

Critical Thinking Analysis of EFL Preservice Teachers in Teaching

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Abstract

Analysis of the process and teaching methods of pre-teacher EFL in critical thinking in teaching in schools from Universitas Swadaya Gunung Jati Cirebon English language education class 3A. The purpose of this study was to find out how to teach teachers to think critically. The participants in this study were intern teachers who had taught English subjects in schools. The results of this study there are three kinds of apprentice teachers, namely teachers who can understand and apply critical thinking, the second teacher can understand critical thinking, but has not been able to fully implement it, and the last is teachers who do not understand and cannot apply critical thinking in learning. So it can be said that pre-teachers should learn more and use critical thinking in teaching and learning activities.

Keywords: *Critical Thinking, EFL, Preservice Teacher*

Sari

Analisis proses dan metode pengajaran pra-guru EFL dalam berpikir kritis dalam mengajar di sekolah dari Universitas Swadaya Gunung Jati Cirebon pendidikan bahasa Inggris kelas 3A. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana cara mengajar guru untuk berpikir kritis. Partisipan dalam penelitian ini adalah guru magang yang telah mengajar mata pelajaran bahasa Inggris di sekolah. Hasil dari penelitian ini terdapat tiga macam guru magang, yaitu guru yang dapat memahami dan menerapkan berpikir kritis, yang kedua guru dapat memahami berpikir kritis, tetapi belum dapat menerapkannya secara maksimal, dan yang terakhir adalah guru yang tidak memahami dan tidak dapat menerapkan berpikir kritis dalam pembelajaran. Sehingga dapat dikatakan bahwa mahasiswa calon guru harus lebih banyak belajar dan menggunakan berpikir kritis dalam kegiatan belajar mengajar.

Kata kunci: *Berpikir Kritis, Bahasa Inggris untuk Pembelajaran, Guru Prajabatan*

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Introduction

Critical thinking is widely regarded as a core competency in education and is especially vital for English as a Foreign Language (EFL) preservice teachers. It equips them not only with the ability to deliver lessons effectively but also to reflect, evaluate, and adapt their teaching practices in dynamic classroom environments (Facione, 1996; Moon, 2008; Brown, 2004; Kummala et al., 2022; Rosi et al., 2024).

Developing critical thinking skills enables preservice teachers to interpret knowledge, draw meaning from experience, and solve problems creatively. Prior studies (Kincheloe, 2004; Lai, 2009; Suarcaya, 2023) highlight that such skills empower teachers to become lifelong learners and effective educators. However, challenges in course planning, lesson delivery, classroom management, and identity development (Farrel, 2012) often reveal the varying levels of critical thinking ability among preservice teachers.

Existing research (Borg, 2006; Johnson, 1999; Purfallah & Gholami, 2014; Susanti et al., 2022) emphasizes that fostering critical thinking in teacher education enhances professional growth and strengthens language teaching practices. Yet, many educators remain unsure how best to integrate these skills into practice. This study, therefore examines how EFL preservice teachers employ interpretation and evaluation as dimensions of critical thinking in their teaching, aiming to shed light on their readiness to apply these skills in real classroom contexts.

Methods

This research employed a qualitative case study design. The participants were 28 third-year English Education students at the University of Swadaya Gunung Jati, Cirebon, who were undertaking their teaching practicum. Data were collected using questionnaires and interviews, and analyzed descriptively (Suarcaya, 2023; Susanti et al., 2022).

Results and Discussion

Questionnaire

1. *As a pre-teacher, I must make a planning course first and implement it in class*



Figure 4.1_question1

This statement is agreed by 100 % of respondents, respondents who stated that in teaching they made plans in advance because they were prospective teachers who did not fully understand the class, and had little experience in teaching, so making teaching plans made pre-teachers more confident when bringing material in class. It can be concluded that the pre-teachers use critical thinking in the course planning they have made (Ijabah & Asdar, 2024).

2. *As a pre-teacher, I usually evaluate the planning course that I make and improve it again*

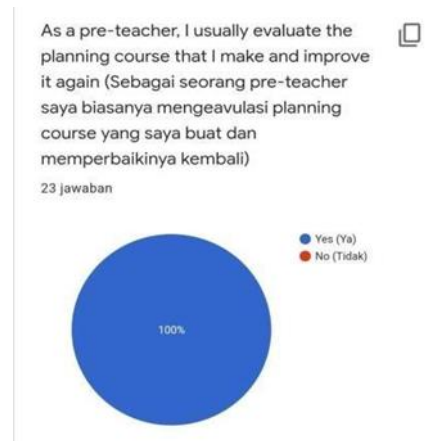


Figure 4.2_question2

This statement is agreed by 100 % of respondents, some of the reasons given the respondents the reason they re-evaluated was to look back at the planning they made whether it was suitable for use for the sequence of grade levels they taught or not, while the respondents re-evaluated to make the class more effective and reduce the shortcomings that existed in previous learning. From the data generated, the writer analyzes that the pre-teacher has used critical thinking in the evaluation category in the course planning (Harahap & Fithriani, 2024).

3. As a pre-teacher, I usually repeat the material to be taught and explain it again in detail



Figure 4.3_question3

This statement is agreed by 100 % of respondents. In teaching, pre teachers convey the material they teach in detail so that there are no more students who do not understand the material presented, critical thinking in the interpretation section has been used by pre teachers so that they can master learning and are able to share the material in detail because the lesson delivery is one part that must be owned by EFL pre teacher (Puspitasari et al., 2023).

4. As a pre-teacher, I explain the important points in learning and reevaluate the material with students



Figure 4.4_question4

This statement is agreed by 87 % of respondents and disagreed with 13% of them. Those who do not agree to give varied reasons. They revealed that just conveying the points made students not understand the material well, while those who said that giving learning must also be accompanied by motivation so that students are more enthusiastic. The pre-teachers who agree think that this makes students more excited to want to know more and learn to solve problems. So that in lesson delivery, not all teachers are able to use critical thinking in the evaluation category (Boy & Savaşçı, 2024).

5. As a pre-teacher, I always create new ideas and implement them in managing the class



Figure 4.5_question5

This statement is agreed by 87 % of respondents and disagreed with 13% of them. Most of the pre teachers use interpretation critical thinking in teaching by creating new ideas, the pre teachers say that this will make a breakthrough that makes the class more effective and fun, the students in the class enjoy more and are not bored, but there are still some pre teachers who think that creating new ideas for teaching is not too important, they focus more on the material that will be accepted by students (Susanti et al., 2022).

6. As a pre-teacher, I learn to control myself and improve myself in teaching



Figure 4.6_question6

This statement is agreed by 100 % of respondents. The respondents used the implementation and evaluation of critical thinking in the identity development of EFL pre-teachers, the pre-teachers felt that they were obliged to control a lesson such as an example when they were serious and joking with students so that no time was wasted and students did not need to be too tense inside. learning, therefore identity development is needed in teaching (Rosi et al., 2024).

7. As a pre-teacher I will be myself



Figure 4.7_question7

This statement is agreed by 82,6 % of respondents and disagreed with 17,4% of them. The respondents who agree feel that they still have to be themselves with the advantages and disadvantages they have, but the respondents who disagree admit the shortcomings that exist within them so that to become a good teachers they must also train and improve themselves because Being a teacher is not just about teaching, they must also maintain an image, prioritize courtesy and patience even though they may not fully master these qualities. so that there are still many pre teachers who do not use evaluation in identity control EFL pre-teachers (Suarcaya, 2023).

Interview

To find out how teachers use critical thinking in managing the classroom, researchers also use interview techniques to get more in-depth information by asking questions that have not been developed in the previous questionnaire. Interviews were conducted with 3 respondents from class 3A who filled out the questionnaire and are currently conducting PLP activities with 3 respondents, then based on the focus of the questions as follows:

1. The importance of planning before teaching

"Well, my answer is that in my opinion as a teacher, of course, you must have self- evaluation, so that we too are not stuck there and there, how do we control ourselves to be better, our mistakes and of course to inspire ourselves to become better teachers. Good again for students like that." Mrs. SA

"Planning in teaching is very important so that we can know what will be taught and the teaching will be structured." Mrs. IR

"Planning is very important so that learning will be well structured." Mrs. DS

This reveals that making planning in teaching is very important so that interpretation in critical thinking is needed in this activity where the EFL pre teacher implements the making of teaching plans (Kummala et al., 2022).

2. Stages in making plans in learning

"The first tap in my opinion for this question is that we must first know what material will be disclosed and what we will convey. After that, we understand what skills are highlighted from this material. After that, it is following the wishes that are in the syllabus, what learning objectives are taught and based on competencies that are already in the guide books, both teacher and student books." Mrs. SA

"In my opinion, implementing classroom management is by using the teaching preparation time as effectively and as varied as possible. Because in learning it must be varied, so it should not be monotonous so that the child is not bored in the learning process and secondly, arrange the students' seats because if the seats are arranged in such a way, it will improve the classroom learning atmosphere." Mrs. IR

"Realizing the situation and the classroom environment as a place that allows students to gain knowledge as much as possible." Mrs. DS

In the three answers obtained by the author, the author concludes that evaluation in making planning is very important to prepare a good teaching plan, as said by Mrs.

SA before that we can evaluate from our previous teaching method or read from manuals and materials to be delivered (Suarcaya, 2023).

3. Evaluation in classroom management

“I think it is very important to plan before teaching. because by planning before teaching, we can adapt and can achieve the targets or goals we hope for after finishing teaching.” Mrs. SA

“My hope in making plans in teaching, of course, the first thing is to know the material we want to convey, we must first know what material we want to teach our students and the second we have to know what the syllabus is like and just follow the syllabus. which exists. So from that syllabus, we can make a good and correct lesson plan.” Mrs. IR

There are so many benefits that we can take in using critical thinking, for example, such as evaluations carried out in classroom management, in addition to knowing the effectiveness of learning, pre-techies can also improve their skills and knowledge from the evaluations they do. So, interpretation in planning lesson very influential and helpful in teaching (Harahap & Fithriani, 2024).

4. Implementation in classroom management

“In my opinion evaluation is very important in classroom management. Because the evaluation can also be done above or improvements for the students themselves by providing an evaluation can also be feedback for us students so that students can improve what was wrong before, where the error was before so that it can be even better in the future like that.” Mrs. A

“Yes, of course, the evaluation is very important, it is used for the final assessment of each lesson because it will be a benchmark for students in learning. From the mistakes they made, they will be corrected and upgraded so that students know where their mistakes are.” Mrs. IR

“There are 3 things that need to be seen, namely, learning design, learning media, and strategies in teaching.” Mrs. DS

From the results of the interviews obtained, all participants answered that the implementation in the classroom varied greatly, so it can be said that they used their critical thinking interpretation in class management as said by the second participant by playing games and doing fun things in class but still being effective (Puspitasari, 2023).

5. Evaluation in self-control

“In my opinion, there are many ways to implement classroom management as a teacher, we must build an active classroom atmosphere such as holding games that are still related to the material we create, of course, how a teacher must be creative in building an active classroom atmosphere for comfortable students and all students must participate. so maybe that's how the teacher builds a class atmosphere that can actively play games and many things.” Mrs. SA

“In my opinion, the way to make the classroom atmosphere effective is by setting the atmosphere itself, the teacher must be able to control the classroom atmosphere and create an orderly and orderly atmosphere so that learning can also run according to the desired goals. We can also arrange the seats to give pause between students to other students so they don't chat with each other like that.” Mrs. IR

“Evaluation is needed to find out whether learning is effective or no evaluation is needed to find out whether learning is effective or not.” Mrs. DS

From the answers received by the author, almost all teachers evaluate themselves in self- control to become good teachers and by the pre-teacher EFL category ((Rosi et al., 2023; Suarcaya, 2023; Boy & Savaşçı, 2024; Ijabah & Asdar, 2024).

6. Activities to implement effectiveness in teaching

“As a pre teacher, there are ways that can be used so that the class can run smoothly and more effectively and more or less as I explained in the previous question, namely the teacher can insert the game to do ice-breaking first, ask the material that was learned yesterday so that students also not forgetting the material that has been taught, answering if the teacher can build an active class

and make all the students participate, not only those who participate in the class. That is, one of them is by playing games or playing rolls, usually depending on what skills the teacher wants to highlight in delivering the material.” Mrs. SA

“In my opinion, self-evaluation in controlling anything is very important because, as teachers, we are so that we can improve our skills so that we don't get stuck there and there because the most important thing is that learning must be varied so that students don't get bored easily. in the learning process. So evaluation in self-control is very important in my opinion and highly recommended to be applied to every teacher.” Mrs. IR

“I will make an interaction with students such playing games and others.” Mrs. DS

As exemplified by participant three, apart from implementation we must also pay attention so that the activities carried out do not deviate from the material we teach, that is where critical thinking must be applied in the classroom management process according to the pre teacher EFL category (Susanti et al., 2022; Harahap & Fithriani, 2024).

Conclusion & Recommendation

Pre-teachers can teach and guide students carefully so that they can convey material well and meet the category as EFL pre teacher in classroom management to self-controllers and the material taught can be accepted by students. Pre teachers who can think critically can understand the indicators of interpretation and analysis but have not been able to meet the indicators of evaluation and inference but do not apply them in learning can be said to have not mastered critical thinking. Pre-teachers who have low critical thinking skills, are less able to apply learning in class well and are not able to meet the indicators of analysis, evaluation, and inference. Pre-teachers are still not able to explain the material to students or provide evaluations in the teaching and learning process. Therefore, the conclusions taught are incomplete. The results of the data that most of the pre-teacher of English education class 3A have succeeded in using critical thinking in teaching.

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Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

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