

**AN ANALYSIS OF THE LEVELS OF CRITICAL THINKING  
SKILLS OF EFL STUDENTS AT LAMBUNG MANGKURAT  
UNIVERSITY**

***SARJANA'S THESIS***

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMBUNG MANGKURAT UNIVERSITY  
BANJARMASIN**

**2024**

**AN ANALYSIS OF EFL STUDENTS' CRITICAL THINKING  
SKILLS AT LAMBUNG MANGKURAT UNIVERSITY**

***SARJANA'S THESIS***

Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the *Sarjana*  
*Pendidikan* Program in English Language Education Study Program

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2024



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This is to certify that the *Sarjana's* Thesis entitled "An Analysis of EFL Students' Critical Thinking Skills at Lambung Mangkurat University" has been approved by the thesis advisors for oral examination.

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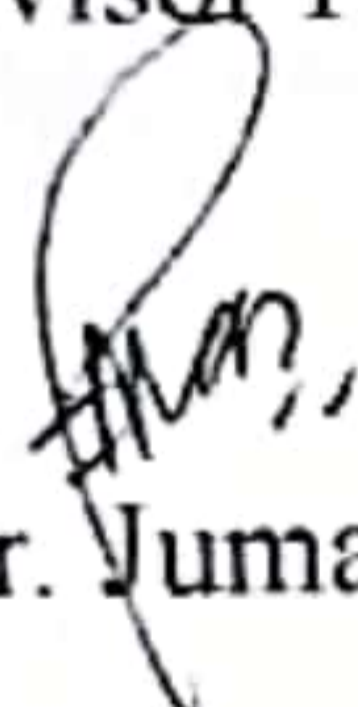
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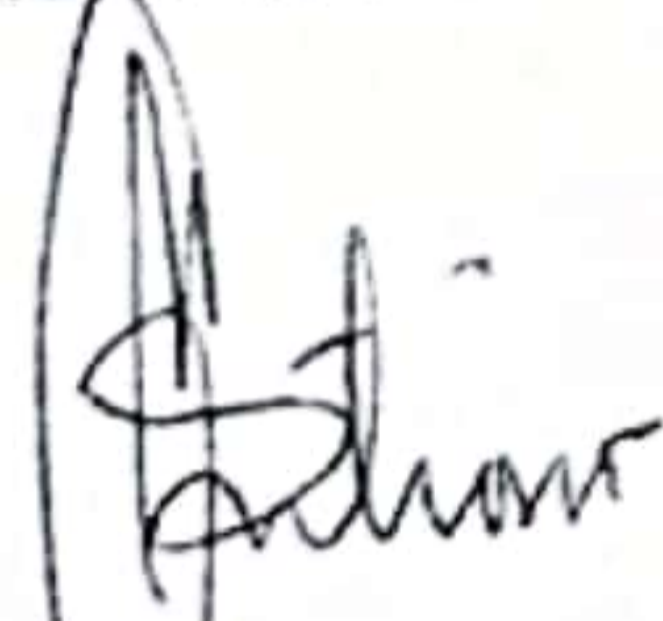
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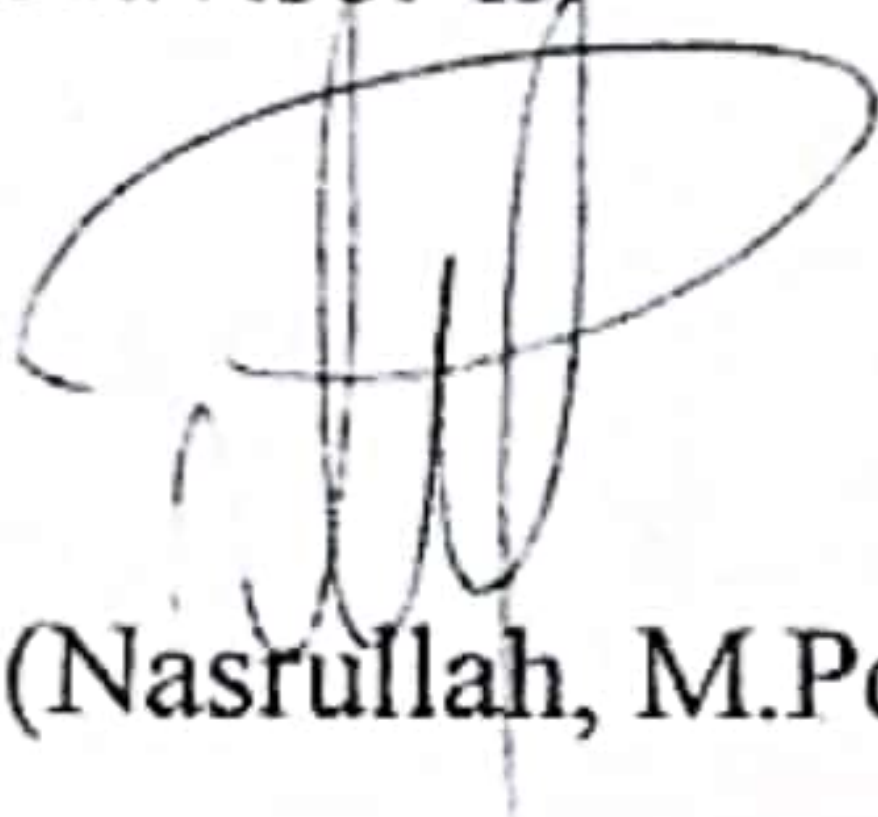


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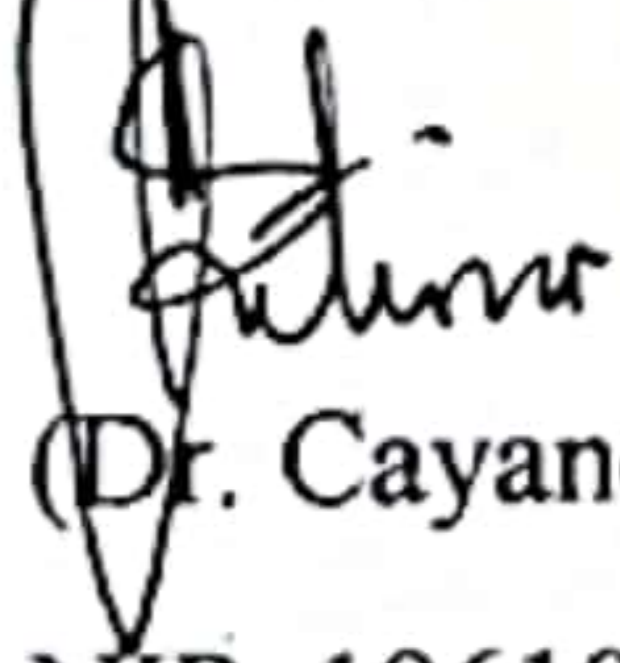
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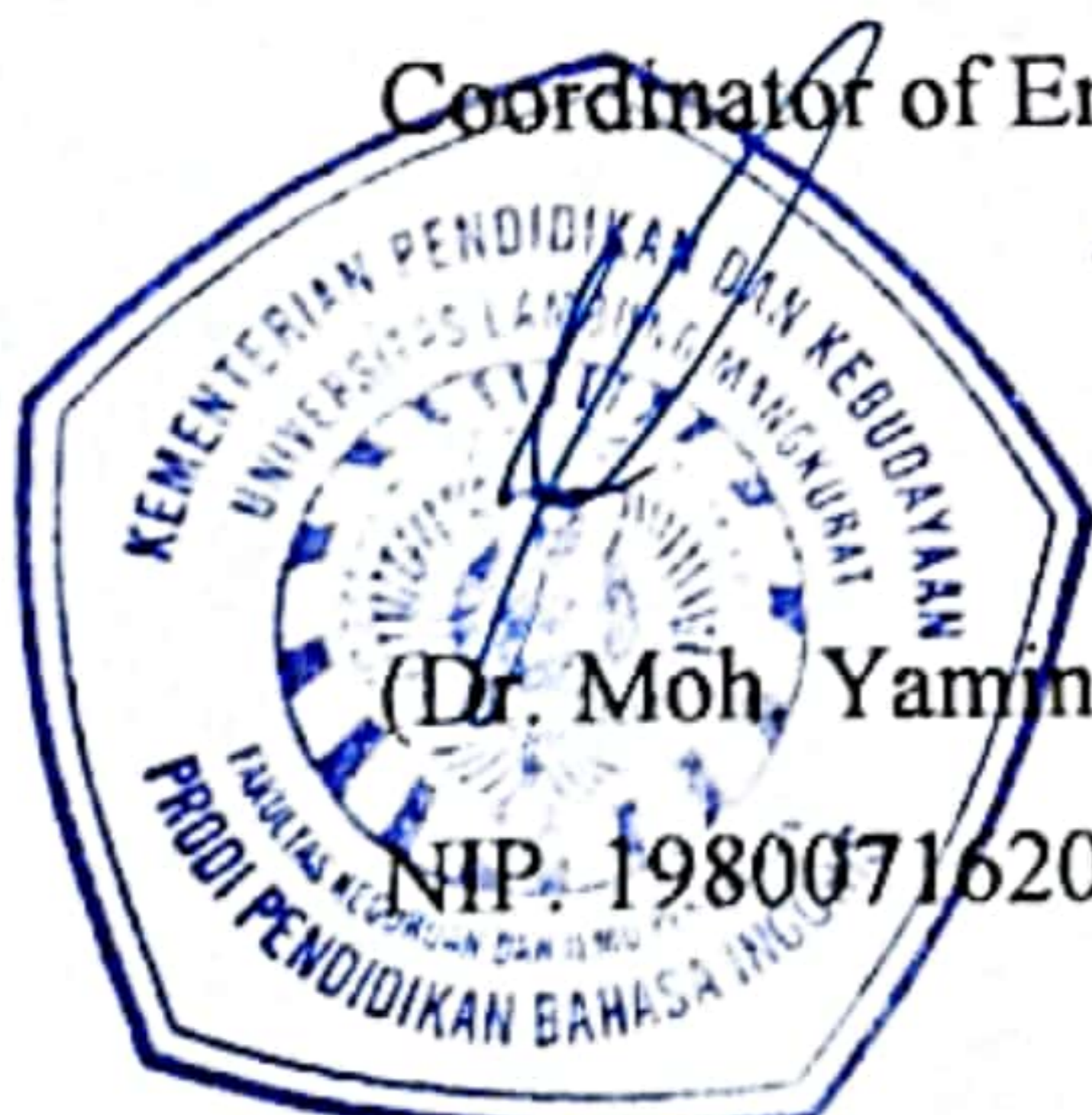


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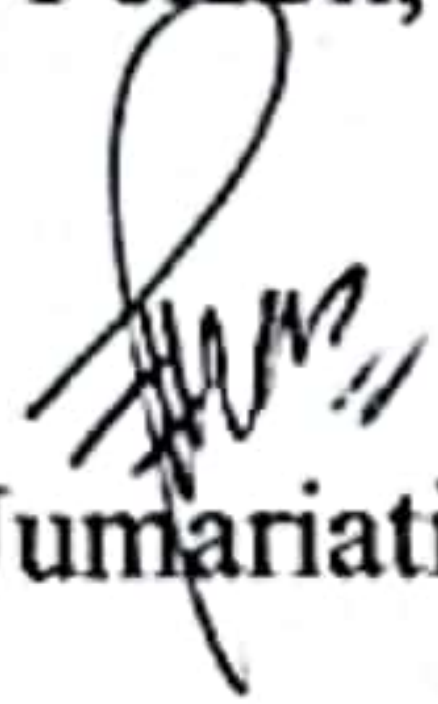


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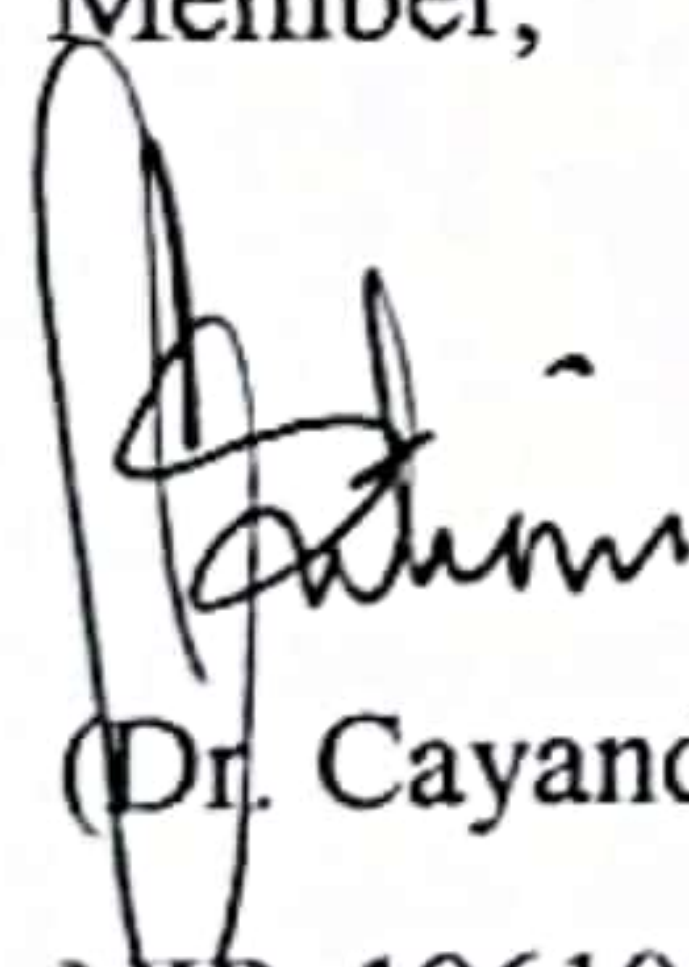
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## ABSTRACT

Utomo, M, K. 2024. *An Analysis of the Levels of Critical Thinking Skills of EFL Students at Lambung Mangkurat University*. Sarjana's Thesis, English Language Education Study Program, Faculty of Teacher's Training and Education, Lambung Mangkurat University. The first advisor: Dr. Jumariati, M.Pd., the second advisor: Nasrullah, M.Pd.B.I.

Keyword: critical thinking skills, level, Watson-Glaser Critical Thinking Skills Test

In the academic field, critical thinking skills have become one of the goals of educational institutions including in the context of EFL teaching and learning process. However, there are still few studies that specifically focus on EFL students' critical thinking skills level. This study intends to find out the level of critical thinking skills of ELESPP students of FKIP Lambung Mangkurat University.

This research employed a quantitative approach with descriptive study design by using an adaptation from Watson-Glaser Critical Thinking Skills Test as the instrument. The Critical Thinking Skills Test consisted of five indicators namely deduction, inference, identifying assumptions, interpretation of information, and analyzing arguments. The samples of the research were 33 students of the English Language Education Study Program of FKIP Lambung Mangkurat University.

The results showed that most students have a less critical level of critical thinking skills. There were 7 students that were classified as very less critical, and 23 students were classified as less critical. There were only 3 students that were able to reach critical level and there were no students that were able to reach very critical level. To be specific, most students obtained very low scores in the inference section. In identifying assumptions, most students achieved very low scores. In deduction, the majority of the students scored fairly whereas in the analyzing arguments section most students gained a fair score. Lastly, in the interpretation of the information section, most students achieved a fair score.

Thus, it is suggested that the lecturers use the result of the research as the reference to develop teaching techniques such as close reading, debates and peer feedback sessions that could help students increase their critical thinking skills level. Then, the students are recommended to do practices to develop their critical thinking skills. It is also recommended that other researchers conduct further studies to measure students' critical thinking skills in a broader setting in the EFL field by involving larger participants and using other instruments of measurement.



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Lastly, this Sarjana's thesis is still far from being perfect. The writer hopes that this thesis will be a work that can contribute to the development of teaching and learning the English language.

Banjarmasin, March 2024

Writer



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