

**PRE-SERVICE ENGLISH TEACHERS' EXPERIENCE IN
IMPLEMENTING CRITICAL THINKING IN ENGLISH
TEACHING AND LEARNING**

THESIS

**Presented as Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) on the English Education**

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It has been approved and declared eligible to be submitted in the thesis examination.

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The thesis was approved by the Board of thesis examiners on 19th July, 2024.

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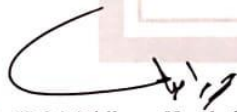
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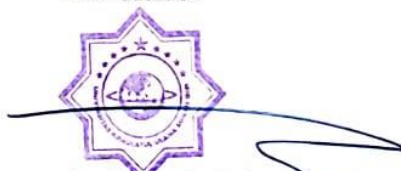
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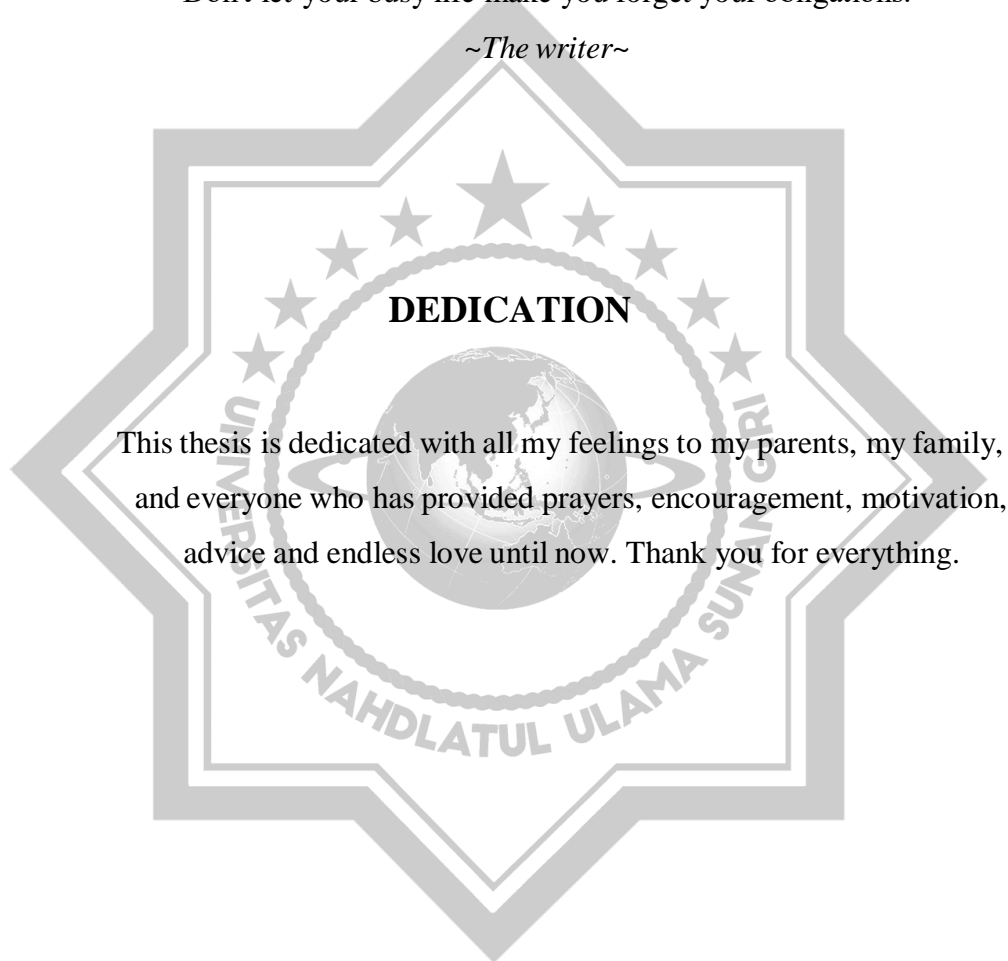
MOTTO

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle”

~Christian D. Larson~

“Don't let your busy life make you forget your obligations.”

~The writer~



This thesis is dedicated with all my feelings to my parents, my family, and everyone who has provided prayers, encouragement, motivation, advice and endless love until now. Thank you for everything.

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Shalawat and Salam may be devoted to the great prophet Muhammad SAW as a role model for all of you.

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7. Last but not least, to myself, Fifi Asfiranti. Thank you for fighting and surviving this far. Great appreciation for being responsible for completing what has been started. Thank you for not giving up no matter how difficult it was in the process of preparing this thesis. Stay grateful and humble.

Finally, the writer realized that this thesis still have not been perfect yet. Therefore, the researcher wishes for the correctness, criticism, and suggestion for improvement this thesis. Hopefully this thesis would be useful for the readers.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

Bojonegoro, 13th July, 2024



ABSTRACT

Asfiranti, Fifi. 2024. *Pre-service English Teachers' Experience in Implementing Critical Thinking in English Teaching and Learning*. A Thesis, English Education Study Program, Faculty of Teacher Training and Education, Nahdlatul Ulama Sunan Giri University, Bojonegoro, First advisor Mohammad Fatoni, M.Pd and second advisor Nanin Verina Widya Putri, M.Pd

Applying critical thinking is the ability to actively analyze, assess and understand information in depth before making a decision or concluding something. Researchers conducted this research on two English language education students at Nahdlatul Ulama Sunan Giri University to find out what obstacles and efforts were applied when teaching in the classroom. This research uses a qualitative approach through semi-structured interviews. Based on the research results, there are eight obstacles faced by teachers, namely: traditional teaching methods, time constraints, assessment challenges, teacher training, disciplinary disorders, resistance to change, limited resources, and cultural and social factors. All of these obstacles have been overcome well, namely by using various efforts such as argument mapping, analyzing texts and sources, using real-world examples, encouraging collaborative learning, building relationships, providing clear instructions, encouraging inquiry-based learning, demonstrating thinking processes, improve academic achievement, and problem-solving skills. Recommendations for future researchers are to develop this research by using comparative classes and expanding the scope of the research and further researchers can develop it by using more research instruments to further strengthen the results applying.

Keywords: *Critical Thinking, Pre-service English teachers, Obstacles, Efforts*

ABSTRAK

Asfiranti, Fifi. 2024. *Pre-service English Teachers' Experience in Implementing Critical Thinking in English Teaching and Learning*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, Dosen pembimbing pertama Mohammad Fatoni, M.Pd and dosen pembimbing kedua Nanin Verina Widya Putri, M.Pd

Menerapkan berpikir kritis adalah kemampuan untuk secara aktif, menganalisis, menilai dan memahami informasi secara mendalam sebelum mengambil keputusan atau menyimpulkan sesuatu. Peneliti melakukan penelitian ini pada dua orang mahasiswa pendidikan bahasa Inggris Universitas Nahdlatul Ulama Sunan Giri untuk mengetahui kendala dan upaya apa saja yang diterapkan saat mengajar di kelas. Penelitian ini menggunakan pendekatan kualitatif melalui wawancara semi terstruktur. Berdasarkan hasil penelitian, terdapat delapan kendala yang dihadapi guru, yaitu metode pengajaran tradisional, keterbatasan waktu, tantangan penilaian, pelatihan guru, gangguan disiplin, penolakan terhadap perubahan, keterbatasan sumber daya, serta faktor budaya dan sosial. Semua kendala tersebut telah diatasi dengan baik, yaitu dengan menggunakan berbagai upaya seperti memetakan argumen, menganalisis teks dan sumber, menggunakan contoh dunia nyata, mendorong pembelajaran kolaboratif, membangun hubungan, memberikan instruksi yang jelas, mendorong pembelajaran berbasis inkuiri, mendemonstrasikan proses berpikir, meningkatkan prestasi akademik, dan keterampilan memecahkan masalah.. Rekomendasi bagi peneliti selanjutnya adalah mengembangkan penelitian ini dengan menggunakan kelas perbandingan dan memperluas cakupan penelitian dan peneliti selanjutnya dapat mengembangkannya dengan menggunakan lebih banyak instrumen penelitian untuk lebih memperkuat hasil.

Kata Kunci: Berpikir Kritis, Guru Bahasa Inggris Prajabatan, Hambatan dan Upaya

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