

**CRITICAL AND CREATIVE THINKING STIMULATION IN ENGLISH  
TEACHING LEARNING PROCESS OF VOCATIONAL HIGH SCHOOL**



*Mencerdaskan dan  
Memantabatkan Bangsa*

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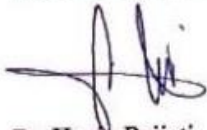
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## ABSTRAK

**Fauzan Mubarak Ervan. 2023.** *Stimulasi Berpikir Kritis dan Kreatif dalam Proses Belajar Mengajar Bahasa Inggris di Sekolah Menengah Kejuruan.* Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Kemajuan pesat dalam hal pembelian dan peningkatan fasilitas, kualitas guru, dan reformasi kurikulum telah dilakukan oleh sekolah menengah kejuruan melalui penyesuaian dalam upaya untuk berkembang. Berbagai jurusan yang diajarkan di sekolah menengah kejuruan, seperti teknologi dan rekayasa, teknologi informasi dan komunikasi, akuntansi, pemasaran, dan administrasi perkantoran, akan meningkatkan peluang siswa untuk berpikir kritis dan kreatif. Berpikir kritis dan kreatif dianggap penting untuk mempersiapkan siswa dalam menghadapi tantangan dunia modern. Di sisi lain, ada hanya sedikit penelitian mengenai stimulasi berpikir kritis dan kreatif dalam proses belajar mengajar bahasa Inggris khususnya di sekolah menengah kejuruan. Tujuan dari penelitian ini adalah untuk mengidentifikasi kemampuan berpikir kritis dan kreatif yang distimulasi dalam proses belajar mengajar bahasa Inggris di sekolah menengah kejuruan. Dengan menggunakan pendekatan kualitatif deskriptif, data dianalisis dengan menggunakan kerangka kerja keterampilan berpikir kritis oleh Facione (2015) dan keterampilan berpikir kreatif oleh Munandar (2012). Peneliti menggunakan observasi dengan mendapatkan lima rekaman video proses belajar mengajar bahasa Inggris dari SMKN 22 Jakarta, SMKN 48 Jakarta, dan SMKN 26 Jakarta. Berdasarkan hasil penelitian, terdapat 53 keterampilan berpikir kritis yang terindikasi dari lima rekaman video tersebut dengan Self-regulation sebagai indikator yang paling banyak terindikasi, disusul oleh Self-regulation di urutan kedua, indikator Inference di urutan ketiga, dan indikator Analysis sebagai indikator yang paling sedikit terindikasi. Sedangkan pada keterampilan berpikir kreatif, ditemukan 7 keterampilan berpikir kreatif yang terindikasi dari lima rekaman video dengan Fluency dan Elaboration sebagai keterampilan yang paling banyak muncul, dan Originality sebagai indikator yang paling sedikit muncul.

**Kata Kunci:** *Stimulasi Berpikir Kritis dan Kreatif, Proses Belajar Mengajar Bahasa Inggris, Sekolah Menengah Kejuruan, Kerangka Facione, Keraangka Munandar*



## ABSTRACT

**Fauzan Mubarak Ervan. 2023.** *Critical and Creative Thinking Stimulation in English Teaching Learning Process of Vocational High School.* A Skripsi. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

The rapid progress in terms of facility purchases and improvement, teacher quality, and curriculum reform have been undergone by secondary vocational schools through adjustments in an attempt to develop. Various majors taught in vocational high schools, such as technology and engineering, information and communication technologies, accounting, marketing, and office administration, will increase students' chances of thinking critically and creatively. It is acknowledged that critical and creative thinking are considered important preparing students for challenges of the modern world. On the other side, there have been a few studies about critical and creative thinking stimulation in English teaching learning process specifically in vocational high school. The purpose of this study aimed to identify the critical and creative thinking skills that are stimulated in English teaching learning process in vocational high school. As in utilizing descriptive qualitative approach, the data is analyzed using the framework of critical thinking skills by Facione (2015) and creative thinking skills by Munandar (2012). The researcher used an observation by obtaining five video recordings of English teaching learning process from SMKN 22 Jakarta, SMKN 48 Jakarta, and SMKN 26 Jakarta. The results appeared that there are 53 of critical thinking skills indicated from five video recordings with Self-regulation as the highest number of indications following the Self-regulation as the second, Inference indicator as the third, and Analysis as the least indicator appeared. While in creative thinking skills, it revealed 7 of creative thinking skills indicated from five video recordings with Fluency and Elaboration as the most appeared skills, and Originality as the least indicator appeared.

**Keywords:** *Critical and Creative Thinking Stimulation, English Teaching Learning Process, Vocational High School, Facione's Framework, Munandar's Framework*

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The researcher is aware that this skripsi is far from ideal, but he still hopes that readers will find it useful. Because of this, criticism and helpful feedback are encouraged.

Jakarta, 27 July 2023

Fauzan Mubarak Ervan



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