

## ABSTRACT

**Najibah, Oriza Basmah. (2019): Engaging EFL Students in Thinking Critically Through the Use of English Vlogs** (A Case Study to 11<sup>th</sup> Grade Students of a Vocational High School in Karawang, Indonesia in Academic Year 2018/2019). A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study was intended to engage EFL students' critical thinking by using English vlog. Specifically, this study was aimed to achieve the objectives: 1) to investigate how English vlogs is used to engage students to think critically, (2) to find out if there are any Bloom's taxonomy aspects emerge during the process of using vlog to think critically.

This study used a qualitative research design, specifically a case study. The participants were the nine students of 11<sup>th</sup>-grade students of RPL (Software Engineering) class SMK TI Muhammadiyah 1 Cikampek in the Academic Year 2018/2019. The participants were selected purposively based on students' score in English subject and recommendation by the English teacher. To obtain the data, observation and document analysis were used. The observation was conducted in English subject lesson hour. The observation data was aimed to discover the process of using English vlog to teach EFL students to find out the process of students' Critical Thinking. Then, the document analysis was conducted to students' presentation and vlog. The data of students' critical thinking aspects were analyzed using the theory of Bloom taxonomy revised by Krathwohl (2001).

The findings showed that first, regarding the implementation, the process of engaging students' critical thinking skill using English vlogs was established by implementing the procedure of teaching critical thinking skill; activating prior knowledge, introducing critical thinking skill one by one, providing the English vlogs, answering the questions related to the critical thinking skill based on the vlog, and discussing the answer of the questions, communicating the result of discussion, participating to asking questions, refuting or adding, and create the vlog. Second, the students' critical thinking skill by using English vlog showed progress. The students' vlog result showed that using English vlog seems to help them perform the critical thinking aspects of the three upper Bloom's taxonomy which is analyzing, evaluating and creating. However, there are also some challenges in this research. This research needs more sensitive rubric to measure Indonesian students' critical thinking skill and then to give students individual assignment to more valid analyzing in students' critical thinking.

In conclusion, this research shows that the implementation of using English vlog was helpful to engage the students' critical thinking skill. Then, this research was recommended to implement for those who want to engage critical thinking skill for students, especially, the three upper of Bloom's taxonomy aspect; analyzing, evaluating and creating.