ABSTRACT

Prihastyo, Bartholomeus Rino. (2020). *Fostering Students' Critical Thinking Skills Using Peer Feedback in Critical Listening and Speaking Course: A Survey Research*. Yogyakarta: English Language Education Study Program. Sanata Dharma University.

The 21st century demands a lot of competencies in both the academic and working world. Therefore, overcoming the challenges in today's situation requires human beings to master numerous skills and higher competence of critical thinking. Preparing students for the working world is a big task for schools and institutions. The English Language Education Study Program (ELESP) of Sanata Dharma University also seeks to improve its learning quality. Some courses are provided to foster their students' critical thinking skills, one of which is Critical Listening and Speaking (CLS) course. The activities are designed to optimize students' improvements. One of the activities that lead to the researcher's curiosity is peer feedback activity and becomes these research questions: (1) to what extent is peer feedback implemented in the CLS course? And (2) how does peer feedback help students improve critical thinking skills in the CLS course?

In conducting this research, the researcher referred to Ellis (2013) about the benefits of peer feedback towards students' critical thinking, Brown & Yule (1983) about the activity of giving feedback orally, and Dewey (1909) on the way human beings think. The researcher used qualitative methods to answer the research questions. In general, the researcher utilized questionnaire for the survey research with the respondents of 56 students of ELESP Sanata Dharma University batch 2018 in CLS Course. Meanwhile, an interview with one CLS lecturer was conducted to support the data.

There were two findings of this research. First, the retrospective data from the students signified that peer feedback gives benefits for students, but not a big impact on their critical thinking skills. Second, peer feedback is implemented in Critical Listening and Speaking course to help students maximize their opportunities to develop critical thinking skills.

Keywords: *peer feedback, critical thinking skills, improvements, critical listening and speaking course*

ABSTRAK

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Abad ke-21 menuntut banyak ketrampilan dalam dunia akademis maupun kerja; oleh karena itu, untuk mengatasi tantangan dalam situasi saat ini mengharuskan manusia untuk menguasai banyak keterampilan dan pemikiran yang lebih tinggi. Mempersiapkan siswa untuk dunia kerja adalah tugas besar untuk sekolah dan institusi. Universitas Sanata Dharma juga berusaha meningkatkan kualitas pembelajaran. Beberapa mata kuliah disediakan untuk mendorong ketrampilan berpikir kritis mahasiswa, salah satunya adalah; mata kuliah Critical Listening and Speaking. Kegiatan pembelajaran dirancang untuk mengoptimalkan perkembangan mahasiswa. Salah satu kegiatan yang menarik bagi peneliti adalah kegiatan peer-feedback dan disusunlah pertanyaan penelitian ini: (1) sejauh mana peer-feedback diimplementasikan dalam mata kuliah Critical Listening and Speaking? dan (2) bagaimana peer-feedback membantu mahasiswa meningkatkan keterampilan berpikir kritis mata kuliah Critical Listening and Speaking?

Dalam melakukan penelitian ini, peneliti mengacu pada teori mengenai manfaat dari peer feedback terhadap pemikiran kritis oleh Ellis (2013), teori tentang aktivitas peer feedback secara lisan oleh Brown & Yule (1983), dan teori cara berpikir manusia oleh Dewey (1909). Peneliti menggunakan metode kualitatif untuk menjawab pertanyaan penelitian. Secara umum; peneliti menggunakan metode survei. Data dikumpulkan melalui wawancara dan kuesioner. Responden penelitian ini adalah dosen mata kuliah Critical Listening and Speaking dan 56 mahasiswa Universitas Sanata Dharma angkatan 2018 dalam mata kuliah Critical Listening and Speaking.

Ada dua hasil yang dapat diambil dari penelitian ini. Pertama, data retrospektif mahasiswa menandakan peer-feedback memberikan manfaat bagi mahasiswa, tetapi tidak berdampak besar pada keterampilan berpikir kritis mereka. Kedua, peer-feedback diimplementasikan dalam mata kuliah Critical Listening and Speaking untuk memaksimalkan kesempatan mahasiswa mengembangkan ketrampilan berpikir kritis.

Kata kunci: *peer feedback, critical thinking skills, improvements, critical listening and speaking course*