

ABSTRACT

Classroom discussion activities are one method of learning to communicate. The idea that using a discussion-based approach is assumed as a suitable way to teach critical thinking in this situation. This study aims to define how students see classroom discussion activities in order to help them develop their critical thinking skills. The study used descriptive qualitative research techniques. The participant and used in this study was SMA 11 Jambi students and a number of classrooms had a detailed review as a sample. There were 11 social studies and sciences subjects which were all reduced to just science classes as the sample, including the two English-specific Science 1 and Science 2 classes. According to the study's findings, it can be seen that the SMA N 11 students believed that the classroom discussion method had a significant impact on their critical thinking skill based on several reasons: (a) the students were able to judge the reliability, validity, and likelihood of bias or judgmental error of sources from any information, (b) the students were competent in refuting arguments with facts, (c) the students could determine if the material was accurate or not, and (d) the students might interact with one another.

Keywords: Perception; Classroom Discussion; Critical Thinking.