

The Implementation of Students' Critical Thinking toward Speaking Skill in an EFL Classroom

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Abstract

The present study aims to investigate the implementation of critical thinking along with its advantage and disadvantage in EFL context. This study employs qualitative research by using case study design. This study was carried out in one vocational school in Cirebon, West Java, Indonesia. 6 (Six) students and one teacher were selected as the participants in this study. Interviews and observations were utilized as the instruments in this study. The findings indicate that critical thinking is thoroughly implemented through several cognitive level as proposed by Bloom's classification. Furthermore, this study also shows several advantages and disadvantages of critical thinking for both students and teacher in EFL context. Therefore, it can be inferred that critical thinking offers several advantages for students and teacher despite its minor disadvantage in EFL classroom.

Keyword: Students' CT; CT toward speaking skill; CT in an EFL

INTRODUCTIONS

Student's development of critical thinking is the basic for student's development in society. Students who have professional skills like enterprising, curious, creative and capable to judge their behavior, have their own behavior, ideas, views and builds their foundation in great future (Renatovna, 2021). According to Murawski (2014), "critical thinking is when they know and focused on deciding what they do or believe". Communication skills are related to critical thinking, this is because critical thinking is needed to adapt in social and personal activities in a rapidly changing world. Students who think critically and have good speaking skills can develop their abilities and skills to face the changing world more optimally. Therefore the implementation of critical thinking in schools is something that students really need. According to Alsaleh (2020), CT should be implemented in the school curriculum and be an approach at all levels of learning. This is because if students only have good abilities but have low critical thinking skills, they are less than optimal in making decisions and can misread their surroundings. This prompted the author to research "The Implementation of Students' Critical Thinking Toward

Speaking Skill in an EFL" to find out the benefits of critical thinking from two perspectives (teachers and students). _ Iman (2017) states that English is an important language in Indonesia. It is because English taught from elementary school to university and become the significant subject curriculum in Indonesia. English foreignlanguage (EFL) means that the speakers are not native speakers and are called foreign because the language is still only used as a subject of learning. A bit different from the English second language (ESL) which even though the speakers are not native speakers, but the language is used as a second language in their daily lives. This is a challenge for students whose mother tongue is not English, students will do the translation process twice in speaking English. When students try to become fluent and communicative students in EFL they unconsciously cultivate critical thinking skills. Alsaleh (2020) also states that English is considered as the dominant and acceptable language for global communication. English also used for various circles in people from all over the world. This makes English a second language in several countries and in Indonesia more familiar with English as a foreign language.

Teaching English as a foreign language (EFL) in Indonesia, have goal that students must be able to well communicate in English. Speaking is an important skill in communication that needs to be improved as an output of EFL learning outcomes. Adiantika and Purnomo (2018) state that when students are able to communicate in the target language, EFL goal can be said to be successful. That's means students' speaking ability is important to measure the success of EFL in class. This is because in communicating we use oral communication as the main communication, so the ability to speak is considered important. This point is revealed in English curriculum that student learning must be based on communicative skills that can be used for the daily needs of students.

Iman (2017) explained that there is a line in curriculum of Ministry of National Education of the Republic of Indonesia (2006) which stated that the standard objectives of English learning teaching at Senior High Schools in Indonesia are determined : (1) Developing communicative competence both in oral and in writing in order to pursue the level of informational literacy; (2) Raising awareness of the nature of English as a foreign language in order to compete with other countries in the global community; and (3) Developing students' comprehension about the relation between language and culture.

Teaching speaking skills is becoming increasingly important in English as a foreign language (EFL) context. Teaching speaking skills needs to be done because there are many students who want to learn English for communicative purposes.

Brown (2004, p. 104) stated that "speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test."

This reinforces speaking skills are very suitable with learning English as a foreign language in several respects. But the absence of research on the implementation of students' critical thinking in Cirebon being the lack of this study and make the author curious about the implementation of students' critical thinking in Cirebon. Based on the information that the author obtained after making the first observations at a private school in Cirebon. Critical thinking can be done while studying English in vocational school. In speaking practice, students usually cultivate critical thinking when conducting discussions after presentations, giving speeches, practicing debates, negotiating assignments and re-explaining material. For this reason, the author will observe how the interaction of building critical thinking is applied in schools, find out the advantages and disadvantages of implementing critical thinking in vocational school students.

Critical Thinking

The concept of critical thinking has been heavily emphasized in the field of education and underlies various educational interventions related to the development of curriculum and cognitive skills. Various definitions of critical thinking have been put forward. Educators and psychologists have been interested in understanding the cognitive domain of humans and identifying the intellectual skills a person can perform while thinking Alnofaie (2013).

Alnofaie (2013) also stated that the first attempt to identify the nature of cognitive skills by Bloom. Bloom classifies cognitive skills into six levels of thinking and the classification is known as Bloom's taxonomy. The levels of thinking are: knowledge, comprehension, application, analysis, synthesis and evaluation. Various levels of critical thinking, considering the information is the lowest level. Understanding the facts becomes the second level from the lowest. The application or application of the knowledge obtained is the third lowest in the level of thinking. Then, knowledge is analyzed into parts in order to understand the relationship between these parts, and this analysis skill is considered as a higher level of thinking after the application phase. Compound the information obtained with new knowledge or synthesis into a higher level because it can be label creation of new meaning. Evaluation becomes the highest cognitive, because it is based on actualized values on predetermined basic criteria. The higher cognitive referred high order thinking skill (HOTS).

Speaking

Adiantika & Purnomo (2018) said that speaking skills are an instrument to in facilitating a communication process which covers several aspects of language grammar, vocabulary, and pronunciation. Speaking is an activity carried out by one, two or more people who are discussing or having a dialogue. The word dialogue comes from the Greek word dialogues, where its means 'through' and logos means 'word'. the concept of dialogue and its application in the classroom for the purpose of effective learning has been highlighted.

METHOD

This research uses qualitative research using a case study design and allows researchers to gain an in-depth understanding of certain events, programs, processes, and activities focused on teaching and learning processes, benefits, and challenges in teaching speaking using Critical Thinking Creswell (2008). According to Alsaleh (2020) Class observations and field notes and interviews provided an understanding of real learning contexts in natural life situations by focusing more on the qualitative aspects of an incident.

This research was selected a teacher and students of first grade or X accounting I, X TKR and X Multimedia at one of Cirebon vocational school which is located in Sumber, Cirebon. This school has 10 class consisting of 27 students each class. Only sample of three class that used in this research who will be interviewed, thereis 2 students of X accounting, 2 students X TKR and 2 students of X Multimedia 1 based on the qualifications of the highest, medium and low scores for the example of each program study in one vocational school.

Table 1 Student Sample for Interview
Student Sample for Interview

NO.	STUDENTS	GRADE	VOCATION
1	Student 1	X	Accounting
2	Student 2	X	Accounting
3	Student 3	X	Multimedia
4	Student 4	X	Multimedia
5	Student 5	X	TKR
6	Student 6	X	TKR

RESULTS AND DISCUSSION

Based on observational conducted by researchers for two weeks, the implementation of students' critical thinking at school was carried out in a neat way and succeeded in making it easier for students to understand the material in the EFL classroom. Although students' abilities are still at the beginner stage. But the spirit of teachers and students in fun learning brings students to be able to reach the level of evaluation in critical thinking in Bloom's theory. This is similar with the preview research by Murawski (2014), noted earlier, critical thinking is an

oft-used phrase in classroom settings. Adult learners are encouraged to develop these skills and practice them situationally. Critical thinking means reviewing the ideas produced, making a tentative decision about what action will best solve the problem or what belief about the issue is most reasonable, and then evaluating and refining that solution or belief. The findings obtained in the study have the same results as those studied by Murawski (2014), That paradigm has shifted in an ever-changing world characterized by instant communication, The power and speed of technology has created a world where information changes rapidly, and new ideas can be distributed and adapted almost instantly. It also results in inaccurate and erroneous information that must be disaggregated and critically questioned. Today it is important for students to learn to think critically skills, so that they can become inventors and critics new information.

CONCLUSION

The implementation of critical thinking in vocational schools turns out to have a huge impact on learning English as a foreign language in the classroom. Based on Bloom's Classification of Cognitive in Critical Thinking skills, students' critical thinking in vocational schools in Cirebon reach the Evaluation level. Some classes reach the level of high order thinking. However, this is still in doubt. Because apparently not all students reach the level of high order thinking. This depends on the different abilities of each student. The way to implement critical thinking in the English class is to use team discussions, dialogue of two or more students, conversations, etc. students in implementing critical thinking are influence speaking language skills, make students confidence in speaking English, interest in learning English. Also, for the teacher, there are recognize student's abilities, teachers more appreciate students' opinions, the courage of students to speak English spontaneously, class management skill. While the disadvantages of implementing critical thinking from students said is students rush in processing information.

Students who are in a hurry to process information make them unable to express their opinions properly. This makes students feel embarrassed when their opinion is not right. The most effective measure of critical thinking is to see how students speak. Because speaking is the main way of communicating in the world.

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