



**THE MANIFESTATION OF CRITICAL THINKING SKILLS
IN THE STUDENTS' PRESENTATIONS
OF THE UNDERGRADUATE TADRIS ENGLISH
AT IAIN PEKALONGAN**

a Thesis

**Submitted in Partial Fulfillment of the Requirements for Master's Degree
Program in English Language Education**

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**ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
2021**

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Menyatakan bahwa yang tertulis dalam tesis yang berjudul “*The Manifestation of Critical Thinking Skills in the Students’ Presentations of the Undergraduate Tadris English at IAIN Pekalongan*” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini, saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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Yang membuat pernyataan,

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MOTTO AND DEDICATION

"If there was one life skill everyone on the planet needed, it was the ability to think with critical thinking." - *Josh Lanyon* -

This Thesis is dedicated to :

English Language Education,

Pascasarjana Universitas Negeri Semarang

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praise Allah for the strengths and His blessing in completing my Master's Degree at Universitas Negeri Semarang. The Thesis entitled "*The Manifestation of Critical Thinking Skills in the Students' Presentations of Undergraduate Tadris at IAIN Pekalongan*" could not be well done without continuous support from people around me. The writer realizes that she cannot complete this Thesis without the guidance, advice, suggestions, and encouragement from many people during the writing of the idea.

I want to express my gratitude to related parties who contribution due to my Thesis. I would like to thank the Rector of Universitas Negeri Semarang, Prof. Dr. Fathur Rokhman, M.A., the Director of Graduate Program at Universitas Negeri Semarang, Prof. Dr. Agus Nuryatin, M. Hum for their inspiration and kind support to study well.

Abundance grateful also goes to Dr. Dwi Anggani Linggar Bharati, M.Pd, as my first advisor, and Puji Astuti, M.Pd, Ph. D., as my second advisor, who gave significant criticism, suggestion, motivation, encouragements, and available guidance while finishing this Thesis.

Thank you to all the lecturers, classmates of PPS Khusus 2018, especially for my husband Yogi Tri Laksono, my mom Khaeriyah, my dad Hendro Susanto and others who support me all the time. Your every single support is meaningful due to the completion of this Thesis.

Semarang, September 2021

Silvia Nanda Putri Erito

ABSTRACT

Erito, S.N.P. (2021). *The Manifestation of Critical Thinking Skills in the Students' Presentations of the Undergraduate Tadris English at IAIN Pekalongan*. Thesis. English Department, Pascasarjana, Universitas Negeri Semarang. Advisor I: Dr. Dwi Anggani Linggar Bharati, M.Pd., Advisor II: Puji Astuti, M.Pd, Ph.D

Keywords: critical thinking skills, students' presentation, speaking course

Previous studies showed that several learning strategies promote critical thinking skills for students at the university level. The most frequently used is presentation. In the third semester of the English department in IAIN, Pekalongan had distinctive responses regarding their critical thinking skills in their presentations. The distinction was affected by how they implement critical thinking skills in their presentations and perceive them. Facione (2011) stated that the following skills create critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

The objectives of the studies were (1) to explain the students' perception in their use of critical thinking skills in their presentation; (2) to explain students' plan in their use of critical thinking skills in their presentation; (3) to explain the implementation of critical thinking skills in students' presentation; (4) to explain the stages used by the students in overcoming the barriers in their use of critical thinking skills in their presentation. I classified sixty previous studies into four parts. I used a qualitative research design to gather the data through observation, questionnaires, and interviews. One class was chosen as the sample by purposive sampling.

The result showed: (1) The students perceived their use of critical thinking skills in their presentation positively; (2) the students plan their critical thinking skills by preparing the schema, skills, and practices; (3) the implementation of critical thinking skills in students' presentation by combining students' awareness, activeness, and learning style. Eighty-nine percent of students implement each skill of critical thinking skills in their presentation; (4) students' stages in overcoming the barriers in their critical thinking skills in their presentation by developing their strength, organizing their responsibility, analyzing, and evaluating their thinking.

Theoretically, critical thinking skills are fundamental to be implemented in higher education students. Practically, the result of this study gave benefit for the lecturer in giving students challenging tasks. Pedagogically, the implementation of critical thinking skills in students' presentations needs a student-lecturer relationship.

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CHAPTER I

INTRODUCTION

This part discusses seven main sections; background of the study, reasons for choosing the study, research problems, objectives of the study, significance of the study, the scope of the study, and definitions of terminologies. This chapter is the basis for the next chapter.

1.1 Background of the Study

This study raises a phenomenon about students at the third undergraduate of the English department at IAIN Pekalongan who used the presentation to join the classroom activity. The case becomes interesting when the students are requested to master the lesson materials, communicate their knowledge, and use their critical thinking skills to present the material in front of their classmates. The presentations access to the Youtube channel and for the discussion section held by a virtual meeting.

After evaluating their activity, the students have distinctive responses regarding their critical thinking skills in their presentation. The distinction is affected by how they implement critical thinking skills in their presentations and perceive them. Therefore, this case motivates me to examine how students' perceptions, plans, and implementation can construct and determine the success or failure of presentation implementation to learn critical thinking skills in speaking class.

There is also another problem in which the students have barriers in using their critical thinking skills in their presentation. I did pre-observation before the pandemic (offline class - face-to-face meeting in the classroom in December 2019). The barriers faced by the students were various, such as:

First, they are lack methods, strategies, and practice. Although the students are willing to use their critical thinking skills, some do not know which steps to improve their critical thinking skills.

Second, the students difficult to give adequate reasons. To critique means acknowledging that there is more than one way of looking at an issue. The implications of theory can challenge deeply held beliefs and long-held assumptions.

Third, the students are mistaking for understanding the material. The lecturer sets activities to develop material in the presentation. However, students can misunderstand the purpose of such teaching methods, preferring facts and answers rather than learning the skills that help them well-founded judgments for themselves. The barriers also motivate me to examine the stages used by the students in overcoming the barriers in their use of critical thinking skills in their presentation.

March 2020, The pandemic of COVID-19 happened, so learning changed from conventional meetings to online classes, where several new barriers made them find recent efforts to overcome the barriers. Some of the potential new barriers are described below from classroom observation on September 2020, as follows :

The first, a factor from spoken English. The students were required to use English during presentations, some of them feeling: inferior, anxious, discouraged in communicating in English. They just read the slides without explaining the material because they lived in remote areas, were less familiar with the English spoken, lacked confidence, and lacked vocab. These factors ultimately make their presentations careless, and they cannot use their critical thinking skills.

The second is the lack of preparation material, methods, and simple strategies, making them less optimal to conduct their presentation, which they should present well. It becomes unprepared presentations, and they cannot use their critical thinking skills

The third is a barrier of fear to answer during the question-and-answer session. The students were often afraid to receive criticism and failed to solve a problem. Some students feel this was a barrier to using their critical thinking skills because they cannot answer the questions, satisfying them. Sometimes when they have tried to explain the answer, the audience provides feedback to confirm the answer. It makes them fear receiving criticism.

Those to continue using their critical thinking skills in their learning process. The technique used was still using presentations, where the lecturer requires them to present the results of their work in the form of presentations.

The lecturer has already had some steps to prepare the students to use critical thinking skills in their presentations. The lecturer gives issues or topics discussed in a

group, so the students present in a group, and they can try to collaborate and work together with the partners. Although each student has their jobs to present, they can prepare critical thinking skills in their group. Vainikainen et al. (2015) stated, “critical thinking skills could develop both individually or in groups. Through learning in a group, students can learn from each other and use the content to create new knowledge” (p. 6). This stimulation will guide the students to have critical thinking skills in their presentations.

The above case concludes that the lecturer aims to familiarize his students with critical thinking skills. He trained them to use and prepare their critical thinking skills to face any kind of problems later. Browne and Freeman (2000) argue “questioning is active learning, which increases students' critical thinking skills and awareness of biases in their own or others' arguments. It will emphasize that meaningful class discussions force students to process information more quickly” (p. 67). It is essential to mention this first because it brought students' evaluation of some innovative practices.

Reviewing the all-important issues explained above, I would like to investigate the real situations of the manifestation of critical thinking skills in students' presentations held in the English Foreign Language (EFL) students' class of English Tadris in IAIN Pekalongan. I use a speaking course that requires the students to speak in front of the class. The role of critical thinking skills needs in being a presenter. Meanwhile, during the presentation, each of the students gets a turn. They have already

prepared to be well-presenter, although they still have the anxiety to discuss a natural condition. The lecturer always supports them and guides them to varying self-confidence, self-evaluation, and critical thinking skills.

By conducting this study, I serve any data on how the students perceive, plan, and implement critical thinking skills in their presentation. I also analyze the stages used by the students in overcoming their barriers in their use of critical thinking skills in their presentation. Moreover, I explain any thoughts, activities, difficulties, and solutions in detail by conducting this research.

1.2 Reason for Choosing the Study

I choose the topic of this study based on some reasons. First, I conducted this study in the English department at IAIN Pekalongan. The field showed that during covid-19, students' critical thinking skills are essential to research its existence because they learn independently. The primary purpose is to measure how far they can comprehend, analyze the material, and present the result through their presentation. Not only transferring the ideas but also trying to organize their thinking in flexible ways to communicate using English. It had been seen from how they analyze information, assess the validity of information, convey ideas, be actively involved in discussions, provide feedback, and evaluate the learning outcomes they have done. Therefore, recognizing how students perceive is very important.

Second, the students had distinctive responses regarding implementing critical thinking skills in their presentation and how they perceive it. They believed that critical thinking skills enhance their language, help them to present clearly and systematically, and improve the way they express their ideas. But, how they implement critical thinking skills showed some factors that made it difficult to use their critical thinking skills. Researching critical thinking skills is suitable for evaluating students' abilities. Besides reaching students' ability, It helps the lecturer examine how to make the students implement critical thinking skills, explore the strategies used, develop many possibilities to determine students' needs, and consistently keep students' motivated in learning activities.

1.3 Scope of the Study

The scope focuses on students' perception, plan, implementation, and the stages used by the students in overcoming the barriers in their use of critical thinking skills in their presentation in speaking class.

1.4 Research Questions

The study seeks to answer the following questions:

1. How do students perceive their use of critical thinking skills in their presentations?
2. How do students plan their use of critical thinking skills in their presentations?
3. How do students implement critical thinking skills in their presentations?

4. How do students overcome the barriers in their use of critical thinking skills in their presentations?

1.5 Objectives of the Study

Based on the problems formulated above, the objectives of the study are :

1. To explain the students' perception in their use of critical thinking skills in their presentation
2. To explain students' plans in their use of critical thinking skills in their presentation.
3. To explain the implementation of critical thinking skills in students' presentation
4. To explain the stages used by the students in overcoming the barriers in their use of critical thinking skills in their presentation.

1.6 Significance of the Study

This study attempts to make contributions:

- 1) I formulate the significance of students' perception in their use of critical thinking skills in their presentation.
 - a. I provide a contribution to the reader about the knowledge of perception. Perception is the act of seeing what is there. Studying perception is very important in understanding human behavior because their needs, especially students, influence people's perceptions. This research gives information

about students' perceptions of whether critical thinking contributes to students' presentations.

- b. I contribute to the lecturer. The lecturer needs to avoid making errors when dealing with the students in the classroom practice. To deal with the students effectively, the lecturer must understand students' perceptions properly.
 - c. I contribute to the students. With the help of perception, the students can determine their needs. The students need to know their perception when doing presentations because it will make them understand what they must do to apply critical thinking skills.
- 2) I formulate the significance of students' plan in their use of critical thinking skills in their presentation
- a. I contribute to the reader. Students' plans will outline students' goals using critical thinking skills in doing presentations.
 - b. I contribute to the lecturer. Students' plans will help the lecturer to achieve the objectives of the learning. The lecturer should communicate clear goals and expectations and supply the students with the resources need to help the students complete the goals.
 - c. I contribute to the students. Planning will help them identify their goals and what stages they will use to use critical thinking skills to do presentations. The plan will also uncover the problems, so the students are more prepared for coming next.

- 3) I formulate the significance of students' implementation in their use of critical thinking skills in their presentation
 - a. I contribute to the reader. This study provides detailed information about how students at undergraduate tadaris English in IAIN Pekalongan implement critical thinking skills in their presentation. It will also show the executing of students' plans. It becomes a reality.
 - b. I contribute to the lecturer. The lecturer can monitor and obtain the outcomes found in the implementation.
 - c. I contribute to the students. Besides increases students' academic performance. The implementation also provides what students do or don't.
- 4) I formulate the significance of students' stages in overcoming the barriers in their use of critical thinking skills in their presentation.
 - a. I contribute to the reader about the knowledge when using some stages in overcoming the barriers in their use of critical thinking skills in their presentation.
 - b. I contribute to the lecturer. It becomes essential for the lecturer to avoid students' barriers or as the information to handle students' barriers.
 - c. I contribute to the students. It can show what students need to look at and help students understand how to overcome the barriers.

1.7 Definition of Key Terms

In this part, there are some key terms to the study, as follows;

1. Manifestation is defined as a sign that shows something clearly. The term manifestation of this study refers to explain the manifestation of critical thinking skills in students' presentations.
2. Perception is defined as the way we understand the world around us by using five sense organs. It is characterized as internal factors, which concern giving an impression, meanings, assessment, opinion, sense, and interpretation of the research object. Hommel and Zmigrod (2013) stated, “perception is a view, judgment, or appraisal formed in mind about a particular matter” (p. 2). The theory reflects that perception is actively representing and interpreting meaningful information that comes from a physical simulation. The term perception of this study refers to understanding how the students perceive their use of critical thinking skills in their presentation.
3. Plan is defined as the method or procedure by which something will be done. The plan in this study refers to understanding the students' steps in their use of critical thinking skills in their presentation.
4. Implementation is a specified set of activities designed to practice an activity or program of known dimensions. This research refers to students' implementation of critical thinking skills in their presentations.

5. Critical thinking skills are defined as examining something or information, understanding what it means, and adequately explaining to others the implications of that information. Facione (2011) argues “these skills as the core of critical thinking, namely: interpretation, analysis, evaluation, inference, explanation, and self-regulation” (p. 5). In this study, critical thinking skills focus on how the students use their critical thinking skills to perceive, plan, and implement their presentations.
6. Presentation is defined as an activity in which someone shows, describes, or explains something to a group of people. Widyastuti and Mahaputri (2015) argue “presentation refers to communicating the messages by sound and the coordinated action of mind, body, language, and voice to people” (p. 371). The term presentation in this study refers to the technique used by the students to deliver the material.
7. Speaking as stated in Brown (2004), he highlights “speaking as one of the four primary skills required for actual communication in any language, chiefly when presenters are not employing their mother tongue” (p. 64). It concludes that speaking is an interactive process of constructing meaning involving producing, receiving, and processing information. The term speaking in this study refers to the kind of classroom that I conduct my research. It takes from students' presentations which students have to speak in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, various references support this study, including a review of previous studies, theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

In this section, I review several studies related to this research, especially those with the same title, study critical thinking, critical thinking skills, presentation, and speaking.

2.1.1 Studies on Critical Thinking

Critical thinking relates to educational objectives. Some previous studies were taken into account; (Aryani et al., 2017; Bagheri, 2018; Chairunnisa, 2016; Changwong et al., 2018; Devi et al., 2016; Emilia, 2016; Ganiron, 2014; Iman, 2017; Kusuma et al., 2017; Nadara & Chew, 2018; Nold, 2017; Raju et al., 2020; Ramezani et al., 2016; Sanavi & Tarighat, 2014; Setiawan & Bharati, 2019; Vdovina & Gaibisso, 2013; Wason & Southall, 2016)

Based on the studies done by the other researcher, I can conclude that those studies contribute to this study by knowing the realization of critical thinking applied to the class. It also emphasized that critical thinking must develop and improve in schools, colleges, and universities in education settings. They also noted that

participants should express a positive perception toward critical thinking learning. Through a different way of study, they acknowledge that critical thinking is a skill that needs practice. They suggest some strategies to develop critical thinking, such as education, practice, and experience. The students have to be active in organizing their critical thinking in learning situations.

There are studies about teacher's perception of barriers to teaching critical thinking (Gashan, 2015; Hamzah et al., 2018; Larsson et al., 2018; Tuzlukova et al., 2017). The result revealed that several barriers faced by the teachers, as follows.

The barriers generally are the students' lack of knowledge not to follow the teaching-learning process. It becomes an obstacle to deliver critical thinking for the students. It also indicates that the teacher's preference for aligning their teaching methods with the functional-communicative approach. The anxiety of the standards-based assessments does not lend itself to the improvement of student thinking. Students have a lack of necessary skills to use/learn critical thinking. Teachers do not have enough time or training to prepare activities, and teachers feel the need to cover content to prepare students for standardized testing.

Studies are regarding the teachers' perception of analyzing critical thinking (Alwadai, 2014; Amin & Adiansyah, 2018; Boa et al., 2018; Cansoy et al., 2018; Fatwassani et al., 2019; Kavanoz & Akbaş, 2017). In conclusion, teachers positively

perceive their teaching to develop students' critical thinking skills and believe that critical thinking provides the intellectual stimuli that facilitate critical thinking.

2.1.2 Studies on Critical Thinking Skills

There are some previous studies about the manifestation of critical thinking skills. Some previous studies take into account; (Birjandi & Alizadeh, 2012; Jebbour, 2019; Solihati & Hikmat, 2018; Wu & Pei, 2018). Those studies' focus was the manifestation of critical thinking skills in English textbooks. The result of the studies had significant implications for material developers, educational policymakers, and teachers.

Tosuncuoglu (2018) researched students' perceptions of critical thinking skills. It is seen that senior-year students have more perseverance and patience than sophomore-year students in the sub-dimension of perseverance-patience. That is to say, as the class level gets higher, the students gain more persistence and patience in general. In conclusion, it can be said that critical thinking skill is an essential cognitive skill that affects students' viewpoints on events, their perceptions concerning what transpires in their environment, and their decision-making processes.

After reviewing the studies, the students have to explore their knowledge to use critical thinking skills. Therefore, they will gain the learning process's objectives, and they can also follow the class in learning the material. Based on the previous studies above, I can formulate the similarities and novelty differences between the previous and this research. The previous research was conducting critical thinking skills for the

students, especially in increasing their speaking skills. This research's novelty focuses on perceiving, planning, and implementing their use of critical thinking skills in their presentations and the stages used by the students to overcome their barriers. This research also adds new enlightenment dealing with the manifestation of critical thinking skills in students' presentations.

2.1.3 Studies on Presentation

They are related to implementing oral presentation in the classroom as the technique to teach the students. These studies present that the English lecturers and students have a good perception of their presentation enhancing their speaking skills (Al-Nouh et al., 2015; Hisatsune, 2014; Saritwa et al., 2018; Solmaz, 2019; Wilson & Brooks, 2015; Zivkovic, 2014).

Based on the findings, the students' presentation benefits them by enhancing their motivation, knowledge, self-confidence, speaking skills, and competence for their academic achievement.

Furthermore, there is a study regarding assessing students' presentations. Miles (2015) analyzes the learners' perspective on assessing and evaluating the oral presentation. His research revealed that English proficiency levels affected how students assessed their presentations, not just in terms of grades but also on what they specifically noticed and commented on after viewing a video of their presentations.

Husain et al. (2015) and Manalu (2016) researched students' perception of oral presentation. The research revealed that students' perception of presentation is commonly positive. Presentation acquires students to be preparing material and point out the uncovered problems that they will encounter. So that they perceive presentation as they need to be good presenters.

The studies above concluded that the student's perception of presentation as their work to present the material in the classroom has a positive perception. They can explore their communicative competence as essential in their academics and professionalism later in facing the audience.

Several studies are conducted regarding the problems faced by the student in the presentation (Jannah & Fitriati, 2016; Kho et al., 2015; Razawi et al., 2019). These studies conducted are about the problems of the students' anxiety in oral presentations among ESL students. Several anxiety factors in oral presentations were perceived; language ability, personality traits, preparation, and audience interest. Overall, the findings of this study showed that all these four factors did affect the students' oral presentations. Several implications of the findings were discussed: setting a friendly and stimulating class environment to encourage a positive attitude among the audience members and emphasizing fluency more than accuracy while using English.

The ideas and suggestions discussed will provide the lecturers with essential guidelines for improving the students' command of the English language through oral

presentation assessments and help them work their way out of anxiety. There have been some references concern the relation between students' presentation and speaking skills (Asmaruddin, 2018; Fauzi, 2016; Fauzi & Hanifah, 2018; Febriani, 2017; Indrawati et al., 2017; Khoirunnisa et al., 2018; Mali, 2015; Mistar & Umamah, 2014; Muhsin, 2016; Rahimi, 2016; Rizal, 2017; Rustandi, 2017; Sari et al., 2013; Usman et al., 2018; Vebriyanto, 2015; Wilson & Brooks, 2015).

Those studies revealed that the presentation and speaking skill is a set of combination of students' needs. Whenever the students do the presentation, they are directly using their utterances to speak. The concept of presentation as a position is associated with a particular self-motivation from the student learning process. By describing the oral presentation, the students being more demanding in oral than in written assignments and try to be a better learners. Those studies also draw our attention to the various ways in the way how the students perceive presentation as a technique in developing their speaking ability.

Yahay and Kheirzadeh (2015) researched the impact of an oral presentation on learners' fluency and accuracy. It revealed that the outcome of both analyses showed oral presentation could improve accuracy and fluency in students' speaking ability, and the effect size in both measures was large. Besides, the comparison between accuracy and fluency measurement findings and outcome of observation checklists yielded the same result, both of which verified students' speaking improvement.

2.1.4 Studies on Teaching Speaking Skills

Students' critical thinking skills are held in a speaking course to improve their speaking skills in their presentations. These studies researched teaching speaking skills (Apriliyanti et al., 2018; Mauria, 2015; Milchatun et al., 2015; Muslim, 2017; Vitasmoro, 2017) investigated the technique that used to teach speaking skills, they are; role-play, guessing game, simulation technique, and making a video. Those are the study as an alternative in teaching speaking skills.

Based on the findings, teaching speaking skills need the participation of the students to practice a lot. It also has the same purpose to foster their speaking skill, often used in the processing activity. Therefore, the teachers can train them by using those activities. For example, using role-play as the technique to teach speaking skills. The students play a role in a drama, and they have to speak without the script so that they have to remember and try to talk in English. Another example, in making a video, it is an exciting job for the students to train their ability to speak up. The teacher wants them to make a video then upload it on youtube, and somebody can assess them. It can motivate the students to train their speaking ability. Those are the ways how the teacher can use many techniques to teach speaking skills. The studies also revealed some of the factors that make the students challenging to speak: anxiety, less confidence, less interest, less motivation, less vocabulary, etc. That makes the students unable to speak in front of their friends.

From those studies, I can conclude that teaching speaking skills can use many techniques to develop their speaking skills. Some factors made the students challenging to speak: their anxiety to speak, less confidence, less motivation, fewer vocabularies, etc. There is also a relation among motivation, interest, English self-concept, and English speaking performance, making the students speak. The difference between those studies and my research is in the technique and the participant in teaching speaking. My research was held at the university level which the participant has already had basic English spoken to speak English, and the technique used presentation. It becomes a novelty to the previous research to conduct this research. Also, the focus is actually on the critical thinking skill in how the students do a presentation.

2.1.5 Research Gaps

After reviewing all previous studies, I can infer that those studies contribute to this research by realizing critical thinking skills, presentation, and speaking applied to the class. The previous researcher analyzed essential teacher perception of thinking and critical thinking skills in English textbooks. They also examined the problems encountered in the presentation, difficulties faced by the students in speaking English while doing the presentation, and the techniques used to teach speaking skills. Therefore this study differed from them in terms of the research design that I use. It is a case study of qualitative and the concept of students' presentation focusing on analyzing how the students use their critical thinking skills in their presentation in speaking course.

In this research, I decided to conduct students' presentations to analyze their critical thinking skills. I consider the recommendation from the previous researcher to follow up with critical thinking skills to analyze at a higher level, especially in university students. When we look at our era, critical thinking skills become essential to fulfill students' needs to learn something. It deals with the cognitive domain, which encourages students to analyze new information that makes them have their thinking. It highly benefits the readers who will read my research. Besides, they enlighten the knowledge. Critical thinking skills can analyze by combining techniques to make the students use their critical thinking skills.

2.2 Review of Theoretical Studies

In this part, I explain critical thinking, critical thinking skills, presentation, and speaking.

2.2.1 Critical thinking

The research offers a critical thinking process from the participant. Critical thinking is essential to fulfilling to be implemented in the teaching-learning process. Paul et al. (1997) stated, "the intellectual roots of critical thinking stated that date back to Socrates' teaching methods and perceptions about 2500 years ago, who detected by a teaching practice and questioned that people could not logically support their claims different ideas" (p. 11). His teaching practice and probing questioning method is now

known as Socratic Questioning and is the best-known strategy and technique for critical thinking.

Paul et al. (1997) highlighted “the essence of asking deep questions that make people into thinking before accepting any opinion. The significance of questioning, pursuing evidence executing arguments, closely examining discovering the inferences of what is said and what is done, was established by Socrates” (p. 14).

As stated earlier, critical thinking is a vital topic in education today. As a result, schools and school districts seek new and innovative ways of teaching critical thinking skills utilizing the many principles and definitions of critical thinking. Education experts have theoretically analyzed these current principles by Paul and Elder. Critical thinking is distinguished as a careful evaluation and judgment, providing the ability to understand issues and make an appropriate decision fully.

Paul and Elder (2004) argued that “the thinking about any subject, content, or domain that improves itself through disciplined analysis and assessment. The analysis requires knowledge of the elements of thought, and assessment requires knowledge of the standards of thought” (p. 12).

In summary, critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of their thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

Critical thinking is also well-known as reflective thinking, careful consideration in thinking. What is aimed by careful thought is being cautious in deciding on making a judgment. Lipman (2003), as cited in Halimah et al. (2020), stated, “the identification of critical thinking must be accompanied by reasoning, argumentation, and emotion” (p. 5). His definition refers to making a judgment, highlighting the means for doing so – together with its self-correcting nature.

Cottrell (2011) said, “critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes” (p. 2). She noted that the skills and attitudes that she highlights are deeply required in the ability of reasoning. Critical thinking is a tool to make a better decision to analyze information clearly and constructively. Indeed Bailin (2002), as cited in Lai (2011), stated, “a few proponents of the philosophical tradition have pointed out that it is possible to simply “go through the motions,” or proceed to the “steps” of critical thinking without actually engaging in critical thought” (p. 9).

Besides, critical thinking gives some significance. Moon (2008) asserted “critical thinking and its relationship to the educational process had become a central issue” (p. 7). Critical thinking is a fundamental goal of learning. The main benefit of critical thinking is that it encourages active learning by teaching students to think rather than think. Brown (2004) proposed “the objectives of a curriculum in an ideal academic English program should go beyond linguistic factors and develop the art of critical thinking” (p. 8). Ennis (2011) said, “critical thinking is classified as critical thinking

skills and critical thinking disposition. When it comes to skill, it is in the area of the cognitive domain. When it comes to disposition, it is in the affective domain” (p. 10). Lai (2011) argued that “critical thinking skills can only be taught in the context of specific domain” (p. 13). From the definition, I could infer that critical thinking skills are related to the cognitive domain.

Willingham (2007), as cited in Lai (2011), stated, “it is easier to think critically within a given domain than it is to learn to think critically in a generic sense” (p. 13). This study focuses on critical thinking skills, and I develop the meaning of critical thinking skills by some experts.

2.2.2 Critical thinking skills

Critical thinking skills require a cognitive domain. Avery (1994) stated, “critical thinking skill is one of the main components of thinking skills” (p. 27). Therefore, Paul et al. (1997) stated: “the word "critic" comes from the Greek "Kritikos," which means "able to evaluate" (p.7). The definition of critical thinking skills has changed over the years. There are many definitions of critical thinking skills from various fields, started by cognitive psychologists. Now, philosophers, behaviorally oriented psychologists, and content specialists have joined the discussion from cognitive psychology. Crenshaw et al. (2011) stated, “critical thinking skills as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, evaluate arguments and solve problems” (p.23).

Hatcher (2015) argued that “critical thinking skills try to arrive at a judgment only after evaluating alternatives to available evidence and arguments” (p. 20). On the other hand, Hughes and Lavery (2008) see critical thinking skills as "cognitive skillful, responsible thinking that facilitates good judgment because (a) it relies upon criteria, (b) it is self-correcting, and (c) it is sensitive to context. Critical thinking skills are a process that supports belief and action” (p.14). Fisher (2001) asserted “critical thinking skills depend on belief in its value and attitudes” (p. 2).

Critical thinking skills can be considered as a piece of the problem-solving scheme. According to Mcwhorter (2010), “there is a linear process of evaluation in problem-solving, allowing the inquirer to make each stage of the linear problem-solving process easier” (p. 26). In brief, Critical thinking skills are essential in using intellectual tools at the university level by which one appropriately assesses thinking. In this case, by utilizing critical thinking skills, students can use the intelligent tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking.

Critical thinking skills play significant roles in learners' academic achievements and their active life in the workforce after graduation. Cottrell (2011) defined “there are several benefits of critical thinking skills, the benefits pointed out the ability to improve in communication more easily” (p. 5).

Facione (2011) stated, “the following skills create critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation” (p. 12). Facione noted that these following skills create critical thinking: (1) Interpretation is the ability to comprehend the information. For example, the students can describe a problem without bias, identifying an author's purpose, theme, or point of view; (2) Analysis can identify the main argument presented. For example, the students can identify the similarities and differences between two statements and seek the solution of a given problem; (3) Evaluation is the ability to improve themselves to have a better appearance; (4) Inference is the ability to identify and secure elements needed to draw reasonable conclusions. For example, the students can conclude the information based on the argument presented; (5) explanation is the ability to communicate the process of reasoning to others. For example, the students can communicate their ideas to the audience; (6) self-regulation is the ability to monitor and manage thought, feeling, and behavior. For example, the students can examine and correct an inference they have drawn and review and reformulate one explanation.

I believe that critical thinking is a complex process from this theory, and it is generally higher-order thinking cognitive processing. Finally, the critical thinking skills identified by Facione (2011) were used in this study because the theory most closely matched the definition of critical thinking skills that I have adopted. So this theory guides this research to achieve the objectives of the research.

2.2.3 Student's Presentation

One of the teaching-learning techniques which are almost used at the undergraduate level is students' presentation. The presentation can be defined as showing and explaining the content of a topic to an audience of learners.

Alshare and Hindi (2004) stated, “student's presentation in the classroom becomes an essential element in delivering positive learning experiences” (p. 7). Mc Keen et al. (2002), as stated in Alshare and Hindi (2004), argued that “graduate students suggested that one of the most important initiatives for improving curricula in universities was enhancing communication and presentation skills” (p. 8). In brief, This definition reflects the steps the activities used in oral presentation courses to develop students' speaking skills that the presenter should consider. That is delivering the vital matter at the beginning of the presentation and giving the details. The presenter has to master the material and know-how to communicate it to another student.

Girard and Pinar (2012) stated, “students could gain knowledge from the research. They and other students perform and observe the other presenters' strengths and weaknesses to develop better communication and presentation skills” (p. 4). The presenter should communicate the topic of a particular subject with the audience orally, and the presenter should use non-verbal communication to help them deliver the message.

It can conclude that presentation is a technique used to deliver the message by speaking in classroom practice. Usually, students or teachers use this presentation technique to provide the material. The presenter might use media to help in giving a presentation.

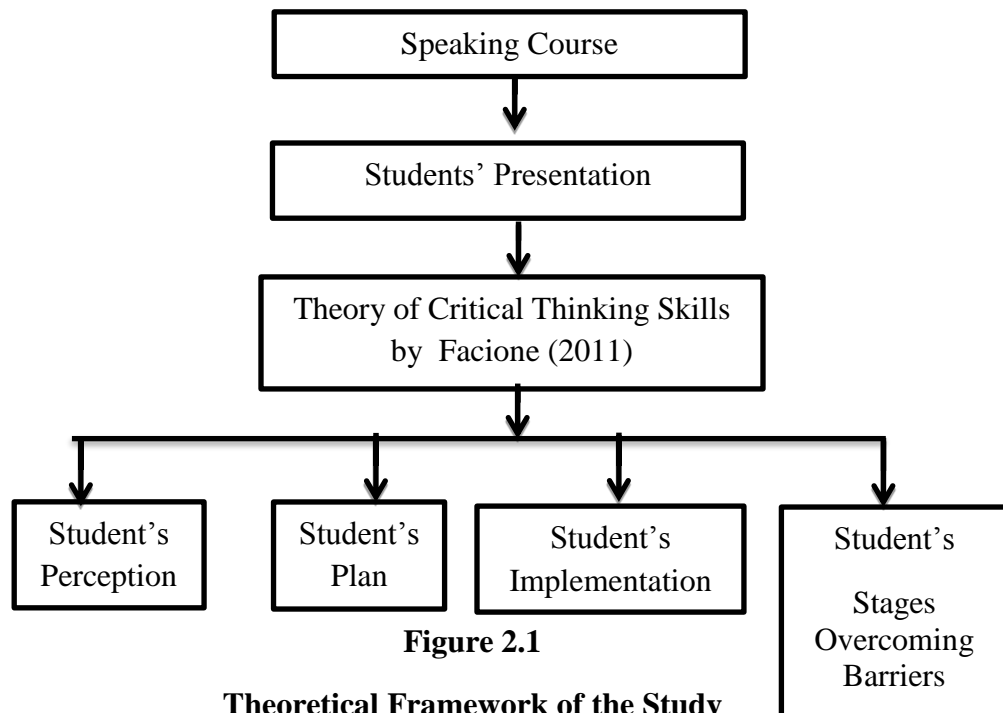
2.2.4 Speaking

Speaking is an essential skill to use in joining the learning activities. According to Brown (2004), “speaking is one of the four primary skills required for actual communication in any language, chiefly when presenters are not employing their mother tongue” (p. 30). It concluded that speaking is a process and activity to deliver the meaning or message to others by uttering the sounds. The message is successfully transferred if the interactive process of constructing meaning involves producing and receiving, and processing information. Speaking is a skill that the students should have as their basic to use English orally.

Speaking skills were assessed in students’ presentations, especially for the third-grade students at IAIN Pekalongan conduct in a speaking course named *Introduction to English Literature in Language Education*. Besides, the goal of the course is to make the students understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about literature. The purpose is to make the students present and speak in English in front of the classroom and use their critical thinking skills in their presentations.

2.3 Theoretical Framework

The theoretical framework is a structure that supports all theories of a study. The theoretical framework introduces and describes the theories underlying this Thesis. This study begins with a theory that explains the concept of critical thinking. Facione (2011) defines “the following skills to create critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation” (p. 12). The theory is used to analyze students' perceptions, plans, implementation in their critical thinking skills and presentation, and overcome the barriers. This theoretical framework aims to strengthen the previous explanation of theories. The scheme can be illustrated below



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology used in this study. It covers the research design, setting, subject of the study, the object of the study, roles of the researcher, methods of collecting data, instruments for collecting the data, method of analyzing the data, and triangulation.

3.1 Research Design

This study is a qualitative case study, particularly a classroom case study of the third-grade semester students. Thus, this study is qualitative under the case study approach conducted in a single classroom consisting of thirty-nine students. I started this research from 20th September 2020 to 27th October 2020 (around one month).

As mentioned previously, I observed and then analyzed all the process occurred in classroom activities. As stated in Creswell (2012), “the case (s) are bounded by time and activity, and researchers collect detailed information using various data collection procedures over a sustained period” (p. 204). As the theory mentioned, I believed that a case study was suitable for this research because, in this study, I explored in-depth a process of the implementation of critical thinking skills in students' presentations.

Table 3.1 Research Procedure

Stages	Activities
Planning	<ol style="list-style-type: none"> 1. Identifying research problems 2. Reviewing the literature 3. Having pre-observation as the preliminary study and introduce with the participant. 4. Analyzing the document Here, I analyzed the lesson plan given by the lecturer to know about the course. 5. Developing instruments to get the data and reach the objectives of the research.
Data collection methods	<ol style="list-style-type: none"> 1. Questionnaire I distribute the questionnaire in the form of a google form for the students, then classify their answers, and lastly, I conclude the responses from questionnaires.

	<p>2. Interview</p> <p>The interview was used to determine the lecturer's point of view about students' critical thinking skills also his steps to overcome the barriers in teaching critical thinking skills. I also interviewed the students regarding their perception, plan, and the implementation of critical thinking skills in their presentation. The section took in virtually by zoom meeting.</p> <p>3. Classroom observation</p> <p>I noted the whole activities in the classroom from the lecturer begin the classroom, question and answer discussion, and finally, the lecturer closes the classroom activity. (Due to</p>
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	<p>COVID-19, the class started in an online course using zoom meeting/ google meet to discuss the task, question and answer also happened in this forum and students' presentation in the form of video and uploaded on youtube.</p>
<p>Data Analysis and Reporting</p>	<p>All the data were analyzed by using a qualitative approach.</p>

In the planning stage, I have already done pre-observation as the preliminary study to conduct this research. I also have already arranged the instruments for collecting the data. The instruments also have already been validated by two experts. They are the lecturers who already get a doctoral degree and have experience teaching at the university level. The purpose is to make sure that the instruments are suitable to give to the participants.

The second stage is the data collection stage. This stage takes longer than the first stage. In collecting the data, I have used an open-ended questionnaire. The purpose is to get the data about the perception, plan, and students' stages used to overcome the

barriers in their use of critical thinking skills in their presentations. Moreover, to collect the data about implementing critical thinking in students' presentations, I observe every activity done by the students. By doing all the activities in the data collection stage, I believe that the data is reliable and valid since I conducted three data collection instruments.

The last stage was the data analyst and report. It gathered, classify, analyze, and report qualitatively. I did triangulation to support one finding to others. In this stage, I described every finding. Furthermore, the data collection was complete and understandable.

3.2 Research Site

The research site of the study is IAIN (*Institut Agama Islam Negeri*) Pekalongan, located in Pekalongan regency. This institution becomes one of the state institutions among private and public institutions in the Pekalongan regency. The institution's reputation is categorized as a good institution, proven by the students' output and performance. It can be seen from the graduation and alumni of this university who graduates bachelor of education, economics, law, and communication specialized in Islamic majors. One of the majors in IAIN Pekalongan is the English Tadris department or the English education department. It is a new department that has not graduated from the students yet. Although it is a new department, the students showed their quality in

some competitions, from local until national. The students joined those events. It can be said that among some aspects shaping good credibility in students' activeness.

Another exciting factor found in this department is the students' achievement in their GPA score. Most of the students got a good GPA score. It can be said that the students had good ability in understanding the material since some task was long and complicated. In some meetings, the students were required to understand the material well. The students should pass the test too. Most of the students showed theirs understood to finish the task and did the final examination. During this pandemic, all of the activities held online followed and achieved the goals of learning. These facts proved that the students are already equipped with good knowledge, follow technology, and finish their job well. I assumed that the students have an excellent motivation continuously to develop their ability in limitation.

I was reviewing those potential aspects owned by this department. Conveniently I chose this university to become the site of the research. I asked the English department head, named Ibu Dewi Puspitasari, M.Pd, to study in this department, and she allowed me to conduct the research. The research attempted to explain how the students perceive, plan, and implement critical thinking skills in their presentation and how they overcame the barriers in using critical thinking skills.

I research the speaking course, the name of the course was "Introduction to English Literature in Language Education" with the course outcome, as follows: 1)

Students understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about literature. 2) Students can use critical thinking skills and communicate verbally in public using English to develop the academic and the world of work. 3) Students have a positive attitude to communicate verbally in public using English.

As mentioned above, from the outcome of the course, I could conclude that critical thinking skills played an important role in analyzing the literature. Besides understanding and applying their curiosity about literature, I have to explain what they knew to the other students or the people. I also believed that to analyze the material in literature, students also used their interpretation skills, inference skills, self-regulation skills, and evaluation skills to draw the finding from their analysis.

3.3 Research Subject

To recruit the participant for the research, I interviewed the lecturer. The study population is three classes, and there are TBIG-A, TBIG-B, and TBIG-C, a total of 120 students (TBIG abbreviation meaning of *Tadris Bahasa Inggris Group*). Using purposive sampling, The lecturer told me that TBIG-C has thirty-nine students who show their willingness to use their critical thinking skills in the learning process and have applied students' presentations in-class discussion activities. Therefore, this research focused on explaining students' perceptions, plans, and implementation of their critical thinking skills in their presentations.

The current research also involved Mr. Ahmad Burhanuddin, M.A., an English lecturer of IAIN Pekalongan. He had seven years of experience teaching English. The concept of students' presentation was one of the manifestations to lead the class in teaching critical thinking skills to the students.

3.4 Units of Analysis

To reveal each of the research questions, I use different units of analysis, as follow :

1. The unit analysis of students' perception was in students' statements when responding to the questions through open-ended questionnaires and interviews.
2. The unit analysis of students' plans was of students' statements when responding to the questions through open-ended questionnaires and interviews.
3. The unit analysis of the implementation of critical thinking skills in students' presentations in the form of field notes from classroom observation and students' observation checklist that I conduct in the actual activities in the classroom in zoom meeting and google meet.
4. The unit analysis of students' stages to overcome their barriers is in students' statements when responding to the questions through open-ended questionnaires and interviews.

3.5 Role of the Researcher

In this study, I played the role of an observer, data collector, and data analyst. Firstly, I observed the activity. Due to COVID-19, the class was held in online meetings through zoom meetings, moodle, and google meetings. My focus was on zoom meetings and Google meetings in observing the classroom activity because from these two platforms, the students spoke in English and showed their use of critical thinking skills. Secondly, as a data collector, I gathered the data through instruments, and thirdly I analyzed and drew the findings.

3.6 Data Collection Methods

To collect the data, I use some methods. They are open ended-questionnaire, classroom observation, student observation, and interviews. Here is the explanation of each technique.

1. Questionnaire

The questionnaire consists of a list of questions or statements that must be responded to by the students. The questionnaire was an open-ended questionnaire. It was used to gather students' responses about their perception, plan, and stages to overcome their barriers in their critical thinking skills in their presentation. I used an open-ended questionnaire where the respondents gave free-form answers on the lists of structures. This type of questionnaire was used to collect detailed responses from the students. It prompts them to answer with

sentences or stories and giving deeper new insight. The format of this questionnaire consists of student's perceptions of the concept theory, their act, their behavior, the effect perceived, their experiences, and their expectations of the activity. For the guidelines, please see table 3.4. I distributed the questionnaire sheets in the form of Google Forms. They can access online, easy and paperless, and I used ethical codes when distributing the questionnaire.

2. Classroom observation

I used classroom observation to observe, collect and note certain events or actions in the classroom. It presented more explanation of the situational context in the classroom that contains helpful information about the actual implementation of how students use their thinking skills in doing presentations. I focused on noting critical thinking that shows by the students. It covered several aspects of Facione's (2011) theory, such as Interpretation, analysis, evaluation, inference, explanation, and self-regulation.

The note contained what I see, hear, experience, and thought about during observations. I also used video recording to support my process of collecting the data. I was sure that the classroom activity record was the supporting note for further process. For the guidelines, please see table 3.5.

3. Students observation

While noting the activities, I also use students' observation to check students' activity during the learning process. It prompts to sum up the activity of the students. For the guidelines, please see table 3.6.

4. Interview

I interviewed the students to provide an in-depth understanding and exploration of how they perceive, plan, and overcome their barriers when using critical thinking skills in their presentations. When the interview is being held, I used the zoom meeting. I interview students to get their responses. Therefore I use personal interviews by arranging schedules with students, but some students didn't have a good signal when the zoom meeting was held, so I used Video-call and voice notes via Whatsapp messenger. I also interviewed the lecturer regarding how the lecturer perceived teaching students to use critical thinking skills in their presentation. In this research, the interview was used to strengthen the information from the lecturer and the students. For the list of interview questions, please see appendices 21 and 25.

5. Schedule of data collection method

The class starts every Thursday at 1.30 PM, and the lecturer used mixed meeting media. Here are the details:

Table 3.2
Meeting media

No	Meeting	Media
1	29 th September 2020	Zoom meeting
2	5 th October 2020	Moodle and ask students to submit video presentations on youtube
3	13 th October 2020	Google meeting
4	20 th October 2020	Google meeting

The purpose of using different media in every meeting was to avoid boredom in the learning process. In an online meeting, the students and lecturer face barriers: wrong signal, video freezing, unclear voice, the limitation of pulses, etc. That ignores the learning process, but the class continues, and the students follow the online class seriously.

Table 3.3
Schedule of data collection method

No	Date	Activity
1	20 th September 2020	Interview with the lecturer. Decide the schedule to gather the data.
2	29 th September 2020	<ol style="list-style-type: none"> 1) Joined classroom activity in zoom meeting 2) Introduce myself to the students 3) I did classroom observation. 4) Observed the situation of the classroom; teaching-learning activity. 5) Observed and noted the guidance of the lecturer from the opening until the course

		<p>ended. He instructed the students to do several activities.</p> <p>6) Observed and noted the response from the students.</p> <p>7) Observed and noted students' activeness which shows their critical thinking skills when giving feedback to the lecturer.</p>
3	5 th October 2020	<p>1) I did the students' observation checklist from their finish task. The task was to explain a short story given by the lecturer, recorded in the video then uploaded on youtube. This activity had the purpose of gathering data about the implementation of critical thinking skills in their presentation.</p> <p>2) Did interview with the lecturer in zoom meeting regarding his opinion about students' critical thinking skills; his strategy to teach, solving problems, perception, and strategy.</p>
4	13 th October 2020	<p>1) I did classroom observation and checked students' activity to see their discussion on google meet. This activity aimed to gather data about implementing critical thinking skills in their presentation, especially in the discussion section.</p> <p>2) I distributed open-ended online questionnaires to the students in Google to gather the data about the perception, plan, and students' stages in overcoming the barriers in their critical thinking skills in their presentation.</p>

5	16 th & 17 October 2020	1) I interviewed the students to gather data about their perception, plan to use their critical thinking skills in their presentation, and their stages of overcoming the barriers in the use of critical thinking skills in their presentation
6	20 th October 2020	1) I observed and noted the implementation of students' critical thinking skills in their presentation in the form of video 2) I checked the point of the activity that shows their critical thinking skills.

3.7 Instruments for Collecting Data

The instruments gather the data through open-ended questionnaires, observation field notes, student observation checklists, and structured interviews. The instruments had been designed by me and have already been validated by two experts' judgments. Here is the explanation for each instrument, as follows:

1. Questions of the open-ended questionnaire

- (1) To gain the data about students' perception, plan, and stages in overcoming their barriers in using critical thinking skills in their presentation. I employed an open-ended questionnaire that the list of the questions was modified from several types of research, as follows :

- a. Insight Assessment published the test manual for the California critical thinking skills test (2009) cite in Facione (2011). These guidelines helped me reveal students' perceptions in their use of critical thinking skills in their presentations.
- b. Chivers and Shoolbred (2007) These guidelines helped me reveal students' plans in using critical thinking skills in their presentations.
- c. Aliakbari & Sadeghdaghighi (2013) and Widyastuti & Mahaputri, (2015). These guidelines helped me reveal students' stages in their use of critical thinking skills in their presentations.

In combining those guidelines, here are details of the guidelines of the questions :

Table 3.4

Questionnaire guideline

Number of Questions	Questions Guidelines
1	Define students' mastery of critical thinking skills and presentation
2	Define the importance of critical thinking skills in students' presentation
4	Define the strategy used of critical thinking skills in students' presentation
5	Define the plan of students' critical thinking skills in their presentation
6	Define the implementation of critical thinking skills in students' presentation
7	Define the stages of how students overcome the barriers.

For the details of the open-ended questionnaire, please see on this link <https://bit.ly/Q-Persepsi> or you can see in appendix 1. During COVID-19, I distributed the questionnaire in a google form that can be accessed online.

2. Classroom observation field note

- 1) To gain the data for answering the third research question about implementing critical thinking skills in students' presentations. I employed an observation field note and students' observation checklist using theory from Facione (2011). These are the highlight of points that were observed:

Table 3.5
Guidelines of field note classroom observation

No	Items
1	Lecturer's guidance
2	Presentation and condition of the classroom
3	Discussion and activeness of the students <ul style="list-style-type: none"> - Question and answer section - Critical thinking skills assessed in this activity (see table 3.6 for the details)
4	Feedback from the students and lecturer
5	Review from the lecturer

2) Students' observation checklist

It prompts to strengthen the implementation of students' critical thinking skills in their presentation. For the details, as follows :

Table 3.6
Students' observation checklist

No	Items of checklist	Yes	No
1	The students can speak English fluency		

2	The students know the material and objectives of the learning		
3	The students follow instructions from the lecturer		
4	The students follow classroom activities		
5	The students work by self		
6	The students work in a group		
7	The students use their critical thinking skills		
8	The students practice their interpretation skills in their presentation		
9	The students can understand the material from the presentation		
10	The students practice their analysis skills in their presentation		
11	The students can ask the question to their friends regarding the material by a comment on the video presentation		
12	The students practice their inference skills		
13	The students can conclude the material		
14	The students practice explanation skills		
15	The students can explain their presentation		
16	The students practice evaluation skills		
17	The students can comment on their friends' performance		
18	The students can evaluate their friends' performance		
19	The students practice their self-regulation skills		
20	The students can review the material		
21	The students give feedback on their friends' performance		

3) Questions of the structured interview

This instrument was used to strengthen the data about students' perceptions, plans, and stages in their critical thinking skills in their presentation. For the details of the questions, please see appendix 2. I also asked some questions through interviews with the lecturer. For the details, please see appendix 3.

3.8 Procedures in collecting the data

To conduct this study, I met the head of English Tadris in IAIN Pekalongan. I asked permission to conduct this study. After getting permission, the head asked me to bring the letter of observation from Unnes. After that, I do several stages. There are as follows:

1. I have conducted the pre-observation and pre-interview sections to know the actual situation of the classroom activity, which implements “students’ presentation.” To get permission from the lecturer to conduct this study regarding analyzing students’ perception, plan, implementation, and students’ stages to overcome the barriers in using critical thinking skills. The purpose of pre-observation is the preliminary study to conduct this research. I collect the fact while observing classroom activities by taking notes (field notes) and classroom documentation. The function of the field note is to sum up, all the activities in the classroom. I conducted a pre-observation in February 2020. For the letter of observation statement, please see appendix 27.
2. I asked the lecturer to have the document to be analyzed. The document is RPS which involves the syllabus, scoring rubric, lecturer’s note, and reflection.
3. I decided to gather the data through the instruments (questionnaires, interviews, and main classroom observation to reach the research objectives). After the data was collected, I analyzed for each instrument to achieve the study's goals. Lastly, I explained the findings of the research in chapter IV.

3.9 Procedures in Analysing the data

After getting all data needed, I analyzed the data in line with the theoretical framework based on theoretical studies by Facione (2011). According to Cohen et al. (2000), “analyzing the data of case study using thematic analysis which involves generating natural units of meaning, classifying, categorizing, and ordering the units of meaning, structuring narratives to describe the content, and interpreting the data” (p. 190). After collecting data, I focused on referring to the formulation of the research problem and displayed the data in the finding. They could be described as follows :

1. It is classified and categorized the answers from the students from open-ended questionnaires.
2. Analyzed the classroom practices by observing field notes and students’ checklist activities.
3. I transcribed the interview with the students and lecturer.
4. Analyzed all of the data and wrote the findings of the research objectives.
5. Conclude the research.

3.10 Triangulation

Triangulation is the use of two or more data collection methods to study some aspects of research. Cohen et al. (2000) argued that “triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research” (p. 189). It is

needed to enhance confidence in ensuring the findings. To validate my data, the triangulation method applied in this study are :

1. Data triangulation

This procedure is in collaborating the findings with similar data sources to check out its consistency. In this research, my data gather from the responses of open-ended questionnaires, classroom observation, interview analysis, and responses of close questionnaires. Each instrument answered the research question.

2. Investigator triangulation

In implementing this type of triangulation, the data are discovered independently by the observer. In this case, I Engaged two experts in analyzing the instruments and their data quality by giving them a set of questionnaires, observation, and interview lists. It aimed to determine the instruments' accuracy, naturalness, and clarity and the data analysis itself. Indeed, the careful use of expert judgment can lead to more detail and validity of the data and its interpretations about the quality of the instruments.

The experts' judgment is two of the English lecturers. Their name are Dr. Pradnya Permanasari, S.Pd, M.Pd, and Dr.Sarlita Dewi Matra, S.Pd, M.Pd. They choose to conduct the triangulation in this study due to their educational background in English education and their experience as an English lecturer. For the details, please see appendix 29.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussions from the data analysis gathered from the questionnaire responses, interview responses, field notes of the class observation, transcripts of the interviews, and document analysis. The findings lead to answering the four research questions related to students' perception, plan, implementation, and students' stages to overcome the barriers in their use of critical thinking skills in their presentation. The discussion part reports the interpretation of findings that are related to the theories and relevant studies. The findings and discussion of the data are presented below.

4.1 Findings

This section presents findings of the four research questions in this study related to students' perception in their use of critical thinking skills in their presentation, students' plan in their use of critical thinking skills in their presentation, students' implementation in their use of critical thinking skills in their presentation and students' stages to overcome the barriers in their use of critical thinking skills in their presentation. The organization of the findings follows the research question number are presented below.

4.1.1 Students' Positive Perception of the Importance of Critical Thinking Skills in their Presentation

In gathering information about student's perceptions, I employed open-ended questionnaires and interviews. I formulated some questions related to students' perceptions of their critical thinking skills in their presentations. I distributed the questionnaire to the students and asked them to answer the questionnaire based on their opinion relating to the questions. From the questionnaire, some information was obtained regarding their perception.

4.1.1.1 Students' Understanding of Critical Thinking Skills and Presentation

First, I asked about their understanding of critical thinking skills. For the details, please see Table 4.2 in Appendix 3. Here are the exemplary responses :

- 1) *a. Critical thinking is viewed from many aspects, to think straightforwardly, carefully, and deeply in response to what we receive. (Student #2, questionnaire, 131020)*
- b. Critical thinking is an attempt to be responsive in considering and deciding something, responding to the thoughts and theories we receive. (Student #3, questionnaire, 131020)*

In 1) a, the student assumed that critical thinking skills could see a problem from various points of view by considering the good/bad of the idea. In 1) b, the student saw critical thinking skills to respond to other people's responses in a good, systematic, rational, logical, and acceptable to many people.

It concluded that their perceptions of critical thinking skills were positive and varied widely. They can define critical thinking skills as their meant to analyze problems well. They also realized that critical thinking skills played an important role for them. They were required to think at a higher level in solving a problem.

In the following question, the students were asked about the definition of presentation, caused based on my research needs. This technique is used to attract their used of critical thinking skills. For the details, please see table 4.3 in Appendix 4. Here are the exemplary responses :

- 2) a. *A presentation is a form of public communication regarding a problem or topic carried out in front of the crowd verbally and formally to explain, invite, persuade, and influence the audience (Student #9, questionnaire, 131020).*
- b. *Presentation is a form of communication in front of many people by submitting information to others. (Student #17, questionnaire, 131020).*

Based on the explanation from the questionnaire, in 2) a, the student knew and conducted a presentation on several occasions. In 2) b, the student defined presentation as an activity to convey information, idea, or thought with a specific purpose. The presentation also speaks in front of the audience / many people about a topic or information. It concludes that the students were familiar with the presentation. This technique assesses their critical thinking skills, how they interpret, analyze, evaluate, explain, infer, and self-regulate seems on this activity.

4.1.1.2 Students' Perception of the Importance of Critical Thinking Skills in Their Presentation

In the following question, the students asked about the role of critical thinking skills in their presentation. For the details, please see table 4.4 in Appendix 5. Here are the exemplary responses:

3) *a. In my opinion, critical thinking during a presentation is important to explore deeper problems, gain new knowledge that may not be explained by the speakers and learn to analyze through independent identification and idea development. (Student #9, questionnaire, 131020)*

b. The importance of critical thinking skills during a presentation is that the presenter can carry out his presentation well and smoothly, can answer questions posed by the audience well and straightforwardly so that it is easy to understand and understand. (Student #23, questionnaire, 131020)

In 3) a, the student perceived presentation as the chance to practice English speaking skills confidently and deliver the material in doing presentations. In 3) b, the student assumed critical thinking skills help overcome the challenge in doing the presentation. It concludes that they have to present the results which they have found when analyzing their work. Critical thinking skills played a role when they explained the information of the presentation. Automatically, they used their thoughts aloud so that what they delivered can be understood by their friends. It requires practice and good analytical skills to create harmony between what is conveyed by the presenter to friends.

To make my data strong, I have an interview section that will provide other opinions and ideas about how students perceived their critical thinking skills in their presentations. For the details, please see Appendix 23. Here are the exemplary responses:

4) *a. In my opinion, when we use critical thinking skills, we can convey and understand existing information, presentations can run well as they should, able to overcome obstacles that may occur during the presentation. (Student #6, Interview, 161020)*

b. Using critical thinking skills, the presenters will understand the material, but the audience will also understand the material presented in detail. (Student #8, Interview, 161020)

From the interview results above, in 4) a, the student believed that critical thinking skills would lead them to be more active and critical and solve problems, especially when they made presentations. It was important when used to deliver material/discussion. In 4) b, the student assumed that critical thinking skills help choose selective information, so that is a sense of curiosity to know the existing evidence thoroughly. It concludes that the students perceived positively using critical thinking skills in their presentation. They see critical thinking skills as a logical basis for a solid argument, exploit potential in seeing problems, solve problems, create and realize selves, and give a positive response that was also logical and accepted or understood well. The students saw critical thinking skills as their need during presentations. They realized that critical thinking skills were part of the presentation, especially when faced

with different understandings. Critical thinking skills were seen as exploring one's potential to master the situation to do a good presentation.

4.1.1.3 Students' Perception of the Importance of Mastering Six Critical Thinking Skills

In the following given question, I asked about their opinion about mastering six skills that must be learned when using critical thinking skills, and these were the answers from the students' interview script, as follows:

5) *a. In my opinion, the elements contained in critical thinking should be utilized in life, especially as students who always do a presentation. We have to apply the elements that exist in critical thinking skills. I was starting from the first step to the next step. All elements are very influential on critical thinking that we have like that. Usually, all elements have benefits for us to think critically, as the need for ideas. Using each critical thinking skill, we will find easy ways to see new ideas that we can develop to get ideas. When we do, for example, research or mix issues with our critical thinking to get the latest information to foster solutions. Critical thinking can also enable high creativity by processing and evaluating to find a way out. (Student #1, interview, 161020)*

b. The six skills are very important because they are interrelated. For example, we don't have explanation skills, so we think we can't conclude, then if we can explain but can't conclude, it's the same, so the explanation was round and round. (student #2, interview, 161020).

From the students' answers above, in 5) a, the student assumed to master the six skills to use critical thinking skills. If one of them is not fulfilled, it will be less in using critical thinking skills. In 5) b, the student assumed that the six skills are influential in the decision-making process after analyzing critical thinking skills, especially when

making presentations. In describing the work that students, skills in critical thinking have done are interrelated.

It concluded that the students understood how they use their critical thinking skills in the presentation. They can understand the material in the first position, followed by analyzing and evaluating something. They believed that this ability would be the main thing to use their critical thinking skills, followed by their English speaking skills which will complement their presentations and create presentations using their critical thinking skills.

Next, I asked the students about the importance of interpretation skills in presentations. An interpretation was one of the skills needed to have critical thinking skills. Interpreting information before it is analyzed, as the first step to gauging the meaning of that view so that we will have an insight into the information we get. When doing the presentation, interpreting was the main thing students must do to comprehend the presented material. For the details, please see table 4.6 in Appendix 7. Here are the exemplary responses:

6) *a. It is important, we interpret ourselves according to ability but not exaggerate. (Student #10, questionnaire, 131020)*

b. It is important because the importance of a material or the essence of the material being discussed will be determined in this interpretation process. (Student #8, questionnaire, 131020)

Based on their responses, in 6) a, the student viewed that interpreting could help gain knowledge, refine theories, strengthen arguments, express and formulate

questions clearly, collect, assess, and analyze data effectively. In 6) b, the student believed that interpreting was one skill that must be mastered when making presentations using critical thinking skills. Their answers show that they agreed that interpretation was important to have.

Next, I asked the students about the importance of analysis skills in presentations. It was the ability to identify the main argument presented. Please see table 4.7 in Appendix 8 for the details. Here are the exemplary responses:

7) *a. It is important because if we cannot analyze an answer from the audience, we don't know what they are asking and what we want to answer. (Student #2, questionnaire, 131020)*

b. Yes, it's important. Because in the presentation, there are people who explain, ask questions or argue. So we must have the ability to analyze so that we do not mistake people who describe, request, or reason. (Student #4, questionnaire, 131020)

In 7) a, the student stated that analysis is important to identify the information presented. In 7) b, the student tends to use their analytical skills to identify information, make arguments based on the analysis results, and try to respond to their audience during the question and answer session in a presentation. It concluded that the students have a positive perception of analysis skills. They thought that the ability to analyze has an essential role in the presentation. Without analysis skills, the material provided will be absorbed raw so that a lot of information is missed.

Next, I asked the students about the importance of inference skills in presentations. It was the ability to identify and secure elements needed to draw

reasonable conclusions. Students' responses through questionnaires, please see table 4.8 in Appendix 9, for the details. Here are the exemplary responses:

8) *a. It is important because the conclusion is the essence of the presentation material and may be helpful for audiences who do not understand it. (Student #6, questionnaire, 131020).*

b. Yes, concluding at the end of the presentation is very important. Apart from explaining the content of our presentation, concluding also aims to understand the listener or audience who was initially confused and provide a more precise explanation. (Student #25, questionnaire, 131020).

From their answers, in 8) a, the student saw that it was important to make conclusions based on what they had learned. In 8) b, the student assumed that this ability is obtained after students could analyze the information then they concluded. It concluded that the students believe that Inference skills can find out the core / overall points of the discussion discussed, reinforce the purpose of presentation, know the clarity or essence of the material presented. It can convey information concisely and quickly understood by the audience. When a wrong conclusion is drawn, the steps taken will be wrong and not following the analysis.

Next, I asked the students about the importance of explanation skills in presentations. It is the ability to explain something. It was seen as the essence of a presentation. Presenting information to audiences requires precise data so that what is conveyed becomes an accurate source to be trusted. Students' responses through questionnaires in table 4.9 Appendix 10 showed that they used their critical thinking skills. They must be able to have the ability to explain where this ability must be

trained, such as trying to present in front of a mirror, trying to participate in some activities that require speaking, so that they created abilities to explain things well and right. Here are the exemplary responses:

9) *a. When conveying information to the audience, we must speak well, clearly, and straightforwardly to not understand what the presenter said. (Student #6, questionnaire, 131020).*

b. Important, If we cannot explain the information correctly, the information received by the audience will also be wrong and will be a misunderstanding (Student #11, questionnaire, 131020).

In 9) a, the student believed that to explain something to their audience, the presenter must master the material first, prepare mentally, and have a qualified source so that the purpose of illustrating the information will be conveyed. In 9) b, the student assumed explanation need clear communication to avoid misunderstanding. Therefore the importance of explaining must be owned by students to use their critical thinking skills during presentations.

Next, I asked the students about the importance of evaluation skills in presentations. It is the ability to evaluate an author's or speaker's credibility to determine the information or as a tool for introspection to have a better appearance. Based on the students' answers in the questionnaire in Table 4.10 Appendix 11, evaluation was important to improve themselves. Here are the exemplary responses:

10) *a. I think the evaluation is critical. We can assess what needs what is missing from our presentation and can be reduced to look perfect. (Student #3, questionnaire, 131020).*

b. Evaluation is an activity to assess something (Student #35, questionnaire, 131020).

Based on the answers, in 10) a, the student viewed evaluation to find out the weaknesses and strengths in the representation. In 10) b, the student viewed evaluation as a tool to assess themselves and understand/analyze/explain something to others. Furthermore, they have understood how to evaluate deficiencies and minimize mistakes made. Students' perceptions showed a positive impression of their ability to evaluate.

The last, I asked the students about the importance of self-regulation skills in presentations. It was the ability to monitor one's thinking and correct flaws in logic. This one is enormously remarkable because it allows students to use their critical thinking to improve their thinking. Based on students' responses in table 4.11 in Appendix 12. Here are the exemplary responses:

11) a. It is important because self-regulation is necessary before, during, and after the presentation. Appearance is also a particular value for the audience. (Student #6, questionnaire, 131020).

b. Yes, it is important, the ability to organize ourselves during the presentation aims to maximize the presentation we do so that it runs smoothly, successfully without obstacles, so that what we plan at the beginning will not cause disappointment at the end (Student #12, questionnaire, 131020).

In 11) a, the student assumed self-regulation as a role not to exceed the limit, control, or keep themselves from going overboard in everything, organize and re-examine the results of thoughts. In 11) b, the student argued self-regulation was the ability to organize self to present successfully. It concluded that the students assumed

self-regulation as a tool to control, manage, and re-examine what has been presented to make better presentations.

Hence, the obtained questionnaires and interviews reveal that both students generally believed that using critical thinking skills as an aspect of cognition to be entrenched in students' ability to discover the truth or falsity of statements and look for evidence that will show the truth. Critical thinking skills are needed for the students to do presentations. There will be found arguments from the audience. Some statements are so strong that we need critical thinking skills to make the logical strength of an idea in the presentation.

4.1.2 Students' Planning for the Use of Critical Thinking Skills in Their Presentation: Preparing the Schema, Skills, and Practising

Revealing students' plans in their use of critical thinking skills in their presentation were crucial, and the important factor is that planning needs to be contextualized to the learning environment. I employed open-ended questionnaires and interviews. The questionnaire has obtained some information regarding their plan. For the details, please see table 4.12 in Appendix 13. Here are the exemplary responses:

12) a. Preparing the material, understanding the material, preparing mentally, preparing for ice breaking, and preparing prizes. (Student #1, questionnaire, 131020).

b. In planning critical thinking skills in the presentation, we can do these steps, as follows: 1) Looking for a clear statement of each question, 2) Looking for reasons, 3) Trying to know the information well, 4) Use credible sources, 5) Pay

attention to the situation as a whole, 6) Trying to stay relevant to the main idea, 7) Given the genuine and fundamental interests, 8) Looking for alternatives, 9) Have an open mind and attitude, 10) Take a position when there is sufficient evidence to do so, 11) Be systematic and orderly with the parts of the whole problem. (Student #18, questionnaire, 131020).

Based on the questionnaire, in 12) a, the student stated that planning to use critical thinking skills by sharpening in preparing the needs in presentation. In 12) b, the student plan to use critical thinking skills by doing several steps such as; preparing, comprehending, and mastering the material, analyzing the information and situation, and preparing the skills to do the presentation. It concluded that the students assumed preparing material, analyzing the situation, and preparing the skills as the key to use critical thinking skills in the presentation.

I also conduct an interview section regarding students' plans to use critical thinking skills in their presentations to strengthen my data. For the details, please see table 23. Here are the exemplary responses:

13) a. Before the presentation starts, I usually apply critical thinking by looking for the correct information. Now, this accurate information is a crucial factor in the success of implementing critical thinking in learning. We can use it to gain knowledge about why something happened, how the solution is. We can analyze the information obtained to solve a problem like that, be it the source from books, the internet, or other sources needed to solve it. (Student#7, Interview, 161020).

b. Prepare and dig the material, control time management, support tools for presentation so the audience can see and read. What's more important is mental. Because speaking in front of a crowd, usually mentally must be prepared first" (Student#10, Interview, 161020).

Based on interview responses, in 13) a, and 13) b, the student stated that in planning to use critical thinking skills, they have identified and analyzed the problems, prepare the material needed, validate the information, and prepare themselves mentally and physically, and accustoming to train themselves often.

Therefore, based on the questionnaire and interview responses, I revealed the following points as follows;

1. Preparing the schema

The students stated that they identify, analyze, validate, and assess whether the problem/information is relevant to the audience, seek solutions to problems, draw conclusions, make decisions, and the last but not least is to practice before conducting the presentation. It seems like they formulated the schema to be conducted in their act/plan to use their critical thinking skills in their presentation. The schema can help the students to attend to the incoming information and utilize the knowledge.

2. Preparing each skill of critical thinking skills by Facione (2011)

Most students stated that critical thinking skills are more emphasized by applying skills and mastering the material by searching the most relevant references from books and various material sources. They also have to prepare themselves before a day to present their work. In planning to use their critical thinking skills, they must also familiarize themselves with critical matters, seeing cases differently. Identify problems, analyze solutions, make the right

decisions when asked for opinions, and evaluate issues to take the good side. It deals with the theory of critical thinking skills from Facione (2011).

3. Practicing

The students' answers tend to practice preparing and using their critical thinking skills well because practice will provide thorough preparation. They can do practice in their respective groups or can practice by themselves. To master every skill in critical thinking, they can train themselves in their application. For example, they will use their interpretation and analysis skills. Thus they must be accustomed to training to critique and analyze information properly, looking for two sides to produce conclusions and valid arguments.

4.1.2.1 Lesson Plan

The lecturer used a lesson plan to teach the students in the class. Therefore, I analyze the lesson plans used by the lecturers to teach them. For the details, please see table 4.13.

Table 4.13

Lesson Plan

Course	Literature
Learning outcome	<ol style="list-style-type: none"> 1. Students understand, apply, analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about Literature. 2. Students can use critical thinking and communicate verbally in public using English to develop the academic world and the world of work. 3. Students have a positive attitude to communicate verbally in public using English.

Course description	This course discusses the theories of literature and the types of literature in English. Upon the completion of this course, the students are expected To know the famous English literary works and can analyze them to relate in with education.
Learning media	Modul, zoom meeting/google meeting
References	<ol style="list-style-type: none"> 1. “An Introduction to Literary Studies” by Mario Klaler 2. “The Edinburgh Introduction to Studying English Literature” edited by Dermot Cavanagh, Alan Gillis, Michelle Keown, James Loxley, and Randall Stevenson 3. “An Introduction to Literature, Criticism, and Theory” by Andrew Bennet and Nicholas Royle
Expected outcome	Performing individual presentation
Learning material	Top 10 short stories
Learning method	Project-based learning
Learning experience	Observing, asking, practicing, discussing, communicating, and demonstrating ideas using English
Assessment Criteria	<p>Criteria: effectiveness and efficiency of information presentation, time management and audience,</p> <p>Assessment: ability to communicate material, interaction with the audience, fluency of language</p>
Time	150 Minutes

The lecturer was asked to design a lesson plan before entering the classroom. He was asked to make lesson plans as complete as possible. It aimed to make the learning teaching practices run well since the lesson plan contained thoughts and actions that will be done in the classroom. I found the lecturer arranged the lesson plan. The learning outcome design makes the students have critical thinking skills by observing, asking, practicing, discussing, communicating, and demonstrating English

ideas. As indicated in table 4.13, it was got that the lecturer planned teaching-learning well.

The material given to the students was the top 10 short stories, where they aimed to introduce a type of literary work, explain the definition of a short story and its parts, and ask the students to analyze the short story and then present it to their friends. The assessment criteria also have been written in the lesson plan, which focuses on how students are effective and efficient in giving the material, managing the time, and discussing with the audience. This assessment criterion is what makes students required to be able to use their critical thinking skills.

During COVID-19, the activities were held online. The lecturer also changed the face-to-face method, alternating with online meetings through zoom meetings/google meetings. The assessment was carried out by looking at students' activeness in taking classes online. He stated in an interview that I conducted with him, along with his statements. Here is his statement:

Usually, I always include some criteria to assess my students in my class, for example, attendance, class participation, and then the assignment. I think the more significant portion is class participation. For instance, in meeting Joni asking the question, I will check his name, and at the end of the course, I will see who they have more checks and who they have no check symbols. So who they have more reviews will have a higher grade than those who are only silent or they/he who never ask questions/say something to have lower than those who have more checks. (Lecturer, Interview, 201020).

From the interview response, the lecturer explained that the way he assessed his students was by giving a checklist of who was active in his class, and when the activity checklist was good, the score would be better than those who were not engaged in the class. In general, the lesson plan is the basis for the lecturer planning to teach students in class and guide the teaching and learning process. It is written that students' critical thinking skills are the learning objectives to create students with critical thinking skills and communicate in English well.

4.1.3 The Implementation of Critical Thinking Skills in Students' Presentation: Combining Students' Awareness, Activeness, and Learning Styles.

In gathering the objectives of the research during COVID-19, the classroom activity was conducted virtually. By following the learning process, the lecturer gave me a chance to join the classroom. I used two instruments to gather data about the implementation of critical thinking skills. There were: classroom observation field notes and students' observation checklist.

In writing the field note, I found the discussion run well virtually for the details. Please see table 4.14 in Appendix 15. The result of the observation classroom has shown the activity of the students when present and discuss their work. Overall, the students use six skills. There are; interpretation skills, analysis skills, inference skills, evaluation skills, explanation skills, and self-regulation skills. I saw the students represent their virtual meeting ability and implement their critical thinking skills in

presenting their work. They were enthusiastic in conveying their work, but unfortunately, they do not speak English very well. They even use Bahasa Indonesia to convey their work. When they delivered their work in English, friends who listened to the presentation did not understand what was meant because they read the text. They do not know the vocabulary, so they decide to convey it in Bahasa Indonesia (Classroom observation #2, 131020). Both students showed a positive attitude toward the learning process, although some do not respond to the other students' performance. (Classroom observation #2, 131020).

The most important thing that must be focused on is implementing their critical thinking skills during presentations. I saw that their critical thinking skills when delivering work are excellent. They are in a group working together to present the results of their work well. (Classroom observation #2, 131020). Their friends successfully understood what they do, which means that their way of interpreting and analyzing has been fulfilled properly.

Besides observing their actions in the classroom, I employed students' observation checklist to know what measures had been done by the students. It aimed to point and highlight some efforts made by the students while they are presenting the work. It gave a summary of students' activities in the classroom. I employed a rubric consisting of some aspects that experts had approved. The elements listed in the observation checklist were in yes/no statements that mean that "yes" means that the students do the activity, and "no" means the students do not do the exercise. I checked

whether critical thinking skills in the presentation were found in students' actions or not. I found what factors in the practices and other elements could not be found by employing an observation checklist. The result of the students' observation checklist can be seen in table 4.18.

Table 4.18
The result of the students' observation checklist in classroom observation

No	Items of checklist	Yes	No
1	The students can speak English fluency		√
2	The students know the material and objectives of the learning	√	
3	The students follow instructions from the lecturer	√	
4	The students follow classroom activities	√	
5	The students work by self	√	
6	The students work in a group	√	
7	The students use their critical thinking skills	√	
8	The students practice their interpretation skills in their presentation	√	
9	The students can understand the material from the presentation	√	
10	The students practice their analysis skills in their presentation	√	
11	The students can ask the question to their friends regarding the material by a comment on the video presentation	√	
12	The students practice their inference skills	√	
13	The students can conclude the material	√	
14	The students practice explanation skills	√	
15	The students can explain their presentation	√	
16	The students practice evaluation skills	√	
17	The students can comment on their friends' performance	√	
18	The students can evaluate their friends' performance	√	
19	The students practice their self-regulation skills	√	
20	The students can review the material	√	

21	The students give feedback on their friends' performance	√	
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From the table, it can be seen that some aspects of critical thinking skills were found during the students' observation checklist. Each student practices their use of critical thinking skills in presenting the work. The following are the points that I revealed based on the results of the student checklist by using the theory of Facione (2011):

1. In interpretation skills, I saw the students try to interpret their analysis. They try to interpret the story, deliver their thought in their presentation, and sum up all of their analysis. They use this skill carefully cause when their interpretation is wrong, there will be disinformation about the story. (Classroom observation #2, 131020) and (Classroom observation #3, 201020).
2. In analysis skill, I saw that the students analyze part of the story carefully too. They could find the characteristic of the short story, the genre of the short story, the plot of the short story, the moral value of the story, they analyze one by one. They use their analysis skill in their work well. Then they can succeed in delivering the result of their analysis of the story. (Classroom observation #2, 131020) and (Classroom observation #3, 201020).
3. In explanation skills, I saw the students practice explaining the result of their analysis in their presentation. They explain to other students by speaking in English. In a virtual class, five students use full Bahasa Indonesia to explain

their analysis. Their ability to explain is less acceptable to other students. Furthermore, the rest of the students can explain and convey the meaning coherently and continuously to make other students understand. (Classroom observation #2, 131020) and (Classroom observation #3, 201020). Based on the students' observation checklist, eighty-nine percent of the students can practice explanation skills. For the details, please see table 4.19, appendix 19.

4. Inference skills, I saw the students practice inference skills to conclude the short story using their language. They make a summary then conclude the short story. They present the summary in their presentation. (Classroom observation #2, 131020) and (Classroom observation #3, 201020).
5. In evaluation skills, I saw the students practice evaluating what other students' said. For example, group one responded to what group two explained, but what group one said is not following what has been conveyed by group two, so that something is missing, and group two tried to evaluate it. It can be concluded that the students used their evaluation skills in presenting the work. From the analysis result, five students cannot evaluate other students because their explanation skills are not good enough to not give rebuttals/evaluations to other students (Classroom observation #2, 131020) and (Classroom observation #3, 201020). Based on the students' observation checklist, eighty-nine percent of the students can practice evaluation skills. For the details, please see table 4.19, appendix 19.

6. Lastly, in self-regulation skills, I saw the students monitor one's thinking and correct flaws in logic. I saw the students in their presentation can examine and re-correct what has been presented. They can review and reformulate if the students have made some mistakes, but the result shows that five students cannot practice their self-regulation skills from each student's observation checklist. It is hampered because their ability to explain something is not optimal not to recall what they said (Classroom observation #2, 131020) and (Classroom observation #3, 201020). Based on the students' observation checklist, eighty-nine percent of the students can practice self-regulation skills. For the details, please see table 4.19 in appendix 19.

Conducting students' observation checklists seems easy. It was helping me to strengthen my data. In conclusion, I found that each student implements each aspect of critical thinking skills in their presentation, but only some cannot apply the element well. However, Based on the students' observation checklist, eighty-nine percent of the students can practice and implement the six skills of critical thinking skills (for the analysis result, please see table 4.19 appendix 19). From the result, I could reveal that Facione's theory is suitable for analyzing students' critical thinking skills in their presentations.

Based on classroom observations and questionnaire results using Facione's theory (2011), I revealed some factors that are needed to be included in the implementation of critical thinking skills in students' presentation, as follows:

1. Students' awareness

Awareness becomes one of the critical rules to assist the students in knowing the background and existing skills, indicating they find the process of activeness, learning style and usually deal with solving the task competently. In the class showed, They were getting aware that critical thinking skills are an essential aspect of being mastered. One of the benefits is they can comprehend the task, condition, situation, and thought. Nevertheless, students' awareness determines their use of critical thinking skills.

2. Students' activeness

Activeness was one factor that the students should fulfill to implement each skill in critical thinking skills by Facione. Students' activeness fosters their use of their critical thinking skills in their presentations. It can develop their communication competencies; they actively argue, convey reasons, make decisions, conduct discussions, provide feedback, and deliver presentations. Students actively engaged in implementing critical thinking skills in their presentations. It allowed students to follow the sidetrack and see problems that may be important. Therefore students' activeness attributing their critical thinking skills to their future presence.

3. Students' learning style

Learning style is one of the essential elements in implementing critical thinking skills. Kolb (2015), as cited in Dilekli (2017), asserted "there was a relationship between assimilating learning style and critical thinking skills" (p. 84). Each

of the students used an appropriate learning style to improve their learning potential and develop their critical thinking skills. Most of the students are kinaesthetic learners. Pritchard (2009) stated that “kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory” (p .45). It concluded that kinaesthetic learners indicate how they perceive, interact, and respond to the learning environment through their experience. Based on the interview section with the students, I reveal learning style as one factor that influences the implementation of students’ critical thinking skills; you can see the details in appendix 23.

They argued that they have to practice implementing critical thinking skills before they present to their friend to have the experience to use their critical thinking skills. They realized their learning preferences would help them discover the advantages of effectively implementing critical thinking skills in their presentation.

4.1.4 Students’ Stages in Overcoming the Barriers in Their Use of Critical Thinking Skills in Their presentation: Developing Their Strength, Organizing Their responsibility, Analyzing and Evaluating Their Thinking.

To gather the data about students’ stages in overcoming the barriers in using critical thinking skills in their presentation. I employed an open-ended questionnaire (please see table 4.21 in Appendix 20 for the details).

14) a. Before making a presentation, always practice arguing or cultivating unsolved or unresolved thoughts, then during the presentation, try to analyze the material carefully. (Student #28, questionnaire, 131020).

b. If we are in groups as presenters, then discuss with group friends, or if it is difficult, maybe we can return it to the audience instead of giving answers that we are not sure are true. (Student #36, questionnaire, 131020).

In 14) a, the student assumed one of the stages used by analyzing the material and practicing to overcome the barriers. In 14) b, the student argued to discuss the problems with the group to solve the problem. I interviewed them by asking how they overcame the barriers in using critical thinking skills in their presentation to clarify my data. For the details, please see appendix 23. Here are their exemplary responses:

15) a. My barriers are lack of material so that it is conveyed rudely without a solid foundation and lack of sources of information. The ways to overcome these are to look for sources of information first and summarize the actual sources. (Student #18, interview, 201020)

b. I lack motivation or have not found the goals that I want to achieve. I am still afraid of other people's rejection, lack of consistency with what I said, not thinking proactively, and how to overcome them. We must believe and believe in our critical thinking skills and be more active in analyzing problems/information. (Student #29, interview, 201020)

In 15) a, the student stated that for concrete material to overcome a barrier in lack of material. In 15) b, the student stated that to overcome the barrier in lack of motivation, one of the stages used by developing their strength; believe in themselves and did the best presentation. From the answers in the questionnaire and interview section, I highlighted how the students overcame the barriers. Here are the points that I revealed, they were:

1. Developing students' strength

Many students were lack preparation material and were not confident enough to speak in front of many people. They overcome the barriers by developing their strength to get used to doing presentations, dealing with the situation, nervousness, welcoming the problems, organizing the preparation, summarizing some important points. To make the audience understand what the speakers' said, those all as the proper stages made students build their strength to use critical thinking skills in their presentation.

2. Organizing students' responsibility

Regarding the barriers about lack of methods and strategies, the students have to contribute their responsibility in the process of group work on the decision making, prepare the material well by searching good sources and the students learn to have to receive joy from the process, rather than concentrate on the result. They have to make mistakes and not be ideal in anything, stop being embarrassed, and start working to organize their stages to face the problems. This strategy can be one solution to prepare the method for their critical thinking skills in their presentation.

3. Analyzing and evaluating students' thinking related to the fear of criticism

Students have to learn to differentiate between criticism directed at them and criticism of a particular learning process. With this strategy, I believe they could

receive criticism and overcome the barrier related to the fear of receiving the complaint.

Hence, I could reveal that they use this method to overcome the barriers they face, and it is very suitable in dealing with the stages they look for overcoming the barriers.

4.1.5 Trustworthiness Realization

In gathering the data of qualitative research, trustworthiness became the main issue. The data were required accurate and trusted. In dealing with that, the data presented should be adequate, worth, and fit to the research questions to be said as accurate and trusted. In presenting the accuracy of the data, I used several sources of data to gain the adequacy of data. I used several steps: questionnaire responses, interview transcriptions, field notes, students' observation checklist, and document analysis. Those sources of data had fulfilled the adequacy of data that can gain the trustworthiness of the research. I double-checked students' responses by asking them through open-ended questionnaires and interviews, then finally got the same answer. Moreover, in gathering data, I used some theories brought by some experts to make sure the data obtained was worth it.

To validate my research, I use expert judgment conducted by two lecturers with a doctoral degree and experience in teaching at the university level. The purpose is to

prevent bias of subjectivity report, and as the validator on my research findings. For the details, please see appendix 29.

4.2 Discussion

This part contains a discussion of the findings that have been delivered in the previous parts. The discussion will be divided into four parts: the discussion of students' perception, students' plan, students' implementation, and students' stages in overcoming the barriers in their use of critical thinking skills in their presentation.

4.2.1 Students' Positive Perception of the Importance of Critical Thinking Skills in their Presentation

Based on the data from students' responses in an open-ended questionnaire and the interview, they showed a positive perception in defining critical thinking skills, presentation, the importance of critical thinking skills at presentation, and the definitions of each skill to demonstrate their critical thinking skills. Pajares (1992), stated 'perceptions are about opinions that can be applied in their practices' (p. 308). Some facts proved it found that critical thinking skills became an essential aspect of their presentation.

Students believed that critical thinking could help them enable their presentation. They can use interpretation skills, analysis skills, inference skills, explanation skills, evaluation skills, and self-regulation skills. Moreover, both students stated that critical thinking skills could help their performance in presentation and

speaking skills. Therefore, students had perceptions that they need to learn and placed their critical thinking skills as important in their ability. The implication leads to another opinion that critical thinking is a must-have skill in the learning process, especially for university students.

Facione (2011) defines six skills that influence a person's critical thinking ability: interpreting, analyzing, inferencing, explanation, evaluation, and self-regulation. Their review shows a positive perception of their skills at the presentation by using their critical thinking skills.

1) Interpretation Skill

Based on their answers, I can conclude that they know how to interpret information. They perceive that interpreting can help gain knowledge, refine theories, strengthen arguments, express and formulate questions clearly, collect, assess, and interpret information effectively. They believe that interpreting is one skill that must be mastered when making presentations using critical thinking skills.

2) Analysis skills

Students have a positive perception of analysis skills. They think that the ability to analyze has an important role in the presentation. Without analysis skills, the material provided will be absorbed raw so that a lot of information is missed.

3) Inference skill

Students have a positive perception of inference skills. They see that it was important to make conclusions based on what they had learned. This ability is obtained after students can analyze the information then conclude. Inference skill is considered as the important skill to have critical thinking skills because the students believe that they can find out: the core / overall points of the discussion discussed, reinforce the purpose of presentation, know the clarity or essence of the material presented, it can convey information, concisely, and easily understood by the audience, when a wrong conclusion is drawn, the steps taken will be wrong and not following the analysis carried out.

4) Explanation skills

Students see that to use their critical thinking skills. They must be able to have the ability to explain where this ability must be trained, such as trying to explain in front of a mirror, trying to participate in some activities that require speaking, so that they will create abilities to explain things well and right.

5) Evaluation skills

Evaluation is important to improve themselves. Evaluation is a tool for introspection to have a better appearance. Students also see evaluation to find out their weaknesses and strengths, but what is meant by the ability to evaluate here is the ability to assess the credibility of a statement or, in short, to judge whether the argument is credible based on evidence given or other forms of representation. Students see evaluation as a tool to assess themselves and

understand/analyze/explain something to others. Furthermore, they have understood how to evaluate deficiencies and minimize mistakes made. Students' perceptions show a positive impression of their ability to evaluate.

6) Self-Regulation skills

The last is self-regulation, which can monitor one's thinking and correct flaws in logic. Students see self-regulation as a role not to exceed the limit, control, or keep themselves from going overboard in everything, organize and re-examine the results of thoughts to be improved.

In the previous findings, it was known that students owned an excellent perception. Some factors made them had a good perception of critical thinking skills. In this case, the students got their perception from their experience using critical thinking skills in presentation. The subject pushed them to present the material always to try to use their critical thinking skills in their presentation. Besides that, they should learn everything autonomously during the pandemic, making them critical to know everything deeply, clearly, and the class held in an online meeting. From those factors, it can be got that students perceive their perception from their learning style, demands, and classroom activities. They are also required to use their critical thinking skills when dealing with many students later.

Consequently, they had equipped with good perceptions of their use of critical thinking skills. Having these perceptions, it gives an effect on their learning actions,

starting from planning to their implementation in the classrooms. The objectives are to achieve their goals in learning.

Amin and Adiansyah (2018) did not mention the complete aspects since they conducted a survey study. It can be admitted that my research tends to follow most research that found students had a good perception in their use of critical thinking skills in their presentation supported by some previous research. In brief, it can be claimed that most students tend to have good perceptions that lead to their planning and implementation.

4.2.2 Students' Planning for the Use of Critical Thinking Skills in Their Presentation: Preparing the Schema, Skills, and Practicing

The following discussion explained the student's plans in their use of critical thinking skills in their presentation. Some programs that the students use critical thinking skills in their presentation are as follows: 1) Preparing the schema by formulating the schema to be conducted in how their act/plans use their critical thinking skills in their presentation. The schema can help the students to attend to the incoming information and utilize the knowledge. 2) Preparing each skill of critical thinking skills deals with the theory of critical thinking skills from Facione (2011). 3) Practicing will provide thorough preparation. They can practice in their respective groups or practice by themselves to critique and analyze information properly, looking for two sides to produce conclusions and valid arguments.

This finding provides new novelty to the research that has been done by Tosuncuoglu (2018) to use critical thinking skills, not only use perseverance and patience. Students need to have plans to prepare several essential things to use their critical thinking skills. Another insight of the finding is also to give additional information for the previous research done by Wang and Seepho (2017). The finding hopefully can add contributions to the development of critical thinking skills.

4.2.3 The Implementation of Critical Thinking Skills in Students' Presentation: Combining Students' Awareness, Activeness, and Learning Style

To gather the data about the implementation of students' critical thinking skills in their presentation. I used two instruments; there were: classroom observation field notes and students' observation checklist. The result showed that the successful implementation of critical thinking skills in students' presentation by combining three elements is students' awareness, activeness, and learning style.

Students' awareness is the ultimate thing that the students should entrench in themselves. In the class showed, They were getting aware that critical thinking skills are a crucial aspect of being mastered. One of the benefits is they can comprehend the task, condition, situation, and thought.

Students' activeness was one factor that the students should fulfill to implement each skill in critical thinking skills by Facione. They showed they actively argue,

convey reasons, make decisions, conduct discussions, provide feedback, and deliver presentations in the class.

Students' learning style was one of the essential elements in implementing critical thinking skills. They realized their learning preferences would help them discover the advantages of effectively implementing critical thinking skills in their presentation. I also reveal the same finding from the study conducted by Ghazivakili et al. (2014), which reveals learning styles, critical thinking skills, and academic performance are significantly associated with one another. But, Shirazi and Heidari (2019) had different findings that revealed no relation between critical thinking skills and learning styles. According to them, better to improve critical thinking skills in academic lesson planning rather than improving students' learning styles. Therefore, for the direction of further researchers, conducting a similar study with a larger sample and comparing the results of students' critical thinking skills that are influenced by learning styles will make a very good contribution, especially in finding the needs of students in an effort to develop their critical thinking skills..

4.2.4 Students' Stages in Overcoming the Barriers in Their Use of Critical Thinking Skills in Their presentation: Developing Their Strength, Organizing Their Responsibility, Analyzing and Evaluating Their Thinking

In gathering students' stages in overcoming the barriers in using critical thinking skills, I revealed three main steps to overcome the barriers. Those are as follows: 1) Developing students' strength, they overcome the barriers by developing their strength through training themselves to get used to doing presentations, dealing with the situation, nervousness, welcoming the problems, organizing the preparation, summarizing some important points, and phrases to make the audience understand what the speakers' said, those all as the proper stages that made students build their strength to use critical thinking skills in their presentation. 2) Organizing students' responsibilities, the students learn to receive joy from the process rather than concentrate on the result. They have to make mistakes and not be ideal in anything, stop being embarrassed, and start working to organize their stages to face the problems. This strategy can be one solution to prepare the method for their critical thinking skills in their presentation. 3) Analyzing and evaluating thinking related to the fear of criticism, students must learn to differentiate between criticism directed at them as a person and criticism of a particular learning process.

This finding provides new insight into the previous research conducted by Hamzah et al. (2018), which found barriers in teaching critical thinking skills. This research is one solution to overcome one barrier in teaching critical thinking skills to their students. They can use this finding to solve student-related problems because, from their research, they say that one of their most significant barriers is overcoming students' problems. They couldn't use their critical thinking skills. Therefore, this

finding is an answer to their problems, which I hope. This research can also answer questions related to how students overcome barriers when using their critical thinking skills.

CHAPTER V

CONCLUSION, SUGGESTION, AND LIMITATION

This last chapter presents the conclusion, suggestions, and limitations related to the topic of the study.

5.1 Conclusion

This study investigated students' perception, plans, and implementation in their use of critical thinking skills in their presentation, also students' stages in overcoming their barriers in their use of critical thinking in their presentations in context for the students at the third semester of TBIG-C, in English department in IAIN Pekalongan. After the research findings were discussed in the previous chapter, conclusions of this research can be drawn. This conclusion is written based on the study's findings.

All of the findings in the previous chapter showed that both students had positive perceptions of their use of critical thinking skills in their presentations. They believed that critical thinking skills could help students enable their presentation, English skills, and performance. On the other hand, students had assumptions that critical thinking skills needed to be entrenched in presentation. It shows that students understand and reflect on what they have learned in their presentations.

Students plan to use critical thinking skills in their presentation planned their critical thinking skills by involving some elements. They prepare good motivation,

confidence, and time management skills in a dynamic system that changes every situation. Some plans that the students make in using critical thinking skills in their presentation are as follows: 1) Preparing the schema by formulating the schema to be conducted in how their act/plans use their critical thinking skills in their presentation. The schema can help the students to attend to the incoming information and utilize the knowledge. 2) Preparing each skill of critical thinking skills deals with the theory of critical thinking skills from Facione (2011). 3) Practicing will provide thorough preparation. They can practice in their respective groups or by themselves. These preparations encourage them to use their critical thinking skills, especially during presentations. They use their critical thinking skills when explaining and answering questions during the question-and-answer session.

In implementing critical thinking skills in students' presentations by combining three elements: students' awareness, activeness, and learning styles. 1) Students' awareness is the ultimate thing that the students should entrench in themselves. In the class showed, They were getting aware that critical thinking skills are a vital aspect of being mastered. One of the benefits is they can comprehend the task, condition, situation, and thought. 2) Students' activeness was one factor that the students should fulfill to implement each skill in critical thinking skills by Facione. The class showed they actively argue, convey reasons, make decisions, conduct discussions, provide feedback, and deliver presentations. 3) Students' learning style was one of the essential elements in implementing critical thinking skills. They realized their learning

preferences would help them discover the advantages of effectively implementing critical thinking skills in their presentation.

Lastly, in students' stages in overcoming their barriers in their use of critical thinking skills, they need to be well prepared to work and deal with unpredictability in the learning process. Therefore I revealed three main stages that can be used to overcome the barriers. Those are: 1) Developing students' strength, they overcome the barriers by developing their strength through training themselves to get used to doing presentations, dealing with the situation, nervousness, welcoming the problems, organizing the preparation, summarizing some important points and phrases to make the audience understand what the speakers' said, those all as the proper stages that made students build their strength to use critical thinking skills in their presentation, 2) organizing students' responsibility, the students learn to receive joy from the process, rather than concentrate on the result. They have to allow themselves to make mistakes, not be ideal in anything, stop being embarrassed and start working to organize their stages to face the problems. 3) analyzing and evaluating students' thinking related to the fear of criticism, students must learn to differentiate between criticism directed at them and criticism of a particular learning process.

Hence, critical thinking skills benefit in helping them do the presentation. Students are motivated and encouraged to practice dealing with analyzing and criticizing information. While conducting a presentation, they are demanded to

communicate with the audience in delivering the material. They also will get feedback and have good communication with the lecturer and friends.

5.2 Suggestion

As discussed in this research, critical thinking skills play an important role in students' achieving learning goals, especially in doing the presentation. Besides using their capability to present the work with their critical thinking skills, they also have to communicate with the audience. Therefore, the suggestion given in this study includes theoretical recommendations, practical advice, and pedagogical offers.

Theoretically, critical thinking skills are fundamental to be implemented in higher education students. It promotes learning students engaged with skills by Facione (2011): interpretation, analysis, inference, explanation, evaluation, and self-regulation. These skills can help them to achieve learning objectives. Critical thinking skills are also important when students do presentations because, in presentations, students are required to present the analysis results orally where skills relate to one another to be used properly.

Practically, the lecturer emphasized giving students challenging tasks that encourage them to use their critical thinking skills. Ensure the courses and activities are practical, achieve the learning outcome, and improve methods in facilitating the development of critical thinking skills.

Pedagogically, the implementation of critical thinking skills in students' presentations needs a student-lecturer relationship. The lecturer plays the primary role in providing clear guidance and conducts exciting activities that can help them achieve the goal of the learning processes.

5.3 Limitation

I have been thinking hard to collect the data by various methods. My research aims to explain students' perception, plan, implementation, and stages in overcoming the barriers in using critical thinking skills in their presentation. Provide an in-depth view of critical thinking skills according to theory Facione (2011), the level of detail I provide in descriptive research is valuable. However, there are some possible limitations in this study. The potential limit, as follows:

First, methodological limitations, the number of participants constitute a small sample size and therefore not statistically representative of the population. The study was designed to explore how respondents feel and behave rather than determine to think or act in a specific way. Therefore, the findings cannot serve as a basis for statistical generalization.

Second, the nature of self-report, self-reported data is limited because it rarely can be independently verified. However, I conducted self-reported data contain several potential sources of bias emerge. With my dedication, it would be hard for me to elaborate pros and cons of each, but in presenting the accuracy of the data, I used

several data sources to gain the adequacy of data. I used several steps such as questionnaire responses, transcriptions of the interview, field notes, students' observation checklist, document analysis, and combining supporting data from previous studies and theoretical frameworks, which benefited from seeing how things work. A need for further research may explain what measures were taken to avoid perpetuating bias.

Third, the measurement was used to collect the data. After completing my interpretation of the findings, I gathered data that inhibited my ability to conduct a thorough analysis of the result. I regret not including specific questions in a questionnaire and interviews, which is essential to gain particular findings that emerged in the research question—the need in future research to revise the specific method for gathering the data.

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APPENDICES

Appendix 1

Open Questionnaire - Persepsi, Perencanaan dan Cara Mahasiswa Menggunakan Kemampuan Berpikir Kritis Saat Presentasi di Dalam Kelas

Nama :

Kelas :

Alamat email :

Mohon dibaca dan dipahami pertanyaan ini dengan seksama.

Lembar pertanyaan ini telah disusun berdasarkan studi permasalahan yang bertujuan untuk mencari tahu persepsi siswa terhadap kemampuan berfikir kritis pada saat melakukan presentasi didepan kelas. Jawablah pertanyaan ini dengan seksama.

1. Menurut pendapat Anda, apa yang dimaksud dengan berpikir kritis?

2. Menurut pendapat Anda, apa yang dimaksud dengan presentasi?

3. Menurut pendapat Anda, apa yang dimaksud dengan berpikir kritis saat presentasi?

4. Menurut pendapat Anda, Apa saja keterampilan yang harus Anda miliki untuk berpikir kritis saat presentasi?

5. Menurut pendapat Anda, Apa pentingnya memiliki kemampuan berpikir kritis saat presentasi didalam kelas?

6. Menurut pendapat anda, apakah kemampuan untuk mengintepretasi saat presentasi penting? Jelaskan alasannya !

7. Menurut pendapat anda, apakah kemampuan untuk menganalisa saat presentasi penting? Jelaskan alasannya !

8. Menurut pendapat anda, apakah kemampuan untuk menjelaskan saat presentasi penting? Jelaskan alasannya !

9. Menurut pendapat anda, apakah kemampuan untuk menjelaskan saat presentasi penting? Jelaskan alasannya !

10. Menurut pendapat anda, apakah kemampuan untuk mengevaluasi saat presentasi penting? Jelaskan alasannya !

11. Menurut pendapat Anda, apakah kemampuan untuk mengatur diri saat presentasi penting? Jelaskan alasannya !

12. Bagaimana cara Anda untuk merencanakan kemampuan berpikir kritis saat presentasi di dalam kelas?

13. Bagaimana cara Anda untuk menerapkan kemampuan berpikir kritis saat presentasi?

14. Bagaimana cara Anda untuk menyelesaikan kesulitan yang Anda hadapi ketika berpikir kritis saat presentasi?

15. Apa saran Anda untuk menggunakan kemampuan berpikir kritis saat presentasi?

16. Apakah kemampuan berpikir kritis mempengaruhi presentasi Anda ?

Terimakasih atas kesediaan anda

Appendix 2

Thirty-nine students had already response through the questionnaires. It will take so many pages (173 pages) if I attach it here so that I just put one questionnaire with its responses as the representative of real-response from the students, and for the others, please kindly check <https://bit.ly/Q-responses>

11/10/2020 Open Questionnaire - Persepsi, Perencanaan dan Cara Mahasiswa Menggunakan Kemampuan Berpikir Kritis Saat Presentasi di D...

Open Questionnaire - Persepsi, Perencanaan dan Cara Mahasiswa Menggunakan Kemampuan Berpikir Kritis Saat Presentasi di Dalam Kelas

Mohon dibaca dan dipahami pertanyaan ini dengan seksama.
Lembar pertanyaan ini telah disusun berdasarkan studi permasalahan yang bertujuan untuk mencari tahu persepsi mahasiswa terhadap kemampuan berfikir kritis pada saat melakukan presentasi.
Jawablah pertanyaan ini dengan seksama.

Alamat email *
rezaadinul@gmail.com

Nama *
Reza Adinul Akbar

NIM & Kelas *
2519104 / TBIG C

1. Menurut pendapat Anda, apa yang dimaksud dengan kemampuan berpikir kritis? *
Berpikir dengan lugas, cermat, dan dalam, merespon terhadap apa yang kita terima

2. Menurut pendapat Anda, apa yang dimaksud dengan presentasi? *
Tampil di depan forum / publik, menyajikan suatu data, informasi, ide gagasan, kepada audience

https://docs.google.com/forms/d/158Vh8IC7nfw07p8X0_21Lj@BUL4D108-801E1V0DNiAed8#responses 9/173

11/19/2020 Open Questionnaire - Persepsi, Perencanaan dan Cara Mahasiswa Menggunakan Kemampuan Berpikir Kritis Saat Presentasi di D...

3. Menurut pendapat Anda, Apa yang dimaksud dengan berpikir kritis saat presentasi? *

Merespon apa yang audience tanyakan dan butuhkan, mempertanggungjawabkan apa yang kita sampaikan kepada audience

4. Menurut pendapat Anda, Apa saja keterampilan yang harus Anda miliki untuk berpikir kritis saat presentasi? *

Cermat, teliti, logis, tanggung jawab

5. Menurut pendapat Anda, Apa pentingnya memiliki kemampuan berpikir kritis saat presentasi didalam kelas? *

Supaya kita mampu menyajikan hasil penelitian atau diskusi secara baik dan lancar, dan dapat mempertanggungjawabkan terhadap apa yang kita sampaikan.

6. Menurut pendapat anda, apakah kemampuan untuk mengintepretasi saat presentasi penting? Jelaskan alasannya ! *

Interpretasi sangat penting saat presentasi supaya bisa saling mengetahui, memaknai, maksud dari informasi yang disajikan

7. Menurut pendapat anda, apakah kemampuan untuk menganalisa saat presentasi penting? Jelaskan alasannya. *

Menganalisa sangat penting agar didapat data informasi yang tepat dan akurat dan mampu dipertanggungjawabkan

8. Menurut pendapat anda, apakah kemampuan untuk menarik kesimpulan saat presentasi penting? Jelaskan alasannya ! *

Menarik kesimpulan sangat penting agar tahu tujuan dan inti dari apa yang disampaikan dalam presentasi

https://docs.google.com/forms/d/15BvH8C7nfwC07p8X0_Z1LjBUL4D108-89IcV/KQ2N/edit#responses 9/173

11/19/2020 Open Questionnaire - Persepsi, Perencanaan dan Cara Mahasiswa Menggunakan Kemampuan Berpikir Kritis Saat Presentasi di D...

9. Menurut pendapat anda, apakah kemampuan untuk menjelaskan saat presentasi penting? Jelaskan alasannya! *

sangat penting agar audience mendapat pemahaman materi secara jelas dan rinci

10. Menurut pendapat anda, apakah kemampuan untuk mengevaluasi saat presentasi penting? Jelaskan alasannya! *

sangat penting untuk mengetahui hasil terbaru dan menggunakannya untuk perbaikan di presentasi selanjutnya

11. Menurut pendapat Anda, apakah kemampuan untuk mengatur diri saat presentasi penting? Jelaskan alasannya! *

sangat penting supaya presentasi berjalan lancar dan audience merasa nyaman

12. Bagaimana cara Anda untuk merencanakan kemampuan berpikir kritis saat presentasi di dalam kelas? *

mempelajari poin poin yang akan disampaikan dan merelaksasi diri supaya tetap optimis dalam menyampaikan materi

13. Bagaimana cara Anda untuk menerapkan kemampuan berpikir kritis saat presentasi? *

memahami dengan sungguh sungguh, dan mengerti apa yang audience tanyakan

14. Bagaimana cara Anda untuk menyelesaikan kesulitan yang Anda hadapi ketika berpikir kritis saat presentasi? *

tetap tenang dan optimis, lalu evaluasi diri agar dapat memperbaiki kekurangan yang ada

https://docs.google.com/forms/d/15BvH8C7nfwC07p8X0_Z1LjBUL4D108-89IcV/KQ2N/edit#responses 11/173

https://docs.google.com/forms/d/1S8Vh8G7nfw07j8X0_Z1LjBLL4D108-898cv9KDNkvd8#responses 10/173

11/19/2020 Open Questionnaire - Persepsi, Perencanaan dan Cara Mahasiswa Menggunakan Kemampuan Berpikir Kritis Saat Presentasi di D...

15. Apa saran Anda untuk menggunakan kemampuan berpikir kritis saat presentasi? *

saran saya adalah selalu mempunyai pikiran yang kritis agar kita bisa mendapatkan informasi dengan cermat dan logis

16. Apakah kemampuan berpikir kritis mempengaruhi presentasi Anda? *

Ya, presentasi akan berjalan lebih lancar, tidak ada kesalahpahaman, dan emosi dalam adu argumen

Terimakasih Atas kesediaan Anda
keep growing even in limitations.

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 3

Table 4.2

Questionnaire item 1

In your opinion, what is the meaning of critical thinking skills?

Students	Answer	Perception
1	Critical thinking is a concept to respond to a topic or thought that we receive systematically.	Positive
2	Critical thinking is viewed from many aspects, so it is not from one point of view. It has to include a clear source.	Positive
3	Think straightforwardly, carefully, and deeply in response to what we receive.	Positive
4	Critical thinking attempts to be responsive in considering and deciding something, responding to the thoughts and theories we receive.	Positive
5	Think carefully and think long to see how the end (result) of his thinking.	Positive
6	Critical thinking is thinking deeper / broader about something that is being discussed or discussed.	Positive
7	In my opinion, critical thinking is an effort to find a more advanced idea from all aspects and consider these ideas' pros and cons.	Positive
8	Critical thinking is the ability to understand and apply the information received by involving and considering things that may be related to related information	Positive
9	Critical thinking is the process used to understand something systematically and logically.	Positive
10	It is an act of responding to the information we receive by considering all aspects of that information.	Positive
11	Think outside the expectations of ordinary people	Positive
12	Critical thinking is a thoughtful way of thinking that is focused on what decisions are believed.	Positive
13	Critical thinking is the use of the potential for maximum thinking in understanding the context and solving problems.	Positive

14	I think critical thinking is that we can think well and know or to look for it in detail	Positive
15	Critical thinking is the ability to think correctly from various points of view.	Positive
16	Critical thinking is a person's perspective on responding to something with logical and systematic thinking.	Positive
17	Critical thinking is how we respond to information that has been received. Then we determine whether the information is accurate or not.	Positive
18	Give a logical argument	Positive
19	critical thinking is a concept to respond to a thought or theorem that we accept logically	Positive
20	Critical thinking skills is a skill to think critically	Positive
21	It is the ability to think quickly and accurately	Positive
22	I was thinking by paying attention from many points of view and really understanding the material.	Positive
23	Critical thinking is a concept to respond to a thought or theorem that we accept. The response involves the ability to evaluate systematically.	Positive
24	Think within our ability to evaluate systematically	Positive
25	A logical way of thinking	Positive
26	Critical thinking is thinking about something by considering all aspects.	Positive
27	Think rationally and logically.	Positive
28	Solve a problem or think of something based on logic	Positive
29	Critical thinking is a process of reasoning and systematically.	Positive
30	A pattern of thinking is carried out by someone to deal with a problem in detail and complex.	Positive
31	Critical thinking is an act of responding to a thought that we receive by systematically evaluating it.	Positive
32	Ability to answer questions or respond to statements quickly and accurately.	Positive
33	Critical thinking is a response to an argument that has just been received to evaluate the argument.	Positive
34	In my opinion, critical thinking is the ability to reason when someone is faced with an issue/problem. It does not immediately conclude	Positive

	and judge the issue but rather deepens and traces what data is the cause of an issue, then concludes according to his own opinion based on the data obtained.	
35	Respond to a statement that we receive and evaluate it with clear and rational thinking.	Positive
36	The concept of thought is a process of analyzing and responding to existing facts or thoughts that we receive.	Positive
37	Saying something important that no one else thought about	Positive
38	Critical thinking is solving the problem and something based on logic	Positive
39	Thinking with attention from many points of view can understand the material so that you can know or understand the content implied in it	Positive

Appendix 4

Table 4.3

Questionnaire Item 2

In your opinion, what is the meaning of the presentation?

Students	Answer	Perception
1	An activity carried out by a person or group to explain a certain case in public	Positive
2	A presentation is a form of public communication regarding a problem or topic carried out in front of the crowd verbally and formally to provide explanations, invite, persuade, and influence the audience.	Positive
3	Like speaking in public, explaining the material, and responding to each other between the presentation and audience	Positive
4	Appearing in front of the forum/public, presenting data, information, ideas to the audience	Positive
5	A presentation is a form of communication in front of many people by submitting a topic or information to others.	Positive
6	Presentation is an activity to submit a topic, opinion, or information to others.	Positive
7	Presentation, namely presenting material to many audiences clearly in the explanation.	Positive
8	In my opinion, the presentation is describing a material that we have studied, with our ideas and understanding, briefly and clearly.	Positive
9	Presentation is the process of conveying information orally with a medium.	Positive
10	Presentation is the delivery of something in a forum to provide information.	Positive
11	Presentation is speaking in front of the audience (listeners) aims to convey messages or information and deliver knowledge in-depth and full of expertise	Positive
12	It is an activity of speaking in front of a large audience or a form of communication.	Positive

13	Presentation is the process of presenting an idea or topic in front of an audience using supporting tools.	Positive
14	Presentations include public speaking, presentations are usually done in front of the class, and others	Positive
15	Presentation is reporting a result of our work in front of others for feedback or something else	Positive
16	Presentation is an activity carried out to introduce, express opinions, and exchange opinions.	Positive
17	Presentation is a process of delivering the results of our work by explaining the material we have obtained to others	Positive
18	Explain something to the public about things that have been studied and analyzed first	Positive
19	Presentation is an activity of speaking in public or one form of communication or delivery of material to the audience	Positive
20	Explain a material in public	Positive
21	Namely explaining or delivering material in front of the audience by providing the opportunity to ask questions or add opinions	Positive
22	Presentation is conveying material to many people	Positive
23	Presentation is an activity of speaking in front of a large audience or a form of communication.	Positive
24	Presentation is an activity to submit a topic, opinion, or information to others.	Positive
25	An activity of speaking in front of the audience / many people about a topic or information to others	Positive
26	Delivery of the material that we have created	Positive
27	Provide an explanation or explanation to the audience about a matter or material.	Positive
28	Deliver material or arguments from the study of various sources	Positive
29	Presentation is the process of delivering material in front of the crowd/class that previously had the material prepared.	Positive
30	Presentation is an activity where we deliver/provide material to many audiences.	Positive
31	The activity explains a material that is assigned to us.	Positive

32	Presentation is one way to convey material that has been prepared for discussion.	Positive
33	Presentation and delivery of information/material activities to listeners.	Positive
34	Describe and explain an idea or thought with a specific purpose	Positive
35	Presentation is an activity to explain a topic, opinion, or information in front of many people	Positive
36	Describe a result or analysis that has been obtained from a study or analysis	Positive
37	This is done to convey material with PPT in front of the crowd	Positive
38	Presentation is an activity to convey information in which there is communication with other people in the hope that some benefits can be taken.	Positive
39	Presentation is conveying material in front of a large audience.	Positive

Appendix 5

Table 4.4

Questionnaire Item 3.

In your opinion, what is the importance of having critical thinking skills when presenting in class?

Students	Answers	Perception
1	It is essential because if you don't think critically, the material presented will not be optimal.	Positive
2	In my opinion, critical thinking during a presentation is essential to explore deeper problems, gain new knowledge that the speakers may not understand, and learn to analyze through independent identification and idea development.	Positive
3	Very important	Positive
4	We can present the research results or discussion well and smoothly and be accountable for what we convey.	Positive
5	The importance of critical thinking skills during a presentation is that the presenter can carry out his presentation well and smoothly, can answer questions posed by the audience well and straightforwardly so that it is easy to understand and understand.	Positive
6	It can get a value	Positive
7	We come to know widely about a thing and for other people or listeners to know what they don't know and can also be moved to think critically.	Positive
8	So that our analysis of the material presented can be accepted by the audience quickly, providing a clear and concise understanding.	Positive
9	Having many alternative answers, readily accepting other people's opinions, minimizing conflicts or misunderstandings.	Positive
10	It can make the discussion during the presentation more active and can get beneficial results.	Positive
11	Critical thinking makes our minds and brains more flexible. Later, we will not be too rigid in thinking about the opinions or ideas of other people or rather when there is a question from the audience. We find	Positive

	it easier to accept other people's opinions and perceptions that are different from our perceptions.	
12	Yes, very important	Positive
13	Critical thinking skills enable us to exploit our potential in seeing problems, solving problems, creating, and realizing ourselves.	Positive
14	It is essential because we will master the material well, answer questions quickly and accurately, and the discussion will be active.	Positive
15	Important, because to cultivate our skills in thinking and improve public speaking	Positive
16	Train us to be broad-minded not only seeing one point of view	Positive
17	By thinking critically, we will know what is right and what is wrong.	Positive
18	In my opinion, the importance of having critical thinking skills during presentations can be used as training in sharpening critical thinking skills.	Positive
19	It is important because what the speakers say can be well accepted and easily understood by the public	Positive
20	By thinking critically of the presentation audience, we can be more receptive to the material presented.	Positive
21	We must understand what is being presented, not just reading	Positive
22	It is vital because it can help us when we are going to answer questions from the audience	Positive
23	To liven up a presentation. Other than that, to ensure whether the material presented can truly be understood or not.	Positive
24	Improve language and presentation skills	Positive
25	Critical thinking also means thinking clearly and systematically. This thinking pattern can increase the ability to understand the logical structure of the text while studying and analyzing it.	Positive
26	It is vital because critical thinking is one of the main things and needs to be had to give a positive response that is also logical and can be accepted or understood well.	Positive
27	very important	Positive
28	It is essential. After all, even in the classroom, we have to start thinking critically because our practice or simulation is in class before real life.	Positive

29	It is crucial because, during the presentation, there will usually be a question and answer session where sometimes the audience gives random questions.	Positive
30	By thinking critically, we can make a logical basis for a solid argument	Positive
31	It is vital, especially when there are differences of opinion and questions and answers, we must think critically to decide.	Positive
32	It is essential because delivering the material is good, and we can respond to the audience appropriately so that the presentation goes well.	Positive
33	By thinking critically, someone is expected to be able to think carefully, both logically and systematically.	Positive
34	To improve understanding of the presentation material.	Positive
35	Open-minded, aware of student's different points of view, easy to exchange ideas.	Positive
36	Critical thinking during presentations makes it easier for us to gain knowledge, refine theories, and strengthen arguments	Positive
37	If we can think critically during a presentation, it will be easy for us to analyze new problems or information	Positive
38	Help convey information that is important and must be known by others	Positive
39	Able to master situations and conditions by thinking clearly and rationally. Able to analyze information well during presentation.	Positive

Appendix 6

Table 4.5

Questionnaire 4.

In your opinion, What skills should you have for using critical thinking during a presentation?

Students	Answers
1	Talking, Skimming, Analysis, Logic, and critical thinking.
2	Understand the material, prepare mentally, prepare for ice breaking.
3	The skills that must be possessed, in my opinion, are to be able to evaluate topics, identify as a whole and consider by developing the thoughts that have been presented
4	Extensive insight and a lot of reading
5	Careful, thorough, logical, responsible
6	Clear communication, good observation skills, and precise, open-minded, creative thinking
7	Confident.
8	It knows in detail the material to be delivered.
9	Confident, able to understand the situation and material well, and can process words to be explained easily.
10	In my opinion, what you should have are good understanding skills, identification skills, and analytical skills.
11	Active in the discussion, can communicate well.
12	Skills to identify problems, determine priorities, collect information, analyze and evaluate existing data or information.
13	Looking for a lot of experience
14	Interpretation, analysis, evaluation, inference, explanation, and self-regulation
15	The solution to problem, active, fast analysis process, master the topic
16	Have evaluation and thinking skills
17	First, qualified skills to respond to something critically, Second, we must prepare the necessary references to convey the argument well. Third, we must take advantage of technology to dig deeper into information.
18	In my opinion, the skill that one must have to think critically during a presentation is to question several things, for example, where the information source was obtained, and so on

19	Analyze, conclude, evaluate, think logically, accept opinions gracefully.
20	Read diligently and be confident
21	Confident, calm when delivering the material, and able to understand the concept of the material that we will convey
22	Must be able to analyze the material, be able to convey his opinion or the results of his thoughts
23	Identify, build, and evaluate an argument regarding the issue of your interest.
24	I am trying to understand the logical relationship in every idea put forward.
25	Detects whether there are inconsistencies and general errors in reasoning.
26	I was trying to solve problems systematically.
27	Identify the relevance and importance of one or more ideas are.
28	Understand the material
29	Can present logical arguments
30	Conduct evaluation
31	Analyze and draw conclusions
32	It was critical, creative, and broad insight.
33	Be able to provide explanations interestingly, provide material that is clear on the truth
34	Able to interpret, evaluate, explain, reflect on oneself, and conclude well
35	presenting material, interpreting, analyzing, drawing conclusions, and evaluating.
36	We must deepen/understand the content of the material.
37	Fluent in public speaking, good at the material, and skillful.
38	Analyze, evaluate, solve problems, put forward arguments, and self-correct
39	The ability to analyze, the ability to assess problems, can find solutions to problems

Appendix 7

Table 4.6

Questionnaire 5

Do you think interpretation skill is essential in the presentation? Give the reasons.

Students	Answers	Perception
1	It is essential, we interpret ourselves according to ability but not exaggerate.	Positive
2	Yes, it is essential.	Positive
3	It is essential because if we cannot interpret it during the presentation, we are silent and cannot explain the material to be conveyed.	Positive
4	It is vital so that people live and have many things known	Positive
5	Yes, it's essential. Because the presentation is an activity to explain the material. If we cannot interpret, then we are just like the audience, not participating in the presentation	Positive
6	Clarify a statement	Positive
7	Very important, because this ability will support success in studies and work.	Positive
8	It is important because the importance or essence of the material being discussed will be determined in this interpretation process.	Positive
9	It is essential to know how to interpret	Positive
10	It is essential to understand the content better	Positive
11	Necessary because good communication is needed in presentations to strengthen opinions and clarify the material presented.	Positive
12	Very important. Because with the ability to interpret something, we will also give better responses to the audience.	Positive
13	Yes, it's essential. Because through interpretation, it can be easily understood and accepted by the audience.	Positive
14	It is essential because it can help gain knowledge, refine theories, strengthen arguments, express and formulate questions clearly, collect, assess, and interpret information effectively.	Positive

15	Important Really, because with that what we are presenting can arrive and be well received.	Positive
16	It is important, maybe this is a step to cultivate our critical thinking, but it must be appropriate and not overly exaggerated in interpreting the presentation because not everyone can catch an explanation like that.	Positive
17	Interpretation is critical during a presentation so that we can understand each other, interpret the meaning of the information presented	Positive
18	Important, because to measure the ability of understanding following the knowledge and experience they have.	Positive
19	Yes, it's essential. Because we can interpret during presentations, our communication can be conveyed well. Then with the interpretation, it can increase a general understanding of the purpose of a thing.	Positive
20	Yes. Because with interpretation, presentation material becomes more meaningful because it can convey opinions to be remembered.	Positive
21	Yes, it is essential. With the interpretation, the hope is to understand what information is in the discussion to understand other people. It means interpreting information to be effective.	Positive
22	Yes, very important	Positive
23	It is essential because, as presenters, we must know more deeply about the material	Positive
24	In my opinion, it is essential because when we talk about presentations in class, the purpose of the presentation itself is not only to convey a material but aims to discuss and give opinions to fellow students so that the material is mature to enter logic	Positive
25	Important because the material/information is prepared well, making the audience understand what is being explained.	Positive
26	It is essential. When we are presenting, we must include our views to the audience who are listening to us to strengthen further the material we are discussing.	Positive

27	In my opinion, the ability to interpret is essential to provide opinions and reviews, and impressions during a presentation.	Positive
28	Very important. When a presentation can be conveyed to other people, the intent and purpose of the presentation can be understood by others It is essential because, by interpreting, the audience will understand the context more easily.	Positive
29	It is essential because we have to see from a different point of view not only from one point of view and also to establish communication with the audience.	Positive
30	Yes, because it can improve critical thinking.	Positive
31	Yes, it is essential. Sometimes the person can think critically, but they do not have the skills to convey it.	Positive
32	It is essential because the presenter will present the conclusions of the problems. It is expressed by giving an impression or opinion at the end of the presentation. To make the audience get points that must be understood from what has been conveyed.	Positive
33	It is essential because it includes communication.	Positive
34	It is essential because interpreting is an activity of understanding the material presented so that it must be able to master it so that others can easily understand it.	Positive
35	Important because an interpretation can be a depiction of information to adjust certain symbols	Positive
36	Yes, it is essential to improve presentation skills and be more accustomed to practicing critical thinking.	Positive
37	Critical, because it shows we are thinking critically	Positive
38	By conveying our theoretical view of the material we present, we have mastered the material we carry	Positive
39	Important to describe some information	Positive

Appendix 8

Table 4.7

Questionnaire Item 6

Do you think analysis skills are essential in the presentation? Give the reasons.

Students	Answers	Perception
1	Importantly, it's a way of thinking critically too	Positive
2	It is essential because if we cannot analyze an answer from the audience, then we don't know what they are asking and what we want to answer.	Positive
3	It's essential to understand the other person	Positive
4	Yes, it's essential. Because in the presentation, there are people who explain, ask questions or argue. So we must have the ability to analyze so that we do not mistake people who explain, ask, or argue.	Positive
5	Vital because it makes it easier for us to find trouble spots	Positive
6	It is essential because people who think critically do not immediately believe what they see or hear.	Positive
7	It is essential because by analyzing, we can think critically	Positive
8	It is essential to know the gap to analyze something	Positive
9	It is essential so that you understand the contents of the presentation	Positive
10	Important. An analysis is needed in presentations so that the material presented can be justified for its accuracy.	Positive
11	Yes. Essential. The ability to analyze will be advantageous when we are required to provide feedback to the audience. So in giving our responses, we are not careless because we can analyze both the questions, statements, and answers that we will convey.	Positive
12	Yes, it's essential. It can convince the audience about the material with a good analysis. Likewise, presenters who can analyze questions from the audience can also get more understanding.	Positive

13	It is essential because it is necessary to separate the material (information) into its necessary parts, look for the relationship between its parts, and see (recognize) its components and how the components are related and organized through this analytical ability.	Positive
14	Important	Positive
15	It is essential because, in processing the audience's questions, we need to analyze them before answering them.	Positive
16	Importantly, this is related to what we have to present, and indeed also critical analysis to increase our confidence	Positive
17	Analyzing is very important to obtain precise and accurate information data and be accountable	Positive
18	It is essential because it is to identify whether there is a relationship between one argument and another.	Positive
19	Yes, it is necessary. By analyzing, we can find out how the audience's character is because the audience is an essential basis of the presentation. If we don't have enough knowledge about the audience, we can never have a successful presentation.	Positive
20	Very important. Without analysis, the material provided will be absorbed raw so that a lot of information is missed.	Positive
21	When presentations, we need to have the ability to analyze so that the presentations we deliver are targeted and we are considered ready to face the audience.	Positive
22	Yes, very important	Positive
23	It is essential because if the material is not analyzed before, it will harm its delivery to the public	Positive
24	In my opinion, analyzing information is very important in a presentation cause it will be a section where the question and answer session is held, and that is where the ability to analyze us as a resource is tested. Good sources are those who master the material and can analyze questions from the audience when the audience has difficulty understanding the material	Positive

25	Important because the material/information submitted must be accounted for / valid.	Positive
26	It is important because we as presenters must be observant in analyzing or reading a problem with logical thinking.	Positive
27	I think presentation analysis is fundamental. Because from the analysis, we get more detailed information that is more detailed.	Positive
28	Very important. A proper analysis will get accurate results and can certainly be useful for a presentation.	Positive
29	It is important because the stripping of the problem will be thorough, simpler, and easier to understand.	Positive
30	It is important because we as presenters must pay attention to our audience	Positive
31	Yes, because by analyzing something we will get clearer origins.	Positive
32	It is important so that we can be active in the presentation	Positive
33	It is important to increase mutual insight and remind each other when something goes wrong.	Positive
34	Importantly, as presenters we must be able to gather information into clear objects, solve problems that the audience does not understand, and be able to sort out the most effective decisions.	Positive
35	It is important if it is not analyzed, then I will deliver the material/answer questions from the audience	Positive
36	It is important because we analyze the same as we give an opinion which can help to get clarity on something that is conveyed.	Positive
37	It is important because by analyzing we can identify the audience which is an important element in a presentation	Positive
38	Yes, it's important. Because the analysis can make a better understanding of the presentation.	Positive
39	Importantly, we also need an analysis of the question	Positive

Appendix 9

Table 4.8

Questionnaire item 7

Do you think inference skill is important in the presentation? Give the reasons.

Students	Answers	Perception
1	It is important because it is necessary to reaffirm what has been said or explained so that it is easier to understand	Positive
2	To achieve the goal properly	Positive
3	Yes, it's important. Because if we can't conclude from a presentation, we just follow the presentation without knowing the meaning or essence.	Positive
4	Important because the conclusion is the essence of the presentation	Positive
5	It is important because we can overcome critical thinking to see what problems are happening in this case.	Positive
6	It is important because the conclusion is the essence of the presentation material and may be helpful for audiences who do not understand it.	Positive
7	It is important to be able to conclude a problem	Positive
8	Very important. Thus, we can strengthen the material we convey, and the audience can get the material well.	Positive
9	Yes, it is important. Concluding can be the summary or essence of all the information we convey to the audience. And the summary is often remembered by the audience because it is at the end of the presentation.	Positive
10	Yes, it's important. With the conclusion, we can present the presentation material briefly, clearly, and directly on the purpose of the presentation.	Positive
11	Important, because the conclusions are useful to make it easier for the reader to understand the whole/core of the text or the reading correctly, there is no need to read the text thoroughly.	Positive
12	Important	Positive

13	Of course, the conclusion is the final result from the beginning to the end of the presentation process.	Positive
14	It is important, as a presenter, to understand the material entirely so that the conclusions that can be drawn show that the presenters understand the presentation material.	Positive
15	Drawing conclusions is critical to know the purpose and essence of what is conveyed in the presentation	Positive
16	Yes, it is also important because the conclusion at the presentation is useful to make it easier for the audience to fully understand what we are presenting exactly so that later it does not cause errors in something/information.	Positive
17	Yes. Because the conclusion in the presentation is the result of the discussion between the speaker and the audience.	Positive
18	Make the audience remember the information we convey, do it according to the purpose of the presentation, and find solutions to problems.	Positive
19	Yes, important	Positive
20	It is important because the conclusion is the point most eagerly awaited by the public	Positive
21	Conclude the presentation is important because when the discussion session begins and sometimes some audiences add sources that can be incorporated into logic and can be incorporated into the material presented by the resource person.	Positive
22	Important because the conclusion is the outline of the material conveyed.	Positive
23	The essence of the whole matter.	Positive
24	It is important to summarize what was presented.	Positive
25	Yes, I think that concluding at the end of the presentation is very important. Apart from explaining the content of our presentation, concluding also aims to understand the listener or audience who was initially confused and provide a clearer explanation.	Positive
26	Very important. When an analysis is carried out, and results have been obtained, the conclusions drawn must refer to these results. When a wrong conclusion is drawn, the steps taken will be wrong and not following the analysis carried out.	Positive

27	Important, because it will remind the core audience of the results of the presented presentation.	Positive
28	It is important because it is clear, concise, and easily understood by the audience	Positive
29	Yes, because it makes it easier for the audience to understand the material presented	Positive
30	It is important because every presentation has a conclusion	Positive
31	It is important, so the essence of the presentation is very important, just try to explain, but you don't know the conclusion, there must be something missing	Positive
32	It is important to recall the important points that have been conveyed to the audience.	Positive
33	Important, because to explain again the material that has been conveyed briefly and clearly	Positive
34	It is important because we can know the clarity or essence of the material presented	Positive
35	Important, because with the conclusion, we can reinforce the purpose of our presentation	Positive
36	Yes, it's important because you can find out the core / overall points of the discussion discussed.	Positive
37	It is important because when the presentation is over, we also have to conclude the material we are delivering to the audience	Positive
38	It is important because concluding or conveying important points can help the audience get to the core of the context that has been described.	Positive
39	Important, because sometimes many people cannot conclude.	Positive

Appendix 10

Table 4.9

Questionnaire 8

Do you think explanation skill is important in the presentation? Give the reasons.

Students	Answers	Perception
1	It is important but uses its way so that what we convey is conveyed	Positive
2	It is important because if we cannot explain how we will convey the material to the audience.	Positive
3	If the presentation is without explanation, the audience will not catch the meaning of what is presented by the speaker. So, an explanation is fundamental when presenting to convey our aims and objectives in presenting a topic.	Positive
4	Important, Because it will make it easier for the audience to understand the material we are conveying	Positive
5	The audience needs to get a clear and detailed understanding of the material	Positive
6	It is crucial, when conveying information to the audience, we must be able to speak well, clearly, and straightforwardly so that the audience is not confused and can understand what the presenter said	Positive
7	Important but use its way to order what we mean	Positive
8	Important because if it is not explained, some people may not understand the meaning of the material being explained	Positive
9	It is very important because most presenters only read the ppt/slide, including me, and in my opinion, it is not interesting for the audience.	Positive
10	Yes, it's important. Explaining the presentation in a language that is easy to understand will be easily accepted by the audience. If the presentation is not able to explain it well, the presentation will be poor too	Positive

11	Important, If we cannot explain the information correctly, the information received by the audience will also be wrong and will be a misunderstanding.	Positive
12	Yes, it's important because the purpose of the presentation is to explain something for many people to know.	Positive
13	Yes, it is important. Having the ability to explain it makes the audience more aware and understands what we are describing. Later the audience will have new knowledge or information which is certainly valid.	Positive
14	So that delivery is easy to understand	Positive
15	It is important because if the presentation material is not explained, the understanding that the audience can accept will be lacking.	Positive
16	Important because the point of a presentation is to explain in detail to the audience. This ability is very important because it will give the impression that the presentation is going well or not.	Positive
17	It is important so that all audiences can also understand what we have explained	Positive
18	it is important. The ability to explain well can attract the audience to pay attention to the speaker carefully. Besides, we can explain the material systematically.	Positive
19	It is important so that people who hear / audience can select the information obtained.	Positive
20	It is important because the material will die if it is only read and not applied in the form of pronunciation	Positive
21	back to the meaning of presentation, if there is no ability to explain how the resource person delivers the material to the audience. The ability to explain is very important for the speaker.	Positive
22	It is very important because the audience understands the material. If we explain the material we are going to convey, surely the audience will not understand and do not understand what material we are going to convey.	Positive
23	very important. I think the ability to explain is the main ability of a presenter. If you can't explain, how will the audience understand the material	Positive

24	Yes, Important.	Positive
25	It is important because explaining it provides a rich understanding of the material presented	Positive
26	It is important because, during the presentation, we have to explain the material well to the audience	Positive
27	It is important because the presenter's job is to understand or explain the material to the audience.	Positive
28	Yes, because not all audiences can understand the material independently	Positive
29	The ability to explain is important because lengthy explanations can make the explanation of the material presented not conveyed or difficult to understand	Positive
30	very important, because it's the process of understanding people about the material to be discussed.	Positive
31	It is important because the explanation from the speaker also influences the audience	Positive
32	Yes, it's important. Presentation means explaining activities. If we can't explain something well, people will think that we don't understand what we are saying ourselves.	Positive
33	Very important. Because of this ability, it is easier for someone to express opinions to be understood.	Positive
34	Yes, it is important because whether or not the ability to explain is very influential on something that is presented	Positive
35	It is important because when we can explain well what we explain, the presentation will go well	Positive
36	Very important. Any information that will be conveyed to others must be clear. Others must understand the stated intentions and objectives. When it is wrong in explaining information, it can cause miscommunication, and it is dangerous if it is not straightened out	Positive
37	It is very important to explain the information so that it is easy to understand	Positive
38	Explaining to be understood by the audience is not easy. It takes practice and a lot of flying hours.	Positive
39	It is a part of using critical thinking skills.	Positive

Appendix 11

Table 4.10

Response- Questionnaire 9

Do you think evaluation skill is important in the presentation? Give the reasons.

Students	Answers	Perception
1	We must know what our strengths and weaknesses are and can be improved again	Positive
2	It is important because evaluation is a way to improve ourselves so that we can deliver better presentation material in the future.	Positive
3	I think an evaluation is very important. We know what is missing from our presentation and what needs to be reduced to look perfect.	Positive
4	It is important because it can also add more value to our presentation	Positive
5	It is very important to know the latest results and use them for improvement in the next presentation	Positive
6	It is important to measure the extent of understanding obtained from the information presented, and it can also be a reference for better presentations in the future.	Positive
7	Yes, it is important, because by holding an evaluation, it is hoped that we can find out the shortcomings of the presentation with the aim of better future presentations.	Positive
8	Yes, it is important to evaluate the presentation means to find out whether at the time of delivery the presentation was following what was practiced during the practice, according to what we planned and expected, or were there any mistakes made during the presentation.	Positive
9	Yes, so that it can be better in the future	Positive
10	Yes, it is important because we know the shortcomings in the presentation to correct the deficiencies in the presentation.	Positive

11	It is important because we will know what we need to improve, be it media, material, audience, etc., to be used more during the next presentation.	Positive
12	Important, because for the presentation we have to evaluate it first	Positive
13	Important, With the evaluation, we can find out the shortcomings and what to do for the next presentation.	Positive
14	It is important because it is to compare matters from various points of view that we see.	Positive
15	It is important because we will be even better when we will present again at a later date by learning from our mistakes	Positive
16	It is Important. Evaluation is good for better presentation.	Positive
17	It is important to introspect yourself so that the future will be even better	Positive
18	It is important because sometimes our answers to the audience's questions also need to be evaluated so that they are not missed	Positive
19	It is important because, in my opinion, evaluation is needed to ensure whether what we explain is following the material and does not deviate from the material	Positive
20	Yes, it's important	Positive
21	It is important because the material we convey is not free from mistakes or shortcomings, so it is necessary to evaluate it in the presentation	Positive
22	It is important so that in the future we can make better presentations	Positive
23	It is important to know the shortcomings or mistakes beforehand.	Positive
24	Yes, because evaluation can correct possible deficiencies that will occur in the following presentation.	Positive
25	It is important because we can evaluate other people's arguments as well as our arguments to form good arguments	Positive
26	important, the presentation must be evaluated less and where the mistakes are not repeated in the next semester.	Positive

27	It is important to know whether the presentation was following what was practiced during the exercise.	Positive
28	Yes, it's important because, with evaluation, we will know what our shortcomings are. That way, we can improve and improve what needs to be improved.	Positive
29	Yes. Without evaluation, we will not know how a theory works and can only be imagined.	Positive
30	It is important because to test the correctness of the statements used to convey thoughts. It also tests the continuity between arguments.	Positive
31	It is important because we know whether the presentation we are doing is the same as what was planned	Positive
32	It is important because by evaluating, we can fix our shortcomings when presenting	Positive
33	Very important. Evaluation helps convey any results and mistakes during a presentation. After knowing the error, it is hoped that the next presentation can be anticipated and it does not happen again	Positive
34	It is important as an evaluation material for the future better	Positive
35	Evaluation is an activity to assess something.	Positive
36	With the evaluation, you will know the shortcomings and what things need to be fixed and improved.	Positive
37	Presenters and audiences each understand the information conveyed.	Positive
38	Yes, because by evaluating, we know what has been and has not been done from the presentation	Positive
39	Yes, it is important to make every meeting better.	Positive

Appendix 12

Table 4.11

Questionnaire 10

Do you think self-regulation skill is important in the presentation? Give reasons.

Students	Answers	Perception
1	It is very important to limit our role as presenters so as not to exceed the limits according to their respective roles but still be professional	Positive
2	It is important because self-regulation is a way for us to control or keep ourselves from going overboard in everything.	Positive
3	Organizing yourself is very important so that you don't seem excessive and adjust to the chosen theme.	Positive
4	Important, sometimes there is someone who is too ambitious so they can't control themselves, so it seems like he feels smart himself	Positive
5	It is very important so that the presentation runs smoothly and the audience feels comfortable	Positive
6	It is important because the emotions conveyed by the presenter will be conveyed to the audience, so self-regulation is necessary before, during, and after the presentation. Appearance is also a special value for the audience.	Positive
7	It would help if you weren't nervous during the presentation, which can cause your mind to be distracted and stutter when explaining the material.	Positive
8	It's important, sometimes the smart ones ask first.	Positive
9	Yes, it's important. Attitude during the presentation can influence the audience to follow the presentation's so that it is more focused and easier to understand. If you can't	Positive

	organize yourself, your audience will listen to the presentation.	
10	Important is very important. Because if we are nervous, it will affect the information we convey to the audience. There could be misunderstandings or even conflicts.	Positive
11	Yes, it's important because this is an important thing that affects the attitude during the presentation.	Positive
12	Yes, it is important. The ability to organize ourselves during the presentation aims to maximize the presentation we do to run smoothly, successfully without obstacles. What we plan at the beginning will not cause disappointment at the end.	Positive
13	Yes, to be more disciplined so that our delivery still refers to the material being discussed.	Positive
14	It is important because we know the limitations and what we need to talk about and do to support the presentation	Positive
15	It is important because in a presentation we have to organize ourselves to stay ready	Positive
16	Very important. Self-control is needed in presentations so that the speaker can deliver the material without feeling nervous.	Positive
17	Important, this is to make it easier for the audience to understand what we are conveying.	Positive
18	It is important because maintaining an attitude is very important, especially as a presenter, you must remain calm regardless of the presentation conditions	Positive
19	It is important because automation or self-control during the presentation must be present. If the speaker is not able to organize himself, the presentation cannot run conducive	Positive
20	It is very important because we can explain calmly, straightforwardly, and confidently by managing ourselves during the presentation. We mustn't dominate the presentation. We	Positive

	must provide opportunities to group friends or even audiences who want to share their opinions.	
21	Yes, it's important	Positive
22	Yes, it's important, we could enjoy the presentation and not be nervous in front of the audience	Positive
23	Important because it will greatly affect the course of the presentation	Positive
24	It is important because we are in front of the audience must control whatever we say our behavior.	Positive
25	Yes, because our character affects the way we present	Positive
26	It is important because we need confidence, clarity, and others so that the presentation can run well	Positive
27	very important, mental readiness must exist because it also affects the presentation process. Try to make sure that the preparations are done carefully so that the presentation is calm (not dissolved)	Positive
28	Important because it is to know the effectiveness of the delivery of material to the audience.	Positive
29	Yes, it's crucial. Because in a presentation there are many people, we also need to pay attention to our situation.	Positive
30	Yes. Because presentation is one of discussion, we can't be provoked by emotion because everyone has their own opinion.	Positive
31	It is essential to organize and re-examine the results of his thoughts, and maybe they can be improved	Positive
32	The presentation must go in an orderly manner.	Positive
33	Important, because if you can organize yourself well, the presentation will run smoothly	Positive
34	Very important. During the presentation, attitude and speech need to be maintained to	Positive

	run smoothly, and others can understand the information to be conveyed.	
35	We know the object and subject we are dealing with goodness.	Positive
36	When our manner is comfortable and confident, the audience will also believe in what we are conveying.	Positive
37	Audiences can be interested and focused so that the presentation is effective.	Positive
38	We can't explain and respond at will. Everything has rules and order.	Positive
39	The presenter must understand the course of the presentation to understand how to control himself and his audience.	Positive

Appendix 13

Table 4.12

Students' plan in their use of critical thinking skills in their presentation

Students	Answers
1	By preparing the material, understanding the material, preparing mentally, preparing for ice breaking, and preparing prizes
2	Shut up and listen carefully, then comment
3	Master the material, practice speaking in public, and don't be shy
4	Mastering the material in-depth and strategizing during the presentation
5	Must be very clever in filtering information.
6	Looking for questions that are somewhat difficult and interesting are, of course, related to the material so that other audiences can also be interested in thinking
7	read the material and prepare mentally
8	Practice from the day before the presentation
9	I will collect quite a lot of references, and then I will try to ask the more skilled so that I can correct myself
10	Gather sufficient information with sufficient sources. Control yourself and always think positively.
11	Understand the material as a whole, take important points from the material and then explain it briefly and clearly so that it is easy to understand
12	looking for relevant sources of information. Study it first until you understand
13	learn the points to be conveyed and relax so that you remain optimistic in delivering the material
14	Read books, master the material to be presented, read a lot from different opinions
15	After the presentation material is finished, repeated practice is required before the day of the presentation because practice makes perfect.
16	I am reading the material thoroughly then looking for sentences that have just been heard or feel obstructed and want to be asked.
17	Read the entire material and analyze it.
18	In planning critical thinking skills, we can do these steps, as follows: 1) Looking for a clear statement of each question, 2) Looking for reasons, 3) Trying to know the information well, 4) Use credible sources, 5) Pay attention to the situation as a whole, 6) Trying to stay relevant to the main idea, 7) Given the genuine

	and fundamental interests, 8) Looking for alternatives, 9) Have an open mind and attitude, 10) Take a position when there is sufficient evidence to do so, 11) Be systematic and orderly with the parts of the whole problem.
19	Read the important points, analyze them, then explain them in simple and easy-to-understand language
20	provide logical resources, and practice skills when speaking in front of a crowd
21	we prepare information that has not been written in the material that is being shared.
22	Learn more about reading the environment so that it can relate to real-life at the time of presentation. And certainly better understand the material to be presented
23	In my opinion, the ability to think critically can be done by noting important points in the presentation, listening, and identifying when the speaker explains the topic.
24	Must understand and deepen the information to be conveyed, do not give wrong information.
25	Mastering the topic and creative use of media
26	Explore the content and repeatedly practice before the day of the presentation.
27	Describe each point clearly
28	Increase references
29	Before the presentation, explore the material and be active during the discussion
30	Mastering presentation material and reading a lot of other sources
31	By understanding more about the material to be presented, they analyzed what points need more attention, gathering as much information as possible about the material to be presented to deliver presentations effectively and clearly to the audience.
32	How to learn and explore the material to be delivered
33	Calming down the mind makes everything feel our own so that we can bring out our critical thinking skills properly
34	Analyze problems, assess problems, and seek solutions to problems
35	I am Listening, understanding the material presented by the presenter so they can think critically.
36	By reading our presentation material
37	Assessing references, both books, and various sources of our material so that we will increasingly master the material to be delivered
38	I am studying the material, learning about its application in real life, analyzing cases or things related to the material.

39	Seek as much explanation as possible whenever possible.
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Appendix 14

Table 4.13

Lesson Plan

Course	Literature
Learning outcome	<p>3. Students understand, apply, analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about Literature.</p> <p>4. Students have the skills to use critical thinking and communicate verbally in public using English to develop the academic world and the world of work.</p> <p>4. Students have a positive attitude to communicate verbally in public using English.</p>
Course description	<p>This course discusses the theories of literature and the types of literature in English. Upon the completion of this course, the students are expected</p> <p>To know the famous English literary works and can analyze them to relate in with education.</p>
Learning media	Modul, zoom meeting/google meeting
References	<p>4. “An Introduction to Literary Studies” by Mario Klaler</p> <p>5. “The Edinburgh Introduction to Studying English Literature” edited by Dermot Cavanagh, Alan Gillis, Michelle Keown, James Loxley, and Randall Stevenson</p> <p>6. “An Introduction to Literature, Criticism, and Theory” by Andrew Bennet and Nicholas Royle</p>
Expected outcome	Performing individual presentation
Learning material	Top 10 short stories
Learning method	Project-based learning
Learning experience	Observing, asking, practicing, discussing, communicating, and demonstrating ideas using English
Assessment Criteria	<p>Criteria: effectiveness and efficiency of information presentation, time management and audience,</p> <p>Assessment: ability to communicate material,</p>

	interaction with the audience, fluency of language
Time	150 Minutes

Appendix 15

Table 4.14

Activities of the classroom observation

No	Activities
1	<p>Classroom observation 1</p> <ul style="list-style-type: none"> - Observing classroom activity in zoom meeting http://bit.ly/Classroom-observation1 - The lecturer introduces the course to students by screen sharing (PPT). He presents the material, had a question and answer regarding the material. The students showed their activeness to have a discussion. - The lecturer gives students the task of presenting a short story. The instructions are to make a summary, decide the genre of the short story, and find the moral value. They are present in the form of video and uploaded on the youtube channel. - For the field note of classroom observation, please see table 4.15
2	<p>Classroom observation 2</p> <ul style="list-style-type: none"> - You can access it on http://bit.ly/Classroom-observation2 - In a google meeting, the lecturer asks the students to represent and ask questions from the video containing their presentation about the short story. - For the field note, please see table 4.16 - I also check students' activity in students' observation checklist to use their critical thinking skills in their discussion.
3	<p>Classroom observation 3</p> <ul style="list-style-type: none"> - You can access it on http://bit.ly/ClassObservation3 - in the google meeting, the lecturer asks to continue the previous meeting, which another group has not presented yet to present their work in this chance. - For the field note, please see table 4.17 - I also check students' activity in students' observation checklist to use their critical thinking skills in their discussion.
4	<p>Students' observation checklist in the video presentation</p> <ul style="list-style-type: none"> - Students' implementation of critical thinking skills in their presentation starts to analyze in this activity. - Students upload the task on their youtube channel by the group, but each student presents the result one by one. I can assess their critical thinking skills here. Here are the links that you can find their presentation :

	<ul style="list-style-type: none">- Group 1 https://youtu.be/EZR6tgDEqpk- Group 2 https://youtu.be/vrfF0RI2t7s- Group 3 https://youtu.be/Y3GMSe4V-YI- Group 4 https://youtu.be/XwnZxPeg80U- Group 5 https://youtu.be/54XV4wu_J5k- Group 6 http://bit.ly/Compilation-Group6- Group 7 https://youtu.be/F9rafZr-w4M- Group 8 https://youtu.be/1I3g3hq1_DI <p>For the result of the checklist of students' implementation of critical thinking skills in their presentation, please see table 4.18</p>
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Appendix 16

Table 4.15

Field note classroom observation

Field note classroom observation 1 Meeting 29th September 2020
<p>The lecturer began the classroom at 1.30 PM. One by one, the students join the classroom. After all of the students attend, the lecturer explains the material using PPT and screen sharing to follow the material. The slides spread in the classroom to make the students learn before joining the zoom meeting. The topic of the material is the type of literature. The lecturer explained various types of literature, e.g., short stories, films, novels, etc., in the middle; the lecturer asks a question to attract students' activeness. It makes the students think and find the answer. The lecturer calls one of the students' names to answer the lecturer's question, e.g., the lecturer calls Diyah to answer the question, but Diyah cannot answer the question. The lecturer asks other students to answer. Many students want to answer the question, and the lecturer responds. Other students also respond again. It looks at the students' activeness shows their critical thinking skills in the way students interpret the material, analyze the answer from the question, infer the answer, and explain the answer to the lecturer and another classmate. The Discussion runs well until the class ends at 3 PM. The lecturer keeps the discussion runs smoothly. There is good communication between the students and the lecturer. The students show their critical thinking skills from the way how they act in the discussion.</p>

Appendix 17

Table 4.16

Field note classroom observation 2

Field note classroom Observation 2 Meeting 13th October 2020
<p>The class began at 1.30 PM in a google meet. The total of students who attend is 39 students. The lecturer opened the class, discusses the video that the students have already submitted. The lecturer asks who wants to present the short story and explain the summary to the other students in the class. Group 2 asked permission to present the result of their work. Muhammad Yusuf began to deliver what the story was about, then continue by Melna, Elis, Reza, and the last fasikha, who delivered the moral value of the short story. After that, group 1 opens the question and answer section, many students respond and ask the questions to group 2, and each of the members can answer the question. The atmosphere of the discussion section is accurate, although virtually. After that, the lecturer asks group 2 to close the presentation and ask other groups to present their work. Next, Group 1 present the result of the work. After the presentation, there is a question and answer section and feedback from the lecturer. Then, for the last group, 3 present their work and have a question and answer section. Each group evaluates their performance by asking the lecturer's feedback. The lecturer guided the learning process in the meeting. Finally, the lecturer concludes their work and asks another group to be better in the present their work, and after that, the lecturer ended the classroom activity.</p>

Appendix 18

Table 4.17

Field note classroom observation 3

Field note classroom Observation 3 Meeting 20th October 2020
<p>The class began at 1.30 PM in a google meet. The total of students who attend is 39 students. The lecturer opens the class and discusses the video. The lecturer continues the previous meeting, and as usual, he asks who wants to present the short story and explain the summary to the other students. Beginning with group 5, then group 4, group 6, group 7, and the last, 8. Each of the students from each group tries to deliver following their part.</p> <p>In conclusion, there is a question, and answer section after each group is presented. Each of the students showed their critical thinking skills in how they interpret their work to make their assumptions about the short story. They also explain the short story to other students. They can give feedback when other students ask, comment, and give suggestions to the group. They can make the discussion run with their critical thinking skills. After all of the groups are present, the lecturer gives his feedback and conclusion. He also gives the additional task to the students to write a short story and send it to his email as the next task. Then, the lecturer closes the meeting.</p>

Appendix 19

Table 4.19

The analysis of each students' checklist in their presentation

Students' Critical Thinking Skills viewed from "The Dimension of Critical Thinking Skills adopted from Facione (2011)."						
Students	Name of Skills					
	Interpretation	Analysis	Explanation	Inference	Evaluation	Self-Regulation
1	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓
3	✓	✓	-	✓	-	-
4	✓	✓	-	✓	-	-
5	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓
16	✓	✓	✓	✓	✓	✓
17	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓
19	✓	✓	-	✓	-	-
20	✓	✓	✓	✓	✓	✓
21	✓	✓	-	✓	-	-
22	✓	✓	✓	✓	✓	✓
23	✓	✓	✓	✓	✓	✓
24	✓	✓	✓	✓	✓	✓
25	✓	✓	✓	✓	✓	✓
26	✓	✓	✓	✓	✓	✓
27	✓	✓	✓	✓	✓	✓
28	✓	✓	✓	✓	✓	✓
29	✓	✓	✓	✓	✓	✓

30	✓	✓	✓	✓	✓	✓
31	✓	✓	-	✓	-	-
32	✓	✓	✓	✓	✓	✓
33	✓	✓	✓	✓	✓	✓
34	✓	✓	✓	✓	✓	✓
35	✓	✓	✓	✓	✓	✓
36	✓	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓	✓
38	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	✓
Total	39	39	34	39	34	34

Scoring analysis result :

$$\frac{\text{Students who practice the skills}}{\text{Total of the students}} \times 100 = \dots \%$$

Table 4.20

The percentage of the analysis result

No	Name of skills	Percentage of the analysis result
1	Interpretation skill	$\frac{\text{Students who practice the skills}}{\text{Total of the students}} \times 100 = \dots \%$ $\frac{39 \times 100}{39} = 100\%$
2	Analysis skill	$\frac{\text{Students who practice the skills}}{\text{Total of the students}} \times 100 = \dots \%$ $\frac{39 \times 100}{39} = 100\%$
3	Explanation skill	$\frac{\text{Students who practice the skills}}{\text{Total of the students}} \times 100 = \dots \%$ $\frac{34 \times 100}{39} = 89\%$
4	Inference skill	$\frac{\text{Students who practice the skills}}{\text{Total of the students}} \times 100 = \dots \%$ $\frac{39 \times 100}{39} = 100\%$

5	Evaluation skill	$\frac{\text{Students who practice the skills} \times 100}{\text{Total of the students}} = \dots \%$ $\frac{34 \times 100}{39} = 89\%$
6	Self-regulation skill	$\frac{\text{Students who practice the skills} \times 100}{\text{Total of the students}} = \dots \%$ $\frac{34 \times 100}{39} = 89\%$

Appendix 20

Table 4.21

Here are students' responses in overcoming their barriers in using critical thinking skills in their presentations.

Students	Answers
1	Trying to speak up according to what is there
2	We can return a question to our audience when we can't answer it.
3	In critical thinking, when we encounter difficulties, we can ask presenters or audiences who can help us solve these problems.
4	Exchange opinions or discussions
5	Remain calm and optimistic, then self-evaluate so that you can fix existing deficiencies
6	Analyze existing materials or think about how other people think about the same thing.
7	Discussion with our group
8	Discuss with friends
9	Ask other people who understand better, then discuss it.
10	I am not rushing into decisions.
11	Concentrate on the material and explanation from the presenter.
12	Before the presentation, we have to practice first. Then we also have to master the material and the audience so that we don't get overwhelmed by audience questions during our presentation. Besides, read more books related to what we convey, then don't forget to interpret and analyze it beforehand so that no regrets occur.
13	Keep calm and think
14	Conclude a series of phenomena
15	Continue to practice and master the topic
16	Discussion with friends
17	I will express my opinion first and then return it to the lecturer or someone more skilled to be corrected.
18	Discuss with friends or someone to get lots of input and creative ideas.
19	Accept other people's arguments and look for the cause of the small problem of a problem and solve it
20	Evaluate the errors that occur and then fix them

21	Read diligently, and don't be shy about asking someone who knows better
22	It solves by thinking about solutions to our problems and find out where the problems we face come from discussions with friends or ask for help from the audience if possible.
23	Ask a friend for a solution
24	By reading the prophet's solawat to be given peace
25	Dig into the material well
26	Learn to understand the material to be presented.
27	Ask the audience to participate in the ongoing presentation to communicate between the speaker and the audience.
28	Conclude the material with my understanding
29	I discussed with group friends, looking for more sources of information and concentration.
30	Allow the audience to argue.
31	Calm down, then answer as best you can. And if needed, you can ask a friend for help.
32	I solve by discussing with several people then concluding.
33	Maybe when we haven't mastered the material and forgot, the way might be to open books/internet for a while to remember the material. Or by conveying thoughts according to our understanding.
34	Exchange arguments with your audience
35	We must believe and believe in the ability to think critically and be more active in analyzing problems or information
36	By understanding and preparing mentally
37	Before making a presentation, always practice arguing or cultivating unsolved or unresolved thoughts, then during the presentation, try to analyze the material carefully.
38	If, as presenters, we are in groups, then discuss with group friends, or if it is difficult, maybe we can return it to the audience instead of giving answers that we are not sure are true.
39	Give a little time to relax and prepare things well.

Appendix 21

List of interview questions with the students

No	Questions
1	Apa yang Anda ketahui tentang kemampuan berpikir kritis?
2	Apa pentingnya memiliki kemampuan berpikir kritis saat presentasi?
3	Bagaimana tanggapan (persepsi) Anda terhadap penggunaan kemampuan berpikir kritis saat presentasi?
4	Bagaimana cara Anda untuk merencanakan persentasi secara kritis?
5	Apa upaya Anda untuk mengaplikasikan kemampuan berpikir kritis Anda saat presentasi?
6	Bagaimana cara Anda untuk mengatasi hambatan saat melakukan persentasi dengan kritis?
7	Ada 6 skills yang harus kita kuasai dalam menggunakan kemampuan berfikir kritis kita, diantaranya menginterpretasi, menganalisa, menyimpulkan, mengevaluasi, menjelaskan dan self-regulation skills, apakah menurut Anda ke 6 skills ini penting untuk dimiliki seseorang yang akan menggunakan kemampuan berfikir kritisnya, kenapa ?

Appendix 22

The transcription of the interview with the students

INTERVIEW SCRIPT

Researcher : Assalamualaikum Wr.Wb, terimakasih temen-temen karena sudah mau meluangkan waktu dan kuotanya, sebelumnya kakak mau perkenelan dulu ya .. nama saya silvia nanda putri erito, saya adalah mahasiswi S2 unnes, dan saya tinggal di Karawang, Jawa Barat. Teman-teman disini kemarin pak burhan telah memberikan questionnaire kepada temen-temen apakah sudah dijawab ?

Menurut Anda apa yang dimaksud dengan critical thinking skills ?

Student 1: Jadi ya kak kalao menurut saya, Critical thinking, jadi kita sering mengenal istilah critical thinking dengan berfikir kritis dimana kita bisa menerapkan critical thinking dalam kehidupan, sebenarnya critical thinking merupakan suatu skill atau kemampuan memberikan satu solusi yang tepat dan akurat serta mampu dipertimbangkan secara baik dan benar.

Student 2: menurut syaa critical thinkng skills, kemampuan berifkir secara rasional, logis, ketika seseorang dihadapkan pada suatu permasalahan, jadi tidak langsung menyimpulkna/judge melainkan bertanya-tanya kenapa ko bisa begini , apa penyebabnya, mencari data-datanya, lalu menyimpulkan.

Student 3: critical thinking merupakan konsep proses berfikir dengan melakukan analisis dan merespon terhadap fakta-fakta yang ada dan sebuah pemikiran yang kita terima.

Student 4 : menurut saya, critical thinking itu membuat keputusan mengedepankan logika dibandingkan emosi.

Student 5: menurut saya, critical thinking skills adalah berfikir secara kritis sebagai respon untuk mengevaluasi pernyataan yang baru saja diterima.

Student 6: critical thinking skills adalah kemampuan berfikir manusia secara jelas dan rasional, itu secara singkatnya.

Student 7: menurut saya critical thinking skills adalah kemampuan seseorang untuk mengambil keputusan yang kritis.

Student 8: berfikir kritis adalah suatu tindakan/kemampuan untuk menanggapi, merespon, menerapkan dan menginterpretasi, dan mengevaluasi informasi yang kita terima, contohnya kita menerima informasi, kita harus memastikan kebenaran informasi tersebut.

Student 9: menurut saya, critical thinking skills itu seseorang yang memiliki kemampuan untuk berfikir logis, sistematis dan objektif tentang suatu hal.

Student 10: berfikir kritis adalah cara berfikir yang sebelumnya telah dipikir terlebih dahulu, terencana dan sistematis.

Student 11: Menurut saya, kemampuan berfikir kritis itu merespon sesuatu yang kita terima.

Student 12: kan tadi Fitri bilang tentang merespon sesuatu, kalau aku merespon tentang logikanya, apakah argumen itu bisa diterima atau enggak,

Student 13: menurut saya berfikir kritis itu bisa memahami, bisa mendalami suatu hal itu secara logis secara keseluruhan sebab dan akibatnya, maksudnya secara keseluruhan berkesinambungan.

Student 14: kalo menurut saya berfikir kritis itu merespon sebuah pemikiran yang logis tentang suatu hal dengan mempertimbangkan beberapa hal.

Student 15: menurut aku ini ya kak, maaf kalau salah, jadi critical thinking itu cara orang merespon sesuatu secara rasional dan logis.

Student 16: berfikir rasionalis, melihat sesuatu dan memandang sesuatu berbagai sudut pandang,

Student 17: berfikir kritis ya secara kritis aja kak,

Student 18: berfikir kritis itu menurut aku, berfikir dengan lugas dengan cermat lalu menerima informasi sesuatu dengan cermat dengan lugas.

Student 19: seperti kita menanggapi sesuatu dengan logis, tidak terburu-buru dalam mengambil keputusan, ikirin secara matang dan diungkapkan dengan bahasa yg logis yang mudah dipahami.

Student 20: menurut saya critical thinking skills yaitu skill untuk berfikir yang lebih kritis atau yang lebih jauh jik menghadapi suatu masalah atau sedang diskusi yang lebih dalam.

Student 21: critical thinking skills adalah kemampuan dalam menganalisis dan mengevaluasi dari hasil pengamatan dan pengamatan ataupun komunikasi dengan orang lain, kemudian memastikan apakah berita itu benar adanya.

Student 22: critical thinking skills adalah kemampuan berfikir yang menggunakan proses analisa dan evaluasi untuk mendapatkan informasi

Nazalul : kemampuan kita untuk berfikir atau berbicara dengan logis atau dengan fikiran yang kritis.

Student 23: critical thinking skills adalah kemampuan berfikir secara sistematis yang dimiliki setiap individu.

Student 24: critical thinking skills adalah berpikir seacara mendalam dan masuk akal ketika menilai sesuatu atau mengambil keputusan.

Student 25: Berfikir secara kritis

Student 26: critical thinking skills adalah berfikir secara kritis, tidak selalu menanggapi tapi harus memikirkan secara mateng sebelum kita ngomong.

Student 27: critical thinking skills adalah menanggapi sesuatu secara tepat dan cepat.

Student 28: proses gimana kita menyerap ilmu dengan baik dengan melihat berbagai sudut pandang dengan kemungkinan-kemungkinan terkait masalah yang kita hadapi.

Student 29: critical thinking skills adalah semacam berpikir kritis. Berpikir menggunakan logika.

Student 30: critical thinking skills adalah kemampuan untuk berfikir kritis dalam menghadapi suatu masalah tertentu.

Student 31: Critical thinking adalah proses berpikir secara kritis terhadap suatu topik, permasalahan, atau keadaan yang memaksa kita untuk berpikir secara sistematis dengan waktu seefesien mungkin.

Student 32: kemampuan individu untuk dapat merespon sesuatu.

Student 33: kemampuan untuk berfikir secara rasional berfikir kritis secara jernih untuk memahami informasi secara logis

Dini : sebuah kemampuan untuk berfikir jernih, dan rasional tentang apa yang akan dilakukan dan apa yang diyakini sebagai kebenaran.

Student 34: critical thinking kemampuan untuk berfikir seacara rasional, dan cepat tanggap dalam memagari informasi yang kita dapat.

Student 35: proses menganalisa, pengamatan terhadap informasi dan proses berfikir secara rasional.

Student 36: komponen yang dibutuhkan untuk menganalisis informasi.

Student 37: menilai sesuatu berfikir secara logika jadi kata2 yang kita keluarkan sesuai logika, apapun konsekuensi sesuai logika.

Student 38: Critical thinking sangat skills dibutuhkan untuk bisa berpikir kritis

Student 39: Critical thinking skills sangat dibutuhkan untuk bisa melakukan segala pemikiran-pemikiran kritis.

Menurut anda apakah kemampuan berfikir kritis itu penting saat melakukan persentasi ?

Student 1: Critical thinking sangat berpengaruh dalam pembelajaran terutama saat sedang persentas karna biasanya kita menggunakan critical thinking sebagai pengambil keputusan dimana kita memadu padankan antara isu dan logika kita dalam critical thinking misalnya saja di dalam kehidupan kita sangat terprovokasi nih dengan berita berita hoax, nah ktia malas nih mengecek kebenaran dari sebuah informasi, untuk itu kita perlu menunjukkan critical thinking kita terhadap berita-berita hoax seperti itu.

Student 2: menurut saya penting, ketika sesi tanya jawab, ketika ada pertanyaan tentang bagaimana pendapat kamu? Nah dari sini kita bisa menjawab pertanyaan dengan menggunakan kemampuan berfikir kritis kita.

Student 3: saya fikir sangat penting, karena dengan berfikir kritis kita akan mempelajari informasi baru, kita juga akan memahami maksudnya agar informasi tersebut dapat tersampaikan kepada audiens.

Student 4: kemampuan berfikir kritis bisa menjadi metode atau prinsip yang bisa kita gunakan sebaagai kriteria untuk mengevaluasi argumen dari orang lain dan untuk membentuk argumen kita sendiri.

Student 5: sangat penting, karena persentasi akan lebih hidup dan berjalan dua arah yaitu menyampaikan dan menanggapi materi.

Student 6: tentu saja berfikir kritis sangat penting sekali diterapkan dalam persentasi.

Student 7: penting Aja si kak.

Student 8: sangatlah penting karena waktu kita persentasi kita harus berfikir kritis saat kita menyampaikan informasi tidak boleh asal-asala, jadi kita harus berfikir mateng atau prepare agar persentasi bisa diterima dan audiensi paham atas apa yang kita ucapkan, kemudian saat persentasi ada sesi tanya jawab, saat menjawab kita harus berfikir kritis, intinya kita harus mencari informasi saat menyampaiakan info tersebut, jadi kita tidak jawab ngawur.

Student 9: sangat butuh dan penting karena untuk menejalaskan materi secara mendalam.

Student 10: menurut saya penting banget karena persentasi terkait materi kuliah, setelah persentasi ada sesi tanya jawab membtuuhkan kemampaun berifkir kritis.

Student 11: menangkap apa yang sudah dipresentasikan.

Student 12: persentasikan kita membawa audien untuk mengikuti memahami apa yang kita lontarkan/persentasi di depan, jadi kita harus berpikir kritis agar audiensi menyimak kita.

Student 13: agar bahasa kita dalam persentasi juga baik, terus meningkatkan kemampuan adaptasi, agar kita bisa berfikir jernih dan rasional.

Student 14: harus berpikir kritis, saat presentasi kita menyampaikan materi/ilmu jadi kita harus menggunakan kemampuan berpikir kritis kita agr audiensi ikut memahami.

Student 15: Penting kak, saat kita menyampaikan materi kepada audiensi, untuk memberikan / merespon sesuatu dengan berpikir sistematis.

Student 16: berpikir kritis saat presentasi itu penting, soalnya kita saat menyampaikan materi keapda audiens bisa paham dan melatih kita untuk lebih rasional dan logis.

Student 17: menurut aku itu penting karena agar flexible, tidak kaku ketika menerima ide2 dari orlain.

Citra : penting kak, agar kita bisa lebih baik dalam menyampaikan materi.

Student 18 : penting kak, krna persentasi memberikan persentasi dengna jeals, misalnya ada audiens mau tanya dapat menjelaskan dengna baik.

Student 19: penting, karena berfikir kritis adalah konsep untuk memahami pemahaman orang lain, kalau kita tidak bisa berfikir kritis, maka sudiensi nya tidak bisa mengankep apa yang kita sampaikan.

Student 20 : ya sangat penting dan bermanfaat, harus kritis agar audiensi menjadi tau apa yang mereka belum ketahui menjadi tahu.

Student 21: penting karena hal ini mengajarkan kita untuk membedakan informasi yang kita dapat, memilih informasi dengan baik.

Student 22: penting banget karna misalnya ada yang tanya out of topic jadi kita harus menggunakan kemampuan critical thinking skills kita untuk menjawabnya.

Student 23: penting, jadi saat kita ppersentasi bisa berguna untuk memahami dalam sudut pandang orlain, dan bisa mendapat ide-ide kreatif.

Student 24: penting, untuk keberhasilan penyampaian materi dan pemecahan masalah.

Student 25: Penting, soalnya saat persentasi di depan kelas kadang-kadang saat sesi pertanyaan teman-teman banyak mengajukan pertanyaan. Teman yang menjadi audiensi sangat membutuhkan jawaban dan bisa menunjukan hal-hal yang real.

Student 26: ketika menyampaikan persentasi butuh fakta-fakta yang dipertanggung jawabkan dan menganalisis informasi, karena diskusi tadi butuh masing-masing menggali apa yang dia pikirkan.

Student 27: ga penting kak, karena Cuma dibuthin saat jawab aja.

Student 28 : sangat penting kak, untuk menjawab pertanyaan dari teman-teman.

Student 29: penting banget saat menyajikan informasi kalau tidak dengan critical thinking skills takutnya ada kesalah pahaman.

Student 30 : sebenarnya ciritcal thinking skills penting kak, tapi banyak orang males pake logika jadi bisa dikategorikan gak penting.

Student 31 : penting, kalau ada orang tanya gar kita bisa menjawab.

Student 32: Penting, karena itu akan menjadi penunjang keberhasilan kita saat presentasi. Dengan kemampuan berpikir kritis, tentunya kita akan menyajikan topik dengan baik dan menanggapi pertanyaan dari audience secara aktif.

Student 33: Penting untuk bisa menyimpulkan menganalisa suatu informasi

Student 34: penting untuk mengumpulkan ide secara otomatis.

Student 35: sangat baik , mengedepankan fakta dari emosi, supaya kita dapat berfikir rasional dan logis, akan mengasah kecedarasan kita dalam mengungkapkan pendapat atau thinking.

Student 36: sangat penting, karena kita tidak hanya memahami informasi tetapi menyatakan masalah, hasil, mengemukakan kebenaran, akan ada argumen dengan audiens.

Student 37 : tentu kak agar kita terlihat matang

Student 38: sangat penting agar bisa menghadapi audiensi dan mengolah permasalahan dengan baik

Student 39: sangat penting agar kita tidak gugup menghadapi audiensi.

Bagaimana tanggapan (persepsi) Anda terhadap penggunaan kemampuan berpikir kritis saat presentasi?

Student 1 : Menurut saya, Critical thinking skills mampu menemukan solusi yang tepat

Student 2 : dengan berpikir kritis maka dapat menjawab semua pertanyaan audiensi dengan baik dan dapat menyampaikan materi secara maksimal.

Student 3: menurut saya, dengan menggunakan berpikir kritis, saya harapkan adalah dari berpikir kritis wawasan mengenai sebuah topik menjadi lebih luas dan juga menemukan hal baru dan pengetahuan baru saat melakukan identifikasi dalam berpikir kritis

Student 4 : Menjadi orang yang tidak seenaknya sendiri dan memiliki dasar materi yang jelas sumbernya.

Student 5: harapannya agar presentasi menjadi lebih mendapat pemahaman, lebih aktif, lebih baik

Student 6: Mampu menyampaikan dan memahami informasi yang ada, presentasi bisa berjalan dengan baik seperti seharusnya, mampu mengatasi kendala yang mungkin bisa terjadi selama presentasi.

Student 7: Materi yang disampaikan bisa dipahami oleh audience

Student 8: Saya berharap dengan berfikir kritis bukan hanya para presenter paham tentang materi tetapi para audience juga paham secara detail terkait materi yang disampaikan.

Student 9: Bisa menyampaikan materi dengan jelas dan mudah dipahami.

Student 10: Proses penyampaian dan penerimaan informasi berjalan dengan lancar tanpa adanya konflik dan kesalahpahaman.

Student 11: Dapat menjadikan berjalannya presentasi untuk mendapatkan hasil dari pembahasan yang didiskusikan.

Student 12: Presentasi berjalan dengan lancar, sesuai apa yang telah kita rencanakan saat berlatih, materi tersampaikan dengan jelas. Dapat dikatakan presentasinya sukses tanpa hambatan.

Student 13: Tujuan kemajuan pemikiran bertambah luas.

Student 14: Harapannya masalah yang didapat terselesaikan dengan tepat.

Student 15: Presentasi akan berjalan sukses

Student 16: Presentasi dapat berjalan dengan lancar

Student 17: Saya harap, dengan berpikir kritis kita dapat mengedepankan pemikiran yang logis daripada pernyataan yang salah namun telah dianggap wajar. Dengan demikian, seseorang mampu belajar dan berpikir lebih baik lagi.

Student 18: Yang saya harapkan dalam menggunakan kemampuan berpikir kritis saat presentasi ialah saya bisa membuat keputusan atau solusi yang tepat.

Student 19: Publik bisa menerima materi yang disampaikan pemateri dengan baik

Student 20 : saya bisa lebih gampang dalam merespon pendapat- pendapat dari audience

Student 21: dengan menggunakan kemampuan berpikir kritis berharap agar paham materinya.

Student 22: Bisa lebih tenang saat presentasi, tidak gugup, menyampaikan materi dengan jelas

Student 23: Bisa merubah seseorang bisa menjadi presenter yang baik dan audience yang baik.

Student 24: Semoga materi yang dipresentasikan bisa tersampaikan

Student 25: Dapat memberikan suatu penjelasan yang jelas dan yang logis sesuai pemikiran kita sendiri

Student 26: Harapan saya presentasi dapat berjalan lebih menarik dan sangat bermanfaat bagi kita

Student 27: Berharap lebih lugas dalam mempresentasikan sesuatu karena bisa merespon sesuatu dengan sudut pandang yang luas.

Student 28: Membuat presentasi yang kita sajikan lebih hidup.

Student 29: Audience akan menyetujui pendapat dari yang kita sampaikan dalam presentasi.

Student 30: dengan menggunakan critical thinking skills, berharap pemikiran/keputusan kita bisa diterima. namub dibenarkan apabila ada kesalahan.

Student 31: Audiens paham akan materi yang disampaikan

Student 32: Saya berharap memiliki kemampuan berpikir kritis supaya bisa aktif dalam suatu presentasi.

Student 33: Semoga dengan kemampuan berfikir kritis materi presenyasi menjadi lebih baik lagi.

Student 34 : Lebih percaya diri, berpikiran terbuka, kreatif.

Student 35: Mendapatkan ide dan membuka pandangan kita terhadap sesuatu jadi lebih luas

Student 36 : Presentasi dapat berjalan dengan lancar dan lebih baik

Student 37: Informasi dapat tersampaikan kepada semua orang agar menjadi yang lebih kritis

Student 38 : Dengan kemampuan berpikir kritis membuat kita selektif mengambil informasi sehingga mampu menyampaikan sebuah kebenaran kepada orang lain. •Tidak mudah terprovokasi dan tersulut amarah ketika berbeda pendapat. •Muncul rasa penasaran untuk mengetahui bukti-bukti yang ada agar mampu memahami secara menyeluruh.

Student 39 : Semoga dalam berpikir kritis saat presentasi memberikan hal-hal yang positif dan dapat memecahkan masalah, dan tidak menimbulkan perdebatan dalam berbeda pendapat.

Bagaimana cara Anda untuk merencanakan kemampuan berfikir kritis saat presentasi?

Student 1: Sebelum presentasi dimulai biasanya saya melakukan cara menerapkan critical thinking dengan memadupadankan mencari informasi yang tepat, nah informasi yang tepat ini faktor yang sangat penting dalam keberhasilan dalam mengimplementasikan critical thinking dalam pembelajaran melalui informasi ini kita bisa berfikir secara kritis mengapa sesuatu itu terjadi bagaimana penyelesaiannya kita bisa menganalisa informasi yang didapatkan untuk menyelesaikan sebuah masalah seperti itu, baik itu sumber dari buku, internet, atau sumber lainnya yang dibutuhkan untuk menyelesaikan masalah itu.

Student 2: dengan membaca buku dan membaca referensi-referensi dan tidak lupa menguasai materi yang kita persentasikan.

Student 3: yang pertama kita harus mengenali masalah yang kita akan sampaikan, kemudian kita harus menilai apakah masalah/informasi tersebut relevan untuk disampaikan kepada audiensi setelah itu baru kita mencari pemecahan masalah atau mencari kesimpulan.

Student 4: Tentu saja sebelum melakukan persentasi, kita harus menguasai materi yang kita bahas, dengan melakukan studi literature atau kajian pustaka dengan menggunakan referensi buku dan lainnya yang merujuk pada permasalahan yang dibahas.

Student 5 : untuk merencanakan critical thinking saat persentasi adalah dengan memabca materi terlbih dahulu, mencari kalimat/ kata-kata asing/ yang sulit kemudian bertnaya kepada pemateri kepada diri-sendiri kenapa seperti itu lalu disampaikan kpd audiensi.

Student 6: siapkan materi sematang-matangnya, lalu pelajari dan pahami materinya. Kita akan menganalisis dan mengebvaluasi materi yang kita sampaikan apakah masuk akal dsb. Lalu, dibaca lagi agar lebih paham. Lalu kita nyipain diri untuk melakukan persentasi.

Student 7: dengan cara mendalami materi dan memperhatikan presenter saat melakukan persentasi.

Student 8: preapre materi buat makalah tentang materi. Membuat point-ponit persentasi. Menggali informasi. Mengatur waktu, alat-alat pendukung untuk persentasi. PPT nya agar audiens bisa lihat dan baca. Yang lebih penting adalah mental. Karena berbicara didepan orang banyak, biasanya mentalnya dulu harus siap.

Student 9: menggali informasi dan mengumpulkan data.

Student 10: mempersiapkan mental.

Student 11 : sebelum persentasi, siapin materi yang materng, menguasai materi secara menyeluruh, mengatur straetgi agar apa yang kita sampaikan bisa mudah tersampaikan oleh pendengar.

Student 12: saat kita persentasi biasanya temen-temen menanyakan materi dengan kehidupan nyata, menurut saya selain menguasai materi, kita harus dapat megerti penerapan dalam kehidupan nyata. Jadi tidak Cuma teori aja kak tapi ada practicenya.

Student 13: menurut aku kak, menguasai materi kak, soalnya kalao kita a kuasai materi gimana cara kita menyampaikan kepada audiesni, kemudian mengira apa yang akan ditanyakan oleh teman-teman ketika kita persentasi .

Student 14: kita harus memahami konsep yang akan kita persentasikan, terus menyiapkan plan bagaimana berfikir kritis itu diterapkan di presentasi dan harus memperhatikan persentasi di kalangan apa, harus sesuai dengan audiensnya.

Student 15: Menurut aku, kurnag lebih sama si kak, kaya jwaban mbak citra, selain memahami materi kita juga harus melihat situasi dan kondisi sekitar tntg materi yang kita sampaikan sehingga kita bisa mengaitkan materi dalam kehidupan.

Student 16: kalau menurut saya ya kak, ppertama kita hrus memahami materia, di telaah, kemudian kita cari contoh di kehidupan nyata, jadi akan mudah diterapkan dan diterima audiensi.

Student 17: memahami materi secara luas, tidak fokus di makalah, jadi ketika ada sanggahan atau pertanyaan kita ga stuck, dan persentasi kita hrus kreatif.

Student 18 : belajar dulu materinya, agar kita bisa paham, lalu biikin ringkasan secara padat bisa jelaskan saat persentasi.

Student 19: sumber yang matang, sumber yang bisa dipercaya untuk kita menjelaskan audiensi dan menyiapkan mental. Kalau mental belum ke asah, untuk menanggapi orang susah, untuk mengasahnya bisa ngomong ke banyak orang.

Student 20 : mencari pernyataan bisa membuat para audiensi ikut menjawab dan ikut agar terciptanya ide-ide sehingga ada diskusi aktif.

Student 21: mengenali masalah yang muncul kemudian kita mengumpulkan informasi, mengenali persepsi yang muncul, menganalisis data yang ada dan membuat kesimpulan.

Student 22: membaca materi dengan kritis, menganalisa, mengembangkan kemampuan kita dalam mengamati.

Student 23: Kita pahami materinya, dicerna harus kritis dalam menyampaikannya.

Student 24: mencari sumber relevan, kesiapan mental.

Student 25: yang pertama untuk materinya sendiri dicari dari sumber-sumber yang jelas, mencoba untuk mempersiapkan diri dan kondisi kita, kemudian berfikir secara tenang agar bisa berfikir kritis.

Student 26: memahi materi apa yang akna kita sampaikan, merasa harus tenang jangan gugup, jangan grogi.

Student 27 : bisa nyiapin secara mateng tentang materi, latihan.

Student 28: menguasai materi dari buku, jurnal, diskusi dengan sekelompok.

Student 29: yang jelas materi, menyiapkan diri agar tidak gugup, karna kalau gugup menjadi kendala dalam penyampaian informasi.

Student 31: belajar materi apa yang disampaikan

Student 32: meyiapkan materi, dan media dan mental saat persentasi.

Student 33: Merencanakan berpikir kritis saat presentasi: 1. Berlatih terbiasa untuk mengikuti forum forum diskusi, 2. Menguasai topik presentasi.

Student 34: menyiapkan catatan kecil dan menyimpulkan materi sebelum persentasi

Student 35:banyak membaca referenci untuk menambah informasi, dnegan mangajukan pertanyaan langsung dan melakkukan riset sebelum persentasi.

Student 36: masalah yang ada dikenalin, menganalisa data, mengumpulkan informasi, menganalisa data ambil keputusan.

Student 37: dengan mengidinfkasi informasi yang palig relevan, memsahkan informasi yang tidak relevan, memanfaatkan informasi untuk merumuskan msalah dan mengambil keputusan.

Student 38: dengan menganalisa data yang akurat

Student 39: harus dapat memahami argumen yang akan diserang kekita

Bagaimana cara anda untuk mengaplikasikan critical thinking skills dalam persentasi kita?

Student 1: Kita bisa menerapkan critical thinking, dari mulai hal yang kecil, dimulai dengan sebuah pertanyaan misalnya saja ketika teman kita sedang mempersentasikan suatu permasalahan ktia tuangkan kita aplikasikan dalm sebuah pertanyaan dimana, dimana pertanyaan itu bisa mengundang audiens untuk atau memicu hal-hal yang menimbulkan seperti mengutarakan pendapat pro atau kontranya seperti itu sehingga akan dihasilkan sebuah pengetahuan dan pemecahan masalah.

Student 2: saat persentasi kita bisa menerapkan dengan menggunakan kalimat sendiri tapi sesuai dengan gagasan-gagasan materi.

Student 3: saat persentasi kita harus memberikan informasi atau pemecahan masalah yang telah kita pikirkan secara kritis.

Student 4: dalam persentasi, tentu saja kita akan menyampaikan argumen2 kita dan argumen tersebut berdasarkan logika yang memperkuat materi yng kita bawakan.

Student 5: bisa dilakukan dengna bertnaya atau menanggapi materi persentasi sebagai wujud pengetahuan atau keinginan pendapat yang dirasa lebih baik dari pada yang disampaikan oleh pemateri.

Student 6: pengaplikasiannya bisa dimulai dari sebelum persentasi, jadi lebih tepatnya pada saat pengumpulan materi saat akan mempersentasikan persentasi kita, lalu selanjutnya saat persentasi, biasanya kemampuan berfikir kritis pada saat sesi Q n A , karena pada saat ini kita akan mendapatkan pertanyaan-pertanyaan dari kawan-awan lainnya, nhah dari pertanyaan-pertanyaan tersbut mana yang rasional atau masuk di akal dan masih berhubungan dengan materi/ tidak melenceng dari materi yang kita sampaikan. Lalu dilanjutkan dengan saat kita menjawab dari pertanyaan kita , disini berfikir kritis sangt berguna, berguna untuk menjawab pertanyaan yang sudah di piliah tadi dengan jelas masuk akal dan tidak melenceng dan tidak menyalahi materi dari apa yang sudah di jelaskan. Saat kita menjawab kita tidak boleh membantah atau bertentnagan dengan apa yang audiensi tuturkan.

Student 7: dengan cara mempeleajari dan mendalami materi yang akan disajikan

Student 8: Misalnya kalau ada yang menyanggah komentar, berani untuk memberikan repson dengan data yang akurat.

Student 9: cara mengimplementasikan, saya jelaskan sejelas mungkin , jik ada materinya tambahan saya tambah.

Student 10: Dengan mencoba menyampaikan pandangan kita/materi kepada audiensi.

Student 11: Dengan menerapkan kemampuan kritis kita saat menyampaikan point-point persentasi.

Student 12: Sebelum persentasi dimulai harus menyiapkan, mengetahui seluk-beluk materi yang akan disampaikan, dan didiskusikan dengan kelompok, jika persentasi secara individu mencari informasi yang banyak, kemudian menyampaikan point-pointnya.

Student 13: cara mengaplikasannya, yang pertama kita bersikap terbuka dalam menerima pendapat, menyelesaikan masalah dengan bijak, berani membari pandangan dan kritik, dan menempatkan diri di posisi orang lain.

Student 14: berfikir dengan baik, mengambil keputusan berdasarkan keyakinan, berfikir secara terbuka.

Student 15: menciptakan suasana yang tenang baru menyampaikan materi yang sudah kita pahami.

Student 16: dengan mengaplikasikan pengamatan yang telah kita lakukan kemudian kita dapat persentasi dengan kritis.

Student 17: caranya bisa mempersiapkan dengan matang dan tidak gugup agar bisa berfikir secara kritis.

Student 18: Dengan percaya diri menyampaikan gagasan dan berfikir kritis serta menanggapi pertanyaan dari teman dengan baik.

Student 19: bisa menyiapkan materinya dengan baik dan berlatih sebelum persentasi.

Student 20: bisa dengan melakukan persetnasi didepan kaca sebelum persentasi, menanggapi pertanyaan.

Student 21: untuk menerapkannya harus bisa menguasai dengan baik disertai dengan bahasa inggris yang baik pula, grammar, tenses.

Student 22: sesuai dengan perencanaan kak

Student 23: ya dengan melakukannya sebisa mungkin agar critical thinking bisa muncul kak.

Student 24: Menurut aku ya kaka, mungkin bisa melakukan langkah-langkah berikut ini : 1. Menyajikan banyak fakta, 2. Menghubungkan topik dengan kondisi real, 3. Memberikan tanggapan dan solusi yang terbaik ketika ada pertanyaan, 4. Menampilkan inovasi baru saat presentasi

Ricky : Harus tenang, kuasai materi dan sesuai kemampuan kita

Fida : mempertanyakan setiap hal kecil dari yang kita terima, bagaimana informasi diperoleh , bagaimana proses itu dilakukan.

Student 25: ngomong sesuai apa yang diomongkan, sesuai rencana awal

Student 26: dengan mengumpulkan informasi sebanyak2nya atas informasi yang akan disampaikan , memilih informasi yang prioritsa, menyampaikan informasi yang efektif dan relevan sehingaa mudah dipahami dan ditanggapi audiens.

Student 27: setelah proses pengamatan dan analisa selsei, bisa digunakan untuk persetnasi.

Student 28 : penerapan sesuai rencana strategi awal agar tidak membuat audiensi jenuh.

Student 29 : dengan cara menghubungkan topik dengan kondisi real

Student 30: dengan cara mempersiapkan materi dan mental

Student 31: tidak tergesa-gesa saat mengambil keputusan

Student 32: membaca materi dengan cermat

Student 33: untuk menerapkannya harus bisa menguasai materi dengan baik disertai dengan bahasa inggris dari pronounciation harus jelas

Student 34: untuk mengaplikasikannya harus bisa cermat, dan siap mental

Student 35: caranya bisa mempersiapkan dengan matang dan tidak gugup agar bisa berfikir secara kritis

Student 36: persipkan materi dan mental yang mumpuni

Student 37: cara menerapkannya setelah rencana tersusun rapi , materi matang dan mental yang bagus serta diskusi yang baik.

Student 38: caranya para mahasiswa harus bisa mendapatkan sumber yang akurat dan mempersentasikan sesuai materi.

Student 39: mahasiswa harus siap mental dan mengutamakan keputusan diskusi bersama.

Setelah kita merencanakan, mengaplikasikan rencana kita, apa si hambatan yang kamu hadapi dan bagaimana cara Anda mengatasi hambatan untuk persentasi dengan menggunakan kemampuan berfikir kritis?

Student 1: Biasanya saya mengubah hambatan sebagai konsep berfikir sebagai kerja yang intensif dan konsentrasi, dimana saya harus selalu mempraktikkan sendiri untuk sebagian besar proses saya, bahkan mungkin dosen-dosen dan teman-teman kita mengharapkan pola fikir kita untuk dapat berkembang dan terbentuk secara baik seperti itu, dengan merubah konsep berfikir kita maka kita akan mendapatkan pengetahuan wawasan yang luas sehingga kita bisa mengeksplorasi lebih dalam pembelajaran yang lebih luas seperti itu.

Student 2: hambatannya mungkin saat kita belum menguasai materi kemudian saat kita ditanyai oleh audiensi tentang hal tersebut. Cara mengatasinya, buka materi, di pahami kemudian bisa dijawab dengan kemampuan kita sendiri.

Student 3: kurangnya motivasi atau belum menemukan tujuan yang ingin saya capai, masih takut akan penolakan orang lain, kurangnya sikap konsisten dengan apa yang saya katakan, tidak berfikir pro-aktif, cara mengatasinya yaitu kita harus yakin dan percaya terhadap dengan kemampuan berfikir kritis kita dan lebih aktif dalam menganalisis masalah/informasi.

Student 4: kendala yang didapat yaitu ketika mendapati penanya materi yang belum begitu saya pahami dan pemecahan yang saya lakukan dengan membaca kembali referensi dari materi saya, kemudian menjelaskan dengan bahasa saya dengan lebih sederhana.

Student 5: mudahnya kita dalam menerima materi sehingga menyetujui apa saja yang disampaikan tanpa berfikir kritis terdapa apa saja yang disampaikan pematery.

Student 6 : pertama dan paling utama adalah nervous, cara ngatasinnya kuasai diri sendiri lalu yakinkan diri sendiri , maka nerveousnya bakal hilang sendiri.

Student 7: hambatannya adalah membuat audiens tertarik kepada kita dan memperhatikan kita, mengatasinya dengan menggunakan eye contact dan body language apabila audiens merasa bosan kita bisa melakukan ice breaking.

Student 8: hambatannya saat menyampaikan materi terkadang tidak bisa lancar, solusinya berlatih terlebih dahulu, membiasakan public speaking, sangat memamahim materi membuat keyword agar mudah menjelaskan materinya.

Student 9: kurangnya materi sehingga menyampaikan ala kadarnya tanpa landasan yang kuat, kurang sumber informasi. Cara mengatasinya sebelum pemateri melakukan persentasi, mencari sumber informasi terlebih dahulu.

Syifa : kurangnya informasi dan kurangnya sumber, mental juga, cara mengatasinya meyiapkan materi, saya baca materi dan searching tentang keywordsnya.

Student 10: menghilangkan grogi dan harus lebih percaya diri

Student 11: mencoba menjawab sebisanya setau kita aja, misalnya kita tidak tahu jawabannya kita bisa meminta bantuan audiens. Agar terjadi komunikasi

Sania: biasanya kurang memahami materi jadi gabisa berfikir kritis, kita harus memahami materinya sebelum persentasi agar bisa menjelaskan dengan baik.

Student 12: kita harus berusaha dulu untk menjawab pertanyaan dengan melihat materi diskusi dengan sekelompok

Student 13: saya stuju untuk menumbuhkan rasa percaya diri, bertukar ide dengan audiensi

Student 14: percaya diri, kalau memeang sudah tidak bisa kepikiran bisa dilempar ke audiensi dan di diskusikan dengan kelompoknya.

Student 15: ketika tidak mengethui jawabannya, bisa dilempar ke audiensi agar terjadinya keaktifan dan terjalinnya komunikasi.

Student 16: hambatannya kurang dipahami biasanya sama audiensi tntg materinta, terus audiens itu terkadang dalam tanya jawab, pertanyaan audiensi berbobot, kita benar-benar harus mencari materi dan jawaban yang pas untuk audiensi tersebut.

Student 17 : sering nerveous, grogi dan cara mengendalikannya mengontrol diri, harus bener-bener belajar dan mempersiapkan materi dengan baik, membuat catatan kecil.

Student 18: pikirannya sempit/terutup, kurangnya informasi yang kurang memadai, pemahaman yang buruk, pemikirannya memusat ke diri sendiri bukan untuk umum atau bisa dikatakan seperti egois. Cara mengatasinya kita bisa menanamkan ntuk lebih terbuka dan membaca literature dari internet, dan bersikap untuk mementingkan kepentingan jadi sikap egois terminimalisir.

Student 19: biasanya kalau ada pertanyaan yang susah, jalan keluarnya bisa diskusi dengan teman sekelompok.

Nazalul : merasa canggung, gugup, jadi latihan dulu sebelum melakukan persentasi.

Student 20 : menemukan perbedaan pendapat, kemudain bedanya sumber satu dengan yang lain. Cara mengatasinya, dengan menarik kesimpulan, dan memilih pendapat yang paling sinkron yang jelas sumbernya dan dapat diterima.

Student 21: Sering gugup, jadi harus bisa berlatih dulu

Student 22 : merasa grogi, dan harus latihan didepan kaca serta menguasai.

Student 23: hambatannya gugup, harus terbiasa dengan persentasi, sering bicara sama orang mengasah public speaking.

Student 24 : kurang menguasai materinya kemudian gak bisa vocabnya kak, bisa dikasih masukan dari teman dan mencari jawaban.

Student 25: kemampuan untuk mengendalikan diri, menajga mood agar bisa persentasi degan maksimal. Solusinya harus bsia menjaga diri dalam kondisi yang baik.

Student 27: terkadang merasa males jadi harus bisa ngepush dan berpikir lebih keras.

Student 28: gabisa jawab pertanyaan nanti melempar ke audiensi agar terjalainnya komunikasi.

Student 29 : perbanyak latihan dan siapkan jauh jauh hari, 2. Tidak menguasai materi atau topik,Solusi: perbanyak membaca, 3. Grogi
Solusi: perbanyak latihan public speaking

Student 30: Sulit mengajak audiensi untuk berfikir kritis Bersama.

Student 31: mempelajari , menguasai, mendalami topik pembicaraan sebaik mungkin,

Student 32: grogi, susah ngomong dalam bahasa inggris, solusinya rileks .

Student 33 : gugup, tetap berfikir jernih , mengingatkan dan mengekpresikan dengan baik dan lugas, mengekspiresikan infromasi dengan memilih ynag terbiak kalau memungkinkan bisa dimodifaksi karna biasanya ada ide baru yng muncul saat melakukan informasi.

Student 34: Minimnya vocab, gugup, nervous. I am trying to be more prepared.

Student 35: vocab, kurang bisa pronounce dengan bagus. Belajar perkata terlebih dahulu .

Student 36 : nervous dan gabisa atur diri, harus bisa berlatih terlebih dahulu sebelum presentasi

Student 37: Tidak menguasai materi dan harus bisa mendapatkan sumber yang akurat

Student 38: Berlatih agar tidak nervous

Student 39: berlatih berbicara bahasa inggris yang bagus

Last questions, sebenarnya ada 6 skills yang harus kita kuasai dalam menggunakan kemampuan berfikir kritis kita, diantaranya menginterpretasi, menganalisa, menyimpulkan, mengevaluasi, menjelaskan dan self-regulation skills, apakah menurut kamu ke 6 skills ini penting untuk dimiliki seseorang yang akan menggunakan kemampuan berfikir kritisnya, kenapa ?

Student 1: Menurut saya elemen-elemen yang terdapat dalam critical thinking harus dimanfaatkan dalam kehidupan, terutama kita sebagai mahasiswa dimana selalu melakukan sebuah presentasi. Kita harus menerapkan elemen-elemen yang ada pada critical thinking. Dimulai dari first step, sampai next step. Jadi semua elemen sangat berpengaruh terhadap critical thinking yang kita punya seperti itu, biasanya semua elemen mempunyai manfaat untuk kita berfikir kritis seperti perlausan ide. Dengan berfikir kritis kita akan lebih mudah untuk melihat ide-ide cemerlang yang baru yang bisa kita kembangkan supaya dapat memperoleh penyegaran dalam kita melakukan sebuah misalkan penelitian ataupun memadupadankan isu dengan critical thinking kita untuk mendapat informasi terbaru untuk menumbuhkan jalan keluar. Kemudian critical thinking juga mampu membuat kita untuk memiliki daya kreatifitas yang tinggi, dengan mengolah dan mengevaluasi sehingga mampu untuk menemukan jalan keluar.

Student 2: sangat penting sekali kak, karena ke 6 point tersebut saling berkaitan, katakan misalnya kita tidak memiliki explanation skills jadi apa yang kita pikirkan kita tidak bisa menyimpulkan, kemudian kalau kita memiliki kemampuan untuk menjelaskan tapi tidak bisa menyimpulkan, sama saja, sehingga penjelasannya muter-muter.

Student 3: saya fikir sangat penting karena kita sebagai mahasiswa harus menguasai ke 6 elemen tersebut, supaya ketika kita mendapati masalah atau informasi, kita harus bisa berfikir kritis agar pesan yang disampaikan benar-benar layak untuk disampaikan.

Student 4 : kita sebagai mahasiswa dipandang sebagai agent of change yang dimana pandangannya berpengaruh pada masyarakat, dengan ke 6 point tersebut maka mahasiswa kita dapat membuat appropriate decision solving problem baik akademik dan non-akademik, dan ketika terdapat masalah yang terjadi dilingkungan bisa merubahnya sesuai harapan yang sesungguhnya.

Student 5: karena ke 6 skill itu mahasiswa dapat memperoleh pengetahuan yang lebih daripada yang tidak memilikinya.

Student 6: kemampuan critical thinking skills, sangat penting banget, karena mahasiswa dituntut untuk dapat berfikir kritis dan memperitmbangkan banyak hal untuk kepentingan banyak orang. Karena dikemudian hari mahasiswa ini, saya dan teman-teman akan menjadi bagian dari orang-orang yang akan membantu dan menyahterakan banyak orang.

Student 7: agar bermanfaat untuk lingkungan kampus dan lingkungan sekitar.
Aulia : menurut aku ke-6 itu penting dan berhubungan.

Student 8: menurut saya, penting sekali kak karena ke 6-hal itu saling berkesinambungan

Student 9 : sangat penting sebagai bekal untuk berfikir kritis tidak hanya untuk persentasi tapi untuk segala pekerjaan kak.

Student 10 : sangat penting kak, untuk mempersiapkan kemampuan berfikir kritis dengan baik.

Student 11: sebagai dasar kita untuk menanggapi berbagai persoalan

Student 12: sangat penting kak, sebagai bekal kita untuk menghadapi suatu masalah

Student 13: penting kak, karena sebagai landasan untuk mengemukakan pendapat

Student 14 : penting, karena untuk menanggapi permasalahan dengan cermat
Nurul : Penting kak, sebagai bahan evaluasi dan landasan kita untuk menanggapi permasalahan yang kita hadapi

Student 15: iya kak agar kemampuan berfikir kritis kita menjadi jembatan untuk bertukar ide satu sama lain.

Student 16: sangat dibutuhkan kak, untuk menjalin komunikasi secara kritis

Student 17: Penting kak karna sebagai kebutuhan mahasiswa untuk bisa berfikir secara kritis.

Student 18: karena mahasiswa yang nantinya akan terjun menghadapi masyarakat jadi harus memiliki kemampuan berfikir kritis.

Student 19: sangat penting untuk dimiliki bagi mahasiswa, karena serangkaian tahapan tersebut saling berkesinambungan.

Student 20: menurut aku penting, karena saat melakukan presentasi kita harus memiliki skill yang banyak agar orang lain bisa memahami materi.

Student 21: karena mempermudah kita dalam melakukan presentasi, untuk menjelaskan agar bisa dipahami dengan baik oleh si pendengar.

Student 22 : karena jika ada satu skill yang tidak dikuasai akan berdampak terhadap kemampuan kita saat berfikir kritis.

I Student 23: ke 6 nya berkesinambungan

Student 24: ke 6 nya penting, kita harus paham apa yang kita sampaikan, memahami yang dianalisa dan mengevaluasi kekurangan.

Student 25 : sangat penting, karena dari ke 6 elemen terdapat fungsinya masing-masing yang sangat berhubungan satu dengan yang lainnya.

Student 26: Menganalisis adalah yang paling penting kak, tapi ke 6 nya saling berkesinambungan.

Student 27: sangat penting kak, karena jika ada salah satu yang tidak keisi takutnya tidak bisa berfikir kritis.

Student 28: buat kedepannya agar lebih baik.

Student 29 : penting kak, sebagai fondasi untuk berfikir kritis.

Student 30: Penting, presentasi mahasiswa akan terkesan lebih baik jika menguasai ke 6 skills tersebut, diskusi akan berjalan aktif dan partisipan akan sangat antusias ketika kita menggunakan critical thinking skill.

Student 31 : sangat penting, karna kita sebagai mahasiswa tidak hanya berteori dan harus berpraktik karna kita diminta untuk menguasai tidak hanya untuk didalam kelas namun di masyarakat juga

Student 32: Karna supaya kita dapat berfikir rasional dan logis

Student 33: mengasah kecerdasan dalam memberikan pendapat.

Student 24: bisa membantu banyak hal untuk banyak hal, komunikasi dengan baik dan tepat, informasi pendapat kepada orlain ,mengumpulkan dan menilai, menginterpretasi dengan baik, bagaimana kita mengemukakan dan bagaimana kita menyimpulkan jadi out of the box

Student 25: yang paling penting adalah self-regulation skill, harus bisa memakai bahasa kita sendiri.

Student 26: penting karna kita mencari hasil akhirnya, sehingga critical thinking akan membuahkan hasil untuk semua pihak.

Student 27 : Penting karena sebagai mahasiswa critical thinking sangat bermanfaat untuk masyarakat dan pengaplikasiannya kepada sosial.

Student 28: sangat penting kak, karena mahasiswa harus memiliki ke 6 skills ini untuk bisa seimbang dalam menggunakan kemampuan berpikir kritis.

Student 29: dari ke 6 skills, seluruhnya penting untuk digunakan saat berpikir kritis.

Student 30 : kemampuan berbicara sangat penting untuk menjelaskan informasi

Student 31: : sangat penting, karna ke-6 skills sangat dibutuhkan kita sebagai mahasiswa tidak hanya berteori dan harus berpraktik dan berpikir kritis.

Student 32: ke 6 skills tersebut sangatlah penting, agar bisa membantu banyak hal untuk banyak hal, komunikasi dengan baik dan tepat.

Student 33: : sangat penting, karna kita sebagai mahasiswa harus dapat berpikir kritis tidak hanya untuk didalam kelas namun di masyarakat juga.

Student 34: sangat penting untuk dapat menggunakan kemampuan berpikir kritis kita

Student 35: ke 6 skills penting untuk digunakan saat berpikir kritis.

Student 36: buat kedepannya agar lebih baik.

Student 37: sangat penting digunakan agar bisa lebih kritis

Student 38: semuanya dibutuhkan untuk menunjang pemikiran kritis dan mental yang baik

Student 39: sangat penting dalam pembentukan kemampuan berpikir kritis kita.

Appendix 23

The transcription of the interview with the students

English Version

1. How the students perceived the use of critical thinking skills in their presentation

Student 1: *"I think critical thinking skills can be able to find the right solution in our presentation."* (Student#1, Interview script)

Student 2: *"I think it can answer all audience questions well and can convey material optimally"*. (Student#2, Interview script)

Student 3: *"In my opinion, critical thinking skills can be the insight on a topic that becomes broader and also discover new things and new knowledge when identifying in critical thinking"*. (Student#3, Interview script)

Student4: *"In my opinion, when we have critical thinking skills, we can become a person who is not arbitrary and has a clear material basis."* (Student#4, Interview script)

Student 5: *I think the presentations will be more understanding, more active, and better* (Student#5, Interview script)

Student 6: *In my opinion, when we use critical thinking skills, we can convey and understand existing information, presentations can run well as they should, able to overcome obstacles that may occur during the presentation"*. (Student#6, Interview script)

Student 7: *"In my opinion, The material presented can be understood by the audience"*. (Student#7, Interview script)

Student 8: *" I think by using critical thinking skills, not only the presenters will understand the material, but the audience will also understand in detail the material presented"*. (Student#8, Interview script)

Student 9: *"In my opinion, it can convey material clearly and easily understood"*. (Student#9, Interview script)

Student 10: *" By using our critical thinking skills, the process of conveying and receiving information runs smoothly without any conflicts and misunderstandings"*. (Student#10, Interview script)

Student 11: *"It can make the presentation run to get the results of the discussion discussed"*. (Student#11, Interview script)

Student 12: *"The presentation went smoothly, according to what we had planned while practising, the material was conveyed clearly. It can be said that the presentation was a success without a hitch"*. (Student#12, Interview script)

Student 13: *"The aim of the progress of thought is broadened"*. (Student#13, Interview script)

Student 14: *"The problems found are resolved properly"*. (Student#14, Interview script)

Student 15: *"The presentation will be successful"*. (Student#15, Interview script)

Student 16: *"I think by using critical thinking skills, presentations can go smoothly"*. (Student#16, Interview script)

Student 17: *"By using our critical thinking skills, we can put forward logical thinking rather than statements that are wrong but have been considered normal. Thus, a person can learn and think better"*. (Student#17, Interview script)

Student 18: *"In using critical thinking skills during a presentation, I can make the right decisions or solutions"*. (Student#18, Interview script)

Student 19: *"The public can receive the material presented by the speaker well"*. (Student#19, Interview script)

Student 20: *"I can more easily respond to the opinions of the audience"*. (Student#20, Interview script)

Student 21: *"I more understand the material, and it needs to take a decision"*. (Student#21, Interview script)

Student 22: *"By using critical thinking skills, I think during the presentation, not nervous, convey the material clearly"* (Student#22, Interview script)

Student 23: *“it can transform someone into a good presenter and a good audience”*. (Student#23, Interview script)

Student 24: *“Hopefully, the material presented can be conveyed”* (Student#24, Interview script)

Student 25: *“It can provide a clear and logical explanation according to our thoughts”*. (Student#25, Interview script)

Student 26: *“I hope that the presentation can run more interestingly and be very useful for us”*. (Student#26, Interview script)

Student 27: *“Hoping to be more straightforward in presenting something because it can respond to something from a broad perspective”*. (Student#27, Interview script)

Student 28: *“Make the presentations we presentation alive.”* (Student#28, Interview script)

Student 29: *“The audience will agree on the opinion of what we convey in the presentation”*. (Student#29, Interview script)

Student 30: *“I believe that our thoughts/decisions can be accepted”*. (Student#30, Interview script)

Student 31: *“The audience understands the material presented”* (Student#31, Interview script)

Student 32: *“I think by using critical thinking, I can be more active in the presentation”*. (Student#32, Interview script)

Student 33: *“in using critical thinking skills, I believe the presentation material will be even better”*. (Student#33, Interview script)

Student 34: *“critical thinking skills will make more confident, open-minded, creative.”* (student#34, Interview script)

Student 35: *“Get ideas and open our view to something wider, Information can be conveyed to everyone”* (student#35, Interview script)

Student 36: *” With critical thinking skills, it makes us selective in taking information so that we can convey the truth to others. It is not easy to get provoked and get angry when you disagree. There is a sense of curiosity to*

know the existing evidence to be able to understand it thoroughly. ”
(student#36, Interview script)

Student 37: *” critical thinking skills will guide us to be more critical in thinking and action, especially in our presentation ”.* (student#37, Interview script)

Student 38: *critical thinking during the presentation gives positive things, solves problems, and does not cause disputes in different opinions”.*
(student#38, Interview script)

Student 39: *” critical thinking skills as an essential skill to have to be more active in the presentation”* (student#39, interview script)

2. I asked about Students’ opinions about mastering six skills that must be mastered when using critical thinking skills.

Student 1: *“In my opinion, the elements contained in critical thinking should be utilized in life, especially as students who always do a presentation. We have to apply the elements in critical thinking skills—starting from the first step to the next step. So all elements are very influential on critical thinking that we have like that; usually, all elements have benefits for us to think critically, as the need for ideas. By thinking critically, we will find it easier to see new bright ideas that we can develop to get a refresher when we do, for example, research or mix issues with our critical thinking to get the latest information to foster solutions. Then critical thinking can also enable us to have high creativity, by processing and evaluating so that we can find a way out”.* (Student#1, interview script) .

Student 2: *“very important sis, because the 6 points are interrelated, say for example we don’t have explanation skills so what we think we can’t conclude, then if we can explain but can’t conclude, it’s the same, so the explanation was round and round”.* (student#2, interview script).

Student 3: *“I think it is vital because we as students must master these six elements so that when we encounter problems or information, we must be able to think critically so that the message conveyed is truly worthy of being conveyed”.* (student#3, interview script).

Student 4: *“We as students are seen as agents of change whose views affect society. With these six points, our students can make appropriate decision-*

solving problems, both academic and non-academic. When there are problems that occur in the environment, we can change them according to expectations. Actually". (student#4, interview script).

Student 5: *"because of the six skills, students can get more knowledge than those who don't have it"*. (student#5, interview script).

Student 6: *"the ability to critical thinking skills is essential because students are required to be able to think critically and consider many things for the benefit of many people. Because in the future, this student, my friends, and I will be part of the people who will help and prosper many people"*. (student#6, interview script).

Student 7: *"the purpose is to be helpful for the campus environment and the environment"*. (student#7, interview script).

Student 8: *"I think the 6th is important and related"*. (student#8, interview script).

Student 9: *"In my opinion, it is essential because the six things are mutually sustainable"*. (student#9, interview script).

Student 10: *"It is crucial as a provision for critical thinking, not only for presentation but for all your work"*. (student#10, interview script).

Student 11: *"Essential to prepare your critical thinking skills well"*. (student#11, interview script).

Student 12: *"as our basis for responding to various problems"*. (student#12, interview script).

Student 13: *"It is vital, as a provision for us to face a problem"* (student#13, interview script).

Student 14: *"important sis, because it serves as a basis for expressing opinions"* (student#14, interview script).

Student 15: *important because to respond to problems carefully*. (student#15, interview script).

Student 16: *"It is important, sis, as an evaluation material and our basis for responding to the problems we face"*. (student#16, interview script).

Student 17: *“yes, sis, so that our critical thinking skills become a bridge to exchange ideas with one another”*. (student#17, interview script).

Student 18: *“it needed sis, to establish critical communication”*. (student#18, interview script).

Student 19: *“It is important because it is a student need to think critically”*. (student#19, interview script).

Student 20: *“ because students who will later be involved in facing society must have critical thinking skills”*. (student#20, interview script).

Student 21: *“ It is essential to have for students because the series of steps are continuous”*. (student#21, interview script).

Student 22: *“I think it's important because when we do the presentation, we have to have a lot of skills so that others can understand the material. (student#22, interview script).*

Student 23: *“it is because it makes it easier for us to make a presentation, to explain so that the listener can understand it properly. (student#23, interview script).*

Student 24: *“because if there is one skill that is not mastered, it will have an impact on our ability to think critically. (student#24, interview script).*

Student 25: *“The six are continuous”*. (student#25, interview script).

Student 26: *“The six are important. We have to understand what we convey, understand what is being analyzed, and evaluate the shortcomings”*. (student#26, interview script).

Student 27: *“ significant, because of the six elements there are functions, each of which is closely related to one another”*. (student#27, interview script).

Student 28: *“Analyzing is the most important, but the six are continuous. (student#28, interview script).*

Student 29: *“It is essential because if there is one who is not filled, we will not be able to think critically”*. (student#29, interview script).

Student 30: *“make the future better.”* (student#30, interview script).

Student 31: *“it is important as a foundation for critical thinking.”* (student#31, interview script).

Student 32: *“It is important. Student presentations will seem better if they master the six skills. The discussion will run actively, and participants will be very enthusiastic when using critical thinking skills”.* (student#32, interview script).

Student 33: *“It is crucial because we as students not only theorize and have to practice because we are asked to master not only in the classroom but in society as well.”* (student#33, interview script).

Student 34: *“important, because we can think rationally and logically.”* (student#34, interview script).

Student 35: *“it is vital to give opinions”* (student#35, interview script).

Student 36: *“it can help many things for many things, communicate properly and precisely, inform other people, collect and assess, interpret properly, how we define it and how we conclude to be out of the box.”* (student#36, interview script).

Student 37: *“The most important thing is self-regulation skills. You have to be able to use your language”.* (student#37, interview script).

Student 38: *“It is essential because we are looking for the final result so that the spirit of thinking will produce results for all parties.”* (student#38, interview script).

Student 39: *“It is essential because as a student, critical thinking is beneficial for society and its social application.”* (student#39, interview script).

3. I asked Student's plans in their use of critical thinking skills in their presentation,

Student 1: " *by reading books and reading references and not forgetting to master the material we present.*" (Student#2, Interview script).

Student 2: "*First we have to identify the problem we are going to convey, then we have to assess whether the problem/information is relevant to be conveyed to the audience, then we seek solutions to problems or find conclusions.*" (Student#3, Interview script).

Student 3: "*Of course, before making a presentation, we have to master the material we discuss by conducting literature studies or literature studies using book references and others that refer to the issues discussed*". (Student#4, Interview script).

Student 4: " *to plan critical thinking during the presentation is to read the material first, look for foreign/difficult sentences/words then ask the speaker why it's like that, and then convey it to the audience.*" (Student#5, Interview script).

Student 5: "*I use my learning style to prepare the material as thoroughly as possible. I like to learn with my study group, so we will know how to ensure the correct information based on our decision. We will analyze and evaluate the material we convey, whether it makes sense, etc. Then, reread it to understand better. Then we create ourselves to do a presentation*". (Student#6, Interview script).

Student 6: "*Before the presentation starts, I usually do a method of applying critical thinking skills by my learning style. I like to look for the right information, to reveal the truth information. I like to learn by myself. Learning style is an important factor in the success of implementing critical thinking skills. We can analyze the information obtained to solve a problem like that, be it the source from books, the internet, or other sources needed to solve that problem*". (Student#1, Interview script).

Student 7: "*by deepening the material and paying attention to the presenter when making presentations.*" (Student#7, Interview script).

Student 8: *"prepare the material for a paper about the material. Make presentation points. I am digging information. Time management, supporting tools for presentation. The PPT so the audience can see and read. What's more important is mental. Because speaking in front of a crowd, usually mentally must be prepared first"*. (Student#8, Interview script).

Student 9: *"digging up information and collecting data."* (Student#9, Interview script).

Student 10: *"mentally prepare."* (Student#10, Interview script).

Student 11: *"before the presentation, prepare material, thoroughly master the material, arrange strategies so that what we convey can be easily conveyed by listeners."* (Student#11, Interview script).

Student 12: *"When we present, our friends usually ask about the material in real life, recruiting me besides mastering the material, we must be able to understand the application in real life. So it's not just theory, sis, but there are practices"*. (Student#12, Interview script).

Student 13: *"I think if we have to be good at preparing the material, how we convey it to the audience, then think about what friends will ask when we present the presentation."* (Student#13, Interview script).

Student 14: *"We have to understand the concept that we are going to present, continue to prepare a plan for how critical thinking is applied in the presentation, and we have to pay attention to what presentation of people it is. It must match the audience."* (Student#14, Interview script).

Student 15: *"According to me, rich in answers to the image, in addition to understanding the material, we also have to look at the situation and conditions around the material we convey so that we can relate the material to life."* (Student#15, Interview script).

Student 16: *"In my opinion, sis, first we have to understand the material, study it, then we look for examples in real life, so it will be easy to apply and be accepted by audiences."* (Student#16, Interview script).

Student 17: *"understands the material broadly, does not focus on the paper, so when there are objections or questions, we don't get stuck, and the presentation we have to be creative."* (Student#17, Interview script).

Student 18: *“study the material first, so that we can understand, then make a solid summary that can be explained during the presentation.”* (Student#18, Interview script).

Student 19: *“a good source, a reliable source for us to explain the audience and prepare mentally. If mentally not sharpened yet, to respond to difficult people, to hone it can talk to many people”.* (Student#19, Interview script).

Student 20: *“looking for a statement can make the audience respond and participate so that ideas can be generated so that there is an active discussion.”* (Student#20, Interview script).

Student 21: *“recognizing problems that arise then we collect information, recognize perceptions that arise, analyze existing data and make conclusions.”* (Student#21, Interview script).

Student 22: *“reading material with critic, analyzing, developing our ability to observe.”* (Student#22, Interview script).

Student 23: *“We understand the material. We must digest it critically in delivering it.”* (Student#3, Interview script).

Student 24: *“looking for relevant sources, mental readiness.”* (Student#24, Interview script).

Student 25: *“The first is for the material itself to be sought from clear sources, trying to prepare ourselves and our condition, then thinking calmly so we can think critically.”* (Student#25, Interview script).

Student 26: *“understanding what material we will convey, feel you have to calm down, don't be nervous, don't be nervous.”* (Student#26, Interview script).

Student 27: *“you can prepare the material directly, the exercises.”* (Student#27, Interview script).

Student 28: *“mastering material from books, journals, group discussions.”* (Student#28, Interview script).

Student 29: *“What clear is the material? Prepare yourself, so you are not nervous because if you are nervous, you become restrained.”* (Student#29, Interview script).

Student 30: *“learn what material is presented.”*
(Student#30, Interview script).

Student 31: *“preparing materials, and media and mentally during the presentation.”* (Student#31, Interview script).

Student 32: *“Planning critical thinking during the presentation: 1. Practicing being used to participating in discussion forums, 2. Mastering presentation topics”.* (Student#32, Interview script).

Student 33: *prepare small notes and conclude the material before the presentation.* (Student#33, Interview script).

Student 34: *“Read many references to additional information, by asking direct questions and doing the research before the presentation.”*
(Student#34, Interview script).

Student 35: *“known problems, analyze data, gather information, make decisions.”* (Student#3, Interview script).

Student 36: *“by identifying the most relevant information, validating irrelevant information, utilizing information to formulate problems, and make decisions.”* (Student#36, Interview script).

Student 37: *“by analyzing accurate data.”* (Student#37, Interview script).

Student 38: *“we must be able to understand the arguments that we will attack”.* (Student#38, Interview script).

Student 39: *“We have to learn the material first, then we conclude and present the material”* (student#39, Interview script).

4. I asked how the students overcome the barriers

Student 1 *“ Usually I change the barrier as the concept of thinking as intensive work and concentration, where I have to always practice myself for most of my processes, maybe even our lecturers and friends expect our mindset to develop and be well-formed. Therefore, by changing the concept of thinking we will get broad insight knowledge so that we can explore deeper into broader learning like that”.* (Student#1 Interview script).

Student 2: *“I don’t understand what the material about so that the way to fix it, open the material, understand it, then we can answer it with our abilities”*. (Student#2, Interview script).

Student 3: *“ I lack motivation or have not found the goals I want to achieve, still afraid of other people’s rejection, lack of consistency with what I say, not thinking pro-actively, how to overcome them, that is, we must believe and believe in our critical thinking skills and more active in analyzing problems/information”*. (Student#3, Interview script)

Student 4: *“The problem was when I found the questioner with material that I didn’t understand and the solution I did was by reading back the references from my material, then explaining it in my language more simply.* (Student#4, Interview script).

Student 5: *“It is easy for us to receive the material so that we agree to what is delivered without having a critical focus on what the speaker says”*. (Student#5, Interview script).

Student 6: *“First and foremost, nervousness, the way to handle it is to control yourself and then convince yourself, then the nerves will disappear by yourself”*. (Student#6, Interview script).

Student 7: *“I have difficulties making the audience interested in us and pay attention to us, to overcome this by using eye contact and body language. If the audience feels bored we can do ice-breaking.* (Student#7, Interview script).

Student 8: *“My barrier when delivering the material is sometimes not smooth, the solution is to practice first, get used to public speaking, really understand the material, make keywords so that it is easy to explain the material.* (Student#8, Interview script).

Student 9: *“lack of material so that it is conveyed rudely without a solid foundation, lack of sources of information. The fix before the presenter makes a presentation is to look for sources of information first”*. (Student#9, Interview script).

Student 10: *“Lack of information and lack of resources, mental too, the way to solve it is preparing the material, I read the material and searched for the keywords”*. (Student#10, Interview script).

Student 11: *“get rid of nervousness and have to be more confident”*. (Student#11, Interview script).

Student 12: *“Just try as best we can, for example, if we don't know the answer, we can ask the audience for help. So that communication occurs”*. (student#12, Interview script).

Student 13: *“usually I don't understand the material so we can't think critically, we have to understand the material before the presentation so we can explain it well”*. (student#13, Interview script).

Student 14: *“we must first try to answer the question by looking at the discussion material with a group”*. (student#14, Interview script).

Student 15: *“I think to grow self-confidence, exchange ideas with the audience”*. (student#15, Interview script).

Student 16: *“be confident, if you have won, you can not think about it, you can throw it into the audience and discuss it with the group”*. (student#16, Interview script).

Student 17: *“When you don't know the answer, you can throw it in an audience so that it can be active and communication can be established”*. (student#17, Interview script).

Student 18: *“I try to formulate the best answer when having difficult questions from the audience, although my barrier was unconfidence with my answer I will try my best”*. (student#18, Interview script).

Student 19: *“often nervous, nervous and how to control yourself, you have to really study and prepare the material well, take little notes”*. (student#19, Interview script).

Student 20: *“Narrow/closed mind, lack of inadequate information, poor understanding, self-centered thoughts not to the public or can be said to be selfish. The way to overcome this is we can instill a more open mind and read literature from the internet, and act to put interests first so that selfishness is minimized”*. (student#20, Interview script).

Student 21: *“Usually if there are difficult questions, the solution can be a discussion with a group of friends”*. (student#21, Interview script).

Student 22: *“feeling awkward, nervous, so practice first before doing the presentation”*. (student#22, Interview script).

Student 23: *“finding differences of opinion, then the difference between one source and another. The fix is, by concluding, and choosing the most synchronous opinion that is sourced and acceptable.”*. (student#23, Interview script).

Student 24: *“Often nervous, so I have to be able to practice first.”*(Student#24, Interview script).

Student 25: *“feel nervous, and have to practice in front of the mirror and master.* (Student#25, interview script).

Student 26: *“My barriers are nervous, I have to get used to the presentation, I often talk to people to improve public speaking”*. (student#26, Interview script).

Student 27: *“I don't master the material, then I can't speak vocabulary, sis, I can give input from friends and look for answers”*. (student#27, Interview script).

Student 28: *“The ability to control yourself, improve your mood so you can get the maximum presentation. The solution must be to keep yourself in good shape.”*. (student#20, Interview script).

Student 29: *“Sometimes I feel lazy so I have to be able to push and think harder”*. (student#29, Interview script).

Student 30: *“I can't answer the question later throwing it to the audience so that communication can take place”*. (student#30, Interview script).

Student 31: *“Lack of presentation preparation”*. (student#31, interview script).

Student 32: *“Multiply the exercise and prepare in advance, 2. Do not master the material or topic, Solution: read more. Practice our public speaking”*. (student#32, Interview script).

Student 33: *“Study, master, explore the topic of conversation as best as possible”*. (Student#33, Interview script).

Student 34: “*Nervous, it's hard to speak in English, the solution is relaxed*”. (Student#34, Interview script).

Student 35: “*Nervous, keep thinking carefully, reminding and expressing well and straightforwardly, expressing information by choosing what is read if possible can be modified because usually there are new ideas that arise when doing information*”. (Student#35, Interview script).

Student 36: “*Lack of vocab, nervous. Trying to be more prepared*”. (Student#36, Interview script).

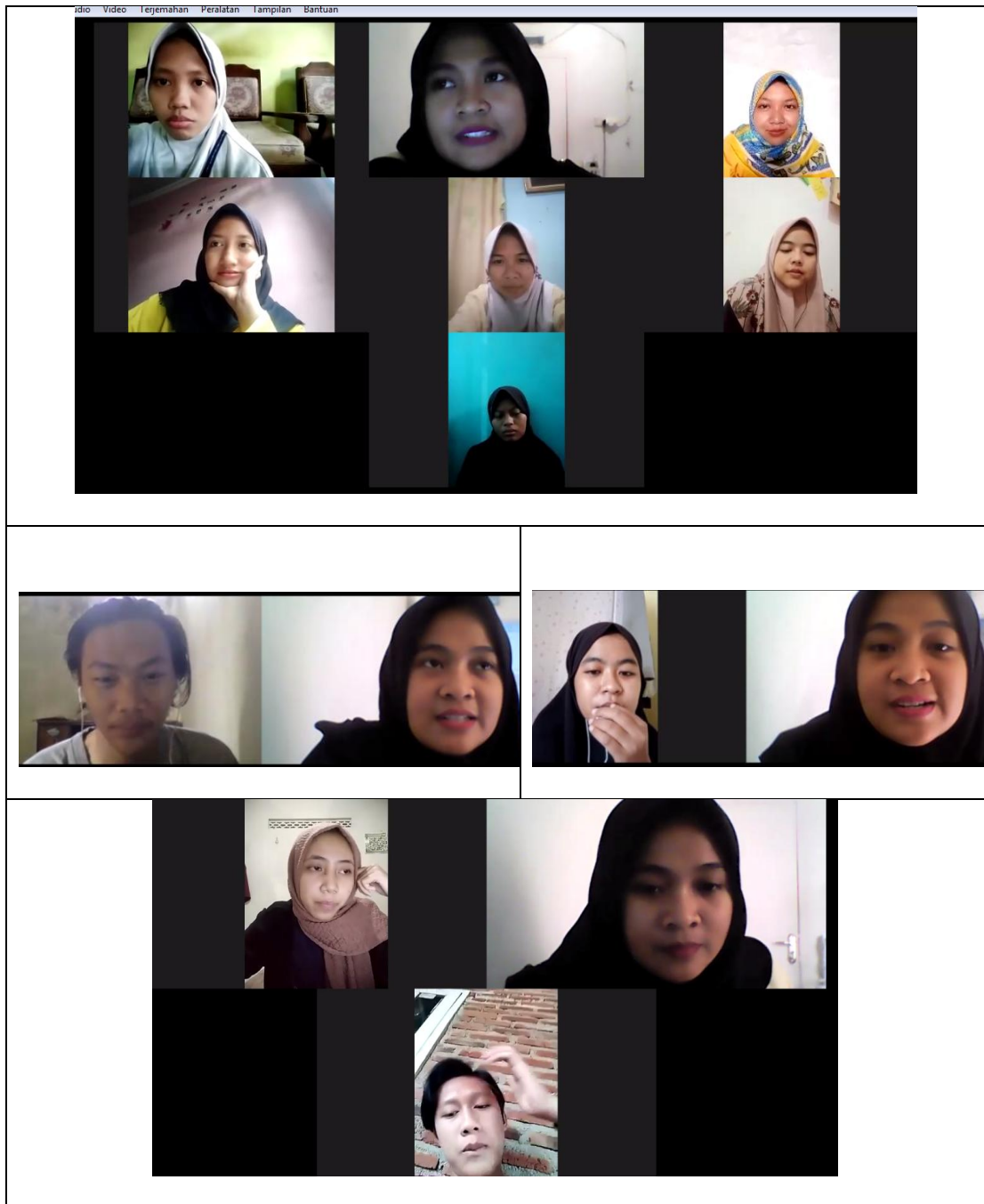
Student 37: “*Vocab, I can't pronounce it well. Learn how to pronounce first*”. (Student#37, Interview script).

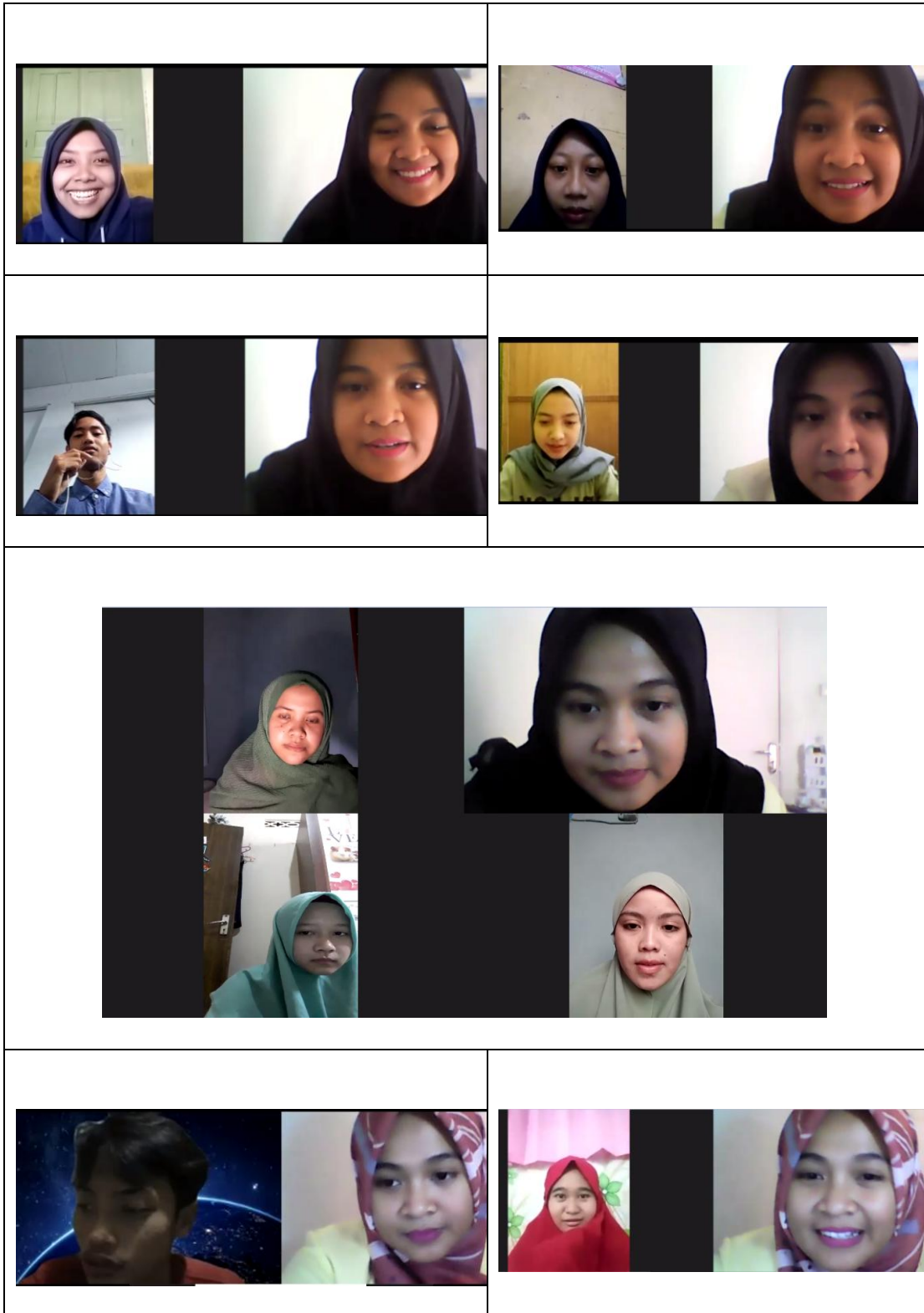
Student 38: “*Nervous and unable to self-regulate*”. (Student#38, Interview script).

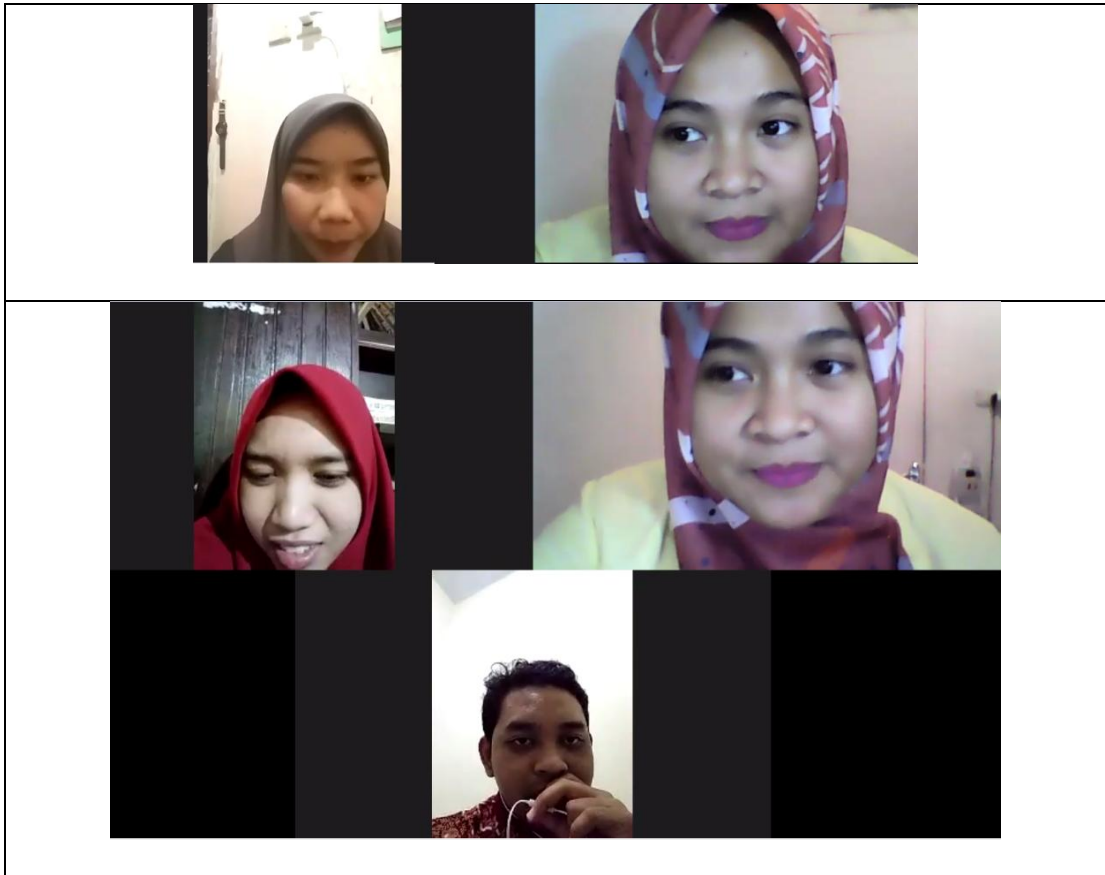
Student 39: “*I will more explore my skills by practice to always read the information regarding practice my critical thinking skills*”. (student#39, interview script).

Appendix 24

List of pictures with the students by zoom meeting







Appendix 25

List of interview questions with the lecturer.

No	Questions
1	What do you think about students' critical thinking skills?
2	In your opinion, how do you make your students have critical thinking skills?
3	In your opinion, what are the advantages of students' presentation techniques to build students' critical thinking skills?
4	Do you think that students' presentation technique can help your students to practice their speaking skills and use their critical thinking skills? why do you think so?
5	Did your students actively engage in the classroom activity when you use students' presentation technique?
6	What are the problems related to the implementation of students' presentation techniques especially in making the students use their critical thinking skills?
7	If you had some problems applying critical thinking skills to your students, how do you overcome the problems?
8	How do you evaluate students' critical thinking in their presentations?

9	How do you motivate the students to use their critical thinking skills in their presentations?
10	How do you assess students' critical thinking skills in their presentations?
11	Would you kind to give suggestions to implement students' presentation technique that makes students use their critical thinking skills in the present the material in the speaking course?

Appendix 26

Interview script with the lecturer

Interview with lecturer 5th October 2020

Me : Sebelumnya, Assalamualaikum Wr.Wb

Mr : Wa'alaikumussalam

Me : Mohon maaf suara saya jelas ya pak, terimakasih ya pak sudah meluangkan waktu, dan mohon maaf tadi terjadi miss secara technical termsnya, oh ya pak, mohon izin, can I use English?

Mr: Oh yes, you can use many languages, it's ok, it's ok

Me: Thank you, Mr. Burhanudin, Today I will ask some questions regarding students' critical thinking in their presentation, in this chance, the students have to present in a group and they will upload on the youtube channel. First of all, I would like to ask the definition of critical thinking skills, so, what do you think about students' critical thinking skills?

Mr: Ok, what is men by critical thinking, *ya*? In my opinion, critical thinking means that our ability to think or to think about what is.. when we see something or when we listen to something, we can see something beyond, so.. for example, when we see something A, there will be many possibilities to see other option, we don't always see that always A, it might be B or C, so that's critical, we have a question in mind, is that A, is that B. So we don't see something for granted meaning that we have to think twice or more before we accept something.

Me: so we have some images, if we define something, we have two options and more, when we define, right?

Mr: Yes, possibilities right.

Me: So, what about students' critical thinking skills? does it form of students who have many possibilities to see something in twice or more before they decide or others?

Mr: in my subject, is it about literature right?

Me: Yap.

Mr: So, when the students did a task to analyze a novel for example, or other literary forms like a poem, short story when the students did a task so that each of the students might have a different perception in the way how they analyze their task and it means that they have different critical thinking right? For example students, A and students B will analyze differently. So, this critical thinking allows students to have multiple different perspectives/perceptions.

Me: alright sir, so is that also kind of the way to make your students have critical thinking skills, by giving some jobs to characterize the novel, etc so is there any other way to make it?

Mr: what.. sorry your voice is stopping somewhere. can you repeat your question?

Me: okay sorry then, so you said that you ask your students.

Mr: Iya, sorry your voice somehow stop in somewhere.

Me: Okay sir, can you hear my voice?

Mr: Yes, Please repeat, sometimes it stops somewhere. Like the picture, your photo now is freezing, but I think when you use your cellphone the signal will be better. I think the signal is better, might be because you use a laptop the signal is low, but it is okay if it is clear.

Me: um.. yes sir, here your voice sounds good.

Mr: Okay, just go on... can you repeat the question, now?..

Me: Yes, so you said that you ask your students to analyze the novel to characterize the novel, so is it kind of your way to make your students use their critical thinking skills?

Mr: Oh yes, of course, yes, because the objective of the course in general if in the future they will be a teacher, a teacher should have the ability to be critical and to think critically so this subject, literature, of course, yes will make them have critical thinking skills. By analyzing some novel of course they will learn how to perceive how to see something which might be different from other perspectives.

Me: so, after analyzing the novel and you ask them to present it in the video, it is a kind of presentation but there is no question and answer section. So, do you think that the presentation can make students have their critical thinking skills?

Mr: Yes, actually because this happened cause of pandemic of covid 19, if I do in a normal day, so I think the practice will be in face to face, of course normally, when people perceive something they will react when asking something. Because this video was uploaded on youtube. So the question and discussion will available in the comment section and still give a reaction or any ideas.

Me: so do you ask your student to comment on other video students in their link/youtube?

Mr: sorry, it stops somewhere. Can you repeat?

Me: Ok sir, do you ask your student to comment on other video students in their link/youtube?

Mr: Oh yes, of course, So ya after because this is group work for example if there are 8 groups, group 1 will be commented other groups, so other group have to ask/comment.

Me: so there are still critical thinking skills that happen there right but virtually.

Mr: so, might be it can compare right, for example, group 1 will comment to group 2 has a different perspective. Might be they agree or disagree, I think this is one of the critical thinking,

Me: ok sir, so do you think the students actively engage in that discussion although virtually?

Mr: Oh ya, based on my experience last week they participated actively they have to compete to comment/ their ideas. Also, I will give them some additional instructions, like please be active you have to participate, your grade will take from your participation, for those who actively will get more grade than others. And I also instruct to motivate them to increase their ability.

Me: so what are the problems encountered when you applied all the learning virtually, especially to increase the ability of the students to use their critical thinking skills?

Mr: the problems, first, the technical, sometimes the video is not running smoothly, and the last maybe the participation, for example, if there are ten students, then I call them one by one, if they are still silent, I will call them, for example, Hey join, please say something you have to participate in the class like that.

Mr: check.. are you still there.. the picture is freezing

Me: Yes, I'm here. Is my voice clear?

Mr: Now, yes buat while ago no, you are stopping ok please next question.

Me: so okay, the way how you make your students keep their critical thinking skills, you ask them to be more critical and you want them active to have a discussion, so is there any other way to make your students become critically?

Mr: Oh ya, sometimes the way I attract them is by using daily life case, for example, the actual case, the novel is about romance, so I will give them the actual romance couple so I will relate the topic discuss relate to them and something like that. I think it will more interesting to talk, because it can be related to real-life, and I think that's my strategy.

Me: so, it also the way how you motivate them to have activeness right,

Mr: Yes, I think the more something realistic is useful for them, and I think they will be more get interesting.

Me: so, how do you ask them? I mean how do you assess students' critical thinking in their presentation.

Mr: So after they submit the video recorded, I will check it first. For example, they work in a group, if they show their effort so that they will get more grades. For example student, A has good explanation than student B who is difficult to explain so student B might have low-level class participation, and another example student C gives better ideas and explanations different from other students' members, student C will get good score than the other. If the discussion happened in Written class. I just try to reread the comment, the ideas, for example, oh the student A write this opinion, so I can decide that these students have critical thinking something like that. The point is I will try to analyze what students have expressed whether it is written or in recorded videos.

Me: so are there any criteria, I mean how the students get grade A, Are there any scoring criteria?

Mr: Oh yea, Usually in my class I always include some criteria, for example, I have the criteria, for attendance, class participation, and then the assignment. I think a bigger portion is class participation, when I do in my offline class I if check their name for those who are asking or give an opinion, for example in meeting Joni asking the question, so I will check his name and at the end of the course I will just see who are they who have more check and who are they who have no check symbols. So

have more checks so they have more grades than those who only keep silent or she/he who never ask question/say something so they will have lower than those who have more checks.

Me: so, sir you conducting a presentation in form of a video that students upload on youtube, so how do you evaluate the activity.

Mr: of course, I will ask the students in the group. Because each group has to post the link in the forum, so the other has to comment on the video of another group right? I will just look at the comment section and check students' comments/ideas which means they participate in the discussion.

Me: so, my next question is, how do you perceive this kind of technology can make students have critical thinking skills, what is the perception of this technique sir.

Mr: Actually, this is I might say this is the first experience, using this online system and ya I think this is the best thing I can do now, and so far I assume that I think It works. The students do what I ask.

Me: so, do you believe that this technique can be successful to deliver the material for the students?

Mr: for the situation now, Yes. But at the end of the meeting, I will evaluate, the strategy is good, or to change to the way, is it good for learning, for example, because it's difficult, in this pandemic we should be in our place, so it cannot be perfect like in the classroom. but I think for now this is the best.

Me: is there any suggestion sir?

Mr: halo .. are you there?

Me: Yes, I'm here.

Mr: sorry you are freezing and your sound stopping somewhere.

Me : alrihgt, is it claer.

Mr: Oh yes, just go on.

Me: so, if you plan to conduct a video presentation becomes a task for the students, do you make a syllabus for them? how do you make your plan?

Mr: of course, at the beginning of the course, I gave them my lesson plan, the lesson plan contains material, and this step I did in the beginning.

Me: So for the last question, do you have any suggestions for other lecturers that will conduct this activity?

Mr: Finally, in general, because of this pandemic so we have to do something not face to face ya and be smart in combining multiple kinds of technology, in this meeting we do in WhatsApp and the next meeting we use zoom and the next meeting make a video, so we have to use colorful was methodology teaching and learning.

Me: so, it is also a strategy to make the students become active and like the learning process.

Mr: ya something like that.

Me : ok pak, terimakasih sudah meluangkan waktu,

Mr : sama-sama mba semoga lancar.

Appendix 27

Letter of observation statement



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PEKALONGAN
 Alamat: Jl. Pahlawan KM.5 Rowolaku Kajen Kab. Pekalongan
 Website: <http://ftik.iainpekalongan.ac.id>, Email: ftik@iainpekalongan.ac.id

SURAT KETERANGAN
 Nomor : 188/In.30/ J.II.6/AD.05/02/2020

Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pekalongan menerangkan dengan sebenarnya bahwa:

Nama	: Silvia Nanda Putri Erino
NIM	: 0203518063
Prodi	: S2 Pendidikan Bahasa Inggris

yang bersangkutan telah selesai melaksanakan observasi di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pekalongan.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Pekalongan, 24 Februari 2020
 a.n. Dekan,
 Ketua Jurusan
 Tadris Bahasa Inggris

 Dedy Puspitasari

Tembusan :

1. Dekan FTIK IAIN Pekalongan;
2. Arsip.

CS Dipindai dengan CamScanner

Appendix 28

Letter of research statement



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 INSTITUT AGAMA ISLAM NEGERI PEKALONGAN
 Alamat: Jl. Pahlawan KM.5 Rowolaku Kajen Kab. Pekalongan
 Website: <http://ftik.iainpekalongan.ac.id>, Email: ftik@iainpekalongan.ac.id

SURAT KETERANGAN

Nomor :2944 /In.30/11.6/AD.05/11/2020

Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pekalongan menerangkan dengan sebenarnya bahwa:

Nama	: Silvia Nanda Putri Erito
NIM	: 0203518063
Prodi	: S2 Pendidikan Bahasa Inggris

yang bersangkutan telah selesai melaksanakan penelitian tesis yang berjudul: "THE MANIFESTATION OF CRITICAL THINKING SKILLS IN STUDENTS' PRESENTATIONS: THE CASE OF UNDERGRADUATE TADRIS ENGLISH'S SPEAKING COURSE AT IAIN PEKALONGAN." dari tanggal 20 september 2020 s/d 27 Oktober 2020 di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pekalongan.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Pekalongan, 2 November 2020

a.n. Dekan,
 Ketua Jurusan
 Tadris Bahasa Inggris



Dewi Puspitasari

Tembusan :

1. Dekan FTIK IAIN Pekalongan;
2. Arsip.

Appendix 29

Expert Judgment.

EXPERT JUDGEMENT

INSTRUMENT VALIDATION SHEET

“CRITICAL THINKING IN STUDENTS’ PRESENTATION OF SPEAKING CLASS: A CASE AT UNDERGRADUATE TADRIS ENGLISH STUDENT IN IAIN PEKALONGAN”

1. Name of Researcher : Silvia Nanda Putri Erito
2. Name of Expert : Dr. Pradnya Permanasari, S.Pd, M.Pd

To the evaluator please check the appropriate box for your rating

Score, 5 : Excellent, 4: Very Good, 3: Good, 2: Fair, 1: Poor

No	Items	5	4	3	2	1
1	Instruction of instrument The instrument instruction's of the item are written clearly		✓			
2	Organization of Instrument The instruments are organized in logical manner		✓			
3	Suitability of Items The instruments appropriately present the substance of the research.		✓			
4	Attainment of purpose The instruments as a whole fullfill the objectives of the research	✓				
5	Scale and Evaluation Rating The scale adapted is appropriate for the items		✓			
Suggestion:						

Pekalongan,

Expert



Dr. Pradnya Permanasari, S.Pd, M.Pd

NPP. 111008177

EXPERT JUDGEMENT

INSTRUMENT VALIDATION SHEET

“CRITICAL THINKING IN STUDENTS’ PRESENTATION OF SPEAKING CLASS: A CASE AT UNDERGRADUATE TADRIS ENGLISH STUDENT IN IAIN PEKALONGAN”

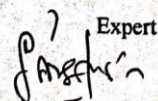
1. Name of Researcher : Silvia Nanda Putri Erito
 2. Name of Expert : Dr. Sarlita Dewi Matra, S.Pd, M.Pd

To the evaluator please check the appropriate box for your rating

Score, 5 : Excellent, 4: Very Good, 3: Good, 2: Fair, 1: Poor

No	Items	5	4	3	2	1
1	Instruction of instrument The instrument instruction's of the item are written clearly	✓				
2	Organization of Instrument The instruments are organized in logical manner		✓			
3	Suitability of Items The instruments appropriately present the substance of the research.		✓			
4	Attainment of purpose The instruments as a whole fullfill the objectives of the research	✓				
5	Scale and Evaluation Rating The scale adapted is appropriate for the items	✓				
Suggestion: Be consistent with the term you use .						

Pekalongan,

Expert


Dr. Sarlita Dewi Matra, S.Pd, M.Pd

NPP. 111010214

Appendix 30
Triangulation

√	Do the purpose statement and the central question indicate the central phenomenon of the study and the people and the study occur?
√	Are sub-questions written to narrow the central question to topic areas or foreshadow step in data?
Data analysis and Finding	
√	Were appropriate steps taken to analyses the next into themes, prespective, or categories?
√	Was sufficient evidence obtained (including quotes) to support each theme or category?
√	Were multiple layer themes or categories devided?
√	Did the findings answer the research questions?
√	Were the findings realistic and accurate?
√	Were steps taken to support thus conclusion through verrification?
√	Were the findings represented in the themes or categories so that multiple prespectives can be easily seen?
√	Were the findings represented in the discussion?
Writing	
√	Was the account written persuasively and convincingly?
√	Was the overall consistent with one of many forms for presenting qualitative research?
√	Was the account written to include literacy approach, such as the uses of metaphros, details, surprises, dialogues, and complexity?
√	Was it written using a personal point of view?
√	Is the study written appropriately by intended audience?

Note (comments and/or suggestions) : V

I suggest the researcher to explore deeper in discussing the finding of the study to the researcher's analysis in depth that might relate to the state of the art of this study, so that the issue of the validity and the reliability of this thesis could be achieved comprehensively.

STATEMENT OF TRIANGULATION

Herewith, state that I have done the triangulation of a thesis Entitled “The Manifestation Of Critical Thinking Skills In Students’ Presentations: The Case Of Undergraduate Tadris English’s Speaking Course At Iain Pekalongan” by :

Name : Silvia Nanda Putri Erito
SRN : 0203518063
University : Universtias Negeri Semarang
Faculty : Pascasarjana
Study Program : S2 English Education

This statement is trult made to be utilized as deemed

Semarang, 26 November 2020

Investigator



Dr. Sarlita Dewi Matra, S.Pd, M.Pd

NPP. 111010214

CHECKLIST FOR TRIANGULATION

THE MANIFESTATION OF CRITICAL THINKING SKILLS IN STUDENTS' PRESENTATIONS: THE CASE OF UNDERGRADUATE TADRIS ENGLISH'S SPEAKING COURSE AT IAIN PEKALONGAN

1. Name of the Researcher : Silvia Nanda Putri Erito
2. Name of Expert : Dr. Pradnya Permanasari, S.Pd, M.Pd

Please put (√) if your answer is yes

Checklist	Item
Title of the research	
√	Does it reflect the central phenomenon being studied?
√	Does it reflect the people and site being studied?
Problem statement	
√	Does it indicate an educational issue to study?
√	Has the researcher provided evidence that this issue is important?
√	Is there some indication that the researcher located this issue through a search of past literature from personal experience?
√	Does the research problem fit a qualitative approach?
√	Are the assumptions of the study consist with a qualitativic approach?
Review of literature	
√	Has the researcher provided a literature review of the research problem under study?
√	Has the researcher signed that the literature review is preliminary or tentatively based on findings in the study?
√	Does the study follow American Psychological Association style ?
Purpose and research question	
√	Does the researcher specify both a purpose statement and a central research question?

√	Do the purpose statement and the central question indicate the central phenomenon of the study and the people and the study occur?
√	Are sub-questions written to narrow the central question to topic areas or foreshadow step in data?
Data analysis and Finding	
√	Were appropriate steps taken to analyses the next into themes, prespective, or categories?
√	Was sufficient evidence obtained (including quotes) to support each theme or category?
√	Were multiple layer themes or categories devided?
√	Did the findings answer the research questions?
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√	Was the account written to include literacy approach, such as the uses of metaphros, details, surprises, dialogues, and complexity?
√	Was it written using a personal point of view?
√	Is the study written appropriately by intended audience?

Note (comments and/or suggestions) :

The researcher has conducted the research very well by investigating the evidences needed to get result.

STATEMENT OF TRIANGULATION

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Semarang, 25 November 2020

Investigator



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