

The 7th SRS-TEFLIN 2017

Southern Region of Sumatra-
TEFLIN

Proceedings

TEACHERS OF ENGLISH
IDENTITY IN THE 21st CENTURY:
EXPECTATION AND REALITY

Editors:

Chuzaimah Dahlan Diem

Sriwijaya University

Akhyar Rido

Tekokrat University



SRIWIJAYA UNIVERSITY PRESS
PALEMBANG

WWW.SRS-TEFLIN.ORG

Proceedings
7th SRS-TEFLIN NATIONAL CONFERENCE

TEACHERS OF ENGLISH
IDENTITY IN THE 21st CENTURY:
EXPECTATION AND REALITY

Editors:
Chuzaimah Dahlan Diem
Akhyar Rido

Sriwijaya University
Palembang
2018

371.102

SRS SRS-TEFLIN National Conference (*ke-7: 2017: Palembang*)
p Proceedings of the 7th Southern Region of Sumatera TEFLIN
National Conference 2017. Teachers of English identity
in the 21st century : expectation and reality diselenggarakan di
Palembang pada tanggal 16 Desember 2017 / editors: Chuzaimah
Dahlan Diem, Akhyar Rido. -- Palembang: Sriwijaya University Press
2018

x, 148 hlm. 17 x 24cm.

Bibliografi.

Indeks.

ISBN 978-979-587-802-5

- I. Judul
- II. Indonesia. Southern Region of Sumatera-TEFLIN
- III. Chuzaimah Dahlan Diem
- IV. Akhyar Rido

1. Guru -Identitas (Psikologi)

DDC23

Proceedings of the 7th SRS TEFLIN National Conference
Palembang, December 16th, 2017
Teachers of English Identity in the 21st Century: Expectation and Reality

Copyright @ Sriwijaya University Press, 2018
Jalan Srijaya Negara, Bukit Besar
Palembang 30139, Sumatera Selatan
Telp/Fax (0711) 360969

This book is in copyright. Subject to statutory exception and to the provision of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Sriwijaya University Press.

SRS-TEFLIN Person in Charge
FKIP-UNSRI Collaborator

Chuzaimah Dahlan Diem
Rita Inderawati

Head, Steering Committee
Vice, Steering Committee
Assistant Editors and Layout

Isrnet Magma Anugrah
Irwinsyah Nasution
Badriyah Ulfah
Hervin ARN
Dio Resto Permana
Fachrunnyssa.
Hanafziah Miftahul Fajri

ISBN

978-979-587-802-5

Preface

Over the past few years, restructuring educational system has become one of the programs of the policy makers in the region of Asia and Pacific, including in Indonesia. To reform the quality of Indonesian education, the government has developed the National Education Standards (NES) one of which is the standard of Educators and Educational Personnel which includes teachers of English as educators. Therefore, we decided to focus the theme of the 7th SRS National Conference, December 16, 2017 on *Teachers of English identity in the 21st Century: Expectation and Reality*.

The publication of the proceedings of this conference is aimed at increasing teachers of English motivation and urging them to write and share results of their studies and or thoughts to their peers through this publication. Hopefully, whoever interested in English language education could get the benefits of the presence of this volume.

Palembang, May 2018
Editors,

Chuzaimah Dahlan Diem
Akhyar Rido

Table of Contents

PREFACE	iv
PROFILING ENGLISH LANGUAGE TEACHERS IN INDONESIA AND CHARACTERIZING THEIR CLASSROOM DYNAMICS, <i>Akhyar Rido</i>	1
THE POSITION OF CULTURE IN ELT IN INDONESIA, <i>Fikri Yansyah</i>	13
MOBILE DEVICES IN LANGUAGE CLASSROOM, <i>Fadlin Hadini</i>	21
DEVELOPING EFL PRIMARY SCHOOL TEACHERS' STORYTELLING TECHNIQUE TO SUPPORT THEIR STUDENTS' LANGUAGE LEARNING IN CLASS AT MAITREYAWIRA SCHOOL PALEMBANG, <i>Sheilla Noveta, Evi Yana</i>	28
STUDENTS' ATTITUDE TOWARDS THE USE OF VIDEO IN ENGLISH FOR BUSSINESS CLASS, <i>Dina Amelia</i>	33
TEACHERS OF ENGLISH PROFESSIONALISM AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PRACTICES, <i>Okky Leo Agusta</i>	39
DEVELOPING CRITICAL THINKING AND SPEAKING COMPETENCE THROUGH DEBATING, <i>Ismet Magma Anugerah</i>	43
ENHANCING STUDENTS' ENGLISH SPEAKING SKILLS THROUGH TOASTMASTER PROGRAM, <i>Lusi Suryani</i>	48
STUDENTS' ATTITUDE TOWARDS IMPLEMENTING PROJECT-BASED LEARNING IN ENGLISH FOR BUSINESS CLASS, <i>Berlinda Mandasari</i>	56
LEARNING ENGLISH THROUGH LITERATURE CIRCLES IN THE CLASSROOM, <i>Hartini Agustawati, Ressy Novasyari</i>	64
SOCIAL CONSTRUCTIVISM-BASED READING COMPREHENSION TEACHING DESIGN, <i>Welly Ardiansyah, Murwani Ujihanti</i>	72

USING ROLE PLAYING MODEL TO INCREASE STUDENTS' PUBLIC SPEAKING SKILLS AT COLLEGE, <i>Armilia Sari</i>	79
ENGLISH TEACHERS' PERFORMANCE COMPETENCE AND THE STUDENTS' PERFORMANCE, <i>Retno Indri Yustika</i>	84
THE IMPLEMENTATION OF 2013 CURRICULUM-BASED ASSESSMENT STANDARD BY TEACHERS OF ENGLISH, <i>Fachrunnyssa</i>	92
THE IMPACT OF GLOBALIZATION: THE NEEDS OF ENGLISH IN PRIMARY SCHOOLS IN INDONESIA, <i>Badriyah Ulfah</i>	99
STUDENTS' ATTITUDES TOWARD DRAMA ACTIVITIES AND ITS CORRELATION TO THEIR NARRATIVE READING ACHIEVEMENT, <i>Astiara Larasati, Rita Hayati, & Fiftinova</i>	105
STUDENTS' PERCEPTION ON THEIR PARTICIPATION: WHAT AFFECTS THEIR MOTIVATION TO TAKE PART IN CLASSROOM ACTIVITIES? <i>Fatimah Mulya Sari</i>	114
THE IMPORTANCE OF DIGITAL LITERACY IN ENGLISH LANGUAGE TEACHING <i>Bibie Nariswari</i>	120
CRITICAL AND CREATIVE THINKING SKILLS: THE NEEDS IN THE 21 st CENTURY LANGUAGE LEARNING <i>Nurul Aryanti, Aria Septi Anggaira</i>	126
TEACHERS' DILEMMA ABOUT ENGLISH MATERIALS DEVELOPMENT IN VOCATIONAL HIGH SCHOOLS (SMK) <i>Silvina Anna Marissah</i>	132

CRITICAL AND CREATIVE THINKING SKILLS: THE NEEDS IN THE 21ST CENTURY LANGUAGE LEARNING

Nurul Aryanti
nurulpoltek@yahoo.com

Aria Septi Anggaira
ariasepti@yahoo.com

***Abstract:** Creative thinking is both divergent and convergent. It tries to create something new and seek for validity in something that exists. Hence, one can conclude that while creative thinking is generative in purpose, critical thinking is analytical in purpose. This is one of the main differences between creative thinking and critical thinking. Although creative and critical thinking may very well be different sides of the same coin, they are not identical. These two thinking skills are needed in the 21st century learning as well as in language learning-instruction. This article attempts to provide an understanding of the two terms while elaborating the difference. In addition, the discussion will be also looking at the existing literatures on the needs of the two skills in the 21st century-language learning.*

***Keywords:** critical, creative, thinking, language, learning*

INTRODUCTION

The 21st century led the community to have skills in a particular field. Many educational theorists and policy makers claim that developing the 21st Century competencies will equip their nation's students with the creative, critical thinking, and problem solving skills needed to reason about and collaborate on improving social, economic, and environmental problems facing the globe. Schools are charged to respond to these and other societal needs (Shah, 2010). To do so, schools must re-think their focus and develop also implement curricula that will produce the necessary human capital to identify viable solutions for these needs. The statement is in line with what Thai-posri and Wannapiroon (2015) summarize that for success in today's world, students require core academic subject knowledge and understanding, in addition to other skills such as critical thinking and problem solving, creativity and innovation, communication and collaboration. Therefore, it is then assumed that critical and creative

thinking skills are needed for students to compete in their future.

Cho *et al* (2015) claim that students should be provided with more exposure in critical thinking and creativity, which are considered as the 21st century competencies. However, this leads to challenges for schools to provide the studying environments, in which students can be fostered to maximize their thinking skills in language learning.

In response to the challenges of the twenty-first century with its complex environmental, social and economic pressures, young people are required to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Hence, since critical and creative thinking skills play an important role in education, they constitute a principal goal of learning. For that reasons, this article is intended to explain briefly the critical and creative thinking skills in relation to 21st language learning instruction.

CRITICAL AND CREATIVE THINKING SKILLS

Thinking plays an important role in people's life (Huitt, 1980). He further adds that the movement toward the information age has changed attention to good thinking as a main element of life successes. In short, this new trend has paved the way for critical thinking to be the main focus of schooling.

A number of experts provide the definitions of critical thinking, but most of them propose the skill as the individual's ability to identify central issues and assumptions in an argument, recognize important relationships, make correct inferences from data, deduce conclusions from information or data provided, interpret whether conclusions are warranted on the basis of the data given, evaluate evidence or authority, is ready for critics. In addition, a critical thinker is open-minded, and has great empathy. (Baker, *et al*, 2001; Birgili, 2015; Ennis, 1993; Piau, 2004). Therefore, thinking critically is essential to making up one's own mind. This is also fundamental to being an autonomous person (Hunter 2009). It is understandable that critical thinking is aimed at knowledge. More recently, this skill is considered even more important in their conceptualization as the 21st century skills, which are understood as innovative and learning skills that are requisites to succeed in this century. Critical thinking skill is also important because it enhances the understanding of arguments and the expression of points of view and critical judgments about any topic (Alfonso, 2015). In other words, when critical thinking skill appears in educational settings, it can be seen as guarantor of learning.

Creativity becomes one of the major concerns in education in recently. Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, imagery, associative thinking, attribute listing, metaphorical thinking and forced relationship. The aim of creative thinking is to stimulate curiosity and promote divergence (Anwar *et al*, 2012;

Sanrock, 2011; Guilford, 2005; Agafri & Nizam, 2014; Coon, 2006).

Furthermore, creative thinking is the thinking that attracts the attention of educators. Creative thinking is defined as "the meaningful rule, the regulator, and the engine of knowledge that leads to problem-solving and decision-making (Facione, 2000). Creative thinking encourages students to use a variety of approaches to solve problems, analyze multiple viewpoints, adapt ideas, and arrive at new solutions. Browne and Keeley (1990) add that the ability to think clearly and imaginatively, to appraise evidence, assess logic, and generate imaginative alternatives to conventional ideas offers young people a clear route through the maze of slovenly thinking that runs across the landscape of today's information age. Therefore, the thinking skill is crucial in problem solving and decision making.

Sternberg (2003) describes creative thinking skills, or simply creativity, as the ability to produce novel and appropriate things and find solutions to everyday problems. Creativity is a complex construct and is most commonly expressed through a broad range of intelligences, including linguistic, musical, mathematic-al, spatial, kinesthetic, interpersonal, and perhaps even intrapersonal (Gardner, 1985). According to Romero *et al* (2012) creativity is not only a personal characteristic of children and young individuals but is equally present at all age levels, and they believe that creativity can and must be learned through various strategies and nurtured throughout one's life; otherwise, it may completely diminish. However, creativity can also be influenced by the learning environment and good educational practice.

Thus, higher order thinking designed both critical thinking and creative thinking. Burden and Byrd (1994) categorize critical thinking as a higher-order thinking activity that requires a set of cognitive skills. However, every person can be critical and creative and has capacity to use his/her brain

to create something. Johnson (2002) claims that everyone is creative and the creativity is not the special gift of a relatively small number of extraordinary people. Therefore, an effort should be exposed to enhance both critical and creative thinking skills.

In addition, the two thinking skills possess the convergent and divergent way of thinking. According to Johnson (2002) critical thinking is a clear, organized process used in such mental activities as problem solving, decision making, persuading, analyzing, assumptions, and scientific inquiry. It is also the ability to reason in an organized way. It is the ability to systematically evaluate the quality of one's own reasoning and that of others. On the contrary, the creative thinking is the mental activity that nurtures originality and insight.

CRITICAL AND CREATIVE THINKING SKILLS IN LANGUAGE LEARNING

Critical and creative thinking skills are considered essential for students (Crane, 1983). Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning. Critical thinking is at the core of most intellectual activity that involves students in learning to recognize or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. Therefore, these two skills are needed in academic purposes for nowadays learning instruction.

The explicit teaching and embedding of critical and creative thinking throughout the learning areas encourages students to engage in higher order thinking. The complex process of thinking is divided into higher order thinking and lower order thinking. Higher order thinking is used when someone

relates stored and new information to solve extraordinary and difficult problems, or to obtain new ideas. Lower order thinking is used to develop daily routines and mechanical processes. Higher order thinking skills include contextualization, metacognition, creativity, insight, intelligence, problem solving and critical thinking (Alfonso, 2015: 26).

A number of studies have been done in the area of critical thinking and creative thinking to show their important functions in education. Critical thinking and creative thinking are important factors and component of education in this century which have direct relationship with language learning. Both creative thinking and critical thinking skills are valuable and neither is superior. Critical thinking supports as well as follows creative thinking because once the focus has been widened by creative thinking, then critical thinking serves to evaluate ideas, which can be accomplished by narrowing the focus again to catalogue ideas and identify the most reasonable ones, or those most likely to succeed (Ruggiero, 1999). Moreover, Fisher (2002) adds that creative and critical thinking are both important because we need instruction as well as reason in our thinking: critical thinking is necessary to judge those new ideas, processes and products which have been generated by creative thinking. Therefore, the two skills can be used at the same time.

Critical thinking and creative thinking have been recently introduced and gained a high position in language teaching settings, so that nowadays enhancing critical thinking and creative thinking in learners is considered one of the foreign language teachers' tasks. However, teachers need to have strategy to foster their students' critical and creative thinking in language learning. Ennis (1985) proposes the some guidelines that teachers should adopt in order to promote their students' critical thinking skills. He argues that educators should be aware of the cognitive and mental processes that constitute critical thinking. They should

also be familiar with the tasks, skills, and situations to which these processes are applied, and use a range of classroom activities that promote these processes. He provides a framework for such instruction. He divides critical thinking into four components, each consisting of several specific skills, which, as he argues, can be taught to students. These are: a) defining and clarifying, b) asking appropriate questions to clarify or challenge, c) judging the credibility of a source, and d) solving problems and drawing conclusions (Iakovos, 2011).

Ornstein (1995) provides a list of guidelines that teachers can use in order to enhance creative thinking. Teachers should: a) make available different resources for working out ideas, b) foster a tolerant attitude toward novel ideas, c) encourage students to engage in tasks requiring them to apply exploration, testing, searching, and prediction skills, d) resist accepting one "correct" answer or a predetermined pattern, e) teach skills for avoiding peer sanctions, f) teach students to value and take pride in their own creativity, g) encourage autonomous and independent learning, h) look and listen carefully, stir up the unmotivated students, don't accept superficial, 'easy' answers, i) develop a spirit of adventure in the classroom, j) encourage the habit of working out the full implication of ideas, k) provide active and quiet places-where students can "mess around" or "do their thing", while at the same time providing guidance and direction, l) make students more sensitive to their environment, n) encourage manipulation of objects and ideas, and o) keep alive the excitement of learning and thinking, encourage, stimulate, motivate (Iakovos, 2011). However, the improvement of students' critical and creative thinking skills can only be obtained by maintaining

good collaboration between students and teachers through the learning process .

Teachers who wish to foster their students' critical and creative thinking skills can use some models of teaching that can create the classroom conditions necessary to encourage students to make inferences, to encourage them to think intuitively, spontaneously, and can promote students' creativity. Project based-learning, Problem-based learning, Inquiry-based learning can promote the development of critical and creative thinking (Schon, 1983; Faidley et al, 2000; Spence, 2001; Barrows, 1996; Margetson, 1997; Uden & Beaumont, 2006; Thompson,; 2011; Anggaira, 2017; Aryanti, 2017).

CONCLUSION

It has been discussed that critical and creative thinking skills need to be enhanced among language learners due to its significance in developing effective language learning to 21st Century. Critical thinking is a clear, organized process used in such mental activities as problem solving, decision making, persuading, analyzing, assumptions, and scientific inquiry. It is also the ability to reason in an organized way. On the contrary, the creative thinking is the mental activity that nurtures originality and insight. Promoting critical thinking and creative thinking skills is considered one of the tasks of language teachers. If teachers are to be successful in encouraging the development of critical and creative thinking skills, explicit instruction in critical and creative thinking skills needs to be included in the curriculum. A number of studies have shown that critical and creative thinking skills can be fostered by applying project-based, problem-based, and inquiry-based learning, which provide more chance to students to get involved in the learning process.

REFERENCES

Alhafri., Rashid, A.S., Ismail, H.N.B. (2014). The effects of integrating creative

and critical thinking on schools students' thinking. *International Journal of Social*

- Science and Humanity*, 4(6), November 2014.
- Anggaira, S. A. (2017). *The effect of learning model and creative thinking ability on students' recount writing skill*. (Doctoral Dissertation, State University of Jakarta).
- Anwar, N. M., Aness, M., & Khizar, A. (2012). Relationship of creative thinking with the academic achievements of secondary school students. *International Interdisciplinary Journal of Education*, 1(3). Retrieved from http://iijoe.org/IJJE_01_03_12.pdf
- Aryanti, N. (2017). *The effect of learning model and critical thinking ability on students' argumentative writing skill*. Doctoral Dissertation, State University of Jakarta).
- Baker, M., Rudd, R., & Pameroy, C. (2001). Relationships between critical and creative thinking. *Journal of Southern Agricultural Education Research*, 51(1), 173-178.
- Barrows, H. S. (1996). Problem-based learning in medicine and beyond: A brief overview. *New Direction for Teaching and Learning*, 68, 3-12.
- Birgili, B. (2015). Creative and critical thinking skills in problem based learning environments. *Journal of Gifted Education and Creativity*, 2(2), 71-80.
- Burden, P. R., & Byrd, D. M. (1994). *Methods for effective teaching*. Boston, MA: Allyn and Bacon, Inc.
- Coon, D. (2006). *Psychology: A modular approach to mind and behaviour* (10th ed.). New York, NY: Thomson Higher Education.
- Chua, Yan Piau. (2004). *Creative and critical thinking styles*. Serdang, Kuala Lumpur: Universiti Putra Malaysia
- Crane, L.D. (1983). Unlocking the brain's two powerful learning systems. *Human Intelligence Newsletter*, 4(4), 7.
- David Vargas Alfonso. (2015). Evidence of critical thinking in high school humanities classrooms. *Gist Education and Learning Research Journal*, 11, 26-44.
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43(2), 44-48.
- Ennis, R. H. (1993). Critical thinking assessment. *Theory into Practice*, 32(3), 179-185.
- Facione, P. A. (2000). The disposition toward critical thinking: Its character, measurement, and relation to critical thinking skill. *Informal Logic*, 20(1), 61-84.
- Faidley, J., Evensen, D. H., Salisbury-Glennon, J., Glenn, J., & Hmelo, C. E. (2000). How are we doing? Methods of assessing group processing in a problem-based learning context. In D. H. Evensen & C. E. Hmelo (Eds.), *Problem-based learning: A research perspective on learning interactions* (pp. 109-135). Hillsdale, NJ: Erlbaum.
- Fisher, R. (2002). Creative minds: Building communities of learning for the creative age. Paper presented at Thinking Qualities Initiative Conference, Hong Kong Baptist University, June 2002.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Guilford, *Creative Thinking*, pp. 6-8, 2005. <http://www.psyenetid.com>.
- Huitt, W., & Segars, J. (1980). *Characteristics of effective classrooms*. Philadelphia, PA: Research for Better Schools, Inc.
- Hunter, D. A. (2009). *A practical guide to critical thinking: Deciding what to do and believe*. New York, NY: John Wiley & Sons, Inc.
- Johnson, E. B. (2002). *Contextual teaching and Learning: What it is why it s here to say*. San Francisco, CA: Corwin Press.
- Iakovos, T. (2011). Critical and creative thinking in the English language classroom. *International Journal of Humanities and Social Science*, 1(8) July.
- Margetson, D. (1997). Why is problem based learning a challenge?. In D. Boud, & G. Feletti (Eds.) *The Challenge of Problem*

- Based Learning (pp. 117-124). London: Kogan Page Limited.
- Ornstein, A. C. (1995). *Strategies for effective teaching* (2nd ed.). Madison, WI: Brown & Benchmark.
- Patamaporn Thaiposri & Panita Wannapiroon (2015). Enhancing Students' Critical Thinking Skills Through Teaching and Learning by Inquiry-Based Learning activities Using Social Network and Cloud Computing. *Procedia-Social and Behavioral Sciences* 174, 2137-2144.
- Ruggiero, V.C. (1999). *Becoming a critical thinker*. St. Charles, IL: Houghton Mifflin.
- Santrock, J. W. (2011). *Educational Psychology* (5th ed.). New York, NY: McGraw-Hill.
- Shah, C.G. (2010). Critical Thinking. What it is and why it matters to emerging professionals? *Advanced Materials and Processes*, 168(5), 66-66.
- Schon, D. (1983). *The reflective practitioner. How professionals think in action*. New York, NY: Basic Books.
- Spence, L. (2001). *Problem based-learning: Lead to learn, learn to lead, Problem Based Learning Handbook*, City, PA: Penn State University, School for Information Sciences and Technology.
- Sternberg, R. J. (2003). *Wisdom, intelligence, and creativity synthesized*. New York: Cambridge University Press.
- Thompson, C. (2011). Critical Thinking across the Curriculum: Process over Output. *International Journal of Humanities and Social*, 1(9), Special Issue – July.
- Uden, L., & Beaumont, C. (2006). *Technology and Problem-Based Learning*. London: Information Science Publishing.
- Young, H. C., Caleon, I. S., & Kapur, M. (2015). *Authentic problem solving and learning in the 21st century: Perspectives from Singapore and Beyond*. Singapore: Springer Science.

Biodata

Nurul Aryanti is an English Lecturer at State Polytechnic of Sriwijaya. She has been teaching since 1992. Her research interest is English For Specific Purposes.

Aria Septi Anggaira is a staff in BKPSDM Metro. She teaches English for some private institution in Metro-Lampung. Her research interest is Applied Linguistics.

Certificate



**7th SRS-TEFLIN NATIONAL CONFERENCE IN COLLABORATION WITH
FACULTY OF TEACHER TRAINING AND EDUCATION OF SRIWIJAYA UNIVERSITY**

"Teachers of English Identity in 21st Century: Expectation and Reality"

It is our pleasure to confirm that

Dr. Nurul Aryanti, M.Pd.

made an Oral Presentation entitled

Critical and Creative Thinking Skills: The Needs in the 21st Century Language Learning

at the 7th SRS-TEFLIN National Conference in Palembang, Indonesia,
held at the Auditorium of Graduate School of Sriwijaya University
on December 16th, 2017

Prof. Chuzaimah D. Diem, M.L.S., Ed.D.
Coordinator of SRS-TEFLIN

Prof. Sofendi, M.A., Ph.D.
Dean of FKIP Sriwijaya University