

# Improving EFL Students' Critical Thinking Skills Through Inquiry-Based Teaching

## ABSTRACT

This research was aimed at recognizing how the inquiry-based teaching improves EFL students' critical thinking skills in English language learning. To obtain the best answer to the research problems of this study, the writer utilized a mixed method of analysis and collection with the quantitative and qualitative data triangulation design which collected the data both quantitatively and qualitatively. As a research sample, this study involved 36 junior high school students of grade 7. In determining the sample of this study, the cluster random sampling technique was utilized by the researcher. The instruments of this study include a reading test for quantitative data collection and observation sheet for qualitative data collection. The data analysis was assisted by SPSS 18 and observation checklist. The findings showed that inquiry-based teaching could improve students' critical thinking skills significantly. The improvement of students' critical thinking skills were achieved by following the five phases of inquiry cycle. Thus, there was a major implication arising from this study. The teacher should contrive and create a students' learning atmosphere that could facilitate students' critical thinking skills development, so that the students would be able to compete globally. As this study revealed the significant effect of the inquiry-based teaching implementation to the students' critical thinking skills, it is also suggested to the teacher to consider the use of this teaching method in the learning process.

Keywords: *Critical Thinking Skills, Inquiry-Based Teaching*