INVOLVING CRITICAL THINKING ACTIVITIES TO TEACH SPEAKING SKILLS TO EFL STUDENTS
(A DESCRIPTIVE STUDY AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE IN INDONESIA BOARDING SCHOOL)

THESIS
Submitted in Partial Fulfillment of the Requirement
for Gaining the Bachelor Degree
of English Language Education

WALISONGO

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DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother who always give support, motivation, and endless love.

MOTTO

Tassel's worth the hassle.
If you don't try, you don't deserve to win.

ABSTRACT

The prominence of the teaching of English with critical thinking skill has been discussed by many professionals, yet the implementation of it is still sparse especially in Indonesia ELT. This thesis is aimed at investigating the implementation of critical thinking activities to teach speaking skills to EFL learners, to describe difficulties that are faced by teachers and students in critical thinking activities for speaking skills, and to explain how teachers and students overcome their difficulties in critical thinking activities for speaking skills. The research was conducted at Foreign Language Department Institute (FLDI) in Nurul Jadid Islamic Boarding School Paiton Probolinggo. This study was a descriptive qualitative study which the main data were obtained from observation, interview, and documentation. The data were analysed through using three steps; reducing, displaying, and concluding data. This research found that the implementation of critical thinking activities at FLDI was conducted through three main activities; speech, debate, and discussion. Through those activities, the students were able to involve throughout the whole process which allowed them to speak more and invest their critical mind. The study also indicated some difficulties faced by the teacher's about student's different skills of critical thinking and speaking, and student boredom. Besides, the students' difficulties were about critical reading, different skills of speaking, and article writing. In solving those difficulties, this study revealed the teachers and the students' strategies through implementing ice breaking activities, comprehensive training in reading and writing, vocabulary memorization, and intensive interaction. The implication of this study is to motivate EFL teachers in providing comprehensive activities that support students to practice their speaking and to improve their way of thinking. In addition, some difficulties that are currently faced by EFL teachers or students in speaking can be possibly solved by using the strategies revealed in this study.

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ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher, so that this thesis is completely finished. Shalawat and salam also raised up to Prophet Muhammad SAW who brings ummat from the darkness era into the brightness era.

In arranging this thesis, the researcher realizes that there are many people who were willing to help whether direct or directly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education.
3. Dr. Siti Tarwiyah, M.Hum. and Dra. Nuna Mustikawati Dewi, M.Pd. as the academic advisor for their patience and willing in providing guidance, helpful corrections, advice as well as suggestion, and encouragement during consultation.
4. All lectures of English Language Education Department who give input and advice to the researcher during conducting this study.

Finally, the researcher realizes that this thesis is still far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang,
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CHAPTER I
INTRODUCTION

This chapter comprises the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key terms and organization of the study.

A. Background of The Research

As a global communication, the pressure to learn English for most people in non-English speaking countries has been firmly intense. Moreover, in the education world, the teaching of English has been steadily increasing. The English language has brought about a number of changes in the way English is taught or learned, but it has also led to various innovative practices worldwide. Even in supposedly monolingual teaching environments, like the UK education system, English as the communication language has repetitively used alongside other languages and other English varieties , moreover in our super-diverse present. Whether as a national language or international communication, English is imagined as a discrete, stable, bounded entity, which represents powerful cultural capital.[1] Mainly, it is believed that the English teaching becomes an essential subject to put into education curriculum and a skill to go hand in hand with foreign language learning.

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[1] Rachael Gilmour, *Special Issue: Multilingualism and English Teaching*, English in Education, 54:1, 2020, p. 1-5.

In Indonesia, the English language can be incorporated into the education curriculum from primary school to senior high school to introduce English as a foreign language according to *Departemen Pendidikan Nasional,* No. 0487/14/1992, Chapter VII and *Undang-Undang Sistem Pendidikan Nasional,* No.060/U/1993. The English proficiency in each level of education should be appropriate and valuable to prepare EFL students to speak, write, and read English. Unfortunately, the outcome of EFL has not come to succeed. One of the most significant factors is due to the extensive linguistic input rather than communicative skills. Among the four essential English skills, reading and writing have always been a concern of English learning in Indonesia, whereas the fundamental goal of learning a foreign language is to be able to speak. Mcdonough and Shaw point out, learning a language must enable the learner to speak. Speaking is a skill that requires the speaker to produce utterances and becomes communicative, because the primary purpose of speaking is to communicate something to achieve particular information.[2] As a result, speaking English sets a challenge for most EFL learners.

English speaking skills have been the case for Indonesian EFL learners, especially those who encounter great English difficulties. Despite spending years learning English and building good linguistic knowledge, they fail to employ that knowledge in real

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[2] Jo McDonough & Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide (2nd ed)*, Oxford: Blackwell Publishing, 2003, p. 15.

communicative situations. Research by Shen and Chiu investigates common difficulties of English speaking learners include inhibition and lack of vocabulary. The study further indicates such challenges as worries about making mistakes, fears of criticism, shyness, and not knowing how to construct ideas into speaking.[3] These difficulties in English speaking might be the outcome of inadequate teaching approaches used by Indonesian EFL teachers. Teacher's methods of teaching give limited speaking time in EFL classrooms, and teachers' overreliance on conventional methods that emphasize more on linguistic input yield passive English learners in what Wollf calls 'mute English learners' who can only read and write but unable to speak.[4] A target language is taught to help learners achieve a particular purpose in daily life. EFL teachers should promote the speaking ability of learners in this view of language. However, to accomplish this aim, some basic elements of speaking should be closely considered. By doing so, teachers will enrich students' speaking competencies in the target language.

Writing, reading, and listening proficiency are obviously important in learning a foreign language but speaking the language is a superior purpose. Larson, Backlund, Redmond, & Barbour say that in learning a language, communication effectiveness is an

[3] Ming-yueh Shen & Tzu-yen Chiu, *EFL Learners'Sspeaking Difficulties and Strategy Use*, Education and Linguistics Research, 2019, p. 1.

[4] M. Wollf, *China's English Mystery: The Views of China Foreign Expert*, English Today,

initial purpose. It is defined as the ability of an individual to inform and speak with accuracy and efficiency.[5] W. Patrick Dickson & Janice H. Patterson explain that in teaching speaking, teachers should engage students in active verbal interaction in which they can practice speaking, listening, and questioning skills.[6] The teaching of speaking is incumbent to assist EFL students to perceive effective communication through teaching methods that lead to more communication activities in the English class. Teaching and learning speaking are a crucial part of any language education classroom; not only is the spoken language utilized as the main communication tool in the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many English teachers.

Speaking is a highly complicated and dynamic skill that concerns the use of several processes such as cognitive, physical, and socio-cultural. In speaking, a speaker's knowledge and skills have to be triggered quickly in real time. It is crucial, therefore, that speaking should be taught explicitly in language classrooms. In English speaking class, there needs to be more "student-centered

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[5] Larson C, Backlund P., Redmond M., & Barbour A, *Assessing Functional Communication*, Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills, and Falls Church, Va.: Speech Communication Assn., 2010, p. 23.

[6] W. Patrick Dickson & Janice H. Patterson, *Evaluating Referential Communication Games for Teaching Speaking and Listening Skills*, Communication Education, 30:1, 1981, p. 12.

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learning" rather than "teacher-centered learning". Akpan and Beard emphasize that EFL teachers need to give prominence to English speaking by employing a range of strategies, so that all learners are able to absorb the concepts of speaking.[7] As a teacher, using more than one teaching method is a need to help students obtain a successful learning. Moreover, in learning speaking, an intensive activities should be conducted to foster their English abilty.

Significant approaches for enhancing students speaking skills have long been discussed, nevertheless the practice in Indonesian EFL classrooms is still sparse. One of the well-known strategies to foster speaking skills is the development of critical thinking skills. Critical thinking skills has gained major concern from many professionals, especially in higher education. Therefore, preparing students to be able to think critically is the main goal in the education world. According to Thayer-Bacon, critical thinking is a skill that helps individuals find answers and solutions to a problem which also enables to higher-order thinking skills and become critical thinkers.[8] The research discusses an image of critical thinkers from the Euro-Western view of rational thought and examines some basic assumptions made by Plato and Aristotle that

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[7] Akpanl JP & Beard LA, *Using Constructivist Teaching Strategies to Enhance Academic Outcomes of Students with Special Needs*. Universal Journal of Educational Research, 2016, p. 4(2): 392.

[8] Thayer-Bacon, B. J, *Transforming and Redescribing Critical Thinking: Constructive Thinking*, Studies in Philosophy and Education, 1998, p. 22.

helped shape critical thinking. Plato assumes each of us has an individual soul and each individual soul is immortal and knows all which also means every individual has a "God's-eye view"; thus being able to judge what is right or wrong. How do our souls already know all the forms? Thayer Bacon analyzes that because souls are immortal, they become one with the universe (or God) and live with the forms even they are not inhabiting a body. When our souls enter our physical bodies at birth, we forget what we already know. Thus, we spend our lives remembering what we know, a process that Plato defined as knowledge: coming to recognize that which the soul already knows. Knowing is a deja vu act of remembering or recollecting.[9] In Plato's use of logic lies an important root to critical thinking theories. According to Plato, to become independent and critical thinkers, we do not need to seek out each other or more experiences within the world, for each of our souls already knows the answer and solution. We just need to follow our thoughts to logical solutions, and it will help us recollect what we already know, truth in its essential forms.

Over 2,500 years ago, a discussion by Plato stated that Socrates, Plato's teacher, believed that discussion and critical thinking with knowledge reside in the mind of the individual, rather than a teacher transmitting knowledge to a student. Nearly 2,500 years later, scholars and educators are still discussing the

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[9] Thayer-Bacon, B. J, *Transforming and Redescribing Critical Thinking: Constructive Thinking*, Studies in Philosophy and Education 17(2), 1998, p. 20.

mechanisms, importance, and outcomes of critical thinking skills.[10] In this present day, Indonesian education curriculum 2013 has included critical thinking skills as the most prominent aspect in learning. Every subject taught must include HOTS (High-Order Thinking Skills) and metacognitive intelligence which consists 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 remembering, understanding, applying, analizing and evaluating stages.[11]

Wallace stated that "critical thinking skills should be embedded in the subject matter and implemented into language education".[12] Such challenges mentioned previously in speaking English, involving critical thinking into English teaching and learning can help solve the problems, both for teachers and students. Since language is an important tool for acquiring knowledge, it is important to acquire this way into the nature of the students' critical thinking ability and its possible link to their

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[10] Changwong K., Sukkamart, A., & Sisan B, *Critical thinking skill development: Analysis of A New Learning Management Model for Thai High Schools*, Journal of International Studies, 2018, p. 37-48.

[11] L. W. Anderson. (Ed.), Krathwohl, D.R. (Ed.), P.W. Airasian K.A. Cruikshank, R.E. Mayer, P.R. Pintrich, J. Raths., & M.C. Wittrock, *A Taxonomy for learning, teaching and assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Complete Edition)*, New York: Longman, 2001, p. 212.

[12] Catherine Wallace, *Critical Reading in Language Education*, London: Palgrave McMillan, 2003, p. 357.

language proficiency. Such practices are the means of socializing students into critical thinking norms and justify their discursive practices in speaking. By doing so, teachers are able to socialize students for English speaking through promoting appropriate activities from which they may gain confidence to speak, and a deeper understanding to construct ideas.[13] Critical thinking in learning speaking will help EFL learners develop independent and critical thinkers[14] and be able to judge the trustworthiness of evidence and distinguish facts from opinions.[15] This skill can be developed among learners by engaging them into critical thinking activities that require them to process questions and come out with solutions.

Research by Yayuk & Fatimah discusses the use of critical thinking for speaking is still inadequate. One of the things to note is that answering questions is more popular than asking questions even almost no questioning activity among students during the lecture takes place. This phenomenon is not surprising because usually the time allocated for questioning is minimal, not more than 10 minutes, sometimes not even given at all. In English class,

[13] Rosalind Driver, Paul Newton, & J. Osbourne, *Establishing the Norms of Scientific Argumentation in Classrooms*, Science Education, 2000, p. 34.

[14] Halpern D. F, *Thought and Knowledge: An Introduction to Critical Thinking (5th ed),* New York: Psychology Press, 2014, p. 22.

[15] Renaud R. D. & Murray H. G, *Comparison of A Subject-Specific and A General Measure of Critical Thinking: Thinking Skills and Creativity*, 2008, p. 53.

in particular, speaking tends to have minimal attention compared to reading and writing. This research carried a strategy called Socrates Questioning Method for university students. The technique requires students to respond to questions (from the easiest to the most difficult) given by lecturers, where they should think and analyze first before expressing ideas orally. Stimulating student's critical thinking through the inquiry method can as well improve their speaking. However, this method still finds difficulties when being implemented in the classroom due to vocabulary problems and the lack of student's knowledge related to the issues given.

On the other hand, not only does a set of critical thinking activities for speaking teach students how to speak or express ideas, but also need to teach them how to construct meanings to obtain information, differentiate facts from opinions, and judge the trustworthiness of evidence. Research by Zare and Othman uses debate and speech technique to improve speaking skill and oral communication ability for college students.[16] Debate is a constructive speech that makes students need to address their opinion about the issue. In debating, students speaking skill is challenged whether it can express students opinion smoothly or

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[16] Pezhman Zare & Moomala Othman, *Classroom Debate as a Systematic Teaching/Learning Approach*, World Applied Sciences Journal 28 (11): 1506-1513, Available at https://www.researchgate.net/publication/288655341_Classroom_debate_as_a_systematic_teachinglearning_approach , 2014, p. 150.

students have a problem when they deliver their idea based on their perspective. In debate, the students' roles ensure that they have basic information regarding the issue and different points of view to defend their argument. Despite critical thinking activities are mainly discussed for universities, this present study carries debate and speech activities that are necessarily put into practice in the English speaking classrooms for senior high school students. Incorporating both debate and speech activities will promote students' public speaking, improve their confidence, vocabulary, and constructive thinking. Hence, the researcher carries out a descriptive study on implementing critical thinking activities to teach speaking skills to EFL students at FLDI Nurul Jadid Paiton Probolinggo. Besides, the researcher wants to find problems faced by teachers and students in the implementation of critical thinking activities for speaking.

B. Formulation of Research Problems

1. How do teachers employ critical thinking activities to teach a speaking skill to EFL students?
2. What difficulties are faced by teachers when employing critical thinking activities to teach speaking skills?
3. What difficulties are faced by students in their involvement in critical thinking activities for speaking skills?
4. How do teachers and students overcome their difficulties in critical thinking activities for speaking skills?

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C. The Purpose of The Study

1. To explain how teachers employ critical thinking activities to teach a speaking skill to EFL students.
2. To describe difficulties that are faced by teachers when employing critical thinking activities to teach speaking skills.
3. To describe difficulties that are faced by students in their involvement in critical thinking activities for speaking skills.
4. To explain how teachers and students overcome their difficulties in critical thinking activities for speaking skills.

D. Pedagogical Significance

1. Theoretically

   This research will enrich the method and strategy for EFL teachers on teaching and learning process in order to achieve the goals of English learning.

2. Pedagogically

   This research will help EFL teachers and students understand English more comprehensively and improve students' speaking ability. Practically This research is hoped to give some positive contribution to the English learning context and will be beneficial for students and teachers.

E. Scope and Limitation of The Study

This study is primarily focused on describing and explaining the implementation of critical thinking activities to teach speaking skills for EFL senior high school students at a language learning institute named Foreign Language Development Institute in Nurul Jadid Boarding School Paiton Probolinggo. Besides, the researcher discusses teachers and student's difficulties in the critical thinking activities for speaking, and their strategies to solve the problems.

The study aims to include participants from elementary and intermediate level at FLDI which are actively involved in the critical thinking activities for speaking. 15 students and 2 teachers are involved in the interview for data collection.

The study is not concerned on the effectiveness of critical thinking activities for speaking in which the researcher needs to conduct a test to assess the student's speaking skills. The study includes in its scope those critical thinking activities, such as speech, debate, and discussion which are exclusively employed by FLDI teachers in teaching speaking skills, but do not concern about other critical thinking activities that are not implemented in the teaching of speaking at FLDI.

CHAPTER II
THEORITICAL FOUNDATION

A. Previous Research

Critical thinking is a common term used by educators. It has been recognized as an essential thing to improve one's thinking in more reasonable ways. The role of education in fostering critical thinking in students has been stressed since the time of Dewey. In *How We Think* by John Dewey, it is worth noting that his passions for 'thinking' and 'the development of thinking skills' are schools. As he writes; "no one doubts, theoretically, the importance of fostering thinking skills in school is with good habit of thinking".[17] Dewey argues that teachers are incumbent to embed critical thinking in learning so that students may understand the relation between *what we try to do* and *what happens in consequence*. Learning subject-matters at schools has to go hand-in-hand with the training of thought. If thought is a distinct piece of mental machinery, separate from observation, memory, imagination, and common-sense judgments of persons and things, then thought should be trained by special exercises designed for the purpose. What follows naturally from this is the idea that to think is also to embrace uncertainty and utilize the power of not-knowing, which means uncertainty drives students to reflect and seek knowledge. The thought is where the art of critical thinking

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[17] John Dewey, *How We Think (1991 ed)*. Buffalo, NY: Prometheus Books, 1910, p. 63-64.

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becomes crucial. In this case, teachers' teaching methods are a determinant of the success of students' way of thinking in solving problems and proofing what they believe as truth. Unfortunately, having students to always think critically in any subject matters will yield to boredom if they do not put interest on the given subjects. Thus as teachers, giving a stimulus to obtain student's responses with not only one strategy will encourage their way of thinking in classrooms.

A study by Paul conducted a touching upon the adaptation of critical thinking dispositions in learning environment. In this study, Paul suggests dispositions to be disciplined and self-directed thinking could be taught. He maintained that critical thinking was constructed from skills, such as spotting conclusions, examining premises, forming conclusions and diagnosing fallacies.[18] Thus he proposed that critical thinking be constructed as 'disciplined, self-directed thinking which exemplifies the perfection of thinking appropriate to a particular mode or domain of thinking. This study also made the teaching of critical thinking the main aim of undergraduate teaching as academics in Australia also concur that critical thinking is an essential skill in higher education even though they have a different understanding of

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[18] Richard Paul, *Regarding A Definition of Critical Thinking*, Paper presented at the International Conference on Critical Thinking and Educational Reform's 25th conference, Rohert Park, CA, United States of America, 1989, p. 23.

what critical thinking is.[19] According to the study, even though academics set many different understandings on what critical thinking could be identified, critical thinking ought to be taught whether as an attitude of knowledge or method. A California study found that only 19 percent of faculty could give a clear explanation about what exactly critical thinking is even though the vast majority (89 percent) indicated that they include it in their curriculum.[20] Halx and Reybold explore instructors' perspectives of undergraduate thinking.[21] Most participants were "eager to promote critical thinking" but none has specifically been trained to do so. The result was that the instructors each developed and promoted their own distinct definition of critical thinking.

Despite the fact that critical thinking skills are mostly discussed for universities, it is not impossible to implement them in EFL classrooms of school students. Research by Herbein puts a speech training program to foster elementary school students' public speaking skills. The findings of the study revealed that the

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[19] T. Wittgenstein Moore & Williams, *The Terminologies of Higher Education: A Case Study of The Term 'Critical'*. Journal of Academic Language & Learning, 2014. p. 36.

[20] Richard Paul, Elder L., & Bartell T., *California Teacher Preparation for instruction in critical thinking: Research Findings and Policy Recommendations*, The Foundation for Critical Thinking: Dillon Beach, CA, 1997, p. 44.

[21] Halx, M.D., & Reybold, L.E., A Pedagogy of Force: Faculty Perspectives of Critical Thinking Capacity in Undergraduate Students, JGE: The Journal of General Education, p. 127.

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intervention was partly successful when put into practice.[22] Another research by Zare and Othman focus on improving speaking skills and oral communication ability by using classroom debate to develop students' critical thinking skills.[23]

With the present study, the researcher carries out a critical thinking implementation in English teaching which is suitable for senior high school students by incorporating critical thinking activities such as debate, speech, and discussion for teaching speaking skills. Those activities for EFL students are worthwhile to promote public speaking and teach students how to think more deeply, solve problems better, collaborate, communicate, and innovate more effectively. Consciously, this method will also encourage and foster students to raise confidence and to be able to speak based on evidence. By putting students into more speaking practices in classrooms, these critical thinking activities will showcase their critical thinking capability and conquer problems in learning speaking.

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[22] Evelin Herbein, Learning and Instruction, https://doi.org/ 10.1016/j.learninstruc.2017.10.008, 2017, p. 5.

[23] Pezhman Zare & Moomala Othman, Classroom Debate as a Systematic Teaching/Learning Approach, World Applied Sciences Journal 28 (11), Available at https://www.researchgate.net/publication /288655341_ Classroom_debate_as_a_systematic_teachinglearning_approach . 2014, p. 1508

B. Review of Related Literature

1. Critical Thinking in EFL Learning

Critical thinking should not just be another educational option, but rather an indispensable component in education since the modern day learning environment exposes students to loads of information that requires effective cognitive strategies to process.[24] A concise definition of critical thinking is "the ability to use the acquired knowledge in flexible and meaningful ways, through understanding the problem or issue, evaluating evidence, considering multiple perspectives, and taking a position".[25] Instruction in general critical thinking skills involves training students to define arguments, evaluate the reliability of sources, identify fallacies and assumptions, use inductive and deductive logic, synthesize information, make inferences, etc.[26] Beside improving one's way of thinking, the primary purpose of critical thinking is to shape an independent and responsible thinker in what they believe and overcome.

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[24] Lun VM, Fischer R & Ward C, *Exploring Cultural Differences in Critical Thinking: Is It about My Thinking Style or The Language I Speak? Learning and Individual Differences*, 2010, 20: p. 604-616.

[25] Scott W. Vanderstoep & Paul R. Pintrich*, Learning to Learn: The Skill and Will of College Success*. Pearson, 2003, p. 275.

[26] Bruce Robin, *Teaching critical thinking skills in higher education*: *A Review of The Literature*. Journal of College Teaching & Learning (TLC), 2016, p. 31.

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The promotion of critical thinking into FLT classrooms is of high significance for several reasons. Firstly, if language learners can take charge of their own thinking, they can monitor and evaluate their way of learning more successfully. Second, critical thinking expands the learning experience of the learners and makes the language they are learning more meaningful. Third, critical thinking has a high degree in correlation with the learners' achievements.[27] Other studies have confirmed the role of critical thinking in improving ESL writing ability[28], language proficiency[29], and oral communication ability[30]. The learners may become proficient language users if they have motivation and are taught the ways of displaying critical thinking in foreign language usage, which signifies that the learners must have reflection on their production of ideas, and they may critically support those ideas with logical details. FLT and critical thinking are

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[27] Rafi M. S. (n.d.), *Promoting Critical Pedagogy in Language Education*, International Research Journal of Arts & Humanities (IRJAH), 2017, 63-73.

[28] Rafi M. S. (n.d.), *Promoting Critical Pedagogy in Language Education*, International Research Journal of Arts & Humanities (IRJAH), 2017, p. 78.

[29] Meei-ling Liaw, *Content-Based Reading and Writing for Critical Thinking Skills in an EFL Context*, English Teaching & Learning, 31(2), 2007, p. 45-87.

[30] Kusaka & Robertson M, *Beyond Language: Creating Opportunities for Authentic Communication and Critical Thinking*, 2014, p. 21-38.

closely related and the teaching HOTS in foreign language classrooms should be an integral part.

Critical thinking has gained paramount importance in language teaching. In Western countries, engaging students with critical thinking has been started since elementary school level up to tertiary level. Teachers equip the language teaching process with many tasks and activities done inside or outside classroom to fostering students' language skills and critical thinking. To make critical thinking more realistic and measureable, critical thinking needs to be taught comprehensively, in this case for EFL learners. In the practice, teachers conduct a learning where students require to question, make inference, and solve problems. Some expected results of the learning are students have the ability to understand assumptions, make claims that are supported by evidence, find solutions to problems, and make conclusions that are warranted by the evidence presented. In ELT, the practice of critical thinking to enhance students' English proficiency should merge with the four skills of English: reading, writing, speaking, and listening. In reading, teachers mainly choose to use reading passages or texts with the complexity of content, then they directly assign the students to read, after that, they provide some questions related to the passages, finally, they can give critical thinking test to measure whether there is a difference. In merging

critical thinking with writing, more details and careful information are concerned. In this case, teachers provide topics that can challenge students' thinking. The topics given usually are used to stimulate the students from the activities of reflecting knowledge, comprehension, inference, application, analysis, synthesis to evaluation. Therefore, the students have to give enough time to search and explore information from many sources in order to easily generate ideas before writing. In speaking skills, teachers commonly set up classroom activities that require many speaking practices and foster students' way of thinking. In this study, the use of debate and speech for speaking skills are some of the examples of the activities.

At last, L2 teachers' role in enhancing students' critical thinking and language skills is somehow crucial. L2 teachers are responsible for promoting critical thinking in the learners other than helping them to go from one educational level to the next. The responsibility of foreign language teachers is to help their learners acquire critical thinking skills while learning the language.

2. Critical Thinking in Speaking Skill

Learning English as a foreign language signifies that the learners should be able to read, write, and most importantly to speak. Since the pressure on improving learners' speaking skills in the Indonesia curriculum is still

low due to inadequate learning approach used by EFL teachers, the use of new approach or mixed approach is indispensible. The extensive linguistic input and the concern on improving students' reading and writing skills at the English classrooms have made students become a passive learner who is unable to speak. Another factor that influences speaking difficulties is students' worries of making mistake. According to research by Shen and Chiu, the importance of speaking competence for second or foreign language communication has been underlined for decades, however, research has shown that either ESL or EFL learners find it challenging to speak the foreign language.[31] The research also states that all the interviewed participants find difficulties in communicating in English or participating in whole class discussions, regardless of their length of study in the US.

A possible solution to the problem is by defining appropriate strategy where students can have more opportunities to practice speaking, construct their ideas when speaking, and build their confidence. Through the implementation of critical thinking for ELT will help students improve their speaking skills and the goals of ELT will be achieved. Not only does critical thinking can support the

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[31] Ming-yueh Shen & Tzu-yen Chiu, *EFL Learners' Speaking Difficulties and Strategy Use*, Education and Linguistics Research, 2019, p. 2.

teaching of speaking skills, but also can develop students' thinking in solving problems and generating thoughts. To merging critical thinking in the teaching of speaking, teachers need to design a set of classroom activities which can comprise some aspects of speaking skill.

a. Aspects of Speaking Skills

Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one. As the process of learning and applying the skills of oral English are so closely related, a classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning. Therefore, it has some aspects to master by the learners to have good oral communication skills.

Bygate quotes from Levelt that speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring.[32] Harmer explains in the oral expression course: speaking skill is comprised with four essential processes, correct grammar (accuracy) , adequate vocabulary, acceptable fluency as well as a good pronunciation to convey a meaning

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[32] W. J. M Levelt, *Speaking: Form Intention to Articulation*. Cambridge: MIT Press, 1989, p. 16.

through speech which sounds like a native speaker.[33] According to Brown, there are four aspects of speaking skills: vocabulary, pronunciation, fluency, and accuracy.[34]

1) Vocabulary

Vocabulary is one of the important aspects in learning a foreign language. With limited vocabulary, people will also limited understanding in terms of speaking, reading, writing and listening. Willis states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[35] Vocabulary has to do with the appropriate diction which is used in conversation. Without having sufficient vocabulary, someone cannot communicate effectively to express ideas both in oral and written forms. To have a good communicative skill in English, the essential way to do is getting used to the vocabulary.

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[33] Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman, 2001, p. 275.

[34] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, New York: Pearson Education, 2001, p. 268.

[35] Willis Dave, *The Lexical Syllabus: A New Approach to Language Teaching*, Collins CoBUILD, 1990, p. 42.

2) Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.[36]

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.[37] 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

[36] Kline J. A., *Speaking Effectively: A Guide for Air Force Speaker*. Alabama: Air University Press, 2001, p. 69.

[37] Nigel Gilbert, *Researching social life. 3rd edn*, Sage Publications Ltd, London, 2008, p. 1.

contact.[38] Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

3) Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency usually refers to express oral language freely without interruption. Then, the aim of it to help students speak easily and effectively. When implementing fluency in students' speaking skill, teacher should not correct students' mistakes immediately whereas too much correction will interfere the flow of conversation.[39]

4) Accuracy

Accuracy is an ability to produce sentences with the correct grammar and vocabulary in natural

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[38] Helen Fraser, *Teaching Pronunciation: A Handbook for Teacher and Trainers (Three Framework for an Integrated Approach*), Departement of Education Training and Youth Affairs (DETYA): Departement of Education Training and Youth Affairs (DETYA). Retrieved from www.eslmania.com/teacher/esl_teacher_ta lk/Pronunciation_Handbook.pdf, 2001, p. 6.

[39] Andrew Pollard, *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*, Continuum International Publishing Group, 2008, p. 16.

interaction.[40] It means that accuracy can be gained by allowing the speaker to focus on the elements of grammar and phonology. The aspects of accuracy in classrooms can be set by providing opportunities for learners to be engaged in daily life context. Teachers should give them communicatve tasks and activities to enhance the students' speaking accuracy.

The aspects of speaking skill is important to be emphasized by foreign language teachers when teaching speaking to students. Besides this huge importance, it is necessary to deal first with what good speakers of a foreign language can do. Hence, it was assumed that the ability to speak fluently is all the time associated with certain characteristics to be owned by the speaker. This latter is presented in the teaching of grammar, an amount of vocabulary with some care about pronunciation so that the piece of the produced speech sounds as the native speaker's ones. But, now we all know that this skill is more complex than that; it involves the cooperation of different types of knowledge with the good command of certain skills.

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[40] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education), 2001, p. 268.

b. Activities in Speaking Skills

Learning is more effective when the learners are actively involved in the process. Since learning speaking means more practices, teachers need to set activities which enable students to speak and interact with others, yet still obtain the purpose of the English learning. Repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open-ended stories, narration, description are important practices to improve speaking skills.[41] In EFL speaking activities for youngsters, teachers commonly choose activities which have to deal with fun learning such as 1) card games that contain pictures, single words, phrases, or questions, so that students can use new language without realizing it as they are focused on the game itself, 2) hot potato that requires students to pass around a ball and answer questions on it, and 3) basketball quiz, a quiz styled game played as a whole class in two teams. This game requires students to work together to answer questions and score points. For adult learners, it is crucial to focus on speech production in the target language and constructive thinking. So that, setting a group discussion and opinion

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[41] Jyotsna M & Rao SN, *Methods of Teaching English*. Guntur: Sri Nagarjuna Publishers, 2009, p. 55.

delivery are mainly used by teachers in teaching speaking for intermediate students.

Klippel in his book *Keep Talking* classifies communicative fluency activities into sections, either for beginners or intermediate. The sections have been arranged under three headings; Questions and Answers, Discussions and Decisions, and Stories and Scenes.[42] Thus, there is a kind of progression from relatively simple exercises like interviews, which contain predictable structures, to more complex ones like role play or problemsolving activities. Since this study carries out the teaching of English speaking for high school students, the following activities from Klippel's book are suitable to be implemented in speaking classroom.

1) Opinion Poll

Opinion poll is an activity in which many people are asked the same questions in order to find out what most people think about something. The activity usually is done through grouping. The class is divided into groups of equal size, then each group receives one topic. After discussing the topic, teacher gets students to think about the topic comprehensively and asks them to prepare a survey

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[42] Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, New York: Press Syndicate of the University of Cambridge, 1984, p. 4.

to find out about people's perceptions of the topic. Then, the teacher puts each group of students to brainstorm 'Yes/No' questions they could ask. Before that, the teacher may give a few example questions to get them strated. Once the groups have had time to write some questions, the teacher will ask them to join other groups to share their questions, and they try to come up with ten questions for the whole class. In the next lesson, the teacher will ask the students to share the results and present in front of other students.

Classroom Opinion Polls help instructors/ teachers discover student opinions about course-related issues. Students often have preexisting opinions about the material they will encounter in courses, and those opinions – when they are unsupported by evidence – can distort or block the instructional message. The fact that many opinions are half-formed and unarticulated, and sometimes even unrecognized by the learners holding them, only intensifies their power to interfere with learning. By uncovering student opinions on specific issues, instructors can better gauge where and how to begin teaching about those issues – and what the roadblocks are likely to be. In addition, Opinion Polls encourage

students to discover their own opinions about issues, to compare their opinions with those of their classmates, and to test their opinions against evidence and expert opinion.

2) Lie Detector

In this case, lie detector is not defined as an electronic machine to test whether a person is lying or not, but it is an activity that can help EFL learners improve their target language skills. Klippel chooses 'Lie Detector' activity to be the appropriate activity to teach speaking in classroom.[43] The activity requires groups of six to seven students for approximately 10-15 minutes. After dividing students into groups, one member of each group leaves the room. In their absence, the groups decide a set of five to eight questions based on the subject material they are learning at that moment. The students who wait outside should answer the questions with a reason, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer is a lie. They have to give reason that are supported by evidence to justify their opinion.

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[43] Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, New York: Press Syndicate of the University of Cambridge, 1984, p. 38.

Lie Detector activity can support student's speaking skills and assess their critical thinking in a way they distinguish facts from opinion and collect evidences to strengthen what they believe is a truth. This activity can be used to introduce students to the new material and draw their attention to learn comprehensively.

c. **Critical Thinking Activities in Speaking Skill**

According to Harmer, in the oral expression course; the most widely used speaking activities should: "fall at or near the communicative end of the communication continuum".[44] Besides learning writing and reading skills, it is necessary that students can apply those skills when speaking. In improving students' speaking skills, EFL teachers need to set up classroom activities where students' can actively involve and practice speaking more. Based on the policy of curriculum 2013, every learning process must include HOTS (High Order Thinking Skills) and use student-centered learning. In this case, involving critical thinking activities is an appropriate way, especially for teaching speaking.

According to Bruce Robin critical thinking activity is associated with quality of thinking. If

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[44] Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman, 2001, p. 271.

sufficiently developed, it provides learners with a more skillful way of communicating with people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes. Critical thinking activity aims to improve one's ability to speak and think more logically, which is also considered a successful way to teach a foreign language to higher education students. A set of classroom activities must be necessarily active and critical in order to stimulate and improve students' ways of thinking and confidence.

According to Noris and Ennis, critical thinking skills are classified into six elements include 1) determining the credibilty of sources and observations, 2) inferring and judging deduvtive conclusions, 3) definitions and identifications of assumptions, 4) planning induction experiments and predicting probable consequences, 5) inferring and judging inductive conclusions and 6) semantics.[45] Few subject areas intertwine metacognitive challenges with movement activities in such a parsimonious manner. Ennis posits the belief that as students begin to associate thinking skills with activities in which they are successful, they will be

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[45] Robert H. Ennis, *Critical Thinking. The Palgrave Handbook of Critical Thinking in Higher Education*, 1989, p. 243.

more likely to perceive the skills' relevance to other academic classes.[46]

Before implenting critical thinking activities into physical education setting especially in teching speaking, EFL teachers must first structure the learning environment in a way that students are 1) exposed to critical thinking activities, 2) willing participants, and 3) successful. Finally, students' proficiency in speaking will be drilled intensively through the involvement of critical thinking skills. Harmer explains that critical activities that are mostly used to teach speaking skills are speech and discussion (debate).[47] Those activities can provide productive speaking in language classroom and assist students to think more critically regardless still enjoyable. Speech training can develop students' ability to show competent public speaking behavior which is a good way to raise their confidence. This activity is aimed at collecting data and information about certain topics, evaluating the data with critical thinking skills in order to be trustworthy, helping students solve problems in various topics, and enhancing public speaking skills.

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[46] Robert H. Ennis, *Critical Thinking. The Palgrave Handbook of Critical Thinking in Higher Education*, 1989, p. 286.

[47] Jeremy Harmer, *The Practice of English Language Teaching*, New York: Longman Group, 1995, p. 370.

On the other hand, debate or discussion is one of techniques used to communicate systematically. According to Ericson, Murphy and Zeuschaner,[48] a debate is an organized argument or contest of ideas in which the participants discuss a topic from two opposing sides. Those who agree with the statements are the affirmation side. The aim of debate is to convince the opposition that one's argument is right supported by strong evidences and valid to solve problems. When one side's arguments are more convincing than the other one, debate will come to a close.

The promoting critical thinking activities for speaking focuses on how teachers foster students' critical thinking skills while speaking in English within the teaching setting. The managing section refers to teacher's observation and assessment on the students. While the students are engaged in an activity, the teacher observes their speaking skills and critical thinking skills in an unobtrusive manner. While not an active participant in an activity, the teacher still observes and is aware of students' progress, interactions, reactions, and the like.

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[48] Jon M. Ericson & James J. Murphy with Raymond Bed Zeuschaner, *The Debater's Guide revised edition*, Southern Illinois University Press, 2003, p. 1.

3. Critical Thinking for Teaching Speaking

Teacher's way of teaching is the foundation for an effective learning. The way teacher teaches may equip students with pedagogical and content knowledge. Teaching/coaching exposes intensive enlightment on the subject matters. The relationship between teacher and students is made in such way that enables them to work a sa coworkers who listen, care, and complete each other.[49] English learning in Indonesia have not been particularly effective due to the use of conventional method of only focusing more on writing and reading aspects. According to Shen and Chiu, many would argue that EFL learners at school specifically face numerous difficulties when speaking eventhough they have been learning English since primary school. It is due to the lack of opportunites and ineffective method chosen by EFL teachers.[50] In a foreign language classroom, being able to be clearly understood when speaking, and the ability to use effective oral communication skills are so important particularly that given speech remains the form of communication most often used. To deal with speaking a

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[49] Siti Tarwiyah, Nuna Mustikawati Dewi, & Lulut Widyaningrum, Cocahing Program to Develop Teacher's Pedagogical Competence: A Description of Experience, Vision: JOURNAL FOR LANGUAGE AND FOREIGN LANGUAGE LEARNING, 2018, p. 1.

[50] Ming-yueh Shen & Tzu-yen Chiu, *EFL Learners' Speaking Difficulties and Strategy Use*, Education and Linguistics Research, 2019, p. 3.

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foreign language, it requires a degree of real time exposure; this latter can be realized through a set of classroom activities which have to be developed best in a dynamic interactive learning environment where both teacher and learners collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom. For that aim, FL teachers try to develop their learners communicative competence through the diversity of activities in their classes.

Harmer indicates that the use of critical thinking for the English teaching has drawn attention from many researchers as an appropriate method to improve the English proficiencies.[51] Besides, the significance and value of critical thinking skills are thought about at present as being ones of social empowerment, enhanced communication, employability, and networking.[52] As mentioned in the previous chapter about the prominent of learning English in this present day, the involvement of critical thinking into the teaching is crucial to prepare higher education students for successful professional careers. Recent research indicates that team work, problem-solving, and critical thinking are essential skills that top the list of the most desired attributes for the 21st

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[51] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman), 2001, p. 274.

[52] Tuzlukova V., Al Busaidi, S. & Burns S. L, *Critical Thinking in the Language Classroom: Teacher Beliefs and Methods*, Pe rtanika Journal of Social Sciences and Humanities, 2017, p. 615.

century workplace.[53] Not only do students learn the English language, but also they get an opportunity to improve critical thinking at the same time.

C. Conceptual Framework
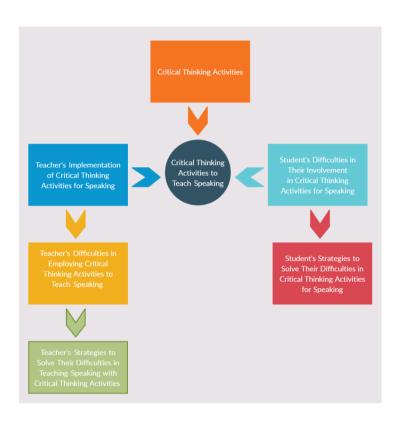
According to Camp, a conceptual framework is a structure which a researcher believes can best explain how the research problem would be explored.[54] The conceptual framework presents an integrated way of research problem and describes the relationship between the main concepts of a study. It is arranged by providing picture or visual display of how ideas in a study relate to one another.

The picture below portrayed how critical thinking activities related to the teaching of speaking and teacher's implementation of the activities. It shew that the teaching of speaking using critical thinking activities had appeared difficult for both the teachers and the students. At the end, the picture also portrayed the teachers and the students' strategies in solving their difficulties.

Figure 2.1 Conceptual Framework

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[53] D. Billing, *Generic Cognitive Abilities in Higher Education: An Internasional Analysis of Skills Sought by Stakeholders*, Compare, 33 (3), 2003, p. 335.

[54] Camp, *Formulating and Evaluating Theoritical Frameworks for Career and Technical Education Research*, Journal of Vocational Educational Research, 2001, p. 27.

CHAPTER III
RESEARCH METHOD

A. Research Design

In conducting a research, research design is necessarily needed. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Cresswell states that research design is plans and procedures for research to obtain detailed methods of data collection and analysis.[55] The function of a research design is to ensure that the evidences enable researcher to answer the initial questions more comprehensively. This recent study employed a descriptive qualitative design. This particular design is considered to be appropriate for this study, because the purpose of it is to describe the involvement of critical thinking activities to teach speaking skills to EFL students.

Sherman and Webb assume that qualitative research is concerned with meaning as they appear to, or are achieved by people in social settings.[56] Meanwhile, Bogdan and Biklen state that descriptive qualitative research is a research design which the data collection is structured in the form of words or pictures,

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[55] J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.), Sage Publications, Inc, 2009, p. 87.

[56] Robert R. Sherman & Rodman B. Webb, *Qualitative Research in Education*, Psychology Press, 1988, p. 154.

rather than numbers.[57] Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study.

The descriptive method implemented by the researcher is crucial to present the data analysis descriptively. Since the researcher aims to describe the implementation of critical thinking activities to teach speaking skills, the descriptive qualitative design produces data in the form of spoken and written from the observed participants which were the EFL student's and the teacher.

1. **Research Setting**

This study will be conducted at Foreign Language Development Institute (FLDI) IN Nurul Jadid Boarding School Paiton Probolinggo. This is a language learning institution which focuses on learning English and Arabic. The researcher chose FLDI, because it is a well-known language institution among boarding schools in East Java. Besides, FLDI also uses various critical thinking activities to teach speaking skills and other skills of English. The research was started from March 15th – March 22th 2020. The allocated time was determined by the researcher due to the Covid-19 pandemic and the long distance between the researcher's place

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[57] C. Robert Bogdan & Biklen Kopp Sari, *Qualitative Research for Education: An Introduction to Theory and Methods*, Boston: Allyn and Bacon, 1982, p. 112.

and the setting for the study. The research was also also was conducted by complying the Covid-19 guidelines to make sure everything was safe.

2. Source of Data

Population is not used in qualitative research. As the result, 'social function' is used instead of population. Social function has three elements; 1) Place, 2) Actor, and 3) Activity that have correlation with each other at the same time.[58] The point is in qualitative research, the sample is called as participant or informant.

This study collected data from FLDI teachers and students regarding with the involvement of critical thinking activities to teach speaking skills. FLDI students are required to speak English (for English students) and Arabic (for Arabic students). They are classified in three levels: Elementary, Intermediate, Advance. In order to master all skills in both languages, they are trained with various activities, most of the activities contain critical thinking skills, such as debate, speech, discussion, news reading, story telling, composition, and grammar. At the end of semester, there will be an examination and competition to assess their skills.

The primary data was accumulated through observation and semi-structured interview with the teachers on the

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[58] J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.), Sage Publications, Inc, 2009, p. 90.

involvement of critical thinking activities and also the students' opinion in their involvement in the activities to improve their speaking skills. Besides, the secondary data was obtained from documentation in order to support the main data. Students on the elementary and intermediate level were used as the data source. Their grades are in the range of tenth to eleventh grade of senior high school and consist of 30 students, but 15 students of the total students were chosen to be participants. The researcher chose these levels of students because they were still trained with many activities in order to improve their skills. Unlike the advance students, they commonly only have a writing class to prepare themself for a final project before graduated. The sampling was taken based on criteria such as willing to be interviewed and actively involved in the critical thinking activities for speaking.

In addition, the research was conducted offline for students, since they were living in a boarding school of Nurul Jadid Paiton. Besides, an online research was also used to interview the teachers (2 teachers). As the result, the researcher could establish better observation, interview, and documentation to achieve deeper understanding for this study.

3. **Research Focus**

The focus of this study is to describe the involvement of critical thinking activities to teach speaking skills to EFL learners. An observation, students and teachers response were

used to find out how critical thinking activities could improve student's speaking ability and how to overcome students and teachers' difficulty when implementing critical thinking for speaking skills.

B. Type of Data

The type of data in this study is the involvement of critical thinking activities to teach speaking skills to EFL students. The primary data was collected through observation and interview with teachers and students. The secondary data was taken from documentation to support the main data. All the data collection were utilized to answer research questions from 1, 2, and 3.

C. Method of Collecting Data and Instruments

A research instrument is a tool used to collect, measure, and analyze data related to research interests.[59] A research instrument can include observations, interviews, tests, surveys, and documentations. The research instruments are usually determined by researcher and is tied to the study methodology.

1. Data Collecting Procedures

The data is collected from 15 students and two teachers who are the representative of all the population. According to Sugiyono, bellow are some steps to conduct a research:

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[59] J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.), Sage Publications, Inc, 2009, p. 87.

a. Defining the object of study which is the involvement of critical thinking activities in English speaking class for elementary and intermediate level at FLDI Nurul Jadid Paiton.

b. Asking permission to the teacher who handles the classes to observe and conduct research.

c. Preliminary research. The researcher has conducted a preliminary research on March 2021 through observation, and found the involvement of critical thinking activities to teach speaking, student's speaking skills, and some problems that overcame by both teachers and students in the implementation of critical thinking skills. In order to make the research more credible, the researcher also support with some scientific information from books and journals that are related to the study.

d. Reflection. The researcher reflect and design a research setting which makes easier to obtain data throroughly. Then, the researcher conducts a research by the definite time.

e. Research setting. The researcher uses an observation and interview to collect the primary data. After the observation session is finished, the researcher will ask the students and teachers some questions which enable the researcher to complete the main data.

f. Research. The researcher conducts this study by observing the implementation of critical thinking activities for speaking, and asks the students and the teachers through interview session.

2. **Methods of Collecting Data**

This study collected data through using three methods; observation, interview, and documentation.

a. Observation

Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. It is also a tool used regularly to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior.[60] There are two types of observation; Participant observation involves being in the setting under study as both observer and participant, and Direct observation involves observing without interacting with the objects or people under study in the setting.[61] In the present study, the researcher conducted a direct observation to gain deeper understanding in the implementation of critical thinking activities to teach speaking skills at FLDI Nurul Jadid Paiton Probolinggo. Researcher also used overt observation as the stance of researcher in the setting. Overt observation is where the participants are aware of being observed, and researcher

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[60] Barbara B. Kawulich, *Collecting Data through Observation*, McGraw Hill: ResearchGate, 2012, p. 150.
[61] Barbara B. Kawulich, *Collecting Data through Observation*, McGraw Hill: ResearchGate, 2012, p. 151.

is not hiding the fact that the researcher was observing them for research purposes.

The observation was conducted when the teachers implemented critical thinking activities to teach speaking. Through the activities, the researcher would observe students' participation to find out whether the involvement of critical thinking activities could improve their speaking. In addition, this data collection method will be used to cover the research question number 1.

b. Interview

Interview is one of the data collection techniques which mostly used by the researcher especially for descriptive qualitative study. This technique can be defined as an activity for asking respondent using interview guideline by the researcher to obtain information that are relevant with the research topic. Moreover, an interview technique can be done as a structured interview, semi-structured interview, or unstructured interview.[62] This study uses a semi-structured interview to obtain data. Semi-structured interviews are those in-depth interviews where the respondents have to answer preset open-ended questions. Semi-structured, in-depth interviews are utilized

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[62] J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.), Sage Publications, Inc, 2009, p. 80.

extensively as interviewing format possibly with an individual or sometimes even with a group.[63] These types of interviews are conducted once only, with an individual or with a group and generally cover the duration of 30 min to more than an hour.[64]

The researcher chooses a one-on-one interview because the advantage of this method provides a great opportunity to gather precise data about what people believe and what their motivations are.

c. Documentation

Qualitative study commonly uses documentation to maintain valuable information. Sugiyono stated that the function of documentation method is to make sure the credibility of the interview and observation result.[65] In conducting the documentation method, the researcher can provide magazines, books documents, journals, handwritten notes, video recordings or audio tapes. In this case, the researcher used pictures of the critical thinking activities involvement for teaching speaking

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[63] Corbin J. & Strauss A, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (3rd ed.)*, Thousand Oaks, CA: Sage, 2008, p. 258.

[64] DiCicco-Bloom B., & Crabtree B. F, *The Qualitative Research Interview*, Medical Education, 2016, p. 453.

[65] C. Marshall & G.B. Rossman, *Designing Qualitative Research*, Newbury Park, CA: Sage, 1989, p. 80.

skills at FLDI and also an audio tapes when conducting interviews with the teachers and students.

3. Instruments

Below were some techniques used by the researcher to collect data and the instruments for each technique:

a. Observation

According to Marshall & Rossman, observation is a systematic description of the events, behaviors, and artifacts of a social setting.[66] Observation has been documented as a foremost method by researchers. Many studies set the standard for how one conducts an observation today to answer research questions in many disciplines. Whether a researcher interested in studying an educational setting, a social scene, organizational processes, individual behaviours, or the culture of a group of people, observation is a primary tool to help document what is going on in that setting.

To gain the main data, the observation observe some necessary aspects as shown in the observation instrument that will help answer question No. 1. For the observation instrument, the researcher applied time intervals approach to determine what was happening in the setting by periodically observing the activities going

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[66] C. Marshall & G.B. Rossman, *Designing Qualitative Research*, Newbury Park, CA: Sage, 1989, p. 79.

on. Here were some activities and aspects being observed:

Table 3.1 Observation Guideline

1) Activity 1

Time	Debate
09.00	Opinion delivery
09.15	Opinion value
09.30	Teacher's judgement
10.00	Student's participation

2) Activity 2

Time	Speech
09.00	Speech presentation
09.15	Speech content
09.30	Teacher's judgement
10.00	Student's conclusion

3) Activity 3

Time	Discussion
09.00	Student's presentation
09.15	Opinion Value
09.30	Teacher's judgement
10.00	Student's participation

b. Interview

These interviews were conducted directly (offline interview) and online (by Whatsapp). The questions in the interviews were answered in English by both teachers and students. Their answers were recorded and noted by the researcher. This kind of data collecting method aims to obtain the main data of the study on the involvement of critical

thinking activities to teach speaking skills to EFL students at FLDI (question number 1). Futhermore, the collected data will be used as a tool to help answer the questions number 1, 2 and 3. Here were the listed questions for the interview:

Table 3.2 Interview Guideline for Students

No.	Question
1.	What kinds of activities are used by teacher to improve critical thinking to teach speaking? Do you think the activities are appropriate to support your speaking ability?
2.	Do you feel that your English speaking skills (vocabulary, pronunciation, fluency, and accuracy) have improved because of the involvement of critical thinking in the speaking activities?
3.	Do you find difficulties during your involvement in critical thinking activities for speaking?
4.	How do you overcome the problems?
5.	What do you think on the implementation of critical thinking to teach speaking?

Table 3.3 Interview Guideline for Teacher

No.	Question
1.	What activities are mostly implemented for students to improve both critical thinking and speaking ability?
2.	Do you find some difficulties when involving critical thinking skills to teach speaking?
3.	How do you overcome the problems?
4.	What is your strategy to help students overcome their problems in the involvement critical thinking for speaking skills?

c. Documentation

Documentation method would be conducted to obtain a secondary data to support the main data. The data collected from these methods would help the researcher obtain in-depth information on the implementation of critical thinking

activites for speaking at FLDI, including the learning method and the implemented activities. In the documentation, the researcher inserted a syllabus used in the teaching of speaking at FLDI. Here were some aspects which would be identified by the researcher from the observation and audio tapes to obtain data and answer question number 1, 2, and 3.

Table 3.4 Documentation Study Guide

No.	Aspect
1.	Learning method
2.	Critical thinking activities

D. Method of Analyzing Data

After collecting data, the researcher analyzes the data. Since this research employs descriptive qualitative, the data are collected through observation and interview as the main data. Questionnaires and documentation will be used as the supporting data to obtain in-depth understanding on the focus study. According to Sugiyono, there are three activities to analyze data in descriptive qualitative research; Data reduction, Data display, and Conclusion drawing/verification.[67]

1. Data Reduction

Data reduction is a process of selecting, classifying, identifying, and coding the data that are considered important. Commonly in conducting research, the researcher will obtain

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[67] C. Marshall & G.B. Rossman, *Designing Qualitative Research*, Newbury Park, CA: Sage, 1989, p. 81.

much data. Hence, the data must be selected in order to get valuable information for the research. Thus, firstly the researcher had to do reduction to analyze the data. Based on the concept of data reduction, reducing data in this research was chosen by identifying the involvement of critical thinking activities to teach speaking skills to EFL students, the difficulties faced by teachers and students when involving critical thinking activities in speaking, and the solutions that are used to solve those difficulties.

2. Data Display

   Data display means the process to simply data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of pattern to obtain better understanding in the data. The researcher chose to display the data in the form of description on the involvement of critical thinking activities to teach speaking skills to EFL students.

3. Conclusion Drawing/Verification

   The result of the analyzing process will yield to a conclusion as the finding of the research. The conclusion drawing would be in the form of description on the involvement of critical thinking activities to teach speaking skills to EFL students, the difficulties faced by teachers and students when involving critical thinking activities in speaking, and the solutions that were used to solve those difficulties.

E. Validity Test

To convince the credibility of the data, the researcher conducted a validity test by using triangulation of method, because there were three techniques used in the data collection. Triangulation in research means the use of more than one approach to researching a question. This technique was originally introduced into qualitative research in the 1950s as a mean to avoid potential biases arising from the use of a single methodology.[68] To test the credibility of data, the researcher provided the analysis in a table.

Table 3.5 Triangulation of Method

No.	Research Item	Observation	Interview	Documentation	Interpretation
1.	The implementation of CT activities for speaking skills	- The CT activities for speaking at FLDI were speech, debate, and discussion. - The implementation of each activity has similar methods, such as student presentation, opinion delivery, and teacher's feedback. - In debate, mostly students used fast-pace speaking. - Each CT activities for speaking were repetitively conducted every twice a week for debate and speech, and once a week for discussion.	- "We always implement activities that enable students to improve their speaking skills and utilize the CT skills." "The activities that we have in common are speech, debate, and discussion." - "After presenting our paper, the teachers will correct our grammar, content, and performance." - "It has been a debate culture that fosters us to speak fast in delivering opinion." - "Speech and debate are the most frequent activities, yet discussion is conducted once a week."		- In designing a set of activities to teach speaking, teachers should consider activities that equip students to be active and engaged in the whole process. The activities implemented at FLDI has been proven effective by many professionals to improve one's speaking skills. Teachers provide extensive training for each activity, so that students can achieve the goal of speaking and maximize their critical mind.

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[68] Roberta Heale & Dorothy Forbes, *Understanding Triangulation in Research*, Researchgate: Evidence-based Nursing, 2013, p. 4.

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					- Teacher's feedback is crucial for student's future improvement. From the feedback, students may learn how to produce better speaking and deliver ideas. - Fast-pace speaking enable students to enhance their fluency in speaking.
2.	Teacher's difficulties in employing CT activities for speaking	- The teachers gave many comments on student's paper and presentation.	"Many students still enounter difficulties in speaking, such as low interest in critizing things and lack of speaking skills." - "Another difficulty is student boredom. It		- Every student has different skills of speaking. For students with lack of vocabulary and fluency, CT activities may be hard since it requires many
			may appear this way, because they always have these activities every night."			practices. - Student boredom appears due to the perpetual activities they have every night. Moreover for students who still lacks in speaking and criticizing.
3.	Student's difficulties in their involvement in CT activities for speaking	- The students get stuck during their presentation due to not knowing what to say.	"Sometimes, I feel like I do not know what to say in presentation." - "I have lack of vocabulary, so it's difficult for me to speak longer." - "It's hard to always write an article for each activity and do critical reading before."		- The students find difficulties in vocabulary, therefore they tend to be quiet. - The students have an anxiety of making mistakes and shyness in their presentation. - Writing and reading are difficult since they have no intensive training. In writing and reading, they

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| 4. | Strategies to solve the difficulties in CT activities for speaking | - Teachers used listening music activity.
- Students did a group discussion before presentation. | "To minimize the boredom and the pressure, as a teacher, I need to provide students with more fun activities, such as opinion poll, song listening, and role play."

"Since we have difficulties in writing and reading, we decide to discuss in group. I think that's easier than doing it alone. We also can ask the teachers for correction and opinion." | | - Ice breakers are used to create more enjoyable learning for students, in a way that makes them feel comfortable to engage into the process without pressure.
- For writing and reading, group discussion was used to collect information or strengthen student's opinion by asking other's perspectives. Actually, an intensive training |
| | | | | | for reading and writing need to be considered. |

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CHAPTER IV
RESEARCH FINDINGS

A. Findings

1. The Implementation of Critical Thinking Activities to Teach Speaking Skills to EFL Learners

The observation and interview conducted by the researcher has a main purpose to observe and obtain data on the involvement of critical thinking activities to teach speaking skills. For the interview, the researcher asked 15 students (8 intermediate students and 6 elementary students) and 2 teachers. The interview was held offline for the students and online (by Whatsapp) for the teacher. According to the collected data, critical thinking activities for speaking have a significant role in enganging the students into active and critical learning. Since the setting of the research located in Nurul Jadid boarding school, it was fortunately effective to absorb the whole activities and collected valuable data.

At FLDI, the English learning happened continously for 24 hours. The members were required to only speak English throughout the day to interact with each other, otherwise they would get punishment. New vocabulary were given everyday and entailed the students to memorize then applied it in daily life. Many activities had been designed by the teacher to foster the student's English abilty, including writing, reading, listening, and speaking skills. Apparently in each week, the

teacher would have mananged the activities, so that the students must prepare.

The teaching of English at FLDI closely considered critical thinking skills as an essential skill. The data showed a significant use of critical thinking activities in the English practice. It was proven by the collected data through the observation and interview session with the teachers (2 teachers) and the students (5 students from 15 students) stated that every activity required critical opinions.

Interviewee 1: "All activities implemented in the English learning at FLDI foster students to criticize topics by evidences that they collect from mass media." (Mujiburrahman Bakri, Whatsapp Interview, March 17th, 2021).

Interviewee 2: "We are drilled with many activities that require us to have critical reading, collect data, devote our thinking into articles or debate argumentations, then present in front of the teacher and the other students." (Iqbal Rocky Ulhaq, Direct Interview, March 16th, 2021).

Before the implementation of critical thinking activities for English learning at FLDI, the students had been provided by previous knowledge on the methods of speech, debate, discussion, and composition. In the teaching of speaking, teacher frequently implements speech, debate, and discussion activity to improve the students' speaking ability and critical

mind. As the result, in the speaking class, rarely does teacher dominate the class, because teacher has a role to facilitate and motivate students through the implementation of critical thinking activities. The critical thinking activities involement for speaking skills at FLDI would be explained more detail as follows:

a. Speech presentation

Speech is a one way communication used to convey messages and information which the speaker wants to convice to the listeners. Speech is a course to foster one's critical thinking and an introduction to public speaking.[69] Since this study observes critical thinking activities to teach senior high school students, a public speaking training is necessarily important to prepare students with work related communication skills.

At FLDI, the use of speech activity to teach speaking skills has a role in improving student's speaking skills, confidence, critical thinking, and public speaking. Not only does the speech activity teach the students to speak sytematically, but also it helps improve writing skills. The students had to arrange their own article before the speech presentation. During the writing process, the students would learn to figure out background issues, case

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[69] John R. Johnson, & Nancy Szczupakiewicz, *The Public Speaking Course: Is It Preparing Students with Work Related Public Speaking Skills?*, Communication Education, 1987, p. 131.

formulation, specific problems, solutions, and conclusions. From the obtained data in the interview, speech activity was conducted three times a week. The teachers (2 teachers) presumed that speech should be a frequent activity to foster students' speaking ability and critical thinking.

> *"There will always be speech activity per week at FLDI. In speech activity, students will learn how to arrange speech articles, search for data that can support the topic, and be able to present in front of teachers and their friends. It is also effective to improve their writing skills, because in writing a speech article, the students should find background issues, case formulations, specific problems that they want to address, solutions that they offer, and conclusions that can be taken from the speech."* (Mega Syahidah, Whatsapp Interview, March 17th, 2021).

Based on the observation data, the audience and the teacher should prepare a question to ask the speaker, after the speaker finished their speech. Then, the teacher who played a role as adjudicator commented on the speaker's performance, opinion, grammar, and vocabulary use. Before the activity finished, the students who not presenting were asked to give their opinion on the speech topic.

> *"Teacher will give specific topic for the speakers, then we just have to read as many sources as possible to collect information for our speech. After that, pour our thinking and evidence into article.*

Usually, the speech article that we have made will be *corrected by our seniors first, before the day of presentation to make sure all structures and information are on track. In the practice, the audience and the teacher will ask questions related to our topic. Then, the teacher will give comments on our speech performance. To be honest, the speaking activities at FLDI are intense. Even the students who not presenting should prepare themselves, because they will be chosen directly to deliver their opinion about the topic."* (Dwi Intan, Direct Interview, March 16th, 2021).

b. Debate

Debate is a great way to improve student's speaking skills. It also supports students to do research and read more texts in English.[70] During the process of collecting information, they can widen their vocabulary as well. Most importantly, their critical thinking will be enhanced, since debate activity involves students to generate ideas to defend their arguments. In debate, the use of critical thinking is highly considerate. Affirmative and opposition team need to arrange arguments which is based on facts and their ideas as supporting data. The main rule in debate is how well each team can convince that their arguments are better than the other team.

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[70] Jon M. Ericson & James J. Murphy with Raymond Bed Zeuschaner, *The Debater's Guide revised edition*, Southern Illinois University Press, 2003, p. 12.

Based on the observation and interview, debate was one of the dominant activities that held twice a week. The technique used in the debate activity was Australasia debate. Steven states that Australasia style debates consist of two teams, affirmative and opposition, that debate over an issue.[71] Each team has three members, and their position define how they are named. For instance, if a student posits in the affirmative team and becomes the first one to speak, they are called "First Affirmative Speaker".

In the debate implementation at FLDI, the affirmative and the opposition team were given 15 minutes to deliver their arguments. There was a POI (Point of Information) which meant one member of the opposite team could interrupt the other team's arguments in the middle of their talking. Besides, the members of each team, except the first affirmative speaker, could do a rebuttal. Rebuttal was closely similar with POI. Rebuttal meant to answer or rebut the other team's arguments. In POI, the opposite team asked question to tackle the enemy's arguments. After the argument delivery was finished, the teacher as adjudicator commented their debate performance, whether or not the debate was

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[71] P. Vargo Steven, *Teaching Debate*, United States Military Academy:West Point, 2012, p. 35.

successful. The adjudicator commented on many aspects, such as the debate techniques, argument values, and how they answered the questions. Meanwhile, the students who not debating that day were invited to deliver their own arguments on the debate topic in front of the class.

The interview showed that even the teachers (2 teachers) and the students (15 students) at FLDI considered debate is a significant activity to develop the way of thinking. All students in the interview (15 students) stated that the use of debate in their speaking activity helped them improve their speaking gradually. In the interview, they said some statements as follows:

> *"At FLDI, debate is like a bestfriend to us. It is employed almost as often as the speech activity per week. Debate has proven significant improvement of the students' speaking ability. For elementary level students, it may be hard at first. Due to the continous practice, they are finally capable of constructing their thinking and communicate effectively."* (Mujiburrahman, Whatsapp Interview, March 17th).

> *"Debate might be a tough activity to handle every week. But, I can't deny the fact that debate has helped me a lot in improving my critical thinking, speaking skills, and confidence."* (Retno Cahyaning Arum, Direct Interview, March 16th, 2021).

c. Discussion

Another critical thinking activity mentioned by the teachers (2 teachers) and the students (10 students from 15 students) was discussion activity. Discussion at FLDI was basically an activity which discussed a specific issue in two points of view, affirmation and contradiction. Apparently, students would be teamed up into groups of two students. After that, they needed to discuss the determined issue, for example an issue about "The Movement of Capital City to Kalimantan". They were required to arrange an article which had similarity with the system of writing speech articles and pour their thinking in two points of view. Definitely, trusted data sources would be one of the key successes to convince the audiences and the adjudicators that their opinions were true. Eventhough each team discussed in affirmative and contradictive side, in the conclusion of their article, they had to determine which sides they tended to and gave a convincing reason.

The implementation of discussion did not have a big difference from the speech activity. It started with a presentation, Q&A session from the students and the teachers. Then, the teacher's comments on their performance, opinion value, grammar, and vocabulary. At the end, other students should participate to deliver their own opinions. Here are the responses of the students (7

students from 15 students) obtained from the interview about the discussion activity:

"To me, discussion activity is the combination of speech and debate. We are asked to devote our thinking into two points of view, but at the end, we should be able to determine which side is more profitable for us." (Wildania Safitri, Direct Interview, March 16th, 2021).

2. Teacher's Difficulties when Employing Critical Thinking Activities to Teach Speaking Skills

The data in this sub chapter was obtained from interview. There were difficulties faced by the teachers in employing the critical thinking activities to teach speaking skills. The teachers (2 students) mentioned the difficulties that comprised student's ability in critical thinking skills, student's speaking skills, and student's boredom. The results of the interview session will be explained below:

a. Student's Ability in Critical Thinking Skills

In the critical thinking activities involvement for speaking, student's ability in critical thinking skills was mentioned by the teacher (1 teacher from 2 teachers). The teacher explained that obviously not all students had the same ability in critizing things. Moreover, every speaking activity at FLDI would require them to be critical. The activities might be easy for certain students with sufficient speaking skills, but for students who did not, critical thinking activities had always been a challenge. In the practice, some students could not

involve in the discussion, because they had low interest to critize things, lack of knowledge on the discussion theme, and inadequate speaking ability. Commonly, they tended to be quiet, and if being chosen to speak, they could not devote their opinion clearly. The teacher also stated that, those problems sometimes influenced the learning environment in the speaking class, because the aim of critical thinking involvement into the teaching of speaking could not be well-informed.

> *"As a teacher, I find difficulties in involving critical thinking in speaking activities. First, not all students have the same ability in critizing things around. Second, not all students feel interested in the critical thinking activities due to the lack of knowledge on the discussion topic and inadequate speaking ability."* (Mega Syahidah, Whatsapp Interview, March 17th, 2021).

b. Student's Speaking Skills

In the speaking learning, teachers need to foster students to speak more in the target language by implementing a set of strategies.[72] Strategies are used by English teachers in order to enhance student's ability and to create an active speaking environment in the classrooms. In the teaching of speaking at FLDI, the strategy of using critical thinking activities had yielded student's participation to speak actively in the class. Since critical thinking was involved continously into the

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[72] Ming-yueh Shen & Tzu-yen Chiu, *EFL Learners'Sspeaking Difficulties and Strategy Use*, Education and Linguistics Research, 2019, p. 5.

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speaking activities, the teachers (2 teachers) commonly found difficulty in implementing critical thinking into speaking due to inadequate student's speaking skills. As explained in chapter II about the aspects of speaking skills which include vocabulary, pronunciation, accuracy, and fluency, the use of critical thinking activities became more difficult for students who were lack of those aspects. The teachers also confessed that this problem happened every time in the speaking class. However, it was refutable that every student had a different ability and interest in the English learning.

> *"In the teaching of speaking, the main purpose is to able to speak. But, the teacher should manage the student's speaking to be acceptable and understandable. At FLDI, the use of critical thinking has become a main concern to improve student's speaking, because it obliges students to speak their thoughts. Unfortunately, not all students have the same speaking skills. They may have minimal vocabulary and pronunciation skill, so that they can not speak fluently and accurately."* (Mujiburrahman, Whatsapp Interview, March 17th, 2021).

c. Student Boredom

Obviously, repetitive activities in everyday life will appear as a boredom for any individuals. The fact that FLDI students will go through the same routine in the English learning for 2 years, the teachers can not deny that it arises student's boredom. In the interview, the teacher (1 teacher from 2 teachers) explained that the speaking practice at FLDI was intense to drill students in order to have rapid growth in

their speaking. That was the main reason on the intensive implementation of critical thinking activities. The teacher also stated that as the result, the students felt bored to always criticize things and to do a presentation every night in the dorm. The teacher understood that the student's situation was not easy, but that had become their responsibility as FLDI members regardless.

> *"The students go through the same routine almost every week, like debate, speech, and discussion activity. It is understandable that they feel tired or bored. But, that has been a responsibility for them as FLDI students."* (Mujiburrahman, Whatsapp Interview, March 17th, 2021).

3. **Student's Difficulties in Their Involvement of Critical Thinking Activities for Speaking Skills**

a. Critical Reading

The critical thinking activities implemented at FLDI are not only for teaching speaking, but also reading skills. The previous sub chapter has explained how the teachers involve students into critical thinking activities. In each explanation of the activities, debate, speech, and discussion require the students to read, in order to collect data that are valuable for their presentation. Some students (8 students from 15 students) also explained in the interview that they needed to do a critical reading to collect important information from newspapers provided by the teachers.

The definition of critical reading is reading with the goal of obtaining a deep understanding of the material. It involves the reader to evaluate and analyze the material that is considered important.[73] During the critical reading process, the students mentioned that they had to find the background issue, main problem, and devote their thinking to find solution and conclusion.

> *"Before we present debate, speech, or discussion, we usually will have to read information that are related to the topic. We need to analyze the reading content to find the background, main cases, and decide our solution and conclusion."* (Retno Cahyaning Arum. Direct Interview. March 16th, 2021).

Some students (10 students from 15 students) found difficulties in critical reading. The reason that they mentioned was there were complex issues they needed to discuss every week for presentation, but the only source media they had was a newspaper. Since they were living in a boarding school, the use of internet was prohibited. Meanwhile, some students with minimum reading skills felt difficult in analyzing, synthesizing, and evaluating topics to obtain valuable information.

> *"Reading only from newspaper is sometimes difficut, when we hope to find detail information about a topic. We usually obtain very least information in the newspaper. So, to read critically through newspaper is*

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[73] Thuy Quang Ngoc Tran, *Critical Reading: A Guidebook for Postgraduate Students*, Hue University Publishing House, 2015, p. 10.

confusing for some topics." (Wildania Safitri. Direct Interview. March 16th, 2021).

b. English Speaking Skills

In involving critical thinking, teacher has to structure the learning environment. First, they need to expose students to critical thinking by a set of activities. Second, student's willing to participate. The implementation of critical thinking in the speaking class at FLDI had accomplished those structures. It could be seen from the interview data that critical thinking activities are mostly used to foster student's speaking, including vocabulary, pronunciation, fluently, and accuracy.

However, the students still found difficulty in their involvement in the activities. In the interview, the students (9 students from 10 students) mentioned English speaking skills as one of their difficulties in the critical thinking activities. The same problem also stated by the teachers in the previous sub chapter about student's speaking skills. In this case, from the four aspects of speaking, the students explained that vocabulary, fluency, and accuracy became the most anticipated aspects in their speaking practice. Since the activities entailed them to deliver their opinion for 2 to 5 minutes, it was somehow difficult to arrange sentence when the students had least vocabulary. Moreover, every presentation would be examined by teachers and watched by other students. In addition, the students (8 students from 15 students) also said that the least vocabulary failed them to reach fluency and

accuracy in the speaking practice. Whereas, the purpose of speaking for communication is to convey information and obtain particular aim.

> *"Sometimes I feel vocabulary is the main problem when practicing speaking. All those activities need us to speak for a long time. We usually get stuck in the presentation, because we don't have anything left to say on the topics. So, we can't achieve effective communication."* (Iqbal Rocky Ulhaq. Direct Interview. March 16th, 2021).

c. Article Writing

Before having debate, speech, and discussion, the students should have a preliminary preparation which included in article writing. For debate, article writing was not necessary, but still they needed to write arguments in proper order. Unlike in speech and discussion, they definitely had to write an article with systematic order which comprised thesis statement, background, definition, explanation from evidence and opinion, and conclusion/recommendation. The data obtained from the interview showed that the students (10 students from 15 students) found article writing was difficult because not all students have good writing skills. It was difficult for them to arrange good sentence to generate their ideas. Moreover in writing speech and disussion article, they needed to make sure that the structures were correct, the information was based on credible data, and their opinions were rational about the topic.

> *"Writing a speech or discussion article is difficult sometimes, because we need to focus on structure, data, and our opinion. All those elements should be poured*

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*into sentences which require us to give greater efforts
compared to speaking our opinion. Moreover some
students may not have good skills in writing as well."*
(Siti Khodijah. Direct Interview. March 16th, 2021).

**4. Strategy to Solve The Difficulties in Critical Thinking
Activities for Speaking Skills**

There were some strategies found in the interview from the
teachers and the students to solve their difficulties in critical
thinking activities for speaking. Below are the strategies mentioned
by both the teachers (2 teachers) and the students (10 students from
15 students):

a. Teacher's strategy

   1) Ice Breaking Activity

In the interview, the teachers realized the pressure
on the student's activities was intense. Since they were
living in boarding school, they had to do the boarding
school activities in the day, and FLDI's activities at night
at their dorm. Therefore, to release the pressure and solve
the student's difficulties in the regular speaking activities,
debate, speech, and discussion, the teachers designed new
learning environment by implementing ice breaking
activity.

An ice breaking activity is an activity or game
designed to warm up situations among students in a
meeting, training, or team building session. The teachers
(2 teachers) in the interview mentioned that it was

necessarily important to include fun learning activity in the teaching of speaking, but it still included critical thinking in the process. The activities mentioned were role play, opinion poll, and listening to music.

In the role play, the students usually played a drama. They needed to act a character and arrange a drama text. This activities would involve all students in the classroom to speak. Opinion poll (mentioned in chapter II) was a fun activity, but it could engage the students into critical thinking. This activity required students to collect information on specific topics, then arranged a mini survey in question form to ask people. The main purpose was to find out how people's think about the related topics. Another fun learning was listening to music. This activity was commonly conducted once in every two weeks. Basically, the students would listen to a song, guess lyrics, and learn vocabulary and pronunciation.

> "*A teacher should be sensitive towards the student's problem or behavior in the learning process. The routine of doing the same activities every single day must be boring sometimes. I also realize that the students need an activity to relieve their pressure. So, I sometimes use role play, opinion poll, and listening to music. These activities will carry student's critical thinking and improve their English ability.*" (Mujiburrahman, Whatsapp Interview. March 17th, 2021).

b. Student's Strategy

Majority of FLDI students (10 students from 15 students) mentioned their strategies in solving the difficiculties in critical thinking activities for speaking. Here are the strategies they commonly use:

1) Intensive Interaction and Practice

In learning to speak a foreign language, more opportunities and practice are essential. Besides, to have rapid improvement in speaking, creating a learning environment where the people only speak the target language also plays a crucial role. The English speaking learning at FLDI has effectively designed proper environment where the students are not allowed to speak other languages, except English. A set of speaking activities are also enable students to enhance their English and a way of thinking.

However, the difficulties of speaking and the implementation of critical thinking activities were still experienced by the students as explained in the previous sub chapter. In the interview, the students (9 students from 15 students) conveyed they should engage into more intensive interaction with other students to have additional speaking practice. This strategy could help the students enrich their vocabulary and learn to speak fluently and accurately. The interaction was also used by

the students to the teachers in classroom through questioning or opinion delivery.

The students also mentioned practice which meant they needed to put more practices not only in speaking, but also reading and writing skills. As consequence of their difficulties in critical reading and article writing, they decided to start enjoying reading and writing through a group discussion. The discussion meant, when they had to do critical reading or article writing, they would gather as a group to share their thoughts. Sometimes, they would ask the teachers about related topics and to correct their articles.

> *"To solve speaking problems in the implementation of critical thinking activities, we should be active to interact with other students and also teachers, in order to improve our communication skills. Even we don't have a presentation schedule that day, we need to actively involve in the process by asking questions or delivering opinions. In reading and writing, we like to have a group discussion to share information and thoughts. If needed, we usually ask teacher's opinion and guidance on our articles."* (Retno Cahyaning Arum. Direct Interview. March 16th, 2021).

2) Vocabulary Memorization

To solve their problem in one of the aspects of speaking skills which is vocabulary, the students (10 students from 15 students) stated that they usually

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memorized vocabulary given by the teachers every day and apllied it in their daily interaction. In addition, they needed to always look up to dictionary to learn new or difficult words that they typically found in reading or article writing. By doing so, the students could enrich their vocabulary and use the words in their writing or speaking.

> *"New vocabulary are given everyday by teachers. We write the words in our notebook to simplify the memorization. We also write rare words that we found in reading, then practice the vocabulary in writing or speaking activities."* (Iqbal Rocky Ulhaq. Direct Interview. March 16th, 2021).

B. Discussion

Teaching and learning speaking are complex and difficult without designing suitable activities that can foster EFL learner's speaking skills. In speaking, the learners should be given more practices than theories, in order to accustom them to the English speaking habit in classrooms. A research by Shen and Chiu in chapter II explained that the importance of FLT is to teach learners how to produce words in the target language.[74] It can be signified when the teachers are closely aware of putting more speaking practices rather than grammar tenses comprehension throughout the English class.

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[74] Ming-yueh Shen & Tzu-yen Chiu, *EFL Learners' Speaking Difficulties and Strategy Use*, Education and Linguistics Research. Vol. 5 doi: 10.5296/elr.v5i2.15333, 2019, p. 55.

According to Brown, speaking comprises four valuable aspects; vocabulary, pronunciation, fluency, and accuracy.[75] Therefore, a teacher should determine a set of activities that can embody those aspects of speaking.

1. **The Implementation of Critical Thinking Activities to Teach Speaking Skills to EFL Learners**

   Regarding to the research which was conducted at FLDI of Nurul Jadid Paiton, the researcher found both from the observation and the interview data that involving critical thinking activities to teach speaking skills had significant role on student's speaking impovement. The activities provided the students more opportunities to always practice and show up in front of the teachers and other students while expressing their thoughts on specific issues. Additional points about the involvement of critical thinking activities at FLDI awere to raise student's confidence and develop public speaking skills.

   The term of critical thinking has long been discussed and used in ELT. Ennis explained that critical thinking in language teaching will help learners obtain meaningful knowledge during the process.[76] Critical thinking helps reform learner's way of thinking to solve problems, distinguish facts from opinions, and

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[75] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, New York: Pearson Education, 2001, p. 267.

[76] Robert H. Ennis, *Critical Thinking. The Palgrave Handbook of Critical Thinking in Higher Education*, 1989, p. 284.

learn things from various perspectives.[77] Critical thinking will yield meaningful result when put into practice. The practice of critical thinking in the teaching of speaking at FLDI were embodied through several critical thinking activities; speech, debate, and discussion. Harmer considers those activities are effective strategy to engage students into critical thinking[78], and at the same time reinforce student's speaking skills to generate ideas and deliver a presentation in front of public. In the teaching of English for senior high school students, it is indispensible to consider raising student's confidence in public speaking as well. The training of critical thinking and public speaking in English teaching will be beneficial to apply for a job after the students graduate.

During the observation, the researcher figured out that all students were involved in the activities and active whether to ask or question. The teachers paid much attention on engaging students into the whole discussion although they were not in charge of presenting that day. Klippel states in chapter II that it is

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[77] Bruce Robin, *Teaching critical thinking skills in higher education*: *A Review of The Literature*. Journal of College Teaching & Learning (TLC), 2016, p. 35.

[78] Jeremy Harmer, *The Practice of English Language Teaching*, New York: Longman Group, 1995, p. 370.

a need to always involve student's participation in the learning process, so that they will not become a passive learner.[79]

The involvement of critical thinking activities for speaking at FLDI did not solely enhance the student's speaking skills, but also writing and reading skills. In each activity, the students at FLDI were trained to write their own articles. The students should do a mini research through reading beforehand. A research by Liaw in chapter II stated that the use of critical thinking in language teaching should cover all skills of English. The research investigated critical thinking that happens in Western countries where the teachers employ critical thinking to improve reading, writing, and speaking skills.[80]

2. Teacher's Difficulties when Employing Critical Thinking Activities to Teach Speaking Skills

Brown and Kelley address critical thinking in language teaching to emphasize the process of student-centered instruction and content learning.[81] If the focus of critical thinking is on the teaching of speaking, students should be given the freedom to

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[79] Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, New York: Press Syndicate of the University of Cambridge, 1984, p. 47.

[80] Meei-ling Liaw, *Content-Based Reading and Writing for Critical Thinking Skills in an EFL Context*, English Teaching & Learning, 31(2), 2007, p. 87.

[81] M. Neil Brown & Stuart M. Kelley, *Asking the right questions: A guide to critical thinking, 7th ed*. Englewood Cliffs, NJ: Prentice Hall, 1986, p. 102.

explore content, analyze resources, synthesize information, and apply speaking actively in the classroom.

Involving critical thinking activities in ELT is a new challenge for teachers especially in the teaching of speaking, moreover critical thinking is not an innate ability. Although several students may be inquisitive, they require a training to become analytical and open-minded in their pursuit of knowledge. At FLDI, the training was incorporated with the teaching of speaking, since speaking also needed more practices. The teachers had been involving critical thinking into speaking activities for a long time. Nevertheless, the teachers (2 teachers) still discovered some difficulties in the implementation.

The data obtained from the interview has pertained that different ability of student in critical thinking was frequently overcome by the teachers during learning process. The teachers continued that several students appeared to have low interest in critical thinking, because they were not good at critizing things. Since the speaking activities at FLDI contained critical thinking, it was considered tough for the students who might not have sufficient ability of critical thinking. Moreover, there are six proposed components of critical thinking; logic, analysis, evaluation, inference, interpretation, explanantion, and sythesis.[82]

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[82] Robert Paul, *Regarding a Definition of Critical Thinking*, Paper presented at the International Conference on Critical Thinking and Educational Reform's 25th conference, Rohert Park, CA, United States of America, 1989, p. 36.

The researcher also found that some students might have good speaking skills, but to be able to master those components of critical thinking requires perpetual training.

From the interview, the teachers (2 teachers) mentioned student's speaking skills as one of the difficulties. The critical thinking activities for speaking at FLDI had constrained the students to actively speak during the process, including impromptu speaking. The teachers confessed some students were unable to speak well in their presentation sometimes, although they had applied the language. This was caused by many factors, lack of vocabulary, pronunciation, accuracy, fluency. In addition, another factor found by the researcher during the observation was student's lack of confidence. In the presentation situation, the attention from the teachers and other students were focused towards the presenter. Students might feel nervous, eventhough they had good performance in the rehearsals. As a result, students were unable to speak well and give their best presentation. Hughes also states in her study that students commonly have problem in their confidence to speak, because they were worried of making mistakes or shy.[83]

Student's boredom was also mentioned by the teachers (2 teachers) when employing critical thinking activities for speaking skills. Boredom refers to as a negative psychological experience

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[83] Rebecca Hughes, *Spoken English, TESOL, and Applied Linguistics: Challenges for Theory and Practice*, Great Britain: CPI Antony Rowe, 2006, p. 92.

as the result of a lack of activity or being disengaged from the involving activity.[84] Frequently, student's boredom in L2 classrooms is underappreciated by teachers, whereas it may cause serious implications for effective teaching.[85]

A study by Zawodniak and Mariusz discuss a number of reasons for student boredom. The under-stimulation model, the forced-effort model, the attentional theory of boredom proneness, the control-value theory of achievement emotions, and the emotion theory.[86] The relevant reason for student boredom at FLDI is likely to be the forced-effort model. It shows that students can be bored when being assigned to do complex tasks or when feeling anxious. To be more precise, boredom is also a result of investing mental energy in tasks which students feel monotonous and therefore feel frustrated.[87] The perpetual activities, speech, debate, and discussion that conducted every week had grown such feeling for students. The teachers elaborated that having to prepare article and perform a presentation every single week must

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[84] Joanna Zawodniak & Mariusz Kruk, *Boredom in The English Language Classroom: An Investigation of Three Language Learners*, Poland: Konin Language Studies, 2019, p. 197.

[85] Macklem G. L, *Boredom in The Classroom: Addressing Student motiva-tion, Self-regulation, and Engagement in Learning*, New York: Springer, 2015, p. 68.

[86] Joanna Zawodniak & Mariusz Kruk, *Boredom in The English Language Classroom: An Investigation of Three Language Learners*, Poland: Konin Language Studies, 2019, p. 201.

[87] A.B. Hill & R. E. Perkins, *Towards a Model of Boredom*, British Journal of Psychology, 1985, p. 239.

be tiring, eventhough that included in the responsibility of FLDI students. Some students with minimun English skills may feel inferior during the activities, and therefore tend to be quiet.

3. **Student's Difficulties in Their Involvement of Critical Thinking Activities for Speaking Skills**

Meanwhile, some difficulties were faced by the students in their involvement in critical thinking activities for speaking. The interview has covered some problems; speaking skills, critical reading, and article writing. The students (8 students from 15 students) stated the same problem with the teacher's problem which is speaking skills. The explanation was also similar between them. The students found that vocabulary placed a crucial aspect in their speaking performance. On some occasions, they could not give a good presentation, because they were lack of vocabulary. Somehow, it also affected their fluency and accuracy in speaking.

Vocabulary is a central element of learning a second language acquisition. As McCarthy states that effective communication in L2 can only happen through words to express a wider range of meanings.[88] L2 learners require to achieve proper knowledge on vocabulary, including pronunciation, how to use the words in different situations, the written form of the word, and

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[88] Norbert Schmitt & Mc Carthy, *Vocabulary, Description, Acquisition and Pedagogy*, Cambridge: Cambridge University Press, 1997, p. 220.

the grammatical of the word.[89] In the teaching of speaking, vocabulary has to be taught deeply, and the application should be one of the teaching focuses rather than solely memorization.

Eventhough the focus of involving critical thinking activities at FLDI was on speaking skills, the activities could cover the teaching of reading skills as well. In speech, debate, and discussion activity, the students were responsible to seek for information independently to obtain deeper understanding on materials given by the teachers. In obtaining valuable information, the students stated that they needed to do a critical reading. Critical reading was utilized to make sure they acquired precise information for their presentation. Critical reading is an active process that involves the reader's involvement to think deeply about the text in constructing its meaning, making inference, analysis, giving judgement, and evaluation.[90]

The application of critical reading in the process of speech, debate, and discussion activity is effective to be used in L2 classroom to improve student's reading skills. However, some students (10 students from 15 students) from the interview stated that critical reading was difficult due to the lack of information sources at their dorm and the low ability at critical reading. A

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[89] Scott Thornbury, *How to Teach Vocabulary*, London: Longman, 2002, p. 28.

[90] Leonardus Par, The EFL Students' Critical Reading Skills across Cognitive Styles, JEELS (Journal of English Education and Linguistics Studies), DOI:10.30762/jeels.v5i1.541, 2018, p. 76.

study by Par reports that in doing critical reading, students are lack to identify main ideas of a passage in which the main ideas are not directly stated, know the author's purpose in the passage, guess the meaning of context, draw conclusions, make personal justified opinions and inferences, identify cause and effect relation, recognize contradictions, and evaluate arguments.[91]

Beside critical reading, the students (10 students from 15 students) also found difficulty in writing. In the process of preparing a speech or discussion presentation, the students were assigned to compose their own article to assert the credibility of student's work. Commonly, they composed analytical or hortatory exposition texts for their presentation. The factors of their difficulties were due to the low writing skills. As they stated in the interview, it was difficult to construct ideas in order to arrange a comprehensive content. Moreover, to compose an article, they needed to consider the generic structures of analytical or hortatory exposition which are thesis, arguments, and conclusion/ recommendation.

Writing is a complex skill that requires a training. It is slightly different from teaching speaking skills. Speaking is always intended for direct communication, while writing is used by writers to convey message in the written form to communicate their ideas to the readers who are separated by both time and

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[91] Leonardus Par, The EFL Students' Critical Reading Skills across Cognitive Styles Models and Processes of Reading (6th Ed.), Newark: International Reading Association, p. 105.

space distances. Therefore, it requires clearer and comprehensive message.[92]

4. Strategy to Solve The Difficulties in Critical Thinking Activities for Speaking Skills

To solve the difficulties, both the teachers and the students had mentioned different strategies in the interview. The teachers (2 teachers) stated ice breaking activity was a possible strategy to maintain critical thinking in the speaking activities beside speech, debate, and discussion. On some occasions, the teachers found that those activities were quite complex to be done almost every week, moreover for some students with low skills in English and critical thinking. The use of fun activities would help the students learn English more comfortably and relieve student's stress and boredom. Even ice breakers are usually applied for youngsters, it is also possible for senior high school students to apply fun learning to improve their English ability, especially speaking. Dover identifies ice breaking activity is a discussion and interactive activity that can be used to develop a learning environment which decreases student's anxiety.[93] Krashen defines ice breakers as a set of activities used to encourage creative

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[92] Mohini Bachani, *Teaching Writing*, 2003, Retrieved on March 24th, 2021 from http://www.waymadeedu.org/Student Support/ Teaching%20Writing.pdf

[93] Dover K. H, Break The Ice in Classrooms and Meetings, Icebreakers, 2004, p. 75, Retrieved on March 24th, 2021 from http:// adulted.about.com/cs/icebreakers/a/icebreaker.htm.

thinking. Teachers should determine ice breakers which require students to discuss about important assumptions, explain new topics, and explaining particular information.[94] At FLDI, the teachers (2 teachers) chose role play, opinion poll, and listening to music for the ice breakers in speaking. Those activities were fun, yet still carried critical thinking involvement in its implementation.

On the other hand, the strategies used by the students to solve their difficulties were; *First,* intensive interaction and practice. In the teaching and learning of speaking, the main thing to achieve speaking goals are based on practice.[95] The students (9 students from 15 students) defined intensive interaction with other students and teachers as their strategy to conquer their problems in speaking skills, including vocabulary, fluency, and accuracy. They also stated that the interaction helped them apply their speaking skills into real communication practice and improve the fluent speaking during presentation. In the reading practice, the students prefered a group discussion rather than doing critical reading by themselves. A critical reading means reading activity with a purpose of gaining valuable information. In critical reading, the readers are required to analyze and synthesize information, and

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[94] Stephen Krashen*, Principles and Practice in Second Language Acquisition*, Oxford: Pergamon, 1982, p. 112.

[95] Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, New York: Press Syndicate of the University of Cambridge, 1984, p. 60.

evaluate the materials.[96] The reading activity may be done through a group discussion which is effective to encourage students to discuss the materials, share their knowledge and opinion with others.[97]

Since some critical thinking activities, speech and discussion, required the students to produce their own article, the intensive practice was believed to help them enhance the writing skills. The writing practice was done through a group discussion as well as the practice of reading. They found article writing to be easier through the discussion. During the process of writing, the students might ask the teacher's opinion on the article and correct the grammar structure.

Second, vocabulary memorization. As stated in the interview, the teachers wrote 10 to 15 words every day, then the students were assigned to memorize and apply them in daily conversation. The students (10 students from 15 students) found that it was an effective way to enrich their vocabulary in speaking. In the vocabulary memorization, the students were taught on how to pronounce every word correctly and the appropriate use of words in different situations. Since vocabulary was the most important aspect in the speaking activities, the students had

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[96] Thuy Quang Ngoc Tran, *Critical Reading: A Guidebook for Postgraduate Students*, Hue University Publishing House, 2015, p. 45.

[97] Giri, *Implemented Small Group Discussion Strategy to Teach Simple Present Tense in SLTP 1 Sukasada*, Jakarta: Jakarta Press, 2003, p. 34.

successfully raised their self-awareness on its importance. The self-awareness could be seen from their explanation of always looking up to dictionary, whenever they found new or difficult words, then applied them in written or spoken form. It is crucial to train students to become independent learners during their pursuit of knowledge, because independent learners are self-directed and capable of taking responsibilities towards their own learning, confidence, involvement, and proficiency.[98]

Finally and most importantly, suggestions which worth taking into account are *First*, the fact that in the involvement of critical thinking activities, reading and writing training are essential, because it also includes the process of critical thinking skills. A study by Zaiter discusses that reading and writing are integral parts of second language learning. In the teaching of reading and writing, teachers should first conduct a placement test for students. Then, give a comment on their mistakes. Finally, teachers discuss a major or common mistakes found in the test to determine student's reading and writing level.[99] Eventhough the focus of this study is to explain the critical activities for speaking skills, training students on how to collect data, synthesize and evaluate information from the reading materials are crucial to help

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[98] L. Ghazal, *Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies*. Novitas-ROYAL, 2007, p. 87.

[99] Walid Zaiter, *Reading and Writing Skills: The Challenges of Teaching at College Level*, Addayan Journals of Arts Humanities and Social Sciences, 2020, p. 45. DOI:10.36099/ajahss.1.10.6

students produce better composition. In the writing process, students require deeper understanding and knowledge on how to generate information and their opinion, and to draw a precise conclusion. By doing so, teachers will help overcome the student's difficulties in their involvement in reading and writing process.

Second, ice breakers should be implemented more than once in two weeks. Through ice breakers, students with low ability in speaking in the practice of speech, debate, or discussion activity can absorb better experience in learning with different method. The application of ice breakers should be determined by the level of student's speaking skills in order to yield an effective result. The ice breaking activities should still carry the nature of critical thinking skills in the process to motivate student's way of thinking in a more enjoyable way.[100]

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[100] Gayle L. Macklem, *Boredom in The Classroom: Addressing Student Motivation, Self-regulation, and Engagement in Learning*, New York: Springer, 2015, p. 73.

CHAPTER V
CONCLUSION

This is the final chapter of the research study. This chapter comprises conclusions and suggestions of what have been discussed in this study.

A. Conclusion

The data obtained from the observation and interview have drawn conclusions as follows:

First, the implementation of critical thinking activities such as debate, speech, and discussion at FLDI, is used to foster student's speaking skills and critical thinking. The activities successfully involve students in the whole process, encourage them to actively speak in the classroom, and most importantly drill student's critical thinking skills. The implementation of the critical thinking activities do not solely impact the student's speaking, but also improving student's reading and writing skills in the process of producing article presentation.

Second, the teachers have some difficulties in employing critical thinking activities to teach speaking. The difficulties comprise student's different skills in critical thinking and speaking. The perpetual critical thinking activities are considered difficult by some students because it involves complex tasks. As a result, it arises student's anxiety in speaking performance and student boredom.

Third, student's difficulties in their involvement of critical thinking activities for speaking are critical reading, insufficient speaking skills, and article writing. The difficulties faced by the students are basically related to reading and writing skills as well, since the process of critical thinking activities for speaking involves reading and writing.

Fourth, some strategies are proposed by both teachers and students in solving the difficulties. For teachers, ice breaking activity can be a suitable way to teach speaking skills and critical thinking at the same time. Since the complex activities such as debate, speech, and discussion are continously conducted every week, teachers realize that students may need a different learning situation. Ice breakers are believed to encourage students to speak and build critical thinking in more enjoyable way. For students, they mention intensive interaction and practice, and vocabulary memorization as their problemsolving. To solve the speaking problem, students prefer to engange into more interaction with the other students in order to improve rapidly. In writing and reading problem, students tend to have a group discussion whenever they have tasks to produce article. To enrich their vocabulary with a purpose of being a fluent speaker, students prefer to memorize and look up to dictionary when they find new or difficult words, then apply them in communication setting.

B. Suggestion

Although this reasearch was conducted in a small number of participants and in a short period of time, the researcher tried to provide valuable information about the involvement of critical thinking activities to teach speaking skills that was derived from the teaching of speaking at FLDI Nurul Jadid Paiton. Here are some suggestions that the researcher can offer:

1. For The Researcher

Since this is the first experience for the researcher to conduct a research, some obstacle were appearing in the research setting. During the Covid-19 pandemic, the access to enter Nurul Jadid boarding house was tight. The permission procedures were complex, so that it took longer time to conduct a research there. Another problem, the researcher was unable to interview the male teachers directly, because of the boarding house rules, therefore the teacher's interview was conducted online by Whatsapp. Finally, the researcher suggests for the next researcher to prepare all possibility and problemsolving before conducting a research, so that the research could be done as they expected.

2. For Students

This study explains some difficulties in speaking skills that may be experienced by most students who are learning speaking at the present time. Beside explaining the problems, this study

also provides some strategies to solve the speaking problems, so that it may help students improve their speaking ability.

3. For Teachers

Involving critical thinking into speaking activities is a good solution in ELT. Teachers can apply some activities in this study to enrich the methods of teaching.

4. For Institution

The researcher suggests that the findings of this research will be recommended and considered to be applied in some school due to its effectiveness.

5. For The Next Researcher

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher suggests for the next researcher to prepare all possibility and problemsolving before conducting a research, so that the research could be done as they expected.

C. Closing Statement

Sincerely, this thesis is the first academic invention of the researcher as a contribution and dedication towards the academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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Appendix I

Observation Guideline

1) Activity 1

Time	Debate
09.00	Opinion delivery
09.15	Opinion value
09.30	Teacher's judgement on student's performance
10.00	Student's participation

2) Activity 2

Time	Speech
09.00	Speech presentation
09.15	Speech content
09.30	Teacher's judgement
10.00	Student's conclusion

3) Activity 3

Time	Discussion
09.00	Student's presentation
09.15	Opinion value
09.30	Teacher's judgement
10.00	Student's participation

Appendix II

Interview Guideline (For Students)

No.	Question
1.	What kinds of activities are used by teacher to improve critical thinking to teach speaking? Do you think the activities are appropriate to support your speaking ability?
2.	Do you feel that your English speaking skills (vocabulary, pronunciation, fluency, and accuracy) have improved because of the involvement of critical thinking in the speaking activities?
3.	Do you find difficulties during your involvement in critical thinking activities for speaking?
4.	How do you overcome the problems?
5.	What do you think on the implementation of critical thinking to teach speaking?

Appendix III

Interview Guideline (For Teachers)

No.	Question
1.	What activities are mostly implemented for students to improve both critical thinking and speaking ability?
2.	Do you find some difficulties when involving critical thinking skills to teach speaking?
3.	How do you overcome the problems?
4.	What is your strategy to help students overcome their problems in the involvement critical thinking for speaking skills?

Appendix IV

Interview Transcription (From Teachers)

Interview 1

Name : Mujiburrahman

A : "Assalamualaikum Sir, my name is Yuniar. On this occassion, I'd like to do an Interview with you related to the teaching of speaking at FLDI. First of all, could you please introduce yourself and your position at FLDI?"

B : "Waalaikumsalam. All right, so my name is Mujiburrahman, I've been teaching English at FLDI for almost ten years now. I'm in charge of teachung speaking and the institution secretary."

A : "First question, Sir. What activities are mostly implemented for students to improve both critical thinking and speaking ability?"

B : "There are three main activities to improve student's critical thinking and speaking speaking skills. Those are debate, speech, and discussion."

A : "Why did you consider those activities as the main activity to teach speaking and critical thinking, Sir?"

B : "First, speech is an activity that implemented daily. Every night there will be a speech presentation. In speech, students will be able to develop their public speaking skills when talking in front of the audiences. They are trained to deliver their ideas and perspective towards a topic determined by teachers. At the end, the the students should be able to convey the message to convince the audiences that something they are talking is

important. Discussion and speech are quite similar in the practice. The difference lies on a group project. In discussion, the students will work in pairs to write article and do a presentation. On the other hand, debate is the next level activity to foster student's critical thinking and speaking. At FLDI, debate is like a bestfriend to us. It is employed almost as often as the speech activity per week. Debate has proven significant improvement of the students' speaking ability. For elementary level students, it may be hard at first. Due to the continous practice, they are finally capable of constructing their thinking and communicate effectively."

A : "Do you find some difficulties when involving critical thinking skills to teach speaking?"

B : "I do have difficulties in involving critical thinking for speaking since all activities implemented at FLDI require students to criticize things and collect data from mass media to support their article and presentation. In the teaching of speaking, the mainpurpose is to able to speak. But, the teacher should manage the student's speaking to be acceptable and understandable. At FLDI, the use of critical thinking has become a main concern to improve student's speaking, because it obliges students to speak their thoughts. Unfortunately, not all students have the same speaking skills. They may have minimal vocabulary and pronunciation skill, so that they can not speak fluently and accurately. Another problem should be student boredom. The

students go through the same routine almost every week, like debate, speech, and discussion activity. It is understandable that they feel tired or bored. But, that has been a responsibility for them as FLDI students."

A : "And how do you overcome the problems, Sir?"

B : "A teacher should be sensitive towards the student's problem or behavior in the learning process. The routine of doing the same activities every single day must be boring sometimes. I also realize that the students need an activity to relieve their pressure. So, I sometimes use role play, opinion poll, and listening to music. These activities will carry student's critical thinking and improve their English ability."

Interview 2 (From teachers)

Name : Mega Syahidah

A : "Assalamualaikum Miss, my name is Yuniar. On this occassion, I'd like to do an Interview with you related to the teaching of speaking at FLDI. First of all, could you please introduce yourself and your position at FLDI?"

B : "Waalaikumsalam, I'm Mega Syahidah. I teach speaking at FLDI and a student advisor as well."

A : "First question, Miss. What activities are mostly implemented for students to improve both critical thinking and speaking ability?"

B : "In the training to develop student's critical thinking and improve their speaking, the common activities we use are speech, debate, and discussion."

A : "Could you explain why do you implement those activities in common?"

B : "Speech is an activity that we conduct frequently. There will always be speech activity per week at FLDI. In speech activity, students will learn how to arrange speech articles, search for data that can support the topic, and be able to present in front of teachers and their friends. It is also effective to improve their writing skills, because in writing a speech article, the students should find background issues, case formulations, specific problems that they want to address, solutions that they offer, and conclusions that can be taken from the speech. Debate is important to assess student's critical thinking in solving a

problem and an effective technique to enhance student's speaking ability. In discussion practice, students will discuss a certain topic, then arrange the article based on two perspectives. At the end, they will determine which perspective they are more likely to choose."

A : "Do you find difficulties when employing those activities, Miss?"

B : "Indeed. Some problems may appear when we employ those activities. The first thing should be student's different ability in critical thinking and speaking skills. First, not all students have the same ability in critizing things around. Second, not all students feel interested in the critical thinking activities due to the lack of knowledge on the discussion topic and inadequate speaking ability. In speaking skillls, they may have lack of voccabulary, so that they can not speak well during presentation."

A : "What strategies do you use to solve those difficulties?"

B : "Usually, we offer our help towards the student's problems. Sometimes, we also use ice breaking activities, so that students may not feel uneasy in learning."

Interview 3 (From Students)

Name: Iqbal Rocky Ulhaq

A : "Hi! My name is Niar. I'd like to ask you some questions if you don't mind."

B : "Yeah, I'm good, please."

A : "Thank you. First up, could you please introduce your name and which level are you At FLDI?"

B: "My name is Iqbal Rocky Ulhaq. I'm an intermediate student."

A: "Very well, Iqbal. First question, what kinds of activities are used by teacher to improve critical thinking to teach speaking? Do you think the activities are appropriate to support your speaking ability?"

B: "At FLDI, teachers usually conduct speech, debate, and discussion activity every week. To me, those activities are effective to support my speaking ability because they train me to actively use my logic in seeing things and enhance my confidence   to speak English in front of people."

A: "Do you feel that your English speaking skills (vocabulary, pronunciation, fluency, and accuracy) have improved because of the involvement of critical thinking in the speaking activities?"

B: "Yes, of course. My English has got better than the first time I joined the membership. Here, the teachers teach us how to speak accurately, I mean with correct grammar. During the activities, our speaking will be corrected by the teachers, so that it motivates us to have better speaking performance."

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A: "Do you find difficulties during your involvement in critical thinking activities for speaking?"

B: "In the critical thinking activities, sometimes I feel like I'm lacking words in presentation. I usually get stuck in the presentation, because I don't have anything left to say on the topics, so that I can't achieve effective communication. I believe that vocabulary is the main problem when practicing speaking since all those activities need us to speak for a long time. In my opinion, the other members will feel the same way. The activities involve complex tasks, for some students with low ability in speaking and critical thinking find it really difficult for them."

A: "Then, how do you overcome the problems?"

B: "I usually memorize vocabulary and practice speaking a lot with the other members. For vocabulary, new vocabulary are given everyday by teachers. We write the words in our notebook to simplify the memorization. We also write rare words that we found in reading, then practice the vocabulary in writing or speaking activities. Besides, interacting more with the other members help me a lot in speaking improvement because I can apply my vocabulary into real communication."

A: "What do you think on the implementation of critical thinking to teach speaking?"

B: "The implementation of critical thinking activities for speaking has yielded an an effective change into our speaking and critical thinking. Actually, not only in speaking, but also in reading and

writing skills, since we also have to compose an article for every activity. We are drilled with many activities that require us to have critical reading, collect data, devote our thinking into articles or debate argumentations, then present in front of the teacher and the other students. Our public speaking skills are also trained in the activities."

Interview 4 (From Students)

Name : Dwi Intan

A: "Hi! My name is Niar. Do you time for a quick interview, please?"

B: "Oh yeah, sure."

A: "Thank you. First of all please introduce yourself and which level of student are you at FLDI?"

B: "My name is Dwi Intan. I'm an elementary student here."

A: "Well Intan, let's start with the very first question. what kinds of activities are used by teacher to improve critical thinking to teach speaking? Do you think the activities are appropriate to support your speaking ability?"

B: "In speaking, we always have speech, debate, and discussion every week. In my opinion, the activities are appropriate to support my speaking ability, because it   provides more opportunities to practice our speaking than I normally have at school."

A: "Do you feel that your English speaking skills (vocabulary, pronunciation, fluency, and accuracy) have improved because of the involvement of critical thinking in the   speaking activities?"

B: "Definitely, yes. During our involvement in critical thinking activities, we invest our mind to collect data from sources, devote our thinking, and reinforce our speaking. In the speech practice, teacher will give specific topic for the speakers, then we just have to read as many sources as possible to collect information for our speech. After that, pour our thinking and evidence into article. Usually, the speech   article hat we have made will be corrected

by our seniors first, before the day of   presentation to make sure all structures and information are on track. In the practice,   the audience and the teacher will ask questions related to our topic. Then, the teacher will give comments on our speech performance. To be honest, the speaking activities at FLDI are intense. Even the students who not presenting should prepare themselves, because they will be chosen directly to deliver their opinion about the topic."

A: "Do you find difficulties during your involvement in critical thinking activities for speaking?"

B: "Some difficulties that I face in the critical thinking activities are related to critical Reading and article writing. Before we present debate, speech, or discussion, we usually will have to read information that are related to the topic. We need to analyze the reading content to find the background, main cases, and decide our solution and conclusion. Another problem is the limitation of sources. Since we live in pesantren, internet connection is prohibited. Our institution only provides daily news paper as the main information. Sometimes, it is difficult to synthesize detail information there. Moreover, to write an article for every presentation is tough for me who basically have low ability in writing."

A: "How do you overcome the problems?"

B: "We will conduct a group discussion almost every week. The reading and writing   activity becomes much easier when we do it

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through discussion. There, we can   share our opinion, listen to other's perspective, or ask teachers to give additional information and correct the structures in our article."

A: "What do you think on the implementation of critical thinking to teach speaking?"

B: "For me personally, the implementation of critical thinking for speaking is a good way to enhance our speaking. The activities conducted by teachers at FLDI, has   proven significant result on my speaking. Besides, we also learn how to use our logic, draw solutions to our problem, and become an independent thinker."

Appendix V

Documentation Study Guide

No.	Aspect
1.	Learning method
2.	Critical thinking activities

Appendix VI

Observation Data

1) Activity 1

Time	Debate	Result
09.00	Opinion delivery	- The students were keen to speak fast in delivering opinion. - The students used a lot of emphasis in their speaking to highlight important information
09.15	Opinion value	- The students supported their opinion with data - The student's opinion were in accordance with debate rules. - The students were able to offer solutions and draw conclusion towards the motion.
09.30	Teacher's judgement	- The teacher commented on the debate performance - The teacher gave his perspective towards the motion
10.00	Student's participation	- The other students were writing their opinion about the motion. - They were invited to deliver their opinion in front.

2) Activity 2

Time	Speech	Result
09.00	Speech presentation	- The students were presenting their speech in front. - The students were not

Time	Discussion	Result
		- allowed to carry any notes.
		- The students gave emphasis, expression, and gesture during the presentation.
09.15	Speech content	- The students wrote their own article.
		- The article was completely written with supported data.
		- The students were able to give solutions and draw a conclusion.
09.30	Teacher's judgement	- The teacher commented on their performance.
		- The teacher commented on their article (grammar, vocabulary, and words properness).
10.00	Student's conclusion	- The other students were writing their opinion about the topic.
		- They were invited to deliver their opinion in front.

3) Activity 3

Time	Discussion	Result
09.00	Student's presentation	- The students were presenting their discussion in pairs.
		- The students were allowed to carry notes.
		- The students gave emphasis, expression, and gesture during the presentation.
09.15	Opinion value	- The students wrote their own article.

		-	The article was completely written with supported data.
		-	The students were able to devote their own perspective, give solutions, and draw a conclusion.
09.30	Teacher's judgement	-	The teacher commented on their performance.
		-	The teacher commented on their article (grammar, vocabulary, and words properness).
10.00	Student's participation	-	The other students were writing their opinion about the topic.
		-	They were invited to deliver their opinion in front.

Appendix VII

Document Study

LEMBAGA PENGEMBANGAN BAHASA ASING (LPBA)
PONDOK PESANTREN NURUL JADID PAITON PROBOLINGGO
TAHUN AJARAN 2021/2022

Syllabus Of LPBA (English)

Skill : Speaking
Class : Elementary and intermediate
Place : FLDI's dormitory
Duration : 60 minutes
Semester : Even/2021-2022

No.	Topic	Activity	Equipment
1.	Economy	Speech, debate	Mic, book, whiteboard
2.	Education	Speech, debate, discussion	Mic, book, paper, whiteboard
3.	Ice breakers	Song listening	Sound system
4.	Health	Speech, discussion	Mic, paper
5.	Social	Speech, debate, discussion	Mic, book, paper, whiteboard
6.	Ice breakers	Opinion poll	Paper
7.	Culture	Speech, discussion	Mic, paper
8.	Ice breakers	Drama/role play	Text
9.	Sport	Speech, discussion	Mic, paper
10.	Examination	Interview	-

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Appendix VIII

Documentation

a. **Debate mentoring by the teacher**

The teacher is mentoring about debate techniques.

b. **Speech Presentation**

A student is presenting her speech.

c. Debate Presentation

A debate presentation at FLDI male's dormitory

d. Discussion Presentation

Two students are presenting their essay in discussion activity

e. Student's Participation

A student is invited by the teacher to deliver her opinion in impromptu speaking.

The students are writing their opinion and concluding the speaker's presentation.

Appendix IX

School Information

Foreign Language Department Institute is a non-formal education institute under the shelter of Nurul Jadid Islamic Boarding School of Paiton Probolinggo, East Jawa. FLDI was first proposed to establish by Nurul Jadid's founding father, K.H. Zaini Mun'im to foster student's soft skills in English and Arabic language in the pursuit of preparing the youth into international competition. FLDI was first managed by a few number of students who had big interest in learning English and Arabic. The institution was open for male students only at the time, therefore it was not well-organized. FLDI was officially established in July, 7th 1989 with bureau chief decree No. NDJ/II/B/X-1989.

In the present time, FLDI develops its facilities with 10 rooms for male students and 2 main buildings, each for the central office and for library which also functions as student organization office. Meanwhile in female's area, there are 8 rooms and 2 main buildings for the branch offices. The dormitories are able to sustain approximately 382 students each year.

Many achievements have been recorded by FLDI students. Currently, they have won a national debate competition in Brawijaya University of Malang in December, 12th 2020 and the grand champion of English competition in Jember University in September, 2nd 2020.

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CURRICULUM VITAE

Personal Data

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Formal Education

1. SD Al-Ikhlas Lumajang
2. SMP Nurul Jadid Paiton Probolinggo
3. SMA Nurul Jadid Paiton Probolinggo
4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

Sincerely,

Yuniar Chrismonia Caesar