



INVESTIGATING ENGLISH EDUCATION MASTER STUDENTS' PERCEPTIONS ON CRITICAL THINKING SKILLS

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abstract

One of the prominent and indispensable higher-order thinking skills that need to be fully mastered by EFL learners in this modern age is critical thinking. In the light of critical thinking skills, EFL learners are believed to be succeeded in both academic and real-life situations since they have become more strategic thinkers capable of managing their language learning enterprises. This small-scale qualitative study employed qualitative content analysis to fully obtain more renewable research findings influential for the betterment of ELT enterprises. Two research instruments were also harnessed to fulfill this major research objectivity namely the Likert-scale questionnaire and open-ended written narrative inquiry questions. The participants taking part voluntarily in this study were 15 English Education Master Students of Sanata Dharma University, Yogyakarta. Based on the obtained findings, two specific themes could be attained namely (1) Critical thinking skills enabled EFL learners to attain more fruitful target language learning outcomes, and (2) Critical thinking skills allowed EFL learners to be more life-long knowledge seekers. To holistically promote a higher degree of critical thinking skills for diverse EFL learners, language educators in this archipelago are strongly advocated to sustainably instill more engaging, meaningful, and contextual learning dynamics.

INTRODUCTION

Since there is a rapid shift in educational landscapes in this modern age, it has been high time for educationalists to hone indispensable social, affective, and cognitive skills possessed by their learners. In other words, it can plausibly be stated that these paramount 21st-century competencies will enable our learners to be more proficient, innovative, and influential future workforces. This underlying assumption is inextricably associated with the theory of 21-century teaching-learning processes postulated by Rohmah et al., (2019) stating that when modern learners have been fully armed with varied essential life as well as social skills, it can be fairly predicted that future human civilization will simultaneously undergo more significant transformation. One of the notable 21st-century skills that need to be strongly infused within learners is critical thinking. Critical thinking denotes all the holistic and proactive knowledge construction involving learners to be more analytical thinkers while pondering over varied apparent life conceptions. Hughes (2014) defines critical thinking skills as learners' evolving capabilities to formulate in-depth inquiries, invent a wide array of appropriate learning strategies, and precisely respond to the targeted learning issues. In the light of a higher degree of critical thinking skills, it is widely believed that learners will be able to fully attain more gratifying academic along with life success since they are capable of adjusting themselves to the swift transformation taking place in their existing surroundings. This conception is corroborated with the major advantageous value of

critical thinking adduced by Rincker (2015) articulating that highly critical learners are those figures potentially bringing about more positive influential impacts toward their existent living environments due to their capabilities in accurately determining efficient solutions to resolve varied laborious problems forming in their lifetime.

In the ELT realm, the continual utilization of critical thinking skills can potentially enable EFL learners to be more judicious decision-makers, effective problem-solvers, and independent academicians. Meaning to say, EFL learners having increasingly infused a higher level of critical thinking skills are more likely to be more aware of the ongoing teaching-learning dynamics they are participating resulted in more conscientious decision-making processes. This argument is congruent with another theory of critical thinking skills postulated by Alagozlu and Suzer (2010) mentioning that through a stronger establishment of critical thinking skills, EFL learners will be more successful in inventing a vast range of suitable solutions toward the learning impediments they are confronting. Warsah et al., (2021) propounded that the robust construction of critical thinking skills can allow EFL learners to be more competent problem-solvers since they have gradually inculcated a broader thinking perspective into their minds. However, it should be kept in our mind that critical thinking skills are not innate, yet they are reshaping constantly through human beings' vicinities and personal development. Put more simply, to train EFL learners to become more critical thinkers, language teachers are advocated to inculcate out-of-the-box teaching-learning enterprises supportively elevate learners' critical thinking skills development. This contention is well-calibrated with pivotal factors heavily determining the significant cultivation of critical thinking skills theory putting forward by Jannah (2021) theorizing that the prolific growth of EFL learners' critical thinking skills is cogently stipulated by educators' capabilities of juxtaposing the present learning venture with the tangible life events endured by them.

With the apparent support of more prolific critical thinking skills progression, it is also believed that EFL learners can also transfigure into more proficient target language academicians. This rewarding learning merit is fully taken since they are continually motivated to foster their target language competencies amid arduous learning impediments. This line of perspective is closely intertwined with the previous finding of EFL learners' critical thinking skills study conducted by Yang and Gamble (2013) finding out that the majority of EFL learners having been exposed to the intensive rehearsals of critical thinking outperformed other learning companions inhabiting in teacher-fronted methods. Reversely, another objection is also contributable to the evasion of critical thinking skills development in ELT enterprises. One of the probable major reasons for this is EFL teachers' lack of strategies in incorporating best-suited student-centered learning activities fully elevating their learners' critical thinking skills. Thus, it is worth suggesting for ELT experts, educationalists, and practitioners work more collaboratively in designing more appropriate curriculums, classroom learning dynamics, and assessments wholly supporting learners' critical thinking skills growth. This suggestive input is in agreement with the theory of appropriate second language learning enterprises relevant with EFL learners' critical thinking skills expansion averred by Zhang, Yuan, and He (2020) averring that it is extremely essential for worldwide ELT parties to work jointly in enacting more contextual as well as hands-on teaching-learning dynamics positively supported to amplify learners' critical thinking skills. According to Kabeel and Eisa (2016), there are 7 basic principles EFL educators to preserve at their disposal before creating more enjoyable, contextual, and student-centered language learning enterprises that highly support offer their learners' critical thinking skills proliferation. Those basic tenets are analyticity, open-mindedness, self-confidence, inquisitiveness, systematicity, truth-seeking, and maturity. In short, through all these 7 critical thinking development trajectories, EFL learners not merely transfigure become more autonomous, competent, and mature academicians but also life-long knowledge seekers highly respecting other learning counterparts possessing distinctive perspectives. In obedience with this significant learning springboard, Tanaka and Gilliland (2017)

mentioned that it is inescapable for all ELT parties to consistently incorporate more interactive and pleasurable language learning dynamics necessary to terrifically nurture EFL learners' critical thinking skills development to breed more broad-minded future academicians addressing a higher degree of reverence toward others' different views.

Following those aforesaid facts, critical thinking skills also shared some identical similarities with problem-solving skills. Both of these crucial 21st-century skills jointly forge EFL learners' reasoning, analyzing, and evaluating skills which are exceptionally essential for graduate university EFL learners who will be the targeted research participants in this small-scale qualitative study. This assumption is intimately interlinked with the mutual interplay between critical thinking and problem-solving skills asserted by Ahmet et al., (2015) reason that it is progressively important for graduate university EFL learners to continuously elevate their abilities to reason, analyze, and evaluate one particular given learning issues well to make them become more skillful academicians. Since critical thinking skills can potentially develop learners' cognitive aspects to the fullest potentials, they ought to be well-trained in managing their ongoing learning dynamics accordingly, expend more appropriate learning actions, and exhaustively reflect on their accomplished learning processes. All these triadic values are incredibly pivotal for graduate university EFL learners' academic, social, and future pathways since they are destined to be influential future academicians imparting striking noticeable transformation for their particular working places. Anchored on these lenses of arguments, Dehghani, Jafari-Sani, Pakmehr, and Malekzadeh (2011) proclaim that highly critical graduate university EFL learners are more prone to be more strongly encouraged to unearth a wider range of target language knowledge as well as improve their target language competencies into the utmost levels due to the higher degree of self-confidence they inculcated concurrently. To optimally ingrain a more robust construction of critical thinking skills within graduate university EFL learners, it is also worth advising ELT educators to rejuvenate their current roles as supportive learning facilitators, loyal learning counselors, and attentive listeners for their learners. By embodying all these 3 above-mentioned actions, learners can also transfigure into more tenacious academicians who are not easily giving up when being crammed with varied taxing learning obstacles. This lens of perspective is in tandem with the prior EFL learners' critical thinking skills development finding unveiled by Wahyudi, Rukmini, and Bharati (2019) unfolding that without the presence of robust critical thinking skills growth that should be possessed fully by learners, it is improbable to expect them to be more resilient knowledge seekers amid various adverse learning situations. In a similar vein, Tuzlukova et al., (2018) strongly advocate for EFL educationalists to sustainably cultivate their learners' critical thinking skills growth by providing more interactive, supportive, and positive language learning climates for them thoroughly. Rezaei et al., (2017) also remarked that although EFL teachers will encounter varied intricate language learning obstructions while internalizing student-centered learning approaches highly emphasizing on learners' critical thinking skills, their insistent toil will be paid off after observing a significant progression of their learners' actual cognitive, affective, and social skills development extremely beneficial for their future life encounters.

Concerning the above-explicated conceptions, it is also worth mentioning to provide brief portrayals concerning the previous studies held to profoundly investigate the significance of critical thinking skills in Indonesian EFL learning contexts. The first study was conducted by Bumela (2020) uncovering that through the capitalization of technology, modern teaching methods, and innovative educational researches, it will be probable for Indonesian ELT practitioners to strongly ground critical thinking skills within their learners. In a second study, Rohadi (2018) found that the majority of Indonesian university EFL learners having been equipped with higher-order thinking skills could be transfigured into more critical L2 readers simultaneously. Indah and Kusuma (2016) strongly advocated Indonesian EFL teachers nourish their learners' critical thinking skills development to equally foster their language proficiency.

Kusmaryani et al., (2019) unearthed that a considerable number of Indonesian university EFL learners had a higher degree of tendency to explore a wider range of target language knowledge after their critical thinking skills had been progressively enhanced. In the last study, Pratama, Sopandi, and Hidayah (2019) prompted Indonesian EFL educationalists to become more supportive learning facilitators in the presence of their diverse wide-ranging learners to successfully inculcate a higher level of critical thinking skills. Although those aforementioned studies had promoted a significant degree of benefits toward the further progression of Indonesian ELT enterprises, none of these studies had specifically designed to profoundly investigate the critical importance of critical thinking skills toward our variegated classroom learning vicinities by taking into account English Education Master Students' Perceptions. By conducting this new small-scale qualitative investigation, the potential obtained findings can potentially enable ELT parties in this archipelago to be more insightful and prudent in a proactive attempt to devise more contextual educational policies, as well as teaching-learning enterprises wholesome for the prospective proliferation of all EFL learners' target language and critical thinking skills further development. Thus, this current study was in the light of one major research problem: What is the significance of critical thinking skills in Indonesian EFL learning contexts according to English Education Master Students' perceptions?

METHOD

The researcher conducted this present qualitative study in the support of a qualitative content analysis to yield varied rejuvenated lenses of perspectives for worldwide readers. Mayring (2004) contends that the main goal of conducting a qualitative content analysis is to comprehensively address a vast array of new facts useful for the betterment of the targeted specific phenomenon being investigated. To fulfill this research objectivity, 15 English Education Master Students of Sanata Dharma University, Yogyakarta were invited. The major reason for involving these graduate university EFL learners in this current small-scale study was all participants' critical thinking skills had been well-trained during their study journey. All student-centered language learning dynamics in which they continuously engaged were a debate, analyzing the major big take-aways forming in journal articles, a small group discussion, interactive presentation, and writing scientific papers. Thus, the researcher felt certain that by investigating their perspectives on critical thinking skills, the obtained findings can potentially pave a renewable way for Indonesian ELT experts, practitioners, policy-makers, and educators with varied necessary knowledge rewarding in designing more suitable student-centered learning activities supportively sustaining EFL learners' target language along with critical thinking skills development. However, during the online data gathering processes, there were only 13 out of 15 research participants filling out the Likert-Scale questionnaire since the nature of this present small-scale qualitative study was voluntary indicating that the researcher did not coerce the targeted participants to accomplish the given online questionnaire. Further, the intended data were gathered by using 10 items of an online Likert-scale questionnaire specifically designed to further exploring English Education Master Students' Perceptions on critical thinking skills. After obtaining the data from this first research instrument, the researcher also planned to openly invite 3 randomly selected interviewees from similar populations. They would be asked to answer 5 open-ended written narrative inquiry questions concerning the significance of critical thinking skills cultivation in Indonesian EFL learning vicinities. Specifically, the 10 items of the online Likert-scale questionnaire was sent to the intended participants in the form of Google Form. While the 5 items of open-ended narrative inquiry questions were addressed through WhatsApp and all the interviewees' original names would be kept confidential due to the research ethics forming in this present study.

FINDINGS AND DISCUSSION

In this subsection, the researcher is going to specifically delineate two specific major themes derived from the findings of the Likert-Scale questionnaire namely: (1) Critical thinking skills enabled EFL learners to attain more fruitful target language learning outcomes and (2) Critical thinking skills allowed EFL learners to be more life-long knowledge seekers. To ascertain the robustness of each data explication, the researcher planned to attach some relevant interviewees' excerpts, theories, and previous findings mutually intertwined with the critical importance of internalizing critical thinking skills in Indonesian EFL learning contexts. All comprehensive delineations can be observed in the following lines.

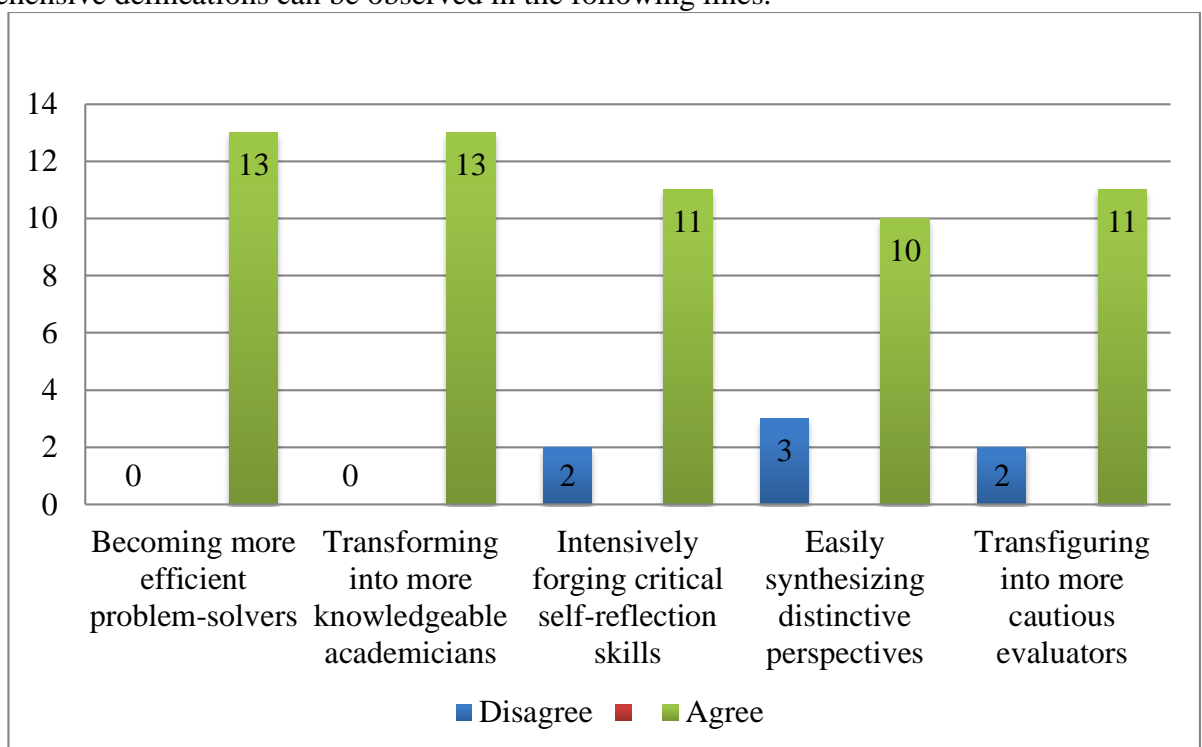


Figure 1.1: Critical Thinking Skills Enabled EFL Learners to Attain More Fruitful Language Learning Outcomes (77% Participants Agree)

Taking a closer look into the above-mentioned figure, it can be parsed that a higher degree of critical thinking skills had successfully enabled EFL learners to obtain more fruitful language learning outcomes. One of the rewarding benefits of fully promoting these gratifying target language learning outcomes is EFL learners progressively transformed into more efficient problem-solvers. This is well-evinced since all the participants assented to the first finding of this theme. It is apprehensible that highly critical EFL learners are academicians possessing a vast array of effective language learning strategies during engaging in adverse learning situations. In other words, these types of learners are strongly willing to work more persistently to deal with varied unpredictable learning obstacles to fully attain the targeted pre-determined learning goals. This perspective is inflected by the previous major finding of critical thinking study conducted by Sadeghi, Adel, Zareian, and Davoudi (2020) finding out that university EFL learners ingraining a higher level of critical thinking skills were more capable of overcoming their specific learning obstructions more efficiently. In a similar sense, Saleh (2019) strongly encouraged worldwide EFL educationalists to continuously expose their learners to tangible as well as engaging language

learning enterprises stimulating the striking enhancement of critical thinking skills. One of those worth-implementing activities is problem-based learning. In the light of robust critical thinking skills growth, EFL learners can also transfigure into more knowledgeable academicians as being delineated in the second finding. All research participants concurred with this statement since they acknowledged that through the activation of critical thinking skills, they were capable of establishing a more mutual interplay between their background and existing knowledge. By doing so, they can profoundly evaluate whether their underlying presumptions were matched with the general facts they have obtained, and more importantly becoming more astute thinkers adept in stipulating more accurate decisions toward the ongoing learning dynamics they endured. All these lenses of arguments can be customized with the significance of critical thinking skills in second language learning theory adduced by Facione (2011) theorizing that the robust inculcation of critical thinking skills could fully bridge the mutual connection between EFL learners' prior and existent understanding of the targeted subject-specific fields. As a result, they can transform into more systematic academicians possessing more effective decision-making and problem-solving skills. In a similar vein, Semerci (2016) expounded that the crucial importance of establishing a mutual interplay between previous and existing knowledge instilled by EFL learners is to enable them to critically judge whether the provided information has been matched with their underlying assumptions or not. These aforesaid depictions are also well-calibrated with the three interviewees' excerpts in these following lines.

[Interviewee 1: *Critical thinking is a way of thinking that emphasizes logic and reflective which means it focuses on what to believe and also thinks about the right solution or decision that must be made in dealing with every problem.*]

[Interviewee 2: *As students, we need to develop our critical thinking skills to understand the learning situation, identify problems, process or organize the information, and develop effective solutions.*]

[Interviewee 3: *CT itself supports us to think in more detail about the problems we are facing by looking back and using the background knowledge we already have.*]

Another decent strategy incorporated by the research participants to maximize the further development of their critical thinking and target language skills is they rigorously honed their critical self-reflection skills. 11 out of 15 participants agreed with this statement. From this standpoint, it is worth highlighting here that with the optimal presence of critical self-reflection skills, EFL learners can become more open-minded academicians infusing a higher level of inquisitiveness. This positive learning behavior took place since they will be more desirous of consolidating their existing understanding through more meaningful group discussions with other learning community members. As a corollary, it is not merely that their critical thinking skills that will be significantly enhanced but also social skills crucially indispensable for their mutual engagement in future working sites. These aforementioned views are in line with the critical self-reflection skills theory postulated by Semerci and Elaldi (2014) strongly believing that it is not merely enough for EFL learners to hone their critical thinking skills by profoundly reflecting on their reflections but also intensive discussions with other learning community members to attain more gratifying target language outcomes. Similarly, Tous, Tahriri, and Haghighi (2015) strongly prompted globalized EFL educators to enforcing a wide array of engaging language learning activities increasingly thrive their learners' critical thinking skills. One of which can be done through a debate. By intensively interacting with other learning companions, EFL learners would have wider opportunities to expand their existing understanding of the targeted learning topics and foster their social skills concurrently. These bunches of paradigms are also strongly supported by the excerpts taken from the 3 interviewees' excerpts as follows.

[Interviewee 1: *Listening to other people's opinions and giving personal opinions helps me improve my critical thinking skills. The important thing about all of this is not to quickly believe in rumours and do research first to filter all the information that comes in.*]

[Interviewee 2: *As students, we need to develop our critical thinking skills and collaborative works to understand the learning situation, identify problems, process or organize the information, and develop effective solutions. Critical thinking skills will lead us to constructing high efficacy, setting goals, practicing more to succeed in our learning.*]

[Interviewee 3: *In the discussion we can exchange ideas and get more perfect knowledge and concepts, we reflect and evaluate, and are able to think of new things as a form of applying new concepts or knowledge.*]

Concerning these above-explicated conceptions, 10 out of 15 participants accorded that a higher level of critical thinking skills progressively enabled them to easily synthesize distinctive perspectives disseminated by other learning companions. The laudable abilities to synthesize various kinds of difficult conceptions are closely intertwined with paraphrasing skills. The majority of the participants fully confessed that the continual preservation of robust critical thinking skills allowed them to easily paraphrase the targeted learning materials into simpler as well comprehensible words. By sustainably utilizing this higher-order learning strategy, it is well-phrased here that EFL learners do not potentially achieve more fruitful target language achievements but also incorporate the attained learning values in the tangible lives, which indicates that they will also gain a more satisfying life achievement in their upcoming working places. In an exhaustive investigation of EFL learners' critical thinking skills, Veliz and Campo (2018) unveiled that the decent capabilities to paraphrase, synthesize, and summarize the learning contents are of pivotal importance for EFL learners aiming to attain a higher degree of success both in their academic and life aspects. In a similar perspective, Unsar and Engin (2013) articulated that EFL learners having been fully equipped with a more robust construction of critical thinking skills were more capable of explicating a vast range of laborious conceptions by using their words, harnessing varied efficient learning strategies, and interlinking the connection between their prior and existing learning trajectories. The last and one of the most essential learning merits reaped by the participants after mutually engaging in a vast range of activities strongly supported their critical thinking skills is they have successfully transfigured into more conscientious learning evaluators. 11 out of 15 participants showed their agreement with this statement. Becoming more cautious evaluators refers to EFL learners' potent learning endeavor to consistently renew their existing understanding by pondering more exhaustively over the attained learning achievements, outcomes, skills, and knowledge for the striking advancement of future learning enterprises. By relinquishing this positive learning behavior, EFL learners can become more autonomous, mature, strategic, and competent target language academicians since they have unearthed the best learning venture most suit their specific learning needs. These arguments are in harmony with the prior finding of critical thinking skills study run by Warsah, Morganna, and Uyun (2021) unveiling that the majority of university EFL learners whose critical thinking skills had been elevated were more liable to exhaustively reflect on their accomplished target language learning processes as well as materials to rejuvenate their knowledge or skills into more advanced development. In the same vein, Akin et al., (2015) postulated that in the light of a stronger construction of critical thinking skills development, EFL learners would be more capable of tackling various taxing learning impediments by critically reflect on their background and learning enterprises. As a corollary, these highly critical learners can transfigure into more independent, strategic, and broad-minded future academicians.

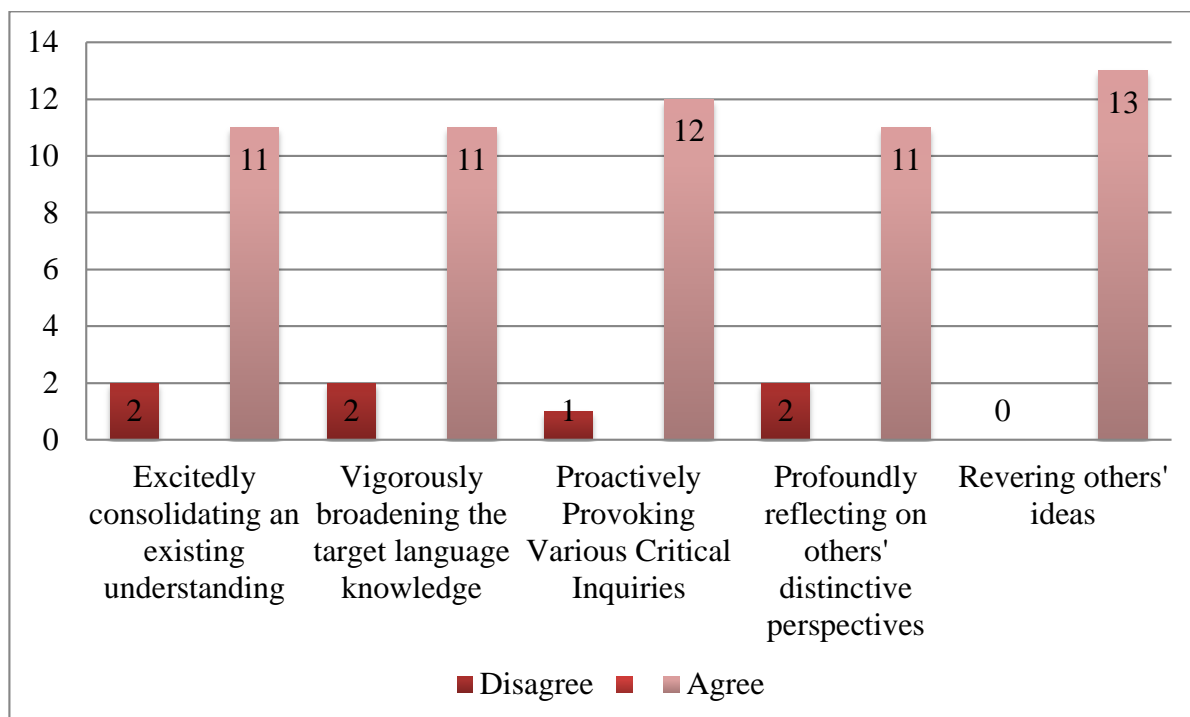


Figure 1.2: Critical Thinking Skills Allowed EFL Learners to be More Life-Long Knowledge Seekers (77% Participants Agree)

Concerning the second theme, it is worth underscoring that the stronger establishment of critical thinking skills can also transform EFL learners into more life-long knowledge seekers. One of the notable characteristic differentiating highly critical and passive EFL learners are the longevity of discovering a wider array of knowledge during their lifetime. 11 out of 15 participants consented with the first finding forming in this theme. These participants repudiated that support language learning circumstances continuously stimulating their critical thinking skills is of critical importance since they are always encouraged to widen their existent perspective through more mutual sharing with trusted learning counterparts and enrich others' understanding concurrently. It should be noted that effective learning does not occur isolatedly but collaboratively in which all learning community members' critical thinking, as well as target language skills, are fostered more gigantically. These above-explained conceptions shared an identical common ground with the previous critical thinking finding unfolded by Anderson and Reid (2011) uncovering that most university EFL learners having been exposed to collaborative critical thinking skills learning activities were more prone to expand their existing understanding of the targeted subject-specific matters resulted in more satisfying academic achievements. Wass, Harland, and Mercer (2011) also strongly supported all EFL educators to promote more supportive language learning circumstances in which EFL learners can terrifically nurture each other's critical thinking skills as well as existing knowledge by continually engaging in more collaborative networking and sharing. The three interviewees' excerpts simultaneously supported all these previous contentions as can be observed as follows.

[Interviewee 1: *The activity in the class such as group discussion and group presentation gain us to be more active in class and helps me to scrutinize my critical thinking skills.*]

[Interviewee 2: *The guidance and attention from lecturers may be very meaningful and helpful for us, in particular for me to develop my critical thinking skills. Lecturers' motivation, experiences,*

actions, and responses regarding the problems that they have encountered may be a great example for me to find effective solutions and deal with problems.]

[Interviewee 3: Yes of course. The lecturers always encourage students to think critically. They always invite us to discuss and assign tasks that require us to think critically.]

As noted beforehand, it is also worth mentioning here that the robust construction of critical thinking skills can also potentially improve the target language knowledge. 11 out of 15 participants agreed with this statement. This positive impact happened since the majority of participants are longing to proactively explore a wider range of learning materials correspondingly correlated with their subject-specific matters. By constantly realizing this positive learning behavior, EFL learners have gradually transfigured into more life-long target language academicians vigorously desirous of rejuvenating their target language knowledge as well as skills resulted in the full attainment of satisfying academic achievements. These contentions are jointly interlinked with specific critical thinking finding unfolded by Zahrani and Elyas (2017) strongly advocated EFL learners to be more proactive knowledge seekers highly desirous of researching other learning materials closely interlinked with their subject-specific fields unless their entire language learning venture will be meaningless. Enciso et al., (2017) advised university EFL learners to be more active in selecting a wide variety of language learning materials independently to progressively transfigure into more analytical thinkers, judicious decision-makers, and effective problem-solvers. The following three interviewees' excerpts also echoed similar conceptions.

[Interviewee 1: The way I improve my critical thinking skills is through reading a lot of learning resources not only from books but also through various journal articles and videos.]

[Interviewee 2: The significance of critical thinking skills is very helpful for our study success. These skills encourage me to think about several steps in overcoming challenges and setbacks in the learning processes.]

[Interviewee 3: After reading various journals we are asked to compare similarities, contrast differences, look for keywords or main ideas from each reading, and write down critical questions.]

Furthermore, the proliferation of critical thinking skills is not happening by chance since EFL learners are commissioned to formulate various critical questions at the onset, middle, and ultimate language learning enterprises. In the light of this basic strategy, EFL learners will be able to increasingly transfigure into more proficient target language academicians implanting more transformative knowledge construction since they are consistently determining to conduct more critical self-reflections by collating the current thought with the variegated paradigms proffered by other learning companions to holistically advance their target language knowledge as well as skills development. These arrays of arguments are compatible with the theory of critical thinking skills propounded by Ghanizadeh (2016) adducing that it is of indispensably essential for second language teachers to sustainably reinforce their learners' critical thinking skills to help them become more transformative future academicians inculcating a higher degree of reflective thought in their mind. Along the same line, Henderson-Hurley and Hurley (2013) averred that through more in-depth critical reflections and inquiries, EFL learners would be more critical, autonomous, and broad-minded academicians since they were able to correlate their understanding with varied information imparted by other learning companions to fully construct renewable knowledge. The excerpts obtained from the three interviewees are also resonated well with the above-delineated notions.

[Interviewee 1: *For me personally, critical thinking requires a reflective attitude in filtering or examining every source that comes.*]

[Interviewee 2: *I need to understand the ways to achieve the goals and figure out the best solutions. In addition, I need to explore more all options and think outside of the box before we infer the last result.*]

[Interviewee 3: *CT that we have encourages us to think critically through a series of stages of thinking such as; analysis, conceptualization, application, synthesis, evaluation, self-control that lead us to open-mindedness.*]

By inculcating more listening-ear in the presence of ethnically diverse learning communities, EFL learners can also become more life-long knowledge discoverers since they hold a more cogent belief that holistic and truly language learning enterprises can only be taken place when they are strongly motivated to attentively listen to distinctive array of ideas shared by other learning community members. Specifically, 11 out of 15 participants assented with this statement. By having plentitude of learning conceptions in their mindset, EFL learners will be more capable of transfiguring into more resilient academicians who do not automatically surrender to the arduous learning hindrances they are confronting. In reverse, they will fully embrace those taxing challenges to become more competent academicians ingraining more robust critical thinking skills development. Taking these above-explained paradigms into our account, Dwee et al., (2016) avowed that one of the paramount factors determining the robust establishment of EFL learners' critical thinking skills was the readiness to acquire varied unique perspectives proffered by other learning community members to significantly rejuvenate their specific understanding of the targeted subjects rewarding for them to confidently confront with more advanced target language learning enterprises. In another in-depth investigation of critical thinking skills significance in second language learning venture, Erikson and Erikson (2019) unearthed that a group of university EFL learners having been supplied with a higher level of critical thinking skills would have more tendency to be more life-long knowledge seekers and more competent target language academicians since they were strongly willing to listen to a vast array of distinctive perspectives shared by other learning companions. In consonance with this fourth finding, all participants also concurred that it is of indispensably pivotal for life-long knowledge seekers, broad-minded academicians, and critical thinkers to cast a higher level of reverence toward other unique perspectives spread by other learning counterparts. Thus, it is of utmost importance for EFL educationalists to continually invest more engaging, fascinating, and energizing student-centered learning activities wherein all EFL learners are jointly urged to exhibit more solid mutual networking with other learning companions as well as proactively contribute their ideas, hard-work, and learning endeavor to altogether achieve similar fruitful learning objectives. These aforementioned conceptions are tailored with the previous critical thinking skills finding unveiled by Tuzlukova et al., (2018) strongly advising globalized EFL educators to bring about more contextual as well as interactive language learning activities where all learners can elevate their critical thinking skills through collaborative networking and mutual sharing. In the same line of argument, Toshpulatova and Kinjemuratova (2020) remarked that it is critically important for EFL educationalists to successfully incorporate more captivating student-centered activities in which all learners' critical thinking skills as well as proactive learning behavior are improved. Hence, to maximize the utmost development of EFL learners' critical thinking skills, language teachers should work hand-in-hand with learners to infuse more supportive language learning environments holistically.

CONCLUSION

To recapitulate, it was predominately unpacked that the majority of English Education Master Students have successfully elevated their critical thinking skills into the fullest potentials since they are willing to continually embrace varied laborious learning obstacles, discover a wider range of relevant materials, and mutually collaborate with other learning community members to better consolidate their existing understanding of the targeted specific-subjects. However, it is also worth suggesting for EFL educators to promoting more supportive language learning vicinities in which all learners' critical thinking as well as target language competencies will be more prosperous in terms of development, utilities, and implications in the light of real-time life contexts. Regardless the obtained findings rewarding for the future advancement of ELT enterprises in this archipelago, some particular shortages were forming in this small-scale qualitative study that should be critically considered by the future researchers attempting to conduct an identical investigation in a similar area. First, since this present qualitative study merely heed its profound attention in delving the significance of critical thinking skills in Indonesia ELT enterprises based on English Education Master Students' perceptions, it is worth suggesting for future researchers to replicate this current study to more exhaustively probe various higher-order thinking skills positively influenced the meaningfulness of second language learning enterprises such as paraphrasing skills, creativity, and analytical skills. By doing so, the future researchers can give a new enlightenment for Indonesian ELT parties concerning the accurate implementations of higher-order thinking components in the presence of diverse wide-ranging classroom learning environments. The second drawback is mutually interlinked with the number of research participants voluntarily invited to take part in this study. Since the researcher only involved a minimum number of research participants enrolling in a similar university as well as department, it is worth of attention for future researchers to channel more energy to conduct more longitudinal critical thinking skills investigation and openly invite a considerable number of graduate EFL learners enrolling in distinctive universities to proffer more generalizable, robust, and reliable research results meritorious for the betterment of ELT enterprises surrounding our archipelago.

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