II. LITERATURE REVIEW

This chapter deals with the review of previous research related to critical thinking skill in speaking and the review of related literature which consists of the description about concept of critical thinking in language teaching, concept of critical thinking, explanation of why critical thinking is needed, developing students' critical thinking skill, concept of speaking, function of speaking, types of speaking, and concept of participation in speaking activity, theoretical assumption and hypothesis.

2.1 Review of Previous Research

There have been several studies which have been carried out related to the topic under discussion, but it may be seen from different perspectives. For examples, Thadphoothon (2005), in his research "*Promoting Critical Thinking in Language Learning through Computer-Mediated Collaborative Learning*" explained why second language learners need critical thinking. He said that in the field of language studies, many proponents of critical theory would like learners to be more active and critical when they attempt to make sense of text or discourse, rather than be passive consumers of texts. In his study, it is assumed that a person thinks critically when he or she uses appropriate language, applies logical reasons, and reflects on his or her learning of the language.

In addition, Yada, et al (2005), in their research entitled "*Enhancing Speaking Proficiency through Critical Thinking*" found that critical thinking gave their students an opportunity to think aloud, be motivated and conduct discussions from various perspectives. They believe that critical thinking is very useful means to activate students to speak in English, by looking at ideas from different perspectives, deepening students' views and providing them with motivation and energy to introduce their ideas verbally. As a result of this, they could stimulate each other and communicate well.

Therefore, critical thinking skill plays an important role in order to improve the students' participation. It opens a chance for students to involve actively in activity that requires thinking process. They are allowed to use different perspective about something so that they would be interested to speak up and deliver ideas based on what on their mind. By considering those studies above, the researcher wants to investigate the difference participation between students with high and low critical thinking skill.

2.2 Review of Related Literature

This section contains several related literatures under discussion such as concept of critical thinking in language teaching, reason of why critical thinking skill is needed, developing students' critical thinking skill, questionnaire of critical thinking skill, concept of speaking, function of speaking, types of speaking and concept of participation in speaking activity.

2.2.1 Critical Thinking in Language Teaching

According to Shirkhani, et al (2011) the promotion of critical thinking into the foreign language teaching classrooms is of high significance for several reasons. Firstly, if language learners can take charge of their own thinking, they can monitor and evaluate their own ways of learning more successfully. Second, critical thinking expands the learning experience of the learners and makes the language more meaningful for them. Thirdly, critical thinking has a high degree of correlation with the learners' achievements (Rafi, 1999). Different studies have confirmed the role of critical thinking in improving ESL writing ability (Rafi, 1999); language proficiency (Liaw, 2007); and oral communication ability (Kusaka, et al, 2006). The learners may become proficient language users if they have motivation and are taught the ways of displaying critical thinking in foreign language usage, which signifies that the learners must have reflection on their production of ideas, and they may critically support those ideas with logical details (Rafi, 1999).

2.2.2   Concept of Critical Thinking

Etymologically, the word "critical" comes from the language of Greece, that is " kritikos", means judgment and "kriterion" which means a standard. If we combine with the word thinking, we can define critical thinking as thinking explicitly based on reasoned judgment and appropriate standards in order to seek the truth, profit, and the value of something (Paul, et al, 1999). It shows that someone can be said to think critically if he/she makes judgment based on clear

reasons and there is an appropriate standard as consideration. Clear reasons are the result of deep thinking process from collected information. The information is taken from observation, experience, reflection, reasoning, or communication. All information obtained will be a consideration to guide his/her belief and actions.

Mertes (1991) viewes critical thinking as a process that is consciously and deliberately used to interpret and evaluate information and experience with a reflective attitude and abilities that guide our beliefs and actions. In order to be able to think critically, someone needs to involve a series of integrated capabilities and attitudes, think actively by using intelligence, knowledge, and skills to respond a questions, carefully dig up the situation by way of asking a question and answer relevantly, think for himself and carefully examines the various ideas and reach conclusions that are useful, discuss the idea in a way that is organized for the exchange of ideas to others.

Then, Kurfiss (1988) defines critical thinking as a rational response to questions that cannot be answered definitively and for which all the relevant information may not be available. It is defined here as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified. In critical thinking, all assumptions are open to question, divergent views are aggressively sought, and the inquiry is not biased in favor of a particular outcome. The outcomes of a critical inquiry are twofold: a conclusion (or hypothesis) and the justification offered in support of it. These outcomes are usually set forth in the form of an argument, defined as "the

sequence of interlinked claims and reasons that, between them, establish the content and force of the position for which a particular speaker is arguing" (Toulmin, Rieke, and Janik : 1979).

Rath et al (1966) adds that one of the factors that might affect the capacity to think critically is interaction between teachers and students. Students need the academic atmosphere that give a freedom and safety for students to express opinions when participate in learning activities. Then, Facione (1986) defines critical thinking as the ability to properly construct and evaluate arguments. He also organized a consensus of expert opinion to come up with the six broad categories of interpretation, analysis, evaluation, inference, explanation, and self-regulation.

✓ **Interpretation**

Interpretation is "to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria." Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning.

✓ **Analysis**

Analysis is "to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons,

information, or opinions." The experts include examining ideas, detecting

arguments, and analyzing arguments as sub-skills of analysis.

✓ **Evaluation**

Evaluation is "to assess the credibility of statements or other

representations which are accounts or descriptions of a person's

perception, experience, situation, judgment, belief, or opinion; and to

assess the logical strength of the actual or intended inferential relationships

among statements, descriptions, questions or other forms of

representation."

✓ **Inference**

Inference means "to identify and secure elements needed to draw

reasonable conclusions; to form conjectures and hypotheses; to consider

relevant information and to reduce the consequences flowing from data,

statements, principles, evidence, judgments, beliefs, opinions, concepts,

descriptions, questions, or other forms of representation." As sub-skills of

inference the experts list querying evidence, conjecturing alternatives, and

drawing conclusions.

✓ **Explanation**

Explanation is defined as being able to present in a cogent and coherent

way the results of one's reasoning. This means to be able to give someone

a full look at the big picture: both "to state and to justify that reasoning in

terms of the evidential, conceptual, methodological, criteriological, and

contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments." The sub-skills under explanation are describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and well-reasoned, arguments in the context of seeking the best understandings possible.

✓ **Self-regulation**

Self-regulation means "self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results." The two sub-skills here are self-examination and self-correction.

Those all six broad categories will be useful for organizing students' speaking activity in order to see their participation. The researcher will lead students to do six stages activity that is designed based on all categories above.

2.2.3   Why is Critical Thinking Needed ?

Until the 1990s, critical thinking was generally discussed in the realm of first language education (e.g. Ennis , 1962 ; McPeck , 1981). More recently, however, second language theorists and practitioners have also begun to take an interest in

the concept, leading to serious debates over both what the term "critical thinking" means and how it might be taught in a second language context.

Moreover, critical thinking is cited as an important issue in education today. Attention is focused on good thinking as an important element of life success (Huitt, 1998; Thomas and Smoot, 1994). "Perhaps most importantly in today's information age, thinking skills are viewed as crucial for educated persons to cope with a rapidly changing world. Many educators believe that specific knowledge will not be as important to tomorrow's workers and citizens as the ability to learn and make sense of new information" (Gough, 1991).

The importance of that critical thinking plays in the education process depends upon one's philosophic belief in the purpose of education. If education is only to teach basic facts, than critical thinking plays only a minor role and rote learning is sufficient. If, however, the role of education is to develop greater reasoning skill in order to cope with and make decisions about life and society, then critical thinking plays a central position, since reasoning is impossible without critical thinking (Kurfiss, 1988).

Critical thinking involves the justification of beliefs, and argumentation is the vehicle by which justification is offered. For many people, the term "argument" suggests violent disagreement, or at least a vigorous exchange of ideas. In the context of critical thinking, an argument is a "train of reasoning" in which claims and supporting reasons are linked to establish a position. Arguments are also, however, "human interactions through which such trains of reasoning are formulated, debated, and/or thrashed out" (Toulmin, Rieke, and Janik , 1979).

Argumentation occurs in various forums or settings for example, corporate board meetings, engineering design conferences, congressional committee meetings, courts of law (Toulmin, Rieke, and Janik , 1979), classrooms and residence halls, family "councils," town meetings, and many other public and private settings.

Then, Kabilan (2000) believes that by only using and knowing the meaning, learners do not become proficient in the target language. He strongly believes that learners can only become proficient language users if they, besides using the language and knowing the meaning, could display creative and critical thinking through the language. This implies that the learners must be creative in their production of ideas, and critically support them with logical explanation, details and examples.

Thinking critically in order to be a critical thinker is needed in many aspects of life and critical thinking skill can be owned from our learning process. According to Murti (2011), there are some reasons why critical thinking skill is needed as follows :

1. Critical thinking is a universal skill. Ability to think clearly and rationally takes on any job, when studying any science, to solve any problems, so it is a valuable asset for someone's career.

2. Critical thinking is essential in the 21st century. The 21st century is the era of information and technology. A need to respond to change quickly and effectively, so it requires a flexible intellectual skill, the ability to analyze information, and integrating different sources of knowledge to solve problems.

3. Critical thinking increases verbal and analytic skill. Think clearly and systematic can increase manner of expressing ideas, useful in studying ways analyze structure a text by logical, improve its ability to understand.

4. Critical thinking enhances creativity. To generate creative solutions of problems does not just need a new idea, but that new idea should be useful and relevant to the tasks that must be completed. Critical thinking is useful to evaluate new ideas, pick the best one, and modify if it is needed.

Wilson (2009) also notes some reasons why critical thinking skill is important to develop as follows:

1. Thinking critically prevents knowledge based on recitation in which individuals cannot keep the knowledge in their memory to be used in future.

2. Information spreads widely and very quickly, an individual needs the capacity to think critically to recognize the problems in different contexts at different times.

3. Modern society needs individuals who can combine information derived from various sources and make a decision.

2.2.4 Developing Students' Critical Thinking Skill

In learning process, the teacher should be able to provide opportunities to students so that they are able to cultivate critical thinking skill by using learning methods that enable to guide them to think, stimulate to inquire and seeking facts in order

solve problems or issues that they had learned. In learning, teachers are also required to create a conducive class so that students willing to participate during the learning process.

Winn in Santrock (2007) states that in order to develop critical thinking skill in teaching learning process, the teacher should use methods of discussion and debate. Discussion and debate can motivate the students to research a specific theme that is being studied in depth and test the issues. The teacher is expected to restrain himself for not stating his own views so that students feel free to explore their diverse perspectives. Teacher has also to provide opportunities and stimulate students to actively ask because it is a core part of learning and discovering knowledge.

Besides that, to develop students' critical thinking, teacher needs to apply form of exercises that refers to the students' mindset. These exercises can be done continuously and intensively so that at the end the students have skill to think critically in their life. There are a number of techniques according to Murti (2011) for training the critical thinking skill, such as follows :

- Text analysis

  In this exercise, teacher gives the students a text about an event or story. They were asked to explain the logical relationship between the events in that story. They were also asked to provide advice on the text, titles and provide additional content of the story. This activity requires students to think logically and provide reasons for any incident related to the story. As a

variant of this exercise, students could be asked to extend the story by adding a character (character) or events related to the original story.

- Discussion of Socrates

This exercise includes the submission of questions that can initiate critical thinking. This exercise can be done by asking the students about complex issues or problems. Students are asked to analyze concepts, to distinguish between facts and assumptions, and propose the right solution.

- Think out of the box

This exercise provides a riddle and questions for students to push their creative thinking which able to increase their critical thinking skill. For example, students are asked to draw a number of points, and they are being asked to connect the dots with the least possible number of straight lines.

This game improves students' skill to identify a strong connection of a complex situation, and distinguish it with the weaker one, so that it can help students to find a better solution. This game can be continued by introducing dots with different patterns.

Then, Rezaei, et al (2011) proposed some techniques effectively train students' critical thinking as follows :

- **Debate/Forum/Discussion**

Since debates are versatile and consequential in the range of topics and the format, they can inspire students' enthusiasm to critically contemplate

upon topics from different perspectives. The debates could perpetuate in the optimal outcomes provided that:

a. the topics are mainly controversial;

b. the topics are of relevance to the class and the subject matter;

c. the topics are interesting and motivating;

d. students know the discussion topics in advance;

e. students are given enough time to mull over the topic from different angles;

f. students have enough opportunities to express themselves freely and critically.

• **Media Analysis**

Having been informed about the sociopolitical and cultural dimensions of critical thinking, the authors have found media analysis quite beneficial in that students' awareness can be easily raised about issues such as equality, discrimination, bias, censorship, marginalization, etc providing that the abovementioned benchmarks are taken into consideration.

• **Problem Solving Tasks and Activities**

One of the distinguishing features of critical thinkers is to be able to raise questions and find pertinent answers for them on the basis of reliable evidence. The process of finding contingent resolutions is premised upon thinking critically. To do so successfully, students need to work in pairs and groups to describe the content of discussion, to define the problem, to

personalize the problem, to discuss the problem and its alternative solutions, and finally to evaluate the whole process.

- **Self-assessment & Peer-assessment Assignments**

The substantial issue at hand is that teachers often overlook their students' potentialities and susceptibilities. If teachers continue to disregard learners' views and opinions, or suppress them without ever giving them the opportunity to express themselves, then they will not be able to train and use their thinking skills. So, one way to alleviate the problem is to engage them in carefully guided self- and peer-assessment. Students should be given a chance to assess not only themselves but also others to enhance their critical thinking ability.

2.2.5 Questionnaire of Critical Thinking Skill

There are several key indicators to measure students' critical thinking skill level that was developed based on extensive research and the work of the Critical Thinking Pilot Group at Central Piedmont Community College (2007) as follows :

- Thinks critically and creatively.
- Formulates and re-evaluates position based on available evidence.
- Asks appropriate questions that challenge assumptions and conventional wisdom.
- Integrates ideas and values from different disciplines and contexts.
- Uses reflection as a way to monitor and adjust thinking.

- Understands and applies principles of learning and learning styles to own education.

- Applies knowledge in practical ways.

- Analyzes and evaluates data, ideas, patterns, principles, and perspectives.

- Recognizes own biases and suspends judgmental thinking.

- Uses problem solving strategies in a wide variety of professional situations.

- Employs values and standards of judgments from different disciplines.

All indicators above were transferred into some questions which was used to measure students' critical thinking skill.

2.2.6 Concept of Speaking

According to Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depends on the context in which occurs, including the participants themselves and the purposes for speaking.

Harris (1974) states that speaking as the encoding process whereby we communicate our ideas, thought and feeling orally. It shows that communication is delivering our idea that contain message to persuade people and give the information. The content of the information should be based on the situation. So, speaking is a communication process where the thought, idea, and message flow orally to give the information to other individual.

Lado (1961) defines speaking as ability to converse or express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one as the speaker and one other as the listener. In order to transfer idea clearly, fluency becomes the most important aspect based on this definition. Speak fluently refers to the ability of someone to speak quickly and easily (Ostler, 1985 : 210)

River (1978) states that through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. It has similar idea with what Tarigan (1987) says that speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thought and feeling.

In short, speaking plays important role in our daily life. Speaking ability in classroom relates to the ability of students to perform language in task given. In this research, speaking is defined as a way to express idea, opinion, and give information based on students' knowledge by using their critical thinking skill.

2.2.7 Functions of Speaking

Rivers (1997), divides the functions of speaking into two; they are talk as interaction and talk as transaction. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. The next are the explanations of the functions of speaking.

a. Talk as Interaction

According to Richards (2008), speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. Interaction proves someone is able to use the language which is important for communication. In fact, much of our daily communication remains interactional. Speaking as interaction refers to conversation that maintains social functions. It deals with greeting exchange, engage in smal talk, recount recent experiences, etc. Meanwhile, talk as interaction has several main features as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speakerís identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register

Some of the skills (involved in using talk as interaction) are:

- Opening and closing conversation
- Choosing topics
- Making small-talk
- Recounting personal incidents and experiences

- Turn-taking

- Using adjacency pairs

- Interrupting

- Reacting to others

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of them selves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Anne Burns (1998) distinguishes talk as transaction into two different types.

The first type is based on situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on

obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

Meanwhile, talk as transaction has several main features as follows:

- It has a primarily information focus
- The main focus is the message and not the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks
- There may be negotiation and digression
- Linguistic accuracy is not always important

Some of the skills involved in using talk for transactions are :

- Explaining a need or intention
- Describing something
- Asking questioning
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons

c. Talk as Performance

This type refers to public talk, that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable formal and is closer to written language than conversational language.

Talk as performance has several main features, they are :

- There is a focus on both message and audience

- It reflects organization and sequence

- Form and accuracy is important

- Language is more like written language

Some of the skills involved in using talk for transactions are :

- Using an appropriate formal

- Presenting information and appropriate sequence

- Using correct pronunciation and grammar

- Creating an effect on the audience

- Using appropriate opening and closing

According to Nunan (2003 :56), talk as interaction is more fluid and unpredictable than talk in transaction. But talk as transaction is easier for some students because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are rich resource of

group activities, information-gap activities and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

Then, Brown and Yule (1999) say that in transactional situation, where information transference is the primary reason for the speaker choosing to speak, the language tends to be clearer, more specific, than in primarily interactional situation. So they assume that normal speaker of language achieve an ability to express their need, to communicate information. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

2.2.8 Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of spoken language.

Those types are as follows:

1. Monologue

   In monologue, when a speaker uses spoken language like speech, lectures, readings, news broadcast and the like. The listener must process long stretches of speech without interrupting the steam of the speech will go on whether or not the listener comprehends.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional language. In a dialogue involves two or more speakers to convey propositional or factual information.

Brown (1994: 271-272) also provides type of classroom speaking performances, they are :

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech in which learner practices an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of the students speech in the classroom is responsive : short replies to teacher or student-initiated question or comment.

4. Transactional (dialogue)

Dialogue conducted for the purpose of information exchange such as information-gathering interview, role play or debate.

5. Interpersonal (dialogue)

Dialogue to establish or maintain social relationships, such as personal interview or casual conversation role play.

6. Extensive (monologue)

Extended Monologue such as oral reports, oral summarize, or perhaps short speeches.

Besides that, Harmer (2001) suggests some classroom-speaking activities that are currently in use in communicative class as follows :

a. Acting from Script

The teacher can ask the students to act out scenes from plats and or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication Games

Games which are design to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001: 272) discussion range is divided into several stages from highly formal, whole group staged events to informal small group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

One of the reason that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the

language they might use to say it. Many students feel extremely exposed in discussion situations.

d.   Prepared Talks

A popular kind of activity is the prepared talk where students make presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing-like than this. However, if possible, students should speak from notes than from a script.

e.   Questionnaires

Questionnaires are useful because, by being pre-planed, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language pattern-and thus be situated in the middle of our communication continuum.

f.   Simulation and Role Play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter (such as business meeting, an encounter in an aero plane cabin, or an interview) as if they doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency.

Here the researcher chooses to apply discussion as classroom-speaking activity because this activity allows students to explore their existing knowledge and express their real opinion. They will feel free to speak and it is expected can stimulate students' willingness to speak actively. Besides, it will show their critical thinking skill because it requires thinking process before speaking

2.2.9 Concept of Participation in Speaking Activity

Participation is derived from English "participation" which means taking part. According to *Kamus Besar Bahasa Indonesia,* participation is "playing a part in an activity". Tannenbaun (1958: 58), says that participation is a level of how far the members involved in activities and contribute effort and his mind in the execution of such activities. Meanwhile, according to Dusseldrorp (1981: 33) participation means activities or circumstances to take part in an activity to achieve an optimal benefit. Based on these two definitions, it can be concluded that participation is the involvement of someone both mind and energy to get benefit from the activities.

Mulyasa (2009) reveals that participation is student activeness in following an activity. In learning process, students are expected to be able to participate actively. The learning process is successful and qualified if wholly or at least most students are actively involved, physically, mentally and socially in the process of learning, besides indicate high excitement and self confidence to learn. While Trinandita (1984) states that the most fundamental required in the learning process is students' activeness. The activeness of the students in the learning process will

cause a high interaction between teachers and students or with students itself. This will create conducive environment where each student can involve his ability as much as possible. Then, activities from the student will raise knowledge and skills that will lead to increase students' achievement.

According to Hasibuan (2006 : 7), students' participation means participation of students in learning activity which is shown by mental and physical behavior. Optimal learning occurs when students participate in taking responsibility in the learning process. Student participation demonstrates his activeness. The students participation can be seen from some of the behaviors such as listening, discussing, making something, write reports, and so on. He also states that students' participation is needed in setting goals and activities in teaching learning process. Participation is required in the learning process because the principle of learning is doing activities to change behavior.

Moreover, Arikunto (2005) states that student's participation is the involvement of learners' attitude, thought, attention, and activity in the process of learning to support the success of the learning process itself. An increase in the activity of learners is marked by growing number of learners who engage in active learning, asking and answering, interacting and discussing the subject matter. Active participation of students is very influential on the developmental process of thought, emotion, and social. Students' involvement in learning means the children actively involved in the learning process and take a decision.

Mardikanto (2003) says that participation is a special form of interaction and communication relates to the division of authorities, responsibilities, and benefits.

While in an active learning, interaction and communication are crucial. An active learning aims to makes the students learn actively in which students' activeness (participation) is main requirement. In order to make an active learning process, the teacher should stimulate the students. Teacher has to pay attention on students because students are the core of the teaching and learning process. It is as expressed by Kemp (1997: 4) that students are the center of the teaching and learning process, so they have to be involved in almost all the phrases of the classroom interaction from planning to evaluation.

Substantially, learning is the interaction of the students with their environment. Therefore, to achieve optimal learning results need the involvement or participation of students in learning. Student involvement is very important to determine the success of learning. Participation of students in learning is student involvement in the learning process to achieve a goal that is a good learning outcome.

In speaking class, the way to participate is through speaking. In order to make students involve actively, we may apply a classroom-speaking activity related to the situation. Discussion is considered as good method for this research because it gives a big chance for students to be active speak where the researcher aims to see students' participation in expressing their own ideas through speaking. The researcher chooses to use discussion with technique informal debate. Roestiyah (2008: 14) states that informal debate is a technique in which the speakers from the pros and cons convey their opinions; can be followed by a disclaimer and members of the other groups can also ask the speakers.

Debate has recently become a very efficient and successful educational tool that encourages the development of various skills, including critical thinking. It has always been important to be able to stand up for someone self and argumentatively present his position. This is the exact situation in which debate becomes a helpful tool, as people frequently tend to have different ways of understanding a common problem which results in conflicting interests. Still, the objective for them is to arrive at a consensus, by using certain skills of persuasion and argumentation. These skills were and still are essential not only for professional public speakers, *i.e.* politicians, lawyers, businessmen, teachers, but for all the people in their everyday activities. Those who are more efficient in applying these skills are more successful in life and in achieving their goals and perspectives, and in studying a foreign language in particular.

For discussion, the students were led through a six stage process (Rear : 2010), translated from the six broad categories defined by Facione (1986) in the previous explanation, as follows:

1. Identify and clarify the issue (Interpretation)

   In the first stage of preparation, the students will be divided into three groups that consist of ten students and given a text for each group with different topics that are close to their life as students and it is completed by some questions in a worksheet.

2. Gather and organize information about the issue (Analysis)

The second stage will begin with the students discussed in their group what kind of information or data they wished to gather, answering a series of questions in their worksheet.

3. Evaluate that information for accuracy and applicability (Evaluation)

In the third stage, they learn how to evaluate that data for trustworthiness and strength. They are given practice in appraising certain items of information provided by the teacher, deciding if they felt each one was credible and why.

4. Draw conclusions from the evidence (Inference)

The fourth stage involves planning the debate itself. They should have determined to be pro or contra towards writer's opinion in the text.

5. Explain conclusions logically in the form of a debate (Explanation)

The main focus for the fifth stage is on presentation skills and language. In terms of presentation, it would show their participation in speaking activity.

6. Critically appraise and examine one's performance (Self regulation)

This left the sixth and final stage: the critical self-appraisal of the students' performances. During the debate, three types of appraisal were carried out: by the teacher, by the audience, and by the participants themselves.

The researcher will give topic of speaking focused in three topics that are close to their life as the following:

1) The Pros and Cons of Giving Students Homework

2) The Pros and Cons of School Uniform

3) National Exam : Pro and Contra ?

To evaluate students' participation the researcher will elaborate some aspects of discussion according to Arsjad (2005: 87-89) that consists of literary and non literary aspects as indicator. The aspects are (1) encouragement/ spirit; (2) fluency; (3) clarity/ word choice; (4) problem mastery; (5) opinion.

Encouragement/ spirit related to students' braveness to express ideas and response to the problem, whether or not he or she give respond the problem quickly. While, fluency measures if they speak fluently or have some difficulties when speak and sometimes stop speaking to think. Then, clarity/ word choice, it shows whether they vocal is clear, speak in right sentence structure, and have good word choice. Next is problem mastery. It describes students' understanding about the topic, we can see it from their desire to give argumentations in discussion. The last is opinion and it relates to whether or not they propose a logical argument and it is completed by proper reasons.

2.3 Theoretical Assumption

In relevance to Mertes (1991), critical thinking skill involves a series of integrated capabilities and attitudes such as skill to respond a questions, carefully dig up the

situation by way of asking a question and answer relevantly, think for himself and carefully examines the various ideas and reach conclusions that are useful, discuss the idea in a way that is organized for the exchange of ideas to others and according Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, we can see that when someone speaks there is also processing information activity before they exchange the idea to others. It means, someone needs to think before speaking.

Referring to what have been discussed, the researcher assumes that to have better participation in speaking activity students need to have good thinking ability. It is caused by reason that Yada, et al (2005) have said that the ability of critical thinking skill itself could stimulate students to communicate well.

Based on the statement above, the researcher assumes that critical thinking skill differentiate students' participation in speaking activity. Then, the researcher also assumes that the students with high critical thinking skill in learning English may have better participation in speaking activity than the low ones.

2.4 Hypothesis

By concerning the theories and the assumption above, the researcher formulated the hypothesis as follow:

Hypothesis for research question 1

H_{01} there is no difference in speaking participation between high and low critical thinking skill students.

H_1 there is a difference in speaking participation between high and low critical thinking skill students.

Hypothesis for research question 2

H_{02} students with high critical thinking skill do not gain the highest score on problem mastery aspect.

H_2 students with high critical thinking skill gain the highest score on problem mastery aspect.

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