

**THE CORRELATION BETWEEN CRITICAL THINKING AND  
SPEAKING SKILL OF THE TWELFTH GRADE STUDENTS OF SMA  
NEGERI 11 PALEMBANG**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF TRIDINANTI  
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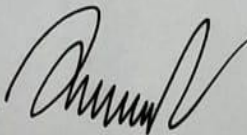
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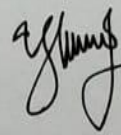
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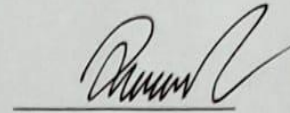
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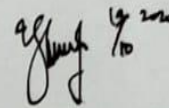
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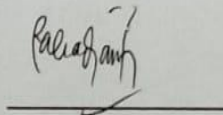
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## DEDICATED AND MOTTOS

This thesis is presented to :

- Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW who always guides me to be a good muslim.
- My dearest and the most extraordinary parents who are the most beautiful blessing from God along my life. My Father and My mother, thanks a lot for your pray, your sacrifices, great attention, love, and all of meaningful thing that you gave to me.
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## MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

“Whoever takes the path to seek knowledge, Allah will make it easy for him to go to heaven”. (HR. Muslim, No. 2699)

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

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## **ABSTRACT**

This study focused on finding out whether or not there was any significant correlation between critical thinking and speaking skill and investigating how much critical thinking contributed to speaking skill of the twelfth grade students of SMA Negeri 11 Palembang. This study involved 110 students as the sample, chosen by using cluster random sampling. The data were collected using critical thinking questionnaire and speaking skill test. The result of study showed that the level of students' critical thinking and speaking skill was in average category. After analyzing and calculating the data, it was found that there was significant correlation between critical thinking and speaking skill of the twelfth grade students of SMA Negeri 11 Palembang since the p-value (0.000) was lower than 0.05. The  $r_{\text{value}}$  was 0.966 and showed that there was very high correlation between critical thinking and speaking skill of the twelfth grade students at SMA Negeri 11 Palembang. Furthermore, critical thinking gave contribution to speaking skill as much 93.4 %.

**Keywords:** critical thinking, speaking skill, explanation text

## LIST OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL PAGE .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURE .....</b>	<b>xii</b>
<b>LIST OF APPENDICE.....</b>	<b>xiii</b>
<b>I. INTRODUCTION</b>	
1.1 Background.....	1
1.2 The Problem of Study.....	7
1.3 Objectives of The Study .....	8
1.4 Significances of The Study.....	8
<b>II. LITERATURE REVIEW</b>	
2.1 Concept of Speaking .....	10
2.2 Concept of Explanation Text.....	13
2.3 Concept of Critical Thinking .....	16
2.4 The Relationship between Critical Thinking and Speaking Skill ....	20
2.5 Previous Related Studies .....	21
2.6 Hyphoteses .....	23
<b>III. METHODOLOGY OF RESEARCH</b>	
3.1 Method of Study .....	24
3.2 Variables of Study .....	25
3.3 Operational definition.....	26

3.4	Population and sample of the Study .....	27
3.4.1	Population of the study .....	27
3.4.2	Sample .....	28
3.5	Technique for Collecting Data .....	29
3.5.1	Critical Thinking Questionnaire .....	29
3.5.2	Speaking Test.....	30
3.5.3	Validity .....	31
3.5.3.1	Validity of Critical Thinking Questionnaire.....	31
3.5.3.2	Validity of Speaking Skill Test.....	32
3.5.4	Reliability .....	33
3.5.4.1	Reliability of Critical Thinking Questionnaire .....	33
3.5.4.2	Reliability of Speaking Skill Test.....	34
3.6	Technique forAnalyzing Data .....	35
3.6.1	Normality Test .....	36
3.6.2	Homogeneity Test .....	36
3.6.3	Correlational Analysis .....	36
3.6.4	Regression Analysis .....	38

#### **IV. FINDINGS AND INTERPRETATION**

4.1	Findings .....	39
4.1.1.	Descriptive Analysis .....	39
4.1.1.1	The Result of Critical Thinking Questionnaire .....	39
4.1.1.2	The Analysis of Frequency of Critical Thinking Questionnaire .....	40
4.1.1.3	The Result of Speaking Skill Test .....	41
4.1.1.4	The Analysis of Frequency of Speaking Skill Test ..	42
4.1.2	Statistical Analysis.....	43
4.1.2.1	Result of Normality test.....	43
4.1.2.2	Result of Homogeneity Test .....	44
4.1.2.3	Result of Correlation Analysis.....	44
4.1.2.4	Regression Analysis.....	45



4.2 Interpretation .....	46
<b>V. CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	49
5.2 Suggestions .....	49
<b>REFERENCES.....</b>	<b>52</b>
<b>APPENDICES</b>	



# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study .

### **1.1 Background**

Language is a means of communication which is very important to help people adapt with the society. It is used by human beings to interact with others and express feeling and thoughts. One of the primary languages for communication and spoken by millions people all over the world is English. As an international language, English is very important to learn because it has many interrelationships with various aspects of life such as business and school. Moreover, it helps people to make interaction and communication each other.

In Indonesia, English is considered as the foreign language. Indonesia puts English into its educational curriculum in order to be able to compete in this globalization era. Hence, it becomes one of the compulsory subjects in Junior and Senior High Schools. By learning English, students are expected to absorb and keep up with the development of science, technology and art. Furthermore, the curriculum 2013 about implementation of curriculum stated that learning English can make the students be able to prepare themselves to continue their studies to the next level, to communicate with others, to show understanding of content in an academic setting.

According to Effilius (2014), the final objective of teaching and learning process of English is that students are expected to master the four skills of English: listening, speaking, reading, and writing. In addition, speaking is one of important aspects in English language learning. It is oral communication which maintains social relationship with the others. Chastain (2004) defines that speaking is a productive skill since it produces ideas, messages, and suggestion and it needs to be practiced. Speaking is a skill used as a means of interaction to express and transfer ideas and emotions. Brown (2001) states that oral communication competence or speaking skill is a goal of English learning. It has been considered as an initial skill that leads the learners to develop the other communication competences. Moreover, Ur (1996) confirms that speaking is the most important among other language skills because good speakers are people who know the language well, as if all other language skills (listening, reading and writing) are included in speaking skills. For instance, speaking could affect the writing skill since speaking required to production which is regarded as the last phase of language learning process while writing is just reflection of the comprehension that can accepted easier (Elvita & Indrasari 2017). In addition, Bailey and Nunan (2005) confirm that speaking is the important aspect of language learning whether it is as a second or a foreign language that can be measured from the ability of the students in the learning process.

Meanwhile, speaking skill is viewed as the most substantial part of English Language Learning (ELL) course. The growing need for international communication in the information age has led many learners to take language

classes in order to improve their speaking ability. Sanavi and Tarighat (2017) state that many students have mastered basic speaking skills, however, only some of them could perform much more effectively in the acquisition and their progress in oral communication than others. Moreover, Malmir and Shoorcheh (2012) found that students who are more communicative and have good communication experience will be more successful in school and other areas of their lives.

However, developing students speaking skill for students of English as a Foreign Language (EFL) is very challenging because the status of English which is rarely used in national or social life (Broughton, 2003). Even when the learners learn English language for so many years, they still face many problems in speaking using correct grammatical in English. First, the limitation of students' vocabulary makes them unable to express their ideas. Second, students' English speaking skill is influenced by their mother tongue. Third, students rarely practice their English speaking skill in and out of class. As the result they are reluctant when they want to express their ideas and thoughts in English because they are afraid to make mistake either in grammar or vocabulary. Based on writer's observation when doing teaching practice at SMA Negeri 11 Palembang in 2019, many students were afraid to make mistakes when using English language in front of the class. Moreover, they did not feel confident because of the students rarely practice their English speaking skill in daily life and students' English speaking skill is influenced by their mother tongue.

Meanwhile, the effective oral communication requires the ability to use the language appropriately in social interactions (Fulcher, 2003). Furthermore, Hugh

and Lavery (2004) state that the relationship between language and thought is straight forward as the thought is expressed in and through language. Moreover, the Partnership for 21st Century Skills (2002) identifies four essential skills, called the 4C skills which are critical thinking, creativity, collaboration and communication that can help students to be successful citizens beyond school and to catch up with the increasingly developing technology in the global workforce. According to Erdogan (2019), communication and critical thinking skills are interconnected because critical thinking enables students to evaluate the information and make students could assess the accuracy and value of information, analyze and evaluate information, make rational decisions and take purposeful action. Therefore critical thinking can make students have a good interaction and respectfully with others. In addition, students need to understand how the ways speaking can express thoughts.

Critical thinking is an important topic in modern education. The purpose of teaching critical thinking in other discipline is to improve thinking skills of students and better prepare them to succeed in the world. According to Pirozzi (2003, p. 200), critical thinking is deliberate thinking because it always involves a clear purpose and a specific goal. When thinking critically, someone is trying to find out the reasons or explanations for events, considering various sides of an issue, attempting to solve the problem, coming to a decision, or making a sense of a situation. Moreover, Sarigoz (2012) states that critical thinking means that the individual features such intellectual thinking skills as reasoning, analyzing,

problem solving, reading comprehension, creative thinking, judgment and deciding accurately.

In addition, Willingham (2007) found that goal of schooling is to enable students to think critically which consists of examining both sides of an issue, being open to new affirmations that may refute your ideas, believing that claims be inferred by evidence, observation, induction and deduction and so forth. Furthermore, students need critical thinking in their academic life to solve problems to evaluate their learning difficulties and to interpret problems before trying to solve them. Students need to gather as much information as possible to overcome them.

According to Pratiwi (2018), students who have good critical thinking tend to have good speaking skill in the class, but a few students who have low critical thinking tend to have inadequacy communication skills. Low critical thinking in this case means the students often think in ways that are unclear, imprecise, and inaccurate. Pirozzi (2003) divided the characteristics of critical thinking skill into seven parts, there are : (1) flexibility, (2) clear purposes, (3) organization, (4) time and effort, (5) asking question and finding answer, (6) research, and (7) logical conclusion.

Moreover, Sarigoz (2012) confirms that critical thinking comprises of such processes as featuring intelligence about a matter, deciding and judging accurately. Meanwhile, Facione (2007) states there are mental and cognitive abilities and skills which can be put at the core of critical thinking including interpretation, analysis, evaluation, inference, explanation, and self-regulation.

Hence, critical thinking strategies help the learners to become active participants in the interaction process in way by listening carefully to other students, judging on those utterances, and making the best decisions about what to say in response to what has been said in the conversation by other interactants (Malmir & Shoorcheh 2012).

One of the biggest problems for English as Foreign Language (EFL) learners is to speak fluently and correctly since the students must speak and think at the same time to master speaking skill. In fact, by increasing the critical thinking level, the ability to speak English is significantly improved (Ramezani, Larsari, & Kiasi 2016). Furthermore, students who have critical thinking will search the information first before they speak then they could analyze the information, make rational decisions and take purposeful action. Hence, they will have better performance in speaking skill because they can express the idea accurately into orally. In this study, the writer used explanation text as a text to measure the students speaking skill. According to Mark and Kathy (1997), explanation text is often used to tell how and why thing (phenomena) occur in nature. This is in line with the critical thinking which to make the students solve the problems and find the information about how and why something happens on the real world problems.

There were some previous studies that have investigated about critical thinking and speaking skill. First, Ramezani, Larsari, and Kiasi (2016) investigated the relationship between critical thinking and EFL learners' speaking ability. They found that English students who are as critical thinkers and be able



to decision logically, as the results of the study indicated also show better performances on their speaking ability. Second, the study by Malmir and Shroorcheh (2012) and Sanavi and Tarighat (2014) found that increase critical thinking awareness explicitly had a significantly positive impact on the speaking skill of female Iranian adult intermediate EFL learners. Last, the survey study from Sarigoz (2012) revealed that the critical thinking skill of the students varied between the schools. Generally, the students were nervous get when find the problem so they could not think about problem accurately. Thus, they should educate themselves ideally, so that they come to a level that they can help their self to make decisions accurately. In order to make students decide accurately and act logically without getting nervous.

Based on the above explanation, the writer was interested in conducting a study entitled “The Correlation between Critical Thinking and Speaking Skill of the Twelfth Grade Students of SMA Negeri 11 Palembang”.

## **1.2 The Problems of Study**

The problems of study were formulated in the following questions :

1. Was there any significant correlation between critical thinking and speaking skill of the twelfth grade students of SMA Negeri 11 Palembang?
2. How much did critical thinking contribute toward speaking skill of the twelfth grade students of SMA Negeri 11 Palembang?

### **1.3 Objectives of the Study**

Based on the research questions above, there were two objectives of this study as stated below :

1. to find out whether or not there was any significant correlation between critical thinking and speaking skill of the twelfth grade students of SMA Negeri 11 Palembang.
2. to find out how much critical thinking contributed toward speaking skill of the twelfth grade students of SMA Negeri 11 Palembang

### **1.4 Significances of the Study**

Hopefully, the study could be able to give contribution and benefits for teachers of English, students, school, the writer and for the other researchers.

#### **1. Teachers of English**

This research is expected to give information about the importance of critical thinking skill in speaking skill and to help teachers to find out about their students' skill especially in critical thinking and speaking skill. Hopefully, by knowing the students' critical thinking, teachers can provide the effective strategies or techniques to improve their students speaking skill.

#### **2. Students**

This study is expected to increase the students' awareness about the importance of critical thinking toward their speaking skill in learning English.

### 3. The Writer

The result of this study is expected to give valuable information to the writer about the importance of critical thinking and its influence to the speaking skill. Hopefully, this study can give more knowledge and experience in conducting research for the English teaching especially for the teaching of speaking.

### 4. The Other Researchers

For others researchers, this research is expected to be a reference for them in conducting another similar research, especially in the field of critical thinking and speaking skill.

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