

TEACHERS' BELIEFS ABOUT CRITICAL THINKING IN THE ENGLISH LANGUAGE TEACHING FOR SECONDARY STUDENTS

ABSTRACT

This study aims: 1) How the teachers' belief about critical thinking in teaching English language for secondary students. The method used in this research is a descriptive qualitative approach. Data collection techniques such as observation of the English learning process, interviews of teacher, and documentation in the form of pictures and recordings. Data analysis using Miles Huberman, namely data reduction, data presentation, and data verification in the form of concluding.

Results of the study: 1) The results of teachers' beliefs using critical thinking in teaching English improve students language skills, students are more confident in expressing their opinions, they play an active role in learning activities, they tend to be responsible, can ask appropriate questions, gather relevant information, efficiently and creatively sort out this information, reason logically from this information, and arrive at reliable and trustworthy conclusions.

Keywords : teachers' beliefs, teachers' beliefs in ELT, critical thinking, critical thinking in ELT.

INTRODUCTION

A. Background

Education is important for our life. Without education, the human is like animals. People can get everything they want with education. Good education is a key for a better life and civilization. The education goal is to produce qualified human resources. Some interactions required to achieve the goal through education like a teacher, student, and material (resources). They all have to go harmony and interplay each other. Education also needs practitioners who control the teaching-learning process. The practitioners in education are such as a bridge between knowledge and practice.

Teachers and educators are always interested in students' success and their in-class behaviour. When teachers have gained much more information about their students' needs and expectations, they can help their students acquire the necessary qualifications and skills. The student

should, therefore, regard himself as an artist, constantly developing his own power to reason; and should think of himself also as a scientist, seeking to uncover those truths of logic which are independent of his wishes and desires. Students are not only working with concepts and ideas, but also manipulating the concepts, and trying to see how well the concepts can be understood. Critical thinking can make students to think more and evaluate their own thinking and behavior on their life. Critical thinking also can learners to navigate and manipulate knowledge, to transform ideas, conceptions and processes, to challenge norms, make decisions and forge new pathways. In coaching the critical thinking requires and corresponding pedagogical approach in teaching learning in assessment strategies. For this reason it is necessary to enhance higher critical thinking skills indeed involve the evaluation on arguments in the every part of our educational endeavours and, acquiring higher critical thinking skills represents a major qualification (Astleither 2002).

Defining critical thinking it's not easy, especially because the term tends to be used repeatedly without actually reflecting on its true meaning. To begin with, we can use state that critical thinking is a quality able to be developed throughout life. But critical thinking is not just a dimension applicable to education (in the formal sense of the term). So what it is? How can it be defined? "Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. student who think critically consistently attempt to live rationally, reasonably, empathically. They are realize of the inherently flawed nature of human thinking when left unchecked." (Elder, 2007).

In order to activate students' critical thinking skills, English teachers need to present alternatives, different ways of interpreting texts and different conceptions of the world. Regarding the flexible nature of critical thinking the writer proposes a teaching practice that can be modified in different ways. This is because the implementation of critical thinking skills and interpretation in language teaching is not new and an absolute format has not been recommended so far. The underlying principle is that language learning can be enhanced by being motivated and naturally seen in meaningful contexts. When learners are interested in a topic and are given chances to negotiate meaning, they will be motivated to discuss things critically and at the same time, acquire language to communicate (Darn, 2006; Ranger, 2006).

LITERATURE OF REVIEW

According to Pehkonen and Pietilä (2003) that quoted by (Gilakjani & Sabouri, 2017), a belief is a kind of knowledge that is subjective and

experience-based. According to Pajares, 1992 as quoted by (Ali, 2009) belief is a term, defined in many different ways in the literature and used interchangeably with a variety of other terms including attitudes, values, judgments, opinions, ideologies, perceptions, conceptions, conceptual systems, dispositions, implicit theories, explicit theories, processes internal mentality, action strategies, rules of practice and perspectives. However, According to Pajares, the main confusion lies in the difference between belief and knowledge. therefore it is necessary to clarify the difference between belief and knowledge. Confidence guides teachers? behavior and inform teachers? teaching by serving as a kind of interpretive framework within which students understand what they are doing in their classrooms (Larenas, Hernandez, & Navarrete, 2015).

According to Kunter and Pohlmann (2009) that quoted by (Bender, Schaper, Caspersen, Margaritis, & Hubwieser, 2015), teachers' beliefs contain understandings and assumptions about phenomena and processes related to schools and lessons including an evaluating component.

According to Cabaroglu & Roberts (2000) that quoted by (Gilakjani & Sabouri, 2017) beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance upon it as a guide to personal thought and action. According to Ford (1994) in (Khader, 2006) belief is defined as a collection of ideas formed in people based on their experiences and various ideas during the learning process. According to Peacock (2001) as quoted (Gilakjani & Sabouri, 2017) psychological beliefs are appreciation, assumptions, or theorems about the world that are felt to be true. According to Barcelos (2003) in (Khader, 2006) belief is a reflection involving various subjects that the teacher does not have enough knowledge about but the teacher has enough confidence to

do it. According to Kunt (1997) and Wang (1996) as quoted (Gilakjani & Sabouri, 2017), the terms "opinion" and "idea" or "view" refer to "beliefs". So belief is a psychological state that regards a premise as true. And then shown with attitude because she felt quite know and reach the truth.

Teachers' Beliefs in English Language Teaching

Abdi & Asadi (2015) say that teachers' beliefs about teaching and learning are influenced by their own personal experiences as students that they get when they go to university, acting as a filter through which the teacher will later provide new information, having a profound effect on the teacher? Instructional practices, not always practiced in what they do in the classroom, have a major influence on their teaching decisions, and greatly influence what and how they learn during language teaching education. Researchers' interest in beliefs about language learning is not limited to language learners.

Researchers' interest in beliefs about language learning is not limited only to language learners. Several studies have investigated teachers beliefs about the language learning . The studies point out about two findings, the first is about how the teachers deliver the material and the second is focused on how teachers create a relaxed learning atmosphere for students. Firstly, the finding related to teachers' beliefs, (Caner, Kara & Subasi,2010) show that teachers preferred using various ways, such as playing games and singing, and listening to the musics, participating in creative movement. Secondly, another study came from a research (Burns, Copland, & Garton, 2011) showed that instead of using AVA, the teachers also gave courage to the students in learning English. Besides, Wang (2008) reveals that

teachers who were involved in the teaching and learning of English in secondary school often make a great effort to create a comfortable and attractive learning environment, such as maps, posters, pictures and students' own work. The learners were given frequent encouragement and praise. However, the praise generally involved only a few expressions: very good, wonderful, marvelous, brilliant.

The teachers have their own value on how they transferred the material to the students and how the language learning should be undergone. teachers' belief systems, including their attitudes, values, expectations, and assumptions about teaching and learning, are considered a primary source of teachers' classroom practices. These beliefs are usually guided by a number of factors, such as: their own experience as learners in classrooms, prior teaching experience, classroom.

Furthermore, a lot of literature on teacher education has suggested that teachers' beliefs affect their teaching practices and instructional decisions in the classroom (Donoghue, 2003). This study focuses on the teachers' beliefs about the language learning process and the learners as young learners. The focus was on how teachers conceptualized their teaching in English classroom and decided the best strategy to teach materials and motivate the students to achieve the learning objectives, so it could be seen how their personal values were applied in English teaching and learning process.

Critical Thinking

Critical thinking was first highlighted by Benjamin Bloom's taxonomy several decades ago (Duron, Limbach, & Waugh, 2006; Lauer, 2005). It is estimated that the cognitive ability level involves more critical thinking in the level

of analysis, synthesis, and evaluation while the lower cognitive ability level i.e. knowledge, understanding, and application only involves remembering, relating, and applying information respectively (Duron et al. al 2006). Duron et al. Describes critical thinkers as those who are able to analyze and evaluate information. (Duron et al. al 2006). Duron et al. Describes critical thinkers as those who are able to analyze and evaluate information. They note that critical thinkers are able to ask important questions and problems, formulate them clearly, collect and assess relevant information, use abstract ideas, be open-minded, and communicate effectively with others. Critical thinking from previous research can be interpreted as reflection, identification and assessment of assumptions, investigation, interpretation and analysis as well as reasoning and judgment. Therefore, critical thinking is a complex process that requires a higher level of cognitive skills in deep information processing (Choy & Cheah, 2009).

Critical thinking according to Joe.Y.F. Lau (2011:1) is thinking clearly and rationally which involves thinking precisely and systematically, and following the rules of logic and scientific reasoning (Lau, 2011). A strong critical thinker is able to understand the bigger picture holistically, to see different world views in perspective, not only to criticize individual steps in certain arguments but to have different world views and cultural backgrounds (Mason, 2008).

Kulecki & Kumlu (2015: 77) reveal that critical thinking can be defined as the ability of thinkers to take over their own thinking and develop existing criteria to analyze and assess their own thinking (Dil, Öğretildiği, & Smıflarında, 2015). The ideal critical thinker is the ability to think openly; ready and eager to explore all ideas and all points of view, including those that are taboo or contradictory to one's own (Beistle, Smith, & Nagel, 2006).

Chaffee (Suriadi, 2006) defines critical thinking as thinking to systematically investigate the thought process itself. That is, not only thinking on purpose, but also examining how we and others use evidence and logic. Furthermore, Chaffee said that only critical thinking, thinking in an organized manner about one's own thinking processes and those of others will equip children to best face the information they hear and read, the events they experience, and the decisions they make every day. . This means that critical thinking allows children to analyze their own thinking to ensure that they have made choices and draw intelligent conclusions. Norris (Fowler, 1996) defines critical thinking as making someone make rational decisions about what to believe and do.

Meanwhile, according to Ennis (2000), critical thinking is rational and reflective thinking that focuses on what is believed and done. Rational means having beliefs and views that are supported by standard, actual, sufficient, and relevant evidence. Being reflective means actively, diligently and carefully considering all alternatives before making a decision. The decision-making process, according to Moore and Parker (Fowler, 1996) should be carried out carefully and without haste. This means that critical thinking uses many strategies to be able to produce a decision as a basis for taking action or deep beliefs (Lambertus, 2009).

Critical thinking is a disciplined intellectual process to actively and skillfully conceptualize, apply, analyze, synthesize, and/or distill information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a reference for beliefs and action. In exemplary form, it is based on universal intellectual values that go beyond the division of subject matter: clarity, accuracy, precision, consistency, relevance, sound evidence, good reason,

depth, breadth, and fairness. A statement by Michael Scriven & Richard Paul {presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987}. (Possin, 2002).

Critical Thinking in ELT

Teaching is a complex interaction including subject matter, content, teacher characteristics, student characteristics, pedagogy, resources, and learning context” (Campbell, 2000:50). Beyond the shadow of a doubt, as Campbell (2000) mentioned, one of the influential The key factor in the language teaching and learning process is the teacher. The teacher takes a fundamental role in the progress or lack of students. According to King Rice (2003), teaching is a complex activity that is influenced by many elements of teacher quality and teacher quality is a strong predictor of student performance.

According to Nunan and Lamb (1999: 202), teachers who apply critical thinking are teachers who are able to monitor, criticize, and control what they are doing in planning, implementing, and evaluating language programs. They are sensitive to a range of learner needs and able to use these as a basis for selecting and organizing goals, objectives, content, and learning experiences of language programs; they are able to analyze and critique their own classroom behavior and the behavior of their learners; they are able to encourage learners to selfmonitor and self-assess and evaluate the effectiveness of teaching (cited in Yang, 2005).

To be effective, teachers and students together must develop critical thinking skills, because education is believed to bring about transformation. "What has been done so far to enable educators and learners to learn these skills? Will this teaching model enable us to achieve this

goal? When the responsibility of a teacher is defined to teach language systems that enable students to communicate well in the language.if they want to prepare students for social, political, and economic change, then they must teach students knowledge, debate, and dialogue (Giroux and Giroux, 2006).

Critical thinking is about avoiding irrational opinions, is about making clear any assumptions about what is true, is about seeing arguments as open to debate rather than the last word, drawing careful and precise conclusions is one's ability to distinguish between facts and opinions. Only teachers with critical thinkers can educate students to be critical. They truly believe that education should empower the students and ultimately showcase the knowledge of the oppressed in society and make their voices heard by the world. Educators must demand and defend this right to freedom of action. Otherwise, they cannot exercise agency and voting rights for their students.

Teacher's Beliefs of Critical Thinking in ELT

An important limitation of education is that teachers cannot simply transmit knowledge to students, but students need to actively construct knowledge in their own minds. This means they find and modify information, examine new information against old regulations, and revise them when they no longer apply. This constructivism view of learning considers students as active agents in the process of acquiring knowledge. Driscoll (2000) explains that constructivist theory asserts that knowledge exists only in the human mind, and does not have to correspond to facts or real world realities. students will continually seek to construct their own

personal mental model of the real world from their point of view of that world. As they see each new experience, students will continue to upgrade their own mental models to reflect new information, and therefore, will construct their own interpretation of reality (Olusegun, 2015).

METHODOLOGY

This research used interview study which done with scientific condition. This research tries to solving the problem by describing the problematic that happened. Researchers describe complex, holistic pictures, analyze words, provide detailed informants' views, and conduct research in natural settings. Case data were obtained by interviewing, observing, and studying documents related to the topic under study (Sugiarto, 2015). is a very useful approach when researchers want to know, about events, who was involved, what was involved, and where something happened (Lambert, 2012).

The researcher conducted this research at 3 different secondary school which are SMP Anggrek Banjarmasin, SMP 1 Laung Tuhup, MTSN 1 Laung Tuhup located. The research was conducted from April 09th to Juny 02nd 2020.

The subject of the research is the English teacher of SMP Anggrek Banjarmasin, SMP 1 Laung Tuhup, MTSN 1 Laung Tuhup The researcher took two teachers in each school. After approaching these six teachers, only four teachers were willing to conduct interviews, one teacher from SMP Anggrek Banjarmasin, two teachers from MTSN 1 Laung Tuhup, one teacher from SMPN 1 Laung Tuhup.

To get the data, the writer took the interview four teachers by doing took interview in focus personal interview. There are 5 questions for English teachers. The interview purposes to find what is the

teacher's belief in ELT. Then, the researcher collected the data from observation and interview. Lastly, the researcher described or interpreted the findings.

As for data collection technique is the most important step in a research. Without knowing the data collection techniques, the researchers will not get the data in the set (Sugiyono, 2015: 62).Based on the above research purposes, then the captured data is qualitative method with three data collection techniques. In detail, it can be stated that the researcher used data collection methods as follows:

Interview is a conversation with a purpose. The conversation is conducted by the two parties, namely, interviewers and interviewees are asked questions that provide answers to the question (Moleong, 2010). The interview is used to interview to the teacher. The guidelines for the researcher is giving the questions to the teacher after the use of critical thinking. In this study, the interview involved are class activities, the use of critical thinking in teaching English. In conducting the interview, researcher will conduct interview with teachers after learning to use critical thinking for three sessions, namely the fourth meeting of researcher conducted interview with teachers. Researcher will ask about the use of critical thinking to learning english. During the interview, the researcher not only provide questions but researcher also noted the important things. This interview takes 30 minutes or until all questions are answered.

This interview is not only for teachers who investigators interview, but students will also research interview. This interview is conducted after school hours ended or when it breaks. Researcher will interview students as many as five students in turn. Researcher will ask about the student's responses after using critical thinking in their english learning. During

the interview, the researcher not only provide questions but researcher also noted the important things. This interview takes 20 minutes or until all questions are answered.

Documentation is a process of getting information from printed or recorded materials related to the research topic. Method of documentation is seeking data on things or variables in the form of notes, transcripts, books, newspapers, magazines, achievements and so on (Suharsimi, 2006). The documentation data is from syllabus, lesson plans and drawings, such as critical thinking , and document textbooks. This documentation is done during the research process.

The data analysis technique is an activity that regulates and categorized them in order to obtain a finding based on the problems to be answered. The data collection techniques and analysis in practice can not be separated. Both of these activities in each run. That is, the analysis of the data was supposed to work on together by collecting data and then resumed after data collection is completed (Gunawan, 2013). Analysis of the data is divided by Sugiyono into three stages in qualitative research (Sugiyono, 2015):

1. Data reduction

The data obtained is quite a lot, it should be noted carefully and in detail. Data reduction means summarizing or choose things that are a principal focus on things that are important result, data that has been summarized provide a clearer picture and facilitate researchers to conduct further data collection. Researcher in this study compiles the necessary data in such away. Thus, the researcher observe and analyze what data is really to be presented in this study and eliminate unnecessary data.

After the data would be reduced, then the next step is to display the data. In

interview study research, data presentation can be done in the form of tables, graphs, pie chart, pictogram and the like. Through the presentation of these data, the data are arranged in the pattern of connections between categories.

Researcher presenting data in accordance with the results of the research that has been collected from various sources and data collection techniques. Researchers presenting all the data are in accordance with what is seen, heard and felt during the research.

Confirms the correctness of the data is summarized and selected by the data presented. So that was found in the form of accurate evidence which supports further data collection. The last step is conducted by researcher to draw conclusions. After data on teachers belifs critical thinking in teaching english summarized and presented, then the conclusion of all the data collected from interviews with informants. The results of this conclusion the researchers find answers to the things that became the core of this research.

DISCUSSIONS

The aim that the researcher wants to know when conducting interviews is to determine the extent to which teachers believe about critical thinking in teaching English to middle school students. Based on the results of interviews with the teachers, it can be concluded that Critical thinking is the ability to think openly rationally. Critical thinking uses various strategies to be able to produce a decision as a basis for taking action, is active and skilled at finding ideas, making decisions, analyzing, synthesizing, or evaluating observation, experience, reflection,

reasoning, or communication information, not easily influenced by irrelevant facts in any case, they can wait for the true facts and weigh the facts, unaffected by pressure or other people's beliefs. They would not be affected by the issues created on the one hand or the other. They would be wiser in made decisions and finding solutions to problems.

"Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked." (Elder, 2007)

Teachers' beliefs in the implication of critical thinking will equip students with the skills needed to compete outside of school, the teacher also states that students who are trained to use critical thinking English skills are more developed because in this application students are required to be active in following the learning process so that students automatically required to be more critical and creative in expressing ideas, opinions and actions. Of course, this has a positive impact on students' academic and non-academic terms, this is the reason that makes teachers belief in the application of critical thinking in teaching English to middle students.

Schafersman (1991: 3) states that "critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe

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it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it.

A. Conclusion

Teacher belief in a learning model is very basic because this method is based on strong belief, the chances of the method being successful tend to be greater. Especially when the teacher believes in using critical thinking as a learning model for students, first the teacher must have a strong foundation of belief, in its implication critical thinking is not easy because critical thinking itself has a broad meaning. If the teacher uses this method as a learning strategy, the teacher is also required to take an active, creative and innovative role in providing learning strategies so that students can follow the learning model. we can conclude that critical thinking can improve students' language skills, students are more confident in expressing their opinions, they play an active role in learning activities, they tend to be responsible, can ask appropriate questions, gather relevant information, efficiently and creatively sort out this information, reason logically from this information, and arrive at reliable and trustworthy conclusions.

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