

**EFL Students' Perceptions on the Use of Visual Thinking Strategies in
Enhancing Their Critical Thinking: A Tertiary-Level Case Study**

**Submitted to fulfill part of the requirements for obtaining a Bachelor's degree (S1) in
English Language Education**



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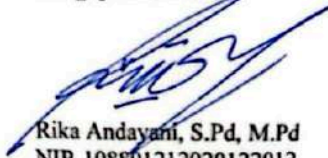
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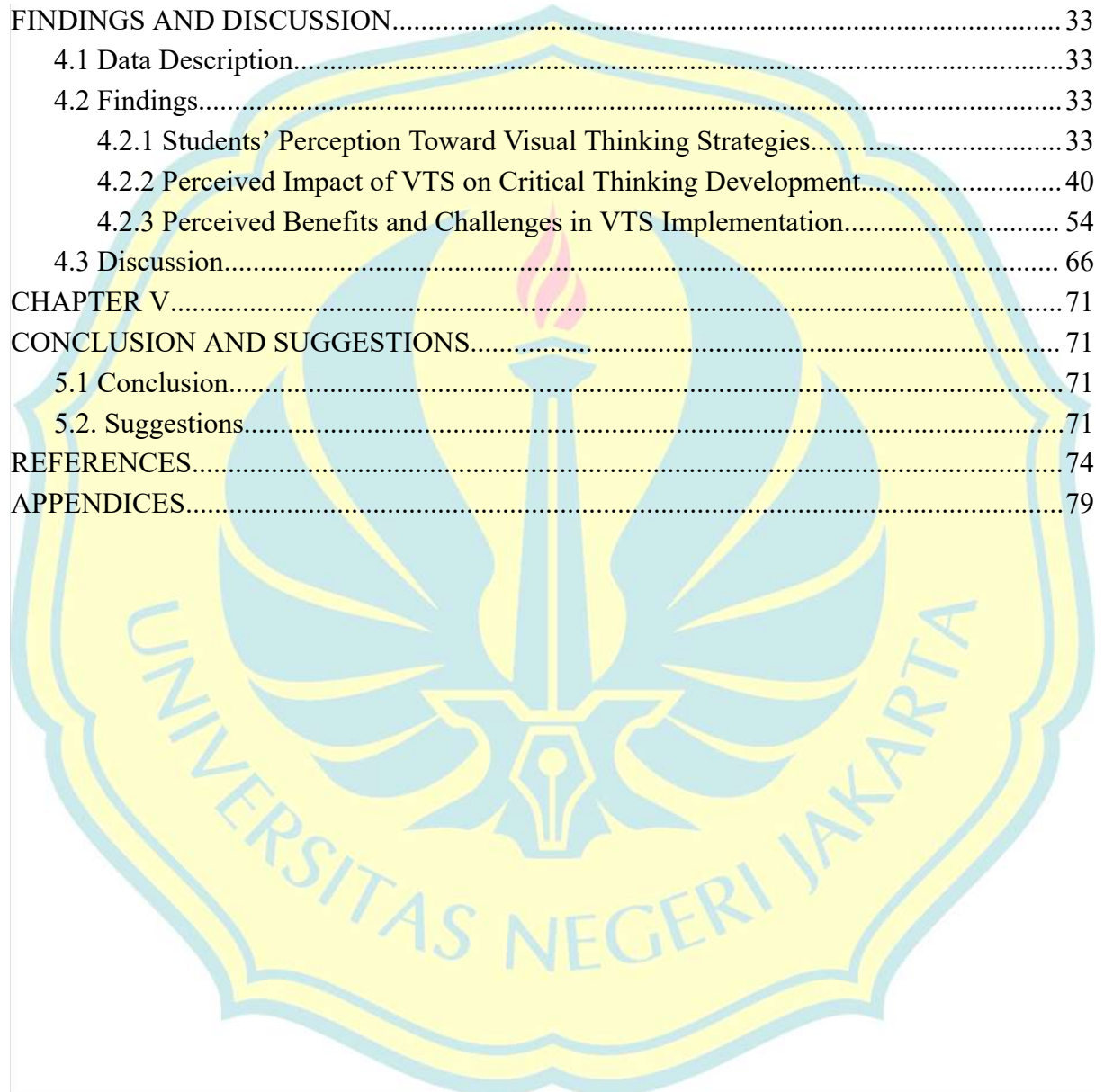
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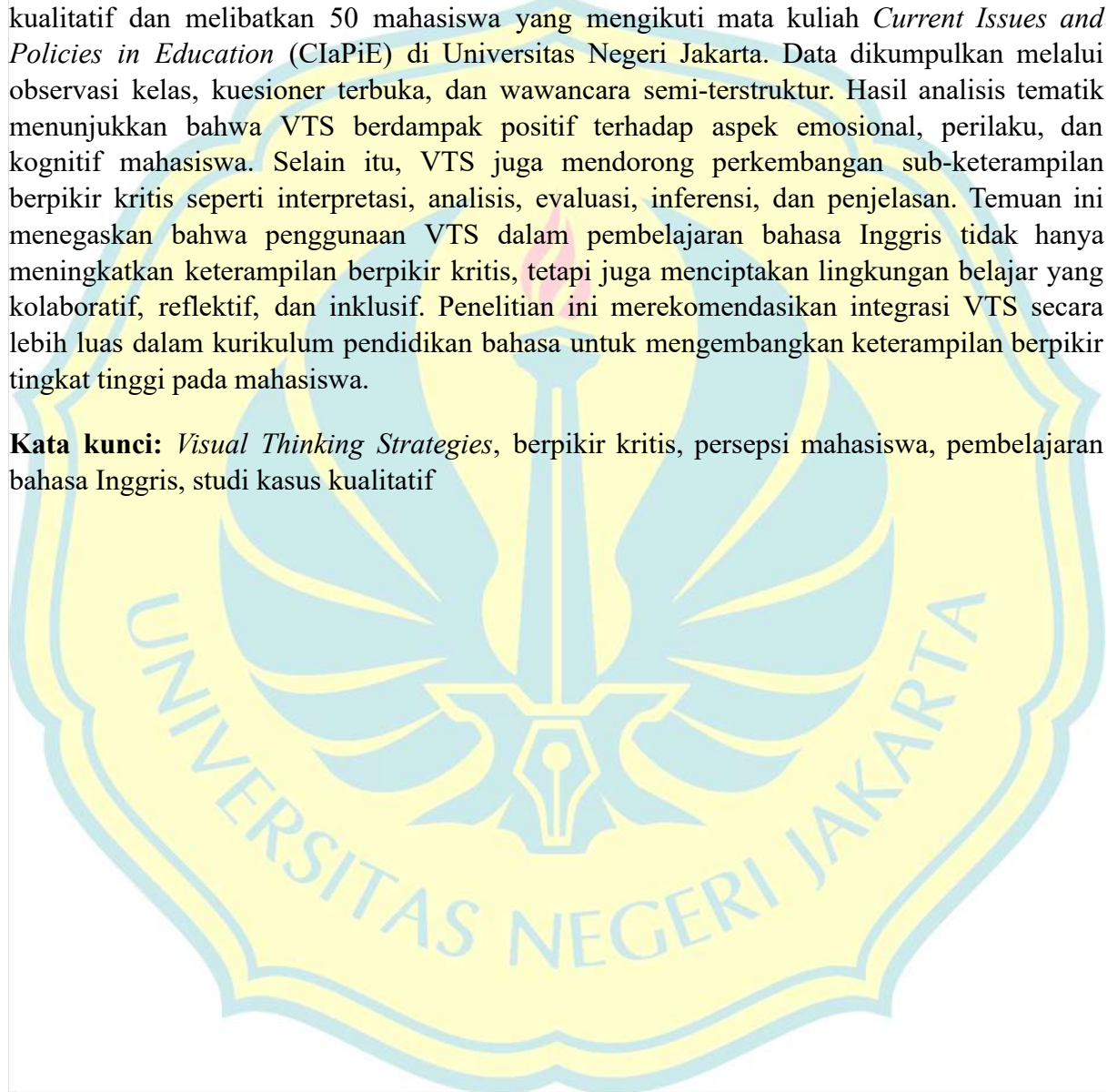
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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Pendidikan Bahasa Inggris terhadap penggunaan *Visual Thinking Strategies* (VTS) dalam meningkatkan keterampilan berpikir kritis. Dalam konteks pembelajaran bahasa Inggris di tingkat perguruan tinggi, kemampuan berpikir kritis menjadi sangat penting untuk menunjang pemahaman mendalam dan kemampuan komunikasi akademik. Penelitian ini menggunakan desain studi kasus kualitatif dan melibatkan 50 mahasiswa yang mengikuti mata kuliah *Current Issues and Policies in Education* (CIaPiE) di Universitas Negeri Jakarta. Data dikumpulkan melalui observasi kelas, kuesioner terbuka, dan wawancara semi-terstruktur. Hasil analisis tematik menunjukkan bahwa VTS berdampak positif terhadap aspek emosional, perilaku, dan kognitif mahasiswa. Selain itu, VTS juga mendorong perkembangan sub-keterampilan berpikir kritis seperti interpretasi, analisis, evaluasi, inferensi, dan penjelasan. Temuan ini menegaskan bahwa penggunaan VTS dalam pembelajaran bahasa Inggris tidak hanya meningkatkan keterampilan berpikir kritis, tetapi juga menciptakan lingkungan belajar yang kolaboratif, reflektif, dan inklusif. Penelitian ini merekomendasikan integrasi VTS secara lebih luas dalam kurikulum pendidikan bahasa untuk mengembangkan keterampilan berpikir tingkat tinggi pada mahasiswa.

Kata kunci: *Visual Thinking Strategies*, berpikir kritis, persepsi mahasiswa, pembelajaran bahasa Inggris, studi kasus kualitatif



ABSTRACT

This study aims to explore English Education students' perceptions of using Visual Thinking Strategies (VTS) to enhance their critical thinking skills. In the context of tertiary English language learning, critical thinking is vital for deep comprehension and academic communication. Employing a qualitative case study design, the study involved 50 students enrolled in the Current Issues and Policies in Education (CIaPiE) course at Universitas Negeri Jakarta. Data were gathered through classroom observations, open-ended questionnaires, and semi-structured interviews. Thematic analysis revealed that VTS positively influenced students' emotional, behavioral, and cognitive engagement. Moreover, it fostered the development of critical thinking sub-skills such as interpretation, analysis, evaluation, inference, and explanation. The findings suggest that integrating VTS in English language instruction not only enhances critical thinking but also promotes a collaborative, reflective, and inclusive learning environment. This research recommends wider implementation of VTS in language education curricula to cultivate higher-order thinking skills among university students.

Keywords: Visual Thinking Strategies, critical thinking, student perception, English language learning, qualitative case study

