

EFL STUDENTS' CRITICAL THINKING IN SPEAKING ACTIVITIES (A Descriptive Study at English Conversation Club (ECC) in SMAN 1 Maja)

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Abstract: This study aimed to analyze critical thinking aspects reflected in students' discussion and giving some opinions. The critical thinking aspects examined in this study covered critical thinking elements mainly proposed by Emilia (2005) as well as critical thinking dispositions mainly proposed by Ennis (1996). In particular, the purpose of this study was to find out elements of critical thinking demonstrated by students in their speaking through discussion and speaking test. This study employed a qualitative research design, particularly a descriptive qualitative. To obtain the data, students' speaking test, observation of critical thinking elements, and interviews were used. The member of English Conversation Club (ECC) in one of senior high school in Majalengka were chosen as participants. They were six students of low, middle, and high achievers who were selected purposively. The data of students' speaking test and critical thinking's element checklist were analyzed by using the theory of critical thinking movement proposed by Hughes (2014), Elder (2011), Reichenbach (2001), and Chaffee et al (2002). These were very valuable to assess students' critical thinking. The findings revealed that all critical thinking aspects covered in this study appeared in the students' opinion through speaking test. High achievers' speaking test presented more critical thinking aspects than medium and low achievers' speaking, particularly on argument and open-mindedness. This study recommended that the teaching of giving opinion should explore all stages of speaking process, especially pre-speaking stage to help students speak and elaborate arguments well.

Keywords: *Speaking ability, Critical Thinking, discussion, giving opinion.*

INTRODUCTION

In the globalization era challenges and competitions are very competitive, everyone is demanded not only have a high level of education, but also required to have a special capability, commonly called skill. One of the skill that most needed today is English ability. English has been determined to be one of an international language as verbal language to communicate. English is also as an universal language of instruction used in almost every corner of the world. (Caine, 2008) has noted that English is spoken worldwide as the first, second, foreign language or other language. It is clear that English language has become more dominant around the world.

Today, English is very needed in the life. English has influenced some factors such as education, economic, social, technology, politic, culture, etc. Everyone need to learn and master English especially students. English has some roles for students' learning and future.

Since almost all technology used English, students need to master English for mastery technology as the supporting source and tool in learning. According to the research that have been noted by Maurais and Morris, 2003), “the field of science and technology also rely on the English language”. Some of the book sources used English, for understanding the lesson students need to master English. Students’ future is also influenced by English ability. Joining in a favourite university have to get high score in TOEFL, English ability is also needed in working requirements, good ability in English will be one of the consideration to get better working.

English has four skills such as listening, reading, writing, and speaking. One of the important skill which have to be mastered is speaking. Brown (2004: 140) defines that :

speaking as a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test.

Based on the statement, the researcher concludes that speaking is an activity between two people or more that they are listener and speaker having to act what they listen and make a contribution in high speed. Since speaking is very important, students need to master it well. But the fact showed that students are lack to speak English. There are some problems which found in learning and teaching speaking based on researcher’s experiences. First, teaching learning process lacked the use of learning media. The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping to improve students’ motivation in English class. Second, students had difficulties to use the appropriate vocabulary in the speaking skill. Students speak in Bahasa or in inappropriate English vocabulary. For example, I want walking-walking with my friend today, they are run – run in the school yard. Third, students had difficulties in generating ideas in the speaking process. Students cannot develop ideas well. It could be seen from their speaking that they were stuck in developing the sentences. Fourth, the teacher did not apply games or something new in the teaching learning process. The activities of speaking very bored and students were very noisy and did not pay attention to the teacher’s explanation.

Based on those problems the researcher focuses on the first problem which have to be solved, that is students had difficulties in generating ideas in the speaking process. Students cannot develop ideas well. It could be seen from their speaking that they were stuck in developing the sentences. Based on the problem can be concluded that the lack of speaking is caused by the lack of critical thinking. The successful of speaking ability is influenced by some factors one of them is students’ critical thinking. Students’ critical thinking is important to be applied and improved in learning English. Critical thinking help students to mastery speaking. Students’ critical thinking will encourage students to speak English, because there are a lot of ideas, opinions, in their mind which will be conveyed. Generally, critical thinking will help to understand English faster and deeper because critical thinking is more than thinking but higher thinking which has some indicators as explained by Scriven & Paul (2007:1) that :

Critical thinking is the intellectually disciplined process of actively and skilful conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

In this era, students are expected to be able to think critically. Critical thinking is important to gain the information which was gotten, to have better chances and to life with the society. It is like Robinson’s opinion, if students want to perform in a highly technical society, they must be prepared with life-long learning and critical thinking skills is necessary to obtain

and process information in an ever-changing world. When someone thought about something which wants to be done, the person needs to decide whether the thing is appropriate or not. To do this well, the person had to have a good ability in critical thinking. Critical thinking plays an important role in language education. (Wallace, 2007) stated that “critical thinking skills should be embedded in the subject matter and implemented into language education”. Since language is an important tool for acquiring knowledge, therefore it is important to acquire on the way into the nature of the critical thinking ability of the students and its possible link to their language proficiency.

Critical thinking is a high ability of thinking with some indicators such as being able to recognize problems, finding solutions of existing problems, collecting and compiling necessary information, recognizing assumptions, logical thinking, distinguishing factual and nonfactual news, evaluating, expressing, draw conclusions from existing data. (Fisher, 2001). Critical thinking is needed for students to succeed in an increasingly complex world. Critical thinking is an important and necessary skill because it is required in the workplace, it can help students deal with mental and spiritual questions, and it can be used to evaluate people, policies, and institutions, thereby avoiding social problems (Hatcher and Spencer, 2005).

Critical thinking is also important for shaping creative candidates of English teachers. The students need to think critically to come up with creative solution for a problem. It must also be the circumstance that the new ideas being produced are useful and relevant to the task at hand. Critical thinking plays a central role in evaluating new ideas, selecting the best and adapting them if necessary. In order to live a meaningful life and to structure our lives, justify and reflect on our values and decisions are needed. The tools for this process of self evaluation are provided by critical thinking. By having this ability, the people are able to choose the best step or way for their future life, to reflect their life in the past and to make their life better in the future by learning from their experience in the past. On the other side, good critical thinking means using reason and evidence to support the point.

Critical thinking is needed to be applied and improved in English class room because one of the goals from the implementation of curriculum 2013 is metacognitive intelligence which consist of 4C (Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and Communication). Metacognitive controls the six levels of cognitive aspects defined by Benjamin Bloom in Bloom's taxonomy that consist of the memories, understanding, application, analysis and synthetics and evaluation stages (Anderson, 2000).

RESEARCH METHODE

The research was carried out at English conversation club (ECC). It is one of the organisation or club which has program to practice some speaking activities. English club is a group of people or club Members who meet regularly to practice speaking, listening, reading, and writing in English. Another definition stated that English club is a series of regularly scheduled meetings where club members practice English and help the community solve problems (Kathleen, 2015). This research was conducted on English Conversation Club (ECC) that was one of the extracurricular in SMAN 1 Maja, Majalengka. It was located in Jl. Raya Maja Selatan No. 6 Maja – Majalengka – West Java. Since 2011 it was English class which focused on speaking practice. It has thirty five members that consist of students in SMAN 1 Maja. It was scheduled once a week and directed by a tutor.

This recent study employed a qualitative research design. This particular design is considered to be appropriate to this study for at least three reasons. The first was by considering the function of a qualitative design, which is for “...exploring and understanding the meaning of individuals or group ascribe to a social and human problem” (Cresswell, 2009). In this case, the study seeks to explore and understand critical thinking aspects reflected in students’ speaking activities as well as how the students’ speaking activities contribute to students’

critical thinking in students' opinion. The second was by considering the collected data for answering the research questions. The nature of the data collected, which was in observation and interview forms, requires the research design to be qualitative (Dornyei, 2005). The third is to do with the analysis. The analysis carried out to present the answers for the questions posed in the present study is interpretive which mirrors the product of the researcher's subjective interpretation of the data, which is grounded in empirical evidence captured in the data. This is the nature of data analysis in qualitative method (Hatch, 2002; Dornyei, 2005)

Participants of the research were some students in SMAN 1 Maja, who have become the member of English conversation club (ECC). They were between 15-17 years of age. Participants of the research were chosen because of accessibility and the participants practice the speaking activities in the classroom. Participants of the study were determined purposively in the research. It was done by choosing certain individuals who were considered giving the adequate data as suggested by Sugiyono (2007, p. 54). Further, six students were chosen based on their score in speaking. Two students were from low achiever, two students were from mid achiever and two students were from high achievers. This was employed because critical thinking was supported by the intelligence which was in line with what was said by Wade & Tavis (2007, p. xxix).

The design of this study was descriptive qualitative. The researcher used some methods of collecting data; they were observation, speaking test, interview, and library research (literature review). In data collection procedures, the researchers of this study conduct observation to know how does student learn speaking and knowing students' critical thinking in the classroom. The second instrument was speaking test to classify which one the highest, middle, and lower. The next step was interview which consist of a set of questions that employed to obtain the data. Interview some students about their way to learn speaking and interview the teacher related to the teaching, is the teaching stimulate the students to develop their critical thinking or not.

After the researchers got the data, they analyzed it and described the result of the observation, speaking test, and interview. The first data which has been analyzed is the observation data. The result of the observation was students' condition and some information related to students' activities in classroom. It was analyzed as consideration to choose appropriate tools to continue the research. The score of speaking test was analyzed to classify students' ability in speaking and critical thinking. The score of speaking and critical thinking did based on speaking guide score and some elements which have explained by some experts. The result of analysis is students' higher ability, mid ability, and lower ability. The result of the interview was in a record. It was some students' opinion related to their preparation before speaking, and how does student get and generate some ideas to be conveyed in speaking. It was analyzed to make sure the result of speaking test and reinforcement the analysis.

After collecting and analysing the data, triangulation was used to test validity and to maintain the reliability as proposed by Alwasilah (2000), and Cohen et al (2007). In this case, triangulation of the research used two resources of data: students' speaking test and interview as proposed by Cohen et al (2007). The aim of triangulation is to match between what was said and what was in speaking test, and to give opportunity for the students to say "I did not mean it".

FINDING AND DISCUSSION

1. Students' Critical Thinking in Speaking Activities

To identify problems in the field and to know how was students' critical thinking in speaking activities, the researcher did classroom observation. The researcher observed the teaching and learning process of English Conversation Club (ECC) in SMAN 1 Maja, the classroom observation was done on August 15th 2018. The researcher presented an

observation sheet which explains the process of English teaching and learning especially students' speaking and critical thinking ability.

Table 4.1 Observation sheet

No	Observed aspects	Students' condition	
		Yes	No
1	Students give their opinion in the class	<input type="checkbox"/>	
2	Asking question	<input type="checkbox"/>	
3	Answer the question	<input type="checkbox"/>	
4	Make a conclusion	<input type="checkbox"/>	
5	Talk each other in the class use English		<input type="checkbox"/>
6	Correct each other		<input type="checkbox"/>
7	Self evaluation		<input type="checkbox"/>
8	Identify, define, enumerate, analyze something		<input type="checkbox"/>
9	Generating ideas		<input type="checkbox"/>
10	Recognizing the main information	<input type="checkbox"/>	
11	Exploring a sentence		<input type="checkbox"/>

Based on the observation it can be implied that the process of teaching and learning run well. The students were active and easily conditioned during the lesson. It was stated by Sanjaya (2008), that the characteristic of effective class was there was an involvement of students physically, mentally, emotionally, intellectually, and personally in the learning process. Students of ECC were easily conditioned in the classroom after the bell rang. They were ready to study when the tutor came to the class. The tutor greeted the students. All student answered the greeting. She asked students' condition and gave them some motivation. The tutor's behaviour guided the better learning process. As said by Richard (2008), that the successful of learning teaching process was caused by some factors one of them was teacher manages the class before the learning begins. She asked the students to give some opinion about some issues. She asked some questions to the students dealing with the topic. She also gave some sentences dealing to the topic to stimulate students for exploring the sentence and collecting the ideas. Questioning skills are important in learning in addition to stimulate students to be more active, in asking questions as well as making the situation warmer and focusing students' attention (Asril, 2010).

Most students could answer tutor's question but, there were some students who cannot answer it and they felt difficult to speak English because they have not ideas in their mind or cannot generate the ideas well. It is showed when the tutor asked them to write their opinion on the paper first but there were not a lot of written sentences on it. Another reasons were they did not have ability to correct each other, did self-evaluation, identify, define, enumerate, analyze something (Hughes, 2014). By some indicators in observation above the researcher concluded that students' speaking ability was low. One of the reason was the low of students' critical thinking. There were another reason why they could not speak English well which could be found in observation, those were vocabulary, lack of practice, and less motivation. The problem was mentioned by Brown (2000), it was classified into two kinds internal and external problem some of them were the mentioned problem in observation.

Based on the observation, speaking test, and interview generally students' speaking ability was still low. It could be seen clearly from the speaking score in speaking test that many students got the low score.

Those are some reasons which caused it. They have not enough vocabularies, less motivation and confidence, lack of practice and one of the important problem was the low of critical thinking. Some of students did not have ability to explore, identify, and analyze

some sentences. They have no ideas to be spoken, because they did not think deeper or critically and there was not enough knowledge so, they cannot find the idea. The explanation above shown that students' critical thinking and speaking activities were low. The conclusion above was taken from the observation, speaking test, and interview result which will be described on the next point.

2. The Role of Critical Thinking in Speaking Activities

As said by Fulcher (2003), that speaking has some components such as grammar, pronunciation, content, vocabulary, fluency and comprehension. Those are some aspects that should be prepared to produce good speaking. The researcher focused on one of the important aspect that is content. The content is produced when the speaker has the critical thinking ability such as getting some ideas, understanding some sentences, reasoning for some ideas and problems, analyzing, exploring, and concluding some sentences (Scriven and Paul, 2007). Here is the figure that showed the speaking ability was influenced by critical thinking and told that it has big role and contribution to speaking ability.

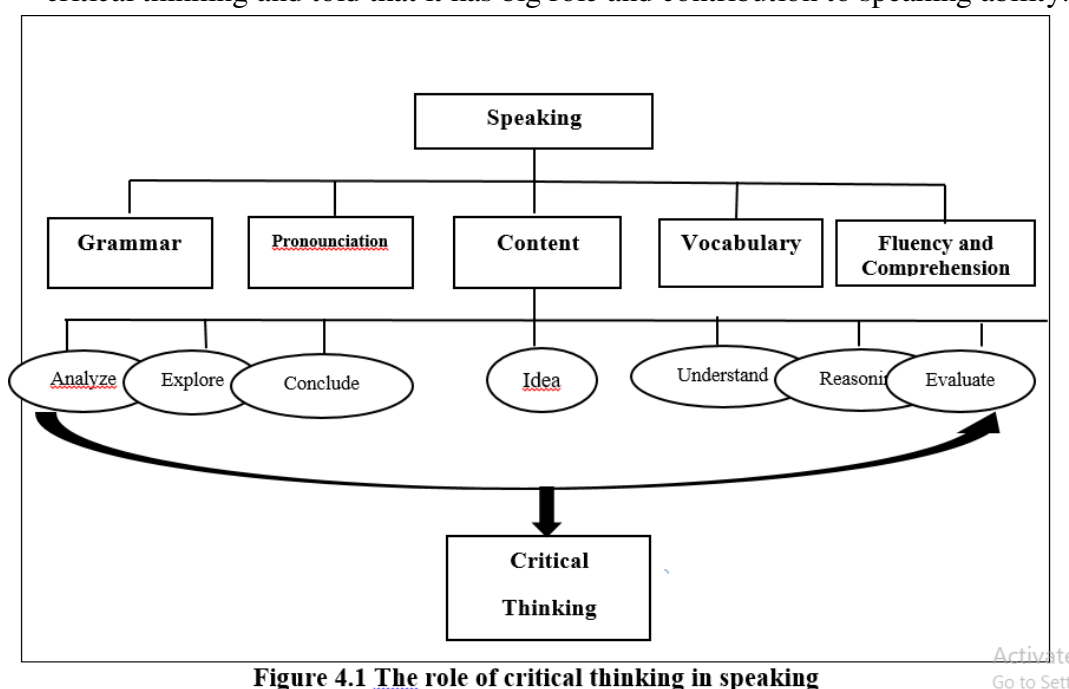


Figure 4.1 The role of critical thinking in speaking

The figure above was taken from some experts. One of them is Hughes (2014) mentioned some indicators of critical thinking, those are ask questions and avoid making assumptions, being able to evaluate information, choose relevant bits and pieces, ability to question opinions, research, arguments and ideas, reflective reasoning, analyse material, formulate opinion about it and be able to support opinion, making students autonomous and independent, looking at a problem from a wider/different angle, ask the right questions and weigh up different points of view, identifying and challenging assumptions, recognizing the importance of context, imagining and exploring alternatives, and developing reflective scepticism. Critical thinking skills teach a variety of skills that can be applied to any situation in life that calls reflection, analysis and planning. Critical thinkers will able to speak well and finish something faster because their brain was trained and have a lot of knowledges and experiences (Willingham, 2007). Higher thinking ability was produced higher speaking ability and vice versa.

The second activities was speaking test. The chosen activity which given was giving opinion. There are many activities to promote speaking as Kayi (2006) said such as

discussion, brainstorming, simulation, role play, information gap, story telling, interview, and so on. The speaking test was conducted to know students' speaking ability by asking them giving some opinion related to some topic that have been mentioned in the previous chapter. It was conducted on August 23rd 2018. The participants were the member of ECC that consist of thirty one members.

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance such as imitative, intensive, and responsive. This research took responsive test when the students were given their opinion about some topics. And the researcher gave the score based on the rubric which consist of speaking components that was described by Fulcher (2003) such as pronunciation, grammar, and content.

Here are the result of the speaking test.

Table 4.2 Scoring Rubric

No	Name	Component of Speaking			
		Pronunciation	Grammar	Content	Total
1	S1	5	6	7	18
2	S2	7	8	8	23
3	S3	6	6	5	17
4	S4	5	6	7	18
5	S5	7	6	5	18
6	S6	5	5	6	16
7	S7	7	6	6	19
8	S8	5	5	5	15
9	S9	7	7	7	21
10	S10	6	7	6	19
11	S11	5	5	7	17
12	S12	6	6	5	17
13	S13	5	6	7	18
14	S14	6	6	6	18
15	S15	7	5	7	19
16	S16	6	5	6	17
17	S17	8	8	8	24
18	S18	6	6	8	20
19	S19	7	6	8	21
20	S20	5	6	8	19
21	S21	6	7	7	20
22	S22	7	6	5	18
23	S23	7	7	6	20
24	S24	6	5	6	17
25	S25	6	6	7	19
26	S26	5	7	8	20
27	S27	6	6	6	18
28	S28	7	6	5	18
29	S29	7	7	5	19
30	S30	8	6	6	20
31	S31	5	5	5	15

Table 4.3 The Conversion table

NO	CLASS INTERVAL	CATEGORIZATION
1	30 – 26	Excellent
2	25 – 21	Very good
3	20 – 16	Good
4	15 – 11	Fair
5	10 – 6	Poor
6	5 – 1	Very poor

The result showed that there were two highest achiever who got score twenty three and twenty four and categorized very good. Both of them were good enough in conveying the opinion and ideas but they have to read some sources and practice more to explore some sentences and develop their critical thinking ability. Reading activity can improve students' critical thinking because when students are reading some sources they do critical thinking stages such as analyse the sentences, make a conclusion, and they will get lots of information, ideas, and knowledge (Anderson, 2011). Meanwhile there were two lowest achiever who got fifteen score and categorized as the poor and the fair. They have not be able to explore word or sentences in English, they were lack of pronunciation, grammar, knowledge and less practice. Another member were belong to fair categorization or the middle one which only have enough pronunciation or grammar but they have not be able to develop their critical thinking.

Middle and lowest achievers did not have good speaking ability because they did not achieve the goals of speaking those were produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter Organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan, 2003).

The last data was interview. Interview was conducted after observation and speaking test. The interviewee were the students who got the highest, middle and the lowest. They were given some questions. The questions were about how did students' preparation before speaking, what were students' problem in speaking, how did student find some ideas, analyze, explore and make a conclusion from a text. The question also was included students' opinion about speaking and critical thinking ability. Most questions were about students speaking ability and the indicators of critical thinking which was taken from Hughes (2014). The interview was recorded use mobile hand phone and transcribed which resulted in a written text.

The first result from the interview was the low of students' speaking and critical thinking which was caused by students' preparation before speaking. Preparation was one of the important stage to conduct good speaking. Student who has good preparation will get better speaking. It was showed in speaking score and interview that the highest achiever has some preparation such as brainstorming, or planning ideas and take notes, choosing the appropriate vocabularies, translate, practice, and understand some sentences. It was showed in the interview below.

R : Mari kita mulai ke pertanyaan yang pertama. Apa yang kamu lakukan sebelum speaking? (Let's begin to the first question. What do you do before speaking?)
 S : Saya biasanya memilih kosa kata yang tepat, menggabungkan beberapa kalimat, dan menerjemahkannya. Dengan tujuan untuk lebih memahami apa yang kita sampaikan. (I usually choose the appropriate vocabularies, combine some sentences and translate the sentences, in order to more understand what are delivered?)

- R :Baiklah, adakah persiapan yang lain? Apakah kamu mencari dan mengumpulkan ide dulu? (Well, is there any other preparation ? do you find out and collecting the idea first ?)
- S : Ya, saya membuat beberapa perencanaan ide dan membuat catatan sebelum berbicara bahasa inggris. (Yes I do, I create some planning ideas and take notes before speaking).

The different answer came from the middle achiever who has a little preparation. As said before that good preparation will produce good speaking. When students have a little preparation they only got the middle score. The middle just translate the sentences and sometimes check the pronunciation. There was no enough preparation such as planning and collecting ideas, brainstorming, practice a lot, etc. The statement could be taken from the piece of interview below.

- R : Mari kita mulai ke pertanyaan yang pertama. Apa yang kamu lakukan sebelum speaking? (Let's begin to the first question. What do you do before speaking?)
- S : Saya menerjemahkan kalimatnya dan kadang-kadang mengecek cara pengucapannya. (I translate the sentences and sometimes check the pronunciation.)
- R : Baiklah, adakah persiapan yang lain? Apakah kamu mencari dan mengumpulkan ide dulu? (Well, is there any other preparation ? do you find out and collecting the idea first ?)
- S : Tidak, tidak ada. (No, there is not).

Another opinion came from the lowest that student did not have good preparation before speaking. It can be concluded that student's preparation was influenced student's speaking score. Student only wrote down and memorized the sentence. It could be seen from the piece dialogue below.

- R : Mari kita mulai ke pertanyaan yang pertama. Apa yang kamu lakukan sebelum speaking? (Let's begin to the first question. What do you do before speaking?)
- S : Tidak ada. Saya hanya menulis dan menghafalkannya saja. (There is no. I just write down the text and memorize it.)
- R : Baiklah, adakah persiapan yang lain? Apakah kamu mencari dan mengumpulkan ide dulu? (Well, is there any other preparation ? do you find out and collecting the idea first ?)
- S : Tidak, tidak ada. (No, there is not).

The explanation above guided to the conclusion that pre speaking stage is important to be done. Such as brainstorming, collecting and generating some ideas, explore and analysis sentences, understanding the meaning, and checking the true pronunciation. Evaluation after test was needed to get better speaking. Allowing the students to see the past tests so that they have some idea what to expect, and; informing the students on the general grading rubric so they will understand how they will be evaluated (Emiliasari, 2013).

Among three of the students have different preparation before speaking. The highest achiever has some preparation such as brainstorming, or planning ideas and take notes, choosing the appropriate vocabularies, translate, practice, and understand some sentences. Meanwhile the middle achiever who has a little preparation. The middle just translate the sentences and sometimes check the pronunciation. There was no enough preparation such as planning and collecting ideas, brainstorming, practice a lot, etc. The last was the lowest that student did not have good preparation before speaking. Student only wrote down and memorized the sentence.

The second result of interview was about students' speaking problem. Students' problem in speaking activities was one of the question which asked in interview. It discussed because speaking problem was related to speaking score and critical thinking. Knowing students' problem in speaking helped researcher to know how good students' speaking and critical thinking.

There are several discussions about problems that come from body of the students (brown, 2000). The problems are commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking. The problem is classified into two kind, internal and external problem. Here are some students' problem which were found in the interview.

The highest one has the problem in vocabulary mastery, pronunciation, and less practice. vocabulary mastery was one of the important aspect because knowing many vocabularies will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Nation, 2003).

The highest one was good enough in English it can be proved from her English score and the answer in interview that she did not have many problem in speaking. Basically she has good enough English ability but the more practice is needed to be conducted.

R : Bagus, pertanyaan yang ke dua adalah apakah kamu mempunyai kesulitan atau permasalahan dalam speaking? (Good, the second question is do you have a problem in speaking?)

S : Ya, saya punya. Diantaranya penguasaan materi, pengucapan dalam bahasa inggris dan jaranganya berlatih. (Yes, I do. Some of them are vocabulary mastery, pronunciation, and less practice.)

Then the middle one was trouble in how to say the word or pronunciation, unknown word, and less self confidence. This problem influenced student to get middle score. However pronunciation was one of the important aspect to produce speaking and it was most students' problems. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). She need to practice more, read and translate the vocabularies as much as possible. The problem were taken from the dialogue below

R : Baiklah, pertanyaan yang ke dua adalah apakah kamu punya permasalahan dalam speaking? (Well, the second question is do you have a problem in speaking?)

S : Ya, saya punya seperti bagaimana cara mengucapkan kata dalam bahasa inggris, banyak kata yang tidak tahu artinya, dan kurang percaya diri. (Yes, I do. Such as how to say the word, unknown word, and less self confidence, etc.)

The last was the problem from the lower one. She need to enrich the vocabulary mastery, practice the pronunciation, grammar, etc. She was often felt difficult to memorize English sentences even the word. Student do not have a brave to speak because worry to make some mistakes. She could not combine some words because did not understand the grammar. As said by Nelson (2002) that grammar is the study of how words combine to form sentences. Students has the different problem each other generally about English mastery and critical thinking. Here are the piece of the statement in interview.

- R : Ok, pertanyaan yang ke dua ialah apakah kamu mempunyai permasalahan dalam speaking? (Ok, the second question is do you have a problem in speaking?)
- S : Ya, tentu. Banyak permasalahan seperti aku tidak tahu arti dari sebuah kalimat, pronunciation yang benar. Saya sering merasa kesulitan untuk menghafalkan kalimat bahasa inggris bahkan walaupun hanya kata. Saya tidak punya keberanian untuk berbicara karena takut melakkan kesalahan. (Yes, of course. Lots of problem I don't know the meaning of the sentences, the true pronunciation, I often difficult to memorize English sentences even the word. I don't have a brave to speak because I worry to make some mistakes).

The conclusion was students have the various problem in speaking. Such as vocabulary mastery, pronunciation, grammar, less confidence, and less practice. Among the students have different problems. They need to practice and enrich their knowledge especially about English. The highest one has the problem in vocabulary mastery, pronunciation, and less practice. Basically she has good enough English ability but the more practice is needed to be conducted. Then the middle one was trouble in how to say the word, unknown word, and less self confidence. She need to practice more, read and translate the vocabularies as much as possible. The last was the lowest one need to enrich the vocabulary mastery, practice the pronunciation, grammar, etc. She was often felt difficult to memorize English sentences even the word. Student do not have a brave to speak because worry to make some mistakes.

The last result of interview was about indicators of students' critical thinking. Critical thinking's indicator was one of the important question that was conducted to know how good student's critical thinking in speaking. Critical thinking is an important and necessary skill because it is required in the workplace, it can help you deal with mental and spiritual questions, and it can be used to evaluate people, policies, and institutions, thereby avoiding social problems (Hatcher and Spencer, 2005). Critical thinking is not only thinking but more deeply which has some elements. The researcher conclude that the elements of critical thinking are understanding, applying, analysing, evaluating, creating, inference, interpretation, and explanation (Facione, 2007).

Generally the indicator have been looked for in observation activity, but specifically asked to the the chosen member. The asked indicators were students ability in finding, collecting, and generating ideas, students' ability in analyzing, exploring, and concluding some sentences.

The highest one was the student who has good ability in English and critical thinking. It can be seen from the speaking score and the interview. she prepared some idea before speaking. She believed that When she have lots of vocabulary but she haven't idea she couldn't speak English. She was able to explore, analyse and make a conclusion because she read some books, and got a lot of sources. The statements were taken from the piece o f interview below.

- R : Pernahkah kamu merasa kesulitan untuk menemukan ide? Mengapa? (Have you ever feel difficult to find idea? Why?)
- S : Ya, saya pernah, Karena kadang – kadang saya tidak mempunyai pengetahuan yang cukup tentang sebuah topik atau saya harus berfikir ditempat yang hening. Ketika saya mempunyai banyak kosakata tapi saya tidak punya ide saya tidak akan bisa speaking. (Yes I have, because sometimes I don't have enough knowledge about the topic or I have to think in the silent place. When I have lots of vocabulary but I haven't idea I couldn't speak English.)

- R : Dapatkah kamu mengembangkan beberapa kalimat untuk disampaikan lebih luas? (Can you explore some sentences to be spoken widely?)
- S : Ya, saya bisa jika saya punya banyak ide. saya membaca beberapa buku dan mencari sumber di google untuk mengembangkan kalimat. (Yes I can, if I have lots of idea. I read some books, or find out some information in google to explore the sentences.)
- R : Baik, tetaplah mendengarkan karena kita masih punya beberapa pertanyaan. Apakah kamu mampu membuat kesimpulan dari sebuah teks? (Right, keep listening because we still have some questions left. Do you able to make a conclusion from a text?)
- S : Ya, saya bisa dengan mengetahui ide pokok dan menggunakan bahasa kita sendiri. (Yes I can, by knowing the main idea and use our own word.)
- R : Apakah kamu mampu untuk menganalisa kata atau kalimat sebelum kamu speaking? (Do you able to analyze the words or sentences before you are going to speak ?)
- S : Ya saya bisa, saya memikirkannya dengan seksama. (Yes, I do. I think over the word or the sentence.)

The middle one was who has little bit of critical thinking's indicator. She could make a conclusion and explore the sentences but could not analyze and need to enrich their knowledge. It could be seen from the dialogue below.

- R : Pernahkah kamu merasa kesulitan untuk menemukan ide? Mengapa? (Have you ever feel difficult to find idea? Why?)
- S : Ya, saya pernah, saya tau arti dari kalimatnya tapi tidak suka membaca sebuah buku atau sumber sumber yang lainnya. (Yes I have, I know the meaning of the sentences but I don't like reading a book or find out in other sources.)
- R : Dapatkah kamu mengembangkan beberapa kalimat untuk disampaikan lebih luas? (Can you explore some sentences to be spoken widely?)
- S : Kadang kadang tergantung topiknya. (Sometimes depend on the topic).
- R : Baik, tetaplah mendengarkan karena kita masih punya beberapa pertanyaan. Apakah kamu mampu membuat kesimpulan dari sebuah teks? (Right, keep listening because we still have some questions left. Do you able to make a conclusion from a text?)
- S : Ya, saya bisa setelah membaca seluruh teks kemudian membuat kesimpulan. (Yes I can, after reading whole the text then make a conclusion.)
- R : Apakah kamu mampu untuk menganalisa kata atau kalimat sebelum kamu speaking? (Do you able to analyze the words or sentences before you are going to speak ?)
- S : Tidak, saya tidak bisa saya hanya mampu membaca dan mengetahui artinya saja. (No, I do not. I just able to read, and know it's translate.)

The last was the lowest one who did not have indicator of critical thinking. She could not find the idea because she did not understand the meaning of the sentences. She could explore the sentences if the sentence is conveyed in Bahasa because she was low in English ability and she need long enough time for make a conclusion. It can be seen from the dialogue below.

- R: Pernahkah kamu merasa kesulitan untuk menemukan ide? Mengapa? (Have you ever feel difficult to find idea? Why?)

- S: Ya saya pernah. Karena saya sering tidak memahami tujuan dan arti dari kalimat bahasa inggris, jadi saya bingung ide apa yang harus dicari. Saya juga malas tidak suka membaca buku atau sumber yang lainnya. (Yes I have, because I often don't understand the purpose and the meaning of English sentences so, I confused what's the idea that have to be found? I am the lazy one, I don't like reading book or other sources.)
- R : Dapatkah kamu mengembangkan beberapa kalimat untuk disampaikan lebih luas? (Can you explore some sentences to be spoken widely?)
- S : Kadang – Kadang jika disampaikannya dalam bahasa inggris (Sometimes if the sentences are conveyed in Bahasa).
- R : Baik, tetaplah mendengarkan karena kita masih punya beberapa pertanyaan. Apakah kamu mampu membuat kesimpulan dari sebuah teks? (Right, keep listening because we still have some questions left. Do you able to make a conclusion from a text?)
- S : Itu bisa diselesaikan ketika saya menerjemahkan semua kalimat terlebih dulu dan itu membutuhkan waktu yang lama.(It can be done when I translate all the sentences first and it need long enough time).
- R : Apakah kamu mampu untuk menganalisa kata atau kalimat sebelum kamu speaking? (Do you able to analyze the words or sentences before you are going to speak ?)
- S : Tidak, saya tidak bisa. Saya hanya mampu membaca dan mengetahui artinya. (No, I do not. I just able to read, and know it's translate).

The interview above is concluded that the highest has good ability in speaking and critical thinking. Some of the reasons were student have preparation before speaking, got lots idea because got some sources, and student can analyze, explore, and make a conclusion as the indicator of critical thinking. Meanwhile the middle was good enough in English, but there were no enough preparation before speaking. Student was able to make a conclusion and explore sentences but have not able to analyze sentences because need lots of sources and knowledge. The lowest who was lack in English and critical thinking too. Students only memorize the sentences without understand, explore, analyze and make a conclusion from a text. Student need to practice English more, read and get lots of sources and also have good preparation. As the last result all of them realized that students' critical thinking were important and students' critical thinking and speaking were influence each other.

As the findings of this study shown that though critical thinking dispositions are demonstrated in the speaking test, but it still lack. Therefore, the teaching and learning process should inform, teach, and make sure that the students' speaking are well-informed. Students should be made aware of the existence of critical thinking aspects in speaking. Hence, they can pay attention to these aspects when speak, particularly in the arguing genre. By realizing these aspects, the students will possibly evaluate their own speaking and set their standard based on these critical thinking aspects.

Hence it is expected that the students are able to show better critical thinking aspects in their speaking. it is recommended that critical thinking should be taught and practiced. It is because critical thinking is teachable and transferrable (Feng, 2013). Since speaking is a process through which students can practice and apply their critical thinking since it requires them to collect, analyze, synthesize and evaluate information (Sharadgah, 2014), explicit teaching and practicing critical thinking through speaking is recommended.

The findings of this study suggest that pre-speaking stage has great contributions to students' critical thinking aspects. Therefore, teaching speaking should include the pre-

speaking stage (Brown, 2001), and other stages should be improved so that students practiced their critical thinking in every stage of their speaking process.

CONCLUSION AND SUGGESTION

The low of students' speaking ability and the importance of critical thinking in 2013 curriculum guided the researcher to take this research. It was conducted at English conversation club (ECC) in SMAN 1 Maja. The object were thirty members of ECC. The focus of this research consisted of two research questions, those were how is EFL Students' critical thinking in speaking activities and to what extent is the role of critical thinking in students' speaking ability. The aims were to find out how is EFL Students' critical thinking in speaking activities and to determine the role of critical thinking in students' speaking ability. It used descriptive qualitative design and some types of data collection such as observation sheet, speaking test and interview

Based on the result of the analysis and discussion in the previous chapter, this research concluded that the students' ability to think critically in speaking activities was low. It was based on the students' speaking score and critical thinking indicator achievement. There were another result which was gotten from the research such as students' preparation before speaking, students' problem in speaking, indicators of students critical thinking that were shown in speaking activities, and the role of critical thinking in speaking activities.

The observation reported that learning and teaching process in the class was running well. The class was active and easily controlled and other characteristic which mentioned by Sanjaya (2008), but students have some problems in their speaking ability. The problems were variety. It was same with Brown (2000), such as vocabulary mastery, grammar, pronunciation, self confidence, less practice, and so on. Another problem that found in observation was students' critical thinking. The checklist observation sheet shown that most indicator of critical thinking were not achieved by students. Based on the finding in observation it was concluded that students' critical thinking and speaking ability were low.

The second instrument was speaking test. Kind of the test were discussion and giving opinion which taken from Kayi (2006). It was given to every member of ECC. Students were asked to give their opinion related to some topics. As the result students were classified into three levels based on the score. Those were the highest, the middle, and the lowest. The highest one was the student who were good enough in conveying the opinion and ideas but they have to read some sources and practice more to explore some sentences and develop their critical thinking ability. Meanwhile the lowest achievers have not be able to explore word or sentences in English, they were lack of pronunciation, grammar, knowledge and less practice. Another member were belong to fair categorization or the middle one which only have enough pronunciation or grammar but they have not be able to develop their critical thinking.

The third instrument was interview. It is concluded that the highest has good ability in speaking and critical thinking. Some of the reasons were student have preparation before speaking, got lots idea because got some sources, and student can analyze, explore, and make a conclusion as the indicator of critical thinking (Hughes, 2014). Meanwhile the middle was good enough in English, but there were no enough preparation before speaking. Student was able to make a conclusion and explore sentences but have not be able to analyze sentences because need lots of sources and knowledge. The lowest who was lack in English and critical thinking too. Students only memorize the sentences without understand, explore, analyze and make a conclusion from a text. Student need to practice English more, read and get lots of sources and also have good preparation (Anderson, 2011).

As the last result from the three instruments there were some findings which will answer the research question. Students critical thinking in speaking ability was low and critical

thinking has the role in speaking activities, the content will be produced when student has critical thinking ability. All of students realized that students' critical thinking were important and students' critical thinking and speaking were influenced each other.

Based on the conclusion above, researcher suggests to:

1. Teacher

Researcher suggest to English teacher to use some strategies and give more exercise for developing students' ability to think critically especially in speaking class. It is because critical thinking as important skill which is needed whether in education world, in work place, or in social life.

2. Student

The students should be more active to practice English, especially in the speaking. Discussion and giving opinion are some ways to practice speaking. Those activities could help students in generating ideas, organize them into good speaker and improve their critical thinking.

3. Next Researcher

To make this research perfect, researcher suggests to the next researcher to conduct such this research using better design and method. The critical thinking aspects covered in the present study were only limited aspects, further studies can explore other aspects of critical thinking. In addition, impending studies can investigate critical thinking elements which are not explored in the present study and it only focused on the critical thinking in speaking, hopefully next researcher will conduct not only in speaking, but also in listening, writing, and reading is considered to give valuable information especially for learners and teachers.

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