

# EFL Students' Critical Thinking in Speaking Activities (A Descriptive Study at English Conversation Club (ecc))

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**Abstract**---The aim of this study was to analyse critical thinking aspects reflected in students' discussion and giving some opinions. The study was also found how students' critical thinking contributed to students' speaking ability. 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. 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. The findings also showed that students' speaking ability and students' critical thinking influenced each other. The students perceived that students' speaking ability is influenced by students' critical thinking. Higher thinking ability was produced higher speaking ability and vice versa. Speaking preparation was important stage to produce higher speaking and critical thinking ability. 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:** Critical thinking, discussion, giving opinion

## I. 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 skills that most needed today is English ability. 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 sectors such as education, economic, social, technology, politic, culture, etc. Everyone needs 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. 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 favorite 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 considerations to get better working.

The goal to master English is speaking ability. 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. The researcher focuses on the problem which have to be solved, that is students' 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 helps students to master 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.

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).

## II. METHOD

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. This recent study employed a qualitative research design. Participants of the research were some students in SMAN 1 Maja, who have become the member of English conversation club (ECC). 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. 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. The data were analysed descriptively. After collecting and analysing the data, triangulation was used to test validity and to maintain the reliability.

## III. RESULT AND DISCUSSION

### a. 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 researcher presented an observation sheet which explains the process of English teaching and learning especially students' speaking and critical thinking ability.

Table 1.1 Observation sheet

No	Observed aspects	Students' condition	
		Yes	No
1	Students give their opinion in the class	✓	

2	Asking question	✓	
3	Answer the question	✓	
4	Make a conclusion	✓	
5	Talk each other in the class use English		✓
6	Correct each other		✓
7	Self evaluation		✓
8	Identify, define, enumerate, analyze something		✓
9	Generating ideas		✓
10	Recognizing the main information	✓	
11	Exploring a sentence		✓

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 did not have ideas in their mind or cannot generate the ideas well. It is shown when the tutor asked them to write their opinion on the paper first but there were not a lot of written sentences on it. other reasons were they did not have ability to correct each other, did self-evaluation, identify, define, enumerate, analyze something (Hughes, 2014). They did not have 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. By some indicators in observation above the researcher concluded that students' speaking ability was low. One of the reasons was the low of students' critical

thinking. The low of students critical thinking influenced students' speaking test. 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 did not have enough vocabularies, less motivation and confidence, lack of practice and one of the important problems was the low of critical thinking. 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. 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.

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. 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 able to explore word or sentences in English, they were lack of pronunciation, grammar, knowledge and less practice. other members 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 cause of the low of students' critical thinking and speaking abilities was some problems which was found in interview. 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 aspects 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 jarang nya 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 needs 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. Other reasons of the low of students critical thinking was shown by students in interview that there were not lot of achieved critical thinking

indicators. 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 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 of 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.

: 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 was 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

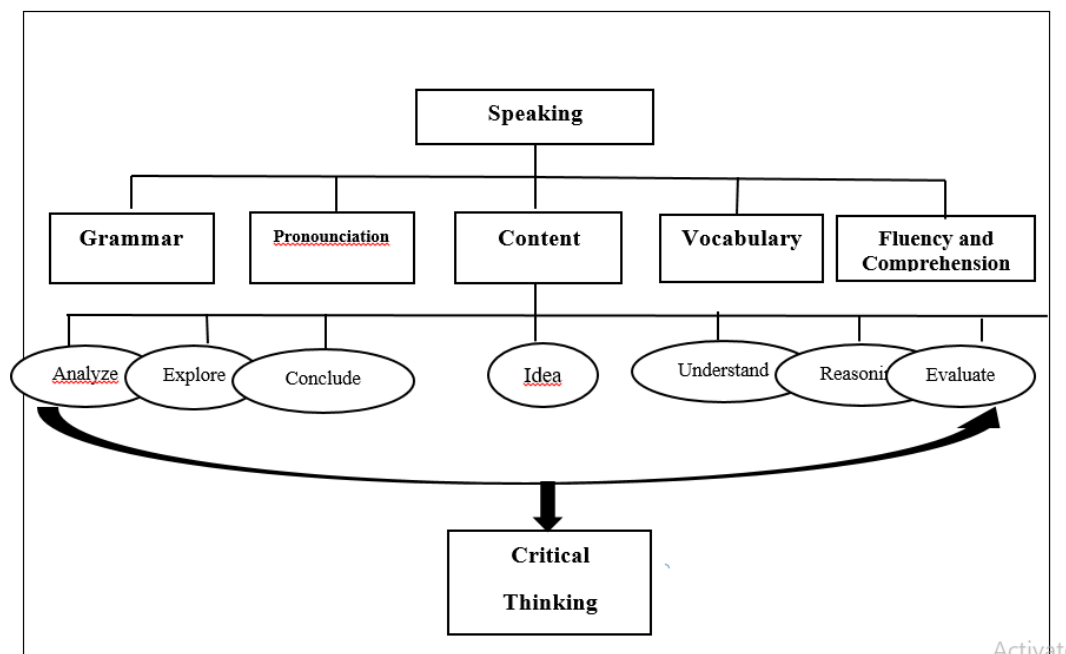
sentences without understand, explore, analyze and make a conclusion from a text. Student need to practice English more, read and get lots of sources and also have good preparation. As the last result all of them realized that students' critical thinking was important and students' critical thinking and speaking were influence each other.

As the findings of this study shown that though critical thinking dispositions are demonstrated in the speaking test, buy it still lack. Therefore, the teaching and learning process should inform, teach, and make sure that the students' speaking is 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.

#### b. 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 aspects 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 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. 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. Students' got low of critical thinking and speaking activities because they did not have good 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.

In the conclusion the roles of critical thinking in speaking activities was critical thinking indicators in students' preparation was one of the important stage to produce good content in speaking. To produce speaking students need to get lots of idea,

generating it well, understanding, identify, and analyzing issue or problem, recognizing the main point, make a conclusion and other indicators of critical thinking. 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.

#### IV. CONCLUSION

The lack of students' speaking ability and the importance of critical thinking in 2013 curriculum guided the researcher to take this research. Based on the result of the analysis and discussion, this research concluded that the students' ability to think critically in speaking activities were low. It was based on the students' speaking score and achieved critical thinking indicator. There was 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. other members 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 was 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 was important and students' critical thinking and speaking were influenced each other.

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