

## ABSTRACT

**Kiki. 2019: Fostering Indonesian EFL Students' Ability to Identify Fake News through Teaching of Critical Thinking in Critical Reading Class.** A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Gunung Djati Islamic State University.

The characteristic of the 21<sup>st</sup> century is the development of internet technology and the abundance of information is widespread rapidly. It negatively affects the public debate, such as the spreading of fake news. In the 21<sup>st</sup> century, students of higher education are challenged to distinguish between fact and fake news and understand the issues in social media since they live in a time in which online media, online news, and online communication have an unprecedented level of social, political and economic relevance.

This study is aimed: (1) to find out the process of teaching critical thinking implemented by the teacher to foster students' ability in identifying fake news, (2) to explore the cores of critical thinking skills (interpretation, analysis, evaluation, and explanation) achieved by the students seen from students' answers to the question related to fake news.

This research used a case study by using qualitative approach. It was conducted in the third semester of English Education Department 2018-2019. The participants of this research were nine students selected from class A, of which the sample was selected by the purposeful sampling. The data was obtained from observation and document analysis.

The findings showed, during two times meeting of the teaching process, 1) the teacher could implement the three parts of teaching critical thinking in the classroom activity respectively. Those are encouraging students to have an open mind, helping students make connections, teaching students about reliable information. 2) The data from students' task showed the high and middle achieving students could present the cores of critical thinking such as interpretation, analysis, evaluation, and explanation. Moreover, the low achieving students' who could not presents all of those cores. Some of them merely present interpretation, analysis, and explanation. To conclude, using fake news as the authentic material can foster the students' critical thinking skill.

In conclusion, by using fake news, authentic material, could encourage students to think critically. This study is recommended for the teachers who want to enhance students' critical thinking skills.