



## **Exploring EFL Students' Critical Thinking in Academic Speaking Class**

**Anjani Vicka Prasasti Hasibuan<sup>1</sup>, Esti Kurniasih<sup>2</sup>**

English Education, State University of Surabaya

e-mail : [anjani.18017@mhs.unesa.ac.id](mailto:anjani.18017@mhs.unesa.ac.id)

### **Abstrak**

Impelementasi kemampuan berpikir kritis untuk mahasiswa dapat dilakukan melalui keterampilan produktif, salah satu keterampilan produktif yang dapat mengaplikasikan kemampuan berpikir kritis ada keterampilan berbicara dalam bahasa Inggris sebagai bahasa asing. Kemampuan berpikir kritis pada keterampilan berbicara dapat dilakukan melalui presentasi. Mahasiswa diharapkan mampu mempresentasikan informasi yang telah didapat dengan tujuan menentukan keputusan yang akan dilakukan. Penelitian ini menggunakan metode deskriptif kualitatif untuk mendeskripsikan bagaimana mahasiswa mengeksplorasi kemampuan berpikir kritis melalui *PowerPoint* dan mengaplikasikan kemampuan berpikir kritis di dalam kelas *Academic Speaking*. Penelitian ini dilakukan di salah satu kelas *Academic Speaking* di UNESA dan menjadikan 8 hasil *PowerPoint* mahasiswa sebagai objek penelitian. Hasil penelitian menunjukkan bahwa kemampuan berpikir kritis tereksplorasi pada hasil *PowerPoint* mahasiswa melalui metode paraphrase dan merangkum. Selain itu, mahasiswa dapat mengaplikasikan kemampuan berpikir kritis pada kelas *Academic Speaking* melalui membaca artikel yang akan dipresentasikan dan mempertimbangkan isi artikel yang akan dipresentasikan.

**Kata Kunci:** *Berpikir kritis, Kelas Academic Speaking*

### **Abstract**

The implementation of critical thinking for EFL students can be done productive skills, one of the productive skills which can apply critical thinking is speaking skills. The implementation of critical thinking in speaking skills can be done through the presentation. Students must be able to present the information that they have already found to decide what they should do for the next step. The research used descriptive qualitative research to describe how EFL students' critical thinking is explored through their PowerPoint and how EFL students apply critical thinking in Academic Speaking Class. This study took place at one of the Academic Speaking Classes in UNESA with eight students' PowerPoint results as the object of the study. The result showed that critical thinking was explored in students' PowerPoint results through paraphrasing and summarizing strategies. Students applied critical thinking in Academic Speaking Class through reading article journals and considered the context to be presented.

**Keywords:** *Critical Thinking, Academic Speaking Class*

## INTRODUCTION

In the 21st century, there are many innovative frameworks to be taught in school. One of the most familiar ones is the 4C skills framework (creative skills, critical thinking skills, collaboration skills, and communication skills); it is the preferable soft skill needed to succeed (Ahmad, 2020). Those skills are not only taught at the elementary school level but also senior high school level. Higher education students also need those skills, especially critical thinking, to prepare for their future after graduating from university. The research conducted by Ahmad (2020) argued that future jobs could not be predictable; universities should train their students to face real life after university. Higher education students need to learn 4C skills, especially critical thinking skills in the foreign language class, to increase students' ability and motivation, which helps students link the subject with the factual condition (Larmuseau et al., 2018). Students and teachers can implement higher-order thinking skills by taking steps such as analyzing, evaluating, and creating.

Critical thinking is a current topic discussed in the ELT issue, especially for Indonesian learners. Critical thinking is essential for students in the 21<sup>st</sup> century, especially for higher education students. Critical thinking can be done through some strategies, one of the strategies to train critical thinking is summarizing and paraphrasing. It aligns with some research conducted in Indonesia to increase students' critical thinking. For example, Jusmaya & Efyanto's (2018) study about increasing EFL students' critical thinking through project-based learning shows that PBL can help teachers enrich students' critical thinking.

The research conducted by Ahmed (2018) stated that the current worldwide changes present enormous problems for the new millennium, particularly in terms of education. To be productive in the twenty-first century, students must exhibit critical thinking, creativity, collaboration, and communication skills that will allow them to deal with the unforeseen developments they will experience. Another research conducted by Suryanti et al. (2020) stated that one of the four talents that students must have before entering the twenty-first century is critical thinking; critical thinking becomes a significant issue in education, as it is one of the four competencies that students must possess before entering the twenty-first century. Critical thinking can be defined as higher-order thinking skills, or other researchers defined critical thinking based on the condition in the field. In addition, as the research conducted by Tathahira (2020), critical thinking is a word that is commonly understood as referring to higher-level thinking. Critical thinking is more than simply a way of thinking; it is also a skill that is becoming increasingly vital in the workplace (Tathahira, 2020). Another statement by Bloom classifies the level of thinking become lower-order thinking skill and higher-order thinking skill, and critical thinking is classified as a higher-order thinking skill consisting of analyzing, evaluating, and creating. Another theory about critical thinking is stated in Manson's Book about Critical Thinking in Learning, the ability

to accurately assess reasons, balance relevant facts, and recognize erroneous arguments. The writer further supports the theory of critical thinking; according to Siegel (1990), critical thinkers must be able to evaluate reasons and their ability to justify ideas, claims, and actions appropriately. As a result, the critical thinker must be familiar with and capable of using both subject-specific and subject-neutral (logical) norms regulating the evaluation of arguments.

As the explanation above, it can be concluded that critical thinking in Indonesia should be applied, especially to higher education students. Based on the consideration of current conditions, higher education students need critical thinking to deal with ICT development; living in the millennial era has motivated all learners to stay one step ahead of the curve by utilizing existing and updated technologies to enhance their learning (Tathahira, 2020). In addition, the researcher also stated that critical thinking is a skill that is necessary for students in higher education because students in higher education are expected to exhibit higher-level thinking; it is regarded as a complementary notion and a critical thinking capacity that is highly valued in higher education. It is in line with the study conducted by Ahmed (2018), who stated that higher education students prepare for their careers after university. Still, they also have to deal with the globalization era. Globalization and the increasing relevance of modern information and communication technology (ICT) provide enormous difficulties for the new millennium, particularly in the sector of education. Students are more than ever required to learn a wide range of competencies connected to information, communication, and technology, focusing on skills, living in this increasingly complicated world, and being effective in the twenty-first century. Critical thinking skills have been ingrained in the higher education curriculum for a long time [3]. One of the frameworks which consist of critical thinking is language subject, especially English subject. Language ability and mastery are significant aspects influencing students' critical thinking in the English curriculum (Tathahira, 2020). The government chooses language subjects to develop critical thinking because by using language, students can understand what they will decide in developing ICT based on the information given. Critical thinking is primarily concerned with the cognitive processes involved in interpreting and evaluating information (Pravita & Kuswandono, 2021).

The implementation of critical thinking for EFL students, especially speaking skills, can be done through the presentation. Students must be able to present the information that they have already found to decide what they should do for the next step. Learners in the twenty-first century must be able to analyze numerous sources of information, judge the content's relevance and credibility, and make decisions about what to believe (Ya-Ting C. Yang & Gamble, 2013). Furthermore, presentations involve groups of learners collaborating to present smaller pieces of a course to their classmates, instilling responsibility for rationally and convincingly creating and delivering material, abilities that are

useful to both CT and oral proficiency. They further added that using an argumentative, issues-based approach, the provision of explicit norms and rubrics for critique, and an emphasis on sustained substance can all be attributed to the growth in CT abilities. According to Din (2020), the ability to gather, evaluate, and use knowledge efficiently and responsibly is referred to as critical thinking; students should be able to deliver the information efficiently with their sentences.

Furthermore, students should be able to show the source of information presented in front of the class. Critical thinking is not only about analyzing, evaluating, and producing; it can be about solving the problem and making a decision (Ya-Ting Carolyn Yang et al., 2013). Thus, students should be able to solve the problem related to the topic given in speaking skills and decide their part and decide the best solution related to the problem by delivering the idea.

It is in line with the curriculum made by UNESA proposed Academic Speaking Class for English Education students. Academic speaking class is the course that the students should take to develop their speaking skills academically. Based on Buku Pedoman UNESA (2019), Academic Speaking Class is a subject that increases students' self-confidence to deliver academic oral communication through the conference, seminars, poster presentations, moderators and announcers, classroom and panel discussions, etc.

The implementation of critical thinking in Academic Speaking Class can be seen through students' PowerPoint results. Students created one PowerPoint and presented the ELT paper in front of their friends. Students should be able to identify the problem, question, or issue in the first stage of exploring critical thinking. After reading the ELT paper, which the students choose, they should find the main problem discussed in the paper. They have to summarize the problem with their word accurately and put it in their PowerPoint. And then, they considered the contexts and assumptions, decided their position based on the hypothesis and evidence they found in the ELT paper, evaluated the data described in the paper, developed the analysis and conclusion of the article, and added some highlight points in the article. Thus, the output of the Academic Speaking class is the students can make a PowerPoint and deliver the academic material in front of the classroom through some steps such as analyzing, summarizing, and paraphrasing.

Academic Speaking Class can explore critical thinking through PowerPoint presentations based on the explanation above. So, the research objectives are formulated as follows:

1. To describe how EFL students' critical thinking is explored through their PowerPoint in the Academic Speaking Class.
2. *To describe how EFL students apply critical thinking in the Academic Speaking Class.*

## METHODOLOGY

In this research, the researcher used descriptive qualitative research as the research design to answer the research questions. This study took place at one of the Academic Speaking Classes in UNESA; the subjects were English Education students in one of the Academic Speaking Classes. Students' PowerPoint results in one of the Academic Speaking Classes in UNESA were the object of this research. Furthermore, a critical thinking rubric, set of questions, and interview guide were used as the research instrument. In addition, the data collection techniques were documentation, questionnaire, and interview. Based on the research design used in this study, the researcher analyzed the data by familiarizing, organizing, coding, and interpreting as the phase of data analysis in qualitative research.

## RESULTS AND DISCUSSION

Based on the first research objective about critical thinking explored in the Academic Speaking Class, the researcher analyzed students' PowerPoint results and their speaking transcripts through a critical thinking rubric connected with speaking skills. The rubric was adopted from Washington State University's Center for Teaching, Learning, & Technology. There were eight students in the Academic Speaking Class. In analyzing the PowerPoint result and speaking transcript, the researcher considered six components identifying the problem, context and assumption, position and hypothesis, analyzing supporting data, integrating the perspective, and identifying conclusion.

The first PowerPoint result and speaking script was from Student 4. The first slide of the PowerPoint showed that Student 4 identified the critical issue of the paper which is chosen through background as followed:

Background: critical thinking is important for EFL students
Problem: university study did not reached critical thinking level yet
Solution: argumentative writing train critical thinking

Student 4's started to explain from background "Critical is important in this era, for the information stream has been unlimited," problem "Critical thinking has not reached the graduate students (Proven by the study from Pithers and Soden)," and solution "Integrating critical thinking with EFL by Argumentative Writing." In presenting that information, Student 4 used summarizing in presenting his PowerPoint. In the next slide and explanation, Student 4 explained the limitation of the study through research methodology. Student 4 presented the conclusion based on available evidence within the context, for instance:

Conclusion: the absence of critical thinking

Further study: critical thinking should be analyzed more

Furthermore, this was Student 4's explanation result for conclusion "The absence of CT skills can deprive learning achievement and critical thinking. CT is teachable in L2 classes", and developed the implication "Further study needs to be done in other fields. CT and language should be bound to enable the thinking skills CT as an aim beside language". Student 4 sums up the conclusion and suggestion at the end of the presentation. According to Ya-Ting C. Yang & Gamble (2013), learners in the twenty-first century must be able to evaluate a variety of sources of information, assess the relevance and reliability of the material, and make decisions about what to believe. In addition, they further added that critical thinking is also about making a decision, so that, Students 4's PowerPoint reflected critical thinking.

The second PowerPoint result and speaking script which the researcher analyzed was the PowerPoint result of Student 7. In the first part of the PowerPoint, Student 7 identified the background and explain the result of summarizing from the importance "One of the most important educational goals is to create a student-centered learning environment. In a student-centered learning environment, knowledge is considered as a tool, which means that students' critical thinking skills and writing competence are involved", problem "Educators and teachers are not sufficiently prepared to design and implement student-centered learning environment," and solution of the ELT paper which Student 7 chose "Online applications, such as Web Quests can overcome these problems by providing an active and student-centered learning environment." Student 7 also accurately explained the importance of the research. After that, Student 7 continued to sum up the context of the ELT paper. Furthermore, Student 7 successfully identified the conclusion "Conducting a WebQuest-based classroom contribute to EFL teachers to develop EFL learners' critical thinking and academic writing skills more effectively and efficiently both in the short and long term" and considered some recommendation based on the paper "It is recommended that this study be replicated while recruiting EFL learners with moderate or high critical thinking skills to see if the same instructional procedures could enhance their critical thinking skills. Future research could be carried out on different language skills (critical thinking skills), particularly reading comprehension. The effects of Web Quests on schematic and systemic knowledge of the learners could be explored". However, in developing their position and presenting the data, Student 7 presented it clearly without addressing other views and showed accurate data based on the research. Based on these explanations, Student 7 summarizes the information obtained in the ELT paper. According to Siegel (1990), critical thinking must be capable of evaluating both specific and neutral subjects.

The third PowerPoint result and speaking script which the researcher analyzed was from Student 12. At first, Student 12 explained the importance of critical thinking according to the ELT paper which already read before, for instance:

Importance: critical thinking to help communicate
Problem: monotonous science learning
Solution: digital story telling as the media

After that Student 12 continued to explain it one by one started from the importance as the result of paraphrasing. However, in the following section, Student 12 identified the problem obtained in the paper through paraphrasing. In addition, Student 12 gave the solution based on the problem which had already been presented before "digital storytelling is one of the forms that using media that will help the student improve their critical thinking which will affect their improvement of learning achievement." Although Student 12 used the evidence obtained in the ELT paper without considering other views, Student 12 delivered the discussion "SDS media, which is being developed, was able to increase the students' activity in learning because the media cover contextual materials so that the students were interested in learning. SDS media was also able to encourage learners to find information. The description indicates that the use of contextual-based SDS media in inquiry learning on classification themes can significantly increase the student's critical thinking skills", conclusion "Based on the research results, it concluded that the developed SDS learning media have the characteristics of an audio-visual media and meet the seven components of good SDS. Contextual-based SDS learning media on classification themes were declared feasible as the science teaching media for junior high school in terms of media and materials. Also, it is beneficial to improve students' critical thinking significantly", and recommendation as to the best available evidence within the context "the teachers nowadays should be more using digital media in teaching. Because critical thinking is important, the SDS method is appropriate to be applied in school to increase students' achievements in the study". Student 12 accurately described the result based on the findings given in the ELT paper and showed the correlation between each piece of evidence. The study conducted by Din (2020) supported the finding that critical thinking referred to the ability to deliver the information efficiently with their languages.

The next PowerPoint result and speaking script which the researcher analyzed was from Student 11 at the first slide Student 11 presented the PowerPoint result. Student 11 clearly summed up the introduction and the problem "Students in Afghan have difficulty in reading and listening," and solution "Through storytelling teachers engage learners actively in-class participation." However, in summing up the problem, Student 11 clearly explained the problem

obtained in the ELT paper and gave the solution based on the problem. And then, Student 11 continued to explain the relevant context and showed the result of the data. In delivering the research data, Student 11 also explained and considered the appropriate evidence provided in the ELT paper. However, after explaining the data provided in the ELT paper, Student 11 continued to explain the other perspectives about the result of the research. Student 11 accurately described six previous studies that support the study's result in Student 11 ELT paper.

Furthermore, Student 11 integrated their position in the conclusion "Storytelling has an important role in developing literacy and language. It strengthens reading comprehension and critical thinking. This is important for all major students, especially EFL students. Storytelling contains elements that make learners think about meaning and understanding (inferences, suspense, exploring themes, genre, symbols thinking and literary terms)" and recommendation for the EFL students "The EFL department should include Storytelling in their curriculum. It helps students develop literacy skills as it plays an important role in developing language skills in various areas". It is in line with previous studies conducted by Ya-Ting Carolyn Yang et al. (2013), who argued that critical thinking is also about problem-solving and decision making.

Besides those PowerPoint results and speaking scripts the researcher analyzed, the other PowerPoint results and speaking scripts represented another level of critical thinking based on the rubric. It was a PowerPoint result and speaking script from Student 13. At the first point, Student 13 identified the key issue through the importance of the study "Nowadays, people are faced with a lot of information that can be obtained from various sources. They tend to believe all the information they get without accessing its credibility. Hence, universities must train students to filter the information they receive every day. To filter the information, critical thinking skills are needed" the problem. "There are two problems in this study: The huge amount of information people receive makes them believe it without assessing its credibility. Critical thinking skills expected by university students are still far from the target." The solution "Argumentative Writing could be the best way to increase students' critical thinking skill and make them be able to question, challenge, and to demand reasons and justifications for what is being taught." Student 13 further explained that the problem in the study was divided into two issues; Student 13 also added the solution based on the problem according to the paper. After that, in the next part of the presentation, Student 13 explained the research keyword according to some researchers. Furthermore, Student 13 explained the result of the study by presenting their position without addressing other views; it can be stated that Student 13 explained the result based on the paper by showing the table as evidence to support the presentation. Student 13 presented the result by giving the table and explaining the result based on the research problem. In addition, Student 13 explained the discussion, which answered the research question without



integrating other theories from previous studies. In the last conclusion and recommendation, Student 13 presented the conclusion, "The results of this study showed that the absence of CT skills from language courses entails that the learners are deprived of the opportunity to learn how to think critically. Conversely, the integration of CT is bound to guide students to think more critically about the information they receive, check the credibility of sources, attempt to consider alternative theses, evaluate evidence" and recommend "More studies are required in this field. In addition, the CT tests used in these studies to measure students' CT ability were designed for native speakers in the first place; hence, designing tests appropriate for EFL learners will ensure the validity of CT assessment in this area. 2. A more overarching study would have to measure students' CT skills in a general context, in argumentative writing, and other contexts to see if there are any discrepancies between their performances in different contexts" relatively based on the issue without paraphrasing.

The next PowerPoint result and speaking script which the researcher analyzed was from Student 9. The first Student 9 explained the importance, the problem, and the solution of the study "Introducing critical thinking tasks of paragraph writing to help them write more reasonably." Student 9 clearly stated those points by generally identifying the key issue in the introduction section. Student 9 summarizes them without paraphrasing in presenting the problem and the issue of the ELT paper chosen. After that, Student 9 continued to present two research questions stated in the ELT paper. Student 9 continued to explain the context by selecting the keyword in the ELT paper and giving a brief explanation according to the previous study. At this time, Student 9 identified and considered the context presented in front of the friends.

Furthermore, Student 9 summed up the study's method, procedures, and result and provided the appropriate data in front of the friends without any further explanation. Student 9 also gave the table obtained in the result of the ELT paper. And then, after presenting the outcome, Student 9 presented the discussion by relating previous studies stated in the ELT paper. Student 9 further supported the discussion with the conclusion by summarizing, "CTTs affected the EFL learners' writing performance, providing benefits to EFL learners' writing performance and EFL learners had a positive attitude towards CTTs." And the last Student 9 explained the recommendation by considering a single issue; it was about the research methodology for critical thinking.

After Student 9, the next PowerPoint result and speaking script analyzed was from Student 10. The first student, 10, explained that "Speaking skill is important for students to communicate in English well. Speaking skill is also important to support the students if they want to continue their studies to a higher level or want to get a job". Student 10 accurately presented the problem obtained in the ELT paper chosen by summarizing the introduction. Furthermore, Student 10 presented the research question based on the study. After that, in considering

context, Student 10 gave relevant context regarding the issue by explaining previous studies. Student 10 summarized the previous studies into some keywords; however, Student 10 did not explain the keywords of the previous studies described in front of the friends. And then, in presenting the result and analyzing the data, Student 10 presented the evidence by explaining the resulting methodology. In addition, Student 10 gave the proof of the result through the table obtained in the ELT paper. Student 10 further explained the discussion and evaluated some issues related to the study; however, Student 10 presented the ELT paper without addressing other views. Student 10 also explained the conclusion "Multimedia Presentation strategy can improve the students' speaking skills in terms of their skill in pronouncing English words and can increase the students' involvement during the teaching-learning process as well as students' interest" and the recommendation "It is recommended to make more thorough preparations to anticipate unexpected changes if someone wants to do research on this in the future" as relative as it can.

The last PowerPoint result and speaking script which the researcher analyzed was from Student 2. On the first slide, Student 2 opened the presentation by explaining one focused issue directly; the title which was chosen by Student 2 was "The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students." So on the first slide, Student 2 directly explained the importance of YouTube in developing EFL university students' speaking skills. After that; Student 2 explained the problem of the study by summarizing the issue "The students have the low speaking skill. The lack of proper training for some instructors who are still lagging and cannot cope with the latest advances in digital learning and assessment technology" Student 2 further added the solution to the problem that already stated. In presenting the solution, Student 2 also directly chose one issue. Thus, Student 2 accurately identified and analyzed the key issue of the ELT paper. After that, Student 2 continued to present two research questions obtained in the ELT paper without summarizing or paraphrasing. And then, Student 2 provided some assumptions from previous studies about the use of YouTube; Student 2 also explored the relevant context to support it. After presenting the context, Student 2 started to explain the data. Student 2 provided the research methodology and the result based on the ELT paper; however, Student 2 did not give the research evidence in the result section. Rather than give the table or evidence, Student 2 just gave a brief explanation of the result of the study, which was divided into two main points.

Furthermore, Student 2 continued to explain the discussion. In presenting the discussion, Student 2 accurately relates the previous study with the result of the study. Student 2 also clearly presented the recent research, which had a relationship with the ELT paper chosen. For the last, Student 2 presented the conclusion with evidence by showing the result of the study, which can impact other people to consider using YouTube. In addition, Student 2 mentioned two

recommendations about using YouTube for students' speaking skills. Thus, it can be concluded that the conclusion and recommendations presented by Student 2 might impact other people to follow the issue.

Based on the data found, students in one of the Academic Speaking Classes implemented critical thinking through the presentation. Furthermore, they used PowerPoint as the media to support the presentation. In exploring critical thinking, the students used strategies such as summarizing and paraphrasing. From 8 students' PowerPoint results, which the researcher analyzed, it can be seen some students successfully paraphrased the information obtained in the chosen ELT paper, starting from the problem, solution, supported data, result, implication, and conclusion. In addition, they accurately considered the context of the PowerPoint before presenting it in front of their friend. And then, the other students did not use the paraphrase strategy; however, they used summarizing strategy and put the information in the PowerPoint. It is in line with a previous study stated by Larmuseau et al. (2018). Critical thinking can be done through summarizing and paraphrasing strategies. Furthermore, according to Pravita & Kuswandono (2021), critical thinking is the ability to interpret and evaluate information. It was reflected in preparing PowerPoint; students had to analyze and evaluate the information in the ELT paper before they put it in the PowerPoint and presented it. Moreover, the output of the Academic Speaking Class was the presentation. According to Ya-Ting C. Yang & Gamble (2013), the presentation was an activity containing collaboration and responsibility, which was helpful for critical thinking skills and speaking proficiency. In addition, the presentation also includes the ability to propose the argument to develop critical thinking skills. They further added that in presentation, students should be able to deliver the information and show the source because critical thinking is also about solving problems and making decisions. In addition, when doing a presentation, students train the ability to present the information and train the ability to make interesting presentation media through PowerPoint. It was in line with the research conducted by Ahmed (2018). He stated that students must exhibit critical thinking, creativity, collaboration, and communication skills in the twenty-first-century era. Ahmed further explained that higher education students should prepare for their careers and deal with the development of ICT made PowerPoint using technology helped them learn one of the competencies related to information, communication, and technology. Another research conducted by Tathahira (2020) also stated that higher education students should be one step ahead in using technology to enhance their learning in the twenty-first-century era.

Thus, students in one of Academic Speaking Classes explored their critical thinking skill through paraphrasing and summarizing in their PowerPoint result. Some students were categorized to exceptional level of critical thinking and some of them were categorized to satisfactory level of critical thinking based on the

critical thinking. Furthermore, in exploring critical thinking skill, those students successfully met the 6 components of critical thinking rubric started from problem, context and assumption, position and hypothesis, analyzing supporting data, integrating the perspective, and identifying conclusion.

### **Critical Thinking Applied by Students in the Academic Speaking Class**

After analyzing students' PowerPoint results and speaking script to answer the first research question, the researcher continued to analyze the questionnaire and interview results to answer the second research question. Both data collection techniques described how EFL students applied critical thinking in Academic Speaking Class.

The first question of questionnaire was, "Now, you have Academic Speaking Class this semester. In your opinion, what is the difference between Academic Speaking Class and other speaking classes you took in the previous semester?" Based on students' answers, all students answered that the difference between Academic Speaking Class and other speaking classes was the focus of Academic Speaking Class itself; Academic Speaking Class focused on academic terms and conditions using formal language such as a presentation. For example, Student 13 said, "The thing that distinguishes the Academic Speaking Class that I took this semester from other Speaking Classes is that this semester's Academic Speaking Class allows me to learn many ways to speak in academic forums. In this class, I also learned how to analyze scientific journals and present them well".

The second question was "What is the objective of the Academic Speaking Class?" According to the students' answers, most of them answered that the objective of the Academic Speaking Class is presenting the material for the academic forum. Such as Student 7 answered, "The objective of the academic speaking class is that all students can present any topic of problems in the world of English language education and improve their critical thinking."

The third question of the questionnaire was "What is the Output of Academic Speaking Class?" Based on the questionnaire result, most students answered that the output of Academic Speaking Class was that students could speak fluently in academic conditions or presentations. The answer of Student 7, "The output of the academic speaking class is that we (as students) can improve our speaking skills in the field of education." Then Student 13 answered, "The output of the academic speaking class is that students can speak in academic forums and can analyze and present scientific journals in front of many people,"

The next question was "In your opinion, does Academic Speaking Class need critical thinking? Please explain". Based on the students' answer, all students answered that Academic Speaking Class need critical thinking; however, according to them, the use of critical thinking in Academic Speaking Class was different. Some of them taught that critical thinking in Academic

Speaking Class could be seen in understanding the material; furthermore, some taught that critical thinking was used in Academic Speaking Class when they did a presentation and were active in the classroom. Besides, the question in the interview supported the result of the questionnaire. The question was "Can you explain the process of Academic Speaking Class, which needs critical thinking?" Based on the interview result, most students answered that the process in Academic Speaking Class that needs critical thinking was when presented with the material; for instance, the answer of Student 7, "The first one is when we choose the material that we want to present. Not only do we read and copy, but we also need to think critically about whether this material is appropriate or not to be presented. Then we think about how to present it well in academic forums and language. The second one is when our presentation is getting a response from others, especially question, we need critical thinking skill to answer the question well"

The fifth question was, "In your opinion, what is critical thinking?" Based on the questionnaire results, each student had a different definition of critical thinking; however, they had the same understanding of critical thinking. Based on their answer, they can be classified become two main answers. Two students answered that critical thinking is the ability to think clearly; for example, Student 11's answer, "I think critical thinking means a person's ability to think more complexly to analyze a problem," and Student 2's answer, "Critical thinking is the ability to think clearly and rationally about what to do or what to believe." Student 11 and Student 2 believed that critical thinking is the ability to think complex and rationally to solve a problem.

The sixth question was "How do you apply critical thinking during Academic Speaking Class?" According to the students, each student had a different answer on how to apply critical thinking in the Academic Speaking Class; however, most of them had the same answer about how critical thinking is involved. Most of them answered that they used critical thinking to analyze their gathered information. For instance, the answer from Student 4, "Critical thinking can be implemented by Analyzing an argument from its supporting data," and then the response from Student 7, "I usually apply critical thinking when reading academic journals, where I have to analyze the journal to find out what academic information is contained in the journal because I have to understand the information before presenting it,"

Furthermore, the question in the interview result supported students' answer in the sixth question of the questionnaire. The question was "Based on your opinion, how is critical thinking explored in the Academic Speaking Class?" Each student had a different idea about exploring critical thinking in Academic Speaking Class; however, some students answered that critical thinking was explored through reading the journal in Academic Speaking Class. For instance, as the answer of Student 4, "Exploring critical thinking in the academic speaking

class was quite tough, for we were new at finding journals or articles. However, it is proven beneficial today, for I am not so surprised in this semester which requires me to read and find a lot of journals and articles. I also become more skeptical when seeing news that has an exaggerated title. After we presented it, the lecturer would give some feedback, usually about parts that were not included in the PowerPoint" Student 9 also answered, "We explore or learn critical thinking in academic speaking by reviewing and comprehending what's inside an article."

The seventh question was "Did you find any challenges in applying critical thinking in the Academic Speaking Class?" Based on students' answers, they found difficulties in applying critical thinking in the Academic Speaking Class; every student answered "Yes" before explaining the problems. However, each student had a different kind of difficulty. For example, the answer of Student 7 said, "So far, the most difficult thing is how we can convey or analyze the distraction from what we have learned. Also, I am still passive in conveying my thoughts when my friends present academic journals in the academic speaking class" the same difficulty was also explained by Student 10, who said, "Yes, sometimes. Sometimes I have difficulty in making a topic that I think is difficult into a material that is simpler for me to convey". Both students had the same problem; it was conveying the information they got during the presentation.

It was also be answered by the students through the interview result about the difficulties in exploring critical thinking. "In exploring critical thinking, did you find any difficulties?" All of the students answered "Yes," just like how they responded in the questionnaire; however, in this interview, the researcher asked deeply about students' difficulties which they did not explain yet. For instance, the answer of Student 4 said, "I found a difficulty, which is my mindset. I did not care about flaws in a certain theory and just accepted what I got". Another answer was presented by Student 12 "I have no awareness on doing the critical thinking, so at the time I thought it was not critical thinking it just a silly question that makes me look too much to ask."

The last question in the questionnaire was "How do you overcome the challenges in applying critical thinking in the Academic Speaking Class?" Based on students' answers, there were some different ways in which the students chose to overcome the challenges in applying critical thinking in the Academic Speaking Class; two students answered they should read more to overcome their difficulties. For instance, Student 4 and Student 7 chose to read more and said, "To overcome the challenge, I sometimes read the reading material more and try to understand the concept" and "When I found the challenge in applying critical thinking, maybe I overcome it by reading more and trying to be more confident."

It was also found in the next interview question was, "How do you overcome the difficulties during the teaching-learning process?" Student 4 had a different way to overcome the challenge in an interview; Student 4 answered, "To overcome the problem, to change mindset is critical. I made myself do whatever

the lecturer wanted, which was finding articles and presenting them in a simple PowerPoint", Student 13 also explained the way to overcome the difficulty. It was different from the questionnaire's answer: "I will try to keep myself calm by finding a quiet place and catching my breath so I can fully concentrate on the critical thinking process. Then, I will use all the resources I have to help me speed up the critical thinking process, such as maximizing the use of the internet and laptops so that I can get the information I need immediately and relate it to the information that I convey so that those difficult question could be answered properly".

The last question which the researcher was "Do you have a particular learning strategy to deal with your difficulties?" Some students answered different learning strategies they used to deal with their difficulty in Academic Speaking Class; for instance, Student 13 replied, "Yes. I have. The learning strategy that I use to deal with my difficulties is that I always prepare the material that I convey as well as I can. Then, I always practice doing presentations before class and try to guess what kind of questions will come up. With this, I can prepare the information and answer the questioner wants. Then, I also always make sure that I am in a quiet place so as not to be disturbed by other things and to put full concentration on them. Also, I always ask my friends for help to provide feedback so that the learning process that I did can be maximized and improve my ability to do critical thinking under pressure".

Based on the data found in the questionnaire and interview result, it can be seen that students applied critical thinking in the Academic Speaking Classes through various ways. However, most students answered it was in the reading the ELT paper and considering the context. It was in line with the study conducted by Pravita & Kuswandono (2021) and Ya-Ting C. Yang & Gamble (2013) who stated that learners in 21<sup>st</sup> century needed critical thinking in order to evaluate information, assess the relevance and reliability of the material, and make decisions about what to believe. Critical thinking was not only the ability to evaluate the information, but also to interpret the information.

The questionnaire and interview results showed how students applied critical thinking in the Academic Speaking Class. All students realized that Academic Speaking Class explored critical thinking, and critical thinking was involved in Academic Speaking Class through presentations and reading articles. Furthermore, all students accurately decided the best way to deal with the difficulty while applying critical thinking. Thus, all students already applied critical thinking through various forms and knew the importance of critical thinking for them. It is in line with the research conducted by Tathahira (2020) about the importance of critical thinking, who stated that critical thinking is a skill that becomes important in the workplace.

## CONCLUSION

Based on the finding and discussion in the previous explanation, it can be concluded that students' critical thinking was explored in students' PowerPoint results through paraphrasing and summarizing the information from the ELT article they had chosen before doing the presentation. Furthermore, critical thinking was also explored through presentation since the output of the Academic Speaking Class was able to present in an academic situation. In addition, based on the questionnaire and interview results, it can be concluded that the students applied critical thinking in Academic Speaking Class in various ways, such as considering the context, deciding the information to be presented, and dealing with the difficulty in applying critical thinking.

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