

ABSTRACT

Ejmal, Sabina (2026). The Integration of Critical Thinking Skills into English Learning Activities in Senior High School Classroom: Teacher's Belief and Practices.

Although critical thinking skills are increasingly emphasised in English language learning, there remains a gap in understanding how teachers' beliefs about critical thinking are reflected in classroom practices, particularly at the high school level. This study aimed to examine teacher beliefs regarding the integration of critical thinking skills, and how these skills are integrated into English language learning at the high school level. This study used a qualitative approach, involving one English teacher as a participant, who was selected based on specific criteria. Data were collected through a questionnaire, semi-structured interview, and classroom observations. The results of the study showed that the participant possesses positive knowledge and beliefs regarding critical thinking skills. The participant views critical thinking as a tool for dissecting and analysing information and believes these skills are important in English language learning because they help students connect information to prior knowledge, understand it, and use language appropriately in context.

The participant integrates critical thinking skills, particularly analytical skills, through various English-language learning activities. This integration is evident in text-based reading and analysis activities, grammatical and contextual analysis, activities involving asking questions and providing reasons, discussions and collaboration, and problem-based activities. Overall, this study shows that teacher beliefs regarding critical thinking skills and its integration are generally reflected in teaching practices, particularly through activities that provide students with opportunities to engage in the analytical process. Based on these findings, teachers are advised to continue integrating critical thinking skills into their teaching and learning. Future research is suggested to involve more participants to gain a broader understanding of teacher beliefs and practices in integrating critical thinking skills.

Keywords: *Critical Thinking Skills, English Language Learning, Teacher Belief, Teaching Practice*