

### Statement of Authenticity

I am a student with the following of identity:

Name : Hendras Ayu Wulansari  
NIM : 20110540107  
Program Study : English Education Department  
Faculty : Faculty of Language Education  
University : Universitas Muhammadiyah Yogyakarta

Hereby certify that this *skripsi* with the title **“Teaching Methods Implemented by the Lecturers of English Education Department UMY to Develop Students’ critical Thinking”** is unquestionably my own work. In addition, I am completely responsible for content of this paper. Other opinions from some experts included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, August 31<sup>th</sup> 2015



Hendras Ayu Wulansari  
NIM: 20110540107

### Acknowledgement

First and principal, all praise to be Allah Subhanahu Wa Ta'ala who gives health and potential to finish this undergraduate thesis. Secondly, I would like to express my gratitude to my advisor, Mrs. Noor Qomaria, S.Pd.M., Hum, for her support, patience and back-up all over my undergraduate studies. It is not often that one finds an advisor that always find the time for listening to the little problem and barriers that manifestly crop up during finishing this research. Her editorial advice was essential to the completion of this research.

Besides my advisor, I would like to thank the *skripsi* examiners: Mr. Puthut Ardianto, S.Pd., M.Pd and Mr. Gendroyono, S.Pd., M.Pd. Thanks to their insightful comments and encouragement, even for hard question which incented me to widen my research for various perspectives.

Most importantly, this research could not have happened without my family. To my parents who offered encouragement to me through phone call. They received my deepest gratitude and love for their dedication and support during my undergraduate thesis that provided the foundation of this work. Besides, I must thanks to my brother Hary Sujatmoko and my sister Nadia Vera Tri Mariska, their support and encouragement were also the reason what made this research possible. This undergraduate thesis is dedicated to their unconditional love.

I have many people to thank for listening to every single up and down during my study in this university. I thank to all of my English Education Department friends

### Abstract

There are many teaching methods used by lecturers to develop students' critical thinking. The implementation of teaching methods in Interpretive Reading and Argumentative Writing class, the syllabus and the students' activity in class tend to the characteristic of critical thinking skill. Critical thinking helps students make conclusion and clear a path for original thoughts. In addition, through critical thinking skills social workers can help people from all walks of life and come across people or populations with experiences, ideas and opinions that often vary from their own. Therefore, based on these phenomena the researcher was interested in conducting the research that focuses on discovering and describing teaching methods implemented by the lecturers of English Education Department UMY to develop students' critical thinking. There is one research question presented in this study: what are the teaching methods implemented by lecturers of EED UMY to develop students' critical thinking?

This research used qualitative research design. To answer that research question, the researcher conducted an observation in class D batch 2014 in the subject matter of interpretive reading and argumentative writing. In addition, the researcher conducted an interview with two participants from the observed class. The data collected were transcribed, categorized and analysed.

Then, the result of the observation and interview showed that there were three teaching methods implemented in the classroom namely: deep dialogue method,

socratic method, and collaborative learning method. Furthermore, in teaching methods that developed students' critical thinking there were two most used teaching methods to develop students' critical thinking, these methods were socratic method and collaborative learning method. In Socratic Method, the activities which were employed by the lecturer in this method close book journal activity and drawing story activity. Those activities facilitated to get students' hypothesis and to make students more think critically. In collaborative learning method, one of these activities in this method was the lecturer usually asked the students to make small group learning. From small group Learning, absolutely it was found that there were different perspectives and different points of view from each member in group which might cause group conflict and make critical thinker.

*Keywords:* Teaching Methods, Deep Dialogue Method, Socratic Method, Collaborative Learning Method.

## Table of Contents

<b>Approval Page.....</b>	<b>i</b>
<b>Statement of Authenticity.....</b>	<b>ii</b>
<b>Acknowledgement .....</b>	<b>iii</b>
<b>Abstract.....</b>	<b>vi</b>
<b>Table of Contents.....</b>	<b>viii</b>
 <b>Chapter One</b>	
<b>Introduction.....</b>	<b>1</b>
Background of the Study .....	1
Limitation of the Study .....	3
Formulation of the Problem .....	3
Purpose of the Study .....	4
Significance of the Study .....	4
Outline of the Research.....	4
 <b>Chapter Two</b>	
<b>Literature Review.....</b>	<b>6</b>
Teaching Learning .....	6
Teaching.....	6
Learning .....	7
Teaching Methods.....	8
Deep Dialogue Method .....	10
Silent Way Method.....	11

Audio Lingual Method.....	12
Socratic Method .....	12
Suggestopedia Method.....	13
Collaborative Learning Method .....	15
Communicative Learning Method.....	16
Community Language Learning Method.....	16
Natural Approach Method.....	17
Teachers' Roles in language Teaching .....	18
Critical thinking .....	19
Classroom Interaction .....	21
The Role of Teaching Method to Enhance Critical Thinking .....	23
Review of Related Study .....	24
Conceptual Framework.....	25
<b>Chapter Three</b>	
<b>Methodology .....</b>	<b>28</b>
Research Design .....	28
Research Participants & Setting.....	29
Participants.....	29
Setting.....	30
Data Collecting Instrument & Procedure.....	31
Data Analysis Techniques.....	33
<b>Chapter Four</b>	

<b>Findings and Discussion .....</b>	<b>35</b>
Teaching Methods Implemented by Lecturers of English Education Department UMY to Develop Students' Critical Thinking.....	35
<b>Chapter Five</b>	
<b>Conclusion and Recommendation .....</b>	<b>41</b>
Conclusion .....	41
Recommendation.....	42
<b>References .....</b>	<b>44</b>
<b>Appendices .....</b>	<b>52</b>