

# CHAPTER I

## INTRODUCTION

This chapter informs the research that deals with the research background, identification of the issue, the focus of the study, research questions, aims of the research, the significance of the research, theoretical foundation, previous research, the frame of thought, research method, and research timeline.

### 1.1 Background of The Research

Significant changes have occurred in all facets of life in the 21st century, including education (Saleh, 2019). The current education system focuses on 21st-century learning (Ardianti et al., 2021). In the 21st century, high-quality human resources with expertise are needed. People with good decision-making and information-filtering skills are needed for 21st-century learning. For example, if a source of information is not supported by facts, pupils who are adept in critical thinking will not accept it right away (Silalahi & Sihombing, 2021). As a result, students who are proficient in critical thinking will continue to think until they find a solution. To succeed in learning in the 21st century, everyone must have the ability to think critically, knowledge and literacy skills, as well as mastery of information and communication technology. Wijaya et.al. (2016) cited in (Kembara et al., 2019).

Education in the 21st century places more emphasis on acquiring the skills needed to learn and sustaining learning that does not meet the needs of contemporary students because the curriculum was not originally structured to meet the demands of society (Bedir, 2019). Critical thinking needs to be incorporated into content curricula, instructional strategies, and grade-level sequencing to develop effective critical thinkers (Alsaleh, 2020). According to Murtadho (2021), critical thinking is the most crucial type of higher thinking ability, and education at all levels, from basic education to higher education, is very important for fostering students' logical thinking. The latest version of the 2013 curriculum mandates that critical thinking be included in the curriculum in Indonesia (Ariyana et al., 2018). This shows an urgent need for students to

practice critical thinking. The aim of this method is for students to get used to the ability to think critically before continuing to a higher level of education and prepare themselves to face the era of globalization.

According to Wallace (2007) referred to in (Ayanda et al., 2022), understanding the nature of students' critical thinking skills and any potential relationship with their language competence is important because language is an important instrument for acquiring knowledge. In addition, critical thinking can help students become independent and able to decide for themselves, giving them the knowledge and ability to form opinions and solve ambiguous problems. Teachers work hard to impart critical thinking skills to children in the most effective way possible because they all now understand how important it is to equip them with these skills. This is in line with the explanation from Santi (2022) Critical thinking guides individuals from understanding a problem to providing the best solution to a problem. The knowledge, abilities, and attitudes necessary for professional success and everyday life can be acquired and developed through the use of critical thinking (Parra, 2021). So, in this global schooling era, critical thinking is the most crucial thinking skill.

Sudirman & Tawali (2022) explained that students who use critical thinking are equipped to take advantage of skepticism and doubt to investigate a topic contractually. Critical thinking offers ideas for defining mistakes and can increase the effectiveness of conversations. Human resources with certain competencies are needed, such as strong understanding abilities, critical thinking skills, teamwork, and communication skills (Guru & Al-Hilal, 2022). Siswono (2018) quoted in (Tajuddin, 2022). Siswono (2018) quoted in (Tajuddin, 2022) explains the basic elements of critical thinking, namely focus, reasons, inference, situation, clarity, and overview. This shows that when speaking without critical thinking there will be confusion and no clarity because clarity is one of the basic elements of critical thinking. In addition, speaking skills need to be demonstrated to train critical thinking. Otherwise, others wouldn't be able to hear or understand what he was thinking. Communication skills play an important role in creating strong interpersonal relationships. Using

a combination of abilities and attitudes, critical thinking requires a complex judicial process. Because it enhances one's attention to detail and the ability to observe what they are doing, critical thinking is essential to our daily lives (Latif, 2019).

According to MacIntyre and Gardner (1991) referred to in (Damayanti & Listyani, 2020), students experience the highest fear when speaking a second language, and half of them use speaking as a way to increase their self-confidence. This type of anxiety impairs Indonesian EFL students' oral communication and/or speech performance in class, according to Abrar et.al. (2018) and Mukminin et.al. (2015), cited in (Bashori et al., 2022). Students strive to communicate in English to the best of their ability. In addition, they worry about their weaknesses being exposed by peers and professors and receiving poor evaluations. Moreover, in other cases, students chose to remain silent instead of practicing their English because they found it funny when their friends made mistakes. Juhana (2012) referred to in (Radha, 2022) states that the psychological problems students experience when speaking in class include fear of making mistakes, lack of confidence, shyness, and anxiety. Lack of encouragement. It thus shows EFL students experience significant problems speaking English caused by their anxiety about communication, lack of vocabulary in their mental language, and nervousness about making mistakes while speaking.

As the importance of research in critical thinking and speaking skill at senior high school, research shows areas of interest to explore. These areas are including **Critical Thinking and Reading** (Ardhian, T., Ummah, I., Anafiah, S., & Rachmadtullah, R., 2020; Guaman Zosoranga, M. R., 2022; Sari, D. F., Komariah, E., & Isa, R. A., 2019), **Critical Thinking and Writing** (Kazemian, M., Irawan, L. A., & Haerazi, H., 2021; Kleemola, K., Hyytinen, H., & Toom, A., 2022; Thabran, Y., Fajaryani, N., & Abrar, M., 2022), **Critical Thinking and Listening** (Shahani, S., Chalak, A., & Tabrizi, H. H., 2022; Liu, X., & Jin, X.2021; Dangin, D., 2021).

From the results of the study, there are several criticisms. First, no research discusses critical thinking and speaking skills through asking and giving opinions. Even though critical and speaking skills are closely related. Speaking is an interactive process of creating meaning that involves the creation and receiving of information processing, according to Brown (2004) cited in (Ali & Souisa, 2019). When students desire to share their opinions on a subject, it can be inferred that they are processing the material to give it significance based on their mental framework.

Then, there has been no research that discusses the level of critical thinking achieved by students during learning to speak through asking and giving opinions. In learning, of course, students reach a level of critical thinking and this is important to know the level of student thinking. Students who have critical thinking skills are better able to focus on their studies, quickly recognize reputable sources of information, and are more sensitive to real-world problems (Sari et al., 2021).

Furthermore, no research specifically discusses the difficulties of students in doing critical thinking and speaking skills through asking and giving opinion. According to Golding (2011) referenced in (Yamin et al., 2021), critical thinking is a thinking-encouraging method where it's crucial to provide students with the support they need to think independently rather than attempting to teach them a body of knowledge.

Based on teaching experience, critical thinking, and speaking skill are very important to be applied in learning English. The teaching and learning process of English has different objectives in each teaching and learning program. This study focuses on the application of asking and giving learning to develop students' critical thinking skills in speaking. To see the problems that occur in students' critical thinking, this study will conduct observations to obtain information about how the teaching and learning process in the classroom. This study aims to analyze students' critical thinking skills and the relationship between students' speaking skills. There are two reasons for choosing this topic. First, critical thinking is a skill that is needed both for students and teachers in

the global era. Second, students' English skills. Students use language not only for communication but also for intellectual function. This means that students use language as an accelerator to think about situations or problems they face.

### **1.2 Identification of the issues**

In this research, the researcher focuses more on critical thinking and speaking skills by asking and giving opinion specifically for students in senior high school.

The following issues can be identified about the issues' background:

- 1) To succeed in learning in the 21st century, students must have critical thinking skills.
- 2) To develop successful critical thinkers, critical thinking must be incorporated into curriculum content and teaching approaches
- 3) In this era of global schooling, critical thinking is the most crucial thinking ability.
- 4) Speaking without critical thinking will result in confusion and no clarity.
- 5) Students have doubts about expressing opinions regarding the results of their critical thinking.

### **1.3 Limitations and focus of the research**

In this research, the researcher wants to focus on analyzing the level of critical thinking achieved by students in learning speaking through asking and giving opinion, not trying to explain critical thinking which is an ability that teachers must have, this research focuses on critical thinking in students.

Next, this research focuses on identifying the obstacles faced by students in critical thinking and how students overcome these obstacles in learning speaking through asking and giving opinion, not trying to discuss the intellectual function of language.

The decision is taken, because knowing the critical thinking level of students is needed to analyze students' critical thinking skills, and using discussion asking and giving opinion is an activity to find out students' thinking levels. The asking and giving opinion activity is used because this activity can stimulate critical thinking in students.

In this research, using observation and interview as the method the researcher takes the respondent from the 11<sup>th</sup> class in the English club with particular students' from the English club at senior high school based on particular criteria. The first respondent is the student with very good academic achievement, the second respondent is the student with good academic achievement, and the third respondent is the student with poor academic achievement.

#### **1.4 Research questions**

Based on the background above, the research formulates the research question as follows:

- 1) How are the levels of critical thinking achieved by students in learning speaking through asking and giving opinion?
- 2) What are the obstacles faced by students in critical thinking and how do students overcome these obstacles in learning speaking through asking and giving opinion?

#### **1.5 Aims of the research**

The aims of this research are as follows:

- 1) To analyze the levels of critical thinking achieved by students in learning speaking through asking and giving opinion.
- 2) To identify the obstacles faced by students in critical thinking and how do students overcome these obstacles in learning speaking through asking and giving opinion.

#### **1.6 Significances of the research**

The significance of this research is as follows:

##### **1.6.1 Theoretical significance**

This research can be a source or reference for researchers who want to analyze students' critical thinking and speaking skills.

##### **1.6.2 Practical significance**

Practically, for teachers, this research is expected to be a new English teaching guide that can be practiced in speaking classes to create active English learning.

## **1.7 Theoretical foundation**

Theoretical of this research is as follows:

### **1.7.1 Critical thinking**

Scriven and Paul (2003) cited in (Tathahira, 2020) describes that as a technique for believing and acting, Thinking critically involves conceptualizing, applying, analyzing, synthesizing, and evaluating knowledge that has been gained by experience, observation, feedback, reasoning, or intellectual communication. According to Wallace (2007) quoted in (Ayanda et al., 2022), Critical thinking skills must be integrated into the topic matter and used in language education. Critical thinking is defined as the abilities and mindsets required for higher-order thinking to provide information for problem-solving and decision-making. (An Le & Hockey, 2022). According to the definition provided above, critical thinking can be defined as the capacity of an individual to think, methodically, and objectively while evaluating something and solving a problem.

There are various ways to view the critical thinking of successful students. Those abilities include their capacity for using various types of reasoning (such as deductive or inductive reasoning), thinking methodically, analyzing the interaction between each thought or idea, writing a conclusion and reflecting on it through a learning activity, and solving various problems in various ways (Jannah et al., 2021).

The indicators of critical thinking skills are thinking about certain topic in depth, asking questions, and finding relevant information (Fisher, 2014). Thinkers use various ideas or ideas when reasoning. Reasoning thinkers must be supported by information. Thinkers must also be able to provide evidence to support or disprove their opinion. Thinkers must be able to ask questions about problems. Whenever individuals attempt to reason, there is at least one question to a problem.

Ennis (1996) claims that critical thinking emphasizes making judgments about what should be believed or done and is introspective

and reasoned thinking. Critical thinking indicators derived from critical activity according to Ennis (1996) there are five namely:

- 1) Capable of outlining the main problems.
- 2) Capable of disclosing information necessary for problem-solving.
- 3) Capable of selecting logical, pertinent, and truthful arguments.
- 4) Be able to recognize prejudice based on many points of view.
- 5) Know what happens if a statement is interpreted as a decision.

Based on Facione (1998) cited in Azis (2021) there is the seventh component of Critical Thinking Consensus including Interpretation, analysis, evaluation, inference, explanation, and self-regulation.

#### 1) Interpretation

To recognize and communicate the significance or meaning of various experiences, circumstances, data, events, judgments, routines, beliefs, norms, practices, or standards. Understanding and modifying the meaning of facts, circumstances, or messages is what is meant by interpretation.

#### 2) Analysis

To determine the accurate inferential connections between assertions, questions, concepts, descriptions, or other forms of representation that are intended to convey ideas, judgments, experiences, justifications, or other types of information. The analysis will be followed by a more in-depth discussion of the subject in this section.

#### 3) Evaluation

The accuracy of statements or other representations that are narratives or summaries of an individual's observation, experience, situation, judgment, belief, or opinion. The success of logical connections between claims, descriptions, queries, or other kinds of representation. Evaluation is the skill of structuring analyses to yield the correct result and quantify the issues.



4) Inference

To lessen the effects of data, statements, principles, evidence, judgments, beliefs, and opinions, as well as other forms of representation, it is critical to identify and secure the components required to formulate conjectures and hypotheses, take into account pertinent data, and draw valid conclusions. The term "inference" describes the students' perspective of view after correlating with or taking into account the relevant issue.

5) Explanation

To state the conclusions drawn from the reasoning, then provide evidence for them by citing relevant conceptual, methodological, logical, and contextual components. Finally, offer the conclusions as solid arguments. If the subject is well described, a convincing argument will be made for why the goal will be accomplished.

6) Self-Examination

self-awarely examining one's thought processes, the data utilized to form them, and the conclusions reached, particularly when using analytical and evaluative skills to test, support, or improve inferences. the capability of conducting an in-depth investigation and applying a concept to a subject.

According to Elder and Paul (2008), there are 6 levels of critical thinking skills as follows.

1) Unreflective Thinking

Thinkers are not aware of the role of thinking in life, are less able to evaluate their thinking, and develop various thinking abilities without realizing it. As a result, they fail to appreciate thinking as an activity that involves elements of reasoning. Thinkers are not aware of the proper standards for evaluating thinking, namely clarity, accuracy, rigor, relevance, logic.

## 2) Challenged Thinking

Thinkers are aware of the role of thinking in life, are aware that quality thinking requires deliberate reflective thinking, and are aware that thinking is often lacking but cannot identify where the deficiencies are. Thinkers at this level have limited thinking abilities.

## 3) Beginning Thinking

Thinkers begin to modify some of their thinking abilities, but have limited insight. Thinkers lack systematic planning to improve their thinking skills.

## 4) Practicing Thinking

Thinkers analyze their thinking actively in a number of fields but still have limited insight at the deep level of thinking.

## 5) Advanced thinking

Active thinkers analyze their thoughts, have important knowledge about problems at a deep level of thinking. But thinkers have not been able to think at a higher level consistently in all dimensions of life.

## 6) Master Thinking

Thinkers internalize the basic ability to think deeply, critical thinking is done consciously and uses high intuition. Thinkers value thoughts about clarity, accuracy, rigor, relevance and logic intuitively.

According to Wade (1995) cited in (Muhammadiyah et al., 2020), there are eight characteristics of critical thinking, are:

- 1) Asking questions.
- 2) Defining a problem.
- 3) Examining evidence.
- 4) Analyzing assumptions and biases.
- 5) Avoiding emotional reasoning,
- 6) Avoiding oversimplification,
- 7) Considering other interpretations.

8) Tolerating ambiguity.

### **1.7.2 Speaking skill**

Fauzan (2016) cited in (Suryani et al., 2020) tells that speaking is the verbal use of words, and it is regarded as a difficult skill. Adopting this vocal language enables the speakers to interact with other people and express themselves. Chaney (2002) cited in (Tridinanti, 2018) states that speaking is the act of two or more people expressing their ideas to one another via the use of both verbal and nonverbal cues in a range of settings. MacIntyre and Gardner (1991) cited in (Damayanti & Listyani, 2020) mentioned that for students, speaking in a second language causes the most anxiety, and practicing speaking skills can help pupils gain confidence. Speaking is a skill that must be mastered when learning a foreign language, but doing so is not easy. Students frequently have trouble speaking because they are unsure of what to say. Students struggle to choose a topic to address while speaking and to negotiate throughout interactions before they create utterances (Yavani & Anani, 2018). So, Speaking skills are abilities that help us speak clearly. And is the ability to convey information orally and in a way that listeners can understand.

According to Brown (2007), as cited in Derakshan et.al. (2016) cited in Suryani et al (2020), there are six types of speaking.

- 1) The first speaking technique that requires students to mimic teacher-prompted language is imitation.
- 2) The next speaking style is responsive, which calls for students to respond appropriately to teacher queries.
- 3) There is also intensive speaking emphasizing the use of grammar and phonological characteristics.
- 4) Next, transactional dialogue, which takes the form of a conversation, is a speaking activity to exchange information and elaborate on a topic that the teacher has presented.

- 5) Interpersonal dialogue is a kind of speaking that calls for pupils to speak while ellipsing, pronouncing words casually, and even employing slang.
- 6) The last is extensive speaking for advanced-level students and students have to perform individually to give a speech and/or presentation.

There are three types of speaking according to Rao (2019) such as interactive, partially interactive, and non-interactive.

- 1) Interactive

There are interactive speaking scenarios when speaking and listening are substitutes for English on the phone and in person. There will be an opportunity to ask for an explanation, repetition, or a slower speech rate from the other person during an interactive speaking situation. As a result, an interactive speaking scenario is more advantageous for both the speaker and the listener because they can understand the subject without having any other questions.

- 2) Partially Interactive

In contrast, the speech is delivered to a live audience in some interactive settings, and the audience does not interject with the speaker. A speaker can determine whether or not the audience has grasped what they are saying in a discourse that is only partially interactive by looking directly at them and by observing their facial expressions and body language. Through a question-and-answer (Q&A) session, which is typically conducted after a speech presentation, the audience can here clear up any doubts they may have.

- 3) Non-interactive

In non-interactive speaking circumstances, there won't be any audience interaction if presenters are only obliged to record their speech for a radio broadcast.

Speaking abilities' benefits speaking is the primary form of communication, thus even though there are four other language skills in

English, speaking is the most useful of them all. As a result, speech is the most crucial form of communication. There is no question that mastery of each skill is required to become a well-rounded communicator, yet speaking well offers the speaker some clear benefits. Rao (2019) explains the main advantages of speaking skills are:

- 1) Active participation in pairs or groups during class activities.
- 2) To make a debut speech that is noteworthy on various occasions.
- 3) Take an active part in group discussions and debates.
- 4) Encourage the students to think critically.
- 5) Enrolling in higher education abroad.
- 6) To communicate with people anywhere.
- 7) To promote the sale of products in the business.
- 8) To simplify and ease the process of living abroad.
- 9) To get better employment opportunities.
- 10) To make use of the internet effectively.
- 11) To succeed in job interviews.
- 12) To acquire more knowledge.
- 13) To travel to a foreign country.
- 14) To do successful international trade.
- 15) To be well regarded in society.
- 16) Delivering speeches for all occasions.
- 17) To effectively interact with others through communication.
- 18) To boost the person's revenue.
- 19) To increase the speakers' self-assurance.
- 20) To be familiar with the many world cultures.
- 21) To engage in international communication.
- 22) To maintain extremely keen mental faculties and reasoning.
- 23) To have more options for jobs around the world.
- 24) To improve one's capacity for critical thought and problem-solving.
- 25) To enhance the speaker's personality's overall growth.
- 26) To strongly entice and encourage customers to purchase the goods.

According to Brown (2004), there are five components of speaking pronunciation, grammar, vocabulary, fluency, and comprehension. To be assessed using a holistic rubric, which is a guideline for assessing based on an overall impression or a combination of all criteria (Hayati & Asmara, 2021)

1) Pronunciation

5 = Equivalent to and fully accepted by educated native speaker.

4=Errors in pronunciation are quite rare.

3 = Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2= Accent is intelligible though often quite faulty.

1 = Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

2) Grammar

5 = Equivalent to that of an educated native speaker.

4 = Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare.

3 = Control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2 = Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1 = Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

3) Vocabulary

5 = Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3 = Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

2 = Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = Speaking vocabulary inadequate to express anything but the most elementary needs.

#### 4) Fluency

5 = Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

3 = Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.

2 = Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1 = No specific fluency description. Refer to other four language areas for implied level of fluency.

#### 5) Comprehension

5 = Equivalent to that of an educated native speaker.

4 = Can understand any conversation within the range of his experience.

3 = Comprehension is quite complete at a normal rate of speech.

2 = Can get the gist of most conversation of non technical subjects: topics that require no specialized knowledge.

1 = Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

### **1.7.3 Asking and giving opinion**

An opinion is simply how you feel or consider something. Our perspective determines how we feel about something or someone. It's crucial to provide justification or an illustration whenever we give or express an opinion (Bashir, 2017). Iswandi cited in (Megiyatri, 2019) stated that opinion results from a person's point of view, understanding, specific feelings, beliefs, and desires when they refer to unsubstantiated information that is unrelated to knowledge and facts.

According to Nina cited in (Megiyatri, 2019), asking opinion is used when someone wants to know about anyone's thoughts. According to Maulana cited in (Megiyatri, 2019), giving opinion is delivering a statement or a view based on what we have thought about a subject or topic, which may include a personal point of view, agreement, and disagreement.

According to Iswandi (2018), opinion can be distinguished into several types such as:

#### **1) Personal Opinion**

Personal ideas, often known as individual opinions, are the author's original thoughts on a subject. It is possible to say that personal opinion originates from the viewpoint of the individual. For instance, learning English is difficult for someone learning a second language, in my honest view.

#### **2) Group Opinion**

Group opinion is a collective viewpoint on matters of public concern. This opinion is not the result of a particular disagreement but rather the accumulation of ideas from some individuals who come



together to form a group. For instance, corruptors should face harsher penalties than thieves.

### 3) Majority opinion

The majority view is the perspective that is most favorable, unfavorable, or neutral about a topic. Some Javanese residents of Bandung, for instance, should adhere to Sundanese customs and laws.

### 4) Minority Opinion

A minority perspective is one of a comparatively limited number of viewpoints on a social issue. This issue may have roots in a person's religion, ethnicity, culture, tradition, or language. To put it another way, minority opinions may not necessarily prevail over those of the majority. If the minority is powerful enough, it may even inspire the majority to advance in thought, deliberation, and action. An immigrant moving from a town to a village, for instance, will be seen differently by the villagers. They believe that immigrants possess greater knowledge and abilities than villagers. Furthermore, immigrants are more powerful in the community since they have superior knowledge and abilities.

### 5) Public Opinion

Public opinion is the collective viewpoint of all members of a society on issues about the common good. Public opinion develops from a discussion on a particular issue that results in conclusions that become public opinion. Public opinion is also free and open in terms of sharing ideas or offering helpful critiques. As an illustration, the presence of a motorcycle gang causes anxiety. All parents also forbid their kids from leaving the house because they fear that a motorcycle gang will attack them.

## 6) Mass Opinion

If it is not adequately controlled, mass opinion has the potential to transform into violent physical action. Additionally, mass opinion is a viewpoint shared by a large number of individuals that derives from common people's understanding.

The sentence structure to express opinions according to Bashir (2017):

<b>Subject</b>	<b>Verb</b>	<b>Object</b>
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

Bashir (2017) mentioned opinions can be expressed in the ways given below:

### 1) Personal Point of View

These expressions are used to show personal points of view.

What I mean is ....

In my humble opinion ....

I would like to point out that ....

To my mind ....

I am compelled to say ....

## 2) General Point of View

These expressions are used to show a general point of view. A general point of view creates a balance in writing and helps avoid absolute statements.

Most people do not agree ....

Generally, it is accepted ....

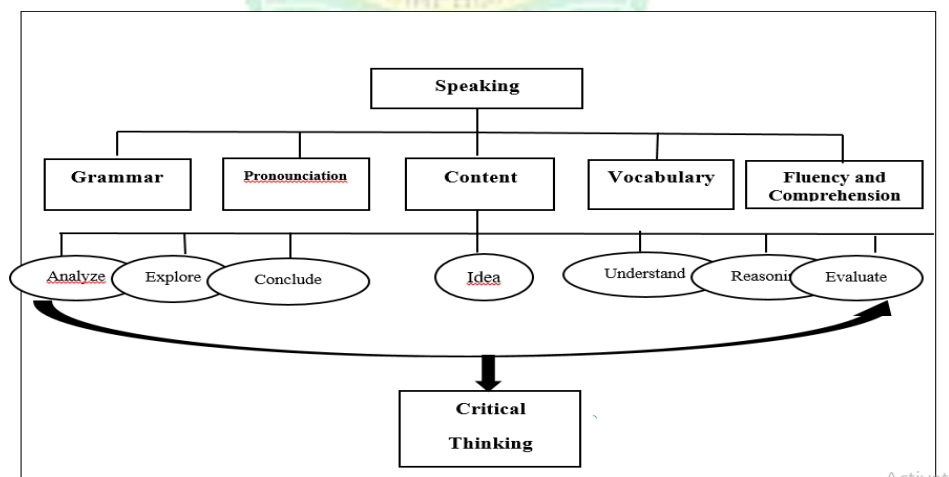
Almost everyone ....

It is sometimes argued ....

It is considered ....

### 1.7.4 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 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.



The role of critical thinking in speaking adapted from Rahmawati (2021)

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. Another role of critical thinking in speaking activities was in students' preparation. Students' preparation before speaking consisted of some critical thinking indicators. Generating ideas, brainstorming, mind mapping, analyze and identify problem, recognizing the main point, exploring the sentences were the students' preparation which belong to critical thinking indicators.

### **1.8. Previous studies**

The researcher highlights and discusses several closely related studies in this section. Several studies have been conducted to analyze critical thinking and speaking skills. First, Kusmaryani et.al. (2019). This study intends to explore how mobile apps might be used as teaching tools to help students develop their speaking and analytical thinking abilities while learning English. In this study, a mixed parallel convergent design method was used to capture quantitative and qualitative data. However, this study does not explain critical thinking and speaking skills by asking and giving

opinion. This research only focuses on the effect of mobile applications on students' speaking skills and critical thinking in learning English. This research only considers how mobile applications affect students' critical thinking and speaking abilities as they learn English.

Second, Saleh (2019). This qualitative study investigates the development, application, and difficulties of critical thinking. Different views and misunderstandings of critical thinking were discovered by using content analysis in the participants' responses. Additionally, it was discovered that the majority of the participants used critical thinking in a variety of teaching contexts. The main subjects of this work include critical thinking as a concept and its challenges. However, this study is viewed from the viewpoint of the teacher, not the student.

Third, Saputra et.al. (2019). The objective of this study is to evaluate the effectiveness of the Jigsaw cooperation model and problem-based learning (PBL) in fostering students' capacity for critical thought. This inquiry used an experimental design with a one-group pretest-posttest before the experiment. The study's conclusions indicate that both problem-based learning (PBL) and the collaborative Jigsaw model help assist students in enhancing their capacity for critical thought. This research seeks to ascertain whether the Jigsaw cooperation model and problem-based learning (PBL) can aid in students' development of critical thinking skills. This study does not, however, address the maturity of students' critical thinking.

Fourth, Mahanal et.al. (2019). The goal of this study was to ascertain how the RICOSRE learning model affected students' critical thinking abilities across a range of academic talents. The control group utilized in this quasi-experimental study had a nonequivalent pretest-posttest design. A descriptive test about students' critical thinking abilities was used to gather data. Based on the study's findings, it can be said that RICOSRE can bridge the critical thinking skills gap between students of high and poor ability. This study focuses on how the RICOSRE learning model affects students' critical thinking abilities across a range of academic talents. However, the

level of critical thinking involved in seeking and offering an opinion is not covered in this study.

Fifth, Supriyanto et.al. (2020). The goals of this research are to enhance critical thinking abilities, gain a high-level overview, and enhance critical thinking abilities, including student talents. The experimental design for this study utilized the One Group Pretest-Posttest Design. The study's findings demonstrate that using e-learning resources to develop students' critical thinking abilities is reliable, useful, and successful. Only growing critical thinking skills, getting high-level descriptions, and enhancing critical thinking skills overall, including student abilities, are covered in this study. and avoids talking about the amount of critical thinking among students, their difficulties, or how they overcame those difficulties. Additionally, this research has little to do with asking and offering opinions critically.

Sixth, research was conducted by Rahmawati (2021). The purpose of this study is to examine the critical thinking components that students' thinking abilities show. Discuss and offer your thoughts. The research methodology for this study is qualitative, particularly descriptive qualitative. Students' speaking assessments, as well as observations of critical thinking components and interviews, were employed to collect the data. Aspects of critical thinking explored in this study include critical thinking dispositions proposed by Ennis (1996) and Emilia's (2005) aspects of critical thinking. The degree of pupils' thinking was not covered by this investigation, though. This study focuses on the critical thinking skills that students demonstrate in speaking during class discussions and speaking assessments.

Seventh, research was conducted by Idris et.al (2021). This study aims to investigate student responses following the use of the Problem-Based Learning learning methodology to enhance student's critical thinking abilities through speaking skills. This type of research is experimental teaching by Cresswell (2014). The research instruments are observation,

questionnaires, documentation, tests, and rubrics. This study shows that students' critical thinking has a high relationship or influence on students' speaking skills. However, this research only focuses on using the Problem-Based Learning method in speaking skills. And this research does not discuss asking and giving opinion.

Eight, research was conducted by Sovianti (2021). The purpose of this study is to ascertain the connection between critical thinking abilities and speaking confidence. The descriptive quantitative method design is the research methodology employed. Calculating numbers is a component of quantitative thinking. Numbers make up the data that was collected. Information about critical thinking skills is gathered from test results and exams. The questionnaire yielded information on the students' self-assurance and communication abilities. This study focuses on the correlation between critical thinking ability and self-confidence through speaking skills and does not explain the obstacles and solutions students face in critical thinking during speaking learning through asking and giving opinion.

Ninth, research was conducted by Azis (2021). This study aims to describe how pupils think critically. To classify the level of students' critical thinking and include members of the English meeting club, this study used a descriptive methodology. A rubric for evaluating students' critical thinking that was based on Ficione and included self-examination in method disputes, interpretation, analysis, inference, and evaluation served as the instrument for gathering data for this study. This research focuses on critical thinking in speaking through debate and is not related to asking and giving opinion.

Tenth, Gerungan et.al. (2022). This study tries to ascertain whether the teacher-administered final exam can foster critical thinking in students. This study employed a quantitative methodology. In this study, Bloom's Taxonomy hypothesis is employed. following analysis by the bloom taxonomy idea. The results of the exam indicate that your level of thinking is low. This study employs the older version of Bloom's Taxonomy instead

of the more recent version and does not connect it to asking and providing opinions. Instead, it concentrates on assessing exams that are designed to teach students to think critically.

### 1.9 Frame of thought

In this research, the researcher analyzes critical thinking and speaking skills in senior high school students. Figure 1 illustrates the interrelationships of all topics with major issues in this study.

Figure 1. An Analysis of Critical Thinking and Speaking Skill at Senior High School.



In practice, students when faced with problem solving related phenomena will asking and giving opinions requiring critical thinking skills and good speaking skills. Critical thinking is needed because to do asking & giving opinion. Meanwhile, good speaking skills are needed to convey the intent of the opinion. The level of critical thinking influences how a person does asking & giving opinion. And in doing critical thinking, sometimes there are obstacles in critical thinking, but these obstacles are overcome to produce critical thinking.



## **1.10 Methodology of the research**

This section on research method contains the research design, setting and subject of the research, data, and data source, the technique of collecting data, technique of data analysis.

### **1.10.1 Research design and steps of the research**

The purpose of this research is to collect data about the level of critical thinking achieved by students in learning speaking through asking and giving opinion. And data about the obstacles faced by students in critical thinking and how students overcome these obstacles in learning speaking through asking and giving opinion. This research used a qualitative research design because the researcher wants to go deeper into the research subject. As a direct data source, the natural environment is used in qualitative research. When produced through a series of commonplace events, it has a connection to real life and the experiences and situations that exist there. (Denzin & Lincoln, 2005) cited in (Muzari et al., 2022).

This is qualitative research using a case study approach. In the process of this study, the researcher use a case study as a research methodology. Because case study research is a qualitative method that enables the researcher to uncover crucial details about the nature of events in the context of participant-perceived experiences (Tellis, 1997) cited in (Coy, 2019).

The research steps in the research are as follows.

#### **1) Research and Information Collecting**

This step is to collected information from various sources related to research. The researcher tries to collect information about students' critical thinking and speaking skills by asking and giving opinion by interviewing students and making observations.

## 2) Data analysis

Data analysis is to find out the level of critical thinking achieved by students in learning speaking through asking and giving opinion. And to find out the obstacles faced by students in critical thinking and how do students overcome these obstacles in learning speaking through asking and giving opinion from the information obtained.

## 3) Draw a conclusion

The researcher drew a conclusion based on the data obtained for analysis.

### **1.10.2 Research Setting**

The data was collected at g in the English club and the respondent from the 11<sup>th</sup> class in the English club at one of the senior high school in Majalengka.

### **1.10.3 Source and Types of Data**

#### **1.10.3.1 Source of Data**

Sources of data in this study are students as participants with particular students' from the English club at senior high school based on particular criteria. The first respondent is the student with very good academic achievement, the second respondent is the student with good academic achievement, and the third respondent is the student with poor academic achievement. Students as a source of data by the researcher through observation and interview. This research used participants because the researcher wants to get information and collect data about students' critical thinking skills and speaking skills, which include the level of critical thinking achieved by students in learning speaking through asking and giving opinion and the obstacles faced by students in critical thinking and how do students overcome these obstacles in learning speaking through asking and giving opinion.

### **1.10.3.2 Type of Data**

This study uses two types of data; observation field notes and interview transcripts with students. The researcher deliberately used these two data because of his desire not only to provide an in-depth explanation of how students express their critical thinking but also to describe the obstacles faced by students in critical thinking and how students overcome these obstacles in learning speaking through asking and giving opinion.

### **1.10.4 Data collection techniques**

#### **1.10.4.1 Data collection**

In terms of the way data collection technique, the data collection technique can be done by observation and interview. According to Sugiyono (2017) cited in Rosalia& Tuhagana (2022), primary and secondary sources can both be used in data collection. Primary sources are those that directly supply data to data collectors, whereas secondary sources are those that indirectly do so, such as through other persons or documents. Observation, documentation, and a mix of the two can all be used as data-collecting approaches, whether evaluated in terms of data-collection methods or techniques. In this research, the researcher used data collection methods as follows:

##### **1.10.4.1.1 Observation**

The most widely used approach for evaluative research is observation. It is used to evaluate both cognitive and non-cognitive traits of a person. It is used to evaluate behavior, goals, attitudes, and values related to certain topics and situations (Pandey & Pandey, 2021). According to Ciesielska et al (2018), three types of observations can be used in different ways and even to some extent combined. There are three basic categories of observations, which can be mixed to varying degrees. In participatory observation, the researcher aims for "immersion" in a certain culture, preferably for a longer period, to get a firsthand insight into this society as (marginal) members or tourists.

Without using traditional classification and evaluation, the researcher strives to make sense of the world, relationships, and interactions in new ways when doing non-participant observation. Indirect observation involves the researcher relying on observations made by other individuals, various forms of documentation, recordings, or automated observations.

In this research, the researcher used participant observation, because the researcher wanted to observe directly how students express their critical thinking when learning to speak by asking and giving opinion, and making reports of field observation notes which are used as instruments to collect data. Observational field notes help the researcher to describe the level of critical thinking achieved by students, which can be analyzed by observing how they express their critical thinking when learning to speak by asking and giving opinion.

#### **1.10.4.1.2 Interview**

Through in-depth discussions of subjects related to the respondents' experiences, qualitative interviews enable researchers to gain an understanding of how diverse phenomena of interest are experienced and perceived (McGrath et al., 2019). Interviewing is a good way to gather qualitative research information on events that cannot be seen directly (Irani, 2019). It is necessary to ask participants questions and get their replies to conduct a successful research interview (Sharma & Kumar, 20220).

The interviewee of this research is the 11<sup>th</sup> class in the English club which contains 3 respondents representing the three criteria. The first respondent is the student with very good academic achievement, the second respondent is the student with good academic achievement, and the third respondent is the student with poor academic achievement. In this research, interviews were used to obtain information by providing several questions related to the research. In using interviews,

what is important is not the quantity of information but the quality possessed by the information as the main key for them to become respondents and how the interviewer conducts the interview itself. To know the good quality of respondents, the researcher uses two kinds of methods:

#### 1) Onsite observation

On-site observation means that the researcher comes to the current school to get more in-depth information before deciding to become one of their respondents to find out whether the situation fits the research criteria or not. In this step, the researcher can obtain information about the school from related parties.

Related to this research, observation was conducted to get to know learner's activities in the classroom, how they respond to the learning process, how they think critically, and how they speak activity.

#### 2) Key person

After obtaining information from observations in the field, related parties or in this case the English club supervisor at the school gave certain students who met the research criteria to become respondents. The key persons of this research are tutors at the English club who have taught students who will know their abilities in learning.

This research has some specific criteria for the respondents to with the research theme. Criteria for the respondent will be focusing on their critical thinking skill. The criteria that require such:

The key point used in this research is to use one on one interviews to make it more effective because each respondent can have a different answer and avoid confusion between the researcher and the respondent. In this step, the researcher tries to create a comfortable situation for both the informant and the researcher herself by following steps such as:

- 1) The researcher introduces herself first.
- 2) Inform the informant about the purpose of the interview.
- 3) Explain the purpose of this interview.
- 4) Ask questions related to research.

When the interview part begins, the researcher must be a good resource person by asking direct questions that do not create confusion for the respondent and do more listening than talking because what the researcher needs is their answers.

#### **1.10.4.2 Technique of data analysis**

The data analysis of this study performs through three steps as proposed by Miles et.al. (2014) as follows:

- 1) Data Reduction

Data reduction is begin by following some procedures as follows; first, the researcher selects the raw data from the observation, and interview protocol. Second, the researcher organizes the data by referring to the statement of the problems.

- 2) Data Display

Data display is done by displaying the result of the data analysis related to the level of critical thinking achieved by students in learning speaking through asking and giving opinion and the obstacles faced by students in critical thinking and how students overcome these obstacles in learning speaking through asking and giving opinion.

- 3) Conclusion

The last, the researcher draws a conclusion based on the result of the data analysis

### **1.10.4.3 Instrument of research**

#### **1.10.4.3.1 Primary data**

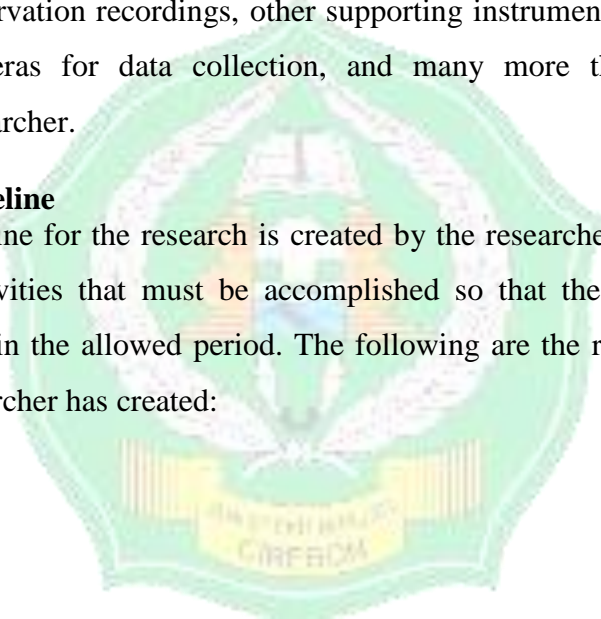
According to Sugiyono (2015) cited in Nabila & Ahdiyana (2020) in qualitative research, the research instrument is the researcher himself. The researcher will then be more involved in gathering knowledge for this research. In this research data was collected using observation and interviews.

#### **1.10.4.3.2 Secondary data**

Researcher use additional instruments to complement research, for example, journals and articles, cell phones for interview and observation recordings, other supporting instruments, namely digital cameras for data collection, and many more that are used by researcher.

### **1.11 Research timeline**

A timeline for the research is created by the researcher to give a target time for activities that must be accomplished so that the research can be finished within the allowed period. The following are the research timelines that the researcher has created:



No	Activity	January 2023				February 2023				March 2023				April 2023				May 2023			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation & Submission of thesis titles	█																			
2	Submission of proposal		█																		
3	Research Permission		█																		
4	Research instrument preparation (observation & interview)				█																
5	Data collection 1 Observation									█											
6	Data collection 2 interview									█											
7	Qualitative data analysis: observation & interview									█											
8	Data analysis												█								
9	Revisions																		█		
10	Final Revisions																			█	
11	Submission thesis																				█