination.

Advisor



Dra. Aries Fitriani, M.Pd
NIP. 196901071999032001

Ponorogo, 5th May 2023

Acknowledged by

Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Dr. Dhinuk Pospita Kirana, M.Pd

NIP. 198303272011012007

P O N O R O G O



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO
RATIFICATION**

This is to certify that Sarjana's thesis of:

Name : Achmad Taufik Mubarak
Student Number : 204190061
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : English Teacher Strategies In Promoting Students' Critical Thinking Skills
at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo.

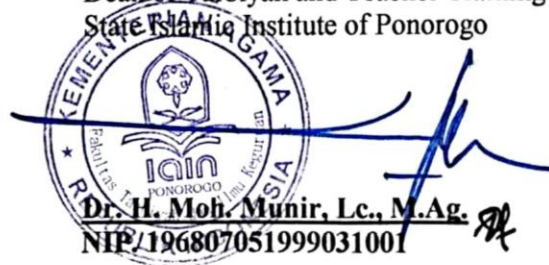
Has been approved by the board of the examiners on:

Day : Tuesday
Date : 30th May 2023

and has been accepted as the requirement for the degree the *sarjana* in English Education on




Day : Monday
Date : 5th June 2023

Ponorogo, 5 June 2023
Certified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Dr. H. Moh. Munir, Lc., M.Ag.
NIP/196807051999031001

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| 3. | Examiner II | : Dra. Aries Fitriani, M.Pd | () |

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Saya yang bertanda tangan di bawah ini:

Nama : Achmad Taufik Mubarok
NIM : 204190061
Fakultas : Tarbiyah and Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : English Teacher Strategies In Promoting Students' Critical Thinking Skills at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo.

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Saya yang bertanda tangan di bawah ini:

Nama : Achmad Taufik Mubarak
NIM : 204190061
Fakultas : Tarbiyah and Teacher Training
Program Studi : Tadris Bahasa Inggris
Judul : English Teacher Strategies In Promoting Students' Critical Thinking Skills at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo.

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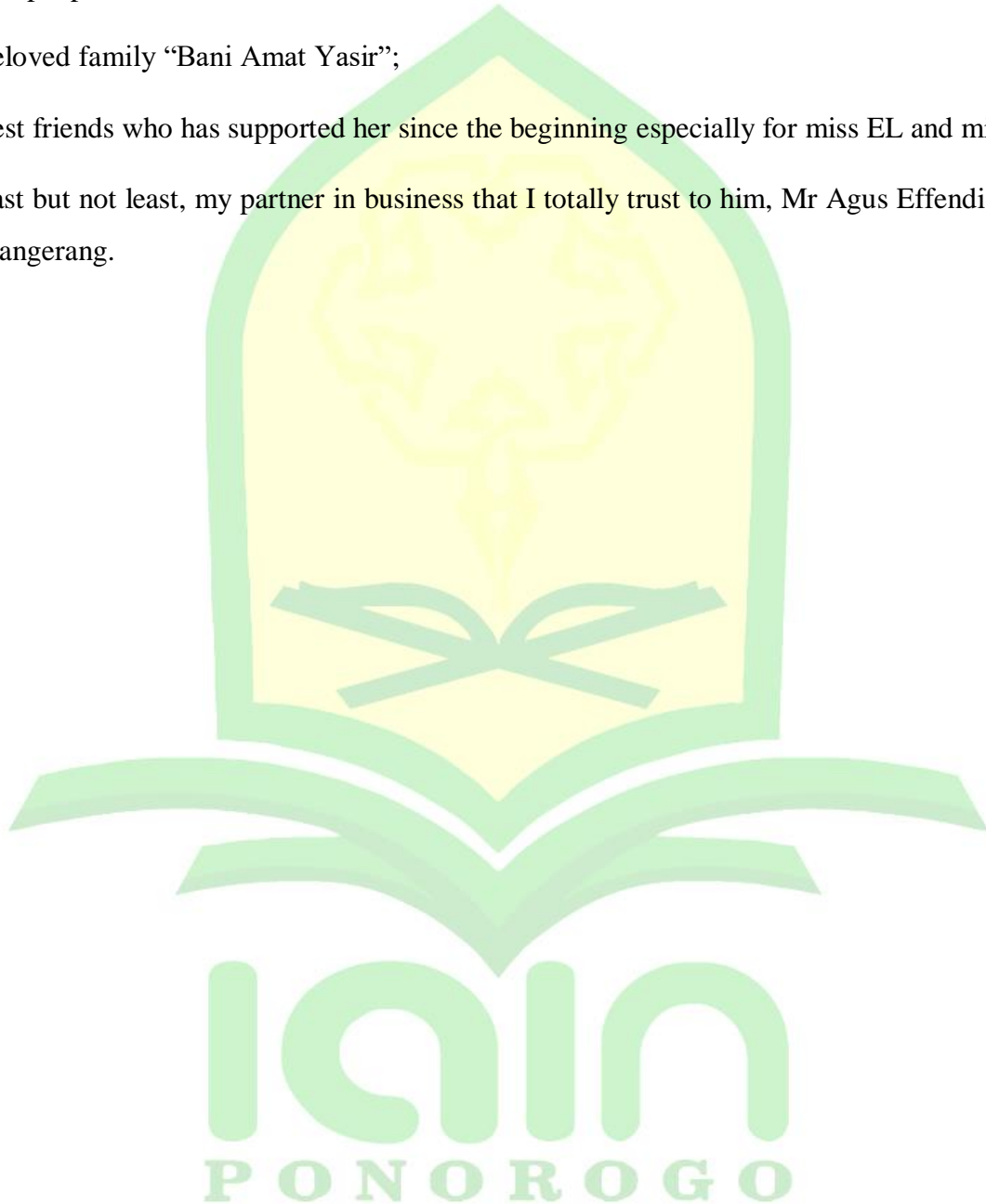
Achmad Taufik Mubarak
NIM.204190061

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DEDICATION

With gratitude Alhamdulillah, all sincerity, and humanity. I highly dedicate this undergraduate thesis to:

1. My beloved parents for giving the endless support and prayers for encouraging the researcher to be successful people;
2. My beloved family “Bani Amat Yasir”;
3. My best friends who has supported her since the beginning especially for miss EL and miss J;
4. The last but not least, my partner in business that I totally trust to him, Mr Agus Effendi that now live in Tangerang.



MOTTO

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ
٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning : “Recite in the name of your Lord who created Created man from a clinging substance Recite, and your Lord is the most Generous Who taught by the pen Taught man what he did not know.” (Surah Al-Alaq: 1-5)¹



¹ Al-Qur'an, 96: 1-5

ABSTRACT

Mubarok, Achmad Taufik. 2023. *English Teacher Strategies in Promoting Students' Critical Thinking Skills at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo.* **Thesis**, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor : Dra. Aries Fitriani, M.Pd.

Keywords: Teacher's Strategy, Critical Thinking Skills, Inclusive Classroom

Critical thinking skill is a skill that students should deal with it in order to face the problems happened in their real life. The curriculum K13 demands students to learn it during the process of teaching and learning in the classroom. Because of it, the English teacher should be conscious to develop teaching strategy to promote critical thinking skills during teaching English subject. There are some strategies generally used by the teacher in teaching at Inclusive Classrooms which are active learning strategy, peer-tutoring strategy, cooperative learning strategy, and also direct instruction strategy.

The objectives of this research are (1) to find out the English teacher strategies in promoting students' critical thinking skills in inclusive classroom of SMA Muhammadiyah 1 Ponorogo; (2) to find out the benefits of using those teaching strategies developed by teacher in promoting critical thinking skills in inclusive classroom of SMA Muhammadiyah 1 Ponorogo.

This research was conducted by using qualitative method with a case study approach. The data was described descriptively and data collection technique was collected through observation, interview, and documentation. There are several participants that participated in this research started from the English teacher of XI grade and all students of XI IPS 2. The data was analyzed by using Miles and Huberman techniques with data reduction, data display, and conclusion.

The conclusion of this research are (1) there are four strategies developed by English teacher to promote students' critical thinking skills. The first is forum group discussion strategy, the second is written assignment strategy, the third is problem based learning strategy, and the last is giving feedback. (2) The advantages and disadvantages of those teaching strategies that may be useful for the teacher in understanding students' need in the process of learning in classroom especially related to critical thinking skills. In this case focus group discussion can improve their critical thinking by exchanging the knowledge or information and work together to finish the task given by the teacher and work together to finish the task quickly but this strategy can create a debate in the group because their thoughts is different from one student to another. Then, written assignment strategy can train them to write English words correctly and writing can be the powerful vehicles to allow students in increasing their critical thinking skills but it also can create laziness among them, if they have to write a lot of words. PBL can train student's focus to find the answer from existing text but this strategy needed long-time learning activity because some questions deal with "how" questions. Moreover, the teacher also gave the feedback combined with teacher's joke to create positive learning environment among the students during the class.

P O N O R O G O

ACKNOWLEDGMENT

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has developed the final research paper to receive bachelor degree, it entitled “English Teacher Strategies In Promoting Students` Critical Thinking Skills at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo”. Then, shalawat and salam always be presented to the last mesenger of Allah, Prophet Muhammad SAW who has lightened many people up all around the world and changed the condition of the world to Islamic era.

The researcher realizes that cannot complete this thesis without support, cooperation, help, and encouragement from a lot of people. Therefore, the researcher would like to extend her appreciation to all of them. In this chance, the researcher would like to give her sincerest gratitude and appreciation to:

1. Dr. Hj. Evi Muafiah, M.Ag as Rector of State Institute of Islamic Studies Ponorogo that accepted the researcher to become one of students State Institute of Islamic Studies of Ponorogo;
2. Dr. H. Moh. Munir, Lc., M.Ag., As the Dean of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo that also accepted the researcher to learn in this faculty;
3. Dr. Dhinuk Puspita Kirana, M.Pd as the Head of English Department English of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo that accepted the researcher to become one of students in English Department;
4. Dra. Aries Fitriani, M.Pd as my beloved Advisor that helped me in accomplishing this research with all her hard work, patience, suggestions, support, advice, and guidance;

4. Mr. Muh. Kholil, M.Pd.I as The head of SMA Muhammadiyah, 1 Ponorogo, for the permission to conduct the research in this school;

5. Mrs. Anik Yulaika, M.Pd as the advisor and also English teacher in SMA Muhipo that helped me doing the observation, interviews, and also documentation with all her patience and hard work.

Finally, the researcher expects that this thesis will be useful for the readers. Then, for the researchers, this thesis is intended to complete a partial fulfillment of the requirement for getting bachelor degree (S.Pd). Any criticism and valuable suggestion would be appreciated because the researcher realizes that this research is still far from perfections.

The researcher

Achmad Taufik Mubarak

NIM. 204190061

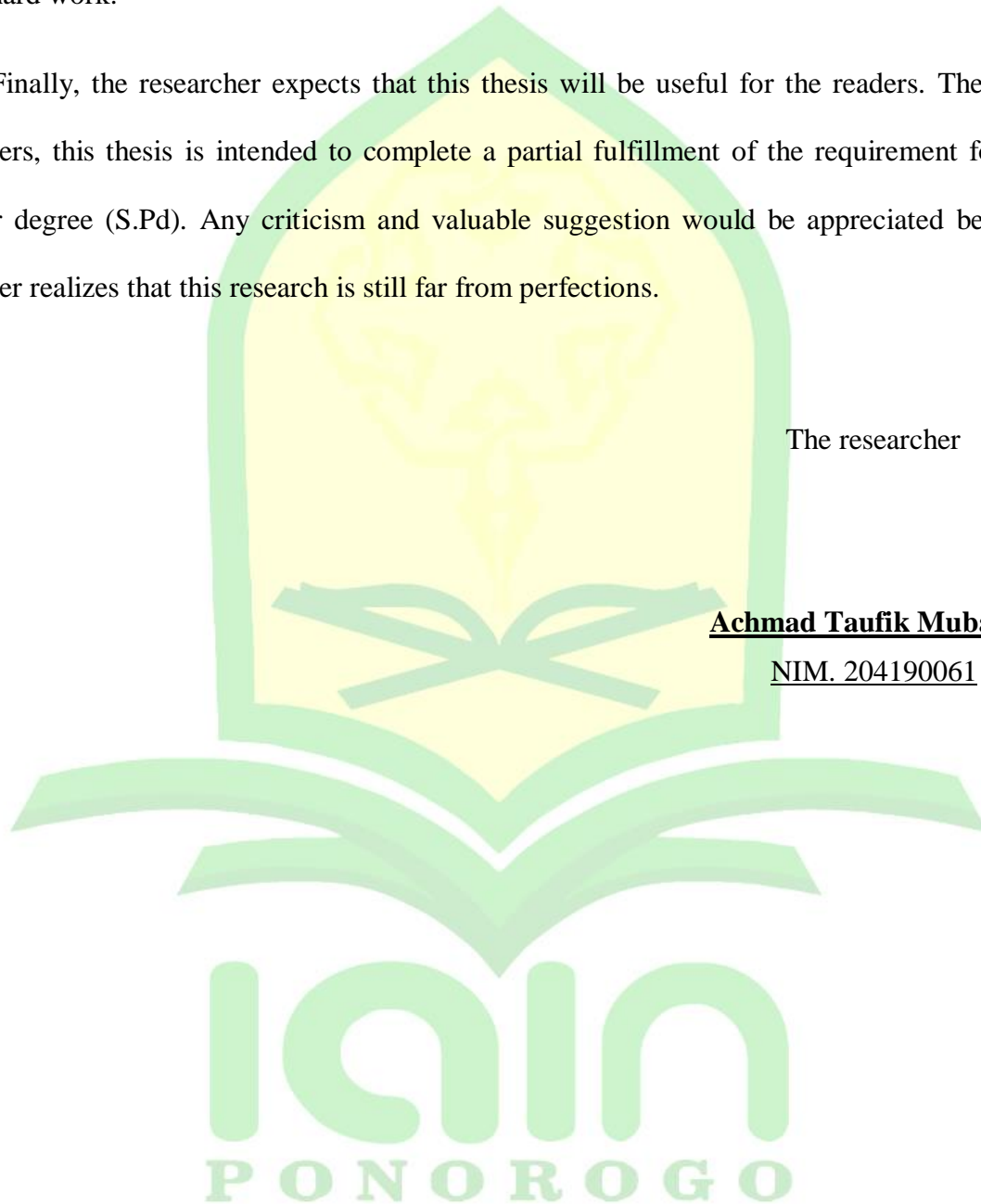
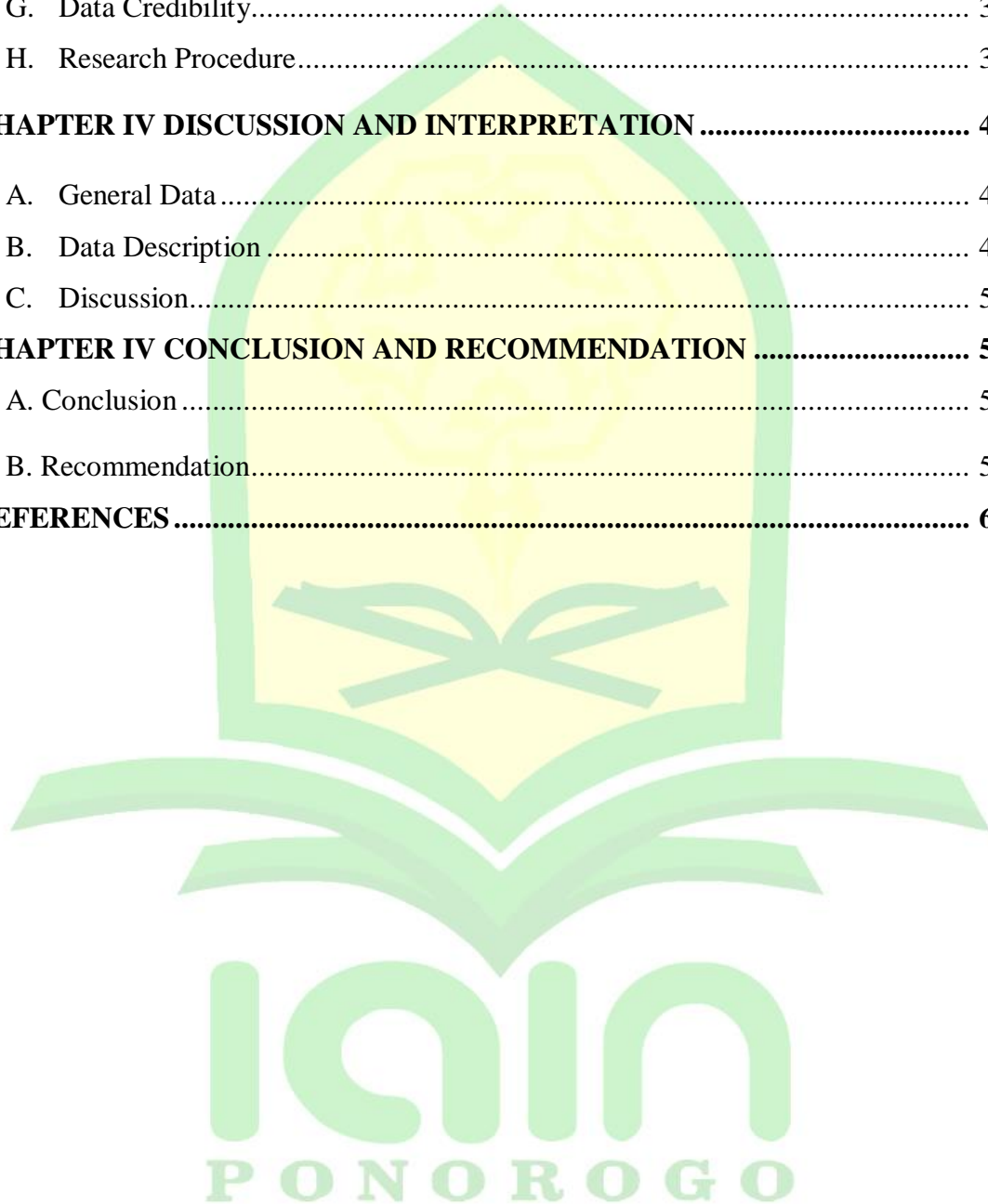


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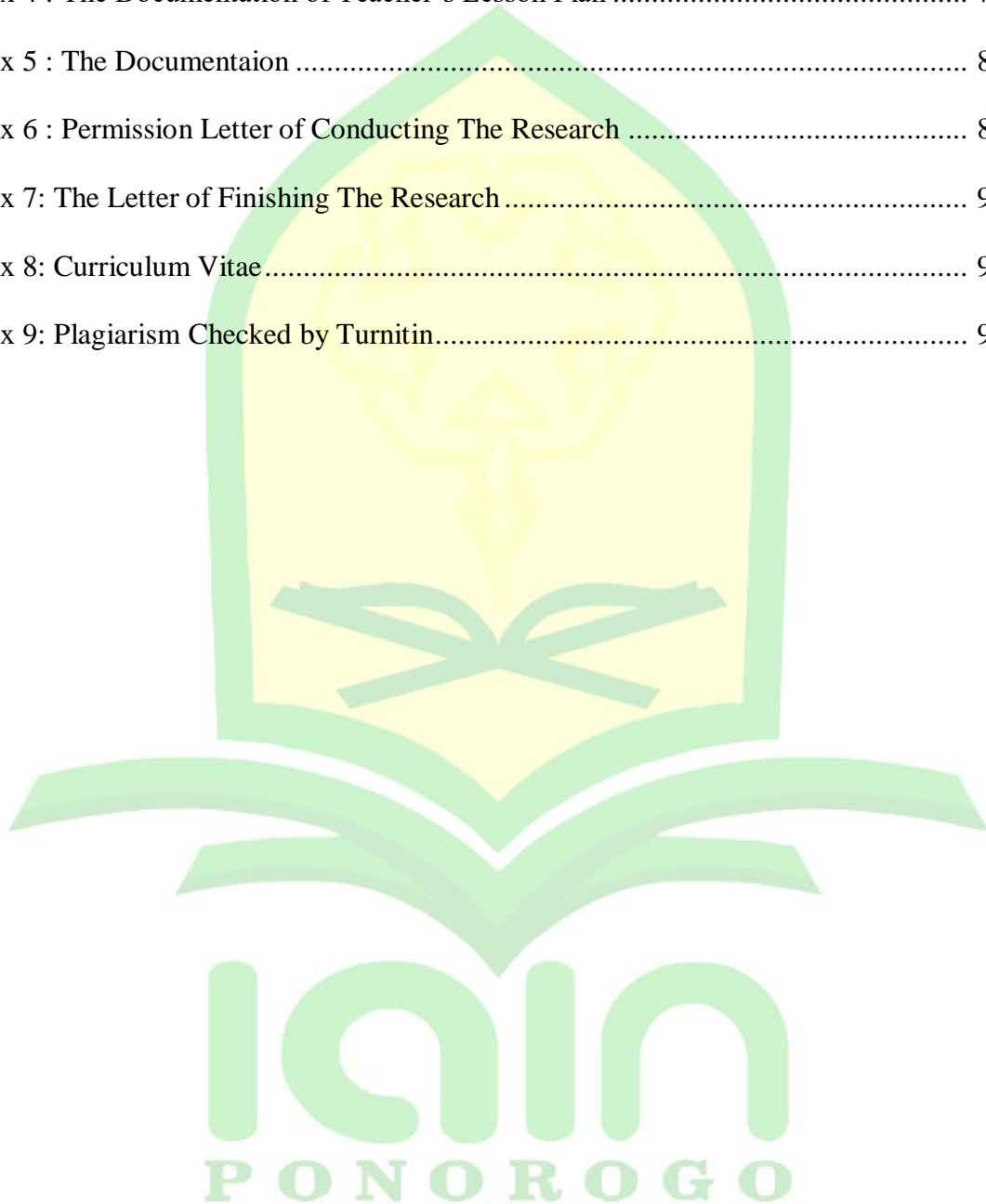
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CHAPTER I

INTRODUCTION

A. Background of The Research

In the 2013 curriculum, it requires critical thinking skills to be taught in all Indonesian schools. According to this curriculum, the teacher must be able to allow students to think critically and develop it during the lesson. Critical thinking is a skill that aims to analyze things as deeply as possible, present arguments, formulate conclusions, make decisions and evaluate the impact of decisions made. This skills is related to Higher Order Thinking Skills or usually known as HOTS.² The teacher should know the standard of HOTS in this K13 Curriculum to develop a strategy of teaching. Critical thinking can occur at any point in the decision-making, decision-making, or overall problem-solving process. When someone are trying to know what to believe, someone need to know why Processing occurs through effort and reflection, such as reading, writing, speaking, and listening that all of them can be done critically.

The excellent educational results, one of the ways can be seen by the strategies of teachers in educating their students. How teachers make the classroom such a comfortable zone for student in learning the material and understand every parts of it. Getting students' critical thinking skills, teachers must use learning methods which learning methods emphasize more student activity in the learning process, this can help improve students' thinking skills through analysis such as the jigsaw type cooperative learning method, group Investigation and others. This is expected to present new kind of fun experience of learning that is more interesting and memorable, so that objectives of learning can be archived. These

² M Hayudiyani, M Arif, and M Risnasari, "Identifikasi Kemampuan Berpikir Kritis Siswa Kelas X TKJ Ditinjau Dari Kemampuan Awal Dan Jenis Kelamin Siswa Di SMKN 1 Kamal" 3, no. 2 (2008): 96–109.

learning methods are specifically designed to develop students` knowledge about declarative procedural knowledge, namely it is about something that is taught step by step.

The recent curriculum used in SMA Muhammadiyah 1 Ponorogo which is K13 pushes their students to have critical thinking skills in order to make them ready in following society activities in real life. Even government starts to oblige all schools in Indonesia to use Merdeka Belajar curriculum, the existence of critical thinking skills in the K13 curriculum is still needed in order to make students critically thinking in solving such complicated problems in real life. Moreover, many companies encourage their employees to analyze the problems to be fixed quickly and make the best decision as fast as they can. These are can be taught in the area of critical thinking in classroom by the teacher. Instead of teaching rembering, recognizing, and recalling of the problems, the teacher can teach students to evaluate and solve the problems in order to make them think critically. Critical thinking is a complex process which requires higher level of cognitive skill to process information.³ Critical thinking is not just seeking or obtaining information, but also evaluating implicit thoughts from what they hear and read and learning the process of thinking for themselves when writing, solving problems, making decisions or developing a thought from within themselves. If students have good critical thinking skills, they will also form good character so that they are ready to plunge into their social environment when they graduate.

Inclusive education becomes a common issue in developing educational system, especially in teaching field. In this case, students with special needs education should be taught as well as regular students in one room. Inclusive education means the education of all

³ S Choy and P Cheah, "Teacher Perception of Citical Thinking among Students and Its Influence on Higher Education.," *International Journal of Teaching and Learning in Higher Education* 20, no. 2 (2009), 135

students, where all students are equal participants in the learning process.⁴ At least, there are two kinds of students in inclusive classrooms namely regular students and students with disabilities. Those students deserve to have good education based on components of inclusive education in order to reach the purpose of education. The way to reach the meaningfulness of inclusive education, there are three components which are notable to be seen namely encompass academic, socio-emotional, and physical aspects.⁵ In short, it needs to take a systematic approach to change in inclusive education to get a changing rather than a school by approach.

Inclusive classroom becomes an attention to education system especially in Indonesia. The students with SEN may have special learning approach should be applied by the teachers. Moreover, inclusive education may have positive impacts to the regular students and students with disabilities. For regular students, it can build awareness that there are children with different conditions they should be respect with. Those students will learn how to treat their friends in the classroom with different conditions and they can learn that all students with disabilities also have the same right to life and education. For students with disabilities, they may learn to socialize with regular students. In this case, they can increase and develop their knowledge and potential based on the skills they expert with.

Since SMA Muhammadiyah 1 Ponorogo becomes the place for conducting this research, it is appropriate with the object of research chosen by the researcher which is inclusive classroom. In SMA Muhammadiyah, some classrooms at XI Grade are categorized as the inclusive classroom because there are students with Special Education Needs in the

⁴ Rima Dewi P, "Teacher's Strategy in Teaching English at Inclusive Classroom of MA Muhammadiyah 1 Ponorogo in Academic Year 2018/2019" (Ponorogo, IAIN Ponorogo, 2019).28

⁵ Peterson M and Hittie M, "Inclusive Teaching: Creating Effective Schools for All Learners," *Allyn and Bacon*, 2003.12

classroom. In this case, the researcher took XI Grade to make sure there is a time to do the research before final exam happens. There also applied the K13 curriculum which teaches the students to think critically.

In developing this research, the research took some articles as references of this research. The thesis developed by Rima Dewi Puspitasari, a student of IAIN Ponorogo who has developed a research entitled *An Analysis of Teacher's Strategies In Teaching English At Inclusive Classroom of Ma Muhammadiyah 1 Ponorogo In Academic Year 2018/2019*. This research focused on 3 aspects of teaching English which are the problems faced by Teacher in teaching English, the solutions of solving it and strategies developed by the teacher in teaching students with disabilities at inclusive classroom. Teaching in inclusive classroom is different than in regular classroom because the students with SEN need more time in understanding the materials from their teachers. It also can be seen by seating arrangement that students with SEN should be sat in front.

The research about critical thinking skills is also conducted by Nia Virdiana that concluded critical thinking which is implemented in SMA Kristen Bina Kasih in Jambi uses discussion forum and take the topic about current issues that happen in the world today. It is appropriate with the roles of critical thinking that push the students to analyze and solve the problem instead of just learning about the problems. The students will master problem-solving skills with think critically about the task given by the teacher.

Novita Silta Pautri also conducted the research talked about teacher` strategy and challenges in teaching High-Order Thinking Skills or generally known HOTS. She found that teacher miss the part of review, refine, and improve about the learning method have been used. It is very useful to English teacher to review, refine, and improve in order to know how

effective the learning methods. So, in the next meetings, the teacher may develop another learning strategy to archive student`s critical thinking skills and creative thinking skills.

Those previous studies are concerned with the teacher strategies in promoting students` critical thinking skills and based on the described background the researcher explains, it can be the benchmark and references for the research in conducting this research along with its title which is “ English Teacher Strategies in Promoting Students` Crittical Thinking Skills at Inclusive Classroom of SMA Muhammadiyah 1 Ponorogo.”

B. Focus of The Research

This research would be focused on the following items :

1. The focus research in this paper is the main data based on teachers` ways and the researcher will give some questions related teacher strategies in promoting students` critical thinking skills at inclusive classroom of XI Grade in SMA Muhammadiyah 1 Ponorogo,
2. Then, the researcher wants to focus in getting the data about the benefits of the developed-strategy by the English teacher in promoting students` critical thinking skills. The benefits itself has two kinds which are advantages and disadvantages.
3. The researcher focuses on observing eleventh grade in academic year 2022/2023 at inclusive classroom, but the researcher focuses on observing critical thinking skills delivered to regular students.

C. Statement of the Problem

1. What are English teacher strategies in promoting students` critical thinking skills at inclusive classroom of SMA Muhammadiyah 1 Ponorogo?

2. What are benefits of using those strategies in promoting students` critical thinking skills?

D. Objective of the Study

1. Find out the English teacher strategies in promoting students` critical thinking skills in inclusive classroom of SMA Muhammadiyah 1 Ponorogo.
2. Find out the benefits of using the teaching strategies developed by teacher in promoting critical thinking skills in inclusive classroom of SMA Muhammadiyah 1 Ponorogo.

E. Significance Of the Study

The result of this research are expected to be useful for:

1. For the students with non-disabilities, it can help students in studying together along with students with SEN to improve their cirritical thinking skills based on English teachers` ways.
2. For the students with disabilities, it can help them to understand English teachers` ways to teach them.
3. For the teacher, it can be the reference to developed another creative and innovative teaching strategy in the future. It also helps teacher to the needs of students in accepting the learning strategies.

F. Systematic Discussion

In understanding of this research, the researcher makes it into some chapters for each parts of this research, then the researcher develops the organization of thesis consisting five chapters :

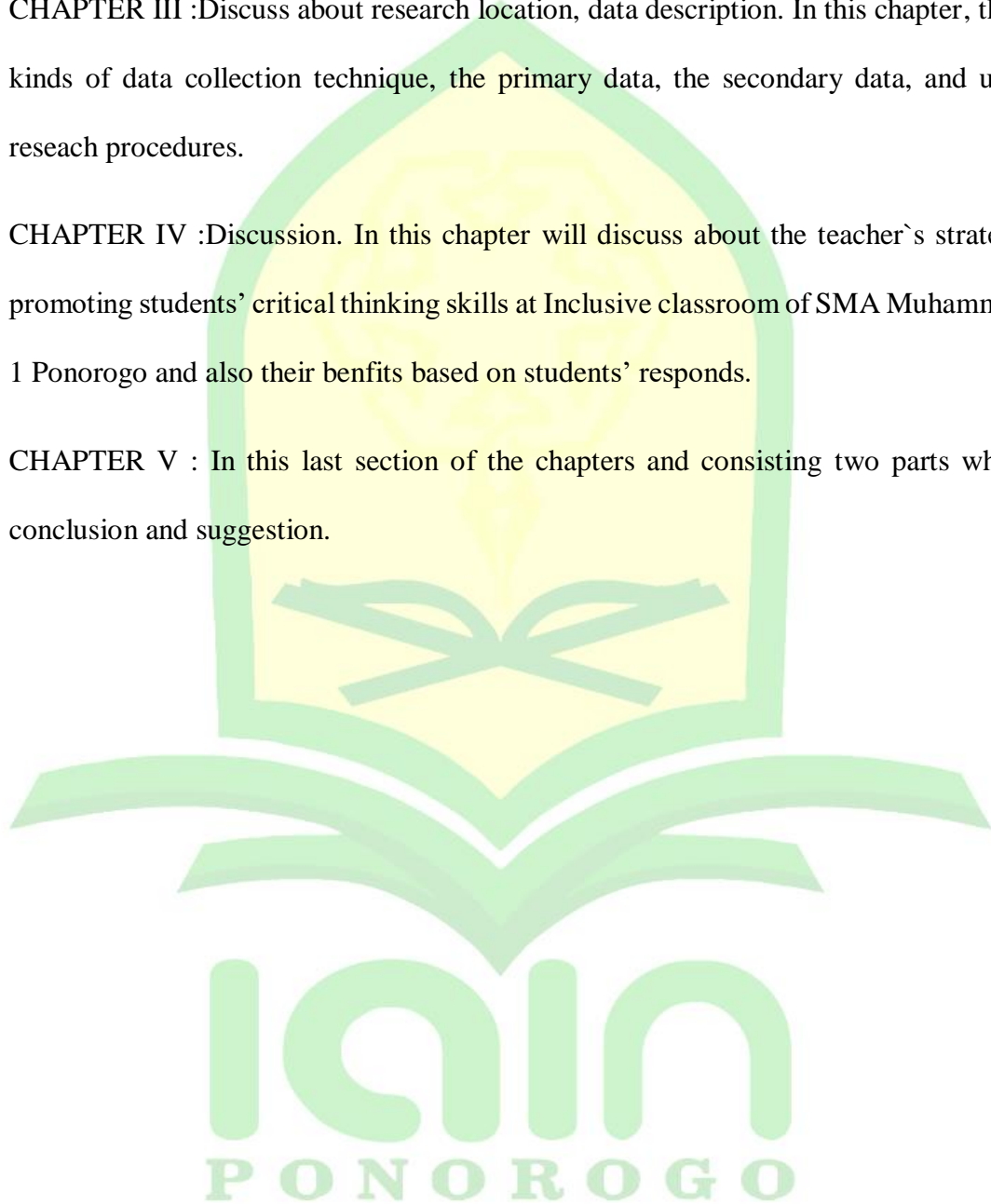
CHAPTER I :The first chapter is introduction. It presents the first research foundation consisting background of the research,its limitation, its objective, its significance, organization of the thesis, and also research schedule.

CHAPTER II :There are 3 main field to be focused in developing this research, starting from theoretical framework, previous studies, and ended with conceptual framework.

CHAPTER III :Discuss about research location, data description. In this chapter, there are kinds of data collection technique, the primary data, the secondary data, and until the reseach procedures.

CHAPTER IV :Discussion. In this chapter will discuss about the teacher`s strategies in promoting students` critical thinking skills at Inclusive classroom of SMA Muhammadiyah 1 Ponorogo and also their benfits based on students` responds.

CHAPTER V : In this last section of the chapters and consisting two parts which are conclusion and suggestion.



CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Teacher Strategy

A). The Definition of Teacher Strategy

Teaching is an action to make something more understandable. Isola Rajagopalan defines Teaching as a scientific process, and its major components are content, communication and feedback.⁶ Teaching English in high school supposedly becoming easier than teaching in middle school. In middle school, the students have been taught about grammatical rules, kinds of pronouns, kinds of tenses, and others, and it is expected that will be their tools to get higher English materials in high school.

As mentioned before that teaching is a scientific process, and its major components are content, communication, and feedback while strategy can be said that is a means or tool that is done together to archive long-term goals.⁷ Strategy is needed if someone wants to archive new levels of things. In this case, the teaching strategy is to archive the objective of the material, teachers should have such an appropriate strategy to make students` learning materials comfortably and smoothly. Based on the explanation before, it can be concluded that teaching strategy is a scientific process that is planned by the teacher along with several activities to archive the purpose of education.

⁶ Isola Rajagopalan, "Concept of Teaching," *Shanlax*, International Journal of Education, 7, no. 2 (2019).3

⁷ David Fred R, "Strategic Management: Concepts and Cases.," in *Strategic Management: Concepts and Cases.*, 13th Edition (Pearson Education Inc, 2011).235-240.78

During the class, teachers must create effective and fun learning environment so that students do not feel pressured in the process of learning. The teacher's efforts in carrying out learning using strategies must be accompanied by supporting methods and media so that the learning objectives can be achieved, namely creating effective and efficient learning so that students can learn on target according to what has been planned or the learning objectives that have been prepared by the teacher. Strategy and media are the supporting elements for teachers in implementing learning in schools. It can not be denied, in teaching critical thinking skills by English teachers are also needed both items namely strategy and learning media as mentioned before. Both items could become the tools of a teacher to deliver the learning materials to make students thinking critically based on the strategy being developed before.

B). Kinds of Teaching Strategies

Teacher in promoting students` critical thinking skills also using suitable method in order to archive the learning objective. She may uses different strategy at each week because the develired materials are also different. There are some strategies generally used by the teacher in Inclusive Classrooms:⁸

1. Active Learning Strategy

When the teacher applied active learning strategy, both components of the class such as the students and the teacher would get the benefical of this strategy as it allowed both sides to get feedback from learning. Interestingly, the students with SEN are fully involved in learning activities to finish the task of the teacher or discuss something with regular students.

2. Peer-Tutoring Strategy

⁸ Jumatul - Hidayah and Ruly - Morganna, "Fulfilling The Needs Of Diverse Students: Teaching Strategies For Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (December 23, 2019), <https://doi.org/10.26499/surbet.v14i2.188>.

Peer-tutoring strategy is used for making students more confident in learning the materials and also train them to take care student-student interactions. This teaching strategy pushed the regular students to engage with the students with SEN by working together.

3. Cooperative Learning Strategy.

Cooperative learning strategy is aimed for developing the skills of the students to be more confident and to work collaboratively in the process of learning. The activity involved in this teaching strategy is one grup work activity that lead the students to work with their groups have been made by the teacher. The forum discussion group is one of the example of this teaching strategy. In this case, the teacher will have the role as moderator for guiding the process of discussion. This activity can make students to think collaboratively and also develop peer interations among the students that interestingly the students with SEN can also have a chance to work together with regular students.

4. Direct Instruction Strategy.

Direct instruction strategy lead the students to understand the lesson properly. The teacher as the central guding of learning controls the class will deliver the materials in front of the students, then giving guided instructions to the materials. In this case, the students would practice the concept together with the guide of the teacher. The guided practice is developed by the teacher and this practice can make students work independently.

2. Critical Thinking Skills

A). The Definition of Critical Thinking Skills

Critical thinking is a need to keep improving human skills in order to become succesful in this rapid global improvement. In the rapidly changing world, the citizens can not to be rejected about the improvement of modern technology in any field including

education. The problems should be solved by the human in every aspects of life, then the critical thinking skills is one of methods that could be the way of fixing. The ability of critical thinking skills is about the ability of inquiry, decision-making, and problem-solving in one's real life.⁹ Another definition of critical thinking skills is the prowess to reason in effective way, realizing the relationship between systems, concepts, and the discipline of solving problems and quick-decisions making.¹⁰ The aim of this skill is to consider a bunch of information collected from various sources, in the process of collecting the information is done creatively and logically, it is also challenging and could be analyzed and arrived at considered conclusions that can be justifiable

From the previous expert explanation, it can be interpreted that critical thinking is a skill that becomes a complex process of thinking consisting the ability and effort to consider, examine, fix, analyze, and think in many ways about certain information from various sources to get justified conclusion.

B). The Scope of Critical Thinking Skills

Critical thinking skills are closely related to thinking skills in the cognitive, affective, and psychomotor skills domains which are an integral part of teaching and learning. Those skills will be explained below:¹¹

1) Cognitive Skills

⁹ E Simpson and M Courtney, "Critical Thinking in Nursing Education: Literature Review," *International Journal of Nursing Practice*, 8, no. 2 (2002): 88–89, <https://doi.org/10.1046/j.1440-172x.2002.00340.x>.

¹⁰ R Germaine et al., "Purposeful Use of 21st Century Skills in Higher Education," *Journal of Research in Innovative Teaching*, 9, no. 19–29 (2016).

¹¹ Yoki Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi" (Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, 2018).

The cognitive domain involves students' ability to repeat concepts or principles applied in the learning process. This process refers to the ability to think, competence to develop knowledge, recognition, understanding, conceptualization, determination and reasoning.¹² Through the revised taxonomy, Anderson and Krathwool in the book developed by the Minister of Education and Culture identified a number of processes that demonstrate cognitive complexity increases the knowledge dimension, such as:¹³

A. Factual Information

Factual information contains basic elements that students need to know if they want to get to know a field of knowledge or solve its problems. Elements are usually symbols associated with certain references or "series of symbols" that convey important information. Most factual information is generated at a relatively low level of abstraction. Factual knowledge is of two types: the first, terminological knowledge includes names and some verbal and non-verbal symbols (eg words, numbers, signs and pictures). The second, detailed information and concrete elements refer to information about events, places, people, dates, sources of information, etc.

B. Conceptual Knowledge

Conceptual knowledge includes diagrams, mental models, or theories that are explicit and implicit in various models of cognitive psychology. Conceptual knowledge includes three types:

¹² Ibid., 5.

¹³ Ibid., 6.

1. Knowledge of classifications and categories including specific classes, classes, sections and arrangements used in various departments;
2. Principles and generalizations usually govern academic fields and are used to study phenomena or solve problems in the field.
3. Knowledge of theories, models and structures includes knowledge of principles and generalizations and the relationships between them that provide a clear, systematic and coherent picture of complex phenomena, problems or topics

C. Knowledge of Procedures

Procedural information is information about how something is done. This can range from doing a fairly routine exercise to solving a new problem. Knowing a procedure often consists of steps that must be followed. It includes knowledge of skills, algorithms, techniques and methods, which are collectively known as methods. There are several kinds of knowledge of procedure which are:

1. Knowledge of department specific knowledge and algorithms

Procedural information can be expressed as a series of steps, collectively called a procedure. Sometimes these steps are followed by detailed instructions; other times you have to decide which stage to take. Likewise, the outcome is sometimes certain; in other cases the results are uncertain. Although the process may be specific or more revealing, the end result is generally assumed to be of a certain data type.

2. knowledge of subject-specific techniques and methods

Subject-specific technical and methodological knowledge includes knowledge that is more broadly the result of agreement, consensus, or disciplinary standards than knowledge that is the result of more direct observation, experimentation, or

discovery. This type of knowledge section usually describes how experts in a field or discipline think and solve problems, not the results of thinking or solving those problems.

3. Information on the criteria used to determine when an appropriate procedure should be used

Before starting research, students are expected to be familiar with the methods and techniques used in similar research. At some later stage of study, they can be expected to demonstrate the relationship between the methods and techniques they actually use and the methods and techniques used by other students.

D. Metacognitive Knowledge

Metacognitive knowledge is knowledge about awareness in general, as well as awareness and knowledge about personal awareness. Students' awareness of and responsibility for their own knowledge and thinking is emphasized. Develop students become more aware of their own thinking and general awareness, and tend to learn better by acting on that awareness. This type of metacognitive knowledge can be seen from the following explanation:

1. Strategic Knowledge. It is knowledge about general learning, thinking strategies and problem solving.

2. Knowledge of cognitive tasks, including contextual and conditional knowledge

Students develop knowledge about learning and thinking strategies; this knowledge reflects what general strategies are used and how they are used.

3. Self Knowledge

Self-awareness about the extent to which the basis of self-knowledge is an important part of self-knowledge. Students should pay attention to different strategies. Human consciousness tends to become overly dependent on certain strategies when other strategies are better suited to the task, which can lead to shifts in the use of strategies.

2) Affective Skills

Affective skill which refers to attitudes, values, feelings, emotions and the degree of acceptance or rejection of an object in affective learning and sharing activities. area into five categories which are the first is acceptance, a kind of sensitivity to receive stimuli or stimuli from outside that come to students. The second is responsibility, an attitude that shows active participation, involves oneself in a phenomenon and somehow responds to it. The third is assessment, evaluation, recognition and belief in a particular symptom or stimulus. The fourth is value management, conceptualization into a value system and validation and prioritization of existing values. The last is characterization and integration of all a person's value system that influences his personality and behavior.

3) Psychomotor Skills

Psychomotor skills are the skills of working with the limbs related to physical (motor) movements, which consist of reflexive movements, basic movement skills, perception, accuracy, complexity, expression and interpretation skills. Psychomotor process skills can be seen from the following explanation:

1. Imitation, meaning imitating someone's actions

2. Manipulation, it means performing a skill or making a product according to general instructions rather than observation. In this category, students are guided to perform certain skills.

3. Accuracy refers to performing skills independently or making products accurately, proportionately and accurately. In everyday language, this category is expressed as "high level".

4. Articulation means changing a skill or product to suit a new situation or combining several skills in a harmonious and consistent sequence.

5. Naturalization refers to the easy performance of one or more skills and the automatic acquisition of skills through existing physical or mental effort. In this category, the nature of the activity is automatic, the management of the activity is conscious, and the management of related skills is at a strategic level.

C). The Characteristics of Critical Thinking Skills

Since the complex field of critical thinking, higher order thinking skills (HOTS) is related into it, then encourages students to actively include in learning cognitively. The characteristics of critical thinking is different from creative thinking skills even both of them are in the field of HOTS. Critical thinking area, students shall to be active in asking to the teacher in order to fix the problems faced by them during the lesson. Teacher and students should be main participant in the process of learning and discuss together. According to Zuhdi, one way teaching method with teachers as the center of learning process and students as passive objects, that is one of the problems that can not make

students to be actively participating in the lesson.¹⁴ Because of it, critical thinking skills are needed to improve human resources and teachers can be independent in selecting and promoting critical thinking skills themselves to the students based on teachers' methods.

There are also six characteristics that must be reflected by teachers who apply critical thinking skills in the classroom as follows¹⁵: 1) Help to break big questions or tasks into smaller and more manageable parts, 2) Create meaningful contexts in which learning is valued by the students, 3) Help students clarify their thoughts by rephrasing or asking questions, 4) Pose thought-provoking questions. 5) Encourage students to explain things to each other, and 6) Help students to find what they need to know by suggesting and showing students how to use resources.

D). The Step Framework of Teaching Critical Thinking

To provide the upper benefit of critical thinking skills which is taught in the classroom, the teacher should provide many opportunities for the students in asking for materials and teaching with a suitable method. The following strategies are a 5-step framework that can be interpreted in many kinds of classrooms including inclusive classrooms to help the teacher in gaining students' critical thinking skills.¹⁶

a). Determine learning objectives

Considering the importance of courses is needed in order to know what kinds of assessments to be developed. In this case, English teacher should identify the key of learning objectives

¹⁴ Zuhdi Muhammad, "Pedagogical Practices in Indonesia. In H. F. E. Law & U. Miura. (Eds.), *Transforming Teaching and Learning in Asia and the Pacific: Case Studies from Seven Countries*" (United Nations Educational, Scientific and Cultural Organization, 2015), 142–60.

¹⁵ R Paul et al., *Critical Thinking Handbook: 6th-9th Grade. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, & Science*, Center for Critical Thinking and Moral Critique, 1989.43

¹⁶ Ani Manukyan, "Strategies To Promote Critical Thinking In Foreign Language Teaching Classroom," *Main Issues Of Pedagogy And Psychology* 13, No. 1 (April 12, 2017): 76–83, <https://doi.org/10.24234/Miopap.V13i1.230>.

that is expected to students have when they exit the class. It is also important to make students ready in doing the final exam. Teacher should formulate the learning objective from existing indicators so that learning objective are more measurable and focus on things that need to be achieved.

b). Teach through questioning

Questioning is the important part of the teaching and learning process that allows the teacher to establish what is the students already known and to expand the idea and understanding.¹⁷ Questions can be the tool to create an active learning and make students think critically and hardly. The students who can answer the questions would have the positive impact to their brain and stimulate it to be actively used. When developing the lesson plans, the teacher must consider the part of questioning along with the level of questions to archive the learning ojectives have been planned.

c). Practice before you asses

Giving the practice before doing assessment is very important in helping students to understand the standard of score that should they get. In developing the tasks can be taken from the students` textbooks, search engine such as google, or using another materials. Practice is needed to monitor students` understanding of the materials has been taught and teach the materials again if the students do not fully understand.

d). Review, refine, and improve

Teachers should actively refine their courses to ensure that the teaching strategies that have been developed are in line with the learning objective that aims to develop students` critical thinking skills. One of the ways in monitoring the development of teaching, the teacher can use the journal of teaching which provides the amount of students that participated in the

¹⁷ Ibid .,78

class, describes main class activities, and it is also very useful when revising or updating instructional materials for the students.

e). Provide feedback and assessment of learning

The teacher can provide the feedback and assessment to know the students performance in order to evaluate the quality of work. Feedback allows the teacher and students to discuss in one table about the successful performance and unsuccessful performance based on the standards of teacher.

E). Applying Critical Thinking Skills in Classroom

Promoting students' critical thinking skills could be done easily and effectively if it is implemented along with appropriate approach. Teachers in promoting students' critical thinking skills shall to set standard of criteria about that skills in order to make students fixing the problems they faced during the lesson. As mentioned by Elder and Paul stated that critical thinking has eight elements; they are (1) purpose, goal, or end in view; (2) question at issue or problem to be solved; (3) point of view or frame of reference; (4) experiences, data, and evidence; (5) concept and ideas; (6) assumptions; (7) inferences, and; (8) implications and consequences. These elements would be much more effective along with using supporting useable learning facilities. Thinking in high level can be done by adding more feasible facilities, motivate and stimulate students to develop their knowledge. Improving knowledge to think critically can be done by teachers according to the several studies have been researched looking how to promote students' critical thinking skills. For instance, Yang and Wu , found that to think critically can be done by integrating digital story telling.¹⁸ Another research was done by Anggella Novitaningrum and her

¹⁸ Y.C Yang and W.I Wu, "Digital Storytelling for Enhancing Student Academic Achievement, Critical Thinking, and Learning Motivation: A Year-Long Experimental Study.," *Computers & Education: An International Journal*, 59 (2012): 49

friends found that one way that is effective to promote students' critical thinking skills is teachers' questioning strategies.¹⁹ For example, wait-time, probing, prompting, and reinforcement. With such good skills in thinking critically, it can make learning activities more influential, effective, and efficient.

There are several activities that must be done in the classroom which applied critical thinking skills. They are: 1). Build a conducive atmosphere in the classroom before starting the lesson; 2). The teacher should not be a preacher in the classroom; 3). Encourage students to understand the lesson by entrusting themselves to explore knowledge, evidence, and the right reasons through their self-reflection experiences; 4). The teacher as the neutral party who does not spoon-feed students with predigested answer or leave them alone with their personal sheer opinions or arbitrary answers; 5). Provide an environment where students can find and explore the answers they need; 6). Provide feedback as a form of appreciation to students who have expressed their opinions and arguments; 7). Support students when they consider many points of view.²⁰

F). The Strategies of Teaching Critical Thinking

Critical thinking skills is needed to face what the world needs today. The students must be ready to compete in the demands of many companies which encourage their employee to think critically. Based on the rules of Minister of Education and Culture or Permendikbud No. 22 year of 2016 suggested that there are three strategies to create critical

¹⁹ Angella Novitaningrum, Lies Amin Lestari, and Syafi'ul Anam, "Teachers' Questioning Strategies to Promote Students' Critical Thinking in EFL Classroom: Perceptions And Practices," *International Journal for Educational and Vocational Studies* 1, no. 8 (February 5, 2020): 53.

²⁰ Paul et al., *Critical Thinking Handbook: 6th-9th Grade. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, & Science*.

thinking skills and also develop scientific behaviour and curiosity of the students. Those teaching strategies will be expanded below:²¹

1. Discovery or Inquiry Learning

The discovery or inquiry learning is the learning model to understand the concepts, meanings, and relationships through an intuitive process to finally arrive at the conclusion. Discovery happens when individuals are engaged in the process of discovering some concepts and principles by the use of human mentality. Discovery learning is done through a cognitive process such as observation, classification, measurement, prediction, determination, and also inference.

2. Problem Based Learning

Problem based learning is a learning model that uses students' various thinking skills of individuals or groups and even the direct environment to solve the problems so that they are meaningful, relevant, and contextual.²² The purpose of PBL is to increase the skills to apply concepts to new environment that all of them are integrated with Higher Order Thinking Skills, desire to learn, show learning independently and using skills. The characteristics included in PBL according to Tan in Amir's book, he stated that those characteristics include:²³ (1) problems are used as the beginning of learning;(2) usually the problems used are real – world problems presented on ill– structured;(3) problems usually require multiple perspectives;(4) the problems are challenging to the learners to get learning in a new learning area; (5) really prioritizes learning independently (6) utilizing various sources of knowledge , not from just one source ,and(7) learning is collaborative,

²¹ Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi."²⁹

²² Ibid., 33.

²³ T.M Amir, *Inovasi Pendidikan Melalui Problem Based Learning: Bagaimana Pendidik Memberdayakan Pembelajar Di Era Pengetahuan* (Jakarta: Kencana Prenada Media Group, 2009).

communicative, and cooperative. This characteristic requires students to be able to use higher order thinking skills, especially problem solving skills. In PBL the teacher acts as a guide of the side rather than a sage on the stage. This confirms the importance of learning objectives in the early stages of learning. Students identify what they know and what they do not do based on information from textbooks or other sources of information.

3. Project Based Learning

Project based learning is a learning model that involves students' activity in order to solve the problems individually or in groups through scientific stages with a certain time limit as outlined in a product to be presented to others.²⁴ In this case, the teacher can give the students a project such as creating creative learning media. Then, she makes sure that each group can understand the project should be created, so the result of the project can be presented their projects and give the feedback related to it wheather it comes from the students or the teacher.

Besides it, according to the research had been done by Stacy Walker, there are some active learning strategies that the teacher can use to promote critical thinking skills to the students. These strategies will be expanded below:²⁵

1. Questioning

An assortment of questioning tactics exists to promote critical thinking skills in order to archive knowledge-level recall. Questions are one of the ways to recall students' understanding to the materials. Asking some questions to students is aimed to evaluate how long the students can process their knowledge and deliver it into their thoughts to create

²⁴ Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi."³⁴

²⁵ Stacy E Walker, "Active Learning Strategies to Promote Critical Thinking," n.d.

the understanding. When a tough question is asked, there is a chance given to students to think about the answer.

2. Classroom Discussion and Debates.

The discussion groups in classroom can lead the students to exchange their information in order to find out the way of the problems they face. For example, the teacher gives an information about the flash floods happen in one of the cities in Indonesian. In this case, the students can think and exchange the information from various sources in one group to find the triggers of the flash floods, how the solutions of it, and how to help those victims of natural disasters. All those questions can discuss in classroom discussion and debates method and finally the teacher can be the guide of the discussion forum as moderator.

3. Written Assignments

Writing is one of English skills that the students have to learn in order to introduce the vocaburay of English. As general rule, writing assignments as the purpose of promoting thought should be short papers and focus on the aspect of thinking.²⁶ In developing writing assignments, it can lead the students to express their thought into some words. The writing through assignments can be done by teacher to promote critical thinking skills along with tought questions on it.

3. Inclusive Education

A). The Definition of Inclusive Education

²⁶ MH Oermann, "Evaluating Critical Thinking in Clinical Practice," *Nurse Educ* 22 (1997): 25–28.

Inclusive education is an educational service system that provides opportunities for all students who have disabilities and have the potential for intelligence or special talents to attend education or learning in an educational environment together with students in public schools²⁷. Besides that, Ilahi states inclusive education is an educational service system that requires all children with disabilities to be served in nearby schools, in regular classes with their peers. Through inclusive education, children with disabilities are educated with other (normal) children to optimize their potential.²⁸ and in inclusive education all children have the same rights and learning opportunities as regular students. So, it can be concluded that inclusive education is an educational system for students with special education needs to attend education or learning in an educational environment as same as regular students.

B). The Principles of Inclusive Education

Admission of students with special needs in inclusive schools is expected to be appreciated and accepted regardless of the child's background. Through the implementation of inclusive education at the school, a teacher must be ready to work harder because children with special needs consist of several disabilities and difficulties. Maintaining inclusive education in schools must meet several requirements, such as providing educational facilities and infrastructure for children with special needs, learning about children's needs, and teacher knowledge and skills in dealing with children with special needs.



²⁷ Dadang Garnida, "Pengantar Pendidikan Inklusi" (Bandung: Refika Aditama, 2018).48

²⁸ Muhammad Takdir Ilahi, *Pendidikan Inklusif*, 3 (Yogyakarta: Ar-Ruzz Media, 2016).

According to Mudjito, et al, inclusive education has philosophical principles.²⁹ Those principles are (1) All children have the right to learn and play together; (2) Children should not be belittled or discriminated against based on limitations or learning difficulties; (3) There is no single reason that can be justified for separating children while they are at school. Children should be engaged each other not to be separated from their friends.

Meanwhile, according to Budiyanto, there are 3 the principles of inclusive education.³⁰ Those principles are (1) Every child belongs to the local community and is in a class or group; (2) The school day is set full of cooperative learning assignments with educational differences and flexibility in choosing to your heart's content; (3) Teachers work collaboratively and gain knowledge of general, specific and individual learning techniques and training requirements and how to appreciate diversity and individual differences in classroom organization.

C). The Characteristics of Inclusive Education

According to Ilahi, inclusive education has special aspects or characteristics that differentiate it from the others, namely as follows:³¹

1. Flexible curriculum

Adjustment of the curriculum in inclusive education places more emphasis on how to give full attention to the needs of students, there is a need for curriculum adjustments related to the mastery of a number of subject matter. Curriculum flexibility must be a top priority in providing convenience to students who have not received the best educational services to

²⁹ Mudjito, *Pendidikan Inklusi* (Jakarta: Baduose Media, 2012).43

³⁰ Budiyanto, *Pengantar Pendidikan Inklusif Berbasis Budaya Lokal* (Surabaya: Prenadamedia Group, 2017).39

³¹ Ilahi, *Pendidikan Inklusif*.

support their careers and future. For example by providing material according to their needs, especially with regard to the skills and potential of students who have not yet developed.

2. Flexible learning approach

In an inclusive class, there are diverse students, one of which is the ability to understand learning material. Therefore, in implementing inclusive education an educator must be able to use an approach that is able to accommodate all students without making it difficult for students with special needs according to their level of ability.

3. Flexible evaluation system

Assessment in inclusive education must be adapted to the needs of students, including students with special needs. Educators must pay attention to the balance of needs between students with special needs and other normal students.

4. Friendly learning

Friendly learning is needed to encourage smooth implementation of inclusive education. Students with SEN need support and motivation that can encourage them to be able to interact with regular student`s environment. Therefore, the main component needed is a friendly environment³².

B. Previous Research Findings

There are some references used by researcher to make easier in conducting this research which are:

³² Ibid

The first is the book developed by Yoki Ariyana, Ari Pudjiastuti, Reisky Bestary, and Zamroni entitled “*Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*” that talking about how to develop lesson plan and applied it in the learning and teaching process in a classroom in order to improve students’ higher order thinking skills.³³ The similarity is the book and this research talk about critical thinking skills. This research also focuses on researching about English teacher strategies in promoting students’ critical thinking skills. The differences can be seen that this research focuses on students’ respond to those strategies by giving the comments about advantages and disadvantages of the strategy.

The second is a research paper entitled “*Teachers’ Strategy And Challenges in Teaching Higher-Order Thinkingskills in The Rural Area*” conducted by Novita Silta Pasutri. This research is aimed to explore teachers’ strategies and challenges in teaching higher-order thinking skills in the rural area of Indonesian. This research used interview with English teacher, non-participant observation, and documentation to collect the data of the research. The research found that English teacher in rural area that teaching in Junior High School miss the part of review, refine, and improve because she did not collect the feedback from students. Furthermore, English teacher also has low proficiency in teaching HOTS, the school facility is also limited, and the lack of sources.³⁴ The similarity to this research is both of them explain the strategies of teaching that teacher used to teach critical thinking skills at school. The differences are the researcher observed about the challenges in teaching HOTS, while this research focused on student’s respond to the benefits of those teaching strategies to promote students’ critical thinking skills.

³³ Ariyana et al., “Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi.”

³⁴ Novita Silta P, “Teachers’ Strategy and Challenges in Teaching Higher-Order Thinking Skills in the Rural Area” (Riau, UIN Sultan Syarif Kasim, 2020).119

The third is a journal entitled “*Promoting students` critical thinking through reading strategy instruction in a reading class*” and used the data analysis of modified critical thinking indicators proposed by Mason (1991) and Henri (1992). It is developed by K.R. Vinitha Rani. The researcher developed this research is aimed to find out (1) the critical thinking elements in the questions formulated by the participants before the application of RSI, and (2) the critical thinking elements found in the (a) three selected questions, (b) answers, and (c) reflections written by the participants after the application of RSI. The result of this research is there are a positive impact when applying RSI in reading class which is evidenced that the participants think differently, use prior background knowledge question the facts given in the text, identify the issues given in the text, give valid solutions to the problem, connect themselves with the text and the world, and justify their arguments using valid examples. The same thing is dicussed here related to this developed research that is the critical thinking skills happen to the participants. The differences are this research investigates about students` respond about the benefits of teaching strategies developed by the teacher instead of researching about the critical thinking elements founded during the observation.

The fifth is a research paper entitled “*Fulfilling The Needs Of Diverse Students: Teaching Strategies For EFL Inclusive Classrooms* “ by Jumatul Hidayah and Ruly Morganna. In this research the researcher uses qualitative research employs interview and oservation as the techniques of collecting data. The teacher applied four teaching strategies ranging from active learning, peer-tutoring, cooperative learning, and to direct instruction. This research is an instrumental casestudy and it has one focus thing which is peer to peer interactions and also adding documenting in collecting the data.³⁵

³⁵ Jumatul - Hidayah and Ruly - Morganna, “Fulfilling The Needs of Diverse Students: Teaching Strategies For EFL Inclusive Classrooms,” *Suar Betang* 14, no. 2 (December 23, 2019), <https://doi.org/10.26499/surbet.v14i2.135>.

The similarity to this research was both of them categorized as case study research, the researcher also used interview and observation to collect the data. The differences were this research also adds documentation as data collection technique. Moreover, this research focused on teaching strategies to promote students' critical thinking skills instead of teaching strategies in general.

The last is a research paper developed by Stacy E. Walker from William Paterson University. This research entitled "*Active learning strategies to promote critical thinking*". The researcher developed this research is aimed to provide a brief introduction to know the students think critically along with active learning strategies to promote critical thinking to them. This research used numerous instructional methods and the result of this research is the methods to promote critical thinking has 3 categories which are questioning, classroom discussion and debates, and also written assignments. The similarity to this developed research is both of them focused on critical thinking skills as independent variable. In the other hand, the differences are this developed research talked about the teacher's strategy in promoting critical thinking skills and also how the students respond about it instead of researching active learning strategies to promote student's critical thinking.

C. Theoretical Framework

This researcher was conducted this research based on the need for inclusive education, especially in which there are students with disabilities. Students with disabilities need to be researched on community activities along with regular students in many aspects and the researcher specifically chooses critical thinking skills as the object of research.

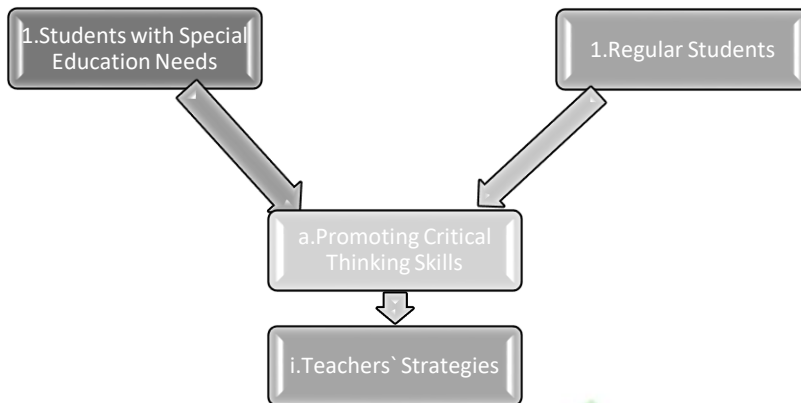
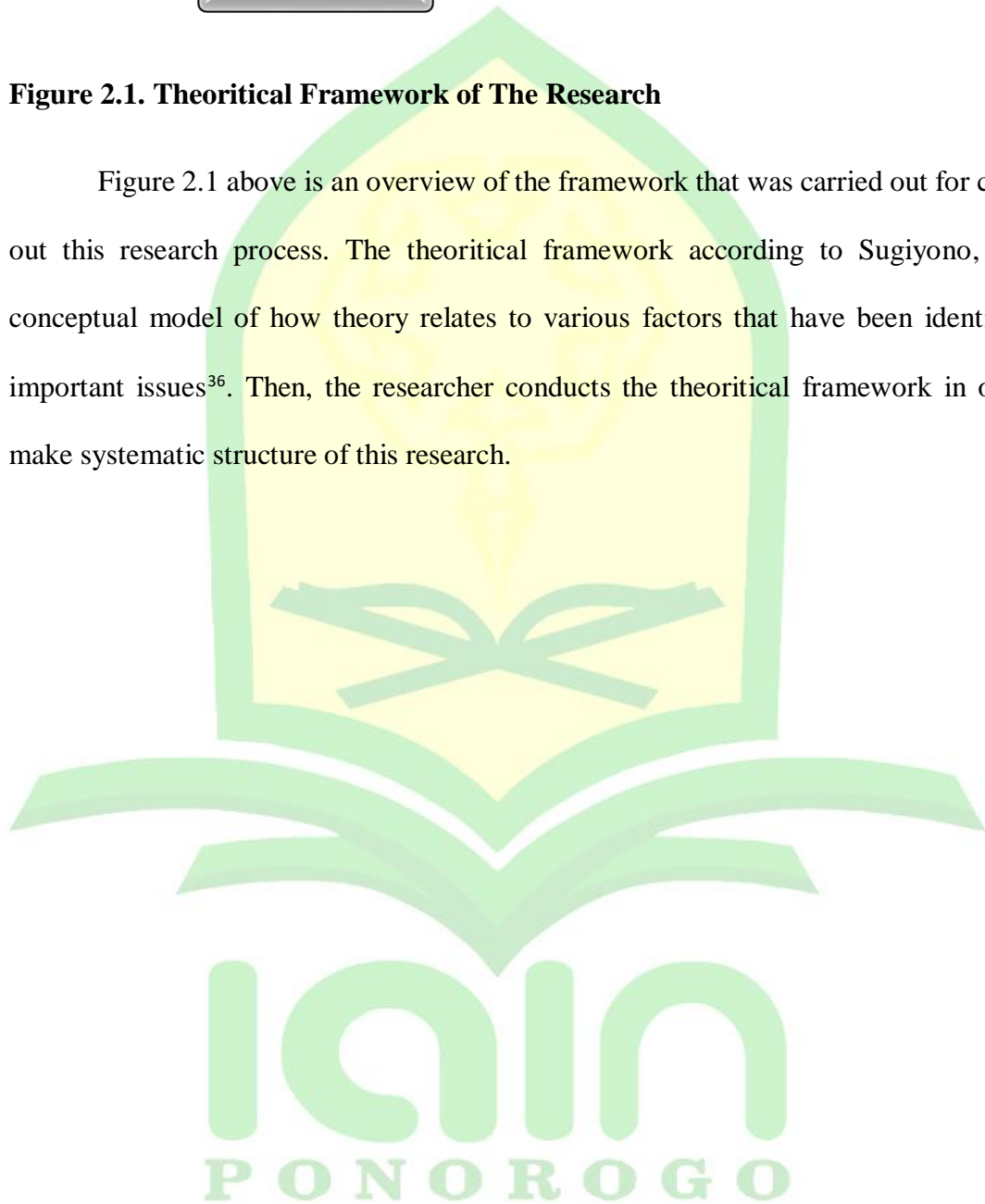


Figure 2.1. Theoretical Framework of The Research

Figure 2.1 above is an overview of the framework that was carried out for carrying out this research process. The theoretical framework according to Sugiyono, it is a conceptual model of how theory relates to various factors that have been identified as important issues³⁶. Then, the researcher conducts the theoretical framework in order to make systematic structure of this research.



³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).24

CHAPTER III

RESEARCH METHOD

A. Research Approach And Design

The research method is the way or path taken in relation to the research being conducted, which has systematic steps. The research method can be interpreted as a scientific way to obtain valid data with the aim of finding, developing, and demonstrating a certain knowledge so that it can be used to understand, solve, and anticipate problems³⁷.

The design of this research is qualitative research with a case study approach. Qualitative research is a research that focuses on reports of phenomena that express in natural setting which cannot be adequately described numerically.³⁸ Along with it, the definition of a case study is an in-depth research design to understand and explore a complex issue in its natural setting.³⁹ The researcher used the case study approach to explain and describe the teacher strategy in promoting students' critical thinking skills at XI Grade of inclusive classroom in SMA Muhammadiyah 1 Ponorogo. The researcher also would like to describe how the benefits the learning strategy that was developed by the English teacher. The benefits itself has two categories which are advantages and disadvantages, then it would be expanded in the section of explanation.

Case study occurred when someone develops the research that exploring on a single entity or phenomenon by using appropriate data collection technique and data collection

³⁷ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2014).32

³⁸ Sherri L Jackson, *Research Methods and Statistics: A Critical Thinking Approach Third Edition* (Belmont: Wadsworth Cengage Learning, 2005).4

³⁹ Sarah Crowe et al., "The Case Study Approach," *BMC Medical Research Methodology* 11, no. 1 (December 2011). 4

procedure during that time.⁴⁰ It deals with the primary objective to describe all of data being collected whether it is from the subject of research until the object of the research. In this case, the researcher took a case study approach because there is a phenomenon happened in educational system of inclusive classroom and it is required to explore the data deeper about English teacher strategy in promoting students` critical thinking skills, then writing the result descriptively in this thesis.

B. Research's Role

In developing qualitative research, the role of the researcher is kind of different. The research is considered an instrument of data collection. It means that data is collected from human resources such as observation, interview, and documentation. One of the roles of the researcher was as an observer participant. The researcher observed about how English teacher's strategies in promoting students' critical thinking skills. additionally, the researcher also engaged as interviewer that has the role to interview English teacher and also their students. Research questions were expected to be responded by the data collected by using this research's roles.

C. Research Setting

The researcher will develop this reseach in SMA Muhammadiyah 1 Ponorogo or generally known as SMA Muhipo. SMA Muhammadiyah 1 Ponorogo was established on August 1, 1963. Among the names of the founders of SMA Muhammadiyah Ponorogo are: Mr. Muhadi Abdul Salam, Mr. Mahmud Sujuthi, Mr. Qomar Abdur Rojak, Mr. Slamet Syarif, and Mr. Soemarsono. The location of SMA Muhammadiyah Ponorogo is on an area of 500 m2, precisely on Jalan Batoro Katong No. 1 Ponorogo. At this location has also been

⁴⁰ John W Cresswell, *Educational Research* (Lincoln: University of Nebraska, 2012).35

established SD, SMP and Religious Teacher Education (PGA) Muhammadiyah, so the location is often referred to as the Muhammadiyah College Complex. Moh. Kholil, M.Pd.I as Principal of SMA Muhammadiyah 1 Ponorogo which was decided based on the Decree of the Regional Leadership of Muhammadiyah East Java Number: 1653/KEP/II.0/D/2020.

Since SMA Muhammadiyah 1 Ponorogo has an inclusive classroom, it is appropriate with this research that uses the object being observed integrated with inclusive education. Another reason is that the school has English subject in the curriculum being used which is K13 and because of it, the teacher should teach the students about critical thinking skills in order to fill the demands of K13 curriculum.

D. Data Source

The participant of the research is an English teacher called Mrs Anik. She teaches at XI and XII Grade in SMA Muhammadiyah 1 Ponorogo including an inclusive classroom in there.

The researcher focused on a senior high school and to select the participants of the research, it uses the technique of purposive sampling. The sample is taken based on the data sources sample with certain criteria. This is appropriate with the definition of purposive sampling by Sugiyono that describes this sampling is a sampling technique with certain considerations.⁴¹ So, the researcher considers students with Special Education Needs for being the sample in this case.

There are two kinds of data sources that the researcher inputs into this research, which are in the following section below :

⁴¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).

1. Primary Data Source

Main data sources are data which are directly obtained from the first data source during in the research location. The main source in this research are an English teacher in SMA Muhammadiyah 1 Ponorogo and the students at inclusive classroom of XI Grade IPS

2. In this class, there are twenty three students students in the class and two of them are students with special education needs. Both students who categorized as SEN are blind students.

2. Secondary Data Source

Additional data sources is the data obtained from second sources in the field of researchers` needs. In terns of written sources, it can divided into sources from scientific books and non-scientific books. Data can be collected from archives, personal documents, and official documents. The secondary data of this research is taken from administration room and the teacher itself to get such kind of history of SMA Muhmmadiyah 1 Ponorogo, amount students in inclusive classroom, lesson plans of the English teacher, the teaching schedule of the teacher, and others.

E. Data Collection Technique

1. Observation

The researcher will have the direct observation to observe teachers` strategies at Inclusive classroom in SMA Muhammadiyah 1 Ponorogo. This technique is used by researcher to obtains primary data from some classes during English class taught by the teacher. Observation is observing the object of research which are people and places in fulfilling the

process of gathering open-ended and firsthand information.⁴² The researcher only watched the process of learning to see how teachers applied their strategy without interrupting or joining the students' activities.. In this case, the researcher will also be focused on the interaction students with SEN or Special Education Needs.

The first act of observation, the researcher observed on how English teacher teaches in inclusive classroom and the way of students react to both processes, teaching and learning process by the teacher. .The researcher was to see the steps in developing the students' critical thinking skills. The steps are; determining learning objectives, teach through questioning, practice before assessment, review, refine and improve, and provide assessment and feedback. Then, for the students, the researcher was to see the advantages and disadvantages of the learning strategy used by the teacher.

The point of this observation is about how the English teacher develops learning strategy in order to promote students' critical thinking skills and how students' respond about the advantages and disadvantages of those strategies.

2. Documentation

The documentation is used to get more reliable data after observing in the classes. Documenting data will be done by the researcher through administration room SMA Muhammadiyah 1 Ponorogo to get the total number of students in every class whether it is students with SEN or regular students and also the amount of English teachers at XI grade of SMA Muhammadiyah 1 Ponorogo.

3. Interviews

⁴² John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, Inc, 2012).213

The researcher in conducting this research uses interview to get some information about the main data. The researcher will conduct the interview with Mrs Anik which is one of English teachers in SMA Muhammadiyah 1 Ponorogo. The researcher do the interview after observing teaching activities in the inclusive classroom.

F. Data Analysis Technique

There are three components of data analysis techniques. The procedures of analyzing data based on Miles & Huberman which are the first procedure is planning, then application, data analysis, Data analysis defines as consisting of three current flows of activity:⁴³

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in Conclusion/ Verificatio n Data Collectio Data Reduction Data Display written-up field notes or transcriptions.

2. Data Display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

3. Conclusion Drawing and Verification

The conclusion is the answer of the research problems which have been formulated and also it can be verified. Verification may be as brief as a fleeting second thought crossing the analysis with mind during writing, with a short excursion back to the field notes.

⁴³ M.B Miles and M Huberman, *Analisis Data Kualitatif* (Jakarta: Universitas Indonesia, 1992).

G. Data Validation

Data validity assurance techniques really need to be done so that the results can be trusted and scientifically justified. The technique of guaranteeing the validity of the data is a step to reduce errors in the process of obtaining research data which will certainly impact the final results of a research. The researcher will test the credibility of the data in qualitative research (calibration) by using the triangulation credibility test. Sugiyono states that triangulation method is a data collection technique that has combines a variety of existing data and sources⁴⁴. Wijaya states that method can be checked by various sources at various ways and times⁴⁵. Based on the description above, it can be understood that the calibration in this research uses technical triangulation in data collection with the following image:

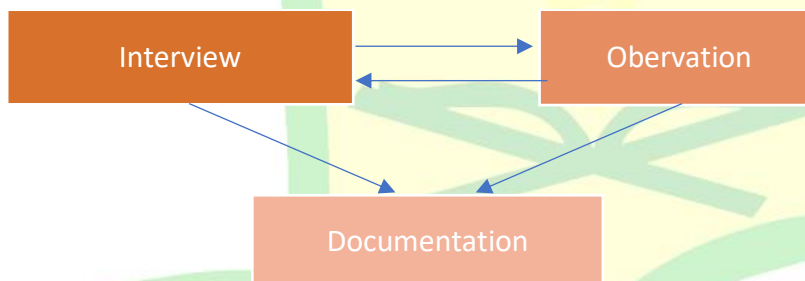


Figure 3.1. Triangulation Method

H. Research Procedure

⁴⁴ *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.45

⁴⁵ Hengki Wijaya, *Analisis Data Kualitatif* (Makassar: Sekolah Tinggi Theologi Jaffray, 2018).120-121

Conducting research needs a process or some steps to be structured. The writer did some procedures to conduct her research as a process. Those procedures are elaborated below:

1. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates the research. Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are (1). Getting permission letter from the institution to give it into related school will be observed; (2) Getting approval permission letter from the school that will be researched; (3) Developing the research as fast as researcher can.

2. Application

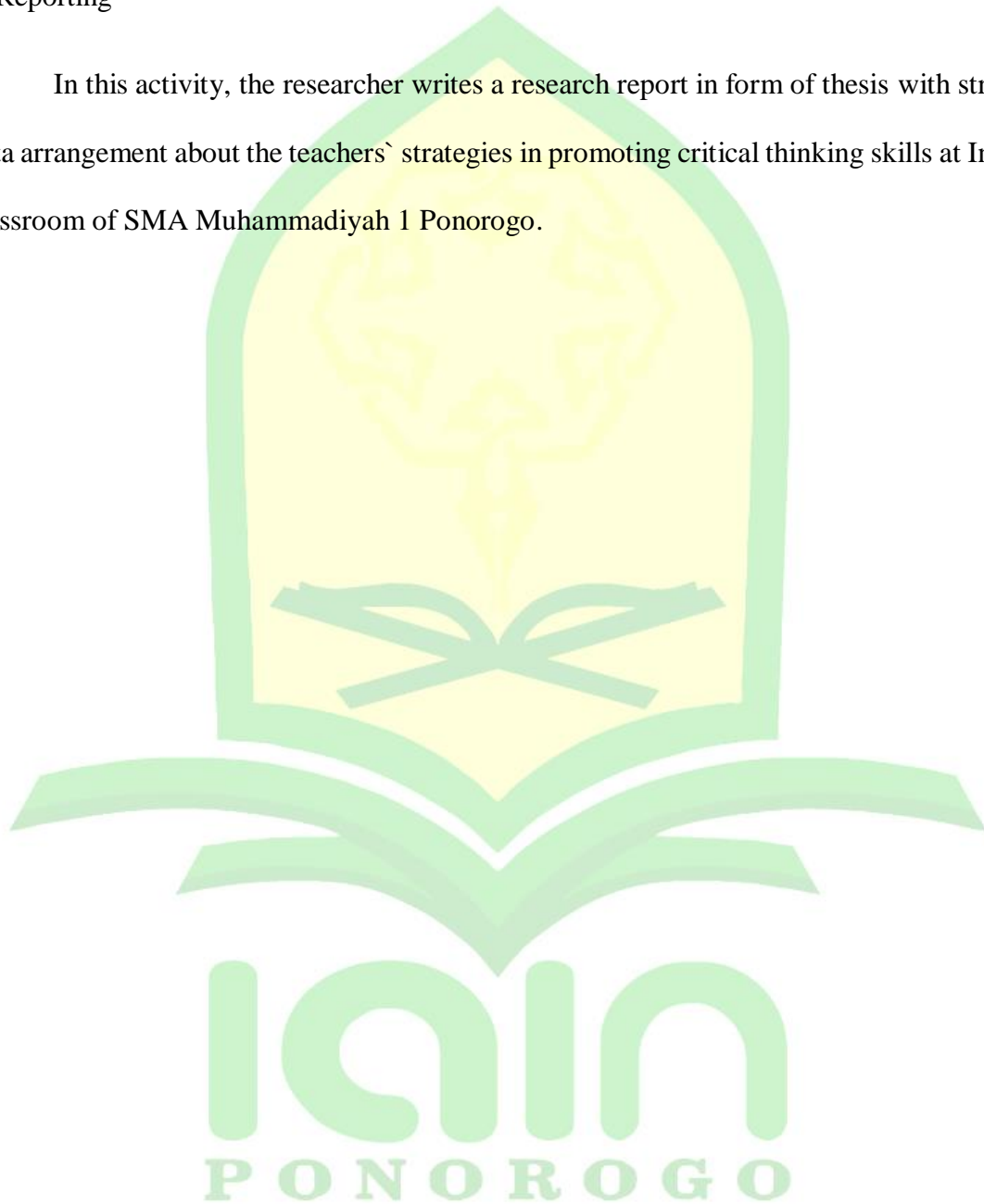
In applying the steps of developing this research, the steps as follows: (1) Understanding the research preparation such as theoretical review, previous studies, background of the research, and etc in order to make easier and more structured in entering the field: (2) Asking the permission to the teacher who teach in the inclusive classroom.; (3) Entering to the field along with bringing the important stuff for getting the data; (4) Interviewing the teacher about his or her perspective about their way of teaching in terms of critical thinking skills; (5) Observing the teacher`s strategies in promoting students` critical thinking skills at Inclusive classroom of SMA Muhammadiyah 1 Ponorogo; (6) Then, Observing the students` perspective about the advantages and disadvantages of those teaching strategies developed by the teacher to promote critical thinking skills to them at inclusive classroom of SMA Muhammadiyah 1 Ponorogo.

3. Data Analysis

In this research, the researcher starts to analyze of the data. The researcher used data reduction, data display, and data verification. In the process of data reduction is selecting, focusing, simplifying, abstracting, and transforming the collected data and then displaying it into descriptive data and ended with verifying data through data variation analysis to get the conclusion of the research.

4. Reporting

In this activity, the researcher writes a research report in form of thesis with structured data arrangement about the teachers` strategies in promoting critical thinking skills at Inclusive classroom of SMA Muhammadiyah 1 Ponorogo.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

Based on the observation the researcher did on 8th until 22nd February, it found out that the teacher used several teaching and learning process. The researcher expanded those process into three steps, they were pre-teaching, while-teaching, and post-teaching. The teacher did the process in every meeting for nineteen minutes.

The first step was pre-teaching. the teacher started the class by greeting the students, then followed by praying together with them. In the process of praying, the head of the class would lead it. Additionally, in the first time schedule at SMA Muhammadiyah 1 Ponorogo that allowed the students and teacher to read loudly some surah in the Qur'an. Those surah were in juz 30 with structured schedule placed near the whiteboard. After that, the teacher asked the student's feelings today along with checking the students' name list. The teacher also asked who the students that was not in the classroom with reasonable reasons. After making sure that all students checked, the teacher would explain again to the materials taught in the last week.

The next step was while-teaching. In this step, the teacher allowed the students to their books based on the delivered materials today. She explained it slowly to make sure that the students with SEN could follow her explanation. In this section, the students also gave the task that they should discuss or answer in their textbook and sometimes it could be their homeworks. In this section, the researcher would know what the process of teaching strategy the teacher used in promoting critical thinking skills to the students.

The last step was post-teaching. This happened at the end of teaching and learning process. The teacher usually review the materials they had been taught at least ten until fifteen minutes

before the class end. The teacher also told the students what they must learn in the next meeting as the hope that the students learn it in their home. The last, the teacher ended the process of learning and teaching by saying goodye and Islamic regards

The research choose the class of XI Grade IPS 2 in conducting this research with the total amount of the students are twenty three students. The general data about the kinds of classes in SMA Muhipo are expanded below:

NO	KELAS	L	P	JUMLA H	WALI KELAS	KET
1	X IPA 1	13	15	28	Fahrul Roji, S.Pd.I	Tahfidz
2	X IPA 2	12	19	31	Pristy Nandya Putri, M.Pd	Bilingual
3	X IPA 3	12	17	29	Istanti Fatkhul Janah, M.Pd	Bilingual
4	X IPA 4	12	17	29	Iva Aulya Rachmi, S.Pd	Reguler
5	X IPS 1	8	9	17	Eka Andriani, M.Pd	Bilingual
6	X IPS 2	13	8	21	Via Arizona, S.Pd	Reguler
7	X IPS 3	2	6	8	Dyah Ayu Ambarsari, S.Sn	Seni Budaya

J U M L A H		72	91	163		
8	XI IPA 1	5	13	18	Didik, S.Pd	Tahfidz
9	XI IPA 2	11	24	35	Eny Triyo Handayani, S.Pd	Bilingual
10	XI IPA 3	10	23	33	Candra Novita Sayekti, S.Pd	Reguler
11	XI IPA 4	14	17	31	Srianing, S.Pd	Reguler
12	XI IPS 1	9	12	21	Gayuh Risdian Saputro, M.Pd	Bilingual
13	XI IPS 2	13	10	23	Deny Nofita, S.Pd	Reguler & Inklusif
14	XI IPS 3	0	7	7	Vaola Ari Sandi, S.Pd	Seni Budaya
J U M L A H		62	106	168		
15	XII IPA 1	10	13	23	Anis Syarofah, S.Pd.I	Tahfidz
16	XII IPA 2	13	20	33	Ina Nurhidayati, M.Si	Bilingual
17	XII IPA 3	14	22	36	Latiful Atfiah, M.Pd	Bilingual

18	XII IPA 4	8	20	28	Dra. Peni Sulistyaningsih	Reguler
19	XII IPS 1	15	20	35	Dra. Dian Aksanti, M.Pd	Bilingual
20	XII IPS 2	19	14	33	Anik Yulaika, M.Pd	Reguler
J U M L A H		79	109	188		

Table 4.1. Number and Types of Classes.

B. Data Description

This chapter explains the collected-data to be the parts of research findings and discussion. The data collected from various method, started from interview with English teacher, observation in inclusive classroom, and documentation. The researcher used those 3 kinds of data collection techniques to get the main data of the research that the researcher did from 8 until 22 February 2023 in XI Grade IPS 2. After getting the interview and observation, and documentation, the researcher would explain the result of the research in detail which contained 2 section, the data description and also discussion. It will be the answers that dealing with the research questions mentioned in chapter 1 which are (1) The English teacher`s strategy in promoting students` critical thinking skills at inclusive classroom and (2) The benefits of using the strategy in promoting students` critical thinking skills.

1. The Data of English Teacher`s Strategies in Promoting Students` Critical Thinking Skills At Inclusive Classroom.

One of the main action that teacher should deal with in the process of promoting students' critical thinking skills was developing lesson plan. The lesson plan may help the teacher to deliver and archive the objective of learning. Mrs. Anik Yulaika stated that:

In the process of developing lesson plan, she focused on the materials should be taught, time, class, the learning objectives, and also the learning indicator. The English teacher gave the example that she used youtube to deliver the materials that it could be seen on the third observation.⁴⁶

Moreover, the reason of the teacher in choosing the materials was based on student's need. The material would be delivered to students should be fun to get the different environment teaching process in the classroom. In applying the teaching strategy based on the lesson plan, the teacher stated:

One of learning objective should be archived by the teacher, she ordered students to make the sentences with causes and effects relationship to develop student's critical thinking skills.⁴⁷

In addition, she stated that:

The English teacher train students in the process of asking questions after teacher's explanation during the class. She waited students to ask directly and consciously that may they said "yes ma'am, I can do it, I can answer to the question". If there is no student's asking, then the teacher randomly chose students to answer the questions.⁴⁸

In the process of promoting student's critical thinking skills, the teacher could know their students thinking critically through asking question and and answering the teachers' questions. This is in line with teacher's statement:

By answering the questions from the teacher and asking about the delivered-materials, the English teacher could know their students thinking critically. When the students asked, she thought that this student think critically to the topic that delivered today by her.⁴⁹

⁴⁶ Shown at teacher's transcript interview in the appendix 2 W01/22-02/23-TI

⁴⁷ Shown at teacher's transcript interview in the appendix 2 W04/22-02/23-TI

⁴⁸ Shown at teacher's transcript interview in the appendix 2 W05/22-02/23-TI

⁴⁹ Shown at teacher's transcript interview in the appendix 2 W07/22-02/23-TI

Then, the teacher also give a chance the students to practice about what they have learn today. For example, the teacher give student's time to practice through making sentences with clauses and effects relationship. Moreover, the teacher stated that the practice was related to critical thinking skills:

Teaching students to think critically by making the sentences for example the sentence with "because of" followed by gerund. Then, she hope that the students could distinguish whether this sentence followed by gerund or present tense.⁵⁰

The researcher asked Mrs Anik about the process of review materials have explained in the end of teaching process and she stated:

She review the delivered-materials again when there is a time to do it, so the students that received the brief teacher explanation in the end of learning process, they can remember the materials had delivered.⁵¹

During the process of teaching students' critical thinking skills, the teacher stated that there is also the way to measure that critical thinking was existed on students' mind.

She used two ways to measure the improvement of critical thinking skills in students' mind with classical way which is daily test and also during the process of learning in the class.⁵²

This is in line with what the teacher stated before that she could know their students can think critically by the time of student's asking and how they answer and deal with the questions from the teacher. Moreover, the standard of minimum completeness of mastery learning or generally known as KKM in SMA Muhammdiyah 1 Ponorogo at XI grade is 75 out of 100. Then, the researcher asked Mrs Anik how she develop and deal with the assessments should be created for assessing the students.

She developed the assessments by using google form and most of the task delivered by using this application from google. The reason of using this application, the teacher stated that this is

⁵⁰ Shown at teacher's transcript interview in the appendix 2 W09/22-02/23-TI

⁵¹ Shown at teacher's transcript interview in the appendix 2 W010/22-02/23-TI

⁵² Shown at teacher's transcript interview in the appendix 2 W011/22-02/23-TI

automatically existed the score from the task had been sent by the students. She also developed the task by herself based on google as references.⁵³

In addition, Mrs Anik also delivered the feedback to students when they know or not about the materials that discussed at that time. Students' respond to the teacher's feedback was happy in receiving it.

The researcher also conducted the observation to strengthen the result of the study. The researcher did the observation from 8th until 22nd February 2023. Some teaching strategies developed by the English teacher are suitable in promoting critical thinking skills as outlined by Paul (1989) and the book developed by Minister of Education and Culture. In this research findings, the researcher tried to explain about the English teacher's teacher strategies that was applied in inclusive classroom of XI IPS 2.

Based on first observation the researcher did, the researcher found out that in the first action she did after coming in to the classroom is praying together with students. After praying together, the teacher read loudly some surah with all students. The surah had scheduled in the form of writing text placed on the side of whiteboard. Then, the teacher explained the materials to be learnt today. Sometimes, the teacher asked students what they are not understand to delivered-materials. After there is no more questions, the teacher divided the students into some groups by counting way and giving them the task about making dialogue with causes and effects relationship.⁵⁴ In this case, the teacher lets the group who can stand up at first would get a better score. The students should read loudly the dialogue they have made in front of class. In the other hand, the students with SEN just sit down in their own chairs. After that, the teacher wanted the students to write down one

⁵³ Shown at teacher's transcript interview in the appendix 2 W013/22-02/23-TI

⁵⁴ See the appendix 1: observational fieldnotes on 8th February 2023

sentence with causes and effects relationship in the whiteboard. In the end of the teaching process, the teacher ended the discussion after all group present their dialogues. Then, explaining again about the materials that they have learnt and closed by giving the information what they shall learn in the next meeting.

In the next observation, the research did on the second week of February. As usual, the first time teacher did was she prayed together with all students and led by the head of class and followed by reading loudly some surah in the Qur'an. Then, the teacher asked the students how they are feeling today. The teacher tried to recall the students' understanding about the materials delivered by her last week which is still related by the materials being delivered for today. The teacher taught the materials slowly to make sure that students with SEN could follow the delivered materials. Then, she instructed the students to open the youtube link had been sent to the head of class and students should pair up with their chairmate to make a conclusion of the video after watching it fully. After that, the teacher gave the full explanation to themes based on the youtube video. This is in line with teacher's statement when the researcher did the interview. After watching the video fully, the teacher wanted the students to make the conclusion of the materials explained in the video. The next step, the teacher explained again the materials based on the youtube video as a reference to deliver the topic. In this case, the teacher used lecturing strategy, but the researcher think that it is not effective to promote students' critical thinking skills. As the result, the teacher ended up with the assignments for students to create 10 sentences with causes and effects relationship, then it was collected on the table in front of class, not giving it as a homework. The teacher give students a time to practice their knowledge to arrange the sentence for example. This project could make the students think critically and train to work independently.

The third observation was done with the same class being observed. The teacher started the class by praying together with students as usual. In the whilst-teaching, the students opened the task on activity eighteen to hear listening questions started from number one until five.⁵⁵ The teacher ordered the questions written in the textbooks, so the students should hear every word slowly to avoid writing mistakes. The teacher let the students with SEN to engage and have a relationship with regular students in order to work together. Students with SEN also have a chance to share their thoughts. After thirty minutes, the teacher pointing the students randomly to write their answers in whiteboard but the students with SEN was exception in this case. After all questions had been answered, the teacher explained the materials more deeply and also gave the feedback to students.

The time when students received feedback from their teacher is when the teacher finished giving the explanation of materials. The feedback is given by the teacher to them who wrote the incorrect words and she also correcting the wrong answers in the whiteboard. Sometimes, the teacher also deliver the feedback with jokes in order to make the condition of the class to be comfortable. Time was up, the teacher told the students what they should be learnt in the next meeting. In this case the teacher used problem based learning to promote students` critical thinking skills. Additionally, the teacher also used google classroom to assign the student`s understanding.

Based on the observation researcher did on 8th until 22nd February 2023, the researcher found out that the teacher gave the feedback to students while presenting the materials and also correcting students` answers in the whiteboard during learning and teaching process. The teacher`s feedback was given in every meeting. Feedback allows the

⁵⁵ See the appendix 1: observational fieldnotes on 22nd February 2023

teacher and students to discuss in one table about the successful performance and unsuccessful performance based on the standards of teacher. In giving the feedback to the students and also make it related to ask what they do not understand about the materials, teacher would know the critical thinking of their students when they ask about the materials and answer the questions of the teacher. So, by giving the feedback to students, it can train the students to think critically what the mistakes they have made and be focus to make it correct.

2. The Data of Students` responds about the benefits of those teaching strategies.

Based on the interview had been done by the researcher, there were some benefits of using those teaching strategies by English teacher to promote students` critical thinking skills. In this case, the researcher wanted to know the students` responds about its benefits. The benefits of those teaching strategies are expanded into two section which are advantages and disadvantages.

The researcher conducted the interview with ST-1 and ST-2 which both of them are the students of XI IPS 2. Then, the researcher asked the students what the advantages they get while learning they discuss to the materials to create the dialogue with causes and effects relationship. ST-1 and ST-2 had similar answers from all the question that the researcher asked during the interview.

ST-1 thought that the learning strategy they received today would let them to exchange their knowledge and if they work together, it is possible to finish the assignment quickly.⁵⁶

⁵⁶ Shown at teacher`s transcript interview in the appendix 3 W01-03/08-02/23/SI

Moreover, the students also think that the learning strategy by creating dialogue through group discussion has the disadvantages. ST-1 thought that it can create the different perception of thinking about the answer.

He said that the learning strategy could possibly create a debate in their groups. It happens because there are different perceptions among students when they discuss the answers should deal with.⁵⁷

The process of writing sentences with causes and effects relationship had the advantages based on student's perception. The task given by the teacher after the students received full-explanation from her related to topic of today.

ST-2 thought that the teaching strategy used by the teacher can train their ability of writing English words like its grammatical rules.⁵⁸

As the effects, the students should think deeply to answer those questions because there is rules in developing sentences with causes and effect relationship. Moreover, by making those sentences that is expected can grind critical thinking skills.

The written assignments of making sentences also have the disadvantages according to students' perception abstraction. ST-2 one of students said:

Writing many words can create laziness in the process of students' learning. As the result, the learning environment they receive is not really fun.⁵⁹

In this case, something that is done too much is not effective in the process of learning. The students also needed time to rest such hearing the explanation of the teacher. Moreover, the disadvantages of written assignments can be changed into something fun such writing the answer in whiteboard randomly according to the teacher and not giving them the task with long answers.

⁵⁷ Shown at teacher's transcript interview in the appendix 3 W01-04/08-02/23/SI

⁵⁸ Shown at teacher's transcript interview in the appendix 3 W01-05/15-02/23/SI

⁵⁹ Shown at teacher's transcript interview in the appendix 3 W01-06/15-02/23/SI

In delivering the materials through answering the questions heard by the students. Those questions were linked on google with the form of QR code in the students' textbooks. ST-1 stated that:

The advantages of using the learning strategy like this, it can train listening skills and also develop critical thinking skills. In this case, they can write down the answers based on the sound that they heard from the link.

Implementing learning strategy through answering questions with listening it, the students though that it has disadvantages. ST-2 stated that:

The listening questions heard by the students sometime need to be repeated again and again to hear the sound of native speaker clearly because they do not understand in one hearing. The students should hear it again and again until they are understand what the meaning of the words. As the result, in using this teaching method, it took a long time to finish the task. Sometimes, they also got laziness in answering the questions through listening it, so some of them copied the answers of their friends.

The researcher asked how their respond to the teacher's feedback after getting learning process was done.

In giving the feedback, the students taught that the teacher's feedback was delivered along with a joke from the teacher. The feedback also allows the students to understand the wrong answers they created for example in writing English words that they are not as correct as grammatical rules and the teacher delivered the feedback along with having a joke to students.⁶⁰

Additionally, the researcher also asked students what they student's need in the process of learning, ST-01 and ST-02 had similar answers. They stated that:

They wanted the teacher to use teaching stragies in the middle of time, it means that sometimes the teacher can use discussion group as her teaching strategy and sometimes can use written assignment.⁶¹

As the result, they can follow the process of learning without feeling bored. From the interview result, it can be useful for developing future teaching method to fulfil student's need.



⁶⁰ Shown at teacher's transcript interview in the appendix 3 W02-01/22-02/23/SI

⁶¹ Shown at teacher's transcript interview in the appendix 3 W03-01/22-02/23/SI

C. Discussion

In this section, the researcher discussed the research findings based on the observation and interview have done. The parts of discussions were separated by 2 sections, the English teacher's strategies in promoting students' critical thinking skills at inclusive classroom of SMA Muhammadiyah 1 Ponorogo and the benefits of using those strategies in promoting critical thinking skills to the students.

In the process of analyzing data, the researcher used qualitative descriptive analysis. Then, the data obtained by interview, observation, and documentation would be analyzed in this section. Moreover, the research result are integrated with existing theories that the researcher talked in chapter two.

1. The Discussion of English teacher's strategies in promoting students' critical thinking skills at inclusive classroom of SMA Muhammadiyah 1 Ponorogo

Teaching is an action to make something more understandable. Isola Rajagopalan defines Teaching as a scientific process, and its major components are content, communication and feedback.⁶² In the process of teaching critical thinking skills to students, the teacher used several strategies based on the observation and interview result. Before applying those teaching strategies, the teacher made lesson plan to make sure that those teaching strategies were appropriate with the learning objectives. The lesson plan will be focused on the materials with considering time, class, learning objectives, and learning indicators. Based on the rules of Minister of Education and Culture or Permendikbud No. 22 year of 2016 suggested that there are three strategies to create critical thinking skills and also develop scientific behaviour and curiosity of the students. Those

⁶² Rajagopalan, "Concept of Teaching."3

teaching strategies are discovery or inquiry learning, project based learning, and also problem based learning.⁶³ Meanwhile, there are some teaching strategies generally used by the teacher in Inclusive classroom which are active learning strategy, peer-tutoring strategy, cooperative learning strategy, and also direct instruction strategy.⁶⁴

The first teaching strategy used by the teacher was cooperative learning style with focus group discussion. The teacher used kinds of created-dialogues to develop student's critical thinking skills. In developing the dialogues would lead the students to think critically and work together with their peers. Critical thinking skills is the process to reason in effective way, realizing the relationship between systems, concepts, and the discipline of solving problems and quick-decisions making.⁶⁵ In this case, developing the dialogue need to consider the choice of place, character, vocabulary, and the context of dialogue would train students to solve those problems by discussing it with their team or group. Focus group discussion is aimed for developing the skills of the students to be more confident and to work collaboratively in the process of learning.⁶⁶ Then, in developing and finishing the task from the teacher, the students should work collaboratively, not independently. The students also were challenged to deal with the tension between the two arguments. The tension between one argument to another would challenge the students to deal with it.⁶⁷ This tension is believed to be one step driving critical thought. In the process of teaching and learning critical thinking skills which is the teacher asked the students to whom want to answer the questions. Based on the interview result that the teacher asked students to

⁶³ Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi."29

⁶⁴ Jumatul - Hidayah and Ruly - Morganna, "Fulfilling The Needs Of Diverse Students: Teaching Strategies For Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (December 23, 2019), <https://doi.org/10.26499/surbet.v14i2.188>.

⁶⁵ Germaine et al., "Purposeful Use of 21st Century Skills in Higher Education."

⁶⁶ Jumatul - Hidayah and Ruly - Morganna, "Fulfilling The Needs Of Diverse Students: Teaching Strategies For Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (December 23, 2019), <https://doi.org/10.26499/surbet.v14i2.188>.

⁶⁷ Walker, "Active Learning Strategies to Promote Critical Thinking."265

know how they think critically to the materials. Additionally, when there is no answer from the students, the teacher will choose the students to answer the questions randomly. Through making dialogue as their task, the teacher was not only the way to promote students' critical thinking skills, but she also wanted to make students with SEN and regular students to work collaboratively as a team. The teacher taught both of them using flexible learning approach and also friendly learning.⁶⁸

The teacher used written assignments to promote students' critical thinking skills. In this case, the students was given the assignment to create ten sentences with clauses and effects relationship inside and collect it to the teacher's table in front of the class. Before that, the teacher gave the explanation of the topic today through a video on youtube. Along with it, the teacher also give the students a chance to ask what they do not understand. Questioning is the important part of the teaching and learning process that allows the teacher to establish what is the students already known and to expand the idea and understanding.⁶⁹ By asking the students what they know about the materials, the teacher can understand how their students think critically during the process of teaching and learning. The written assignment strategy allows the students to apply their understanding to the delivered materials in the form of handwriting words. As the result, the students will walk over to the process of review and refine of the materials to finish it.

The teacher used problem based learning to promote students' critical thinking skills. In this case, the students learned the materilas based on the questions heard by them from existing QR code in students' books. The use of QR code is to save listening question in the internet, then all students could hear that through their own smartphones, instead of

⁶⁸ Ilahi, *Pendidikan Inklusif*.

⁶⁹ Ibid., 265.

using mini bluetooth speaker. In this case, the students with SEN were helped by their classmates in finishing the task and the teacher was allowed. Problem based learning pushed the teacher to act as guide on the side, instead of sage on the stage.⁷⁰ In this case, the students should find out the answers seriously and in focus way by doing it independently. The characteristics included in PBL according to Tan in Amir's book, he stated that those characteristics including:⁷¹ (1) problems are used as the beginning of learning;(2) usually the problems used are real – world problems presented on ill-structured;(3) problems usually require multiple perspectives;(4) the problems are the challenging to the learners to get learning in a new learning area; (5) really prioritizes learning independently (6) utilizing various sources of knowledge , not from just one source ,and(7) learning is collaborative, communicative, and cooperative. Then, the students' answers would be written down by them. The teacher choose which students should deal with it randomly. This process can train students' critical thinking skills based on problem-solving method. Moreover, during answering the questions in the whiteboard, the students got the process of running psychomotor skills that involved them to basic movement and interpretation skills.⁷²

During the process of teaching, the teacher also gave the feedback to promote students' critical thinking skills. Based on the observational fieldnotes, it found that the teacher gave the feedback such as correcting students' answers when they got the wrong answer and also dealing with the grammatical rules of students. The feedback delivered by the teacher, she implemented it along with a joke, so the class environment and student's

⁷⁰ Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi."32

⁷¹ Amir, *Inovasi Pendidikan Melalui Problem Based Learning: Bagaimana Pendidik Memberdayakan Pembelajar Di Era Pengetahuan.*

⁷² Ariyana et al.11

feelings can be controlled with positive vibes. The teacher provided the feedback to know the students performance in order to evaluate the quality of work.⁷³ Feedback allows the students and teacher to exchange the information. The students can ask what the meaning of teacher's explanation that they do not understand, while the teacher can explain the student's confusion to the materials. The teacher also shall think to make sure that the delivered feedback do not become negative effects to the students, instead teacher should spend ample time helping students to understand what they do not understand to the materials. That is how the role of feedback to promote students' critical thinking skills and its function to help the students asking the explanation of their teacher that is understandable.

2. The Discussion of the benefits of using those strategies in promoting critical thinking skills to the students.

The benefits of those teaching strategy was gotten from students' perceptions because they are the object taught by the teacher in promoting critical thinking skills. The researcher interviewed two students and they almost have the same answers. Moreover, the researcher asked to those strategies to the students started from focus group discussion, written assignment strategy, problem based learning, and also giving feedback.

The student stated that focus group discussion can train their process of finishing the task from the teacher with think critically. In the process of discussion, they can exchange the information or knowledge from one student to another and discuss it to develop the best dialogue as the result of their discussion. In addition, the students thought that the work together as a team, they can finish the dialogue quickly. This is in line with

⁷³ Ani Manukyan, "Strategies to Promote Critical Thinking In Foreign Language Teaching Classroom," *Main Issues Of Pedagogy And Psychology* 13, no. 1 (April 12, 2017): 76–83, <https://doi.org/10.24234/miopap.v13i1.79>

the book developed by Ministry of Education and Culture who stated that there is kind of knowledge based on information on the criteria used to determine when an appropriate procedure should be used. The process of discussion used this kind of knowledge, developing the dialogue with their own method in their team.

Developing dialogue through forum group discussion, the students would learn how to work collaboratively and finally archive the conclusion of discussion along with the dialogue has created. This model of learning is categorized as discovery learning. The discovery or inquiry learning is the learning model to understand the concepts, meanings, and relationships through an intuitive process to finally archive the conclusion.⁷⁴

Focus group discussion also has their disadvantages. Based on the interview result, the students thought that this strategy can create a debate in the group because their thoughts is different from one student to another. Developing dialogue with considering the place, theme, choice of words, and others, the students would like to make it based on their own perceptions. So, the student should work together as a team to prevent a debate in their groups and finish the assignment as fast as they can.

The next one, the advantages of implementing written assignment strategy to promote students' critical thinking skills are talked here. The student stated that written assignment strategy can train their thinking skills. When the students received the task that demand them to write it down in textbook, they can learn to write English words correctly. When the students got the written assignment as their task, they automatically would think to know the correct vocabulary should be written. In this context of applying written assignment strategy, the students are the focus area and this strategy focuses on students-centered. Involving students in writing serves their learning uniquely because writing, as

⁷⁴ Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi."29

process and product, possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies.⁷⁵ Moreover, writing can be the powerful vehicles to allow students to increase their critical thinking skills.

The student thought that written assignment can create laziness among them, if they have to write a lot of words. The teacher should understand the portion of students' need. Written assignment can do at suitable size, so the students do not be lazy in writing the words. As a general rule, assignments are aimed for promoting thought should be short (not long term papers) and focus on the aspect of thinking.⁷⁶

Based on the interview result, the student thought that problem based learning can train their focus to find the answer from already descriptive text. They also thought that writing the answers into their textbooks and then presented it in the whiteboard, it can develop their writing skills of English words as like as written assignment strategy. In this case, the purpose of PBL is to increase the skills to apply concepts to new environment that all of them are integrated with Higher Order Thinking Skills, desire to learn, show learning independently and using skills.⁷⁷

There are also disadvantages based on students' perception to deal with PBL strategy. The student stated that the strategy needed long-time learning activity because some questions deal with "how" questions. The students should read again and again to find the correct answer. So, time-consuming was very long time to understand the questions because the students received English language as their L2 language. They do not understand the words spoken up by native speaker in that link in one time hearing.

⁷⁵ Walker, "Active Learning Strategies to Promote Critical Thinking."266

⁷⁶ Ibid., 266.

⁷⁷ Ariyana et al., "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi."29

Sometimes, the students should repeatedly listen to the questions until they find the proper words as native speaker said.

The students also give the comments about the way of giving teacher's feedback. In general, feedback is one of major components in teaching at school.⁷⁸ The students thought that it can train them to understand the grammatical rules should they write. By giving feedback, the students feel happy because the teacher delivered it with a joke. This strategy is one of important things to apply it in the process of teaching and learning. So, the process of giving feedback can be important to promote students' critical thinking skills along with implementing it positive feedback. Moreover, the feedback is given to know how far students' understanding to the delivered materials. During the process of teaching critical thinking skills, feedback allows the teacher and students to discuss in one table about the successful performance and unsuccessful performance based on the standards of teacher.⁷⁹

The researcher also asked students about what they need in the process of learning. they suggested the teacher to use discussion forum for sometimes and written assignments for sometimes too. So, they can not be weary during teaching and learning process especially in developing their critical thinking skills. Additionally, through this research, the researcher wanted to spread out the information of student's need in learning that may be useful for the teacher in teaching them in future daily classroom meeting. The researcher wanted to strengthen the students' perception about what they need in learning process with considering several activities that teacher should deal with in promoting students'

⁷⁸ Rajagopalan, "Concept of Teaching."3

⁷⁹ Ani Manukyan, "Strategies To Promote Critical Thinking In Foreign Language Teaching Classroom," *Main Issues Of Pedagogy And Psychology* 13, No. 1 (April 12, 2017): 76–83, <https://doi.org/10.24234/Miopap.V13i1.230>.

critical thinking skills. According to Paul et al, there are several activities that must be done in the classroom which applied critical thinking skills. They are: 1). Build a conducive atmosphere in the classroom before starting the lesson; 2). The teacher should not be a preacher in the classroom; 3). Encourage students to understand the lesson by entrusting themselves to explore knowledge, evidence, and the right reasons through their selfreflection experiences; 4). The teacher as the neutral party who does not spoon-fed students with predigested answer or leave them alone with their personal sheer opinions or arbitrary answers; 5). Provide an environment where students can find and explore the answers they need; 6). Provide feedback as a form of appreciation to students who have expressed their opinions and arguments; 7). Support students when they consider many points of view.⁸⁰



⁸⁰ Paul et al., *Critical Thinking Handbook:6th-9th Grade. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, & Science.*

BAB V

CONCLUSION AND RECOMMENDATION

A. Conclusion

1. The English teacher's strategies in promoting students' critical thinking skills at inclusive classroom of SMA Muhammadiyah 1 Ponorogo are using focus group discussion or generally known as FGD, written assignments, problem based learning, and also giving feedback to the students. Those teaching strategies developed by the English teacher to promote student's critical thinking skills.

2. The benefits of using those strategies in promoting critical thinking skills to the students are expanded into two section, advantages and disadvantages. In this case, the advantages of using focus group discussion strategy that it can improve students' critical thinking by exchanging the knowledge or information and work together to finish the task given by the teacher and work together to finish the task quickly but this strategy can create a debate in the group because their thoughts is different from one student to another. Then, written assignment strategy can train them to write English words correctly and writing can be the powerful vehicles to allow students developing their critical thinking skills but it also can create laziness among them, if they have to write a lot of words. PBL can train student's focus to find the answer based on existing text but this strategy needed long-time learning activity because some questions deal with "how" questions. Moreover, the teacher also gave the feedback combined with teacher's joke to create positive learning environment among the students during the class.

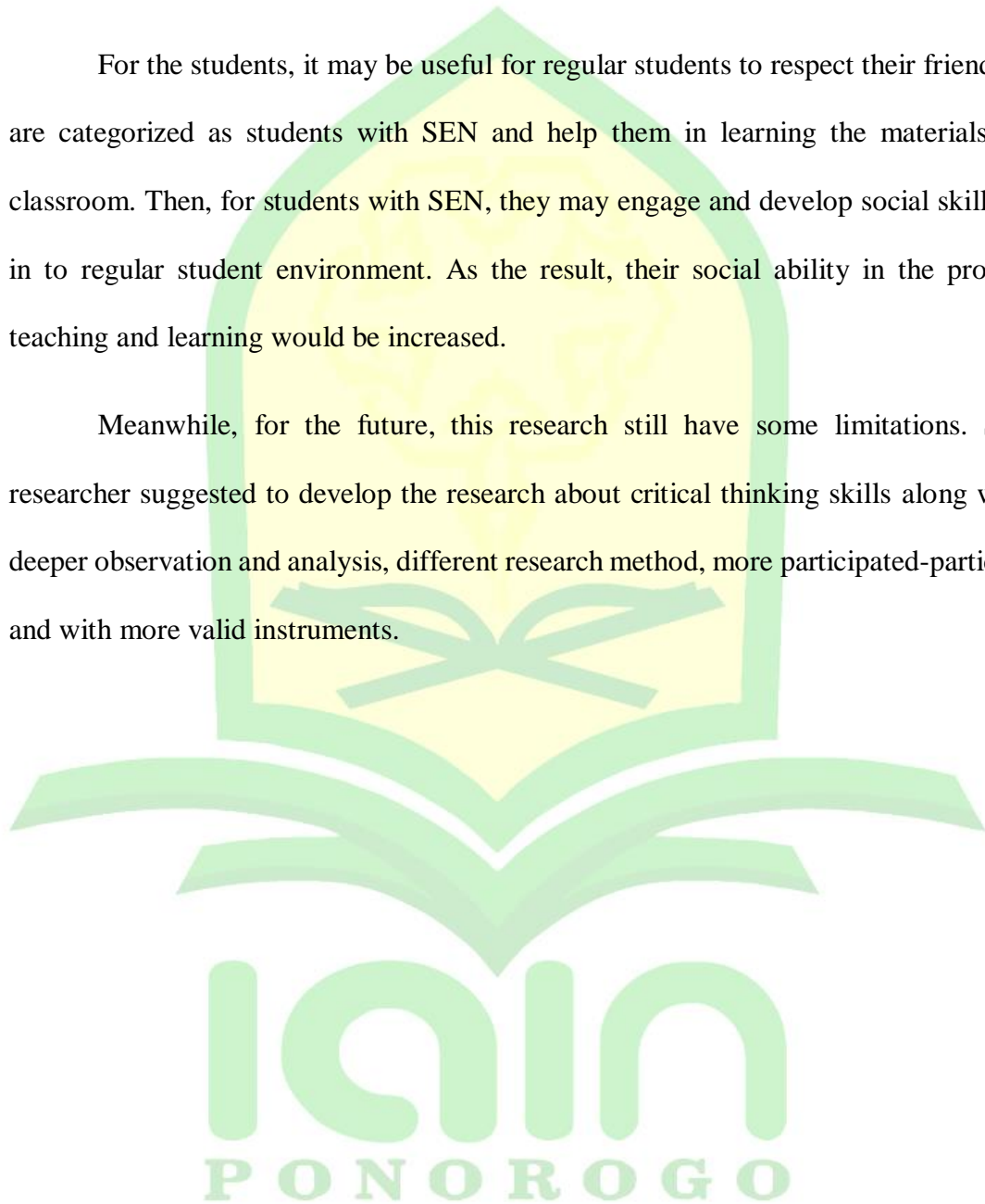
B. Recommendations

Based on the findings of the research, there are some recommendations from the researcher that are expected to be useful for developing future research with the same topic

related to critical thinking skills. These recommendations are aimed for the teacher, students, and other researchers. Firstly, the teachers are suggested to develop more creative strategies to promote students' critical thinking skills. Along with it, the school is recommended by the researcher to support the teaching media to the teachers who teach critical thinking skills so that the need of teaching that skills at inclusive classroom would be increased along with the quality of school.

For the students, it may be useful for regular students to respect their friend which are categorized as students with SEN and help them in learning the materials in the classroom. Then, for students with SEN, they may engage and develop social skills to get in to regular student environment. As the result, their social ability in the process of teaching and learning would be increased.

Meanwhile, for the future, this research still have some limitations. So, the researcher suggested to develop the research about critical thinking skills along with the deeper observation and analysis, different research method, more participated-participants, and with more valid instruments.



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