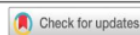# How Thinking Routines Enhance Critical Thinking of Elementary Students

Maria Rejeki Manurung[1*], Siti Masitoh[2], Fajar Arianto[3]
[1,2,3] Universitas Negeri Surabaya, Surabaya, Indonesia

ABSTRACT

Learning English as a foreign language within a primary school in Indonesia tends to be teacher-centered and focuses on the single correct answer. The demands of tests and covering textbook materials for tests prevent students from becoming active thinkers. Specific strategies have been proposed to promote critical thinking skills. Previous studies focused on applying thinking routines either in early childhood or higher education. This study examines the effect of thinking routines on sixth-grade elementary school students' critical thinking ability within an English lesson. The quasi-experimental research was conducted with 64 students divided into a control group (N=32) and an experimental group (N=32) at two different schools. This research was conducted online due to the COVID-19 pandemic. The data is analyzed statistically using the Mann-Whitney U Test. Critical thinking ability tests and observation sheets were used as data collection tools. The results reveal that thinking routines significantly improved sixth-grade students' critical thinking skills. The result suggests using thinking routines in teaching and learning to support students thinking from different points of view.

INTRODUCTION

Communicating in a language other than one's mother tongue has become essential in participating in the globalized community. Indonesian education has encouraged the study of English as a foreign language at the elementary level to develop the use of the language and positive awareness of the global community. If it is conducted since elementary school, students would have a positive attitude toward people who use the language. English in elementary schools in Indonesia is not compulsory. English would accommodate the community's needs in globalization, along with Indonesian and regional languages (Zein, 2016). There is a tendency to learn English that is teacher-centered. Students consider the teacher the only source of learning, resulting in students acting passively in learning. In addition, orientation to face tests and material demands in textbooks can prevent students from becoming active learners (Zein, 2016). The questions in the books tend to focus on a single correct answer. This fact would force students to think English is similar to computation or a lesson emphasizing the correct answer. Students must activate their thinking skills to become active learners, including in English lessons.

The culture of thinking is produced from the continuous practice of thinking processes. One strategy to facilitate this process is the thinking routines. In forming a class that has a rich learning experience culture, routines are one essential thing that is needed. Routines provide scaffolding for students' thinking at one time by providing tools and thinking patterns that each can use. The other essential things are

1._260_640-650_Final.doc