Classroom Experiences of Creative Thinking

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This study examines the application of higher order thinking in a real classroom practices. Some theories are presented to give a solid ground for examining the evidence. The experience of joining the instruction and assessment will also be elaborated. The course description, classroom activities and assessment are presented to give evidence on how HOTS was applied by the lecturers and the students. The scope of discussion in this study is limited on creative thinking through teaching strategies and assessment in Research Method and MA Thesis Writing subjects at Sofia University "St. Kliment Ohridski", Bulgaria. Critical linguistic and cultural approach used in both of the courses coloured the result of the creative thinking exposed in this qualitative research. Information on how teaching-learning and assessment could be done more creatively especially by Indonesian teachers to facilitate appropriate teaching strategies and learning environments to support the English as a foreign language learning competence growth and their flexible attitudes are one of the objectives.

Keywords: higher order thinking, critical approach, assessment, EFL

Artikel ini adalah hasil pengamatan aplikasi higher order thinking di kelas perguruan tinggi di luar Indonesia. Pengalaman nyata mengikuti perkuliahan dan penilaian dikemukakan sebagai bukti bagaimana HOTS diaplikasikan oleh dosen dan mahasiswa. Batasan pembahasan dalam studi ini adalah berpikir kreatif melalui strategi-strategi mengajar dan penilaian pada mata kuliah Research Method dan MA Thesis Writing di Sofia University "St. Kliment Ohridski", Bulgaria. Pendekatan kultural dan Critical linguistic yang digunakan di perkuliahan tersebut mewarnai creative thinking yang dikemukakan pada penelitian ini. Informasi tentang bagaimana proses belajar mengajar dan penilaian dapat dilaksanakan dengan lebih kreatif khususnya bagi para guru di Indonesia dalam menerapkan strategi mengajar dan menciptakan suasana kelas yang sesuai untuk mendukung perkembangan kompetensi dan sikap fleksibel siswa yang

berbahasa Inggris sebagai bahasa asing (EFL) merupakan salah satu tujuan yang ingin dicapai.

INTRODUCTION

Having an experience of studying overseas is encouraging. A self-observation over teaching and learning activities in one of well-known European universities was done to promote contribution of a new paradigm for Indonesian teachers for further application in our education system.

A demanding education goal to develop "higher-order thinking" as knowing basic facts and skills are increasing in this information age. Making decision, prioritizing, strategizing, and solving problems are some skills must be mastered by the learners in order to be successful. In general description, "Higher order" thinking means handling situation that has not been encountered before and is generally recognized as some combination of certain characteristics (National Research Council, 1987). Meanwhile, Brookhart (2010: 3) states there are three kinds of higher-order thinking: transfer (meaningful learning), critical thinking (artful thinking), and problem solving (specific goal reaching). However, there are a wide variety of definitions given by other researchers like cited in Goethals (2013). A brief account of the variation in meanings given to higher-order thinking over the past fifteen years:

Source	Year	Definition
King *et al.*	1998	"(It) includes critical, logical, reflective, metacognitive, and creative thinking. (It is) activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas."
NCTM	2000	"Solving a routine problem."
Anderson and Krathwohl	2001	The processes – analyze, evaluate, and create.
Lopez and Whittington	2001	"(It) occurs when a person takes new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situations."
Weiss, E.	2003	Collaborative, authentic, ill-structured, and challenging problems.
Miri *et al.*	2007	"… the strategy – the setting of meta-objectives; whereas critical, systemic, and creative thinking are the tactics – the activities needed to achieve the proclaimed objectives."
Rajendran, N.	2008	The expanded use of the mind to meet new challenges.
Thompson, T.	2008	"Non-algorithmic thinking."
Thomas, A. and Thorne, G.	2010	"… (it) takes thinking to higher levels than just restating the facts. (It) requires that we do something with the facts. We must understand them, connect them to each other, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems."
Kruger, K.	2013	It involves "concept formation, critical thinking, creativity/brainstorming, problem solving, mental representation, rule use, reasoning, and logical thinking."

What are Higher Order Thinking Skills (HOTS)? King, Goodson, and Rohani (2013:1) define HOTS to critical, logical, reflective, metacognitive and creative thinking. As mentioned earlier about what higher-order deals with, the situation involves the students to face unfamiliar problems, uncertainties, questions, and dilemmas.

HOTS Teaching Strategies

The students are engaged in higher-order thinking when they visualize a problem, separate relevant from irrelevant "information in a word problem, seek reasons and causes, justify solution, see more than one side of a problem, weigh sources of info based on their credibility, reveal assumptions in reasoning, and identify bias or logical inconsistencies". To achieve them, it turns out the application of teaching strategies is indispensable. In addition, teaching strategies are needed to create more engaging classrooms.

There are a variety of HOTS teaching strategies that teachers can use to promote students learning (King, Goodson, and Rohani, 2013: pp. 41-62). They present specific methods and strategies to enhance HOTS. Some general remarks are stated below.

1. **Instructional communication:** providing students a clear instruction for assignments. Factors to consider in lesson planning involve organization of activities, clarity of explanations, modelling of thinking skills in actions, feedback on thinking processes, instructional objectives and adaptations for diverse student needs.

2. **Learning and thinking strategies:** referring to cognitive strategies include "rehearsal, elaboration, organization, and metacognition" to assess and regulate one's own thinking. The skills are around highlighting, diagramming, visualizing, or using mnemonics.

3. **Direct instruction:** using frequent direct instruction as strategy in teaching actually will not work well for developing higher level thinking skills. It is better to combine direct instruction with guided practice to teach students well-structured subskills and knowledge. Keeping lectures very short especially for younger, slower, and poorly motivated students.

4. **Questioning strategies:** proposing questions but the answers elicited from what have not already been presented.

5. **Feedback:** informing learners their progress, such as informal checks use, positive tones, and praises.

6. **Team activities:** before working in teams or groups, students are supposed to have skills like listening carefully, maintaining focus, and providing support and encouragement. The forms of group work found to be effective for the development of thinking skills include student discussions, peer tutoring, and cooperative learning.

7. **Computer mediation:** Providing opportunities to access remote data sources, collaboration on group projects with students in other locations, and sharing of work for evaluation and response by other students. Computer when combined with regular instruction, "improves students' attitudes, motivation, and academic achievement"

Principles and Strategies in Assesing HOTS

Brookhart (2010: pp. 25-29) elaborates three principles for teachers in writing assessment items or tasks to assess higher-order thinking:

Use introductory material: allowing students to use resource materials and giving the students chance to think about. Using introductory material with many different types of test items and performance assessment tasks.

1. **Use novel material:** Students have to actually think, not merely recall material covered in class.

2. **Attend separately to cognitive complexity and difficulty:** level of difficulty and level of thinking are two different quallities. They allow teachers to use higher-order thinking questions and tasks with all learners.

To interpret students responses over items and tasks, Brookhart also elaborates strategies for giving feedback and scoring tasks that asses higher-order thinking (2010: pp.30-37). Commenting and scoring are two ways to assess higher-order thinking.

1. **Formative Assessment of Higher Order Thinking:** observation and discussion when students give reasons directly can be a powerful weapon to assess their HOT. Teachers are supposed to do conversations with the students over their reasoning or give meaningful written feedback and make sure that these activities are based on teacher's learning target and criteria.

2. **Summative Assessment of Higher-Order Thinking:** Giving scores or points toward the students reasoning quality is one way to assess their higher order thinking. There is a variety of item and test formats, such as what Sugrue (1995) has identified about three reponse formats: (1) selection (multiple-choice, matching), (2) generation (short answer, essay, performance), and (3) explanation (giving reasons for selection or generation of a response). Here are some strategies to score the quality of students HOT:

Multiple Choice:
Multiple-choice items could be possibly used to assess "micro-dimensional critical thinking skills, like identifying the most plausible assumption, recognizing an author's purpose, selecting the most defensible inferences, and such like (Paul and Nosich, 1992: p. 7). Hancock (1994) constructed multiple-choice and constructed-response items to measure the knowledge, comprehension, application, and analysis skills.

Perfomance test:
Hands-on tasks, essays, short-answer constructed-response measures, and portfolios are included to performance test. It is highly recommended for measuring higher order thinking

skills and has been suggested to replace multiple-choice tests (Wiggins, 1993). However, performance tests also have weaknesses: they are time consuming and less generalizabillity (Shavelson, Baxter, & Gao, 1993)

To see what kind of domains the students have over their thinking skills, learning taxonomy is a necessity in teaching learning process. Bloom's taxonomy is the first (well) known one to use in many curriculum and teaching materials until now. However, Anderson and Krathwohl have their own revision toward Bloom's (2001). A major revision lies on "Knowledge and Cognitive Process". Knowledge deals with facts, concepts, procedures, or metacognition. Meanwhile the the concept of cognitive process is very much like except the order. The first level of cognitive dimension is called "Remember". Anderson and Krathwohl provide the following notes.

1. **Remember** involves recognizing or recalling facts and concepts.
2. **Understand** involves basic comprehension, understood in light of newer theories of learning that emphasize students constructing their own meaning. Processes in this category include interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. **Apply** means to execute or implement a procedure to solve a problem. Application-level problems still usually have one best answer.
4. **Analyze** means to break information into its parts, determining how the parts are related to each other and to the overall whole. Processes include differentiating, organizing, and attributing. Multiple correct responses are still likely in analysis-level tasks.
5. **Evaluate** means judging the value of material and methods for given purposes, based on criteria. Processes include checking and critiquing.
6. **Create** means putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. Processes include generating, planning, and producing.

METHOD
Research Design
This study applies qualitative research design. The scope of discussion in this paper would only be limited to HOTS teaching strategies and assessment. The objective of this paper is to provide HOTS information in teaching-learning for Indonesian teachers so that they could facilitate appropriate teaching strategies and learning environments to support students growth and their flexible attitudes.

Setting and Participants

The research was conducted at Sofia University "St. Kliment Ohridski", Bulgaria. There are two courses namely Research Method and MA Thesis Writing in which the data were collected. Three lecturers in Research Method subject who have respectively expertises in Literature, Linguistics, and Culture, one lecturer from MA Thesis Writing, four exchange students from Indonesia and some other students participated in this study

Data Collection Method(s) and Analysis

The main data in this study were collected from intensive daily observation and participation in the two courses mentioned previously. The data were collected in fourteen meetings in Research Methods Course as well as in MA Thesis Writing. Research Method course description is accessible at http://elearn.uni-sofia.bg/course/view.php?id=2588)). The task and procedures are Moodle-based in Research Method course and in MA Thesis Writing's teaching and learning materials, tasks, and procedures are not Moodle-based but email.

Documents related to the instructions and assessment as well as field notes were used in the analyses and data triangulation. Video recording and post conference with the lecturers were used to complete the analysis. The analyses of the data is based on variety of HOTS teaching strategies (King, Goodson, and Rohani, 2013: pp. 41-62) and principles of assessing HOTS (Brookhart 2010: pp. 25-29)

FINDINGS AND DISCUSSION

HOTS Teaching Strategies Applied in Research Method and MA Thesis Writing

Teaching strategies in every lecture were diverse. Teaching strategies were given depending upon learning criteria and goals. It also occurs to both below subjects taught in Sofia University, Research Method and MA Thesis Writing. Some teaching strategies characteristics found that contribute to developing higher order thinking skills are as follows

Teaching Strategies	Research Method	MA Thesis Writing
Instructional Communication	▪ Aliging learning goals, objectives, content ideas, learning tasks, and materials and aids. ▪ Establishing organized activities and routines in form of task analysis (critical reading), discussion, independent work week, and project presentation. ▪ Explaining the task clearly (e.g, make ideas vivid with pictures). ▪ Providing feedback directly	▪ Aligning learning goals, objectives, learning tasks, materials. ▪ Establishing organized activities and routines in form of preparing sample problems, examples, explanations, and questions (How? Why? and How well?) ▪ Explaining the task clearly (e.g, giving emphasis with verbal statements).
Learning and thinking strategies	▪ Encouraging students to make judgments in writing or discussions about its relevance, telling in their own words how to integrate their findings with their previously existing ideas, opinions, or approaches. ▪ Providing feedback on student performance ▪ Using cultural resources and information to express the acceptance and valuing of different perspectives	▪ Encouraging and guiding students to formulate hypotheses, speculate on consequences, guess, brainstorm, and discuss ▪ Providing instruction in "abstracting, analyzing, outlining, summarizing, and generalizing" ▪ Providing feedback on student performance ▪ Using team-assisted individualization that combines cooperative and mastery learning.
Direct instruction	▪ One long lecture (direct instruction) but the other day class attendance is not required (reading week) ▪ Introducing new content with a familiar frame of reference. ▪ Expressing briefly what will be learned, why it is important, when it will be useful, and how it should be applied.	▪ Combining direct instruction with guided practice (break-up segment with questions and discussions) ▪ Including transition signals between topics. ▪ Providing review and closure through summaries, both verbal and visual.
Questioning Strategies	▪ Asking questions of all students equally, calling on nonvolunteers as well as volunteers ▪ Having the students generate their own questions about topics	▪ Asking questions of all students equally, calling on nonvolunteers as well as volunteers ▪ Providing wait time after a question because students differ in the rate at which they respond
Feedbacks	▪ Using informal checks such as thumbs up to show who did good ▪ Providing immediate, specific, and corrective information, using a positive emotional tone	▪ Adjusting feedback to response. For correct quick, firm answers, use short, general praise (e.g., "good answer"). ▪ Providing immediate, specific, and corrective information, using a positive emotional tone
Team Activities	▪ Cooperative learning in form of group investigation (divide students into groups according to student interest, or cultural background; arrange for group presentations)	▪ Students discussion in form of face-to-face discussion, (mostly in pairs)
Computer Mediation	▪ Moodle based learning or Computer-assisted instruction (CAI). Materials, tasks, and feedback can be accessed in Moodle	▪ Email-based mostly. The teacher stands-by online for communication (questions and inquiries). All the links, materials and task procedures were sent via email.

In providing instructional communication the teaching strategy used by the lecturers was slightly different in nature. The form of tasks in Research Method were analysis (critical reading), discussion, independent work week, and project presentation. The explanation of the task was supported by making ideas vivid with pictures and the feedback was provided directly. The feedback given was using informal checks such as thumbs up to show who did good. On the other hand in MA thesis Writing, the organized activities and routines were in form of preparing sample problems, examples, explanations, and critical questions (How? Why? and How well?) and the explanation was emphasis with verbal statements. The adjusting feedback to response for correct quick, firm answers, was in a form of short, general praise (e.g., "good answer").

The difference of learning and thinking strategy used in those two courses are encouraging students to make judgments in writing or discussions about its relevance, telling in their own words how to integrate their findings with their previously existing ideas, opinions, or approaches by using cultural resources and information to express the acceptance and valuing of different perspectives in Research Method course. While in MA thesis Writing the lecturer guided the students to formulate hypotheses, speculation on consequences, guessing the result, and brainstorm, and discuss the ideas. The instruction in "abstracting, analyzing, outlining, summarizing, and generalizing" and feedback on the students' performance were also provided by using team-assisted individualization that combines cooperative and mastery learning.

Direct instruction in Research Method course was a combination between lecturing in a form of expressing briefly what will be learned, why it is important, when it will be useful, and how it should be applied and reading autonomously new content with a familiar frame of reference. In the Writing course, the combination of direct instruction is in a form of guided practice break-up segment with questions and discussions including transition signals between topics. A review and closure through summaries, both verbal and visual were provided. The task and procedures are Moodle-based in Research Method course and in MA Thesis Writing's teaching and learning materials, tasks, and procedures are not Moodle-based but email. The utilization of suitable technology in the instructional design provided more flexibility in the learning environment and influenced the learning outcomes (Alim, Umam & Wijirahayu, 2016).   Both of the task procedures in this study assisted the learners to be more autonomous and creative.

Questioning strategies and team activities which develop creative thinking were conducted slightly different in Research method course by having the students generate their own questions about topics. Cooperative learning in this course was in form of group investigation (dividing students into groups according to student interest, or cultural background; arranging for group presentations). In the MA Thesis Writing course waiting time after a question as given as the students were differ in the rate at which they respond. The students discussion was in the form of face-to-face discussion and mostly in pairs. The enthusiasm of the students in responding on the instruction reflected their attitude toward the activities (Wijirahayu & Dorand, 2018) and positive attitude leads to higher creativity and better performance.

Creative Thinking Applied in Task and Assessment

In 14 fourteen meetings in Research Methods Course, the three lecturers who have respectively expertises in Literature, Linguistics, and Culture built the learners qualification on

research and writing through instruction. Each course has 3 ECTS. MA Thesis Writing's teaching and learning materials, tasks, and procedures are not Moodle-based but email. The learning description on both courses are described in the tables below. The words in bold fonts are the indicators of activities which are highly possibly led to HOTS assessment.

Session	Research Method	MA Thesis Writing
1	**Literature:** Wilfred L. Guerin, et al. – Precritical Response, Text, Genre, SourcesФайл (4.1MB PDF документ)	Lecturer also tells about general Introduction to the course, course syllabus, and department requirements for writing an MA Thesis
2	READING WEEK: TWO CRITICAL APPROACHES TO LITERATURE Students are not required to attend class. They are required to **dedicate four academic hours to reading very carefully** the two chapters from Wilfred L. Guerin's Handbook of Critical Approaches to Literature. ▪Pages from Wilfred L. Guerin, et al. – The Formalist Approach (4.8MB PDF документ) ▪Pages from Wilfred L. Guerin, et al. – Cultural Studies (6.3MB PDF документ)	Choosing a Topic: Narrowing down and Refining a Topic ▪ Lecturer provides **steps to follow** in finding the topics (internet sources, issues focused) ▪ Lecturer gives **examples** of Research Question, how to narrow down the topic and how to define terms.

3	DISCUSSION WEEK: TWO CRITICAL APPROACHES TO LITERATURE
	
	    Students are required to attend class and be **prepared to outline and compare the major features** of the studied critical approaches.
		Gathering data, primary sources, secondary sources.
		    The lecturer gives guidance what to do when working in library, electronic sources, and field research.
		
		▪ Lecturer gives **follow-up activities in form of discussion in pairs/ small groups on the given questions**
		▪ Lecturer asks students to **write down the stages** when starting to plan the research archive
		▪ Lecturer asks students to **find bibliographies, articles, and books** suited to students research topic (homeworks)

4	INDEPENDENT WORK WEEK Students are not required to attend class. They are required to **work independently and apply one of the studied critical approaches or an original combination** of both on E. Hemingway's short story A Cat in the Rain. ▪E. Hemingway - A Cat in the Rain (17.4KB PDF документ)	Evaluating sources. Preparing a working bibliography. ▪ Lecturer gives **opening question** "How do we select the best, the most useful and reliable sources for our working bibliography" (later it relates to previous homework) ▪ Lecturer gives **fourteen problems related to content of a source in form of questions** to be critically answered by the students. ▪ Lecturer asks students two same points about **finding sources for research topic and examine them** (homeworks)
5	PROJECT PRESENTATION AND DISCUSSION WEEK Students are required to attend class and **deliver a ten-minute presentation of their critical analysis** of E. Hemingway's short story A Cat in the Rain. A projector and a computer will be provided for this session. They are also required to **submit in Moodle a one-page summary of their analysis** before attending the class.	Taking notes. Quotation, Paraphrase, Summary. Avoiding Plagiarism ▪ Lecturer gives **rules for writing effective** notes ▪ Lecturer asks students to **create summary and paraphrase** from articles ▪ Lecturer gives **examples of good note-takings (plagiarism free).**

The result of successful HOTS can be seen through the learners' explanations, decisions, performances, and (or) products by means of their knowledge and experiences. These higher thinking activities are really expected to meet in classroom situation, especially for the students in university who are encouraged to think in a higher level than memorizing facts or telling something again exactly the way it was told to. Moreover when the subject learned is about research and such, the activity of HOTS is much apparent (King, Goodson, and Rohani 2013:1). Learners are expected to build the knowledge of research, understanding various issues, proving lies or truths, and developing critical reasoning skills in this Research Method and MA Thesis Writing subjects.

E-learning website is also provided by the university in this program. Every student has their own account and could access the task and other information related to the course given by the lecturer. Before meeting in the classroom, the lecturers usually upload the electronic paper and give the students' task to read about the topic that will be learnt for the next day. By having this program, the students practice to improve their reading skill. Similar findings from reflecting activities in improving students' performance in reading has been done by Wijirahayu (2011). These activities are recognized as one of the way to foster critical thinking and creativity in writing through e-learning.

Learning Literature in a Research Method subject stimulates students' imaginative thinking and writing. Their preference on reading literary works might create them to be a truly literate society. This might what quite differ in general from campus academic activities at home towns which commonly obliged attendance. There were reading sessions as a substitution of class meetings. It is common to say that absence is not a big deal, since appears that students being autonomous learners rather sensed and the lecturer encouraged it.

Once, students had a meeting to do comparative analysis which led them to break features into similarities and (or) difference and critiquing the literature. It was a high tension but wrapped up into an interesting discussion so that the process of learning went well.

Again, the students were not required to attend the class as they have to work individually at home to present critical approaches to one of Hemingway's short story later. It is unique as the students activity outside classroom considered presence. In addition, their creative thinking emerged seeing once more and their way of thinking is liberated.

Beside delivering ten-minute critical analysis presentation, students should also become technology literate by using Moodle to submitting one-page summary. The presentation was very interesting to say as out-of-the-box. One student compiled related sources including author's background and photography to interpret the work. The most memorable thing is, a student drew the context with sketches of how Hemingway tried to deliver the message.

Session	Research Method	MA Thesis Writing
6	**Linguistics:** INTRODUCTION WEEK: Students are required to attend class.	Getting Ideas from Sources. Writing a Research Proposal. Writing a Thesis Plan. • Lecturer asks students to **reopen/reread their notes and ask themselves questions** about the research and summaries • Lecturer **explains kinds of thesis plans** or outline models
7	READING WEEK: TWO CRITICAL LINGUISTIC APPROACHES Students are not required to attend class. They are required to **dedicate four academic hours to reading very carefully** selection of the following papers. • What is CDA (55.7KB PDF документ) • CDA Wodak (65.7KB PDF документ) • CDA VanDijk (238.4KB PDF документ) • CA Transcription (159KB PDF документ) • CAФайл (3.9MB PDF докумен)	Thesis Structure 1 (Introduction) • Lecturer **explains introduction parts** only, there are also questions for the students to answer. • Lecturer **asks the students to identify their own thesis writing in form of practice** (find out gaps, general subject, specific research topic, reasons, previous researches, aim, RQ, data, theoretical framework and analytical method, general view of each chapter)
8	PROJECT PRESENTATION AND DISCUSSION WEEK Students are required to attend class and **deliver a ten-minute presentation.**	Thesis Structure 2 (Body, Conclusion) • Lecturer **explains body and conclusion parts** (deductive/inductive reasoning, what good paragraph is, steps in making conclusion) • Lecturer **gives page proportion** for each chapter in MA thesis. • Lecturer **gives guidelines** for students final presentation about making thesis plan
9	PROJECT PRESENTATION AND DISCUSSION WEEK Students are required to attend class and **deliver a ten-minute presentation.**	Presentation of MA Thesis Reviews • Student **presents** other graduate's thesis writing and **criticizes** his/her strengths and weaknesses. The discussed indicators are based on what T's explained in previous meetings. • Lecturer **gives feedbacks toward students thesis review.**
10	**Culture:** READING WEEK: CRITICAL APPROACHES TO CULTURAL ANALYSIS Students **read the introductory text on "Visual Methodologies"** • NEW Rose Visual Methodologies Chpt (284KB PDF документ)	The Writing Process. Drafting the Thesis. Writing in an Academic Style. Cohesion and Coherence. • Lecturer **explains major features** of academic writing. • Lecturer **gives examples of academic phrasebank to create cohesion and coherence** from University of Manchester (.pdf file's provided).

To be a creative thinker, in the same subject the lecturer also instructed the students to do critical analysis over visual materials, such as cultural objects, photographs, or others. This session is the most appealing process in learning as the students can freely choose anything matters to subject of their interest including religion, history, etc. Giving feedback is rather sensed in this

activity as well. Relating the use of media to develop students' comprehension, Wijirahayu (2013) suggested to consider students' interests in providing suitable contexts.

For MA Thesis Writing teaching strategies, the lecturer provided clear instructions, so that the students can achieve learning objectives. These can be seen from how the lecturer provided steps and examples. One of which is giving phrase banks or citation styles.

Giving question is one other thing as teaching strategy to follow-up the given activities. Inquiry and discovery occurred as well towards students as they were told to think systematically when writing the research plan and sought the sources by themselves. Their creative thinking is stimulated since liberated to figure out their research interest.

Session	Research Method	MA Thesis Writing
11	DISCUSSION WEEK: CRITICAL APPROACHES TO CULTURAL ANALYSIS – **Working with cultural objects, photo essays, archival materials** – the case of Jacob Riis' photo album "How the Other Half Lives", 1890, to trigger social reform. (hypertext edition attached) as well as the link to it: http://www.gutenberg.org/files/45502/45502- h/45502-h.htm ▪JacobRiis_hypertext (1.6MB PDF документ) ▪Jakob Riis - Vusual Methodologies (1.8MB ppt.)	Referencing and Quoting. MLA and Other Styles. ▪ Lecturer **explains kinds of styles in referencing and quoting** ▪ Lecturer **gives examples of citation styles chart** from Purdue OWL (.pdf file's provided).
12	INDEPENDENT WORK WEEK Students **work on their individual or joint projects on visual forms of contextualization** (e.g. on the Gilded Age, on the Jazz Age, on the Depression; on immigration or any period of interest). For example, look at this photo essay on the Depression: http://www.english.uiuc.edu/maps/depression/photoessay.htm	Revising the Manuscript. Editing and Proofreading. Printing and Binding. ▪ Lecturer **gives three stages for revising thesis writing.** ▪ Lecturer divides the students into two groups for the incoming presentation (final presentation). ▪ Lecturer **asks students to compile the tasks into portfolio**: other student's thesis review, our thesis plan and its bibliography.
13	PROJECT PRESENTATION AND DISCUSSION WEEK Students **deliver a ten-minute presentation of their critical analysis of cultural objects, photographs or other visual materials** + 1-page summary of their analysis (submitted to Moodle before class).	Presentations of MA Thesis Plans ▪ Students **present** his/her thesis plan in an allocated time. ▪ Lecturer **gives feedbacks toward students thesis plan.**
14	**Feedback**	Presentations of MA Thesis Plans ▪ Students **present** his/her thesis plan in an allocated time. ▪ Lecturer **gives feedbacks toward students thesis plan.**

The lecturer proposed questions related to previous homework, many problems to discuss and examine including similarities between the sources with their work. In one meeting, the lecturer also encouraged students to summarize and paraphrase works. This process can lead them to create representation or modification of their work.

Instead of providing question, there was also an activity in which students should require the questions by themselves to achieve comprehension on reading their work. They also had to differentiate some models so that the models could be applied over their work. Good impressions of the students in acquiring new experiences of communicating in English as a foreign language (EFL) their language learning create a prior knowledge that may influence the way they develop the mastery in the future (Wijirahayu, 2017).

The lecturer also instructed the students to identify and analyse her thesis writing. It indicated that she is an open-minded so that the students could give any comments and contribution towards the lecturer's work. From this activity, the students also had clear structure of how to write their thesis better. Even after they might be familiar with the format the students still learned sentence and paragraph writing. After recognizing how the thesis is written, the lecturer then instructed students to make justification towards graduates' work and give it feedback. Contributing critiques to the work, revising what to revise, reviewing, and writing it onto a piece paper were further tasks.

The lecturer also would like to assess students' performance by assigning them to do presentations. Commenting logical thinking in elaborating thesis plan is quite prominent. Later, the lecturer gave the students feedbacks. Moreover, feedbacks are apparently given in every teaching-learning process in the university.

CONCLUSIONS

As the learners were expected to build the knowledge of research, understanding various issues, and developing critical reasoning skills in this Research Method and MA Thesis Writing subjects, the learners practice to improve their reading skill more autonomously. Experience in learning literature in a Research Method subject stimulated the learner's imaginative thinking and writing. It was admitted that their preference on reading literary works might lead them to be a truly literate society if it is applied in their home country. The activities created high tension but wrapped up into an interesting discussion so that the process of learning could be enjoyed. Some creative activities that impressed and inspired the learners more were interpreting a famous author work by drawing sketches of how he deliver the message in a certain context.

Exercises in generating questions, inquiry and discovery stimulated their creative thinking over the learners' research interest. Making justification towards other graduates' work by giving feedback and contributing critiques developed their logical thinking and raising the learners awareness on a reflection of their own ability in writing a research report. Experiences in attending courses of research method and thesis writing overseas have created different learners' mindset about classroom practices. Creative thinking in this case was developed by the lecturers as well as the students suitable to the nature of the subject matter. Adjusting the supported learning environment set systematically to build creative thinking and cultural awareness in any other challenging EFL contexts are suggested for further application.

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