THE PROFILE OF EFL TEACHERS' CRITICAL THINKING
ON PROFESSION DESCRIPTORS

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Abstract

This research aimed to explore the average score of senior secondary school EFL teachers' critical thinking on profession descriptors in Kabupaten Kayong Utara. The design of this research is descriptive study in which the total sample are 10 EFL teachers determined by homogenous purposive sampling that is taken the full time in service teachers or civil servants only. This research used an online critical thinking skill test in reading and alternative choices form as data collection tools which consisted of 16 questions, specifically for inference, assumptions, deductions, interpret the information and evaluate the arguments in a row are 4, 4, 2, 2 and 4 questions. Data have been collected then are specified into categories of skills based on the average score. The research findings indicated that the EFL teachers' critical thinking skills in category of highly skilled in 57,5%. Based on the results, it can be concluded that the EFL teachers' critical thinking in North Kayong is proficient.

Keywords: *EFL teachers, critical thinking, profession descriptors.*

INTRODUCTION

Critical thinking has become a great matter of consideration among educators and educational theorist nowadays, especially in the way to teach the critical thinking in the classroom and to make a reading test and assessment or questions based on higher order thinking skills or HOTS. Critical thinking in the Indonesian context has been applied in the recent curriculum that is known as the latest 2013 National Indonesian Curriculum (Kurikulum 2013) (Asari, 2016). This curriculum is expected to bring significant changes in Indonesian education through emphases in the importance of critical thinking or HOTS which closely related to language learning (Gustine, 2014). Gustine added that critical thinking can bring an importance to introduce critical thinking in Indonesian education, especially at the high school level (Hove, 2011).

In reality, the level of students' critical thinking skills in Indonesia especially in West Kalimantan is low because the teachers tend to focus on the mastery of the subject matter (Rahmat, 2017). Based on his interview with some teachers in West Kalimantan (Pontianak City, Sanggau Regency, Sintang Regency, and Melawi Regency), teachers tend to focus on how the students can master the material by using teacher-centered method where the students only sit and receive the transmitted information from the teacher, and then in turn, produce in the correct form and context when called upon.

As we have seen from some phenomenon in teaching learning process, for instance in teaching reading comprehension when the students should do some HOTS reading test, some of the teachers will only look at the answer key to correct the students' answers but they do not explain it in detail about the real answer and how to conclude the answer (the process to answer the HOTS questions).

In this case, there is something crucial that we should pay attention to, that is teachers' critical thinking skills in Indonesia, especially in Kayong Utara, as this matter had not been observed or investigated by other researchers before this study revealed. However, the key factors based on studies that influence students' academic performance in secondary education are principals, teachers, students, school factors and government policies. The teacher is the number two factor that influences students' academic performance (Waseka, Simatwa & Okwach, 2016). Teachers are facilitators of the learning process. Teachers are unique, in that they are architects, managers and engineers of pedagogy. This is why teaching and learning process are the central to any education system.

The previous researchers and theorists had provided the adequate definitions about critical thinking, the importance of critical thinking in educational context, and the reality that is faced by the teachers but not much is known about the level of critical thinking skills. Based on the prior explanation, it can say that this study was crucial to be conducted, to explore the ability EFL teachers' critical thinking. This study was conducted in nine senior secondary schools, in one of regencies in West Kalimantan, which is Kayong Utara Regency.

METHODOLOGY

Research Design

The research methodology employed in this study is the descriptive quantitative method. According to Ary et al. (2010), quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. Moreover, this study focused on finding the average score of EFL teachers' critical thinking on profession descriptors.

Participants

The participants of the study were ten EFL teachers who teach in senior secondary level. The homogenous sampling was implemented to select the participants. Homogeneous sampling is a purposive sampling technique that aims to achieve a homogeneous sample; that is, a sample

whose units share the same (or very similar) characteristics or traits (Lund, 2012). In this case, the researcher only selected the full time in service EFL teachers or civil servants.

Data Collection

An online test was used to achieve the purposes of this study. The researcher used a Watson and Glaser Critical Thinking Appraisal – UK Edition that will be designed through google form which is a test that is most commonly used by law firms, which is understandable as the abilities measured by the W-GCTA are good predictors of future success in roles which require clarity of understanding from multiple perspectives and the ability to reason with fact versus assumption.

Previously, the researcher asked the participants' readiness to fill the test through google form and waited for the results in different times. The results came in various time because the participants had something to do with the classroom activity, most of them mentioned compiling the module for E-learning and attending the webinar.

This online test created a satisfaction value and comments from the participants because the steps to fill the test are easy and enjoyable. In this research, the researcher will explain in detail on the procedure of developing online test.

The online test which was distributed to the participants has a structure or sequence which can make the participants understand the way how to fill it. At the beginning of the test, the researcher provided a foreword which contained the information about who the researcher is, The purpose in conducting the research and the instructions to fill the test. After that, there is a general information for participants for instance name, phone number, email address and the confirmation of being ready to be the participant. The second section contained a brief explanation about W-GCTA.

The third section contained the first critical thinking descriptors test, Inference descriptor. It consisted of one passage and four questions with four alternative answers. The fourth section contained the second critical thinking descriptors test, Assumptions descriptor. It consisted of one passage and four questions with two alternative answers.

The fifth section contained the third critical thinking descriptors test, Deduction descriptors. It consisted of one passage and two questions with two alternative answers. The sixth section contained the fourth critical thinking descriptors test, Interpreting Information descriptor. It consisted of one passage and two questions with two alternative answers.

The last section contained the fifth critical thinking descriptors, Evaluation of Argument descriptor. It consisted of one passage and four questions with two alternative answers. After the participants sent their works, there will be a section to see their score and the discussion of answers. Hence, the participants might review and retake the test in any time.

Data Analysis

As the tool of data collections or online test indicate the quantitative approach, meanwhile the researcher will use descriptive statistics analysis (central tendency, variability and relative standing) by using SPSS 25.

The data that had been collected before will be categorized based on the mean score classification and would be matched to each indicators of the critical thinking rubric assessment with score 1 for highly skilled, 2 for skilled, 3 for less skilled and 4 for unskilled.

Table 1. Mean Score Classification Adapted from Association of American Collages and University (2008).

Test Score	Classifications
76 – 100	Highly Skilled
51– 75	Skilled
26 – 50	Less Skilled
0 – 25	Unskilled

Data Presentation and Discussion

The data from participants (n=10) have been collected. The participants were able to participate accessibly during the data collection process. They did not find any sophisticated or difficult steps in filling the test through google form. All participants were completely involved in this research.

The profile of EFL teachers critical thinking which had been tested through online test adopted by W-GCTA, the results showed that the EFL teachers' critical thinking skills especially whom teach at senior secondary schools in Kabupaten Kayong Utara is in 57,5% or category of skilled. However, this results indicate that the teachers are able to interpret the information using the appropriate data, or knowledge that are relevant and able to make a clear and logical conclusion that is supported by numerical evidence yet still cannot correlate the data and the information with the conclusions. The data analysis is performed on computer with SPSS 25 software package. The researcher described thoroughly the results of data analysis below.

- **Teachers Overall Scores**

Table 3. Teachers Overall Scores

Statistics		
PARTICIPANTS'SCORES		
N	Valid	10
	Missing	0
Mean		57.5000
Median		53.1250
Mode		37.50
Std. Deviation		20.58182
Variance		423.611
Range		56.25
Minimum		37.50
Maximum		93.75
Sum		575.00

From the table, when data was analyzed to know the average score, the research found that the average score of EFL teachers were 57,5% in the skilled category or in the proficient level from each profession descriptors. It can be concluded that senior secondary school EFL teachers in Kabupaten Kayong Utara are able to use, the relevant data, information, or knowledge, to consider the factual background on the basis of assumptions, to make generalizations, to interpret the information using the appropriate data and to evaluate the arguments basis information, facts or assumptions that are clear, logical, and relevant. Yet, there are still having some problems to present the clear statement which can lead to a bias and to perform the arguments that are not assessed in a clear nor detailed manner.

- **Teachers Individual Scores**

Table 4. Teachers Individual Scores

Participants	Correct Answers (/16)	Score (%)	Category
P1	14	87,5	Highly Skilled
P2	15	93,75	Highly Skilled
P3	9	56,25	Skilled
P4	11	68,75	Skilled
P5	10	62,5	Skilled
P6	6	37,5	Less Skilled
P7	8	50	Less Skilled
P8	7	43,75	Less Skilled
P9	6	37,5	Less Skilled
P10	6	37,5	Less Skilled
TOTAL	**92**	**575**	

The participants are coded with P1-P10. The above table shows that there are half of the teachers are in less skilled category (37,5%, 50%, 43,75%, 37,5%, and 37,5%), three of them are in skilled category (56,25%, 68,75%, and 62,5%), and two of them are in highly skilled category (87,5% and 93,75%).

The researcher also analysed each answers based on five profession descriptors given from the participants below.

- **Profession Descriptors Analyses**

The scores indicated the number of correct answers given from all participants in each sections. The detailed explanation is depicted in table and figure below:

Table 5. Profession Descriptors Scores

Profession Descriptors	Scores	Mean Score (%)	Category
Inference	20 out of 40	50	Less Skilled
Assumptions	23 out of 40	57,5	Skilled
Deductions	12 out of 20	60	Skilled
Interpretation	17 out of 20	85	Highly Skilled
Evaluate The Arguments	20 out of 40	50	Less Skilled

Figure 1. Profession Descriptors Scores
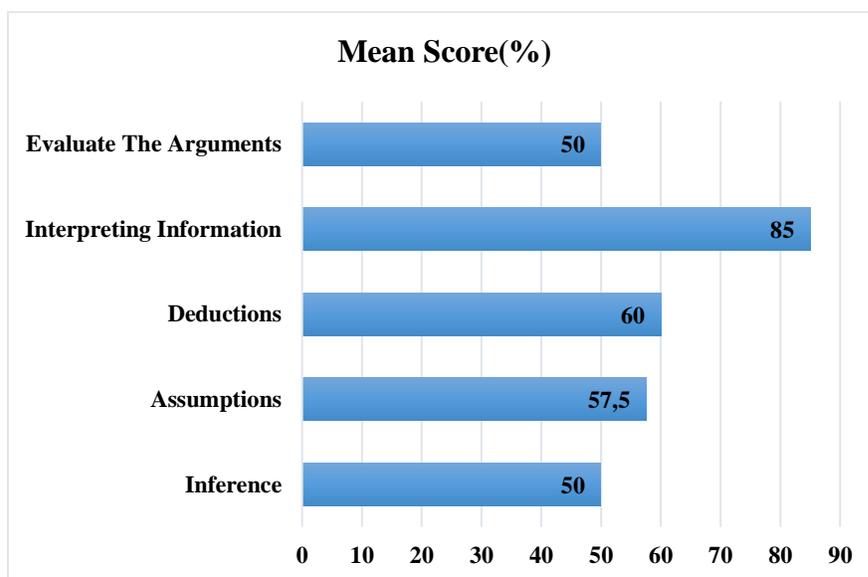
The researcher found that firstly, teachers did interference but still cannot link the data, information with the conclusion. Secondly, the teachers did make assumptions by

clearly considering the factual background yet the justification delivered are unclear. Thirdly, the teachers made generalizations using the relevant data, information, or knowledge but there was still an unclear correlation that can lead to a bias, and the numerical evidence is incomplete.

Fourthly, the teachers were able to interpret the information using the suitable data, information, or knowledge that are pointed and were able to make a clear and logical conclusion that is supported by numerical evidence based on the data, information or knowledge given. Fifthly, the teachers were less doing an analyze the arguments based on information, facts or assumptions that are not clear, logical, nor relevant in assessing the arguments.

Data analysis indicated that average score of EFL teachers' critical thinking falls to skilled category which means that teachers are proficient enough to recognize assumptions, evaluate arguments and draw conclusions (RED model of critical thinking by Watson and Glaser) as those descriptors indicated that the EFL teachers are critical thinkers because they have achieved that levels or qualifications.

Moreover, from the individual scores, there are half in skilled and highly skilled categories when the results of profession descriptors score also revealed that the teachers have strengths in making assumptions, deductions and interpreting information. This has a correlation with the finding of Asari (2016) when the teacher used a question-answer activity to foster students' critical thinking when teaching argumentative essay. The teacher used critical questioning when guiding the reading activities which she believed (Bouton, 2008) that this can help students to think critically about the text without title on it (Bloom, 2008). Once the students can answer the questions, the students will automatically understand the issue of the text, find out the similarities, and these lead the students to think critically in terms of processing information (Paul, 1993).

This results also supported the previous study by Rahmat (2017) who reveals that the profile of West Kalimantan students' critical thinking skills is low because the teachers only focus on subject matter, in addition, the teachers are seldom to give the current issues as this is cited in one of the aspects of knowledge (Kemendikbud, 2013). It is proved that there are half of the teachers also showed in less skilled category. This can be true because the teachers showed the emerging performance in making inference and evaluating

arguments which means the teachers still cannot link the data or information to build a conclusion and analyze the arguments without involving a clear and logical thinking.

The sight of Changwong, k., Sukkamart, A., & Sisan, B. (2018) who articulate that the critical thinking has become the key pillars in Thailand 4.0 and they found that the experimental group reached a better score by using PUCSC model in order to help educators and students can develop and enhance critical thinking which has also been stated by Karbalaei (2012) that one of the significances that we can gain from implementing critical thinking in the classroom is the teachers can promote students' critical thinking development.

However, the findings of this study is slightly different from these three precious studies. In this study, overall belongs to average score, while others studies indicated the ability of EFL students' on critical thinking, the teacher's way to foster critical thinking in the classroom, and another one by comparing two groups of classes which one group remained to have PUSCU model as a treatment in the classroom.

CONCLUSIONS

Based on the findings and discussion, this study has discovered that the profile of senior secondary school EFL teachers critical thinking skills in Kabupaten Kayong Utara is in skilled category at average score 57,5%. This means, the teachers are proficient in five critical thinking descriptors, such as making inference, building assumptions, drawing deductions, interpreting information and the last is evaluating arguments.

However, this results should also pay attention to the numbers shown of individual score in profession descriptors in order to bring a greater impact and benefits for EFL teachers individually.

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