TEACHER'S STRATEGIES IN COACHING STUDENTS' CRITICAL THINKING IN ENGLISH CLASS AT NINTH GRADE OF SMPN 1 PORONG

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Sarjana Pendidikan (S.Pd.) in Teaching English

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ABSTRACT

Aprilyanti, Siska. 2017. *Teacher's Strategies in Coaching Students' Critical Thinking in English Class at Ninth Grade of SMPN 1 Porong.* A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Hilda Izzati Madjid, M.A.

Key Words : Teacher's strategies, Critical thinking

This study was analyzed the strategies used by the English teachers in SMPN 1 Porong in coaching students' critical thinking. The focuses are what kinds of strategies used by the English teachers and also how those strategies are implemented. Based on the theory, there are nine strategies in coaching students' critical thinking. Those are the problem-posing strategy, the frame strategy, the question-generating strategy, the believing and doubting strategy, the evidence-finding strategy, the case strategy, the norming session strategy, the "rough draft workshop" strategy, and the metacognitive strategy. The researcher used qualitative as the design of her research. Data collection technique used in this research was observation, interview and documentation. The observation was to know what strategies used by the English teachers in coaching students' critical thinking and how those strategies are used. While interview and documentation use to gain more information about the strategies in coaching students' critical thinking and how those strategies are used by the English teachers. Based on the result of the study, there were three strategies used by the English teachers in coaching students' critical thinking. Those strategies are Question-Generating Strategy, Case Strategy and Metacognitive Strategy. In Question Generating Strategy, the English teachers do some steps such as creating a questioning environment to encourage students' enthusiasm, making students engage in the questioning activity and monitor comprehension, tailoring the activity to individual students' needs, and also Considering teaching the prerequisite skills individually, then Guiding students throughout the questioning process and encourage involvement of passive learners, and the last is Providing students with feedback and allow for discussion. In Case Strategy, it is beginning with a simple case when giving students problems, discussing the purpose and suggested methods for doing a case assignment and introducing students to resources for team dynamics. Then, allowing sufficient class time for students to meet with their teams while establishing discussion etiquette guidelines and also taking sufficient time to introduce the narrative and establish the case facts. Then, reassuring students that "messiness" is normal for this type of assignment. And the last is giving students an opportunity to provide their reactions and feedback. In Metacognitive Strategy, the English teachers practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students by having the steps of Identify, Define, Explore or Evaluate, Act, then look and learn. By using those three strategies, the students are active in class and can be more critical during the learning process.

ABSTRAK

Aprilyanti, Siska. 2017. *Strategi Guru dalam Melatih Berpikir Kritis Siswa di Kelas Bahasa Inggris Kelas IX SMPN 1 Porong*. Skripsi. Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.Dosen Pembimbing: Hilda Izzati Madjid, M.A.

Kata Kunci : Strategi Guru, Berpikir Kritis

Penelitiaan ini menganalisa strategi-strategi yang digunakan oleh guru Bahasa Inggris di SMPN 1 Porong dalam melatih berpikir kritis siswa. Penelitian ini Fokus pada jenis Strategi yang digunakan oleh guru Bahasa Inggris dan bagaimana strategi-strategi tersebut diterapkan. Berdasarkan teori, ada Sembilan strategi untuk melatih berpikir kritis siswa. Strategi-Strategi tersebut adalah the problem-posing strategy, the frame strategy, the question-generating strategy, the believing and doubting strategy, the evidence-finding strategy, the case strategy, the norming session strategy, the "rough draft workshop" strategy, dan the metacognitive strategy. Peneliti menggunakan pendekatan model kualitatif dalam menganalisa data penelitiannya. Teknik pengumpulan Data yang digunakan pada penelitian ini adalah observasi, wawancara dan dokumentasi. Observasi digunaka untuk mengetahui strategi apa yang digunakan oleh guru Bahasa Inggris dalam melatih berpikir kritis siswa dan bagaimana strategi tersebut digunakan. Sedangkan wawancara dan dokumentasi digunakan untuk menggali informasi yang lebih dalamtentang strategi-strategi dalam melatih berpikir kritis siswa dan bagaimana strategi strategi tersebut digunakan oleh guru Bahasa Inggris. Berdasarkan hasil dari penelitian ini, ada tiga strategi yang digunakan oleh guru Bahasa Inggris dalam melatih berpikir kritis siwa. Strategi-Strategi tersebut adalah Question-Generating Strategy, Case Strategy and Metacognitive Strategy. Dalam Question Generating Strategy, Guru Bahasa Inggris melakukan beberapa membuat sebuah suasana untuk saling bertanya untuk mendorong semangat siswa, membuat siswa terdorong di dalam aktivitas bertanya dan memantau pemahaman, menyesuaikan aktivitas kelas dengan kebutuhan siswa secara pribadi, dan juga mempertimbangkan kemampuan prasayat siswa secara individual, lalu memandu siswa sepanjang proses bertanya dan mendorong keterlibatan siswa yang pasif, dan yang erakhir adalah memberikan feedback atau umpan balik dan memperbolehkan siswa untuk berdiskusi. Dalam Case Strategy, dimulai dengan masalah sederhana saat guru memberi siswa masalah, mendiskusikan tujuan dan metode yang disarankan untuk melakukan penugasan kasus/masalah dan mengenalkan siswa pada sumber daya untuk tim yang aktiv bergerak. Kemudian, memungkinkan waktu kelas yang cukup bagi siswa untuk bertemu dengan tim mereka sambil menetapkan pedoman etiket diskusi dan juga meluangkan waktu untuk mengenalkan narasi dan membuat fakta dari masalah atau kasus. Kemudian, meyakinkan siswa bahwa "kekacauan" itu normal untuk jenis tugas ini. Dan yang terakhir adalah memberi siswa kesempatan untuk memberikan reaksi siswa dan umpan balik siswa. Dalam Metacognitive Strategy, para guru bahasa Inggris

mempraktikkan strategi pengajaran semacam ini untuk menyajikan materi dalam konsep dan penjelasan mendalam kepada siswa dengan memiliki langkah-langkah untuk Mengidentifikasi, Menentukan, Mengeksplorasi atau Mengevaluasi, Bertindak, kemudian melihat dan belajar. Dengan menggunakan ketiga strategi tersebut, siswa aktif di kelas dan bisa lebih kritis dalam proses pembelajaran.
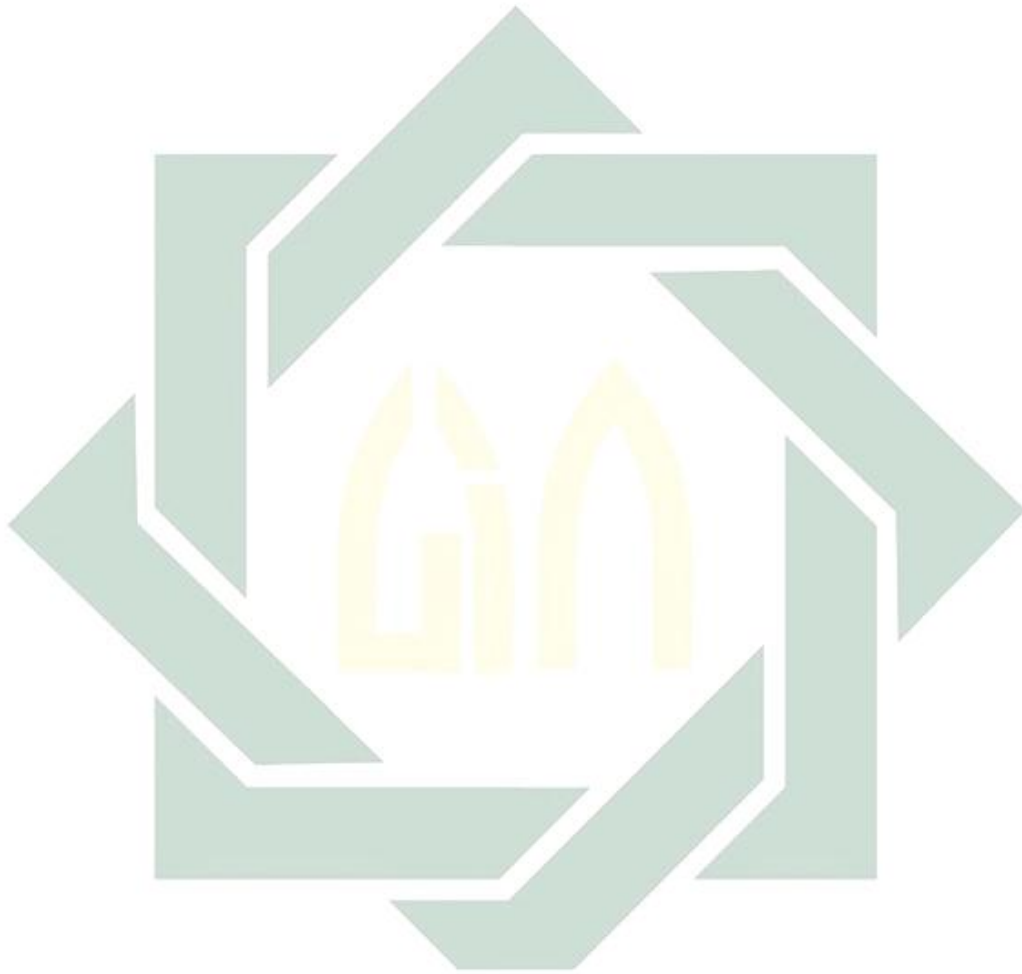
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CHAPTER I

INTRODUCTION

In this chapter the writer of the study presents brief introduction of the research. It begins by describing the background of the study, research problems, objectives of the study, and significance of the study.It also includes scope and limitation of the study, and definition of the key terms.

A. Background of the Study

Critical thinking skills are important to ensure students to achieve success inside and outside the classroom. Students are not only working with concepts and ideas, but also manipulating the concepts, and trying to see how well the concepts can be understood. Critical thinking enables students to think about and evaluate their own thinking and behavior on their life. Critical thinking also enables learners to navigate and manipulate knowledge, to transform ideas, conceptions and processes, to challenge norms, make decisions and forge new pathways. In coaching the critical thinking requires a corresponding pedagogical approach and teaching and assessment strategies. Moon, in the book of critical thinking, argues that becoming a critical thinker also requires the development of an accompanying dispositional shift from learners who need to acquire.[1]

In coaching the ability to think critically is an essential life skill; it is also clear that practicing critical thinking strategies should be a daily occurrence in classrooms. It is important in coaching critical thinking in students. This skill set

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[1]Moon, J. *Critical thinking.*Routledge: London & New York.2008.

will help them deal with everyday situations with greater ease and responsibility. The high school English classroom is a logical environment in which to explicitly teach, and practice, critical thinking with the goal of coaching lifelong habits of mind. As Mendelmen pointed out, if reading the world can be paralleled to reading text, and then literature offers an ideal vehicle for teaching the critical skills necessary in analysis. [2]

To improve students' critical thinking knowledge, skills, and dispositions, educators can coach instructional pedagogy with purposeful learning activities that encourage critical thinking abilities. Students must be taught how to think critically, and frequent and explicit teacher modeling of critical thinking skills. In order to help their students in coaching critical-thinking skills and to take critical action, the teachers should take some actions. The first is teachers need to have a sound knowledge base from which to support students as they delve more deeply into content. They remain open to challenge by students, not representing themselves as the sole source of knowledge. They also should encourage students to look at the big picture by engaging them in critical-thinking processes that have relevance beyond the classroom. Then, they have to encourage students to be sensitive to the feelings of others by providing opportunities for inquiry by giving students time for planning, processing, and debriefing. They should teach in structure lessons so that students can work safely and co-operatively and coach creative forms of shared responsibility.

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[2]Mendelman, L. Critical thinking and reading.*Journal of Adolescent and Adult Literacy.*(2007). *51(4)*, p 300-304.

In coaching students' critical thinking, the teachers should have some strategies in teaching. Teachers' teaching strategy in the form of English learning and teaching absolutely is the one most important aspect to be considered. The teacher is a pedagogical model who leads the crucial aspects in the learning and teaching activities. In this matter, pedagogy which is available to educators in the professional literature of education, deserve a prominent place in the teacher's academic thinking and decision making. It will bring the respectability and dignity to the teaching profession. In fact, without pedagogy, teaching could not claim to be a profession.[3] Moreover teachers need to understand that their profession as the pedagogical model should provide a teaching strategy which is suitable for their every student. The teachers also should be able to use strategies in coaching critical thinking and problem solving.

Critical thinking can be coached and fostered in the traditional classroom setting with a series of nine teaching strategies that can assist the student to expand their thinking; those strategies are the problem-posing strategy, the frame strategy, the question-generating strategy, the believing and doubting strategy, the evidence-finding strategy, the case strategy, the norming session strategy, the rough draft workshop strategy, and the metacognitive strategy.

On the other hand, some teachers feel that promoting students' critical thinking is difficult. It is because the teachers are confused to conduct the strategies to make students be a critical thinker. Also, teaching strategy covers some aspect those are the employing of instructional approach, method and

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[3]Kindsvatter, Richard, William Wilen and Margaret Ishler.*Dynamics of Effective Teaching*.1996.p.6

technique, teaching media, learning source and students' level classification, those are applied for creating good interaction between the teacher and students, students and students then the students and environment. For applying some aspects which is important, some teachers have challenges such as the difficulties in managing the class, the difficulties in managing the students and the strategies in conducting the teaching strategies. Most of schools in Indonesia have a large class, So that the teachers have to apply the appropriate strategies in coaching students' critical thinking.

Nevertheless, in SMPN 1 Porong-Sidoarjo, the English teachers are able to teach students to have good academic report and improve the students' creativity as well as infusing critical thinking directly in the process of learning. In fact the students in SMPN 1 Porong have good academic achievement. (See appendix 5) It was showed by the documents of the students in this school such as the students' report. Most of students in SMPN 1 Porong have good academic achievement mark in their report of study. Moreover, the students of this school are creative students. First, the students have daily handwriting called by "Bulan Bahasa" as the mediator for the students to give their opinion by their handwriting. Bulan bahasa is a media for students to write anything about language like Indonesian, Javanese and English. It is like wall magazine but the difference one is, it is only focus on language. They can write for free on this media. They can argue anything by using this media. For example, they can write the history of Indonesia in different language, the spelling of English and its comments, etc. Thus, by this media they can upgrade their skill for writing by

thinking critically. By this media, students of SMPN 1 Porong also follow the contest of Journalistic in Junior high school level and they succeed to pass the Journalistic training. Moreover, this school also has literacy program so that the students can more critical to create everything on their mind in Journal of Reading. (See Appendix 5) The students must read a book then they have to write what are the resume of that book. By these programs the students can be more critical because they can think deeply about what they have read and written. It is because writing can enhance critical thinking because the writing process requires an individual to make their ideas explicit to a given audience, and to evaluate among tools necessary for effective communication.[4]

In SMPN 1 Porong-Sidoarjo, the English teachers are able to manage the classroom management well as well as they can coach students' critical thinking. The students of SMPN 1 Porong are able to speak English well. It was showed when the researcher conducted the preliminary research in this school. The preliminary was conducted on April 14th 2016. The researcher observes the teacher's strategy in coaching students' critical thinking. The teacher was able to conduct the strategies in coaching students' critical thinking. One strategy used by the teacher in coaching students' critical thinking was case strategy. The teacher gave one case in each group which had divided by the teacher into small group. Then, the students had to analyze the solution for the case. Then, they presented their work in the class while the other students prepared some questions. Then

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[4]Quitadamo, I. J., & Kurtz, M. J. Learning to Improve: Using Writing to Increase Critical Thinking Performance in General Education Biology. *CBE-- Life Sciences Education*, 2007.p.140–154.

there was big discussion in the class. The students are active and there are able to solve the problem that given by the teacher when the process of learning are conducted. Then at the end of the lesson, there was feedback from the teacher. (See Appendix 3)

Moreover, the researcher chooses the teachers who are teaching in Ninth grade of Junior high school. It is because of some reasons. The first is at Ninth grade, the materials that taught are more complex. Not only complex, the materials also appropriate for critical thinking because most of the lesson are analyzing and practicing. It needs a skill for thinking critically. According to Balfanz, this stage can be the most important years, the "most fertile years,"[5] it will make the teacher coaches students' critical thinking better because in fertile years, the students can think by themselves about what was done, how the solution of problem, and how the effect of what they've done. Not only based on the materials, but also the ninth grade is the highest grade in the middle school which students have to be able to think critically because they will go up to the higher education in Senior High School. They need to have good critical thinking because they have to be ready for higher education in the higher level of their education. They also need a teacher for gaining and fostering their ability for thinking critically as the mediator in the class. At this stage, the students capable of upgrading his own knowledge and can easily engage in independent self-learning.[6] They can manage their own thinking for better thinking by themselves.

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[5] Robert Balfanz. Putting Middle Grades Students on the Graduation Path. 2009.
[6] Dr.Eanee K,V. *Teaching Your Students The Importance Of Critical Thinking. Retrieved from* http://www.brightubeducation.com./theaching-methods-tips/97818-the-importance-of-critical-thinking. Accessed on June, 1 2016

When they are able to think critically, they will have better thinking when they are in higher education.

Thus, considering how the teacher's teaching strategy which is conducted by the teacher in coaching students' critical thinking, the researcher decides to conduct the study about the teacher's teaching strategies especially done by the teachers in SMPN 1 Porong- Sidoarjo at ninth grade in English lesson. Here the researcher describes about the Strategies of teacher in coaching students' critical think in Teaching English for English.

B. Research Questions

Based on the background of the study, the problems of this study are formulated as follows:

1. What are teacher's strategies in coaching students' critical thinking in SMPN 1 Porong?

2. How do the teachers use those strategies in coaching students' critical thinking in SMPN 1 Porong?

C. Purpose of the study

1. To investigate teacher's strategies in coaching students' critical think in SMPN 1 Porong.

2. To describe those strategies in coaching students' critical thinking in SMPN 1 Porong.

D. Significance of the study

The significance of this study can be viewed from both theoretical and practical aspects, as describe below:

1. Theoretically, it is expected that this research can be used as emphasis to determine teaching strategies in coaching students' critical thinking. In this case, there are nine strategies that used by the teacher in coaching students' critical thinking. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies related to teaching strategies in coaching students' critical thinking in more specific skills.

2. Practically, this study has benefit for the teachers and students. This research is expected to give positive input to the English teacher in coaching students' critical thinking, especially in high school level. Then, this study can be able to rise up the teachers' awareness concerning their teaching strategy in coaching the students' critical thinking to have good English academic achievement. For the students it will be useful for student in coaching their critical think in English skill.

E. The scope and limit of this study are:

The scope of this study is about teacher's strategies in coaching students' critical thinking. In this study, the researcher will investigate the strategies that used by the teacher in coaching students' critical thinking.

Dealing with the scopes stated above, it was also important to set some limitations in order that this research could reach its objectives. For that reason, the researcher also will focus on English teachers' action to conduct the strategies in coaching students' critical thinking without measuring how far those strategies are developed. The researcher focuses on nine strategies in coaching students' critical thinking. Those strategies are the problem-posing

strategy, the frame strategy, the question-generating strategy, the believing and doubting strategy, the evidence-finding strategy, the case strategy, the norming session strategy, the rough draft workshop strategy, and the metacognitive strategy.[7]

F. Definition of key terms

To give clear clarification and to loss misunderstanding or interpretation between the researcher and the reader, the researcher clarifies the terms are used in this study as follows:

1. Critical Thinking

   Critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.[8]

2. Teacher's Strategy in coaching critical thinking

   Teachers' strategy is a general approach of teachers in giving the students the certain instruction in the form of teaching and learning activities in coaching students' critical thinking. A teaching strategy helps the teacher to make the optimal use of methods, techniques and resources in achieving particular goals in learning and teaching activities as well.[9]

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[7]   WāhangaWhakapakariAko..*Teaching Strategies in coaching the Development of Students' Learning Skills.*2011.P. 24.

[8] H. Masduqi,.*Critical Thinking and Meaning.* TEFLIN Journal, Vol. 22, No 2. 2006. P.186

[9]   Kindsvatter, Richard, William Wilen and Margaret Ishler.*Dynamics of Effective Teaching*.1996.p.289

CHAPTER II

LITERATURE REVIEW

A. Teaching Strategy

1. Definition of Teaching Strategy

At this stage, as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals. It is the duty of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy. Teaching, according to the Oxford Dictionary is known as a job of a teacher, while strategy is a plan intended to achieve a particular purpose. Kindsvatter asserted that teaching strategy is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives.[1] Majid stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory.[2] While David in Majid book convinced that teaching strategy is a plan, method, or series of activities

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[1]Kindsvatter, Richard, William Wilen and Margaret Ishler.*Dynamics of Effective Teaching*. 1996.p.168
[2]Abdu Majid.*StrategiPembelajaran*. 2013.p.7

designed to achieve a particular educational goal. Based on the description above, we may draw a conclusion that teaching strategy is a detailed plan of the teacher to create the students' achieving success in the form of academic achievement.

The teacher that has a role as the facilitator and also the motivator in the class absolutely needs to make the climate of class become more successful by engaging all students can participate in subject to show their abilities on it easily. One of the greatest challenges of the teacher is to provide a positive learning environment for the students in the classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, in the other hand the learning styles of them is also may vary widely.

According to the Kindsvatter, in grabbing the good climate in the classroom, once the teacher should determine the significant needs of the students, the teacher can identify the areas of the curriculum that may present barriers to them.[3] In order to eliminate those barriers, the teacher may need to modify the teaching strategies. Thus, it is a must for the teacher to know the appropriate strategy that will be applied in the classroom based on the students' necessary and the accuracy of the subject.

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[3]Kindsvatter, Richard, William Wilen and Margaret Ishler.*Dynamics of Effective Teaching*. 1996.p.31

2. Teaching Strategies in Coaching critical thinking

2.1. Pedagogies in Coaching Critical Thinking

Many of the in-class and assessment strategies that are pertinent to the development of students 'academic writing and reading ability are equally appropriate in coaching critical thinking. If we look at some of the attributes outlined by Moon, we need to ask ourselves whether our teaching practices model the processes of testing, rigorous evaluation, exploration of alternatives and problem posing that characterize the critical thinking process.[4] If we want students to become metacognitive, we need to invite them to consider the nature and sequence of our own thinking processes. Here are the pedagogies in coaching critical thinking.[5]

2.1.1. Using Examples

The first pedagogy is using Example. It can be implemented when teaching writing. The teacher can give students a number of different examples of writing about the same event/idea/or piece of writing. The examples should display varying degrees of critical engagement. Students can be asked to identify examples of critical thinking in the accounts, explain the reasons for the sections they identify and possibly rank the

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[4] J. Moon. *Critical thinking*.Routledge: London & New York. 2008
[5]WāhangaWhakapakariAko..*Teaching Strategies in coaching the Development of Students' Learning Skills.*2011.P. 24.

different pieces of writing according to the quality of their critical engagement.[6]

2.1.2. Use examples from everyday life

The second is using examples from everyday life. Moon suggests that a gradual understanding of critical thinking can be coached by inviting students to practice evaluative and questioning skills in relation to examples from everyday life.[7]

2.1.3. Create thinking time and spaces

Moon suggests that we can deliberately design thinking time and spaces in our teaching and learning environments in coaching students 'habits of more active thinking and engagement. She suggests that teachers can coach a recognizable terminology to alert students to these moments, such as think time or stop and think[8]

2.1.4. Collaborative learning

According to Bean, one of the most effective ways in coaching students in the development of critical thinking skills is through focused small group work.[9] Bean suggests that small group work of this kind needs to be carefully planned and usually

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[6] J. Moon. *Critical thinking.*Routledge: London & New York.2008

[7]WāhangaWhakapakariAko.*Teaching Strategies in coaching the Development of Students' Learning Skills.*2011.P. 24.

[8] J. Moon. *Critical thinking.*Routledge: London & New York.2008

[9] J. C. Bean, *Engaging ideas.* San Francisco: Jossey Bass. (2001)

involves students having to work in groups to respond to a discipline-related problem or issue, record their process, their different perspectives and conclusions and then report their findings. This exercise can be linked to a subsequent written assignment if desired.

2.1.5. Creating dissonance

Creating a sense of discomfort or dissonance or unease is a good stimulus to thinking. Sometimes this can be done through very simple strategies such as framing a lecture with a provocative question, a problem scenario which needs to be approached in the light of lecture material or creating a critical incident. Other prompts can include critical incidents, unresolved questions, or an invitation to respond to hypothetical possibilities.[10]

2.2. Teaching strategies for critical thinking

According to Bean, J.C, there are nine strategies for critical thinking. Those are the problem-posing strategy, the frame strategy, the question-generating strategy, the believing and doubting strategy, the evidence-finding strategy, the case strategy, the norming session strategy, the "rough draft workshop" strategy, and the metacognitive strategy. [11]

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[10] J. C. Bean, *Engaging ideas.*San Francisco. 2001

[11] WāhangaWhakapakariAko..*Teaching Strategies in coaching the Development of Students' Learning Skills.*2011.

2.2.1. The Problem-Posing Strategy

In this approach, the teacher gives students a disciplinary problem framed as an open-ended question to which students must propose and justify an answer.

According to Zahra Ghasempour, Md Nor Bakar and Golam Reza Jahanshahloo, There exist various strategies that learners could apply one or more than to formulate new problems according to different problem posing situations as following strategies:[12]

1) Creating the situation to do the activity of "What if" or "What if-not?" strategy that through the process of asking "What if" or "What if not?" can change each component of the problem.

2) Modifying givens strategy consist of paraphrasing, changing of statement's data, analogy and generalization. In analogy and generalization are emphasized on replacement a condition, or add new conditions, remove or add context and repeat a process.

3) Imitation strategy that exposes a learner with cases of problems and their generation processes, and it then had the learner engages in reproducing cases by following the processes.

4) Generative questions based on the sample of profitable questions' that can lead students in the generation of new questions from given tasks:

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[12]Zahra Ghasempour, MdNor Bakar and Golam Reza Jahanshahloo.*Innovation in Teaching and Learning through Problem Posing Tasks and Metacognitive Strategies.* 2013. No. 1, 57-66

1. What are the important ideas in this problem?

2. Where else have we seen ideas like these?

3. Could we have used this information in a different way to solve the problem?

4. Do we have enough important information to solve the problem?

2.2.1.1. Steps in doing problem-posing strategy

Problem posing process consists of several phases: initial posing, problem solving, and additional posing. Brown and Walter in the book The Art of Problem Posing described five levels of problem posing. Those are:

a. Choose a starting point: a concrete material or a theorem.

b. List attributes of a given problem or situation. Teacher asks students about the concrete materials. For example, "What do you know about it?"

c. Explore the concept of "what-if-not". This is done by answering questions such as: "What if each attribute were not so, what could it be then?"

d. Find, define and record the new attributes based from the what-if-not questions.

e. Take the new questions and analyze them after all of the problems have been posed.[13]

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[13] http://www.wikihow.com/Use-Problem-Solving-and-Posing-Strategies accessed on May, 20 2016

2.2.2. The Frame Strategy

This strategy provides teachers with the opportunity to monitor the students' level of understanding and to adjust instruction as needed. A strategy designed to assist students as they organize topics, main ideas and details about reading assignments. This technique includes a basic hierarchic graphic organizer called a "Frame" that can be used to help students think and talk about the key topic and essential related information. Using this strategy, the teacher gives students a mapping sentence that predicts the shape of a short essay but not the context. [14]

2.2.2.1. Steps in Frame Strategy

There are five basic steps for using the Frame strategy: [15]

1. Select the topic

   The teacher introduces the lesson topic and provides students with a blank Frame. Students note the topic in the appropriate spaces on the graphic. This would most likely be the title of the reading selection.

2. Determine the main ideas

   Students record brief statements or words that summarize key ideas relating to the topic.

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[14] J. C. Bean, *Engaging ideas.*San Francisco. 2001

[15]Ellis, E. S. Framing Main Ideas and Essential Details in coaching Comprehension. (1998). Accessed on 20, May 2016, from http://www.ldonline.org/article/5765

3. Discuss the details

       The details that are important for students to learn and remember are written on the Frame graphic in the essential details boxes. These essential details can later be ranked on the graphic according to level of importance.

4. Coach the "Big Idea"

       The teacher, small groups, or the whole class coach the Big Idea statement or the "So what?" idea. This statement is designed to help students understand how the topic fits with the overall context. These statements can take the form of:

    a. A short summary

    b. A conclusion the student has drawn

    c. A connection to a real-world application relevant to the student

5. Evaluate the information

      The teacher facilitates evaluation of the new information when it is clearly organized. Several follow-up activities can then be employed to extend students' understanding of important concepts. Such activities might include the following:

    a. Having in-depth discussions;

b. Debating various points;

c. Drawing conclusions;

d. Making connections to other ideas;

e. Forming predictions, or forecasts; and

f. Engaging in writing

2.2.3. The Question-Generating Strategy

Question Generation is a strategy that assists students with their comprehension of text. Students learn to formulate and respond to questions about situations, facts, and ideas while engaged in understanding a text. During this process, there are several different types of questions that may be derived (see table below below).

Type of Question	Examples
Self-monitoring	1. Did this passage make sense to me? 2. What should I be on the lookout for in the next passage?
Collecting Information	1. What are the facts? 2. What are the main ideas? 3. Who are the main characters? 4. What are the significant details?
Asking the Author	1. What does this author seem to

		think is most important?
		2. Why is the author telling me this now?
Classifying	1. How can I reorganize the information?	
	2. Can I explain this new information?	
Predicting	1. Based on what I know, what might happen next?	
	2. How might this appear on the test?	

Table 2.2.3.1.different types of questions in Question Generating Strategy

According to Sharon M. Look, the key points for the question generation strategy include the following:[16]

1. Create a questioning environment to encourage students to ask questions.

2. Teach students how to ask and answer questions. This is a skill needed to complete the strategy.

3. Consider teaching the prerequisite skills individually. These skills are: turning a statement into a question and answering it, finding the important idea in text, and turning the important idea into an integrative

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[16]Sharon M. Look. *Effective Instructional Strategies Series: Question Generation*. 2011. P. 64

question and answering it. Each skill should be explicitly modelled and scuffled. Thinking aloud reveals the thought process for students.

4. Students can engage in the entire strategy with appropriate scaffolding. Keep in mind that students don't need to master all the prerequisite skills in order to complete the entire strategy.

5. Asking and answering integrative questions is a recursive process. Students will engage and reengage the text to ask and answer these questions.

6. Connect the question generation reading strategy to writing by using the answers to create a summary.

7. Continually assess student progress and reteach as necessary. Formative assessment will drive the pace and depth of instruction.

2.2.3.1. Steps in the Question-Generating Strategy

This strategy is particularly effective for teaching the art of question asking in a discipline.

1. Teacher creates a questioning environment to encourage students' enthusiasmBegin by reading or have students listen to the text selection.

2. Engage students in the questioning activity and monitor comprehension, tailoring the activity to individual students' needs.

3.Guide students throughout the questioning process and encourage involvement of passive learners.

4.Provide students with feedback and allow for discussion.

2.2.4. The Believing and Doubting Strategy

The believing and doubting strategy was coined by Elbow. The believing strategy will help us understand ideas we disagree with, and thereby help us see that one needs to lose or give up their central idea. The believing game can help us see that both sides in an argument are often right; or that both are right in a sense; or that both positions are implicitly pointing to some larger, wiser position that both arguers can agree on.

The doubting game represents the kind of thinking most widely honored and taught. It's the disciplined practice of trying to be as skeptical and analytic as possible with every idea we encounter. By doubting well, we can discover hidden contradictions, bad reasoning, or other weaknesses in ideas that look true or attractive. We scrutinize with the tool of doubt.

2.2.4.1. Steps in the Believing and Doubting Strategy

Students should for arguing in its favor (the believing game) and then to stand back from it, adopting a healthy skepticism (the doubting game). To use this strategy with small groups, the teacher gives students a controversial thesis and asks them to generate reasons and supporting arguments for and against the thesis.

Based on the Peter Elbow, the strategy of believing and doubting strategy are follows:[17]

1. First the teacher should ask students first to enter imaginatively into the possible truth of any statement Choose and Write a Controversial Topic Statement.

2. For the Believing group: Students write everything they can in SUPPORT of this Statement. Begin with "I believe this statement is true, because…"

3. For the Doubting group: Write everything you can think of OPPOSING this Statement. Begin with "I doubt this statement is true, because…"

4. Deciding: Ultimately, what is your position on this Statement, and Why? Begin with "I decided…because…"

5. Response Buddies: Make eye contact with someone, swap & comment. The students Give their partner strong, useful feedback on what you think of their writing, asking at least one probing question that will help the writer to reframe his/her work

6. Revise: Use the notes from your Response Buddy to enhance your work. The students Respond to their peer's feedback and probing question in your writing

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[17]Peter Elbow. *Thestrategy of believing and doubting strategy* retrieved on https://www.cde.state.co.us/standardsandinstruction/rwc9-uncoveringcontext-ldc accessed on May 21 2016.

7. Debrief: What was that like? How is your work? Consider and answer the questions on the back of their paper.

2.2.5. The Evidence-Finding Strategy

The teacher's goal here is to have students find facts, figures, and other data or evidence to support a premise. This task often means finding textual detail from a poem, novel, or play that might be used to support an argument. In other disciplines, it might mean using data from library, laboratory, or field research. Such tasks teach students how experts in a field use discipline-appropriate evidence to support assertions. (Note that this strategy is ineffective if it leads simply to students thumbing through their books or lab notes during a collaborative session. The teacher should assign data-finding tasks several days in advance so that students can find the evidence as homework. Collaborative groups then work to sort, classify, and evaluate the evidence gathered in advance by participants.)

2.2.5.1. Steps in the Evidence-Finding Strategy

1. Teacher asks students for finding textual detail from a poem, story, or play that might be used to support an argument.

2. The source of the text can be from online source or library. The tasks are finding the evidence based on the text then, they have to analyze the internal or external information from the text.

3. The students are asked for finding evidence in the text. The teacher should assign data-finding tasks several days in advance so that students can find the evidence in the text as homework.

2.2.6. The Case Strategy

Case strategy is a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skills. Having students work through complex, ambiguous, real world problems engages students with the course material, encouraging them to "see it from an action perspective, rather than analyze it from a distance".[18] Working on cases requires students to research and evaluate multiple sources of data, fostering information literacy. Case method is also effective in coaching a real world, professional skills. Working on case studies requires good organizational and time management skills. Case method increases student proficiency with written and oral communication, as well as collaboration and team-work. "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc".[19]

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[18] Angelo, T &Boehrer, J. Case learning: How does it work? Why is it effective? *Case Method Website: How to Teach with Cases, University of California, Santa Barbara*. (2002). Accessed on http://www.soc.ucsb.edu/projects/casemethod/teaching.html
[19] Daly, P. Methodology for using case studies in the business English language classroom.2002. *Internet TESL Journal*.8(11). Accessed on http://Daly,2002/Techniques/Daly-CaseStudies/

Among the most popular ways to use small groups is to devise cases that require decision-making and justification. If a case involves different roles, each group can initially be assigned one or two of the roles and asked to devise the best arguments it can from the assigned perspectives.

2.2.6.1. Steps in the Case Strategy

According to Pyatt on the Michelle Schwartz' Journal, there are several tips and steps to implement this strategy. [20]

1. Start with a simple case first

2. Discuss the purpose and suggested methods for doing a case assignment

3. If cases are done in a team, introduce students to resources for team dynamics

4. Allow sufficient class time for students to meet with their teams

5. Establish discussion etiquette guidelines

6. Take sufficient time to introduce the narrative and establish the case facts

7. Reassure students that "messiness" is normal for this type of assignment

8. Make sure you give students an opportunity to provide their reactions and feedback

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[20]Pyatt, E.J. Using Cases in Teaching. *Teaching and Learning with Technology, Penn State University*.2006. accessed on http://tlt.its.psu.edu/suggestions/cases/

2.2.7. The Norming Session Strategy

A norming session is a group scoring of student work. Participating in a norming session allows faculty to come attain agreement on how standards of performance (in the form of rubrics) are applied to student work. It is also a great way to score student work for assessment data, because norming and having multiple raters for each piece of student work ensures the reliability of the assessment data. This strategy helps students internalize the criteria by which the instructor will judge their formal essays.

2.2.7.1. Steps in the Norming Session Strategy

1. The teacher passes out three or four student essays from previous classes (with names removed)

2. Let's students, in groups, rank the essays and coach arguments justifying their rankings.

3. Later, in the plenary session, the teacher reveals his or her own rankings and initiates a general discussion of grading criteria for essays.

4. The students should give the academic feedback for the other task.

5. Often teachers discover that students have erroneous notions about what teachers look for in a formal essay, particularly when they are

learning the thinking processes and stylistic conventions of new disciplines.

2.2.8. The "Rough Draft Workshop" Strategy

Perhaps the most common use of small groups in writing courses is the rough draft workshop, in which students read and respond to each other's work in progress. The goal of these workshops is to use peer review to stimulate global revision of drafts to improve ideas, organization, development, and sentence structure.

2.2.8.1. Steps in the "Rough Draft Workshop" Strategy

1. Teacher provides the theme for students for the tsk to make rough draft.

2. Students should write a rough draft text

3. The teacher should Start writing-don't worry about spelling, grammar or anything that may distract the students from your writing.

4. After the students have written your first draft, let it breathe. Then Come back to their draft and edit their draft.

5. The students read and respond to each other's work.

6. Teacher can create the condition for peer assessment, so that each student should give correction on the other's work.

7. All of the students should present their work in the whole class.

2.2.9. The Metacognitive Strategy

This strategy is especially useful when small groups produce solutions that strike you as off-base or just plain wrong. A subsequent metacognitive task is to send students back into small groups to analyze the differences in reasoning processes between themselves and the experts. According to Bruffee, The task is to examine the process of consensus making itself. The effect of this approach is to deepen students' understanding of how knowledge is created: instead of accepting (and perhaps just memorizing) the right answer based on the teacher's authority, students struggle to understand the principles of inquiry, analysis, and problem solving used by the experts to arrive at their views. They consider an answer not only a product but also the result of a process of disciplinary conversation.

2.2.9.1. Steps in the Metacognitive Strategy [21]

1. Identify

   The first step involves anticipating difficulties you may encounter during the problem-solving process. Novices rarely engage in this step. They have difficulty anticipating the difficulties and lack the planning skills to prepare for them.

2. Define

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[21]Byrnes, J. P.Cognitive development and learning in instructional contexts.Boston: Allyn& Bacon.1996.

Defining the problem involves thinking through the steps of the problem and which steps might potentially be difficult. The expert sets goals for overcoming possible problems before they arise.

3. Explore/Evaluate

In the exploration phase, the expert learner tends to be reflective and to think more broadly about ways of solving the problem. Novice learners spend little or no time on this planning phase.

4. Act

The more experienced learner spends time thinking, reflecting and planning before acting, whereas the novice learner tends to act without devoting time to these earlier phases.

5. Look and learn

The look and learn phase engages learners in self-reflection, self-questioning about the process, and thinking about what has been learned and how they might learn from the experience. Novices typically lack reflection and self-monitoring skills.

B. Previous study

In this section, the researcher dedicates ten previous studies related to the focus of this research which is teacher's strategies in teaching English for EFL students which are done by other researchers.

For instance the research has done by Genal Hove with the title *Developing Critical Thinking Skills in the High School English Classroom*. He concludes that High school students will clearly benefit from curricula steeped in critical thinking strategies and practice. As current literature suggests, students who master the ability to think critically and insightfully will perform better academically in their current high school setting, and will also be better prepared for the rigors and enhanced academic expectations in college. For the most part, students don't live in a multiple choice/true-false world. As the dynamics of a global economy continue to evolve and change, to compete with their peers around the world for jobs and resources, American students need to be able to creatively think and problem solve. Solving any problem creatively, offering unique insights for potential solutions, demands the ability to be able to think critically; it also requires that students have confidence in their ability to do so. Therefore, high school students need frequent and repeated exposure to critical thinking practices.[22]

The second research was done by Roger D. Jensen Jr. (2015) with the title *The Effectiveness of the Socratic Method in Developing Critical Thinking Skills in English Language Learners*. He explores critical thinking skills specifically highlighting literature on a teaching and assessment strategy that develops these skills, called the Socratic Method. Additionally, the study discovers that the Socratic Method is effective in developing critical thinking skills in middle school

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[22]GenalHove.*Developing Critical Thinking Skills in the High School English Classroom*. 2011. 2-47

English Language Learners. This study defines critical thinking skills and its history, clarified the Socratic Method, clearly proves that the Socratic Method develops critical thinking skills in English Language Learners, and provides a handbook for the Socratic Method in the classroom. This research is significant to the field of English as a Second Language education because it investigates teaching ELL's beyond language acquisition through a new area of research.[23]

The third research was done by Stacy E. Walker (2003) with the title *Active Learning Strategies to Promote Critical Thinking.*Regardless of the methods used to promote CT, care must be taken to consider the many factors that may inhibit a student from thinking critically. The student's disposition to think critically is a major factor, and if a deficit in a disposition is noticed, this should be nurtured. Students should be encouraged to be inquisitive, ask questions, and not believe and accept everything they are told. As pointed out by Loving and Wilson and Oermann, thought develops with practice and evaluation over time using multiple strategies. Additionally, faculty should be aware of their course goals and learning objectives. If these goals and objectives are stated as higher order thought outcomes, then activities that promote CT should be included in classroom activities and assignments finally, it is important that CT skills be encouraged and reinforced in all classes by teaching faculty, not only at the college level but at every level of education. Although huge gains in CT may not

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[23]Roger D. Jensen Jr. *The Effectiveness of the Socratic Method in Developing Critical Thinking Skills in English Language Learners*. 2015.2-34

be reflected in all college students, we can still plant the seed and encourage students to use their thinking abilities in the hope these will grow over time.[24]

The forth research is *Critical Thinking Skills for Language Students* which was done by PatrisiusIstiartoDjiwandono. The research sets out to explore the critical thinking that supposedly was performed by a group of learners who were studying Business Correspondence after they were given brief training on critical thinking and open-mindedness. The data gathered from questionnaires indicate that they asked more critical questions with better qualities than they did before the training. The critical questions asked, however, were not necessarily related to the essential points of the training. Therefore, at best it can be concluded that the training has succeeded only in raising the learners' awareness of thinking critically. However, it is believed that with much more intensive and prolonged period of training that comes with trainer's modeling of the critical thinking, other research in the same area would yield a more convincing and encouraging result.[25]

The fifth study was done by Shu Yen Lawwith the title *Effective Strategies for Teaching Young Children Critical Thinking through Picture Book Reading: A Case Study in the New Zealand Context*. According to Shu, there are six strategies for teaching young children critical thinking. Those are, firstteachers used open, thought-provoking questions to elicit children's opinions and justifications. The

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[24]Stacy E. Walker. *Active Learning Strategies to Promote Critical Thinking.*;*Journal of Athletic Training* 2003;38(3):263–267

[25]*Djiwandono,.P.I. Critical Thinking Skills for Language Students.2013.24(1). P.1-16*

second is teachers identified and discussed key messages of the stories to engage children in critical discussion. The third is teachers made connections to children's prior knowledge and experiences and then, teachers organised peer discussion about the content of the picture books, then teachers modelled thinking aloud. And the last is teachers explored the meanings of words and pictures in picture books.[26]

The sixth research was done by Elaine Sayre with the title *Integrating Student-Centered Learning in coaching Critical Thinking in High School Social Studies Classrooms.*The intent of her thesis was to explore the effectiveness of integrating student-centered methods in high school social studies classrooms as a means of promoting critical thinking skills. All students were given the same pretest and posttests. Students were divided into three groups: one was taught using student-centered methods, one was taught using teacher-centered methods, and one was the control group and was not directly taught by anyone. Based on analyzing students' posttest scores compared to their pre-test scores, student-centered teaching produced a higher average score increase, though all methods had students who scored higher, and students whose scores remained constant.[27]

The next research was done by Aimee deNoyelles and Beatriz Reyes-Foster with the title *Using Word Clouds in Online Discussions to Support Critical*

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[26]Shu Yen Law.*Effective Strategies for Teaching Young Children Critical Thinking through Picture Book Reading: A Case Study in the New Zealand Context*. 2012. P.98-99.
[27]Elaine Sayre. *Integrating Student-Centered Learning in coaching Critical Thinking in High School Social Studies Classrooms.2013 P. 32-36.*

Thinking and Engagement. The research explores the effectiveness of incorporating word clouds (visual representations of word frequency in a given passage of text) into online discussions. We sought to establish whether implementing word clouds in online discussions would result in a higher incidence of critical thinking and engagement. Survey results from undergraduate participants (n=132) revealed that students analyzing text in word clouds reported moderately higher scores on critical thinking and engagement than students analyzing the text in a linear fashion. A positive relationship was found between critical thinking and engagement, as well as peer interaction. This strategy can be applied to a wide range of educational environments to stimulate critical thinking and engagement.[28]

The other research was done by DudduanChaipichit, NiratJantharajit and SumaleeChookhampaeng with the title *Development of learning management model based on constructivist theory and reasoning strategies for enhancing the critical thinking of secondary students.*This study outlined an approach to teaching critical thinking. The findings of this study indicate that the learning management model that was constructed by the researcher was able in coaching critical thinking abilities in the participating students. The success of this model was explained by its use of five steps for learning management that were synthesized from a variety of theoretical approaches and related literature in

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[28]Aimee deNoyelles and Beatriz Reyes-Foster.*Using Word Clouds in Online Discussions to Support Critical Thinking and Engagement.* P.1-12.

educational management. The teachers who participated were able to adapt the model to science content in other levels by focusing on the questions stimulating the students to think. Learning management emphasized participatory discussion and sharing of opinions, group working skills, choosing roles as leader or follower, critiquing, expression with logical opinion, listening to others' opinion and having the courage to express one's own opinion.[29]

The other research was done by Siti Maghfirotun Hasaniyah with the title *An Analysis of The Students' Critical Thinking in Writing Argumentative Essay (A Case Study of Fourth Semester Students in English Teacher Education Departmentof Sunan Ampel State Islamic University.*This study was analyzed the students' critical thinking in writing argumentative essay in fourth semester students of English teacher education program at UIN Sunan Ampel Surabaya. The focus is to know the students' level and also the way they apply the critical thinking in their writing.Based on her research, te students have different level of thinking. Their skill in critical thinking is supported by their ability which they have. Due to the students have applied the critical thinking well, they can improve well the critical thinking skill in that argumentative class.[30]

From the ninth previous studies above there is no one that discuss about the teacher's strategies in coaching students critical thinking especially in the

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[29]DudduanChaipichit, NiratJantharajit and SumaleeChookhampaeng.*Development of learning management model based on constructivist theory and reasoning strategies for enhancing the critical thinking of secondary students.2015.*p.1-7

[30]SitiMaghfirotun H. *An Analysis of The Students' Critical Thinking in Writing Argumentative Essay (A CaseStudy Of Fourth Semester Students In English Teacher Education Department of Sunan Ampel State Islamic University,* 2017.

level of Junior high school students. The first difference is about the subject of the research. Some of subjects of research are teacher and the students. Even though the subject are same, but the teacher in the previous studies are native speakers whereas in this research are non-native speaker but still English teacher. The second difference is about the level of students that had researched. Some of previous studies are high school students and young children. In this research, the researcher focuses on Middle school in the highest level which is Ninth grade of Junior High School. The other difference is about the topic of the research. Most of the researches in the previous studies are focuses on one teaching method and strategy to foster and coach students' critical thinking. But in this research the researcher focuses by basing on the extensive and different element of research which is teacher's teaching strategies for both four skills and the components inside of English subject that is done by the English teachers in SMPN 1 Porong in coaching students' critical thinking.

CHAPTER III

RESEARCH METHOD

In this chapter, researcher provides the research method involved these view elements: research design, setting of the study, research instrument, and also research method about data collection technique, and data analysis method.

A. Research Design

There are two research questions in this thesis. The first research Question is what are teacher's strategies in coaching students' critical thinking in SMPN 1 Porong? And the second research question is how do the teachers use those strategies in coaching students' critical thinking in SMPN 1 Porong? In this research, the researcher uses the descriptive qualitative method as the research method. It is used to describe the data. This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on, and the main concern of this research is to describe teacher's teaching strategy in coaching students' critical thinking as in the research questions. Description and explanation are made from the analysis and from the quotation to clarify data in order to make this work easy to understand. This descriptive study is also able to produce the data in the form of written words rather than numbers or statistics. According to Furchan, descriptive research is describing variable or condition of "something" in certain situation. [1]

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[1]AriefFurchan.*PengantarPenelitiandalamPendidikan*. 1982.p.415

Thus, the researcher would like to describe about the related phenomenon of the elaboration of teaching strategy which is done by the subject of this research which is English teacher by the focus is the Strategies in coaching students' critical thinking for Ninth grade Students in SMPN 1 Porong in academic year 2016/2017.

B. Setting of the Study

The setting of this study is conducted by the researcher at the teacher who teach ninth grade of SMPN 1 Porong which is located at Jl. Bhayangkari Porong-Sidoarjo in academic year 2016 - 2017.

As mentioned previously on the research background, the subject of this study was the English teachers of Ninth grade at English class in SMPN 1 Porong. This study will be conducted at English teachers in Ninth grade of English class. The researcher chooses this subject because the English teachers in this school use some strategies in coaching the students' critical thinking. Moreover, the English teachers of this school also conduct the strategies in coaching students critical thinking well, so that the students are active when they are learning and studying.

C. Data and source of the data

The data is any information dealing with teacher's strategies in coaching students' critical thinking. Sugiyono stated that based on the sources, data can be classified into two those are primary data and secondary data. Primary data source

is source of data which is related to the subject of this study that is taken through the researcher directly. [2]

In this research the primary data source came from the conducting of observation and interview with the subject of this research who is English teachers in SMPN 1 Porong which is done by the researcher, while secondary data source is a source of data that is taken by the researcher indirectly from the subject. It can be from Lesson Plan or students' tasks. The secondary data source of this research was accepted to complete the primary data. It was from any relevant book from students' tasks, the data from subject of this research who was the teacher like the lesson plan of the teachers, and some photos when the researcher conducted the observation in the subject's classroom.

D. Research Instrument

In this study the instruments that the researcher will use are:

a) Observation Checklist

The observation was done during the actions of the English teachers in delivering the English materials who were being observed in the classroom. The researcher observed and wrote down the process happened during the teacher guiding the English materials subject in the classroom by their own teacher's teaching strategy. The observation absolutely was able to conduct in English class of English teachers in SMPN 1 Porong. In this research, the researcher used observation sheet as an observation instrument that contained the list

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[2] Sugiyono. *MetodePenelitianPendidikan: PendekatanKualitatif, Kuantitatifdan R&D*. Bandung: Alfabeta. 2009. P.153

of activity that might appear in the language classroom. The observation sheet which was used by the researcher was in the form of checklist (Yes/No) classroom activity. It also included about the subject's activity in the classroom, the teaching strategies and its implementations that might apply by the teacher in the language classroom. (See appendix 1)

b) **Interview Guide**

Interview guide was created by the researcher in order to be guidance of conducting interview. In making the questions sheet of interview guide, the researcher referred to the foremost points inside of the classification of teaching strategy that was contained on the Chapter II. Interview was conducted to the English teachers. There are eighteen questions in the interview guide. The questions are related to the teacher's strategy in coaching students' critical thinking. some of the questions are (1) How is your way to create the good atmosphere/interesting classroom activity in the classroom, (2) What is your strategy in coaching students critical thinking, (3) What are the challenges to use that strategy, etc. (see appendix1)

c) **Document Checklist**

Documentation is a process of recording data from the document that is collected from non-human source. Documentation is also become important to gain the students or teacher for the data even though it is supplementary data. The researcher will take the photos of students'

activity or their task andthe lesson plan of the teacher as the supplementary data. Not only that, but also the photos of the subject's activity in classroom and the printed papers that conveyed all about the subject which was English teaches of SMPN 1 Porong.

E. Data collection technique

Data collection is an essential component to conducting research. Data collection technique is technique that will use by the researcher in conducting research. In this study, data collection will use as follow:

1. Observation

Aryetal. stated that qualitative observations rely on narrative or words to describe the setting, behaviors, and the interactions. [3] In order to investigate the teacher's strategy in coaching students' critical thinking in teaching English for Students in SMPN 1 Porong Sidoarjo and its' implementation, the researcher conducted six observations to the English teachers as the subject of this research in the classroom. This observation was conducted to answer the research questions which used observation checklist of teachers' strategies in coaching students' critical thinking. This instrument was used to identify the types of strategies that provided by teachers. Moreover, students' document such their report of study or tasks also had a role as supporting instrument to gain any related information about the strategies while observing teacher performance using observation checklist.The researcher joined in the class of subject of this research then got to observe the teaching strategy of teacher in

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[3]Ary, Donald, Lucy Chaser Jacobs and AsgharRazavieh.*Introduction to Research Education (8th ed)*. 2010.

teaching English for students and took the information about its implementation as well.

2. Interview

According to Moleong, interview is a conversation which has certain purposes. [4] In answering the research question, an interview was employed to know the ways of the teachers in conducting the strategies in promoting students' critical thinking. In this research, the researcher used free guided interview with a purpose to dig up the detail information related to the main concern of this research. There are eighteen questions in the interview guide. The researcher created the interview guide which was in a line to the English teacher's teaching strategy and its implementation which was done by the teacher in the classroom. It was conducted in order to get the validity of data which were collected from both the interview and observation to the English teacher.

3. Documentation

Arikunto indicated that documentation is used to get the data directly from the place research usually they are relevant books, laws, activities report, photos, film documenter, archives, letters, diary, journals and other written text in order to be used to analyze the problem.[5] In this research, the researcher used the students' tasks, the photos of the subject's activity in classroom, the teachers' lesson plan and the printed papers that conveyed all about the subject which was English teachers in SMPN 1 Porong. In this case,

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[4]LexyMoleong.*MetodePenelitianKualitatif*. Bandung: RemajaRosdakarya 2008. p 186
[5]Arikunto, Suharsimi. *ProsedurPenelitianSuatuPendekatanPraktik*. Jakarta: RinekaCipta .2006.p.231

the researcher also created the form like curriculum vitae intended to be filled by teachers. It contained about teacher's educational biography and personal identity.

F. Data Analysis Technique

After collecting data from both instruments, then the data will be analyzed. In this research, the researcher followed some steps by Milles and Huberman in analyzing the data which is called as Interactive Analysis Model that consists of data collection, data reduction, data display and drawing conclusion. [6]Those are will be defined as follows:

1. Data Collection

In this step, the researcher collected required data; those were from the observation and interview with English teachers and also the students who were taught by the English teacher, recorded data during an observation which was collected from the observation checklist and data taken from documentation.

 2. Data Reduction

The next phase is data reduction. In this data reduction phase, there are living in process and living out process. It means that the selected data are included in the needed data and it stays in the living in data and the unselected data are included in the living out data. In this research, data reduction was about the information those were gained from the observation and interview with the English teachers and the students of the English classroom. Some information was

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[6] Miles, B. Matthew and Huberman, Michael A. *Qualitative Data Analysis*. 1994.p.10

needed in filling the data, but some of them were not necessary. Therefore, unimportant data were reduced by the researcher.

3. Data Display

The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In this research, the data were displayed consist of the information about the English teacher's strategies in teaching English for students and its implementation in the classroom. In data display, the researcher also arranged data systematically in order to get the conclusion as finding of the research.

3. Drawing Conclusion

Drawing conclusion is the last phase where the researcher summarized the discussion to make the conclusion of this research. It was last procedure of analyzing the data of this research. After the data were displayed, a conclusion was drawn. Here, there are two kinds of conclusions those are temporary drawing conclusion and final drawing conclusion. If the temporary conclusion was valid and could answer the research problem, the researcher could use it as final conclusion. In the other hand, if it was not valid, the researcher should repeat the process starting from the displaying data in order to check whether the data displayed is in the line with the formulation of research problems or not.

G. Checking Validities

To ensure the validity of data in this research, the researcher used the triangulation technique of data analysis to hold the dependability or reliability of

this research. Moleong clarified that triangulation is a technique to check the validity of data which uses something else to be the comparison toward that data. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collections.[7] Triangulation is the way of establishing the dependability of the research by cross-checking the data through more than one method collection.

In this research the researcher conducted three methods collecting data those were doing observation, interview and taking documentation. Firstly, the researcher held the interview section with the subject of this research by discussing about the teaching strategy which was done by her/him. Then after the data of interview collected, to verify the data from doing interview with the subject of this research who was English teacher, the researcher also carried out the interview section to the students about the English teacher's teaching strategy based on their angle of view as learners in her/his class. Afterwards, in order to interpret and to check the validity of data collection from the interview, the researcher observed the subject true actions in the English classroom through the guidance of observation sheet. Next the last step of validating this research was to support the data of this research; the researcher put the information about the subject's biography and personal identity and the related data that told about overall the information of school by conducting document note taking.

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[7]LexyMoleong. 2008. *MetodePenelitianKualitatif*. Bandung: RemajaRosdakarya p.330

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and describes the result of this study. The data obtained from the observation, interview and documentation will be analyzed and elaborated to answer the research problems mentioned in chapter I which is teacher's strategies in coaching students' critical thinking. The researcher reports the findings and also adds the theories to support this research and to attain the answers of the research questions in the discussion.

A. FINDINGS

To find the data the researcher does observation, interview, and documentation. To gain the objectives of the research, the researcher choose those process before the researcher analyzes the data systematically, accurately in data finding and discus in discussion part before gains the conclusion.

After the researcher gets the data, the researcher analyzes in finding and describe in that data in order to draw conclusion in discussion combining with research's theory. In this subtitle, the researcher gathered the strategies in coaching students' critical thinking and also how those strategies are used by the English teacher in SMPN 1 Porong. The researcher gathered it together because those strategies and how it was used are connected each other and cannot be separated. Something that will be

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presented is the teachers' strategies in coaching students' critical thinking and how those strategies are used by the English teachers.

1. **Teacher's strategies in coaching students' critical and its implementation in SMPN 1 Porong.**

    Examining the teachers' strategies in coaching students' critical thinking becomes the first focus of this research. As mentioned in the previous chapter. To answer this question, it was used an observation and interview to answer the research question. (See appendix 3)

    The researcher did six observations for gaining the data of the research. In the all six observations, the researcher found the teachers did some strategies in coaching students' critical thinking. Not only observation, but also the researcher analyzed the lesson plan during the observation. Here are details of the observations and the document analysis.

    1.1.   First Observation of first English teacher

    In the first observation, the first English teacher taught by theme of congratulations. Most of students were active in this meeting. Here were the details steps of teaching applied by the first English teacher in coaching the students' critical thinking.

    a. In Warming Up Session, The First English the English teacher did the behavior for usual activities for opening class such as saying salam, creating good atmosphere and speaking loudly and energetic

b. The next step was creating the good atmosphere for studying. The English teacher created calm situation for studying. He cleaned the whiteboard first, and then he asked about the students' report and made a game.

c. The next step was Eliciting the lesson. Because this was the first meeting so that there is no previous meeting and the English teacher didn't asked about the previous meeting. Then, the English teacher showed the theme of the lesson. The theme of the lesson was congratulations. After that, the English teacher asked students to be ready for studying and told the objective or the purpose of the lesson. Then, the English teacher showed the media at glance such as the picture of congratulations, and asked whether there was question from students or not.

d. The next step was main lesson. First, the English teacher created a questioning environment in each process from brainstorming until the last part of the lesson. The English teacher gave the students opportunity for asking in the questioning process, began with looking for the picture and case given by the English teacher. In this meeting, the students were active. The English teacher monitored students by go around the class and asked the students whether they had questions. When the English teacher was asking the questions,

the students could answer the questions from the English teacher. They also found the important ideas so that they could create a new product in the process of communicate. The English teacher guided students in the each step on the process of learning. The English teacher also elicited passive students become more active by giving them an opportunity for asking or answering questions. The English teacher allowed the discussion well so that the students were active and could be more critical to make questions.

e. In the main lesson, the English teacher also did some actions. First, students identified the expression of congratulation, hope and wishes. The English teacher solved the problem in the process of brainstorming. The active students could answer and identified the problem fast. Some students were passive. But the English teacher could teach the students well in the part of identifying. The next step was defining. In this step, Students could define the meaning of the congratulation, hopes and wishes and also the uses of the expressions well. The expert students were more active and they could answer the English teacher's question then defining what they had learnt. Some passive students were still silent but the expert student or active students could dominate the class then make novices or passive students more engage even though just a little. The next step

was exploring. The English teacher gave students time to explore their knowledge in the process of exploration and they could collect much information from the sources. Students had to explore what they had known even though from their mind or other sources to gain the information. Then they had to evaluate what they had found in the process of exploration. The active students were dominant here. After exploring the information, the students had to communicate with others. They had to act seriously when the English teacher give them a task. The active students were more quickly to learn than the novices. The active students complete their task faster than novices. Then, the English teacher gave students a reflection time at the end of the lesson. The English teacher asked about what they had learnt from the lesson on that day.

f. The last step was closing. The English teacher closed the lesson by reflection time. The students had to reflect about what they had learnt on that day then saying hamdallah together.

By those steps in teaching, it can be concluded that the English teacher applied two strategies in coaching the students' critical thinking in the first observation. The first strategy was Question Generating Strategy and the second strategy was Metacognitive Strategy such in the main lesson stage in learning. The first English teacher created a questioning environment in the process of questioning and communicating, made students became engage in

Questioning Process, and considered the prerequisite skills such turning the statement into question related to the theme of congratulations. While in Metacognitive strategy, the first English teacher Did Five Steps such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning

1.2.   Second Observation of first English teacher

In the second observation, the English teacher taught by theme of congratulations, same as the first meeting. Most of students were active in this meeting. Here were the details steps of teaching applied by the first English teacher in coaching the students' critical thinking.

a. In Warming Up Session, The English teacher did the behavior for usual   activities for opening class such saying salam, creating good atmosphere and speaking loudly and energetic

b. The next step was creating the good atmosphere for studying. The English teacher created calm situation for studying. He cleaned the whiteboard first, and then he asked about the students' report.

c. The next step was Eliciting the lesson. First, the English teacher asked about the previous meeting whether the students had some questions or not. Then, the English teacher showed the theme of the lesson. After that, the English teacher asked students to be ready for studying and said the objective or the purpose of the lesson. Then, the English teacher showed the

media at glance, and asked whether there was question from students or not.

d. The next step was main lesson. First, the English teacher created a questioning environment in each process from brainstorming until the last part of the lesson. He gave the students opportunity for asking began with looking for the picture (the picture is about the students' achievement). In the process of Questioning or asking, he made students became engage with the lesson. The students were active. He monitored students by going around the class and asked the students whether they had questions. He also considered the prerequisite skills for one aspect. The students could answer the questions from the English the English teacher individually. They also could find the important ideas in the text of congratulation from the other sources so that they could create a new product in the process of communicate such making a text of congratulations). He always guided students in the each step on the process of learning. The English teacher also elicited passive students become more active by giving them an opportunity for asking or answering a question. Not only that, but also he allowed the discussion well so that the students were active and could be more critical to make a question. At the end of the lesson, English the English teacher provides

feedback by asking students about what they had learnt on that day.

e. In the main lesson, the English teacher did the different strategy. The first step is identifying. Students could identify the expression of congratulation, hope and wishes. English the English teacher solved the problem in the process of brainstorming. The active students could answer and identify the problem fast. Some students were passive. But the English teacher could teach the students well in the part of identify. The next step is defining. Students could define the meaning of the congratulation, hopes and wishes and the uses of the expressions well by their own words. The expert students were more active and they could answer the English teacher's question then defining what they had learnt. Some passive students were still silent but the expert student or active students could dominate the class then make novices more engage even though just a little. The next step is exploring. The English teacher gave students time to explore their knowledge in the process of exploration and they could collect much information from the sources. The English teacher provides part of Exploration in the learning then they had to process the information in the process of association. Students had to explore what they had known even though from their mind or

other sources to gain the information. Then they had to process

the information then they had to evaluate what they had found

in the process of exploration. The active students were

dominant in this step. The next step is act or communicating.

After exploring the information, the students had to

communicate with others. They had to act seriously when the

English the English teacher give them a task. The active

students were more quickly to learn than the novices. The

active students complete their task to make a dialogue faster

than novices. The last step in the main lesson was reflecting.

English the English teacher gave students a reflection time at

the end of the lesson. The English teacher asked about what

they had learnt from the lesson.

f. The last step is closing. The English teacher closed the lesson

by reflection time. The students had to reflect about what they

had learnt on that day then saying hamdallah together.

By those steps in teaching, it can be concluded that the English teacher

applied two strategies in coaching the students' critical thinking in the second

observation. The first strategy was Question Generating Strategy and the second

strategy was Metacognitive Strategy. The Question Generating strategy is used by

the first English teacher by in Questioning stage in the main lesson from the

process of learning. The first English teacher created a questioning environment,

made students became engage in Questioning Process, and considered the

prerequisite skills. While in Metacognitive strategy the first English teacher Did Five Steps such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning

    1.3.   First Observation of second English teacher

In this observation, the second English teacher taught by theme of agreement. Most of students were active in this meeting. Here were the details steps of teaching applied by the second English teacher in coaching the students' critical thinking.

    a. In Warming Up Session, The second English teacher did the behavior for usual activities for opening class such as saying salam, creating good atmosphere and speaking loudly and energetic

    b. The next step was creating the good atmosphere for studying. The English teacher created calm situation for studying. She cleaned the whiteboard first, then she asked about the students' report and made a game (how many words could you make from the word "agreement")

    c. The next step was Eliciting the lesson. In this observation, this lesson was new chapter so that the English teacher just elicited students to know about the theme of the lesson without the lesson in the previous meeting. The English teacher answered the students' questions and asked students to clap their hands for active

students. The English teacher showed the materials at glance, and the English teacher asked students to be ready for studying.

d. The next step was main lesson. The English teacher applied different strategies in this meeting. In this step, the English teacher did some actions. First, the English teacher created a questioning environment in each process from brainstorming until the last part of the lesson. She gave the students opportunity for asking began by looking for the picture and case. The picture is about the negative attitude and positive attitude of the students. In the process of Questioning or asking, she made students became engage with the lesson. The Students were active. The English teacher monitored students by going around the class and asked the students whether they had questions. Not only that, but also, the English teacher considered the prerequisite skills. The students could answer the questions from the English teacher individually. The students turned statement into question and answering it. They also could find the important ideas in the text of agreement from the other sources so that they could create a new product in the process of communicating. Moreover, the English teacher always guided students in the each step on the process of learning. The English teacher also elicited passive students became more active by giving them an opportunity for asking or answering a question. Then, the English teacher allowed the discussion well so that the

students were active and could be more critical to solve the problem and made question.

e. In the main lesson, the English teacher applied different strategy in coaching students' critical thinking. Firstly, the English teacher gave a problem in each part of brainstorming and in the process of observing by looking for the case in the real life. Then, the English teacher guided the students to do the case assignment. The case is about negative attitude of students like fighting at same students and punk society form students. The English teacher asked students to work in group for having discussion. The active team would get points from the English teacher. The English teacher also gave the example of the passive group to be more active such the team which was dynamic. The English teacher gave students time to meet their teams. The English teacher told the students about the guidelines for the discussion. After that, the English teacher established the case facts in the observing process because the students were studying about the real case in their life. She convinced students to work as they could because messiness was normal. She always asked students' opinion about the lesson or the other lesson in each part of the lesson.

f. In the main lesson, the different strategy was applied by the English teacher. The first step in this strategy was identifying. Students could identify the statement of agreement or

disagreement. The English teacher solved the problem in the process of brainstorming. The active students could answer and identified the problem fast. The problem is about the negative students' attitude. Some students were passive. But the English teacher could teach the students well in the part of identify. The next step of this strategy was defining. Students could define their opinion about what they agreed or disagreed and how they used it by their own words. The expert students were more active and they could answer the English teacher's question then defining what they had learnt. Some passive students were still silent but the expert student or active students could dominate the class then make novices more engage even though just a little. The next step of this strategy was exploring. The English teacher gave students time to explore their knowledge in the process of exploration and they could collect much information from the sources about agreement and disagreement. The English teacher provided part of exploration in the learning then they had to process the information in the process of association. Students had to explore what they had known even though from their mind or other sources to gain the information. Then they had to process the information then they had to evaluate what they had found in the process of exploration. The active students were dominant here. After exploring the information, the students had to communicate with others. They

had to act seriously when the English teacher gave them a task. The active students were more quickly to learn than the novices or the passive students. The active students completed their task to make a dialogue faster than novices.

g. The last step is closing. The English teacher closed the lesson by reflection time. The students had to reflect about what they had learnt on that day then saying hamdallah together.

By those steps in teaching, it can be concluded that the second English teacher applied three strategies in coaching the students' critical thinking in the first observation of the second English teacher. The first strategy was Question Generating Strategy, the second strategy was case strategy, and the last strategy was Metacognitive Strategy. The Question Generating strategy is used by second English teacher by in Questioning stage in the main lesson from the process of learning. The second English teacher created a questioning environment for asking the students' agreement and disagreement, made students became engage in Questioning Process, and considered the prerequisite skills. In the case strategy, the second English teacher gave a problem such the students' negative attitude, guided the students to do the case assignment, told the students about the guidelines for the discussion, established the case facts in the observing process, and gave feedback at the end of the lesson. While in Metacognitive strategy the second English teacher Did Five Steps such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning

1.4.   Second Observation of the second English teacher

In this observation, the second English teacher taught by theme of agreement same as the previous meeting. Most of students were active in this meeting. The English teachers applied different strategies in coaching the students' critical thinking. Here were the details steps of teaching applied by the second English teacher in coaching the students' critical thinking.

a. In Warming Up Session, the second English teacher did the behavior for usual activities for opening class such as saying salam, creating good atmosphere and speaking loudly and energetic

b. The next step was creating the good atmosphere for studying. The English teacher created calm situation for studying. She cleaned the whiteboard first, and then asked about the students' report and made game.

c. The next step was Eliciting the lesson. In this observation, The English teacher elicited students for asking questions related with the previous meeting about agreement and disagreement. The English teacher answered the students' question and asked students to clap their hands for active students. The English teacher asked the other students about their opinion. The English teacher showed the materials on that day at glance. The English teacher asked

students to be ready for studying then the English teacher introduced the materials that will be learned.

d. The next step was main lesson. In the main lesson, the English teacher did different strategy in coaching critical thinking. First, the English teacher created a questioning environment in each process from brainstorming until the last part of the lesson. The English teacher gave the students opportunity for asking began with looking for the picture and case. The pasture is about the problems of students. In the process of Questioning or asking, the English teacher made students became engage with the lesson. Students were active on the class. The English teacher monitored by going around in the class and asked the students whether they had questions. Then, The English teacher considered the prerequisite skills. The students could answer the questions from the English teacher individually. The students made questions (5W + 1H questions) then answering it. They also could find the important ideas in making sentence about what we must did in the school. After that, The English teacher always guide students in the each step on the process of learning. The English teacher also elicited passive students became more active by giving them an opportunity for asking or answering a question. Moreover, The English teacher allowed the discussion well so that the students

were active and could be more critical to solve the problem and made a question.

e. In the main lesson, the English teacher also did the other strategy. Firstly, The English teacher gave a problem in each part of brainstorming and in the process of observing by looking for the case in the real life. The case is about the rules of the school. The English teacher guided the students to do the case assignment. The English teacher asked students to work in group for having discussion. The active team would get points from the English teacher. The English teacher also gave the example of the passive group to be more active such the team which was dynamic. Then, The English teacher gave students time to meet their teams. After that, The English teacher told the students about the guidelines for the discussion. Then, The English teacher established the case facts in the observing process because the students were studying about the real case in their life. Not only that, but also the English teacher convinced students to work as they could because messiness was normal. Moreover, the English teacher always asked students' opinion about the lesson or the other lesson in each part of the lesson.

f. In the main lesson, the English teacher did the other strategy which was different with those two strategies before. In this strategy, there will be some steps. The first step in this strategy was

identifying. Students could identify the statement of obligation. The English teacher solved the problem in the process of brainstorming. The active students could answer and identified the problem fast. Some students were passive. But the English teacher could teach the students well in the part of identifying. The next step was defining. Students could define their opinion about what they agreed or disagreed about rules in the school and how they used it by their own words. The expert students were more active and they could answer the English teacher's question then defining what they had learnt. Some passive students were still silent but the expert student or active students could dominate the class then made novices more engage even though just a little. The next step was exploring. The English teacher gave students time to explore their knowledge in the process of exploration and they could collect much information from the sources. The English teacher provides part of Exploration in the learning then they had to process the information in the process of association. Students had to explore what they had known even though from their mind or other sources to gain the information. Then they had to process the information then they had to evaluate what they had found in the process of exploration. The active students were dominant here. After exploring the information, the students had to communicate with others. They had to act seriously when the English teacher

gave them a task. The active students were more quickly to learn than the novices. The active students completed their task to make a dialogue faster than novices.

g. The last step is closing. The English teacher closed the lesson by reflection time. The English teacher gave students a reflection time at the end of the lesson. The English teacher asked about what they had learnt from the lesson. The students had to reflect about what they had learnt then saying hamdallah together.

By those steps in teaching, it can be concluded that the second English teacher applied three strategies in coaching the students' critical thinking in the first observation of the second English teacher. The first strategy was Question Generating Strategy, the second strategy was case strategy, and the last strategy was Metacognitive Strategy. The Question Generating strategy is used by second English teacher by in Questioning stage in the main lesson from the process of learning such making 5Wand 1H questions. The second English teacher created a questioning environment, made students became engage in Questioning Process, and considered the prerequisite skills. In the case strategy, the second English teacher gave a problem (the problem is about the rules of the school which are obeyed and disobeyed), guided the students to do the case assignment, told the students about the guidelines for the discussion, established the case facts in the observing process, and gave feedback at the end of the lesson. While in Metacognitive strategy the second English teacher Did Five Steps such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning

1.5.   First Observation of the third teacher

In this observation, the third English teacher taught by theme of intention. Most of students were active in this meeting. The English teachers applied different strategies in coaching the students' critical thinking. Here were the details steps of teaching applied by the third English teacher in coaching the students' critical thinking.

a. In Warming Up Session, The third English teacher did the behavior for usual activities for opening class such as saying salam, creating good atmosphere and speaking loudly and energetic

b. The next step was creating the good atmosphere for studying. The English teacher created calm situation for studying. She cleaned the whiteboard first, and then she asked about the students' report and the English teacher asked about the students' report and condition then the English teacher played a song of Bruno Mars by the title count on me.

c. The next step was Eliciting the lesson. In this observation, the English teacher elicited students for asking questions related with the previous meeting about agreement and disagreement. The English teacher answered the students' question and asked students to claps their hands for active students. The English teacher asked the other students about their opinion. The English teacher showed the materials on that day at glance. The English teacher asked

students to be ready for studying then the English teacher introduced the materials that will be learned.

d. The next step was main lesson. The English teacher applied some different strategies in this meeting. First, the English teacher created a questioning environment in each process from brainstorming until the last part of the lesson. The English teacher gave the students opportunity for asking began with looking for the picture and case. The picture is about the traffic jam and the dirty room. In the process of Questioning or asking, the English teacher made students became engage with the lesson. Students were active by this strategy. The English teacher monitored by going around the class and asked the students whether they had questions. Then, The English teacher considered the prerequisite skills. The students must turn a statement into question and also turns the question into statement about the intention. The students could answer the questions from the English teacher individually. The students made questions then answering it. They also could find the important ideas in making sentence about intention. Not only that, but also, The English teacher always guided students in the each step on the process of learning. The English teacher also elicited passive students became more active by giving them an opportunity for asking or answering a question. Moreover, The English teacher allowed the discussion well so that the students

were active and could be more critical to solve the problem and made a question.

e. In the main Lesson, the English teacher did different strategy in this meeting. In this strategy, firstly, the English teacher gave a problem in each part of brainstorming and in the process of observing by looking for the case in the real life. The case is about the traffic jam and dirty room. The English teacher guided the students to do the case assignment. The English teacher asked students to work in group for having discussion. The active team would get points from the English teacher. The English teacher also gave the example of the passive group to be more active such the team was dynamic. Then, The English teacher gave students time to meet their teams. Not only that, but also, The English teacher told the students about the guidelines for the discussion. Then, the English teacher established the case facts in the observing process because the students were studying about the real case in their life. After that, The English teacher convinced students to work as they could because messiness was normal. Moreover, The English teacher always asked students' opinion about the lesson or the other lesson in each part of the lesson. At the end of the lesson the English teacher gave feedback to know what they had learnt

f. The other strategy was also used by the English teacher. In this strategy the English teacher did some actions. The first step of this strategy was identifying. In this step, students could identify the statement of intention. The English teacher solved the problem in the process of brainstorming. The active students could answer and identify the problem fast. Some students were passive. But the English teacher could teach the students well in the part of identify. The next step of this strategy was defining. Students could define their opinion about the intention and how they used it by their own words. The expert students were more active and they could answer the English teacher's question then defining what they had learnt. Some passive students were still silent but the expert student or active students could dominate the class then made novices more engage even though just a little. The next step of this strategy was exploring. The English teacher gave students time to explore their knowledge in the process of exploration and they could collect much information from the sources. The English teacher provided part of Exploration in the learning then they had to process the information in the process of association. Students had to explore what they had known even though from their mind or other sources to gain the information. Then they had to process the information then they had to evaluate what they had found in the process of exploration. The active students were dominant here. In

this stage, the students have to make statement and also collect statement what they should do or shouldn't do in different place such as library and classroom. After exploring the information, the students had to communicate with others. They had to act seriously when the English teacher give them a task. The active students were more quickly to learn than the novices. The active students complete their task to make a dialogue about intention faster than novices. Then, The English teacher gave students a reflection time at the end of the lesson. The English teacher asked about what they had learnt from the lesson on that day.

g. The last step was closing. The English teacher closed the lesson by reflection time. The students had to reflect about what they had learnt on that day then they asked about homework and what they didn't understand and saying hamdallah together after that.

By those steps in teaching, it can be concluded that the third English teacher applied three strategies in coaching the students' critical thinking in the first observation of the third English teacher. The first strategy was Question Generating Strategy, the second strategy was case strategy, and the last strategy was Metacognitive Strategy. The Question Generating strategy is used by third English teacher in the main lesson from the process of learning. The third English teacher created a questioning environment, made students became engage in Questioning Process, and considered the prerequisite skills. In the case strategy, the third English teacher gave a problem (the problem is about traffic jam and

dirty room), guided the students to do the case assignment, told the students about the guidelines for the discussion, established the case facts in the observing process, and gave feedback at the end of the lesson. While in Metacognitive strategy the third English teacher Did Five Steps such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning

1.6.　　　Second Observation of the third English teacher.

In this observation, the third English teacher taught by theme of intention same as the previous meeting in the fifth observation. Most of students were active in this meeting. Here were the details steps of teaching applied by the third English teacher in coaching the students' critical thinking.

a. In Warming Up Session, The third English teacher did the behavior for usual activities for opening class such as saying salam, creating good atmosphere and speaking loudly and energetic

b. The next step was creating the good atmosphere for studying. The English teacher created calm situation for studying. She cleaned the whiteboard first, and then she asked about the students' report and condition then the English teacher made a whispering game.

c. The next step of this meeting was eliciting the lesson. The English teacher elicited the students for asking question related with the previous meeting. Then, the English teacher answered the students' question and asked students to clap their hands for active students. After that, the English teacher asked the other students about their

opinion. Then, the English teacher showed the materials of the lesson at glance. After that, the English teacher asked students to be ready for studying. After eliciting the lesson, the English teacher introduced the materials that would be learned.

d. In the main lesson, the English teacher did several strategies in coaching students' critical thinking. Firstly, The English teacher created a questioning environment in each process from brainstorming until the last part of the lesson. The English teacher gave the students opportunity for asking began with looking for the picture and case. In the process of Questioning or asking, the English teacher made students became engage with the lesson. The students have to make questions. The students were active. The English teacher monitored by going around the class and asked the students whether they had questions. Then, the English teacher considered the prerequisite skills. The students could answer the questions from the English teacher individually. The students made questions then answering it. They also could find the important ideas in making sentence about intention and prohibition. After that, The English teacher always guided students in the each step on the process of learning. The English teacher also elicited passive students became more active by giving them an opportunity for asking or answering a question. Not only that, but also, The English teacher allowed the discussion well so that the students

were active and could be more critical to solve the problem and made a question.

e. In the main lesson the English teacher also used the different strategy. In this strategy, the English teacher gave a problem in each part of brainstorming and in the process of observing by looking for the case in the real life such as sick people and smoker students. Then, the English teacher guided the students to do the case assignment. The English teacher asked students to work in group for having discussion. The active team would get points from the English teacher. The English teacher also gave the example of the passive group to be more active such the team which was dynamic. After that, the English teacher gave students time to meet their teams. Then, The English teacher told the students about the guidelines for the discussion. Not only that, but also, the English teacher established the case facts in the observing process because the students were studying about the real case in their life. The English teacher also convinced students to work as they could because messiness was normal. Moreover, The English teacher always asked students' opinion about the lesson or the other lesson in each part of the lesson.

f. The English teacher also used the other strategy in the main lesson. In this strategy the English teacher did some actions. The first step of this strategy was identifying. In this step, the students could

identify the statement of intention and prohibition. The English teacher solved the problem in the process of brainstorming. The problems are sick people and smoker students. The active students could answer and identify the problem fast. Some students were passive. But the English teacher could teach the students well in the part of identifying. The next step of this strategy was defining. The Students could define their opinion about the intention and how they used it by their own words. The expert students were more active and they could answer the English teacher's question then defining what they had learnt. Some passive students were still silent but the expert student or active students could dominate the class then made novices more engage even though just a little. The next step of this strategy was exploring. The English teacher gave students time to explore their knowledge in the process of exploration and they could collect much information about intention from the sources. The English teacher provides part of Exploration in the learning then they had to process the information in the process of association. Students had to explore what they had known even though from their mind or other sources to gain the information. Then they had to process the information then they had to evaluate what they had found in the process of exploration. The active students were dominant here. After exploring the information, the students had to communicate with others. They

had to act seriously when the English teacher give them a task. The active students were more quickly to learn than the novices. The active students completed their task to make a dialogue faster than novices.

g. The last step was closing. The English teacher closed the lesson by reflection time. The students had to reflect about what they had learnt on that day then they asked about homework and what they didn't understand and saying hamdallah together after that.

By those steps in teaching, it can be concluded that the third English teacher applied three strategies in coaching the students' critical thinking in the second observation of the third English teacher. The first strategy was Question Generating Strategy, the second strategy was case strategy, and the last strategy was Metacognitive Strategy. The Question Generating strategy is used by the third English teacher by in Questioning stage by the theme of intention in the main lesson from the process of learning. The third English teacher created a questioning environment, made students became engage in Questioning Process, and considered the prerequisite skills. In the case strategy, the third English teacher gave a problem, guided the students to do the case assignment (the cases are sick people and smoker students, told the students about the guidelines for the discussion, established the case facts in the observing process, and gave feedback at the end of the lesson such self-reflection. While in Metacognitive strategy the third English teacher Did Five Steps such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning

The other way to find the data, the researcher also did the interview with the English teacher in SMPN 1 Porong who was taught in grade IX. (See Appendix 3). There were three English teachers who taught in grade IX. Here were the results of the interview.

From the first English teacher, the researcher got the data that can be described below. Based on the first English teacher, he thought that teaching strategy was very important. He defined strategies as the means chosen to convey the method in a particular environment. The role of the English teacher was as a teacher and motivator. He observed what the students do. He also facilitated their learning and motivated them by building the confidence of learners. To create the good atmosphere or interesting classroom activity in the classroom, the English teacher did interspersed game or a little joke with learners so that he could make learners become more active. To guide the students' practices in doing the tasks in the classroom, the English teacher was going around when they do the task or discussions if directly and indirectly assess the structured assignments or homework.

Based on the first English teacher, the critical thinking was very important in the process of learning. It is because by thinking critically, students would be able to receive the lessons well so that there would be feedback from students and teachers who could make the learning process become active. Based on his opinion, Critical thinking is a thought process that can have feedback received by students through the process of understanding to create. The first English teacher usually did three strategies in coaching students' critical thinking. Those are

strategies are the case strategy, Question Generating Strategy and Metacognitive Strategy. In the question generating strategy, the English teacher created a questioning environment in the questioning stage when using this strategy in the theme of congratulations. He made students became engage in Questioning Process whether in the questioning stage and communicating stage when the presentations are running, and he also considered the prerequisite skills. In using metacognitive strategy, the English teacher did five steps in teaching such as Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning. Some challenges to use those strategies were Non-supportive classrooms and inadequate class facilities. By using those strategies, the students became more active. Students responded very well when he applied these strategies. Sometimes, he used two strategies at once in one chapter. To evaluate the students, he did some actions such assigning directly and indirectly, if the assignment was direct, he would monitor the active learners. And if the assignment was indirect, he would assess from rubric for the structured assignment, homework or test. To measure the students' critical thinking, he measured by looking at students' activities when the students were solving problems and assessing their assignments based on rubric and also when they provided feedback.

There are some reasons he used those three strategies (Question Generating Strategy, Case Strategy and Metacognitive Strategy). The first reason was those strategies were appropriate with the curriculum of K13 in the process of learning. The second reason was, by using those three strategies, the students are active. It can be seen that there are good progress of their thinking when he

used pre-test and post-test to know whether they have a significant progress of studying or not. Not only that, but also those strategies also helpful for him to teach English because those strategies have some advantages in coaching students critical thinking. For example in metacognitive strategy, this strategy provides self-monitoring, which was a step-by-step process of evaluation during the learning process. And this strategy was also develops higher learning and problem solving skills. He didn't use the other six strategies because those strategies are inappropriate with students' need, and inappropriate with the curriculum of the lesson.

From the second English teacher, the researcher got the data that can be described below. Based on the second English teacher, she thought that teaching strategy was very important. She defined strategies as a plan that contains about a series of activities designed to achieve certain goals. The role of the English teacher was as a teacher, facilitator and also motivator. She observed what the students do. She also facilitated their learning and motivated them by building the confidence of learners. To create the good atmosphere or interesting classroom activity in the classroom, the English teacher did interspersed game or a little joke with learners so that he could make learners become more active. She also elicited the students to work together when there was a discussion; interspersed with the game or make the students can answer her questions to make inquiries for other students. To guide the students' practices in doing the tasks in the classroom, the English teacher was going around when they did the task or discussions if directly and indirectly by assessing the structured assignments or homework.

Based on the second English teacher, the critical thinking was very important in the process of learning. It was because by thinking critically, students would be able to receive the lessons well so that there would be feedback from students and teachers who could make the learning process become active. Based on her opinion, Critical thinking was the ability to argue in an organized way. The second English teacher usually did three strategies in coaching students' critical thinking. Those are strategies were the case strategy, Question Generating Strategy and Metacognitive Strategy. In the question generating strategy, the English teacher created a questioning environment in the questioning stage when using this strategy in the theme of agreement and disagreement. She made students became engage in Questioning Process whether in the questioning stage and communicating stage when the presentations were running, and she also considered the prerequisite skills. In the case strategy, the English teacher gave a problem about negative attitude of students; she guided the students to do the case assignment, she also told the students about the guidelines for the discussion, she also established the case facts in the observing process, and gave feedback at the end of the lesson. In using metacognitive strategy, the English teacher did five steps in teaching such Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning. The challenge to use those strategies was Lack of learning time. The process of case strategy sometimes takes more time. Learners sometimes take time to deal with a given problem. Meanwhile, the implementation time must be adjusted with the curriculum load as well as inadequate classroom equipment (broken). Fortunately, by using those strategies,

the students became more active. Students responded very well when she applied these strategies. Sometimes, she used two or three strategies at once in one chapter. To evaluate the students, she did some actions such assigning directly and indirectly, if the assignment was direct, she would monitor the active learners. And if the assignment was indirect, she would assess from rubric for the structured assignment, homework or test. To measure the students' critical thinking, she measured by seeing students' activeness when solving problems and completing assignments such as making inquiries or making good communication processes as well as when they provide feedback.

There are some reasons why those three strategies (Question Generating Strategy, Case Strategy, and Metacognitive Strategy) were being applied by the second English teacher was because of some reasons. The first reason was those strategies were appropriate with the curriculum of K13 in the process of learning. The second reason was, those strategies were appropriate for big class. There were many students in the class so that she had to manage the students and the class to be good. So, she preferred to use those strategies. Not only that but also, those strategies were appropriate for the students' need. She had analyzed the students' need in her class, and she found that those strategies are appropriate with my students' need. Moreover those strategies had many benefits in her class one of them was the students become more active to solve the given problems. She didn't use the other strategies six strategies in coaching students' critical thinking because those strategies are inappropriate with the students need, and inappropriate with the curriculum of the lesson.

From the third English teacher, the researcher got the data that can be described below. Based on the third English teacher, she thought that teaching strategy was very important. She defined strategies as a plan that contains about a series of activities designed to achieve certain goals. The role of the English teacher was as a teacher, facilitator and also motivator. She observed what the students do. She also facilitated their learning and motivated them by building the confidence of learners. To create the good atmosphere or interesting classroom activity in the classroom, the English teacher did not stand monotonously in one place, and also she could create a good warming up to create a state where students could feel comfortable, sometimes also interspersed with games, music, and a little joke with learners that made learners become active. To guide the students' practices in doing the tasks in the classroom, the English teacher was going around when they did the task or discussions if directly and indirectly by assessing the structured assignments or homework.

Based on the third English teacher, the critical thinking was very important in the process of learning. It was because the ability is very necessary in learning. it could make students more adept at solving problems either in school or in everyday life. Based on her opinion, Critical thinking is a mental process for analyzing or evaluating information obtained from observations, experiences, common sense or communication. The third English teacher usually did three strategies in coaching students' critical thinking. Those are strategies were the case strategy, Question Generating Strategy and Metacognitive Strategy. In the question generating strategy, the English teacher created a questioning

environment in the questioning stage when using this strategy in the theme of intention. She made students became engage in Questioning Process whether in the questioning stage and communicating stage when the presentations were running, and she also considered the prerequisite skills. In the case strategy, the English teacher gave a problem about negative attitude of students such smoker students; she guided the students to do the case assignment, she also told the students about the guidelines for the discussion, she also established the case facts in the observing process, and gave feedback at the end of the lesson. In using metacognitive strategy, the English teacher did five steps in teaching such Identifying, Defining, Exploring/Evaluating, Acting, Looking and Learning. There were some challenges in doing those strategies. The first was the less of habitual learners and teachers using these strategies. Learners and teachers were still carried by conventional method habits, the giving of matter occur in one direction. The second challenge was the lack of learning time. Case strategy or metacognitive strategy sometimes took much time. Learners sometimes took time to deal with a given problem. Learners were sometimes became passive, the classroom atmosphere that was not supportive, and facilities inadequate class (broken). Fortunately, by using those strategies, the students became more active. Students responded very well when she applied these strategies. Initially there were some passive students who were rather difficult to become more active but by the time, they became active so that the learning process becomes better. Sometimes, she used two or three strategies at once in one chapter. To evaluate the students, she did some actions such assigning directly and indirectly, if the

assignment was direct, she would monitor the active learners. And if the assignment was indirect, she would assess from rubric for the structured assignment, homework or test. To measure the students' critical thinking, she measured by seeing students' activeness when solving problems and completing assignments such as making inquiries or making good communication processes as well as when they provide feedback.

The third English teacher did those three strategies (Question Generating Strategy, Case Strategy, and Metacognitive Strategy) because of some reasons. The first reason was, those strategies were appropriate with the curriculum of K13 in the process of learning. The second reason was, there were some advantages by using those strategies. In question generating strategies, for example, it helped in developing the power of expression of the students, it could be used to reflect student's background and attitude, and it was quite handy to the teacher when no other suitable teaching method was available. In the case strategy, it helped students to be more critical because the students had to think how to solve the given problem so that they can study from both of school and their real life. She didn't use the other six strategies in coaching students' critical thinking because of the students need, inappropriate of class condition and inappropriate with the curriculum of the lesson.

By those three interviews with the English teacher in SMPN 1 Porong, the researcher can summarized that there are three strategies used by the English teachers in coaching students' critical thinking. But in the implementation, the researcher found that one of the English teachers only used two strategies in

coaching students' critical thinking. The reason is the strategy could not be applied because of unmatched of the theme in the lesson. In using the three strategies in coaching students' critical thinking, the English teachers did step by step stage in the process of learning. In the Question Generating Strategy, the three English teachers create questioning environment in the process of questioning and In the process of communicating when presenting what are students being discussed. In using the case Strategy, the three English teachers gave different problems in each meeting so that the students could be more critically in solving the given problems. They did this strategy step by step stage such gave a problem, guided the students to do the case assignment, told the students about the guidelines for the discussion, established the case facts in the observing process, and gave feedback. While in using the Metacognitive Strategy, the three English teachers did five steps in teaching. Those are identifying, defining, exploring/evaluating, acting, looking and learning. These steps were being applied structure in order in coaching students' higher level of thinking. So that after identifying stage, the students could define what have been identified, then after define what being identified, the students had to collect much information in exploring stage then evaluate what being explored then act or communicate what they could learned and the last was look and learn as in the feedback contributions. (See Appendix 3)

B.   DISCUSSIONS

In this session, the researcher presents a discussion based on the findings of the study in the previous session. Then, those findings are related to theories in some sources, this discussion deals with the research question mentioned in chapter I. those are "What are teacher's strategies in coaching students' critical thinking in SMPN 1 Porong?" and "How do the teachers use those strategies in coaching students' critical thinking in SMPN 1 Porong?"

Based on the findings, from the observation, interview and documentation, the researcher found some strategies that are usually used by three participants in coaching students' critical thinking. Those strategies were Question Generating Strategy, Case Strategy, and Metacognitive Strategy.

The first strategy used by the teachers is Question Generating Strategy. The teachers conduct the lesson by using this strategy. Teachers give students text then they have to read the text after that, they have to make a reflecting question based on texts which have read. The types of questions which are made by the students are collecting information. The researcher analyzed, the question generating strategy or questioning strategy can be used in coaching students' critical thinking. Three participants believed that this strategy can be utilized to enhance students' critical thinking. (See Appendix 3) The participants practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students. Based on the researcher observation, in this strategy was seen teacher oriented and the teacher kept the students participate by eliciting the students for questioning and being active in the learning process.

In the Question Generating Strategy, teachers do some actions in using this strategy. Those are, creating a questioning environment to encourage students' enthusiasm Begin by reading or have students listen to the text selection. Teachers create a questioning environment in each process from brainstorming until the last part of the lesson. Then, making the students engage in the questioning activity and monitor comprehension, while tailoring the activity to individual students' needs. Teacher gives the students opportunity for asking begins with looking for the picture and case. In the observation, by this strategy, the students are active. Moreover, teachers monitor students by go around the class and asks the students whether they have questions. Then he English teachers Consider teaching the prerequisite skills individually. These skills are: turning a statement into a question and answering it, finding the important idea in text, and turning the important idea into an integrative question and answering it. The students can answer the questions from the teacher individually. The students turn a statement into a question and answering it. They also can find the important ideas in the text of agreement from the other sources so that they can create a new product in the process of communicate. The English teachers Guide students throughout the questioning process and encourage involvement of passive learners. Teacher also elicits passive students become more active by giving them an opportunity for asking or answering a question. Then providing students with feedback and allow for discussion. Teacher allows the discussion well so that the students are active and can be more critical to make questions. At the end of the lesson, teacher provides feedback by asking students about what they have learnt today.

The Second Strategy used by the teachers in coaching students' critical thinking was Case Strategy. The participants practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students by having case or problem that will be solved by the students. Based on the researcher observation, in this strategy was seen teacher oriented and the teacher kept the students participate by guiding the students to solve problems from the teacher so that they can active in the learning process.

To conduct the case strategy in the process of learning, teachers do some actions such as beginning with a simple case first. Teachers give students a simple case in the process of observing. Teacher gives a problem in each part of brainstorming and in the process of observing, by looking for the case in the real life. Both of teachers and students discuss the purpose and suggested methods for doing a case assignment. Teachers also guide the students to do the case assignment. Teacher asks students to work in group for having discussion. If cases are done in a team, teachers introduce students to resources for team dynamics. The active team will get points from the teacher. Teachers also give the example of the passive group to be more active such the team which is dynamic. Teachers also allow sufficient class time for students to meet with their teams. Teacher gives students time to meet their teams. Teachers establish discussion etiquette guidelines. Teacher tells the students about the guidelines for the discussion. Teachers also take sufficient time to introduce the narrative and establish the case facts. Teacher establishes the case facts in the observing process because the students are studying about the real case in their life. Teachers reassure students

that "messiness" is normal for this type of assignment. Teachers' convince students to work as they can because messiness is normal. Teachers make sure that they give students an opportunity to provide their reactions and feedback. Teachers always ask students opinion about the lesson or the other lesson in each part of the lesson. At the end of the lesson teachers give feedback to know what they have learnt.

The Third Strategy used by the teachers in coaching students' critical thinking was Metacognitive Strategy. The participants practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students by having the steps of Identify, Define, Explore/Evaluate, Act, then look and learn. Based on the researcher observation, in this strategy was seen teacher oriented and the teacher kept the students participate by monitoring the students to study in right steps from the teacher so that they can active in the learning process

There are five strategies in doing Metacognitive Strategies. Those are identify, define, Explore or evaluate, Act, Look and Learn. In the process of learning the teacher do five steps in teaching such as observing, questioning, exploring, associating, and communicating. The first step is identifying. Students can identify all materials in each process of learning. Teachers solve the problem in the process of brainstorming. The active students can answer and identify the problem fast. Some students are passive. But the teacher can teach the students well in the part of identify. The second step is defining. Students define the problem involves thinking through the steps of the problem and which steps might

potentially be difficult. Students also can define their opinion about what they agreed or disagreed in the process of learning and how they use it by their own words. The expert students are more active and they can answer the teachers' questions then defining what they have learnt. Some passive students are still silent but the expert student/active students can dominate the class then make novices more engage even though just a little. The third step is exploring or evaluating. In the exploration phase, the expert learner tends to be reflective and to think more broadly about ways of solving the problem. Teachers give students time to explore their knowledge in the process of exploration and they can collect much information from the sources. Teachers provide part of Exploration in the learning then they have to process the information in the process of association. Students have to explore what they have known even though from their mind or other sources to gain the information. Then they have to process the information then they have to evaluate what they have found in the process of exploration. The active students are dominant here. The next step is Act. At this stage, the more experienced learner spends time thinking, reflecting and planning before acting, whereas the novice learner tends to act without devoting time to these earlier phases. After exploring the information, students have to communicate with others. They have to act seriously when the teacher give them a task. The active students are more quickly to learn than the novices. The active students complete their task to make a dialogue faster than novices. The last step is look and learns. The look and learn phase engages learners in self-reflection, self-questioning about the process, and thinking about what has been learned and how they might

learn from the experience. Teacher gives students a reflection time at the end of the lesson. Teacher asks about what they have learnt from the lesson in each day.

By using those three strategies in coaching students' critical thinking, the students are being active in the class. They can be more critical (See Appendix 5) it can be shown on the students' attitude and their achievement. From their attitude, they can follow the discussion well and being active in each steps of learning from the steps of identifying, defining, exploring/evaluating, acting and also Look and Learn. Not only that, but also the students can be followed the questioning process whether in the questioning stage or communicating stage. They are active and enjoy the questioning environments which are created by the English teachers. Moreover the students can solve any real life problems given by the English teachers in the process of learning such in observing stage or in the associating stage. (See Appendix 3)

To summarize, the question generating strategy was employed by teachers in coaching students' critical thinking because the strategy has many advantages. This was supported by Groisser who stated that the purpose of the this strategy is to stimulate the students' interests, test students' progress, coach understanding, coach new insights, and stimulate their logic and critical thinking.[1] When the students are asked by the teacher, they may use various critical thinking skills such as interpretation, analysis, and recognition of assumptions to make a conclusion. Therefore, the use of the questioning strategy in learning activities

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[1] Groisser, L. P. *How to use the fine art of questioning.* Englewood Cliffs, NJ: Teachers Practical Press. 1964.

helps teachers to evaluate students' knowledge and understanding of their thoughts and others.

The second strategy used by the teachers is Case Strategy. The teachers use case strategy in their teaching because most of students are active when this strategy is applied. (See Appendix 3) The teachers always show the real case in students' life to be solved. The data showed that all participants saying that case strategy became the strategy that can coach students' critical thinking. The case strategy is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. This strategy is the type of problem-based learning. According to Torp and Sage, problem based learning increases students' motivation, and coaches higher order thinking.[2]

Case strategy aims at giving the students chances to solve their problem. In this strategy, the students need to identify what they know and need to know, define problems, generate solutions, and test and evaluate their solutions. Those statements proved that the teachers can apply problem based learning in coaching students' critical thinking. In brief, the research finding revealed that case strategy was applied by teachers of SMPN 1 Porong in coaching students' critical thinking. Indeed, using this strategy has several advantages such as making students be more critical to solve the problems; it is effective strategy to boost up students' motivation to learn about English especially their speaking. This was in line with Bruner stating that the case strategy builds the capacity for critical

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[2] Torp, L., & Sage, S.. *Problems as Possibilities: Problem-based learning for K-12 education.* Alexandria, VA: Association for Supervision and Curriculum Development. 1998

thinking: It uses questioning skills as modeled by the teacher and employs discussion and debates.[3]

The third strategy used by the teachers is Metacognitive Strategy. All participants used the metacognitive strategy in coaching students' critical thinking. They said that this strategy is very helpful for making students become more critical. Two participants said that the stages of this strategy are similar with the stage of curriculum 2013. The students become active and can create their new product in communicating or Act stage in the metacognitive strategy.

According to Anderson, Effective use of metacognitive learning strategies enhances language learning, that is, when learners reflect upon their learning they become better prepared to make conscious decisions about what they can do to improve their learning.[4] In investigating the possible contribution of metacognitive learning strategies to learning, Bransford et al.; Ewell-Kumar and Heath, found that students with good metacognitive skills are better critical thinkers than the ones who are not; suggesting that it is possible in coaching better critical thinking skills in our students by teaching them metacognitive learning strategies. In addition, development of metacognitive skills is more likely in areas of greater knowledge, since they involve the intentional structuring of knowledge.[5]

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[3] Bruner, R. *Socrates' muse: Reflections on effective case discussion leadership*. New York: McGraw-Hill. 2002.

[4] Anderson, N. J. Metacognition and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* . 2008.pp. 99-109.

[5] Bransford, J. D., Sherwood, R., Vye, N. J., & Rieser, J . Teaching thinking and problem solving. *American Psychologist,* 1986. *41*(10).

There are three strategies in coaching students' critical thinking used by the English teacher which have mentioned above. There are six strategies that did not used by the English teachers of SMPN 1 Porong. Those strategies are problem posing strategy, the frame strategy, the believing and doubting strategy, the evidence-finding strategy, the norming session strategy, and the "rough draft workshop" strategy.

Based on the interview of the findings, the English teachers did not use the six strategies because of some reasons. The first reason is inappropriate the sixth strategies with the students' need. The English teachers consider about the students' students need, the theme of lesson, class condition and the curriculum. Before using the three strategies, the English teacher considers about the students need while matching the theme of the lesson. The English teachers feel that the most appropriate strategies for middle school especially for Junior high school are Question Generating Strategy, Case Strategy, and Metacognitive Strategy. When the English teachers use the six strategies should consider about what the students' have had. For instance, when using problem posing strategy the students should have the concept of "what if not" which can make students confused especially for middle school students. While frame strategy did not be used because of the Use of a frame should always begin with discussion and teacher modelling before moving on to joint construction and then to the students undertaking writing supported by the frame. While Not all the student in a class will need to use a writing frame. To know how the graphic organization of the text

in deep conceptions is not appropriate with the purpose of studying for students in the middle school. [6]

The class condition is also has a role during the use of strategies in coaching students' critical thinking. The large class consisting of approximately thirty five students is appropriate with those three strategies. By applying those three strategies, all of the students are active and can be more critical when they have to do the assignment. The other strategies such as believing and doubting strategy, rough draft workshop strategy, and norming session strategy are not suitable for students in the middle school for large class. In the rough draft workshop strategy, believing and doubting strategy and norming session strategy the students cannot be active at all. It is because each class has different ability in English. So that when those three strategies are applied, the most active students are only the smartest one. Not only that but also, the reliability when using norming session strategy cannot be reached by the students in the middle school. Sometimes Personal behaviour and maintaining focus can be a challenge at times. The students only assess what they known or who's their friend. Moreover Students may not have the necessary research skills. In many cases, students will not have had to research information in the way needed to do a good job in a class debate or workshop.[7] Moreover, the Evidence-Finding strategy is also not appropriate. This strategy is ineffective if it leads simply to students thumbing

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[6] David W., Maureen L., 1996. *An approach to scaffolding children's non-fiction writing: the use of writing frames.* University of Exeter. Retrieved from l*earning.gov.wales/docs/learningwales/publications/140123-writing-frames-en.pdf* Accessed on December 2017

[7] Kelly, Melissa. "Holding Debates in Middle School Classes." ThoughtCo, Retrieved from https://www.thoughtco.com/holding-debates-in-middle-school-classes-8012 Accessed on December 2017

through their books or lab notes during a collaborative session. So that the students cannot be active at all, it is because most of the tasks in this strategy become the homework so that the teachers cannot assess the students' task effectively.

Based on the curriculum of the lesson, the English teachers used those three strategies because based on the curriculum; the English teacher should have the component of observing, questioning, exploring, associating and communicating. It have covered by those three strategies in coaching students critical thinking from the part of Question Generating Strategy in the Questioning stage, case strategy in each process of observing, while identifying, defining, exploring or evaluating, acting, and learning have covered in the stage of learning process.

Thus, in coaching students' critical thinking the researcher concludes that the strategies that can be used in coaching students' critical thinking are Question Generating Strategy, Case Strategy, and Metacognitive Strategy. To do these three kinds of strategies, the teachers have to able for eliciting students to be active learners when the process of teaching is going on.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the summary of conclusions and suggestion dealing with the research finding of the research. The conclusions come from the findings that have been discussed in the chapter before. Based on these conclusions, there are some suggestions that are expectation that aims to contribute the critical thinking learning.

A. Conclusion

Based on the findings of the whole research problems which have been presented above, here are the conclusions of the study:

The strategies used by the English teacher in coaching students' critical thinking are Question Generating Strategy, Case Strategy, and Metacognitive Strategy.

The English teachers in SMPN 1 Porong used the strategies in coaching students'' critical thinking by the following steps. The first strategy is Question Generating Strategy. In this strategy, the English teachers do some steps such as creating a questioning environment to encourage students' enthusiasm, making students engage in the questioning activity and monitor comprehension, tailoring the activity to individual students' needs, and also Considering teaching the prerequisite skills individually, then Guiding students throughout the questioning process and encourage involvement of

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passive learners, and the last is Providing students with feedback and allow for discussion.

The Second Strategy used by the teachers in coaching students' critical thinking is Case Strategy. To conduct the case strategy in the process of learning, teachers do some steps such as beginning with a simple case when giving students problems, discussing the purpose and suggested methods for doing a case assignment and introducing students to resources for team dynamics. Then, allowing sufficient class time for students to meet with their teams while establishing discussion etiquette guidelines and also taking sufficient time to introduce the narrative and establish the case facts. Then, reassuring students that "messiness" is normal for this type of assignment. And the last is giving students an opportunity to provide their reactions and feedback.

The Third Strategy used by the teachers in coaching students' critical thinking was Metacognitive Strategy. The participants practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students by having the steps of Identify, Define, Explore or Evaluate, Act, then look and learn. The first step is identifying. Students can identify all materials in each process of learning. The second step is defining. Students define the problem involves thinking through the steps of the problem and which steps might potentially be difficult. The third step is exploring or evaluating. In the exploration phase, the expert learner tends to be reflective and to think more broadly about ways of solving the problem.

The next step is Act. At this stage, the more experienced learner spends time thinking, reflecting and planning before acting, whereas the novice learner tends to act without devoting time to these earlier phases. After exploring the information, students have to communicate with others. They have to act seriously when the teacher give them a task. The last step is look and learns. The look and learn phase engages learners in self-reflection, self-questioning about the process, and thinking about what has been learned and how they might learn from the experience.

B. Suggestion

This suggestion is necessary for the relevant people, they are:

1. For teacher

The teacher needs to improve their strategies in coaching students' critical thinking. The researcher suggests for the English teachers to give the variety interesting activities in using the strategies in coaching students' critical thinking. So the students cannot be bored and have great enthusiasm in studying.

2. For the next researcher

This thesis can be an initiation to do further examination on the critical thinking. The researcher hopes for the next researchers investigates the Effectiveness using strategies in coaching students' critical thinking for more specific aspect. It will be important to analyze some or each strategy to get more detailed description about the strategies in coaching critical thinking.

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