TEACHER'S WAY TO FOSTER CRITICAL THINKING IN THE CLASSROOM
(A Case Study of a Senior High School in Bandung)

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Abstract: This study describes the way teacher fosters critical thinking in the classroom when teaching argumentative essay at Senior High School level. It aims to understand and describe the way teacher fosters critical thinking in the classroom when teaching argumentative genre at the Senior High School level. A qualitative case study was employed as a research design in this study. The data were collected through several instruments namely observation and interview which were then analysed using the theory of critical thinking approach by Ennis (1992 as in Emilia, 2005), teaching stages suggested by Emilia (2005) and the critical thinking cues instruction suggested by Paul & Elder (2007) and Bloom (1956). The result of the study revealed that approach used by the teacher to foster critical thinking in students is infusion approach. Furthermore, the teacher only provides three of four teaching stages suggested by Emilia (2005). The teacher had infused critical thinking in the classroom mainly through question-answer process or from her instruction when teaching argumentative essay. The teacher only provide three categories of Paul & Elder's (2007) critical instruction and four categories of Bloom's (1956) critical cues.

Keywords: *critical thinking, fostering critical thinking, argumentative essay, senior high school*

Introduction

Critical thinking has become a great concern among educators and educational theorist nowadays, especially in the way to teach it. Teaching critical thinking is debatable in the sense of uncertainty about the possibility taught to students (Forood and Farahani, 2013). However, believing that critical thinking is teachable was shared by Feng (2013). This is in line with another believe that it is possible for teachers helping students to think critically which stated by Brookfield (1987). On the contrary, critical thinking is seen as a skill-based approach, it is deficient since critical thinking would not transfer well (Dunn *et al.,* 2008). There are many arguments about the possibility of critical thinking taught to the student, nevertheless, it is possible to critical thinking taught to the students

although teaching critical thinking is still debatable.

Critical thinking in the Indonesian context has been applied in the newest curriculum that is known as the latest 2013 National Indonesian Curriculum (*Kurikulum 2013*). This curriculum is expected to bring significant changes in Indonesian education through emphases in the importance of critical thinking or higher order thinking skills which closely related to language learning (Gustine, 2014). It brings an importance to introduce critical thinking in Indonesian education (Gustine, 2014), especially at the high school level (Hove, 2011). High schools need to be a place that involves students in rich, authentic, collaborative work; that takes responsibility for building 21st century skills (Coughlin, 2010, as cited in Hove, 2011).

One of the subjects required in curriculum for Senior High School is writing in argumentative essay, such as Exposition text. Ability to transforming or organizing abstract form of thinking can help student to make a meaningful decision and argument. Write an argumentative essay is significant for the students because it will generate the students' critical thinking so they can get the access to be a powerful society and they are ready to be a competitive person (Bizzell

:1992, cited in Emilia: 2005). However the focus of this study is not on the students' writing but on how the teacher fosters critical thinking in the classroom. And from the previous explanation can be seen that argumentative essay could be used as media and setting to foster critical thinking.

We have known about critical thinking and the importance of critical thinking for educational context, but how a teacher should foster critical thinking in the classroom? Based on the previous explanation, it can say that this study is crucial to be conducted. The study aims to understand and describe how does the teacher fosters critical thinking in the classroom when teaching argumentative essay in high school level.

Literature Review

- **The concept of critical thinking**

Critical thinking has become a renewed topic nowadays where its existence has attracted much attention. However, Socrates had thought about the critical thinking concept over 2000 years ago (see Fisher, 2001). The Socratic concept covered intellectual roots of critical thinking (Bouton, 2008). Furthermore, John Henry Newman, more than 150 years ago

described the critical thinking process as the process consists not merely in the passive reception of the mind of a number of ideas thus far unknown to it, but in the mind's energetic and simultaneous action upon and towards and among those new ideas, which are rushing in upon it (see Paul & Elder, 2007). In addition, Willingham (2007) stated critical thinking is not a set of skills that can be deployed at any time, in any context. It is a type of thought that even 3-year-olds can engage in and even trained scientists can fail in.

There is a concept from Paul & Elder (2007) about the definition of critical thinking that is the process of analyzing and assessing thinking with a view to improving it. Critical thinking presupposes knowledge of the most basic structures in thinking (the elements of thought) and the most basic intellectual standards for thinking (universal intellectual standards). Moreover, Cohen (2015) shared what is not critical thinking, critical thinking is not about putting arguments and debates into formal language or symbols and then spotting logical fallacies in them (despite what many books say). It's a skill that lets you, for example, distinguish right from wrong, choose the best business policy and construct a

compelling case for action. By critical thinking, people are expected to be able to make well-informed judgments, be able to explain their reasoning and be able to solve unknown problems (see Chaffee, 2000; Golpour, 2014; Thompson, 2011).

- **The Importance of Critical Thinking**

The concept of critical thinking can be expressed in a variety of definitions, depending on one's purpose. Nevertheless, those varieties of definitions express by the expert still contain the same essence and raise the same points about the importance of critical thinking. Paul & Elder (2007) stated that the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Critical thinking here comes as one of the answers to improve the quality of thinking. A learner who has a critical thinking ability can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically, and come to reliable and trustworthy conclusions (Qing, 2013). According to Paul & Elder (2005), the only capacity we can use to learn is human thinking. If we think well while learning, we

learn well. If we think poorly while learning, we learn poorly.

In addition, several benefits arise from practicing students' critical thinking. Embedding critical thinking skills in the curriculum helps sustain an educated citizenry; prepares students for college, future careers, and life situations; and primes students to meet mandates of state and national tests and standards (Stobaugh, 2013). Therefore, critical thinking is an important factor that has a direct relationship with language learning and it is a very important component of education in this century (Lai, 2011).

• Why Critical Thinking at High School Level?

Global changes directly impacting education. With increasingly complex jobs, global interdependence, and technological advances, the expectations for workforce skills are evolving. The Conference Board (2006) conducted a survey of human resource professionals and found that 70 percent of employees with a high-school education were lacking in critical-thinking skills (as cited in Stobaugh, 2013). Furthermore, high schools have been criticized for not adequately preparing

students for the level of rigor they will encounter in college (Achieve, 2006 as cited in Stobaugh, 2013).

In the context of higher education in Indonesia, according to Musadiqi (2011), the limited use of critical thinking skills and the lack of meaningful activities are assumed to be the reasons why students in Indonesian universities are often ineffective in exchanging ideas and writing in English critically. Next, he argued that this is probably because most of them previously studied at primary and secondary schools which typically do not apply critical thinking instead tend to applied teacher-centered approach. By this, to introduce critical thinking in educational context especially in high school is become an important thing to do (Hove, 2011). Giroux (2012, as cited in Gustine, 2014) argues that education should prepare students to enter adult life as critical capable of questioning 'common sense', official knowledge, public opinion, and the dominant media.

• Teaching Critical Thinking

The implementation of critical thinking skills and meaning in language teaching is not new and an absolute format has not been recommended so far (Musadiq,

2011). In process of fostering critical thinking in the classroom, Paul (in Iakovos, 2011) suggested that teachers should use cooperative learning as often as they can, speak less so that students have more time to think, think aloud in front of the students, use appropriate questions that probe various dimensions of their thinking, use concrete examples to illustrate abstract concepts, and generally design all activities so that students "must think their way through them" (Paul, 1993). Teachers can foster critical thinking by stimulating active learning, since it can lead to effective and lasting education, by encouraging well-supported conclusions, and by building from students' experiences (Chaffee, 1992 as cited in Iakovos, 2011). In this context, language classes are particularly appropriate for teaching critical thinking "owing to the richness of material and the interactive approaches used" (Üstünlüoğlu, 2004; in Iakovos, 2011; p.82).

In addition, teachers are considered as an expert to facilitating the development of critical thinking in their classroom. Teachers may believe in the value of teaching for critical thinking and intend to incorporate it into their classes (Bouton, 2008). Belief systems could represent the most stable and least flexible aspect of a person's perspective on teaching (Pratt, 1998 as cited in Bouton, 2008). Bouton (2008) in her research about teachers' beliefs and its visibility in the classroom showed that participants' espoused beliefs about critical thinking were consistent with actual teaching actions. The teacher's belief in this study would be used as one of the consideration to look at the teacher's performance in fostering critical thinking to students.

- **Approach Used in Fostering Critical Thinking**

There is a general suggestion that critical thinking should be taught directly and explicitly (Emilia, 2005; Norris & Ennis, 1989; Paul, 1993). Ennis (1992; in Emilia, 2005; Talaska, 1992) suggested three broad approaches to the teaching of critical thinking, which are the general approach, the infusion approach, and the mixed approach.

The first approach is general approach, where critical thinking is taught specifically which separated from the existing subject-matter offerings and purposed to teach students to think critically, using non-school subject contexts (Sternberg, 1987 as cited in Emilia, 2005).

However, McPeck (1980) disagrees that teaching critical thinking should be explicit. In line, Schneider (2002) believes that critical thinking is not effective if it is taught in isolation. This kind of critical thinking is in the second approach is infusion approach that, according to Ennis (1992; as cited in Emilia 2005), involves infusion of critical thinking instruction in subject matter instruction which students are encouraged to think critically about the subject.

The mixed approach is the last approach consisted of the combination of the general approach with the infusion approach. This approach involves a separate course aimed at teaching general principles of critical thinking, but the students are also involved in subject specific critical thinking instruction.

In addition, questioning could become a tool with which to challenge assumptions and explore justifications that are considered foundational aspects of the discipline (Bouton, 2008). According to Tung and Chang (2009), the guiding questions that are used in the learning process can lead students to participate in guided in-class discussion. Through the questioning process, students are demanded to respond actively to question in all levels of cognitive domains in the classroom practice.

• **Paul & Elder's Critical Questioning**

To help students learn critical thinking, teachers should pose questions which require students to apply them, accountable for them and internalize them. The ultimate goal, then, is for these standards to become infused in the thinking of students, forming part of their inner voice, which then guides to the better reasoning. While there are a number of universal standards according to Paul & Elder (2007) that can apply by teacher while teaching in the classroom as following; (i) Clarity, (ii) Accuracy, (iii) Precision, (iv) Relevance, (v) Depth, (vi) Breadth, (vii) Logic, (viii) Significance, and (ix) Fairness

• **Bloom's Critical Cues**

Bloom's thinking prompts are questions related to the six thinking skills in Bloom's Taxonomy ranging from the lowest level of knowledge to the highest level of evaluation. The sample questions are taken from Bloom's critical thinking cue questions (Bloom, 1956) as follows; (i) Knowledge, (ii) Comprehension, (iii) Application, (iv) Analysis, (v) Synthesis, and (vi) Evaluation

- **Argumentative Genre: Exposition**

One of the language learning subject that contain critical thinking is argumentative essay which refers to an essay of writing which involves reasoning, evaluation, and persuasion (Knapp & Watkins, 2005). Essentially, an argumentative genre is a demonstration of your critical thinking about an important and often contentious problem (Hubert, 1997 as cited in Emilia, 2005).

There are two kinds of argumentative genre as focus for students to learn in school, exposition, and discussion (Knapp & Watkins, 2005; Emilia, 2005). An exposition is a piece of text that presents one side of an issue (Anderson & Anderson, 2003). There are two kinds of exposition: analytical and hortatory exposition (Gerot & Wignell, 1994). According to Coffin (2006), hortatory exposition is when the writer might be arguing that some sort of action be taken or sets out to persuade the reader or the listener to act in a particular way. Meanwhile, Derewianka (1990) explains that when the writer might be arguing simply to justify a position or interpretation is called analytical exposition. The text organization of exposition according to

Anderson & Anderson (2003; see Feez & Joyce (2000), Emilia, 2005; Emilia & Hamied, 2015) includes:

- Thesis statement: introduces the issue and the writer's point of view regarding the issue;
- Arguments: presents a series of arguments which support the thesis, containing any factual information, evidence, description or explanation which supports the thesis;
- Conclusion (or "Restatement of the Thesis"): sums up the position in the light of the arguments presented, reaffirming the general issues under discussion and possibly calling for action.

There are a numerous activities could be used in teaching argumentative genre. One of them was through debate activities. Dickson (2014) stated that integrating writing and debate encompasses multiple strands of language arts: students read and view a variety of texts for information and understanding, write for real purposes, hone their listening skills, and practice speaking in front of an audience.

Methodology

- **Research Design**

The research methodology employed in this study is the descriptive qualitative method, which is case study approach. According to Creswell (2009) about the function of the qualitative method that is to explore, describe, and understand the meaning of individuals or group ascribe to a social and human problem.

As an approach in the qualitative method, based on Burns's (1994, see Cohen & Manion, 1994), case study involves an observation of individual unit, e.g. an individual, a student, a delinquent clique, a family group, a class, a school, a community, an event, or even an entire culture. Since the study describing and understanding how teacher fosters critical thinking in the classroom when teaching argumentative essay, the case study approach is appropriate for this study because of some reasons:

First, this study focuses on gaining a deep description and understanding of the way teacher fostering critical thinking in the classroom when teaching argumentative essay. Second, the aim of this study is to present a contextualized picture in description form of the way teacher fostering critical thinking in the classroom when teaching argumentative essay.

By the regard of the explanation before, the descriptive qualitative method with case study approach considered suitable since it is the focus on gaining deep understanding and views the natural process of interaction in the classroom.

- **Participants**

The participants of the study were a teacher and students in her class. The participants are chosen for the reasons of (1) the teacher were the only one who willing to participate in this study from 3 teachers that had been interviewed by the researcher, (2) the teacher teaches in the level in which her students hopefully being able to think more abstract to produce critical writing, (3) the teacher teach argumentative essay in her class at the time this study was conducting, (4) the teacher aware about critical thinking even though she never taught about it in her educational background, and (5) the teacher demanded by the headmaster to foster not only the language but also students' thinking in the classroom. The last two reasons bring the curiosity about this participant is terms of how she can fosters critical thinking in the classroom. All of the students and the teacher, who take part in the study, speak

Bahasa Indonesia as their native language and English as their foreign language.

- **Data Collection**

  Observation

  According to Malik & Hamied (2016), during the observation, the researcher will observe the behavior, action, and communication patterns and write it in detailed including the context in a natural situation. The observation in this study was a non-participant observation. This kind of observation have the advantage of not being emotionally involved with the people so may give a neutral perspective (Malik & Hamied, 2016). The observation was conducted five times and there was only one class of the first grade of senior high school level being observed. The observation would be videotaped in case the observer misses several things. In observation, some notes were taken focusing on the overall activities in the classroom.

  The instrument that was used in the observations was adapted from a research by Thomas (1999) which was a replication of the Commission on Teacher Credentialing Study done by Paul, Elder, and Bartell (1997). The observation instrument by Thomas (1999) was chosen, rather than the

original, by several reasons that are (1) the instrument applied designed and applied in high school level which in line with this study, (2) the theory used in conducting the instrument is in line with the theory used in this study, critical thinking by Paul, and (3) the instrument could provide a good description that needed to answer the question how does the teacher foster critical thinking in the classroom when teaching argumentative essay.

Interview

Another source of data was the interview with the participant, in this study was interview the teacher. Malik & Hamied (2016) defines interview as a purposeful interaction where a researcher tries to obtain information from the participants. The purpose of the interview in this study was to know the teacher basic knowledge and opinion about fostering critical thinking in the classroom. The interview was conducted after the third observation sessions for 70 minutes.

In this study, a semi-structured interview was used in order to gain further and in-depth information and keep make the teacher comfortable in answering questions. The interview was recorded with the

agreement of the interviewees. The interview was transcribed as the best represent the dynamic nature of the living conversation (Malik & Hamied, 2016).

The instrument used in the interview was adapted from Thomas's (1999) study that he used in his research in high school level. As the first step, the interviewer introduces herself and tells the purpose of the interview. Next is gaining the background information of the interviewee such as the gender, years of experiencing, background education field, and the background knowledge about critical thinking. There are nine open questions used in the interview.

• **Data Analysis**

Data analysis in this study was conducted during the observation and after the whole observation and interview finished. Ongoing data analysis and interpretations were mainly from the observation notes. On the other hand, the data which were analyzed after the observation was interview data.

Data from observation were analyzed descriptively to describe the approach implemented to fostering critical thinking in the classroom practices. It is in line with

what Creswell (1994) suggest that data emerge from the qualitative study are descriptive and should, therefore, be reported in words (primarily the participants' words). The data transcribed from the field notes were read repeatedly. The next step was coding the data or identifying the evidence within the tape and the field notes that relate to the research questions, namely the approach and the stages of fostering critical thinking in the classroom done by the teacher. Last, the data were synthesized and summarized.

All interview data were analyzed in several steps. The first one was to put the interview questions into categories. Then the teacher comments were categorized into themes that had become the focus of the study (Kvale, 1996; Merriam, 1998; as cited in Emilia, 2005). After that, the data were presented in a condensed body of information. In the discussion of these data, the teacher's responses in the interview will be related to the observation data.

Data Presentation and Discussion

• **The Mechanism Used By Teacher to Foster Critical Thinking in the Classroom**

Before describing the related mechanism used, it is important to show that the teacher beliefs the way to foster critical thinking in the classroom is through question and answer process. It is stated by the teacher in the interview session. The teacher believes that foster critical thinking could be done through her instruction. She focus on question-answer activity.

The teacher beliefs reflected in her performance to foster critical thinking in the classroom. This is in line with Bouton (2008) who stated that a teacher who has a belief will perform consistently based on her beliefs. Furthermore, based on observation data, the critical thinking instruction was infused in the subject matter. The teacher did not separate the critical thinking instruction from the subject matter; in this study is an argumentative essay, or teach any specific subject about critical thinking. The teacher provided critical instruction to guide students in learning activities. The critical questioning used by the teacher when guiding the reading activities, as; "What are the texts about?", "What does the first, second, third, and the last paragraph of the both texts talk about? And what is the similarity of the both texts?", "Are there any differences between text one and text two?

And if any, what is that?", and "The last is you need to conclude "What type of the text?".

The questions used by the teacher above guiding students to think about the text which has no title on it. According to Bloom (1956), the questions "Are there any differences between text one and text two? And if any, what is that?" and "What does the first, second, third, and the last paragraph of the both texts talk about? And what is the similarity of the both texts?" included in the comprehension cues which used to ask students understanding and interpretation of facts. The next question, "What type of the text?", according to Bloom (1956) was included to Evaluation Cues which used to require students to present opinion or make judgments about content, value, validity of the text.

When students had been answering the questions, hopefully, they would be arriving at understanding about the issue of the text, find out the similarities and differences of the both texts, and they could decide the type of the text. These guiding questions were considered leading students to critical thinking in terms of processing information to produce a decision as stated by Paul (1993).

Another example of critical questioning given by the teacher is showing how does the teacher helps students to extend their thinking and the teacher encourage students by questioning How or Why to students when they give a short answer. The question "How do you know that it has, the both of the texts have same structures?' used by teacher showing that the teacher tried to guide the student to gain more deep and rich information from their thinking. The student elaborates the answer further and this is relevant to the concept of accuracy suggested by Paul and Elder (2007) which is assuring the students about what they have been stated. Moreover, according to Bloom's Cues (1956), this question include to Synthesis proses which was intended to require students to demonstrate the ability to compile information in a different way and creating a new idea or solution. This question demand students to prove his statement and find the answer by synthesizing data from the text.

In addition, fostering critical thinking through question-answer activities, or in other words, guiding instruction is in accordance with Tung and Chang (2009) who stated that the guiding questions that are used in the learning process could lead students to participate in guided in-class

discussion. Through the questioning process, students are demanded to respond actively to question in all levels of cognitive domains in the classroom practice.

Furthermore, the mechanism used by the teacher was identified by Ennis's (in Emilia, 2005) critical thinking approach. To avoid the confusion, the term mechanism after this will be written as the approach following terminology used by Ennis. There are three broad approaches to the teaching of critical thinking, which are the *general* approach, the *infusion* approach and the *mixed* approach (Ennis, 1992; as cited in Emilia, 2005; Heywood, 2000; Talaska, 1992). Teacher's approach to fostering critical thinking in the classroom is considered as the infusion approach rather than the two other approaches. It is shown from the interview's data question.

When the researcher asked the teacher about any specific or special subject for critical thinking, the teacher said that the school does not provide critical thinking as a separate subject. The teacher added that the headmaster instructed the teacher to blend critical thinking in learning activities which indicated as the infusion approach that has been stated by Ennis (in Emilia, 2005; Talaska, 1992).

From the observation session, the teacher also never said a word about critical thinking in the classroom, but she put her instruction very critically. It is in line with the media or text that used in the classroom. The text do not mentioning a word about critical thinking, but the text used in the classroom was chosen carefully by the teacher. It is stated in the interview's data. From the interview shown when the researcher asked the teacher whether she chose the media or text used in the classroom carefully or she just took it from the internet and gave it to the students, the teacher answered it clearly that she chose every text used in the classroom carefully. The teacher might take it from the internet, but she would not give it directly to the student. Hereinafter, the teacher would analyze the text and adapt it to the right rules. She emphasized that she made up the text.

According to the data collection through five time observations following the teaching stages planned by the teacher in teaching argumentative essay and data interview conducted revealed that the approach used by the teacher to fostering critical thinking in the classroom was inclined to infusion approach rather than the other two approaches proposed by Ennis in Emilia (2005; see Heywood, 2000; Talaska, 1992). The infusion approach here means that an approach involves infusion of critical thinking instruction in subject matter instruction, in which students are encouraged to think critically about the subject, and in which general principles of critical thinking dispositions and abilities are *made explicit* (Ennis, 1992 in Emilia, 2005 and in Talaska, 1992; see Ennis, 2013; Heywood, 2000; Loftin, 2012).

The main indicator which the learning activities used infusion approach to foster critical thinking is that the critical instruction was infused to the learning instruction. In other words, the teacher did not explain the exact definition of critical thinking explicitly. The observation and interview data shown that the teacher believes the way to foster critical thinking in the classroom is through question-answer activities and through her instructions which in line with Zepeda (2009) who stated that teacher's questions served as stimulus to students' response ranging from simple recall of information to abstract processes of applying, synthesizing, and evaluating information. When a teacher posed questions and students gave a response to

the questions, a classroom interaction occurs.

Moreover, Tung and Chang (2009) argued that the guiding questions that were used in the learning process could lead students to participate in guided in-class discussion. Alwasilah (2010) supports the infusion of critical thinking in teaching-learning process by stating that teachers should not only teach four basic skills comprising listening, speaking, reading and writing but also foster critical thinking through them.

- **How does the Teacher Foster Critical Thinking in the Classroom When Teaching Argumentative Essay at High School Level?**

The classroom consists of 17 students in 10th grade at the high school level. The teacher, as stated in the interview in part of background information is a female who has a year and half of teaching experience. The teacher's education background is in the English education department and she had attended a critical thinking conference in last 5 years. It could be assumed that she has background information about critical thinking even though she is not expert in critical thinking as her statement in interview question.

There are many models in teaching argumentative genre. In her research, Emilia (2005) had been using some teaching stages, namely; *Building Knowledge of the Field; Modeling; Joint Construction; and Independent construction.*

The description of the stages of this part will be based on the data from the researcher's field notes and transcription of the videotape recording during the classroom observation sessions supported by the interview data. The teacher teaches argumentative texts in several stages and in several meetings.

In the first stage, the teacher focused on teaching the generic structure of exposition text. The teacher did not check students' attendance or gave a motivation to learn as usually done by teachers of other school. The teacher started the class by distributing 2 texts; both of the text do not mention the title and asked the student to read it carefully. Next, the teacher wrote some guiding questions that should be answered by students while reading the texts.

The teacher tried to engage the critical questioning to familiarizing the students with the function and the schematic structure of the text. By contrasting two texts which has same genre, the students were

challenged to think carefully and read critically to decide the type of the text. The students should pay more attention to the accuracy in analyzing each argument of the both texts to find differences of the main issue contain in the texts. At the end, in the last question, students should be able to sort the information, facts, arguments that have been read to help them arrive at a conclusion in deciding the type of each text.

After giving the guiding questions, the teacher drew two big circles intersected on the white board and asked the student to mention the similarities and the differences between both texts. The circles were intended to help clear up the abstract things and could be helped student easier understand it. The duplication of the drawing from observation data was as follows;

Pict. 4.1.2.1 Teacher's drawing
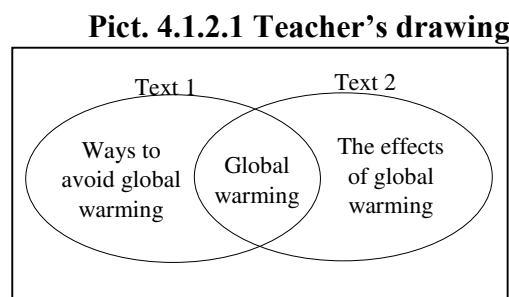
Pict. 4.1.2.1 Teacher's drawing above was used when the teacher lead the class discussion to find the answer of the guiding questions. The drawing shows the similarities in terms of topic and differences

in terms of the issue raised between both texts.

The teacher and students involved in classroom discussion to identify the structure of exposition text as the main topic in this stage. In the discussion, the teacher asked the same question for four times and the S8 students still could not get the meaning that his answer was incorrect. So, the teacher tried to change the question to lead students to think by asking how they know that both texts have the same structure. This question indicates that the teacher doesn't want to spoon feed the materials to students. The question used by the teacher would help students to check their accuracy as suggested by Paul & Elder (2007). At the end of the learning activities, the teacher gave a test to review today's lesson. The teacher also gave an assignment to the students to find language features used in the exposition texts. From the description of the first stage, the teacher was trying to help students to be aware of the structure and the purpose of the exposition text. The teacher and students discussed together to build an understanding of the purpose, overall structure, and language feature of the argumentative genre. This

stage was included in the Modeling stage according to Emilia (2005).

The focus on the second stage is to teach the language features. The teacher reviewed the previous lesson about the genetic structure, and then moved to the language features used in the text. This stage was included in the Modeling stage suggested by Emilia (2005). By using the same text from the previous stage, the teacher questioned each of the language features to the students. The first language feature asked by the teacher was the tenses used in the text.

The teacher asked a close question when asking about the tenses used in the text, but, the question "in which statement?" was an example of the clarity question proposed by Paul & Elder (2007). In this question, the teacher was demanding the S4 to give an example or data that showing the present tense in the text. According to Blooms Cues (1956), this question was intended to ask students to elicit the ability to break down information, identify the relation of parts of the information and also make conclusion and was included to analysis level. In this question, the teacher demanded the S4 to search the tenses in the text, sorted the data, and then gave an example or data that showed the present

tense in the text. By this, the teacher has been infusing the critical thinking questions in her lesson.

The teacher demanded students to find their own explanation about each of language features used in the text. The question "what kind information…" is an example of clarity and precision suggested by Paul & Elder (2007). The clarity is when the teacher demanded students to elaborate his statement and the precision is when the teacher asked the precise information that refers by the student. Furthermore, the question "what is the function of …" is included to analysis level according to Bloom's Cues (1956).

The third stage used by the teacher is to focus on practice activities. Before practicing, the teacher explained about the language features that have been discussed at the previous meeting. The teacher explained about modality and nominalization as the last language features to master in an argumentative text.

After explaining the modality and nominalization, the teacher showed slides of one topic and gave to students to think about the advantages and disadvantages of the topic. The topic was "Laptop as Students' Friends". Next, the teacher divided the class into two groups based on the seating

arrangement. One group argued about the advantages and another argued about the disadvantages of the topic. The teacher asked the student to present their opinion or argument orally. Then, the teacher gave time to students to discussing their argument or opinion with their group. To control the discussion, the teacher observed by moving around the class. Some students consulting with her, but the voices are too low to listen by the researcher or by the camera.

It is so interesting how the students construct the argument orally led by the teacher. They presented the arguments or opinions and tried to support the arguments stated by their group. When a student expressed more than one argument, the teacher asked him to make a point of it, or in other words, the teacher asked him to conclude his arguments.

On the next meeting, the activity was still about debate but it became more serious than before because the student not merely expressing their opinions but also have to following the debate rules that had been explained by the teacher at that time. First, the teacher explained about the rules and some terminologies used in debate and divide class into five groups. Then the teacher asks the students to discuss in their

group about their arguments, search the data that will support their arguments, and look for the evidences that help them to elaborate their arguments. After the students sit in groups, the teacher moved around to make sure the students familiar with the task and guided them in constructing argument. Some guiding questions had been giving by the teacher to help students in their discussion.

From the discussion, the teacher's instructions like "you should support the idea", "you have to provide your argument with example and data" and as in "you have to elaborate it" guided students to support their arguments with evidences and factual data. Students' critical thinking is really needed in preparing the arguments. The teacher also provided her instructions with critical examples so students could think more about them such in "You should elaborate it why it's not good, and give example evidence in it like blah blah blah". The students would think more deeply about why this is not good and what right evidence should be looked at to support their arguments.

There are some students who faced difficulties to find arguments and the way to elaborate them. The teacher guided them not only by verbal instructions but also wrote a

mind map regarding the topic to help the students construct the arguments. After the teacher made the mind map, the student seemed to understand more and tried to think of their second argument.

The activities arranged by the teacher at this stage were included in the third stage Joint Construction as suggested by Emilia (2005). The Joint Construction is should be conducted in several steps, such as; (i) grouping the students and familiarizing them with the task they would do in the stage; (ii) approaching each group at the start of the Joint Construction; (iii) observing the students' development in critical thinking and control of the Argumentative genre; (iv) Observing students' perceptions of the Joint Construction; (v) consultation with each group on their draft (Emilia, 2005).

The last stage of the lesson was writing activity. The teacher asked students to write their own argumentative text. This stage should be included to Independent Construction of The Text suggested by Emilia (2005). Before the students wrote their own text, the teacher reviewed the materials related to steps to conduct exposition text. The teacher only provides a quick review about the stages how to conduct an exposition text. Because of the limited time, the writing activities should be

continued at home. Therefore, the teacher could not give a critical guidance to guide students while they write their own text and there is no Building Knowledge of the Field as done by Emilia (2005) in her research.

From the observation and interview data, three of four stages suggested by Emilia (2005) had been applied by the teacher. A stage missed by the teacher is known as Building Knowledge of the Field which was intended to build up background knowledge (Gibbons, 2002; Rothery, 1996 as cited in Emilia 2005). The observation data did not show any activities or any instruction given by the teacher, which intended to build up background knowledge. The teacher immediately started on the Modeling stage, which was designed to introduce and to familiarize the students with the argumentative genre, so they could read it and deconstruct it (Rothery, 1996 as cited in Emilia 2005).

The way teacher fostered critical thinking in the classroom when teaching argumentative essay mainly by the critical instruction as shown in observation and interview data. Some example of critical instructions used by the teacher when teaching argumentative essay such as, "How do you know its use present tense? In which statement?", this question asked a clarity of

information given by the student (Paul & Elder, 2007). Moreover, some critical instructions were included to the Bloom's Critical Cues (1956). The critical instruction was considered as the best way to foster critical thinking. Furthermore, the most applicable approach used in school was the infusion approach. Besides, the teacher also prepared the text that was going to be used in the classroom by selecting and analyzing the text that contains argumentative essay.

Conclusions

Based on the findings and discussion, the approach used in fostering critical thinking to the students was infusion approach. In terms of teaching stages, the observation and interview data for teaching stages was referred to the teaching stages that have been used by Emilia (2005) in her research and the critical thinking was infused by the teacher in her instruction used in each stages. In short, the teacher had been fostering critical thinking in each stage of the teaching-learning process through her instructions and activities related to the argumentative essay. However, the critical thinking instructions used by the teacher are still limited.

From this research, the English teachers are suggested to be expanded in developing an awareness of critical thinking with the intention of encouraging students to become a critical thinker. For other researchers hopefully could expand the teaching method used by teachers or do an experimental research towards the implementation of critical thinking in teaching English at the different level.

The present study involves only one teacher as the participant so there is no comparative result. To get the maximum result, it would be better if the participants involved in the next study are more than one teacher.

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