

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
CRITICAL THINKING AT THE THIRD SEMESTER  
STUDENTS OF ENGLISH STUDY PROGRAM TARBIYAH  
DEPARTMENT STAIN PALOPO**



**A THESIS**

*Submitted to the English Language Studies Program of S1 Tarbiyah  
Department of State College for Islamic Studies of Palopo in  
Partial Fulfillment of Requirement for S.Pd  
Degree in English Education*

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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## PRONOUNCEMENT

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Declares that this thesis he wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled, "Improving Students' Speaking Skill through Critical Thinking at The Third Semester Students of English Study Program Tarbiyah Department s STAIN Palopo", Is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, October 4<sup>th</sup> 2013

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*Assalamualaikum Wr. Wb.*

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamualaikum Wr. Wb.*

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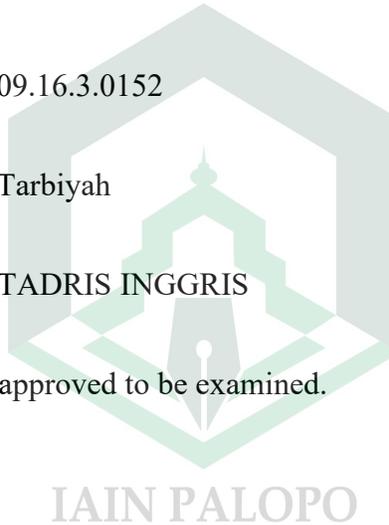
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Palopo , 10<sup>th</sup> october 2013

The researcher

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## ABSTRACT

**Ika Diani Oktarina**, 2013. *Improving Students` Improving Speaking Skills through Critical Thinking at the Third Semester Student`s of English Study Program Tarbiyah Department STAIN Palopo*. Thesis, English Study Program Educational Department in State Collage for Islamic Studies (STAIN) Palopo. Supervised by Madehang and Wahibah.

Keyword: Improving, Critical Thinking, and Speaking skill.

This thesis focused on the improvement of students` Speaking skill at STAIN Palopo by using Critical Thinking. This thesis focused on one research question is critical thinking effective to improve the students` speaking at the Third semester students English Study Program Tarbiyah Department STAIN PALOPO?

The researcher applied experimental research with pre-test and post-test design. This research was undertaken at the third semester English Study program Tarbiyah Department STAIN Palopo. The numbers of population were 123 students and the researcher took 20 students from class A to D as samples using random sampling technique. The researcher used test as instruments of the data collection.

The result of this research showed that there were significant improvements on students` speaking skill at the third semester English study Program Tarbiyah Department STAIN Palopo after conducting the treatments by using Critical Thinking. In which the score of  $t_{test}$  (6,732) is bigger than the score of  $t_{table}$  (2,09). It means that Critical Thinking gives significant improvement to students` speaking skill.

IAIN PALOPO

# CHAPTER I

## INTRODUCTION

### *A. Background*

Generally language is the tool of information. Language is very important for us. By language we can get information and also knowledge. We use language as media to share information from one person to another person. That is why we have to use language well, so that when we talk something to another person, they can understand what we are talking about. Without language we can not understand what the speakers want.

English is one of communication language in the world. Therefore, using English is the good way to communicate with the other people from the other countries about many topics such as education, politic, economy, etc. As we know that there are four parts of skills in English, which are writing, speaking, reading and listening. The language will be usefull for us, if we can improve our language skills. Therefore the students must attempt to increase their knowledge about speaking as one of the important skills in English. It means that we have to learn and improve about our speaking skills as one of important skill in English. Speaking is the right tool to help people represent their idea in their mind. By speaking we can communicate with another people and also we can understand about what are other people think.

Speaking is the productive skill in the oral mode, it doesn't like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.<sup>1</sup> Speaking is an oral act. Speakers talk to get a respond from their listeners, they ask question to their listeners to get them provide information, they request things to their listener to get them to do what they want from them, they assert things to change their state of knowledge.<sup>2</sup>

One of the problem in teaching speaking skill is how to confirm students ideas through speaking. Speaking is about how to speak well and also it be can understood by another person. Many of English learners still don't understand how to communicate their idea through speaking because they don't know how to express their idea. There are many ways to improve the learners speaking skill. One of the ways is spoken language skill can be developed simply by assigning students general topic to discuss or by getting them to talk on certain subject. Making a deep analysis about a certain topic through critical thinking is one technique that invites the students talk about something.

Hopefully, the students at the third semester of English Department could spend more time to speak English especially in making a deep analysis and make some main point that will help in their speaking by using critical thinking. It is hoped to

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<sup>1</sup>*SpeakingSkills, Online:* <http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrngprgrm/SpeakingSkill.htm>. Accessed on November 21<sup>st</sup> 2012.

<sup>2</sup> Herbert H. Clark and Eve V. Clark, *psychology and language*. (New York: Harcourt brace Brace Jovanovich. Publisher, 1997), p. 233.

accustom them to speak truly without feeling anxiously to continue use skill on their own, becoming more proficient and creative.

Nowdays, based on the information from students at STAIN Palopo, that they have learn about speaking but they still found difficulty to speak their idea. And based on their information, their lectures usually use so many methods to increase their speaking ability but they still found difficulties in speaking. In relation to the problem of speaking English faced by the students, the writer would like to search the effect of critical thinking to improve the student`s to English speaking. That is why the writer tries to use Critical Thinking as a method to teach speaking. It is hoped that it will be effective and make the students more interested in the learning process. The writer take the object STAIN Palopo, especially at the third semester, they still finds difficulties how to speak their idea well.

That is why, the writer is interested to conduct entitled ***“Improving Students’ Speaking Skills thorough Critical Thinking for the Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo”***.

#### ***B. Problem Statement***

The writer states research problem owing to the background formulate, the following research argue :

“Is Critical Thinking effective in improving students’ speaking skill at the third semester students of English study program tarbiyah department STAIN Palopo?”

### ***C. Objective of the Research***

Relevant to the research question that we have set above, the writer states the specific of the research, that is:

“To find out the effectiveness of critical thinking in improving speaking skill at the third semester students of English study program tarbiyah department STAIN Palopo.”

### ***D. Significances of the Research***

It is hoped that the findings can be useful information for:

1. The English lecturer in teaching Speaking, especially at STAIN Palopo.
2. The students who want to improve their speaking skill.
3. All people who wants to improve their skill about speaking.

### ***E. Scope of the Research***

This research is specifically proposed to examine about critical thinking in improving speaking skill at the third semester students of English study program STAIN Palopo.

### ***F. Definition of Term***

1. Speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.<sup>3</sup>

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<sup>3</sup> Herbert H. Clark and Eve V. Clark, *psychology and language*. (New York: Harcourt brace Brace Jovanovich. Publisher, 1997), p. 233.

2. Critical thinking is a type of reasonable, reflective thinking that aimed at deciding what to believe or what to do. It is a way of deciding whether a claim is always true, sometimes true, partly true, or false.<sup>4</sup>



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<sup>4</sup> Wikipedia, the free encyclopedia, specialty definition: Critical Thinking. Online : [http://en.m.wikipedia.org/wiki/Critical\\_Thinking](http://en.m.wikipedia.org/wiki/Critical_Thinking). Accessed on Dec 28th 2012.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Some Previous Research Findings***

In writing this thesis, the research found some research related to this research as follows:

1. Nurhidayah (2011), conducted a research entitled *Improving English Speaking Skill through Pictures on the Ninth Year students of SMP Negeri 8 Palopo*. Based on the result the writer found that there was significance score of students before and after joining treatment by using picture as a media in teaching speaking. It means that through She using picture as a media in teaching speaking is effective to improve the speaking ability of the students speaking skills.<sup>1</sup>

2. Nurhayati (2008), conducted a research about developing students` speaking skill through interview. She states that there is any positive influence in improving Speaking Skill through interview.<sup>2</sup>

3. Baris Kasap (2005), conducted a research entitled *The Electiveness of Task Based Instruction in the Improvement of Learners` Speaking Skills*. Based on the research, the writer found that task based instruction is partially effective in improving students` speaking skills and could be viewed as an alternative teaching

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<sup>1</sup> Nurhidayah, *Improving English Speaking Skill through Pictures on the Ninth Year students of SMP Negeri 8 Palopo* (The State College For Islamic Studies,2011).

<sup>2</sup> Nurhayati, *developing students` speaking skill through interview* (The State College For Islamic Studies,2008).

method that can be integrated with current methods for all students, and perhaps used more extensively with those students who respond to TBI most positively.<sup>3</sup>

4. Risa Widyaningrum (2009), conducted a research about Improving Students' Speaking Skill through Role Play. She states that there is any positive influence in improving Speaking Skill through role play.<sup>4</sup>

All researchers are using different method in their research. In this research the researcher uses critical thinking for teaching speaking. It is hoped that it can stimulate students to practice speaking directly by using an analysis through critical thinking.

## **B. Speaking Skill**

### 1. Theories of Speaking

Speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.<sup>5</sup> Speaking is the productive skills in oral mode of English skills. It like the other skills is more complicated than it seems at first and involves than more than just pronouncing words.<sup>6</sup>

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<sup>3</sup> Baris Kasap, *The Effectiveness of Task-Based Instruction in the Improvement of Learners, Speaking Skills* (The Institute of Economics and Social Sciences of Bilkent University,2005), Online : <http://www.thesis.bilkent.edu.tr/0002848.pdf> Accessed on August 24th 2013.

<sup>4</sup> Risa Widyaningrum, *Improving Students' Speaking Skill through Role Play* (School of Teacher Training and Education Muhammadiyah University of Surakarta,2009), Online : <http://etd.eprints.ums.ac.id/5532/1/A320050161.pdf>. Accessed on August 24th 2013.

<sup>5</sup> Herbert H. Clark and Eve V. Clark, *psychology and language*. (New York: Harcourt brace Brace Jovanovich. Publisher,1997), p. 233.

Speaking is used for many different purposes, and each purpose involve different skills. When we engage in discussion with, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. In some situations we use speaking interaction or to get done.<sup>7</sup>

Speaking is exhibiting structured speech behavior, involves the combination of motor behavior and object manipulation skills combined with speech production skills.<sup>8</sup> Speaking is a mean of communication. According Richards and Willy A. Renandya that speaking is one of the central elements in communication. The functions of spoken language are interactional and transactional, because much of our daily communication remains interactional.<sup>9</sup>

Rivers states that in speaking, we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver associations and expectations which will enable that person to form an interpretation of the intention of our message.<sup>10</sup> Nida maintains that receivers of the message are often encoding parallel messages as they listen. They are choosing from alternatives the

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<sup>6</sup> *Speaking Skills*, Online : <http://www.sil.org/lingualinks/languagelearning/othersousces/speakingSkill.html>. Accessed on November 21st 2012.

<sup>7</sup> Jack C Richard and Willy A. Renandya, *Methodology in language Teaching*. (United State of America: Cambridge University Press, 2002), p. 201.

<sup>8</sup> *Definition of speaking*, Online: <http://rumahp1n4r.blogspot.com/2012/03/pengertian-speaking.html>. Accessed on December 22nd 2012.

<sup>9</sup> *Ibid.* p.210.

<sup>10</sup> Wilga M. Rivers, *Teaching Foreign Language Skills* (Ed.II. London : The University of Cicago Press, 1981). P. 222.

meaning they think the emitter is trying to convey. In this case Nida and Rivers says are shown by the fact that when the espeaker pauses, listeners often supply what they consider to be the appropriate words.<sup>11</sup>

## 2. Speaking objective

As an important role in English, speaking skill has some objectives for students, some are :

- a. Students will extend their abilities to speak fluently in a variety of situations for a variety of purposes and audiences.
- b. Students will extend their abilities to practice the behaviours of effective speakers.
- c. Students will extends their abilities to assess strengths in speaking and set goals for future growth.

## 3. Aspect of Assesing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.<sup>12</sup> Testing students spoken language command is one of the most important aspects or an overall evaluation of the students language performance. Rasyid and Hapsah J. Nur divide speaking skill into two features, first is competency features that consist of fluency and accuracy, and the second is performance features

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<sup>11</sup> *Ibid.*

<sup>12</sup> M. Basri Wello & Hafsah amin J. Nur, *An Introduction to ESP*. (ujung Pandang : CV. Sunu Baraya,1999), p. 71.

that consist of content and interaction. Appropriacy is the ability in use of language generally appropriate to the function.<sup>13</sup> Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition. In this case, performance features are the appropriateness in using language.<sup>14</sup> Based on the statement above, the speaking skill individe into tree main components, as follows:

a. Speaking Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.<sup>15</sup> Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Hapsah J. Nur find that in the students speaking skills they were fairly fluent in interaction with speak of 75-89 words per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.<sup>16</sup>

b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to

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<sup>13</sup> Muhammad Rasyid & Hafsah J. Nur, *Teaching English and foreign Language*, p. 201

<sup>14</sup> Djalius Syah, *Intenational english Conversation*, p. 200

<sup>15</sup> Sugiono,., 2001. *Pengantar Statistik Pendidikan*, jakarta; PT Raja Grafindo. P. 327.

<sup>16</sup> *Ibid*

some extent by allowing students to focus on the elements of phonology grammar and discourse in their spoken output.<sup>17</sup>

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understands.<sup>18</sup>

4. The Abilities Underlying Speaking Proficiency

Learning to speak a foreign language requires more than knowing in grammatical and semantic rules. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal exchange in which many factors interact. It is necessary to examine the factors affecting learners, oral communication, component underlying speaking proficiency used in communication. According to Jack C. Ricard there are some abilities in underlying speaking proficiency.

a. Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax, vocabulary, and morphemes). With regards to speaking the term mechanics refer to the basic sound of letters and syllables, pronunciation of words, intonation, and stress.

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<sup>17</sup> H. Douglas Brown, *teaching by principle: an Interactive Approach to language Pedagogy*, Second Edition. New York: Longman inc, p. 268.

<sup>18</sup> Martin H. Manser, *Oxford learner,s Pocket dictionary* (Ed. II : Oxford University Press), p. 81.

b. Discourse Competence

In addition to grammatical competence, learners must develop discourse competence, which is concerned with inferential relationship . In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in the holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representation of meaning from referents in both previous sentence and following sentences.

c. Sociolinguistic Competence

Knowledge of language alone does not adequately prepare learners for effective and appropriate use the target language. Learners must have competences which involves knowing what is expected socially and culturally by user of the target language. That is learner must acquire the rules and norm governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comment are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of the talk.

d. Strategic Competence

Strategic competence, which is “the way learners manipulate language in order to meet communicative goals”, is perhaps the most important af all the commnicative competence elements. Simply put , it is the ability to compensate for the imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With

reference to speaking, strategic competence refer to the ability to know when and how to take the floor, how to keep conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problem.<sup>19</sup>

### 5. What Makes Speaking Difficult

The following characteristics of spoken language can make oral performance easy as well as in some cases difficult.

#### a. Clustering

Fluent speech in phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

#### b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

#### c. Reduced Form

Contractions, elisions, reduced vowels, etc, all from special problem in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatizes them.

#### d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speaks allows you to manifest a certain number of performance hesitations, pauses,

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<sup>19</sup> Jack C. Richard, *Methodology in Language Teaching*, (New York; Cambridge University Press, 2002), p. 208.

backtracking, and corrections. Learners can actually be tough how to pause and hesitate.

e. Colloquial Language

Make sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in the producing these forms.

f. Rate of Delivery

Another silent characteristic of fluency in rate of delivery. One of the task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stressed rhythm of spoken English and its intonation patterns convey important message.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component, the creativity of conversational negotiation.<sup>20</sup>

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<sup>20</sup> H. Douglas Brown, *Teaching by Principles*, (San Francisco; Pearson Education, Inc, 2007), p.326.

## 6. Enhancing Speaking Performance

Speaking in front of a large audience for many of us, is quite difficult. It is okay to feel nervous in front of a large audience. However, you can overcome the fear of public speaking completely by making presentations on a regular basis. This form of oral communication is very different from interpersonal communication. Here, you must speak precisely and present the topic in a concise manner. Holding the attention of listeners is the key to become a proficient public speaker.

To speak effectively learners need to have a reasonable command of the basic grammar of the target language and a working vocabulary, but language knowledge alone is not sufficient. They must also develop a range of skills in four key areas of speaking competence. These are:

- a. Phonological skills, produce accurate sounds of the target language at the phonemic.
- b. Speech function skills, use spoken perform communicative function, such request, demand, decline, explain, complain, encourage, beg, direct, warn and agree.
- c. Interaction management skills, manage face to face interaction by initiating, maintain, and closing conversation, regulating turn talking, changing topics and negotiating meaning.

Extend discourse organization skills, Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text.<sup>21</sup>

To teach speaking we need activities for learners to practice speaking skills as well as develop their linguistic knowledge for various spoken genre. Fluency activities can help learners become confident speaking in the target language even though they do not always express their thoughts clearly and precisely for their listeners.

Teaching speaking involves drawing our students' attention to its processes, skills and outcomes. It also involves providing them with support when they speak so that they will not be overwhelmed by the demands of the task. Instead, they can focus on developing selected aspects of speaking competence each time they participate in a speaking task.

The objectives of a public speaker's presentation can range from simply transmitting information, to motivating people to act, to simply telling a story. Professional public speakers often engage in ongoing training and education to refine their craft. This may include seeking guidance to improve their speaking skills such as learning better storytelling techniques, for example, or learning how to effectively use humor as a communication tool as well as continuous research in their topic area

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<sup>21</sup> Willy A Renandya and Jeck C Richards, *Teaching Speaking in the Language Classroom*, RELC Portofolio Series 15, p.4

of focus.<sup>22</sup> Speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess.

The purpose of the teaching speaking research are to develop speaking skill and apply a new technique of teaching English in the classroom but find out the impact of a good relationship between the students and the teachers in a sense that is to employ direct observation and the teachers must help learners to develop various types of speaking skills in order to interact orally and gesture, because the language teachers must describe a favorite speaking activity that the students need in the class.

d. Language teacher function as a model for producing correct expressions and judges whether the learners' contributions to the learning process and their efforts are relevant and correct.<sup>23</sup> Technique is not exclusive to certain methods. But we must have other different technique to develop our skill, Language teachers may develop their own technique as long as the technique consistent with the assumption and the technique must suitable with the theories and the method. The results of this repetition, language teachers will be more active in learning speaking at the classroom.

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<sup>22</sup> Wwww. *Public speaking*, accessed on October 20th 2012.

<sup>23</sup> Ag. Bambang setiyadi, *Teaching English as Foreign Language*, Jakarta , Terpadu.2006, p.15.

## 7. Communication strategies in speaking

Closely related to the development of speaking skills is the use of communication strategies. Communication strategies are deliberate ways or plans for solving communication problems or enhancing one's message. The first type of strategies is cognitive or physic linguistic in nature. These strategies are used by learners to deal with gaps in their vocabulary knowledge when they are speaking.<sup>24</sup> Purpose of these strategies is including various situations in English teaching learning and communication strategies as a result, the learners to develop the target language.

The speaking as an oral communication as is mentioned above can be classified into four responses as follows.<sup>25</sup>

### a. Oral Communication

The oral communication skill hold great importance in properly interacting with people. The communication process conducted through spoken words is referred to as oral communication. In the 'University of Virginia, Oral Communication Competency Report', oral communication is defined as *the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience*. In today's world, the emergence of different forms of media has led to the communication process to take place through different channels like telephones, teleconferences,

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<sup>24</sup> Willy A Renadya and jack C Richards, *Teaching Speaking in The Language Classroom* RELC Portfolio Series 15.p.6

<sup>25</sup> Anonym ,<http://www.buzzle.com/articles/oral-communication-skills.html>, accessed on Monday Dec 30th 2012.

video conferences, etc. Earlier, face-to-face meetings and speeches were the only forms of communication. Understanding and incorporating different workplace communication skills has become highly important to succeed in today's professional life. Effective listening in the workplace is as important as conveying your thoughts while speaking. So, let us find what are some skills you need to develop for the communication to be effective.

#### b. Oral Communication Skill in the Workplace

Workplace communication is that of a formal nature and requires a person to present his thoughts in a precise and concise manner. The quality of speaking in a precise manner proves to be helpful in a telephonic conversation. An interviewer should be capable of retrieving necessary information from the interviewee. Remembering these points should help in the development of skills.

#### c. Skills Required for Oral Presentation

For a good oral presentation, the quality of text and the way it is presented are equally important. An organized text presentation allows the orator to proceed smoothly from point-to-point. Presenting relevant information through a presentation is an important point to be kept in mind. Elaborating on this very core of the presentation is acceptable, however, you shouldn't wander away from the topic of importance. Your speech should be interactive in nature. The audience shouldn't feel that the presentation being made is just an activity of reading out a piece of dry, textual information. Understanding the nature of corporate communication should

help the working professionals in communicating with their colleagues in a better manner.

#### d. Different Settings for Oral Communication

Interpersonal communication is one of the best ways to start with the process of developing your communication skill. You can speak freely and without getting tensed when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully.

Group discussion exercises play an important role in developing the communication skills. People get to know each others' views and thoughts through such exercises. More exercises can be used both at school/college level and professional level.

Importantly, discussing on a particular topic compels the participants to listen to each other carefully. Group discussion it is necessary to develop oral communication skills in order to survive in today's information-oriented world. Dissemination of information can be conducted in a proper manner only if you possess good communication skills. Individual and business relations can be developed and maintained with the use of these skills. The examples of oral communication skills interspersed throughout this article should be of help for business and other forms of communication.<sup>26</sup> There is much that we can do to ensure that speaking lessons are

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<sup>26</sup>Anonym ,[http:// www. buzzle. com/articles/oral-communication-skills.html](http://www.buzzle.com/articles/oral-communication-skills.html), accessed on Monday 24 Mei 2012.

not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language.

### **C. Critical Thinking**

#### 1. Definition of Critical Thinking

According to wikipedia critical thinking is a type of reasonable, reflective thinking that aimed at deciding what to believe or what to do. It is a way of deciding whether a claim is always true, sometimes true, partly true, or false.<sup>27</sup> According to Duncan, critical thinking is higher order of thinking, it is the practice of using a number of different advanced of thinking.<sup>28</sup>

A statement by Michael Scriven & Richard Paul, presented at the 8th annual international Conference on Critical Thinking and Education Reform, summer 1987 :

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question at issue; assumptions; concept; empirical grounding;

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<sup>27</sup> Wikipedia, the free encyclopedia, specialty definition: Critical Thinking. Online : [http://en.m.wikipedia.org/wiki/Critical\\_Thinking](http://en.m.wikipedia.org/wiki/Critical_Thinking). Accessed on Dec 28th 2012.

<sup>28</sup> Jennifer Duncan, *Critical Thinking*, (Scarborough : University of Toronto). Online : <http://www.utsc.utoronto.ca/~tjsw/TWC/websources/term.htm>. Accessed on Dec 30th 2012.

reasoning leading to conclusions; implications and consequences; objection from alternative viewpoints; and frame or reference.”<sup>29</sup>

Francis Bacon (1605) defines critical thinking as a desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order and hatred for every kind of imposture.<sup>30</sup> Robert H. Ennis, author of the Cornell Critical Thinking Tests, states that critical thinking is reasonable, reflective thinking that is focused on deciding what to believe and do.<sup>31</sup>

Dewey Johnson states that critical thinking is active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.<sup>32</sup> Moore and Parker stated that Critical Thinking is the careful, deliberate determination of whether we should accept, reject, or suspend judgement about a claim, and the degree of confidence with which we accept or reject it.<sup>33</sup>

From the definition above, we conclude that critical thinking is one type of reflective thinking that is focused at deciding what to believe and what to do.

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<sup>29</sup> *Critical Thinking Definition*. Online : <http://www.criticalthinking.org/pages/defining-critical-thinking/html>. Accessed on Jan 1st 2013.

<sup>30</sup> Coris Silver, *The Importance of Logic and Critical Thinking*. Online : <http://www.wired.com/geekdad/2011/03/the-importance-of-logic-critical-thinking.html>. Accessed on Jan 1st 2013.

<sup>31</sup> The Critical Thinking Co.™ Staff, *Critical Thinking Definition*. Online: <http://www.criticalthinking.com/company/articles/critical-thinking-definition.jsp>. Accessed on Jan 2nd 2013.

<sup>32</sup> *Ibid.*

<sup>33</sup> *Ibid.*

## 2. Critical Thinking Skill

Scheffer and Rubenfeld discuss critical thinking skill as shown below:

a. Analyzing

Separating or breaking a whole/problem into parts to discover their nature, functional and relationships.

b. Applying Standart

Judging according to established personal, proffesional, or social rules or criteria.

c. Discriminating

Recognizing differences and similiarities among things or situations and distinguishing carefully as to category or rank.

d. Information Seeking

Searching for evidence, facts or knowledge by identifying relevant sources and gathering objective, subjective, and current data from those sources.

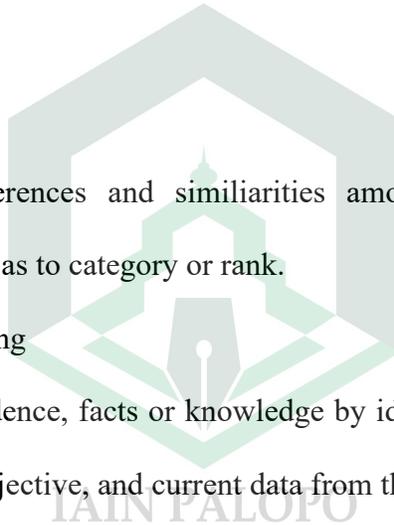
e. Logical Reasoning

Drawing inferences or conclusions that are supported in or justified by evidence.

f. Predicting

Envisioning a plan and its consequences.

g. Transforming knowledge



Changing or converting the condition, nature, form, or function of concepts among contexts.<sup>34</sup>

### 3. Critical Thinking Abilities

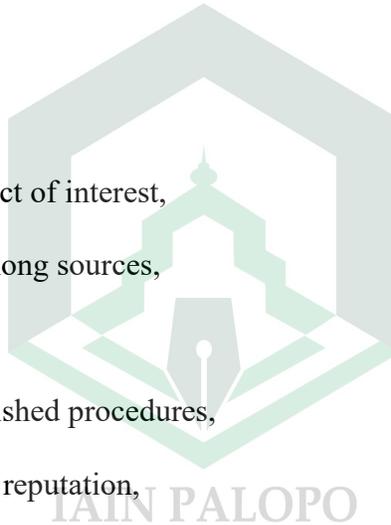
Ideal critical thinkers have the ability to :

- a. Focus on a question
  - 1) Identify or formulate a question.
  - 2) Identify or formulate criteria for judging possible answer.
  - 3) Keep the situations in mind.
- b. Analyze argument
  - 1) Identify conclusions,
  - 2) Identify stated reasons,
  - 3) Identify unstated reasons,
  - 4) Identify and handle irrelevance,
  - 5) See the structure of an argument,
  - 6) Summarize,
- c. Ask and answer questions of clarification and/or challenge, such as,
  - 1) Why ?
  - 2) What is your main point ?
  - 3) What do you mean by...?
  - 4) What would be an example ?

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<sup>34</sup> Scheffer and Rubinfeld, *Critical Thinking Skills*, Online: <http://www.engin.umich.edu/-cre/probsolv/strategy/cthskills.htm>, Accessed on Jan 10th 2013.

- 5) What would not be an example (though close to being one) ?
  - 6) How does that apply to this case (describe as a case. Which might well appear to be a counter example ?
  - 7) What difference does it make ?
  - 8) What are the facts ?
  - 9) Would you say something more about that ?
- d. Judge the credibility of a source. Major criteria (but not necessary conditions) such as :
- 1) Expertise,
  - 2) Lack of conflict of interest,
  - 3) Agreement among sources,
  - 4) Reputation,
  - 5) Use of established procedures,
  - 6) Known risk of reputation,
  - 7) Ability to give reasons,
  - 8) Careful habits,
- e. Observe, and judge observation reports, such as :
- 1) Minimal inferring involved,
  - 2) Short time interval between observation and report,
  - 3) Report by the observer, rather than someone else,
  - 4) Provision of records,
  - 5) Provision of records,



- 6) Corroboration,
  - 7) Possibility of corroboration,
  - 8) Good access,
  - 9) Competent employment of technology, if technology, if technology is useful,
  - 10) Satisfaction by observer,
- f. Deduce and judge deduction
- 1) Class logic,
  - 2) Conditional logic,
  - 3) Interpretation of logical terminology in statements including:
    - a) Negation and double negation,
    - b) Necessary and sufficient condition language,
    - c) Such words as “only”. “if” and only if, “or”, “some”, “unless”, “not both”.
- g. Induce and judge induction
- 1) To generalization, broad considerations :
    - a) Typically of data, including sampling where appropriate,
    - b) Breadth of coverage,
    - c) Acceptability of evidence,
  - 2) To explanatory conclusions (including hypothesis)
    - a) Major types of explanatory conclusions and hypothesis :
      1. Causal claims,
      2. Claims about the beliefs and attitudes of people,

3. Interpretation of authors intended meaning,
  4. Historical calims that certain things happened (including criminal accusation),
  5. Reported definition,
  6. Claims that some proposition is unstated reason that the person actually used.
- b) Characteristic investigative activities
1. Designing experiments, including planning to control variables,
  2. Seeking evidence and counter-evidence,
  3. Criteria, the first five being essential, the sixth being desirable .
- h. Make judge value judgments, improtant factors :
- 1) Background facts,
  - 2) Consequences of accepting,
  - 3) Rejecting and judgment,
  - 4) Prima facie application of acceptable principles,
  - 5) Alternatives,
  - 6) Balancing, weighing, deciding.
- i. Define term and judge definitions. Theree dimention are form, strategy, and content.
- j. Attribute unstated assumptions (an ability that belongs under both clarification and, in a way inference).

- k. Consider and reason from premises, reasons, assumptions, positions, and other propositions which they are in doubt interfere with their thinking.
- l. Integrate the other abilities and dispositions in making and defending a decision.
- m. Proceed in an orderly manner appropriate to the situation. For example :
  - 1) Follow problem solving steps,
  - 2) Monitor one's own thinking (that is engage in metacognition),
  - 3) Employ a reasonable critical thinking checklist.
- n. Be sensitive to the feelings, level of knowledge, and degree of sophistication of others
- o. Employ appropriate rhetorical strategies in discussion and presentation (orally and writing), including employing and reacting to "fally" labels in an appropriate manner.<sup>35</sup>

#### 4. How Do We Think Critically?

##### a. We Begin With the Right Approach

We base our thinking in logic, not feelings, and pay our attention to our own and others assumptions, biases and perspectives. We care about doing our intellectual work honestly and accurately than about being right. Put effort into doing our

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<sup>35</sup> The Critical Thinking Co.<sup>TM</sup> Staff, *Critical Thinking Abilities*. Online: <http://www.criticalthinking.com/company/articles/critical-thinking-definition.jsp>. Accessed on Jan 4th 2013.

intellectual work honestly and accurately rather than about being right. Consider alternatives and other points of view.

b. We Look Deeper and Farther

There are countless ways in which we look deeper and farther when thinking critically. For example, we look deeper when we make inferences about an argument's hidden assumptions and values. We look further when we connect a study to theories in our discipline, always think about the implications and importance of what we find.

c. We Ask complex Question

We develop and pose questions that help us look deeper and more broadly and that require a variety of thinking processes to answer. We generate specific, complex questions based on what exactly we are thinking about, starting with basic critical inquiry, for example :

- 1) Who the implied audience ?
- 2) What are the strenghts and weaknesses of this ?
- 3) What are the different possible solutions to this problem and which seems most effective ?
- 4) What is the nature relationship beetwen this and that ?
- 5) What exactly is the logical flawn in this reasoning ?

d. We Answer Questions Using Variety of Thinking Processes

1) Analysis : breaking something into parts to better understand the parts and the whole ( identifying, classifying, categorizing, and comparing ).

2) Synthesis : making connections between the parts and the whole to see the pattern of relationships (organizing, connecting, designing, and predicting ).

3) Interpretation : axamining the connection between the parts and the whole to make inferences about the implications and meanings of the pattern, (associating, inferring, and decoding).

4) Evaluation : forming judgment about meanings, qualities and values (justifying, critiquing, verifying, and deciding).

e. We Reflect on How We Are Answering The Questions

Throughout the process, we ask ourselves questions such as :

1) Is that clear or is there still some confusion I need clarify ?

2) Is that really true ?

3) Do I need to be more specific ar detailed ?

4) How is that connected to the central focus ?

5) Am I thinking about this is a complex enough way or should I go deeper and further in my thinking ?

6) Do I need to consider a bigger framework or a different point of view ?<sup>36</sup>

#### ***D. Theoretical Framework***

In this research, the writer will take a number of samples from population where the students' will be given test by the researcher to know their ability in speaking before giving treatment. In this case, called input. After knowing students' ability in

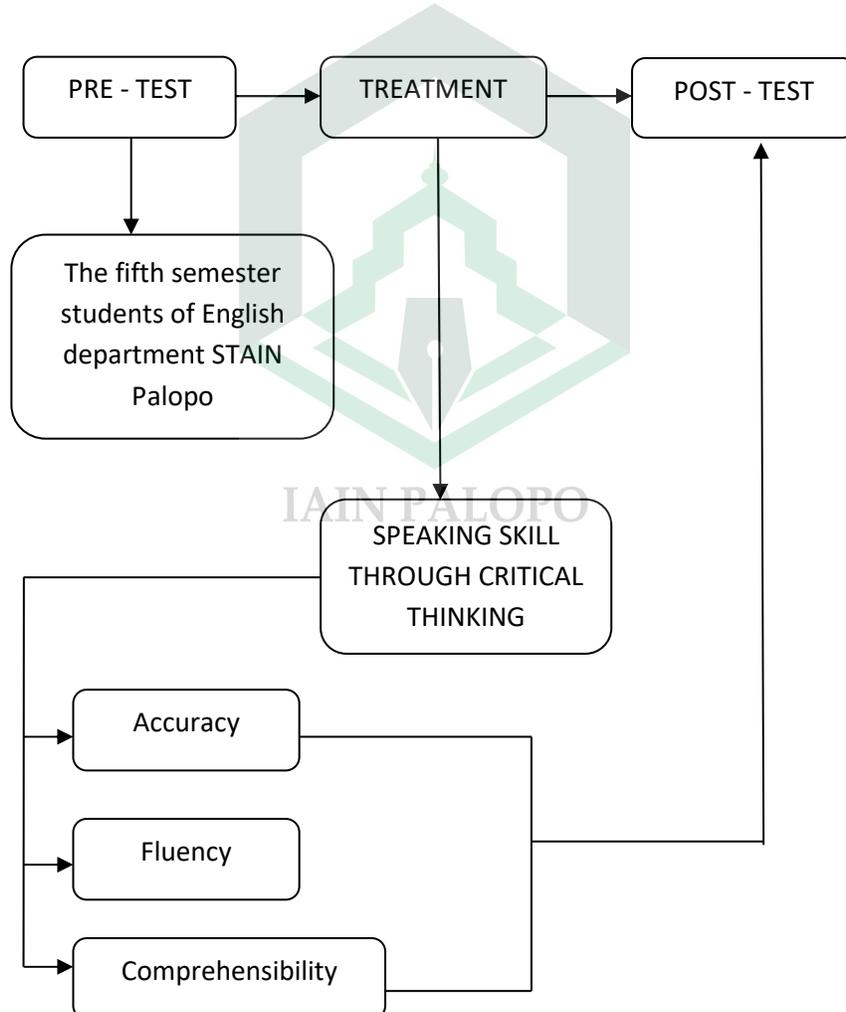
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<sup>36</sup> Jennifer Duncan, *How We Do Think Critically ?*. Online: <http://ctl.utsa.edu/ctl/utsc/utoronto.ca/twc/sites/default/files/CriticalThinking.pdf>, Accessed on Jan 10th 2013.

speaking, then they would be given some treatments as a process of learning speaking skill by using critical thinking. The process is expected to give development to the students' knowledge.

After conducting both items, the researcher come to the last, it is namely giving test to the students to know whether any significance development to the students or the output after giving treatment.

The process are formulated as follow:



the diagram above; Input, Process, Output, are briefly clarified as follows:

input : Refers to the teaching materials.

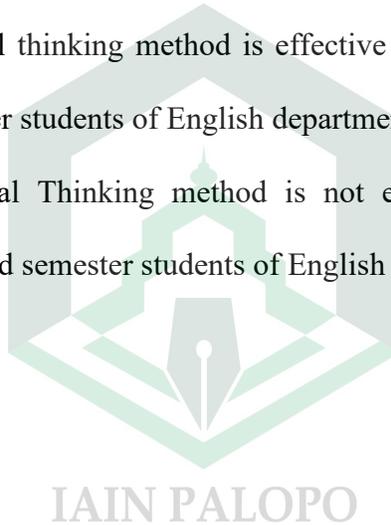
Process : Refers to classroom interaction.

Output : Refers to the effect of teaching and learning process.

### ***E. Hypothesis***

Based on the review of related literature, the researcher formulate the hypothesis as follows:

1. (Ha) = Critical thinking method is effective to improve students, speaking skill at the third semester students of English department STAIN Palopo.
2. (Ho) = Critical Thinking method is not effective to improve students, speaking skill at the third semester students of English department STAIN Palopo.



## CHAPTER III

### RESEARCH METHOD

This chapter discusses about the method, researcher design, variable of the research, population and sample, instrument of the research, procedure of collecting data, technique of data analysis.

#### **A. Research Method**

This research applied pre-experimental method, it involves one group. The experimental group gave pretest, treatment, and posttest.

#### **B. Research Design**

This research applied pre-experimental method. It aims at finding out whether or not of the use of critical thinking can be effective in improving speaking skills. The research involved one group of students. The design of the research illustrated in the following way:

Experiment	Pre-test	Treatment	Post-test
Group	T1	X	T2

The writer can explain about that experimental group is the group which receive treatment.<sup>1</sup>

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<sup>1</sup> Sudrajat & Subana, *Dasar-Dasar Penelitian Ilmiah*, (cet.1; Bandung: CV pustaka setia,2005), p.99.

$T_1$  = Pre-test students score in speaking taken from the document of student record

$X$  = Treatment in this case, remedial teaching in speaking through Critical Thinking.

$T_2$  = Post-test will be measured through test that given after following treatment.

### ***C. Variables of the Research***

There are two variables in this research, the variable are :

1. Dependent variable is the improvement of student's speaking skills through critical thinking.
2. Independent variable is the uses of critical thinking.

### ***D. Population and Sample***

#### 1. Population

The population of this research is the students of the third semester at STAIN Palopo in 2013 academic year. The total number population at the third semester at English department STAIN Palopo are 123 students.

#### 2. Sample

The sample was taken by using random sampling technique, where the researcher took students randomly from each class with the sample 20 students, and each class consist of :

$$1) \text{ Class A} = \frac{33}{123} \times 20 = 5,36 = 5 \text{ students}$$

$$2) \text{ Class B} = \frac{39}{123} \times 20 = 6,67 = 7 \text{ students}$$

$$3) \text{ Class C} = \frac{31}{123} \times 20 = 5,04 = 5 \text{ students}$$

$$4) \text{ Class D} = \frac{20}{123} \times 20 = 3,25 = 3 \text{ students}$$

$$\text{Total} = 20 \text{ students}$$

### ***E. Instruments of the Research***

The instrument used in this research is speaking test. In this test, students speak about their thought that related to the topic that given to them. The test was used to measure the speaking skill of the students.

### ***F. Procedure of Collecting Data***

To collect the data, the writer uses some procedures as follows:

#### 1. Pre-test

It was done before treatments. There are several steps:

- a. The researcher entered the classroom and directly explain the purpose of the research to the students.
- b. The researcher gave the students a pre-test to know their speaking skill before giving treatments.

#### 2. Treatment

In this treatment, the writer gave 5 meetings, they are :

- a. The first meeting, the writer explained about what is critical thinking and theories of critical thinking and how to think critically when speak about a certain topic by making an analysis about the topic.

- b. The second meeting, the writer gave a topic of critical thinking to the students, and then the writer explained how to think critically based on the topic. The writer asked the students to make some of the main points of the topic by analyzing the topic and then it helped the students in their speaking later.
- c. The third meeting, the researcher trained the students about how to think critically based on the topic that had been given before, by making an analysis about the topic through critical thinking and then using it in their speaking.
- d. The fourth meeting, the researcher trained the students about how to think critically based on the topic that had been given before, by making an analysis about the topic through critical thinking and then using it in their speaking.
- e. The fifth meeting, the researcher invited the students to perform to speak about a certain topic through critical thinking.

In the treatment above the writer gave a time limit of about 60 minutes to each meeting.

### 3. Post-test

The researcher gave a test to the students. It aims to know the improvement of speaking fluency of the third semester students at STAIN Palopo through critical thinking. Although pre-test and post-test are the same.

#### ***F. Technique of Data Analysis***

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis.

Therefore, there are some procedures that had done by the researcher namely: determining the scoring classification, looking for the mean score, standard deviation, and the test of significance. Those procedures will be explained as follow.

### 1. Scoring classification

In analyzing the data collecting, the researcher have to determine the scoring classification which includes of accuracy, speaking fluency, and comprehensibility.

#### a. Accuracy

**Table 1**  
**The Assessment of Oral Test in Accuracy**

No	Score	Classification	Criteria
1.	6	Excellent	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
2.	5	Very good	Pronunciation is slightly Influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
3.	4	Good	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but

			only one or two major errors causing confusion.
4.	3	Average	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.
5.	2	Poor	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
6.	1	Very Poor	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

## b. Fluency

Table 2

## The Assessment of Oral Test in Fluency

No	Score	Classification	Criteria
1.	6	Excellent	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
2.	5	Very good	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and

			only a few unnatural pauses.
3.	4	Good	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
4.	3	Average	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.
5.	2	Poor	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
6.	1	Very Poor	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

## c. Comprehensibility

**Table 3****The Assessment of Oral Test in Comprehensibility**

<b>No</b>	<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
1.	6	Excellent	Easy for listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
2.	5	Very good	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
3.	4	Good	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
4.	3	Average	The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of the speaker's more complex or longer sentences.
5.	2	Poor	Only a small bits (usually short sentences and phrases) can be understood and then with considerable

			effort by someone who is listening the speaker.
6	1	Very poor	Hardly anything of what is said can be understand. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. <sup>2</sup>

Beside the technical of scoring through six scales, the writer also make rating classification to measure the students speaking ability. The following is rating scale classification.<sup>3</sup>

**Table 4**  
**Table Classification of rating**

<b>Classification</b>	<b>Scale</b>	<b>Rating</b>
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very Poor	<25	1

<sup>2</sup> J.B Heaton, *Written English language Test*, (New Edition; United States of America: Longman Inc.,1991),P.100.

<sup>3</sup> Daryanto, *Evaluasi pendidikan*, (Jakarta PT: Rineka Cipta2007), P 211.

2. Looking for D (difference) between score variable I (x) and score variable II according to Suharsimi Arikunto.<sup>4</sup>

$$D = X - Y$$

3. Looking for mean from difference, by using the following formula according to Suharsimi Arikunto.<sup>5</sup>

$$MD = \frac{\sum D}{N}$$

Where :

- Md : Mean from Difference
- $\sum D$  : Total of Gain Score
- N : Total Sample

4. Looking for squared deviation from difference by using the following formula according to Suharsimi Arikunto.<sup>6</sup>

$$\sum X^2_d = \sum X^2 - \frac{(\sum d)^2}{N}$$

5. Looking for “t0” by using the following formula according to Suharsimi Arikunto.<sup>7</sup>

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<sup>4</sup> Suharsimin Arikunto, *Manajemen Penelitian*, PT: Rineka Cipta, 1998, p 18.

<sup>5</sup> *Ibid*, p 307.

<sup>6</sup> Suharsimi Arikunto, *Manajemen Penelitian*, PT: Rineka Cipta, 1998, p 307.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

6. Looking for  $t_{table}$  by using the following formula.

$$(db) = N-1$$

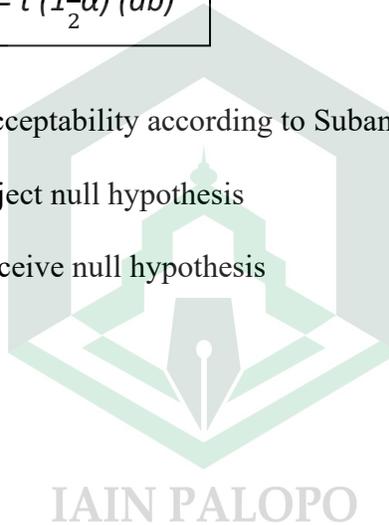
Standard signification ( $\alpha$ ) = 0,05

$$table = t_{table} = t \left(1 - \frac{\alpha}{2}\right) (db)$$

Criteria of hypothesis acceptability according to Subana :<sup>8</sup>

$T_{test} \geq t_{table}$  : Reject null hypothesis

$T_{test} < t_{table}$  : Receive null hypothesis



IAIN PALOPO

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<sup>7</sup> *Ibid*, p 306.

<sup>8</sup> Subana, Rahardi Moestiyah. *Statistik Pendidikan*. (Bandung: CV. Pustaka Setia 2001) p.178.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two main items namely finding and the discussion of finding.

#### *A. Findings*

The findings of the research deals with the rate percentage of students score in Pre-test and Post-test, analysis of test in the area of accuracy, fluency and comprehensibility, and the analysis of test from the raw score of pre test and post test.

##### 1. Test

**Table 5**  
**The Result of Pre-test**

No	Respondent	Three Points of Rating Scale			Total (X1)	Scoring conversion
		Accuracy	Fluency	Comprehensibility		
1	01	3	4	4	11	61
2	02	3	2	3	8	44
3	03	3	3	2	8	44
4	04	2	4	3	9	50
5	05	3	3	2	8	44
6	06	2	2	2	6	33
7	07	4	3	4	11	61
8	08	4	3	4	11	61
9	09	4	3	4	11	61
10	10	2	2	2	6	33
11	11	2	1	3	6	33
12	12	2	2	3	7	38
13	13	4	3	3	10	55
14	14	2	1	2	5	27
15	15	5	4	4	13	72

16	16	3	4	3	10	55
17	17	5	4	5	14	77
18	18	2	2	3	7	38
19	19	4	3	4	11	61
20	20	2	2	3	7	38
	N=20				X=179	X= 986 X <sub>I</sub> = 49,3

The table above, there were 20 students who observed in this research before giving treatment. The highest score is 14 and the lowest score is 5. There was one students got 14, one students got 13, five students got 11, two students got 10, one students got 9, three students got 8, three students got 7, three students got 6, and one students got 5.

**Table 6**  
**Classification of the Students' Speaking Skill in the Pre-test**

Classification	Score	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	2	10%
Good	56-70	5	25%
Average	41-55	6	30%
Poor	26-40	7	35%
Very Poor	≤ 25	-	0%

The table above shows that there were 20 students observed in this research before given treatment. From all of the students observed, there are no students got excellent score because there were no students had minor grammatical and lexical errors. There were 2 students (10%) got 'very good' scores because a few grammatical and lexical error. There are 5 students (25%) who got 'good' scores

because a few grammatical errors and pronunciation, 6 students (30%) who got average scores because one major errors causing confusion and few grammatical and lexical errors, and 7 students (35%) got poor scores because errors in pronunciation and many basic grammatical and lexical errors, and 0 students got very poor scores .

**Table 7**

**Frequency Distribution and percentage of the Students' speaking Skill on Accuracy**

Rating	Frequency	Percentage
6	-	0%
5	2	10%
4	5	25%
3	5	25%
2	8	40%
1	-	0%
Total	20	100%

Based on the table above shows that the speaking skill of the students before given treatment (Pre-test in) accuracy were varieties. From all students, 2 students (10%) got 5 (very good) scores, 5 students (25%) got 4 (good) scores , and 5 students (25%) got 3 (average) scores, and 8 students (40%) got 2 (poor) scores.

**Table 8**

**Frequency Distribution and Percentage of the Students' Speaking Skill on Fluency**

Rating	Frequency	Percentage
6	-	0%
5	-	0%
4	3	15%

3	6	30%
2	8	40%
1	3	15%
Total	20	100%

Based on the table above shows that the speaking skill of the students before given treatment (Pre-test) in fluency were varieties. From all of the students, 3 (15%) students got 4 (good) scores, 6 students (30%) got 3 (average) scores, 8 students (40%) got 2 (poor) scores, and 3 students (15%) got 1 (very poor) scores .

**Table 9**  
**Frequency Distribution and Percentage of the Students' Speaking Skill on Comprehensibility**

Rating	Frequency	Percentage
6	-	0%
5	1	5%
4	6	30%
3	8	40%
2	5	25%
1	-	0%
Total	20	100%

Based on the table above shows that the speaking skill of the students before given treatment ( Pre-test ) in comprehensibility is varieties . From all of the students, 1 students (5%) got 5 (very good) scores, 6 students (30%) got 4 (good) scores, 8 students (40%) get 3 (average) scores, and 5 students (25%) got 2 (poor) .

**Table 10**  
**The Result of Post-test**

No	Respondent	Three Points of rating Scale			Total	Scoring classification
		Accuracy	Fluency	Comprehensibility		
1	01	4	4	4	12	66
2	02	5	4	4	13	72
3	03	5	5	4	14	83
4	04	3	4	3	10	55
5	05	4	3	4	11	61
6	06	4	4	4	12	67
7	07	4	3	4	11	61
8	08	5	6	5	16	89
9	09	4	5	5	14	83
10	10	3	2	3	8	44
11	11	3	3	3	9	50
12	12	4	3	4	11	61
13	13	4	4	5	13	72
14	14	3	3	3	9	50
15	15	5	5	5	15	83
16	16	4	5	4	13	72
17	17	5	5	5	15	83
18	18	3	3	3	9	50
19	19	4	4	4	12	67
20	20	3	2	3	8	44
	N= 20				X= 237	X=1313 X <sub>I</sub> = 65,65

The table above shows that students have good progress after giving treatment. The highest score is 16 and the lowest score is 8, two students got 8 score, three students got 9 score, one students got 10, three students got 11 score, three students

got 12 scores, three students got 13 scores, four students got 15, and one students got 16 score.

**Table 11**  
**Classification of the Students` Speaking Skill in the Post-test**

Classification	Score	Frequency	Percentage
Excellent	86-100	1	5%
Very good	71-85	7	35%
Good	56-70	6	30%
Average	41-55	6	30%
Poor	26-40	-	0%
Very Poor	≤ 25	-	0%

The table above shows that the students score is increased after giving the treatment. From all of the students observed, there are one students (5%) got 'excellent' score. There were 7 students (35%) got 'very good' scores. There are 6 students (30%) who got 'good' scores, and 6 students (30%) who got average scores. and there were no students got 'poor' and 'very poor' scores .

Beside that the writer also makes score of the students' speaking skill who have been given treatment by using critical Thinking was elaborated into six scale through the role distribution frequency and percentage. The writer was classified based on the English speaking proficiency, consist of accuracy, fluency, and comprehensibility.

**Table 12**  
**Frequency Distribution and Percentage of the Students' Speaking Skill on Accuracy**

Rating	Frequency	Percentage
6	1	5%
5	4	20%
4	9	45%
3	6	30%
2	-	0%
1	-	0%
Total	20	100%

Based on the table above shows that the speaking skill of the students after giving treatment ( Post-Test ) in accuracy is good. From all the students, one students (5%) got six score, four students (20%) got 5 score, nine students (45%) got four score, and 6 students (30%) got three score.

**Table 13**  
**Frequency Distribution and Percentage of the Students' Speaking Skill on Fluency**

Rating	Frequency	Percentage
6	2	10%
5	4	20%
4	6	30%
3	6	30%
2	2	10%
1	-	0%
Total	20	100%

Based on the table above shows that the speaking skill of the students after given treatment (Post-Test) in fluency is fairly good. From all of the students, two students (10%) got 6 score, four students (20%) got 5 score, six students (30%) got 4 score, six students (30%) got 3 score, and 2 students (10%) got 2 score .

**Table 14**  
**Frequency Distribution and Percentage of the Students' Speaking Skill on Comprehensibility**

Rating	Frequency	Percentage
6	-	0%
5	5	25%
4	9	45%
3	6	30%
2	-	0%
1	-	0%
Total	20	100%

Based on the table above shows that the speaking skill of the students after given treatment ( Post-Test ) in comprehensibility is . From all the students, 5 students (25%) got 5 score, 9 students (45%) got 4 score, and 6 students (30%) got 3 score.

## 2. Analysis of Test in the Area of Accuracy of Pre-test and Post-test

**Table 15**  
**The Students' Gain Score of Pre- test and Post- test on Accuracy aspect**

Respondents	Pre-test	Post-test	Gain (d)
R01	3	4	+1
R02	3	5	+2
R03	3	6	+3
R04	2	3	+1
R05	3	4	+1
R06	2	4	+2
R07	4	4	0
R08	4	5	+1
R09	4	4	0
R10	2	3	+1
R11	2	3	+1
R12	2	4	+2
R13	4	4	0
R14	2	3	+1
R15	5	5	0
R16	3	4	+1
R17	5	5	0
R18	2	3	+1
R19	4	4	0
R20	2	3	+1
Total			$\sum d=19$

$$a. \quad Md = \frac{\sum d}{N}$$

$$= \frac{19}{20}$$

$$Md = 0,95$$

- b. Looking for deviation standard for each subject ( $x_d$ ) and squared deviation ( $x^2d$ ) in accuracy aspect as follows :

**Table 16**  
**Deviation standard and squared deviation on accuracy aspect**

Respondent	Gain (d)	$X_d(d-Md)$	$X^2d$
R01	+1	0,05	0,0025
R02	+2	1,05	1,1025
R03	+3	2,05	4,2025
R04	+1	0,05	0,0025
R05	+1	0,05	0,0025
R06	+2	1,05	1,1025
R07	0	-0,95	0,9025
R08	+1	0,05	0,0025
R09	0	-0,95	0,9025
R10	+1	0,05	0,0025
R11	+1	0,05	0,0025
R12	+2	1,05	1,1025
R13	0	-0,95	0,9025
R14	+1	0,05	0,0025
R15	0	-0,95	0,9025
R16	+1	0,05	0,0025
R17	0	-0,95	0,9025
R18	+1	0,05	0,0025
R19	0	-0,95	0,9025
R20	+1	0,05	0,0025
N=20	$\sum d = 19$		$\sum X^2d = 12,95$

$$c. \quad t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N-N_1}}}$$

$$\text{mean of difference (Md)} = 0,95$$

$$\text{squared deviation (x}^2\text{d)} = 12,95$$

total respondents = 20

$$t = \frac{0,95}{\sqrt{\frac{12,95}{20(20-1)}}$$

$$t = \frac{0,95}{\sqrt{\frac{12,95}{20(19)}}$$

$$t = \frac{0,95}{\sqrt{\frac{12,95}{380}}$$

$$t = \frac{0,95}{\sqrt{0,03407}}$$

$$t = \frac{0,95}{0,18458}$$

$$t_{\text{test}} = 5,1468$$

In determining the  $t_{\text{table}}$ , the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0.05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 6,406$  will be analyzed by the testing criteria of  $t_{\text{table}}$  as follows :

Testing of the  $t_{\text{table}}$

Standard signification ( $\alpha$ ) = 0,05

Degree of freedom (df) = N-1

$$= 20-1$$

$$= 19$$

$$T_{\text{test}} = 5,1468$$

$$T_{\text{table}} = t - (1 - \frac{1}{2} \alpha) (df)$$

$$= t - (1 - \frac{1}{2} 0,05) (19)$$

$$= t - (1 - 0,025) (19)$$

$$= t (0,975) (19)$$

$$= 2,09$$

The result of  $t_{table}$  was found in the tabulation of the test of signification namely 2,09. It means that result of  $t_{test}$  (5,1468) is greater than  $t_{table}$  (2,09). Because of  $t_{test} > t_{table}$ , it means that there was significant development on student's speaking skill in the area accuracy after following the treatments.

### 3. Analysis of Test in the Area of fluency of Pre-test and Post-test

**Table 17**

**The Students' Gain Score of Pre-test and Post-test on Fluency aspect**

Respondent	Pre-test	Post-test	Gain (d)
01	4	4	0
02	2	4	+2
03	3	5	+2
04	4	4	0
05	3	3	0
06	2	4	+2
07	3	3	0
08	3	6	+3
09	3	6	+3
10	2	2	0
11	1	3	+2
12	2	3	+1
13	3	4	+1
14	1	3	+2
15	4	5	+1
16	4	5	+1
17	4	5	+1

18	2	3	+1
19	4	4	0
20	2	2	0
Total			$\sum d=22$

$$a. Md = \frac{\sum d}{N}$$

$$\frac{22}{20}$$

$$Md = 1,1$$

- b. Looking for deviation standard for each subject ( $x_d$ ) and squared deviation ( $x^2d$ ) in accuracy aspect as follows :

**Table 18**  
**Deviation Standard and Squared Deviation on Fluency Aspect**

Respondent	Gain (d)	$X_d(d-Md)$	$X^2d$
R01	0	-1.1	1.21
R02	+2	0.9	0.81
R03	+2	0.9	0,81
R04	0	-1.1	1,21
R05	0	-1.1	1,21
R06	+2	0.9	0,81
R07	0	-1.1	1,21
R08	+3	1.9	3,61
R09	+3	1.9	3,61
R10	0	-1.1	1,21
R11	+2	0,9	0,81
R12	+1	-0.1	0,01
R13	+1	-0.1	0,01
R14	+2	0.9	0,81
R15	+1	-0.1	0,01
R16	+1	-0,1	0,01
R17	+1	-0,1	0,01
R18	+1	-0.1	0,01

R19	0	-1.1	1,21
R20	0	-1.1	1,21
N=20	$\sum d = 22$		$\sum X^2 d = 19,69$

$$c. \quad t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N-N_1}}}$$

$$\text{mean of difference (Md)} = 1,1$$

$$\text{squared deviation (x}^2\text{d)} = 19,69$$

$$\text{total respondents} = 20$$

$$t = \frac{1,1}{\sqrt{\frac{19,69}{20(20-1)}}}$$

$$t = \frac{1,1}{\sqrt{\frac{19,69}{20(19)}}}$$

$$t = \frac{1,1}{\sqrt{\frac{19,69}{380}}}$$

$$t = \frac{1,1}{\sqrt{0,0518}}$$

$$t = \frac{1,1}{0,2276}$$

$$t_{\text{test}} = 4,833$$



In determining the  $t_{\text{table}}$ , the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0.05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 6,406$  will be analyzed by the testing criteria of  $t_{\text{table}}$  as follows :

Testing of the  $t_{table}$

Standard signification ( $\alpha$ ) = 0,05

Degree of freedom (df) = N-1  
 = 20-1  
 = 19

$T_{test} = 4,833$

$$\begin{aligned}
 T_{table} &= t - \left(1 - \frac{1}{2} \alpha\right) (df) \\
 &= t - \left(1 - \frac{1}{2} 0,05\right) (19) \\
 &= t - (1 - 0,025) (19) \\
 &= t (0,975) (19) \\
 &= 2,09
 \end{aligned}$$

The result of  $t_{table}$  was found in the tabulation of the test of signification namely 2,09. It means that result of  $t_{test}$  (4,833) is greater than  $t_{table}$  (2,09). Because of  $t_{test} > t_{table}$ , it means that there was significant development on student's speaking skill in the area fluency after following the treatments.

**4. Analysis of Test in the Area of Comprehensibility of Pre-test and Post-test**

**Table 19**  
**The Students' Gain Score of Pre-test and Post-test on**  
**Comprehensibility aspect**

Respondent	Pre-test	Post-test	Gain (d)
01	4	4	0
02	3	4	+1
03	2	4	+2
04	3	3	0
05	2	4	+2
06	2	4	+2
07	4	4	0
08	4	5	+1
09	4	5	+1
10	2	3	+1
11	3	3	0
12	3	4	+1
13	3	5	+2
14	2	3	+1
15	4	5	+1
16	3	4	+1
17	5	5	0
18	3	3	0
19	4	4	0
20	3	3	0
Total			$\sum d=16$

a. 
$$Md = \frac{\sum d}{N}$$

$$= \frac{16}{20}$$

$$Md = 0,8$$

- b. Looking for deviation standard for each subject ( $x_d$ ) and squared deviation ( $x^2d$ ) in accuracy aspect as follows :

**Table 20**  
**Deviation Standard and Squared on Comprehensibility Aspect**

Respondent	Gain	Xd (d-Md)	X <sup>2</sup> d
01	0	0,8	0,64
02	+1	0,2	0,04
03	+2	1,2	1,44
04	0	-0,8	0,64
05	+2	1,2	1,44
06	+2	1,2	1,44
07	0	-0,8	0,64
08	+1	0,2	0,04
09	+1	0,2	0,04
10	+1	0,2	0,04
11	0	-0,8	0,64
12	+1	0,2	0,04
13	+2	0,2	1,44
14	+1	0,2	0,04
15	+1	0,2	0,04
16	+1	0,2	0,04
17	0	-0,8	0,64
18	0	-0,8	0,64
19	0	-0,8	0,64
20	0	-0,8	0,64
N=20	$\sum d = 16$		$\sum x^2d = 11,2$

c. 
$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N-N1}}}$$

mean of difference (Md) = 0,8

squared deviation ( $x^2d$ ) = 11,2

total respondents = 20

$$t = \frac{0,8}{\sqrt{\frac{11,2}{20(20-1)}}$$

$$t = \frac{0,8}{\sqrt{\frac{11,2}{20(19)}}$$

$$t = \frac{0,8}{\sqrt{\frac{11,2}{380}}$$

$$t = \frac{0,8}{\sqrt{0,0306}}$$

$$t = \frac{0,8}{0,1749}$$

$$t_{\text{test}} = 4,574$$

In determining the  $t_{\text{table}}$ , the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0.05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 4,579$  will be analyzed by the testing criteria of  $t_{\text{table}}$  as follows :

Testing of the  $t_{\text{table}}$

Standard signification ( $\alpha$ ) = 0,05

Degree of freedom (df) = N-1

= 20-1

= 19

$T_{\text{test}} = 4,574$

$T_{\text{table}} = t - (1 - \frac{1}{2} \alpha) (df)$

$$= t - (1 - \frac{1}{2} 0,05) (19)$$

$$= t - (1 - 0,025) (19)$$

$$= t (0,975) (19)$$

$$= 2,09$$

The result of  $t_{table}$  was found in the tabulation of the test of signification namely 2,09. It means that result of  $t_{test}$  (4,574) is greater than  $t_{table}$  (2,09). Because of  $t_{test} > t_{table}$ , it means that there was significant development on student's speaking skill in the area comprehensibility after following the treatments.

**5. Analysis of test in three aspect of assessment consist of accuracy, fluency, and comprehensibility from Pre-test and Post-test.**

**Table 21**  
**The Students' Gain Score of Pre-test and Post-test on Three Speaking aspect**

Respondent	Variable (x) Pre- test	Variable (y) Post- test	Gain (d) (y-x)
R1	11	12	+1
R2	8	13	+5
R3	8	15	+7
R4	9	10	+1
R5	8	11	+3
R6	6	12	+6
R7	11	11	0
R8	11	16	+6
R9	11	15	+4
R10	6	8	+2
R11	6	9	+3

R12	7	11	+4
R13	10	13	+3
R14	5	9	+4
R15	13	15	+2
R16	10	13	+3
R17	14	15	+1
R18	7	9	+2
R19	11	12	+1
R20	7	8	+1
N=20	X1 =179 $X_1 = 8,95$	X2 =237 $X_2 = 11,85$	$\sum d = 59$

Table 14 shows that the total number of sample (N) is 20. The sum score in pre-test (X1) is 179, the mean score in pre-test  $X_1 = 8,95$ . The sum of score (X2) in post-test is 237, the mean score in post-test  $X_2 = 11,85$ , and the sum of gain score between pre-test and post-test ( $\sum d = 59$ ).

a. The calculation of the mean score in Pre-Test ( $X_1$ ) and Post-Test ( $X_2$ )

- The mean score of the Pre-Test ( $X_1$ ) as follows :

$$\begin{aligned}
 X_1 &= \frac{\sum X_1}{N} \\
 &= \frac{179}{20} \\
 &= 8,95
 \end{aligned}$$

$$\begin{aligned}
 X_2 &= \frac{\sum X_2}{N} \\
 &= \frac{237}{20} \\
 &= 11,85
 \end{aligned}$$

From the data analysis above we can see that the mean score of students speaking skill in Post-Test ( $X_2 = 11,85$ ) is greater than the mean score of students speaking skill in Pre-Test ( $X_1 = 8,95$ ). It means that most of the students underwent significant development on their speaking skill after the treatments.

- The difference means between Pre-Test and Post-Test ( $M_d$ ), are calculated as follows :

$$\begin{aligned}
 M_d &= \frac{\sum d}{N} \\
 &= \frac{59}{20} \\
 &= 2,95
 \end{aligned}$$

- b. Looking for deviation standard for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) of student's speaking skill in Pre-Test and Post-Test as follows :

**Table 22**  
**Deviation Standard and Squared Deviation on Three Speaking Aspect**

Respondent	Gain (d)	$X_d$ (d- $M_d$ )	$X^2d$
01	+1	-1,95	3,8025
02	+5	2,05	4,2025
03	+7	4,05	16,4025
04	+1	-1,95	3,8025
05	+3	0,05	0,0025
06	+6	3,05	9,3025
07	0	-2,95	8,7025

08	+6	3,05	9,3025
09	+4	1,05	1,1025
10	+2	-0,95	0,9025
11	+3	0,05	0,0025
12	+4	1,05	1,1025
13	+3	0,05	0,0025
14	+4	1,05	1,1025
15	+2	-0,95	0,9025
16	+3	0,05	0,0025
17	+1	-1,95	3,8025
18	+2	-0,95	0,9025
19	+1	-1,95	3,8025
20	+1	-1,95	3,8025
N=20	$\sum d = 57$		$\sum x^2 d = 72,9725$

$$d. t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N-1}}}$$

mean of difference (Md) = 2,95

squared deviation ( $x^2 d$ ) = 72,9725

total respondents = 20

$$t = \frac{2,95}{\sqrt{\frac{72,9725}{20(20-1)}}}$$

$$t = \frac{2,95}{\sqrt{\frac{72,9725}{20(19)}}}$$

$$t = \frac{2,95}{\sqrt{\frac{72,9725}{380}}}$$

$$t = \frac{2,95}{\sqrt{0,19203}}$$

$$t = \frac{2,9}{0,4527}$$

$$t = 6,732$$

$$t_{\text{test}} = 6,732$$

In determining the  $t_{\text{table}}$ , the researcher uses the level of significance or standart signification ( $\alpha$ )= 0.05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 6,732$  will be analyzed by the testing criteria of  $t_{\text{table}}$  as follows :

Testing of the  $t_{\text{table}}$

Standard signification ( $\alpha$ ) =0,05

Degree of freedom (df) = N-1

$$= 20-1$$

$$= 19$$

$$T_{\text{test}} = 6,732$$

$$T_{\text{table}} = t - (1 - \frac{1}{2} \alpha) (df)$$

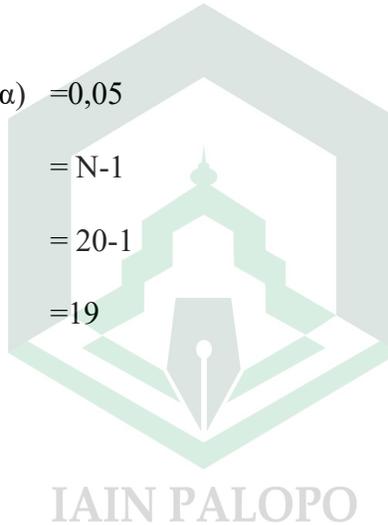
$$= t - (1 - \frac{1}{2} 0,05) (19)$$

$$= t - (1 - 0,025) (19)$$

$$= t (0,975) (19)$$

$$= 2,09$$

The result of  $t_{\text{test}}$  was found in the tabulation of the test of signification namely 6,732. It means that the result of test (6,732) is greater than  $t_{\text{table}}$  (2,09). Because of



$t_{\text{test}} > t_{\text{table}}$ , it means that there was significant development on students speaking skill after following the treatment.

### **B. Discussion**

Having presented the findings and data analysis, From scoring conversion, it was found that there were improvement on students' score between Pre-test and Post-test. In Pre-test most of students didn't pass the minimum standard of speaking assessment which is 75. There was only one student that got 77, and most of them didn't pass the minimum standard assessment. In Post-test although that there were students that still didn't pass the standard assessment but the number of students that pass the standard assessment is increasing than in the Pre-test. It also found that the result of mean score of the students in Post-test (65,65) is greater than the mean score in pre test (49,3). It means that there were developments in students speaking skill between Pre-test and Post-test.

In the accuracy area of speaking assessment was found that the result of  $t_{\text{test}}$  (5,148) is greater than  $t_{\text{table}}$  (2,09). It means that there were significant developments in students' speaking skill in the area of accuracy in speaking assessment.

In the fluency area of speaking assessment was found that the result of  $t_{\text{test}}$  (4,833) is greater than  $t_{\text{table}}$  (2,09), it means that there were significant developments on students' speaking skill in the fluency area of speaking.

In comprehensibility area of speaking assessment was found that the result of  $t_{\text{test}}$  (4,574) is greater than  $t_{\text{table}}$  (2,09), it means that there were significant developments on students' speaking skill in comprehensibility area of speaking.

In three aspects of speaking assessment which consist of accuracy, fluency and comprehensibility in pre-test and post-test, it was found that the result of  $t_{test}$  (6,732) is greater than  $t_{table}$  (2,09), it means that there were significant developments on student's speaking ability after conducting the treatments.

Some example of students speech in pre-test and post-test:

1. The speech of student one in Pre-test that: *“Education is very important, because without education we will not rise a dream and successfully”*. The speech of student one in Post-test that *“I want to explain to education, education is a very important because without education, we can't be successful person. And now, education in Indonesia is easily to get because there are not only formal education but also informal education. And for poor people there are so many scholarship from government so there are no reason for not get education”*.

2. The speech of student two in Pre-test that: *“Education is very important in our live, It will help to find a good job for our future. Education will help us to find a brighter future. Education is a learning process, we can learn anything by education, so we must have a good education.”* The speech of student two in Post-test that: *“Education is a learning process that happen in our lives. There are many benefits from education and one of them is education can become a strong background to find a good job in the future. In this era we have to have good education background. We can get education from anywhere, start from our family, from social environment and from school as a formal education institute. In our family we get education from our family especially from our parents. In social*

*environment we can get education from friends, neighbor, etc. and in the school we can get education from the teachers. So there is no reason for you to don't get education."*

From the example above it can be seen that there are differences in students speech between Pre-test and Post-test. In the fluency aspect, for the student's number one, in Pre-test, she still has to make an effort for much of time to speaks her idea. In the Post-test although that she still has to make an effort at times to search for words, but her fluency is improving than in the Pre-test. It is the same for the student number two, in the Pre-test she still make an effort to find out the word or sentence that she wants to tell, and in the Post-test there is improvements for her fluency aspect, although that sometimes she still try to find the word that she wants to tell, but it is less than her effort in the Pre-test. One way of improving speaking fluency is read as much English as possible, not only will reading in English improve your vocabulary, but it will also improve your syntax and grammar<sup>1</sup>. Critical thinking makes the students to read as much as possible in order to find the information that related to the topic that given to them before to make a good argument for their speech. Another way to improve your speaking skill is you must practice , practice, practice by

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<sup>1</sup> Lucy Dale, *How to Improve Your Fluency in English Speaking*. Online : [http://www.ehow.Com /how\\_6605195\\_improve-fluency-english-speaking.html#ixzz2tcjoQ3IC](http://www.ehow.Com /how_6605195_improve-fluency-english-speaking.html#ixzz2tcjoQ3IC). Accessed on Jan 28th 2014.

speaking, speaking, speaking.<sup>2</sup>Critical thinking helps the students to make a good argument for their speech in the Post-test, it means that they have already has a concept of what they will say for their speech later. The more argument they had in their mind the more chance for them to practice their speaking and it will help them to improve their fluency in speaking. It's different in the Pre-test, the students has to make an effort to search the words or sentences to express their idea.

In accuracy aspect, for the student number one in the Pre-test, her pronunciation is influenced by the mother tongue and it is still difficult to find out what are the words, and there is still few grammatical errors, so it is difficult to understand what she says, in the Post-test although that the pronunciation is still influenced by the mother tongue, but we can quite understand of what is she talking. For the student number two, it is the same, in the Pre-test, her pronunciation is quite difficult to understand, because it is still influenced by her mother tongue, but there are improvements for her accuracy in the Post-test, which are her grammatical errors is less than in the Pre-test and also her pronunciation is better than in the Pre-test. Rachael Roberts in her articles states that one way of improving accuracy in speaking is by always practicing students speaking, one of the way is using task repetition.<sup>3</sup>

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<sup>2</sup> *How do you become fluent in a language without visiting a country where the language is spoken?.* Online: <http://www.200words-a-day.com/become-fluent.html>. Accessed on Jan 28th 2014.

<sup>3</sup> Rachael Roberts, *Task repetition: helping students to improve accuracy, repertoire and fluency.* Online: <http://elt-resourceful.com/2012/11/14/task-repetition-helping-students-to-improve-accuracyrepertoire-and-fluency/>. Accessed on Jan 30th 2014.

Critical thinking helps the students to find out about the information that related to the topic in order to make a good argument for their speech. By practice to make an argument, it will help the students to learn about grammar by trying to make a good sentence, so that people will understand about what they are saying, and if there is still grammatical error in their argument, they can learn from their mistakes for the next argument by practicing again (task repetition). For the pronunciation, it can be increased by practicing, the more the students are practice by talking, the more chance for the students itself to practice their pronunciation. By using critical thinking the students will search all the information that related to the topic to make an argument, and the more information they got, the more chance for them to practice their speaking in a longer time than before.

In comprehensibility aspect, for the students number one in the Pre-test, it is quite hard for the listener to understand what was she talking about and what are the message that she try to tell the listeners. In the Post-test, the listener could understand a lot what are the students try to say, although that it must constantly seek clarification to understand what are the students talking about.. For the student number two, in Pre-test, it is better than the student number one, most of what she says is easy to understand by the listener although that several interruption is necessary to help her convey the message of what is she talking about. In the Post-test, the speaker's intention and general message are fairly clear. It is easy for the listener to understand what she is talking and what is the message that she is trying to

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tell to the listeners. Accuracy can be improved by practice in speaking and also practice in pronunciation.<sup>4</sup> Critical thinking help the students to practice their speaking by helping the students to find out the information that related to the topic and then make a good argument. The more argument that the students present in their speech, the more chance for the students to practice their speaking, and it will help the students to improve the comprehensibility.

Critical thinking has a role in the students thinking process, where it started when they start to find the information that will help them, then they make an analysis about the information that will be useful and help them to make an argument for their speech, and then thinking about an argument that would be good for their speech in the Post-test.

Michael Scriven & Richard Paul state that Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.<sup>5</sup> When you practice your speaking especially when you practice it by speak about a topic, statement or problem, you need to make an analysis based on the topic to make sure that your statements later will be relevant with the topic or the

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<sup>4</sup> *How to improve comprehension and comprehensibility*. Online: [http:// www. usingenglish. com/forum/threads/101330-How-to-improve-comprehension-and-comprehensibility](http://www.usingenglish.com/forum/threads/101330-How-to-improve-comprehension-and-comprehensibility). Accessed on Jan 30th 2014.

<sup>5</sup> *Critical Thinking Definiton*. Online : <http://www.criticalthinking.org/pages/defining-critical-thinking/html>. Accessed on Jan 1st 2013.

statement. By using critical thinking, it will make you to feel well to think wider and different from before, and with critical thinking you can guide yourself to practice speaking well and became one way to improve your skill to the best.

John Dewey as one of many educational leaders stated that critical thinking is significant in the learning process, in the construction of basic ideas, principles, and theories in content.<sup>6</sup> Critical thinking is considered important in the academic fields because it enables one to analyze, evaluate, explain, and restructure their thinking, thereby decreasing the risk of adopting, acting on, or thinking with, a false belief. It means that critical thinking can be used as a method in teaching speaking in learning process.

Related to the explanation above, it can be said that by using critical thinking in improving speaking skill can improve the students' ability to speak in English well. In addition this result most of the students were very active in the participation of speaking English by using critical thinking.

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<sup>6</sup> Wikipedia, the free encyclopedia, *Critical Thinking*. Online : [http// en.m. wikipedia. org/ wiki /Critical\\_Thinking](http://en.m.wikipedia.org/wiki/Critical_Thinking). Accessed on oct 8th 201.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions and suggestions. Based on the data analysis and the findings of the previous chapter.

#### *A. Conclusions*

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study is :

Using an analysis through critical thinking, it was found that this method is effective and could give significant improvement toward the students' speaking skill in English. In which found the result of  $t_{test}$  (6,732) is bigger than the score of  $t_{table}$  (2,09). It means that critical thinking is effective to motivate the third semester students of English study program Tarbiyah Department to speak English.

#### *B. Suggestions*

Based on the conclusion above, the writer gives the following suggestions:

1. For the lectures

It is suggested that the lecturers should use some different media and method to attract the students' attention in learning English especially in learning speaking, lecturer should always be creative in designing the speaking activity in the classroom, and provide fun and enjoyable situation in order to make the students are not bored in learning activity.

2. For the students

The students should motivate themselves that speaking can be mastery by practicing, so they need to encourage themselves do not be lazy to practice, and the students should be more active talking in the classroom in order to practice their speaking.



## APPENDIX

### LESSON PLAN

**Course : speaking a topic**

**Semester : III**

**Time Allotment : 60 minutes**

**Meeting : first meeting**

#### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about speaking skills.
- b. The students will be able to comprehend about critical thinking.

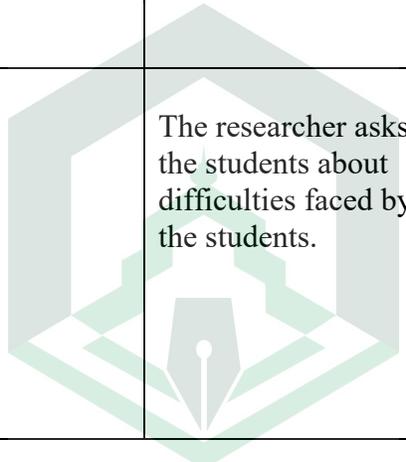
#### MATERIAL and MEDIA

A topic about “the important of health”.

#### TEACHING LEARNING ACTIVITIES

NO	Material/Subject	Activities	Procedure	Time
1.	Speaking a topic through critical thinking	The researcher will explain the course that will use critical thinking as a speaking technique	Giving explanation about the material of speaking	20 min

2.	Critical Thinking	The researcher gives the students some explanation about Critical Thinking	The researcher explain to the students about what is critical thinking and how to make a correlation between critical thinking and speaking.	50 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min



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## LESSON PLAN

**Course : speaking a topic**

**Semester : III**

**Time Allotment : 60 minutes**

**Meeting : second meeting**

### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about speaking skills.
- b. The students will be able to comprehend about critical thinking.
- c. The students will be able to speak about a topic through critical thinking method.

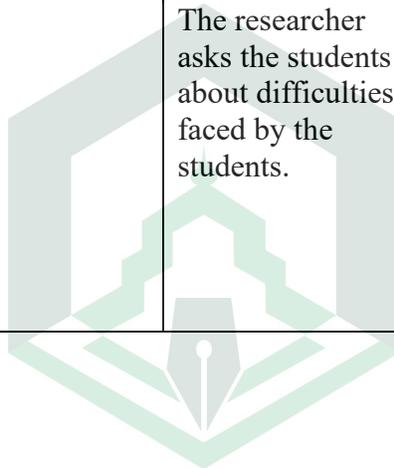
### MATERIAL and MEDIA

A topic about "Flood in Jakarta".

### TEACHING LEARNING ACTIVITIES

NO	Material/Subject	Activities	Procedure	Time
1.	Speaking a topic through critical thinking	The researcher will explain the course that will use critical thinking as a speaking	Giving explanation about the material of	20 min

		technique	speaking	
2.	Critical thinking	The researcher gives the students a topic about critical thinking, then explain to the students how to think critically based on the topic.	The researcher asks the students to explain their idea about “global warming”.	50 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min



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## LESSON PLAN

**Course : speaking a topic**

**Semester : III**

**Time Allotment : 60 minutes**

**Meeting : third meeting**

### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about speaking skills.
- b. The students will be able to comprehend about critical thinking.
- c. The students will be able to speak about a topic through critical thinking method

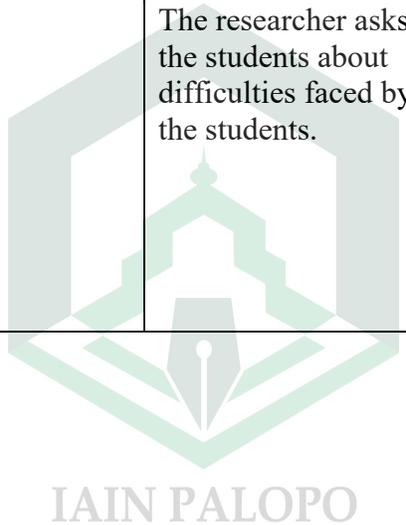
### MATERIAL and MEDIA

A topic about “Education in Indonesia”.

### TEACHING LEARNING ACTIVITIES

NO	Material/Subject	Activities	Procedure	Time
1.	Speaking a topic through critical thinking	The researcher will explain the course that will use critical thinking as a	Giving explanation about the material of	20 min

		speaking technique	speaking	
		The researcher gives the students a topic to explain	The researcher asks the students to explain their idea about “education in Indonesia”.	50 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min



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## LESSON PLAN

**Course : speaking a topic**

**Semester : III**

**Time Allotment : 60 minutes**

**Meeting : fourth meeting**

### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about speaking skills.
- b. The students will be able to comprehend about critical thinking.
- c. The students will be able to speak about a topic through critical thinking method

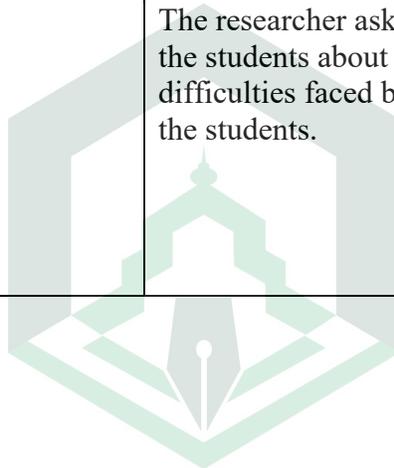
### MATERIAL and MEDIA

A topic about “Indonesian Culture”.

### TEACHING LEARNING ACTIVITIES

NO	Material/Subject	Activities	Procedure	Time
1.	Speaking a topic through critical thinking	The researcher will explain the course that will use critical thinking as a	Giving explanation about the material of	20 min

		speaking technique	speaking	
		The researcher gives the students a topic to explain	The researcher asks the students to explain their idea about “Indonesian culture”.	50 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min



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## LESSON PLAN

**Course : speaking a topic**

**Semester : III**

**Time Allotment : 90 minutes**

**Meeting : fifth meeting**

### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about speaking skills.
- b. The students will be able to comprehend about critical thinking.
- c. The students will be able to speak about a topic through critical thinking method

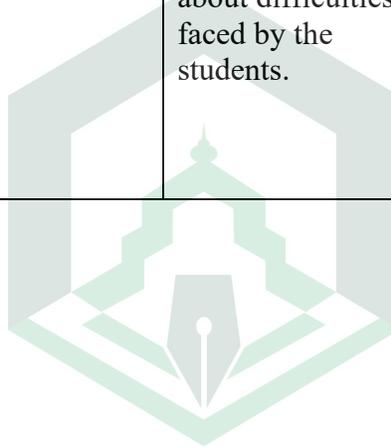
### MATERIAL and MEDIA

A topic about “Corruption”.

### TEACHING LEARNING ACTIVITIES

NO	Material/Subject	Activities	Procedure	Time
1.	Speaking a topic through critical thinking	The researcher will explain the course that will use critical thinking as a speaking	Giving explanation about the material of	20 min

		technique	speaking	
2.	Writing text	The researcher gives the students some questions	The researcher asks the students to explain their idea about "Corruption".	50 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min



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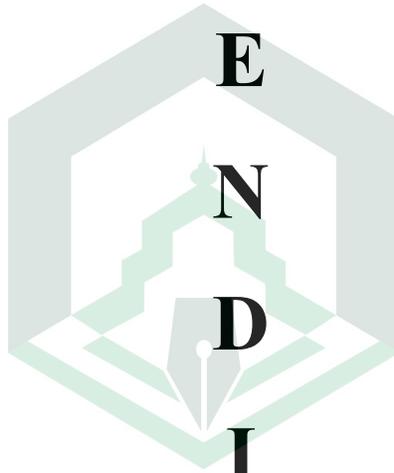
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