

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter covers the research findings and discussions. The research findings are intended to address the problems brought up in the first chapter. This study looked at two topics: the implementation of playing a short movie in improving students' critical thinking and what techniques used by the teacher to improve Students' critical thinking by playing a short movie.

#### **A. Findings**

In this section, the findings that are displayed based on the two research questions raised as follow:

##### **1. The Implementation of Playing a Short Movie in Improving Students' Critical Thinking**

In order to obtain the relevant data from the first research questions, the researcher performed observation and interviews in order to describe the teacher's implementation of playing a short movie in improving students' critical thinking. In order to verify the qualitative analysis and enhance it with fewer interview data, data were gathered from observations of teachers instructing in the classroom and from teaching descriptive through the viewing of movies.

Using an observation sheet, the researcher collected data and determined how showing a short movie to pupils improved their critical thinking skills. Based on the short movie that the teacher played, the

pupils were asked to respond to the questions. Tenth graders were the ones that requested to view a short movie and respond to the questions. The researcher focused on examining how the use of a short movie to enhance students' critical thinking was implemented when the teacher was instructing the class.

The first observation was made on Thursday, August 24<sup>th</sup>, 2023. At the beginning of the class, the instructor greeted the students. The teacher called each student's name on the attendance list before the lesson began, and the students' prayer together before it began. The instructor guided the class in brainstorming and informed them of the subject matter they would be studying that day. In order to increase student understanding and enthusiasm for answering questions, the teacher posed a leading question. The students provided their opinions in response to the teacher's question regarding the definition of descriptive text. After she listened all the students' answered, the teacher explained about descriptive text clearly to make the students' understood about it. Then, the teacher gave the example of describing people in the class. The teacher asked about physical appearance, and the students' answered the questions, they mentioned it one by one. The pupils appeared excited to be studying English. The students were silent when the teacher asked a follow-up question regarding mannerisms. Subsequently, the instructor clarified and mentioned the descriptive text's adjectives.

After explaining all about describing people, the teacher asked the students' to watch the video about describing pictures, people, and describing myself in front of class twice and she asked students' to describe one of the picture or character in the video one by one. After finishing, the teacher explained again how to describe someone clearly until the students' understood. At the end of the lesson, the teacher gave the students' the task of recorded a video about describing themselves and submit their task to the teacher's email.

Based on the activity, the researcher observed that every student was eager to learn English and that the teacher's explanation was good because she posed some questions that prompted the students to consider their opinions. It forced students to apply critical thought and helped them retain the knowledge they had acquired that day. The researcher found the media to be interesting because the students appeared to be having a great time and were happy when they learned English through television videos.

During the first meeting, the teacher's actions were all in line with the observation sheet. The teacher had completed the pre-activities, which included greetings, reviewing the attendance list, praying, brainstorming, assigning leading question exercises, and launching the objective. The teacher provided clear explanations of the topic and the students' tasks in the key activities. Her primary exercises were all in line with the lesson plan. The teacher made sure to provide her students with

an evaluation and feedback during the post-activities. The researcher deduced from the observation sheet that the teacher had been doing a very good job of carrying out the lesson plan.

Thursday, August 31<sup>st</sup> 2023 was the date of the second observation. Before the lesson began, the instructor greeted the students. Following a collective prayer by the students, the teacher called each student's name on the attendance list. By asking the students a few questions, the instructor conducted a brainstorming session for the lesson. Each student responded with their own viewpoint. Their response is right, they were still able to recall the meaning of both describing people and descriptive texts. The instructor then questioned each student individually regarding their appearance, manners, character qualities, and emotions. Every single student can still recall it. During the second observation, the instructor asked the pupils to independently identify the content. After that, the teacher gave the class instructions to create a descriptive text with their classmates. If pupils finish the work, the teacher will then give them instructions on how to present in front of the class.

According to the results of the second observation, the teacher requested the pupils to create a descriptive statement once they had comprehended they explanation. The pupils were required to display their work in front of the class after finishing their assignments. The

instructor re-asked the class about the topics they had studied that day and gave conclusions before close the lesson.

The lecturer employed the group discussion in the second observations. Through discussion, the instructor prepared the students to work on text analysis exercises with their peers. After finishing the given job, students must turn in their work to the teacher. It was believed that group discussions allow students to interact with the teacher and one another more profoundly. The instructor may hope that by using this strategy, the students will follow along with the learning process.

On Thursday, September 07<sup>th</sup>, 2023, the third observation was carried out. This concluded the researcher's data collection observations. Before the lecture began, the teacher greeted the pupils as usual. The pupils then began to pray as a group. Then, the teacher called each student's name on the attendance list. The teacher reviewed the previous lesson by asked students what we did last week. Students' answered that they were asked to create a descriptive statement with their group mates. Then, the teacher said that she would play a short movie for today lesson. The students were happily and manage their seat comfortable. The teacher chose the "Hair Love" short movie because she thought that this short movie is not difficult to understand. The language of this short movie is not too hard also. After watching a short movie together, the teacher asked the students' several questions to improve the students' critical thinking in class so that students' were not difficult to express

their thoughts about the short movie. The instructor played a brief film for the class and instructed students' to write down any lessons they learned from the narrative, paying particular attention to the character, storyline, and setting as these aspects were important. The students' were asked to write their opinion on the sheet the teacher gave and some students' would express their opinions in front of their friends.

Hair love is animated short movie about the relationship between an African-American father, Stephen, his daughter, Zuri, and her hair.



**Figure 4.1**

On every special day, Zuri's mother always does her daughter's hair. Although her hair is curly and looks difficult to style, Zuri's mother shows that afro hair can still be styled with care and patience. The story goes that one day Zuri was going to a special event and she needed to get her hair done. However, at the time, Zuri's mother was in the hospital due to her cancer. Zuri tried to do her own hair, but it was very difficult to do.



**Figure 4.2**

She enlisted the help of Stephen, her father. Despite also having a long afro, Stephen was used to his wife styling his daughter's hair. Stephen had to find out and try to help style Zuri's hair. At first he almost gave up because it was very difficult to style Zuri's hair. However, he still tried to show his affection for his child, considering it was a special day for him and finally he managed to style Zuri's hair according to her wished.



**Figure 4.3**

After the students' watched the short movie up twice, the teacher started to ask students' some critical questions. They spent quite a lot of time more or less 30 minutes in the question and answer process. The teacher allowed students to discuss with their friend and sometimes discussed with the teacher to confirm their opinion. They were very

enthusiastic to share their opinion and asked when they did not know about something.

The teacher in the third meeting efficiently started the course and asked the students a straightforward leading question. The instructor used simple language that allowed the pupils to understand the teacher's explanations on the subject matter. The students were very active in the class, they looked enthusiastic to answer questions that the teacher gave and asked the teacher if they were still confused. The instructor assisted the pupils with their challenges and encouraged them to comprehend the movie. The instructor's activities during the third meeting were all good. Based on the result of their opinion and students' situation in the class, the implementation of short movie is fun and interesting media to use in teaching and learning process. The short movie makes students easy to understand and easy to share their opinion. It was proved from the good result from the students' opinion in answering the questions.

The researcher concluded that the teacher used three steps in teaching critical thinking through short movie. First, the teacher did the pre-viewing activity. In this session, the teacher prepared the material for the students and did brainstorming. The teacher also explained a brief explanation of the material and the short movie. Secondly, the teacher stepped to the viewing activity in which the teacher played the short movie and students paid attention to the short movie. Thirdly, the teacher did the post-viewing activity. Post-viewing activity is the activity in



which students' were answered the questions that the teacher asked of the short movie based on their understanding. That day was the last observation, so the researcher asked the teacher to did the interview, the researcher interviewed the teacher during 25 minutes. After the researcher finished with her interview, then the teacher closed the lesson.

These three observations provided evidence that a short film can influence pupils' development of critical thinking abilities. In the first observation, the teacher explained about material and asked students' some questions about the material, then asked students' to described people from video they had watched. Students' did well in the first observation. At that time, they can go through learning smoothly. In the second observation, the teacher asked students' identify the material and instructed students' to make a descriptive text with their peer. Learning was carried out well with direction from the teacher and occasionally students' asked the teacher when they did not understand something. In the last observation, the teacher showed the short movie and gave some critical questions to the students'. In addition, the instructor motivated the students to comprehend the film and assisted them with their challenges. It was more complicated, in my opinion, because answering questions requires pupils to employ more critical thought, but they can answer the questions given by the teacher well.

## **2. The Techniques used by the Teacher to Improve Students' Critical Thinking**

Based on the observation in MA Al-Istiqomah Banjarmasin, the researcher found five types of teaching techniques by teacher, they include defining learning objectives, divergent questions, Group discussion, giving feedback, and giving motivation.

The researcher have finished observations and interviewing the teacher to find out some techniques in improving critical thinking. According to the findings of this study, the techniques to improve critical thinking found from three observations. The researcher looked at the teacher's development of HOTS for teaching critical thinking through movies in this section. The teacher prepared instructional strategies for the classroom, focusing on developing pupils' critical thinking abilities. The teacher employed a variety of strategies to teach critical thinking, including informing learning objectives, divergent question, group discussion, giving feedback, and giving motivation. The researcher clarified the specifics of the following technique.

### **a. Informing Learning Objectives**

Learning objectives aid in communicating learning goals to pupils. A teacher must therefore be able to clearly and firmly articulate learning objectives while organizing lessons. The teacher interpreted the descriptive text in light of the observation. The teacher talked about how a descriptive text's main goal is to describe

its subject. Additionally, the instructor mentioned that the class would watch a short movie together. Students will also write original descriptive texts. The teacher then went on to say that after watching a movie, they would have question and answer session on it, and the students would be required to respond to the questions by giving their own critical opinions.

At the beginning of class, the teacher explained the learning objectives for the teaching and learning process. The focus was on describing persons in descriptive text. The teacher briefed the class on the question-and-answer session that was held, and at the end, the students were required to respond to questions using their own opinions. In order to foster students' critical thinking skills and help them explore, analyze, and create descriptive texts in the classroom, the teacher applied HOTS in teaching and learning. Students should understand the learning objectives so they may appreciate the teacher's method as well as the descriptive language.

#### **b. Teach through Divergent Questions**

Based on the observation, the teacher's teaching strategy included diverse questions. Divergent questions force students to think critically and creatively as they search for the right answers. Teachers utilized questions to assess pupils' learning, revise lessons, and encourage critical thinking. These inquiries can help students

become more adept at evaluating the teacher's descriptive material. Then they produced their descriptive text following analysis.

### **1. Analyzing**

The teacher asks the pupils to consider the characters in the short film while delving into the descriptive prose. The teacher then asks the class to analyze by describing the appearances of the characters in the short films. In the teaching and learning process, it may be seen as follows:

*Teacher: coba kalian analisis siapa saja karakter yang ada didalam short movie tersebut.*

The teacher instructed the class to analyze the characters in the short film, as seen in the script above. The instructor then invited the class to discuss character analyses in the film.

### **2. Creating**

The teacher gave the pupils instructions to create descriptive texts based on the characters in the short film after they have analyzed the characters. The descriptions should include the looks appearance, personalities, and those that related to the characters. It could be seen in the script:

*Teacher: baiklah, setelah mengetahui siapa saja tokoh-tokoh yang terdapat didalam short movie tersebut, sekarang*

*coba kalian gambarkan ataupun deskripsikan bahaimana tokoh-tokoh tersebut.*

According to the following script, after explaining, the teacher asked the class to analyze the characters before asking them to share their ideas in front of the class. The conversations with the teacher regarding the application of the practice also supported the aforementioned remark.

*The Researcher: how do you apply the strategies you give to students in each lesson?*

*Teacher: I gave them a task about describing themselves and the characters I asked them to describe. I told the students to gather information then create a text. After that, it is presented through a video that they recorded themselves and then sends it via my email. If there is time, it will be shown in class to watch together, as well as to cross-check pronunciation. (Interview, 07 September 2023)*

The teacher frequently instructed the students as practice, according to the teacher's statement from the interview above. He emphasized the value of the tasks used to confirm pupils' pronunciation as part of measuring their speaking abilities. And the teacher always provided an example before doing this so that students may better grasp it.

### c. Using Group Discussion

The instructor emphasized inquiry-based learning in the classroom. By carrying out or producing an assignment as directed by the teacher, students can grow and become more involved in the teaching and learning process. Meanwhile, the conversation below shows the data:

*Teacher: Okay, bagi yang sudah, try to describe yourself or someone that you and your friend's want. Sama teman sebangku ya. Dibuat paragraph.*

*Student: Ooh, dibuat kalimat atau paragraph ya bu?*

*Teacher: Iya. Contohnya, "I have three older sisters and Rahma have one younger brother" understand?*

*Student: Yes bu*

Drawing on the aforementioned observational data, the teacher instructed the pupils to compose a descriptive text following their comprehension of the teacher's explanation. Students have to turn in their assignments in front of the class after finishing them. It was clear from the conversation above that the instructor trained the class to do text analysis techniques with one another through discussion. Students were required to show their work once they had completed the assignment assigned by the teacher.

#### **d. Giving Feedback**

After the learning process was completed, the teacher used the remaining time to deliver comments and assess students' learning. The goal of providing feedback is to encourage students to begin revisiting, revising, and increasing their knowledge of the content that they have learnt. Before the session, the teacher encouraged the students to review, refine, and improve their comprehension of the information they had covered that day. As can be seen below:

##### **1) Review**

Include time to review what had been learnt as one of the most powerful techniques to determine if learning as intended by the teacher. Reviewing knowledge makes it easier for students to consider it and speeds up the process of storing memories in their brains. This technique requires pupils to recollect each lesson topic that they have learned.

*Teacher: dari pelajaran kita hari ini, we have been learning about what?*

*Students: about Descriptive text, bu.*

*Teacher: Descriptive text, Iya benar. Good job students.*

Based on the observations above, the teacher discusses the lessons had learned that day before the class ended. Its goal

was to determine whether or not pupils were paying attention to the learning process.

## 2) Refine

Refine assists pupils in broadening and deepening their comprehension of an idea. It also aids in the application of thinking abilities and knowledge.

*Teacher: ... apa itu describing people? Masih ingat?*

*Students: Mendeskripsikan seseorang bu.*

*Teacher: Iya benar. Tadi kita sudah mendeskripsikan orang-orang. Coba tadi siapa saja?*

*Students: Zuri, ayah Zuri, dan Ibu Zuri*

*Teacher: iya betul ya. Jadi jenis rambut Zuri apa?*

*Student: Curly hair*

*Teacher: Iya betul ya. Bacanya yang benar itu Curly ya!*

Based to the observation above, the teacher always refined the lessons learnt that day. When the teacher was refining the students' knowledge, she asked them what descriptive words they used. In addition, the teacher provided correct pronunciation for children who still mispronounce words. This was done prior to the end of the lesson. Its goal was to determine whether pupils were focused on the learning process.



### **3) Improve Understanding**

It is crucial for learning to assist pupils in developing metacognitive skills. According to studies, students believe they learn less during active lessons such as projects than they do during passive subjects such as lectures.

According to the observation, the teacher inquired about what descriptive language would help pupils grasp so that they would not be confused afterwards. The teacher then went through what the students had studied that day again and asked if they understood it.

Based on the results of the observation, the teacher gives comments to the class and invites them to review, clarify, and enhance their comprehension before the course is complete. The teacher goes through the topic with the class to encourage participation. The teacher develops the subject with the pupils after going over it with them. By ensuring that they have a thorough understanding of the subject matter, it attempts to assist students in developing their critical thinking abilities. Then, during the rounds of review, refinement, and improvement, the teacher evaluated the students. All of these measures were taken to determine whether or not pupils truly understood the subject matter. Additionally, this is done to assess pupils' abilities and how effective the method is for them.

**e. Giving Motivation**

Helping students develop metacognitive abilities is essential for learning. Students believe they learn less in active lessons like projects than in passive ones like lectures, according to studies. The teacher reportedly asked the students what concepts descriptive language would help them understand so they wouldn't be confused later. The teacher then asked the students if they understood what they had learned that day before going over it once again.

Before the course is over, the teacher provided feedback to the class based on the findings of the observation mentioned above and allowed them to evaluate, clarify, and improve their grasp. For the purpose of fostering engagement, the teacher went over the subject with the class. After discussing the issue with the students, the teacher developed it with them. It made an effort to help pupils develop their critical thinking skills by making sure they fully comprehend the topic matter.

Based on the results of the observation described above, the teacher gave comments to the class and invited them to review, clarify, and enhance their comprehension before the course is complete. The teacher goes through the topic with the class to encourage participation. The teacher developed the subject with the pupils after going over it with them. By ensuring that they have a

thorough understanding of the subject matter, it attempted to assist students in developing their critical thinking abilities. Then, during the rounds of review, refinement, and improvement, the teacher evaluated the students. All of these measures were taken to determine whether or not pupils truly understood the subject matter. Additionally, this was done to assess pupils' abilities and how effective the method is for them. Through numerous opportunities for practice in whatever the teacher anticipated the students to do at the time of the evaluation, the teacher should give the students insightful feedback.

## **B. Discussion**

This section provides a discussion of the observations and interview that were made after the data was collected and presented in the findings above. The researcher has known how the implementation of playing a short movie in improving students' critical thinking and how the technique used by the teacher in improving students' critical thinking.

### **1. The Implementation of Playing a Short Movie in Improving Students' Critical Thinking**

Based on the findings of the research from observations and interview. The researcher would discuss and compare the result of this research with the theory of critical thinking. In this research, the researcher found the findings from the first question and the data

resulting from the observation and teaching critical thinking skill activities are showed that the English teacher has prepared all aspects in implementing a short movie in teaching descriptive text.

In the first observation, the English teacher explained to the students' the definition of descriptive text, how to describing people. Then, the teacher asked one by one to students' about physical appearance, mannerisms, characters traits and emotions were parts of describing people. The teacher asked students' to describe the people they wanted to describe and write it on paper. In this observation, the teacher focused on making students' understand with the teaching material. The teacher asked questions in the process of introducing teaching material. Is in line with Gaither (2008), one of the most crucial aspects of education is the use of questioning techniques. It provides an opportunity for tutors to ascertain what pupils know and comprehend while also enabling students to ask questions and get assistance. It implies that the teacher can find out what the students know and don't know by probing them with questions. When teaching and learning, questions are helpful to both teachers and students.

In the second observation, the teacher trained the pupils to do text analysis exercises with their peers through group discussions. The teacher gave the class instructions to create a descriptive text with their classmates. If pupils finish the work, the teacher will then give them instructions to present in front of the class. This finding is in line with

Sukma (2018), when the group discussion approach is used, it highlights how well-versed students are in the content and how they can use critical thinking, confidence, and social skills to solve problems and engage with others.

In the last observation, the teacher used divergent questions for increasing students' critical thinking. The teacher played a short movie and after watching the teacher asked the students' several questions to improve the students' critical thinking in class. Is in line with Harvey and Goudvis (2017), students' must ask themselves questions as part of the questioning process in order to gain understanding, find answers, solve problems, uncover information, and learn new material. The instructor employed question-and-answer techniques to assess, go over, and push students' critical thinking. Divergent questions were utilized by the teacher in this study to let the pupils think critically and creatively.

## **2. The Techniques used by the Teacher to Improve Students' Critical Thinking by Playing a Short Movie**

In this section, Marina et al. (2015) identified five strategies for the development of critical thinking abilities. The techniques included: (a) explaining the learning objectives to the students; (b) teaching by asking divergent questions; (c) conducting group discussions; (d) providing feedback to evaluate, refine, and increase comprehension, and (e) giving motivation. The English teacher at MA Al-Istiqomah

Banjarmasin employed these five techniques to foster critical thinking in students.

The researcher has completed the teacher interview and observations in order to gather a few strategies for fostering critical thinking. The strategy to increased HOTS was discovered through three observations and an interview.

First, prior to engaging in teaching and learning activities, the instructor provided the students with information about the learning objectives. Based on observation, the instructor gave a brief explanation of the lesson's goal at the start of class. Using a short film as a teaching tool, the instructor helped the students think critically so they could begin to brainstorm, analyze, and even write descriptive texts. The learning objectives are meant to be understood by students so they can value both the teacher's strategy and the descriptive text. This research supports the findings of Limbach & Waugh (2010), who found that teachers who communicate learning objectives to students at an early stage of the process can enhance their critical thinking abilities.

The second strategy is to instruct using divergent questions. Students can strengthen their ability to examine the teacher-delivered short film by using the divergent questioning technique. When they have analyzed, students can create their descriptive paragraph. According to Harvey & Goudvis (2017), students must ask themselves critical questions in order to improve knowledge, create meaning, solve

problems, find answers, learn new information, and find information. This statement is consistent with their assertion. Furthermore, the results pertaining to Limbach & Waugh's (2010) theory of teaching through divergent questions may enhance students' critical thinking abilities.

Group discussion is the third technique. Students were trained to do text analysis methods with their classmates by the teacher through group discussion. Students are required to show their work once they have completed the assignment assigned by the teacher. This is in line with Sukma (2018), when the group discussion approach is used, it highlights how well-versed students are in the content and how they can use critical thinking, confidence, and social skills to solve problems and engage with others.

Giving feedback is the next technique to review, refine, and improve understanding. The teacher must periodically adjust the subject and materials to ensure that students understand the majority of the objectives before the lesson end in order to support the development of critical thinking abilities students'. The teacher always refines and reviews the lessons they learned that day before the class ends, based on the observations. The purpose of this is to ascertain whether or not students are paying attention while learning and it helped the teacher focus on double-checking the information covered that day. As per Limbach & Waugh (2010), educators have to consistently work on improving their courses to guarantee that their methods of interaction are

assisting pupils in acquiring higher order thinking skills. One great resource for course enhancement is student feedback. According to Duron (2006), another crucial component that teachers evaluate in order to handle problems that arise in the classroom and come up with practical solutions is the input from the students. Furthermore, when a teacher can discuss the responses with the students at the appropriate time and location, teaching and learning generally go more smoothly.

Providing students with motivation is the last technique. It is crucial for teachers to instill motivation in their students. The teacher issued a challenge to the class based on the observation. Students will receive bonus points if they can correctly respond to the teacher's question. As a result, it inspired students to critically think about the information they had studied and to respond to the questions.

According to Bushan (2014), the primary element that fosters critical thinking and creativity is motivation. Teachers encourage critical thinking in their students by posing questions concerning the content they have learned if the students can provide an accurate response, they will receive extra points and praise. This is in line with Hung et al. (2011), who claimed that critical thinking can enable students to be inspired to learn more tenaciously when presented with an assignment. As a result, setting a challenge can inspire pupils to discover ways to become more active. With this enthusiasm, it can help pupils develop critical thinking skills while they are learning.