

# Critical Thinking on Developing Creative Instruction: The Practice of Teaching English in Indonesia

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## ABSTRACT

The purpose of the research is to describe how an English teacher develops creative instruction through critical thinking in practice teaching-learning in Indonesian English Language Teaching. This research focuses on critical reflection on developing the concept of innovative education in the preparation of teaching-learning in Indonesian English Language Teaching. Therefore, developing creative instruction demands English teachers to improve their critical thinking in practice teaching-learning in Indonesian English Language Teaching. Based on the background of research, two purposes of research are: one is to describe how English teacher develops creative instruction through critical thinking in the practice of teaching-learning in Indonesian English Language Teaching, and two is to explain how English teacher implements innovative education through critical thinking in the preparation of teaching-learning in Indonesian English Language Teaching. The method of research is qualitative, and design is explanatory. It is in line with the research problem and the purposes of the investigation. Observation sheets and field notes used to find out the data. The subjects are English teachers who were joining the in-service training program in one of Universities at Surabaya 2019. The research results showed that implementing creative instruction through critical thinking can improve teaching-learning in Indonesian English Language Teaching. So, it is approved that English teachers play an important role in developing critical thinking on creative instruction in the practice of teaching-learning in Indonesian English Language Teaching. Therefore, English teaching plays an important role in improving crucial thinking on innovative education in the preparation of teaching-learning in Indonesian English Language Teaching.

**Keywords:** *Critical thinking, Creative instruction, English teacher roles, Indonesian-English Language Teaching*

## 1. INTRODUCTION

English Language Teaching (ELT) consists of three levels of activity. The activities are preparation, implementation, and evaluation. In development, English teachers have to have the ability to develop a lesson plan. The lesson plan consists of some elements having relations with each other. The details are the theory of language, philosophy of learning, learning objectives, types of activity, teacher roles, learner roles, and learning materials roles. Based on the lesson plan, teachers implement some events in the teaching-learning process. To be skillful in teaching-learning activities, English teachers need to have comprehensive practices and experiences. In evaluation, English teachers have to have feedback to improve their skills in teaching. The feedback comes from their learners and peers' teachers.

Teachers play important roles in English language teaching. To develop an appropriate lesson plan, English teachers must have a comprehensive understanding of the concepts of instruction. It is supported by Pantic and Wubbel [9], Kennedy [7], and Desimone, Garet, Michel [3]. The instruction ideas cover the theory of language, theory of learning, learning objectives, types of activity, teacher roles, learner roles, and learning materials roles. Based on a comprehensive understanding of instruction concepts, English teachers can improve the concepts of critical thinking by developing creative instruction. To improve the concepts of critical reflection on developing innovative education, English teachers must have the ability to explore each of the ideas of instruction. So to implement crucial thinking on developing creative guidance in the practice of teaching-learning in Indonesian English Language Teaching, English

teachers have to have four steps to be: one is to create the concept of instruction in the preparation of teaching-learning in Indonesian English Language Teaching, two is to implement the idea of education in the practice of teaching-learning in Indonesian English Language Teaching, three is to develop the concept of creative instruction in the preparation of teaching-learning in Indonesian English Language Teaching, four is to implement the idea of innovative education in the practice of teaching-learning in Indonesian English Language Teaching.

### **1.1 Theoretical Framework**

Donald Freeman takes a very different perspective on the complexity of educational change, turning to look at teacher thinking, learning, and identity in transition. His focus is on the critical importance of how the process of change is framed, which, he argues, is central from both the standpoints of designing and implementing educational change projects and researching them. From this perspective, he examines three interrelated constructs: teacher thinking, professional learning, and professional identity, showing how these constructs contribute to and are constrained in the educational change process [1] [4] [8].

The interrelated construct number one is teacher thinking. It refers to the theory of learning; one method of learning is communicative language teaching. It states that activities of education involve real communication, carrying out meaningful tasks, and using language, which is significant for the learner to promote learning. Based on this theory, learning or study is equal to some activities. Two main events are involving real communication and carrying out meaningful tasks. In learning English, the learner has to learn and practice two main activities involving real connection and carrying out useful tasks. The goal is that learners have to have the ability to make involving real communication and carrying out meaningful tasks.

The interrelated construct number two is professional learning. It refers to learners' roles in learning English. Learner roles in learning English are stated in communicative language teaching. The learner is a negotiator and inter-actor, giving as well as taking. In learning English, the learner has two main roles: negotiator and inter-actor. Learners play important roles to have practice as negotiator and inter-actor. Learners are supposed to have more training as negotiators and inter-actors. More methods are more opportunities for learners to be skillful as negotiators and inter-actors. The goal is that learners play two important roles to have experienced as negotiators and inter-actors.

The interrelated construct number three is professional identity. It refers to the theory of language in communicative language teaching. It states that

writing is a system for the expression of meaning; the primary function is interaction and communication. Based on this theory, in learning English, the learner thinks that two fundamental features of the language are interaction and communication. In learning English, the learner has to learn and practice two primary functions of language, cooperation, and communication. The goal is that learners have to have the ability to interact and communicate.

## **2. METHODS**

This research implemented qualitative-method, used observation sheets and field notes to find out the data. This method is in line with the research problem and also research questions. Design of research is explanatory. Through explanatory as the design of research, implementing creative instruction through critical thinking can improve teaching-learning in Indonesian English Language Teaching is going to be described comprehensively and chronologically.

## **3. RESULTS AND DISCUSSIONS**

This part explains the result and discussion of research with the title Critical Thinking on Developing Creative Instruction in the Practice of Teaching Learning in Indonesian English Language Teaching. Results and analysis are combined to become a comprehensive explanation. Based on the purpose of research, two objects are explained chronologically: one is the result of how English teachers develop creative instruction through their critical thinking in the practice of teaching-learning in Indonesian English Language Teaching, and two is the result of how English teachers implement creative direction through their critical thinking in the preparation of teaching-learning in Indonesian English Language Teaching.

### **3.1. Developing Creative Instruction**

Results of how English teachers develop creative instruction through their critical thinking in teaching-learning in Indonesian English Language Teaching.

To develop creative instruction through critical thinking, English teachers must have the ability to analyze four main elements in the lesson plan. The main features are the theory of language, the method of learning, the syllabus of education, and learning materials. Those elements are going to be explained chronologically.

The results show that there are three groups of English teachers to develop a lesson plan. They are good at developing lesson plans, average, and less. It is started with their understanding of the theory of language and learning, syllabus of education, and learning materials.

To develop a good lesson plan, English teachers must have a comprehensive understanding of the theory of language and learning, syllabus of learning, and learning materials. Research findings show that the knowledge of English teachers relates to the method of communication and education. Programs of learning and learning materials can be classified to become three groups. They are good understanding, average, and less. Based on research findings, it is going to be discussed in chronological order.

Referring to the theory of language, the English teacher has to have the ability to develop a lesson plan which covers two primary functions of language: interaction and communication. Developing the concept of critical thinking on creative instruction in the practice of teaching-learning in Indonesian English Language Teaching, it delivers significant contributions for English teachers to become professional teachers having the ability to transform the theory of language in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction it makes English teachers can transform the theory of language in developing and implementing the original lesson plan in class. So the English teacher has to have the ability to change this theory of communication to become two primary functions of language on the teaching-learning process in the classroom by implementing the creative lesson plan.

Based on the theory of learning, a lesson plan must have been developed by the English teachers to cover activities involving real communication, carrying out meaningful tasks, and using language, which is significant for the learner to promote learning. Developing the concept of critical thinking on creative instruction in the practice of teaching-learning in Indonesian English Language Teaching, it delivers significant contributions for English teachers to become professional teachers having the ability to transform the theory of learning in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction it makes English teachers can transform the theory of learning in developing and implementing the original lesson plan in class. So the English teacher has to have the ability to change this theory of learning to become two main activities of the teaching-learning process in the classroom by implementing the creative lesson plan.

The syllabus of learning is stated in communicative language teaching. It will include some/all of the following: structures, functions, notions, themes, and tasks. Ordering will be guided by learner's needs. The syllabus consists of five items: fabrics, service, ideas,

issues, and responsibilities. In learning English, the learner needs to play an important role in choosing those items. Learners have to make items selective. The goal is learner needs, and things in the syllabus are in line.

Refers to the syllabus of teaching and learning; the English teacher has to have the ability to develop a lesson plan which covers five items: structures, function, notions, themes, and tasks. Developing the concept of critical thinking on creative instruction in practice teaching-learning in Indonesian English Language Teaching, it delivers significant contributions for English teachers to become professional teachers having the ability to transform the syllabus of teaching and learning in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction, it makes English teachers can transform the syllabus of teaching and learn in developing and implementing the innovative lesson plan in class. So the English teacher has to have the ability to change the program of education and learning to become five items of the teaching-learning process in the classroom by implementing the creative lesson plan.

The roles of materials are stated in communicative language teaching. Primary functions are in promoting communicative language use, task-based materials, and authenticity. In learning English, learning materials play an important role in the purpose of learning. Learning materials have three main criteria: to promote communicative language use, task-based content, and authenticity. The goal is to deliver a significant contribution to the purpose of learning English.

Referring to the role of materials in learning, English teachers can develop a lesson plan which covers three primary parts of articles that promote communicative language use, task-based materials, and authenticity. Developing the concept of critical thinking on innovative instruction in the practice of teaching-learning in Indonesian English Language Teaching, it delivers significant contributions for English teachers to become professional teachers having the ability to transform three roles of materials of learning in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction makes English teachers have the ability to transform three roles of learning materials in developing and implementing innovative lesson plans in class. So English teachers have to have the ability to convert three characters of materials of learning to become three main criteria of elements of the teaching-learning process in the classroom by implementing creative lesson plans.

### **3.2 Implementing Creative Instruction**

Results and discussion of how English teachers implement creative instruction through critical thinking in practice teaching-learning in Indonesian English Language Teaching.

To implement creative instruction through their critical thinking, English teachers have to have the ability to transform three main activities in practice: teaching and learning. Three events will be converted to be the objective of education, activities, types of knowledge, and teacher roles. Those activities are going to be explained chronologically.

The results show that there are three groups of English teachers to implement creative instruction through critical thinking in the practice of teaching-learning Indonesian English Language Teaching. They are a good implementation of the innovative directive, average, and less. It is started with their ability to transform the objective of learning, activities, types of education, and teacher roles. To implement a good lesson plan, English teachers have to have an appropriate practice of teaching-learning Indonesian English Language Teaching, specifically the ability of English teachers to transform the objective of learning, activities, types of education, and teacher roles. Research findings show that having skill in the practice of teaching-learning Indonesian English Language Teaching relates to the ability of English teachers to transform the objective of learning, activities, types of education, and teacher roles that can be classified to become three groups. They are skillful in the practice of teaching-learning Indonesian English Language Teaching, average, and less. Based on research findings, it is going to be discussed in chronological order.

The objectives of learning are stated in communicative language teaching. They will reflect the needs of the learners; and will include functional skills as well as linguistic goals. Based on the objective of learning, the learner is the center or core of learning purposes. The main purpose of learning English is to facilitate the needs of the learners. To reach the main purpose of learning English, the learner must learn and practice functional skills and linguistic objectives. The goal is that learners have to have the ability to make technical skills and linguistic objectives.

Referring to the objective of learning, the English teacher has to have the ability to develop a lesson plan which covers reflection of the needs of the learners; and includes functional skills as well as linguistic objectives. Developing the concept of creative instruction in teaching-learning in Indonesian English Language Teaching, it delivers significant contributions for English teachers to become professional teachers. They can transform the learning objectives in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction it makes English teachers can transform the objective of learning in developing and implementing the innovative lesson plan in class. So the English teacher has to have the ability to change the goal of learning to become the main purpose of the teaching-learning process in the classroom by implementing the creative lesson plan.

Referring to the activity of learning, English teachers have to have the ability to develop a lesson plan which covers the engagement of learners in communication, involving processes such as information sharing, negotiation of meaning, and interaction. Developing the concept of creative instruction in the practice of teaching-learning in Indonesian English Language Teaching, it delivers significant contributions for English teachers to become professional teachers having the ability to transform the activity of learning in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction it makes English teachers can transform the activity types of learning in developing and implementing the innovative lesson plan in class. So the English teacher has to have the ability to change the activity types of learning to become three main activity types of the teaching-learning process in the classroom by implementing the creative lesson plan.

Referring to the learner roles of learning, the English teacher has to have the ability to develop a lesson plan which covers two main learner roles as negotiator and inter-actor, giving as well as taking. Developing the concept of creative instruction in practice teaching-learning in Indonesian ELT, it delivers significant contribution for English teachers to become professional teachers having the ability to transform two main learner roles of learning in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of creative instruction it makes English teachers can transform two main learner roles of learning in developing and implementing an innovative lesson plan in class. So English teachers have to have the ability to convert two main learner roles of learning to become two main learner characters of the teaching-learning process in the classroom through implementing a creative lesson plan.

Referring to the teacher roles of the teacher, the teacher has to have the ability to develop a lesson plan which covers five teacher roles: facilitator of the communication process, participants' tasks and texts, needs analyst, counselor, and process manager. Developing the concept of creative instruction in practice teaching-learning in Indonesian English Language Teaching, it delivers significant contributions

for English teachers to become professional teachers having the ability to transform the five teacher roles of teaching in developing and implementing the concept of creative instruction.

Having the ability to develop and implement the concept of innovative instruction, it makes English teachers can transform five teaching roles of teachers in developing and implementing creative lesson plans in class. So English teachers have to have the ability to change five teacher roles of education to become five main teacher characters of the teaching-learning process in the classroom by implementing creative lesson plans.

#### **4. CONCLUSION**

Based on the discussion, two main items can be concluded. They are the descriptions of how English teachers develop creative instruction through critical thinking and how English teachers implement innovative instruction through critical thinking in practice teaching-learning Indonesian English Language Teaching. Refer to the conclusion, suggestions can be delivered for further researcher. English teachers have to increase practicing to develop creative instruction through integrating sciences and technologies, such as in developing and implementing learning media, materials, and assessments. Finally, to create and implement creative education through critical thinking, English teachers develop an appropriate lesson plan in chronological steps and practice activities of teaching in sequential instruction.

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