CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ide

2.1.1 The Concept of Speaking

2.1.1.1.Definition of Speaking

Speaking is one of the important skills in English. This language skill needs to be mastered since people use it when they express their idea to others.

According to Webster speaking is the action of conveying information of expressing one's thoughts and feelings in spoken language, to utter words of articulate sound, as human beings, to express opinions by words.[1]

Speaking is to say something from felling and mind expressed through the sequence of sound, vocabularies, phrase and sentences that contain meaning.[2] Communication is an activity of expressing ideas and feelings or of giving people information.[3] G.G Brown in Santheesh Mathew, communication is transfer of information from one person to another, whether or not elicits confidence. But the information transferred must be understandable to the receiver.[4]

According to some definition above the reseachers conclude that speaking is an action to transfer idea, feeling, and information from a person to another in oral communication through the sequence of sound, vocabularies, phrase and sentences that contain meaning.

2.1.1.2 The Problems of Speaking

There are some problems faced by the learners in speaking. According to Ur, the problems include inhabitation, the

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[1] Webster's Comprehensive Dictionanry. *The new Internasional Webster Comprehensive Dictionanry of English Language*. (Trident press Internasional.2003).p.330

[2] Kaharuddin Bahar, Speaking Skill For Better Oral Communication (Yogyakarta:Trush Media,2013),P.1

[3] Victoria Bull, ed. Oxford learner's pocket dictionanry. (New edition: Oxford University Press 2003),P.84

[4] Santheesh Mathew "Define Communication And Explain Its Scope." http://obros143.blogspot.com /2012/08/define-communication-and-explain-its.html#//2012/08/define-communication-and-explain-its.html.(Accessed on March 30th,2015)

lack of theme to be spoken, the low of participation, and the use of mother tongue.

1. Inhibition

Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.[5]

From the explanation above, the researcher concludes that there are many factors which need to be overcome and look for the solution. It's beneficial to the students if the teacher can reduce the problems in speaking by implementing method, model and so on in teaching-learning process.

2.1.1.3 Strategy in Speaking Activities

Many problems arise in speaking, we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. There are some suggestions proposed by Ur in

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[5] Penny Ur. 1996. *A course in Language Teaching* (Cambridge: Cambridge University Press, 1996), p. 121.

order to overcome the problems in the speaking class. The strategies are explained in the following term:

1. Use a Group Work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

2. Base the Activity on Easy Langu age

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

3. Make a Careful Choice of Topic and Task to Stimulate Interest

The clearer purpose of the discussion will make the participants more motivated in doing the task.

4. Give Some Instructions or Training in Discussion Skills

The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation.

5. Keep Students to Speak the Target Language

The best ways to keep students in speaking the target language are: Firstly, try to be model from them by using the target language; Secondly, remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.[6]

Based on the discussion above, the researcher concludes that there are many strategies which can be used to improve students' speaking skill. It'll be better if students can have a high improvement when the teachers combine them with a appropriate learning model.

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[6] Penny Ur. 1996. *A course in Language Teaching*, p. 121-122.

2.1.1.4 Aspects of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.[7]

1. Pronunciation

Based on Longman Dictionary pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges, "fluency is an ability to speak quickly and automatically[8]. Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums" and „ers", and so on. It means that fluent speaker should be able to speak quickly and automatically.

3. Accuracy

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[7] H. D. Brown, *Teaching by Principles* (2ns Ed.; New York: Longman, 2001), p. 168

[8] T. L. Harris, and R. E. Hodges, *The Literacy Dictionary: The Vocabulary of Reading and Writing*.(New York: International Reading Association, 1995), p. 14.

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately. Something to be able to speak fluently and accurately.

4. Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

Based on the explanation above, the researcher assumes that in measuring speaking there are four aspects that should be seen, they are; pronunciation, fluency, accuracy and vocabulary. All of aspects should be measured based on criteria and score which provided. In assessing students' speaking pre-test and post-test, the researcher will use the scoring rubric of the four components of speaking above.

2.1.1.5 Teaching Speaking

What is meant by teaching speaking according to Hayriye Kayi in activities to promote speaking in a second language is to each English language learner to:

1. Produce the English speech sound and sound patterns.

2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgement.

6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.[9]

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[9]Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal*. http//:iteslj.org/Technique/Kayi-TeachingSpeaking.html (28 Juni 2019).

In those meanings of teaching speaking above, the teacher must pay attention of some important aspect include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logally from thoughts.

2.1.1.6 The Reasons for Teaching Speaking

Harmer stated that there are three main reason for getting students to speak in classroom:

1. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.

2. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing both how successful they are and what language problems they are experiencing.

3. In speaking, students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought.[10]

According the discussion above, the researcher concludes that speaking helps students to produce language automatically because it provides activities and opportunities for rehearsal give both teacher and students feedback and motivate students for engaging their qualities.

2.1.2 The Concept of Critical Thinking

2.1.2.1 Definiton of Critical Thinking

Critical thinking is a cognitive activity,associated with using the mind. Learning to think in critically analytical and evaluative ways means using mental processes such as attention,categorisation, selection, and judgement. However, many people who have the potential to develop more effective critical thinking can be prevented from doing so for a

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[10] Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education Limited, 2007), p. 123.

variety of reasons apart from a lack of ability. In particular, personal and emotional, or 'affective', reasons can create barriers.[11]

From the the definition above, it is conclude that critical thinking refers to the ability to analyze information objectively and make a reasoned judgment. It involves the evaluation of sources, such as data, facts, observable phenomena, and research findings. Good critical thinkers can draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions.

2.1.2.2 Types of critical thinking skill

People who acquire types of critical thinking skills generally want to improve their thought processes in some form or fashion. Critical thinking is often regarded as a pathway to discovery toward greater self-awareness, for example. You can develop critical thinking skills by first examining how it is you interpret the world already.

Critical thinking is more than just the accumulation of facts and knowledge; it's a way of approaching whatever is presently occupying your mind so that you come to the best possible conclusion. Critical thinkers are focused on constantly upgrading their knowledge, and they engage in independent self-learning. They make some of the best leaders, because they can reach new planes of self-improvement and self-actualization. If you're hoping to reach your full potential and make your mark on the world, cultivate the following 16 characteristics of critical thinkers.

1. Observation

Observation is one of the earliest critical thinking skills we learn as children -- it's our ability to perceive and understand the world around us. Careful observation includes our ability to document details, and to collect data through our senses. Our observations will eventually lead to insight and a deeper understanding of the world.

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[11] Stella Cottrell. *Critical Thinking Skill Developing Effective Analysis and Argument* (Palgrave Macmillan 2005) p. 1

2. Curiosity

Curiosity is a core trait of many successful leaders. Being inherently inquisitive and interested in the world and people around you is a hallmark of leaders who are critical thinkers. Instead of taking everything at face value, a curious person will wonder why something is the way it is. As we get older, it's easier to put aside what may seem like childish curiosity. Curiosity forces you to keep an open mind and propels you to gain deeper knowledge -- all of which are also fundamental to being a lifelong learner.

3. Objectivity

Good critical thinkers are able to stay as objective as possible when looking at information or a situation. They focus on facts, and on the scientific evaluation of the information at hand. Objective thinkers seek to keep their emotions (and those of others) from affecting their judgment.

However, it's impossible for people to remain completely objective, because we're all shaped by our points of view, our life experiences and our perspectives. Being aware of our biases is the first step to being objective and looking at an issue dispassionately. Once you're able to remove yourself from the situation, you can more thoroughly analyze it.

4. Introspection

This is the art of being aware of your thinking -- or, to put it another way, thinking about how you think about things. Critical thinkers need introspection so they're aware of their own degree of alertness and attentiveness, as well as their biases. This is your ability to examine your inner-most thoughts, feelings and sensations. Introspection is closely related to self-reflection, which gives you insight into your emotional and mental state.

5. Analytical thinking

The best analytical thinkers are also critical thinkers, and vice versa. The ability to analyze information is key when looking at any almost anything, whether it is a contract, report, business model or even a relationship. Analyzing information means to break information down to its component parts and evaluate how well those parts function together and separately. Analysis relies on observation; on gathering and evaluating evidence so you can come to a meaningful conclusion. Analytical thinking begins with objectivity.

6. Identifying biases

Critical thinkers challenge themselves to identify the evidence that forms their beliefs and assess whether or not those sources are credible. Doing this helps you understand your own biases and question your preconceived notions. This is an important step in becoming aware of how biases intrude on your thinking and recognizing when information may be skewed. When looking at information, ask yourself who the information benefits. Does the source of this information have an agenda? Does the source overlook or leave out information that doesn't support its claims or beliefs?

7. Determining relevance

One of the most difficult parts of thinking critically is figuring out what information is the most relevant, meaningful and important for your consideration. In many scenarios, you'll be presented with information that may seem valuable, but it may turn out to be only a minor data point to consider.

Consider if a source of information is logically relevant to the issue being discussed. Is it truly useful and unbiased, or it is it merely distracting from a more pertinent point?

8. Inference

Information doesn't always come with a summary that spells out exactly what it means. Critical thinkers need to assess the information and draw conclusions based on raw data. Inference is the ability to extrapolate meaning from data and discover potential outcomes when assessing a scenario. It is also important to understand the difference between inference and assumptions. For example, if you see data that someone weighs 260 pounds, you might assume they are overweight or unhealthy. However, other data points like height and body composition may alter that conclusion.

9. Compassion and empathy.

Having compassion and empathy may seem like a negative for critical thinkers. After all, being sentimental and emotional can skew our perception of a situation. But the point of having compassion is to have concern for others and to value the welfare of other people.

Without compassion, we would view all information and situations from the viewpoint of cold, heartless scientific facts and data. It would be easy to allow our cynicism

to become toxic, and to be suspicious of everything we look at. But to be a good critical thinker, we must always take into account the human element. Not everything we do is about detached data and information -- it's also about people.

10. Humility

Humility is the willingness to acknowledge one's shortcomings and see one's positive attributes in an accurate way. When you have humility, you are aware of your flaws, but also your strengths, and this is an important element in critical thinking and being willing to stretch and open your mind. When you have intellectual humility, you're open to other people's viewpoints, you recognize when you're wrong and you're willing to challenge your own beliefs when necessary.

11. Willing to challenge the status quo.

Critical thinking means questioning long-established business practices and refusing to adhere to traditional methods simply because that's the way it's always been done. Critical thinkers are looking for smart, thoughtful answers and methods that take into account all the current and relevant information and practices available. Their willingness to challenge the status quo may seem controversial, but it's an essential part of the creative and innovative mind of a critical thinker.

12. Open-mindedness

Being able to step back from a situation and not become embroiled helps critical thinkers see the broader view. Critical thinkers avoid launching into a frenzied argument or taking sides -- they want to hear all perspectives. Critical thinkers don't jump to conclusions. They approach a question or situation with an open mind and embrace other opinions and views.

13. Aware of common thinking errors.

Critical thinkers don't allow their logic and reasoning to become clouded by illusions and misconceptions. They are aware of common logical fallacies, which are errors in reasoning that often creep into arguments and debates. Some common errors in thinking include:

• Circular reasoning, in which the premise of an argument or a conclusion is used as support for the argument itself.

- Cognitive shortcut bias, in which you stubbornly stick to a favored view or argument when other more effective possibilities or explanations exist.

- Confusing correlation with causation. In other words, asserting that when two things happen together, one causes the other. Without direct evidence, this assumption isn't justified.

14. Creative thinking

Effective critical thinkers are also largely creative thinkers. Creative thinkers reject standardized formats for problem solving -- they think outside the box. They have a wide range of interests and adopt multiple perspectives on a problem. They're also open to experimenting with different methods and considering different viewpoints.

The biggest difference between critical thinkers and creative thinkers is that creativity is associated with generating ideas, while critical thinking is associated with analyzing and appraising those ideas. Creativity is important to bringing in novel ideas; critical thinking can bring those ideas into clearer focus.

15. Effective communicators

In many cases, problems with communication are based on an inability to think critically about a situation or see it from different perspectives. Effective communication starts with a clear thought process.Critical thinking is the tool we use to coherently build our thoughts and express them. Critical thinking relies on following another person's thought process and line of reasoning. An effective critical thinker must be able to relay his or her ideas in a compelling way and then absorb the responses of others.

16. Active listeners

Critical thinkers don't just want to get their point across to others; they are also careful to engage in active listening and really hear others' points of view. Instead of being a passive listener during a conversation or discussion, they actively try to participate. They ask questions to help them distinguish facts from assumptions. They gather information and seek to gain insight by asking open-ended questions that probe deeper into the issue.

2.1.2.3 Critical Thinking Method

There are many methods of critical thinking besides relying on self-thinking. By combining the thoughts of several individuals can make the results of decisions become more detailed and even the results become solutions not only for one's own benefit but also a solution for everyone. Here are some of the most common methods used to think critically.

1. Debate

According to Steinberg, debate is "process of inquiry and advocacy a way of arriving at a reason judgment to preposition". People debate by explaining a concept of idea using a persuasive manner through his ability of speaking.[12] A debate is a speaking situation in which opposite points of view are presented and argued, Dale and Wolf.[13] In debate we are exploring our ideas to the issues based on data. It can improve the students' speaking skill because the moment students applying the system of the debate they will try to bring the best of their idea to be the truth of argument.

2. Discussion Group

In contrast to debate, by discussing neither side wins or loses. The goal is to reach a solution for the common good and the results are agreed by consensus. The method of thinking is done in groups so that it produces results faster and better for everyone. Usually there is a question and answer session that aims to add information and broader handling. Usually there is one group leader who ensures the course of the discussion does not deviate from the theme of the discussion.

3. Persuasion

The third method that is often used is the method in the form of persuasion. The persuasion method uses communication that aims to influence others. Influencing the actions, beliefs, values or principles of others does require a critical mindset. Advertising is one of the results of the persuasion method.

4. Propaganda

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[12]Angga, Bayu, A Study on The Teaching Method of Speaking English by Using Debate as Used by Debate Coach at ILF of The University of Muhamadiyyah Malang (Celtic,2014) p.18

[13]Yunda, Awaluddin. British Parliamentary Debating System In Improving Students' Speaking Achievement (2018)

The method is almost similar to persuasion but is used for broader interests using various mass media so that the listeners want to change and move massively to follow the thoughts of the propaganda.[14]

Based on the method above, researchers prefer the Debate method to improve students' speaking because researchers think that students will be more motivated to speak if they are challenged in the form of issues, and they must maintain their position. so it can be an interesting learning for students because they will compete arguments. at least students dare to express their opinions even though they are not one hundred percent speak in English.

2.1.2.1 The Types of Debate Style

In the debate we apply a system to get the debate running well. At least there are two common systems of the debate parliamentary usually used:

1. The American Format

According to Shuster, American parliamentary debate is, "a debate which include two terms, one on side proposition which support the motion (the motions known as the topic of debate) and another side in side of opposition which against the motion", for each debate, a motion is announced and terms are given a period of time to prepare debate. The typical time for preparation is thirty minutes, although there are variations in several debate tournaments. The debate started when the preparation time is ended.

There are six speeches in the debate. The first four speeches, known as constructive speeches, form and formation of the debate and the latest two speakers are the rebuttal speeches which each side getting one speech to summarize. To close the debate, each terms need to prepare the reply speakers that can be selected from the first or the second speaker. The job of reply speaker is to summarizing the debate showing bias arguments that promote the winning of one side of team.

2.The British Format

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[14] Entrepereneurship education without boundaries, (7 Manfaat Berpikir Kritis dan Metode Mencapainya — Universitas Ciputra Entrepreneurship Online.htm accessed on march 10, 2015)

According to Shuster, British parliamentary is side of motion". The terms inside of the debate are divide into two terms in affirmative side and two teams in negative side. For each debate, a motion is announced and terms are given a period of time to prepare the debate. The typical time for preparation is fifteen minutes. The debate started when the preparation time is ended.[15]

1. The Theory of British Parliamentary Debate Style

British Parliamentary debating system is a common form of academic debate. It has gained support in the United Kingdom, Ireland, Canada, India, Europe, Africa, Philippines and United States, and has also been adopted as the official style of the World Universities Debating Championship and European Universities Debating Championship. In British Parliamentary debating system, there are 4 teams in each round. Two teams represent the Government and two teams represent the Opposition.

The Government supports the resolution (motion), and the Opposition opposes the resolution. The teams are also divided into the Opening and Closing halves of the debate, each debater will have 7 minutes and 20 seconds to deliver the speech. There are some items related to British Parliamentary Debate: Motion, Definition, Case Building, Theme Line, Argument, Rebuttal, Point of Information (POI).[16]

2. The Procedure of British Parliamentary Debate Style

A debate format consists of a description of the teams in the debate and the order and times for the speeches that make up that debate. The British Parliamentary debate format differs from many other formats because it involves four teams rather than two. Two teams, called the "Opening Government" and the "Closing Government" teams, are charged with the responsibility of supporting the proposition while two other teams, "Opening Opposition" and "Closing Opposition," are charged with opposing it. Two

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[15]Angga, Bayu. A Study on the Teaching Method of Speaking English By Using Debate As Used Debate Coach at ILF of the University of Muhmmadiyah Malang Vol. 1 (2014) p.20

[16]Henny, Nandah. The Implementation of British Parliamentary Debate Style Training to Improve Second Semester Student's Speaking Ability at English Education Study Program of Baturaja University (2017) p. 3

speakers represent each of the four teams and each speaker gives a speech of seven minutes twenty seconds.

2.2 Some Previous Findings

Many researchers have reported to exposing the identification of the student's speaking ability to make the teaching and learning process more effective, especially in the teaching of speaking. Some of the researcher findings are cited concisely below.

Najme Bagheri, in her result research "The relationship between autonomy and critical thinking in speaking ability among EFL students at Islamic Azad university of Shiraz". The findings indicated that there was a significant relationship between speaking ability and autonomy. Also, there was a positive relationship between speaking ability and critical thinking .In fact, those English learners who were recognized as critical thinkers and autonomous performed better in their oral production.[17]

Raana, Ebrahim & Mohammad in their result of investigate "The relationship between critical thinking and speaking ability among EFL students at Payame Noor University (PNU) of Rasht". The findings of the current study revealed a significant correlation coefficient among these two major variables. In fact, those English learners who were recognized as critical thinkers performed better in their speaking.[18]

Jaya Nur Iman in his reseach "Debate Instruction in EFL Classroom : Impact on the Critical Thinking and Speaking" concluded that debate particularly World School Debate Championship (WSDC) significantly improved the students' critical thinking and speaking skill. It was found out that the students in experimental group got higher critical

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[17] Najme Bagheri,"Critical Thinking and Autonomy in Speaking ability: A case study in Department of english language, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran",(*International Journal on Studies in English Language and Literature* (IJSELL)8, no.5,2018)h.73.

[18] Raana Ramezani1, Ebrahim Ezzati Larsari1 & Mohammad Aghajanzadeh Kiasi," The Relationship between Critical Thinking and EFL Learners' Speaking Ability in Department of Linguistics and Foreign Languages, Payame Noor University, Tehran, Iran",(*Canadian Center of Science and Education* 9, no.6,2016)h.189.

thinking and speaking skill achievement than those in control group after the debate strategy was applied as the treatment.[19]

Eka Nurhidayat, in her research " Using British Parliamentary Debate Style in Improving Students' Speaking Skill", stated that The use of British parliamentary debate style showed the good result in term of students speaking. The improvement can be proven by the students individual mark progress from cycle 1 to cycle III increased. The improvement was not only on their speaking, but also on their vocabulary mastery. It can be seen from their language when they delivered their arguments. Besides, using British parliamentary debate style also drills students to speak without any preparation. [20]

Based on the several research finding above, the research concluded that in by using critical thinking through debate can help the student to think deeply and analyze the problem well and also give student apportunity to be problem solver. Because between speaking and critical thinking have a strong relations and influences. So the researcher assumes that by using Critical Thinkig through debate also can improve the speaking skill of the students in the classroom and able used in teaching English for business.

2.3 Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:

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┌─────────────────────────────┐
│      SPEAKING SKILL         │
└─────────────────────────────┘
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[19] Jaya nur Iman," Debate Instruction in EFL Classroom : Impact on the Critical Thinking and Speaking"(International Journal of Instruction 10, no.4,2017)p 104

[20]Eka Nurhidayat, Using British Parliamentary Debate Style in Improving Students' Speaking Skill, University of Majalengka) p.24

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│        INPUT : MOTION           │
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│ In the debate session participants will│
│ perfomance in front of the class.      │
│              Through :                  │
│                                         │
│   - Presenting arguments                │
│   - Giving opinion                      │
│   - Response                            │
│   -Interrupting                         │
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        │     OUTPUT      │ ◄───────────┘
        │ Students' Speaking Skill │
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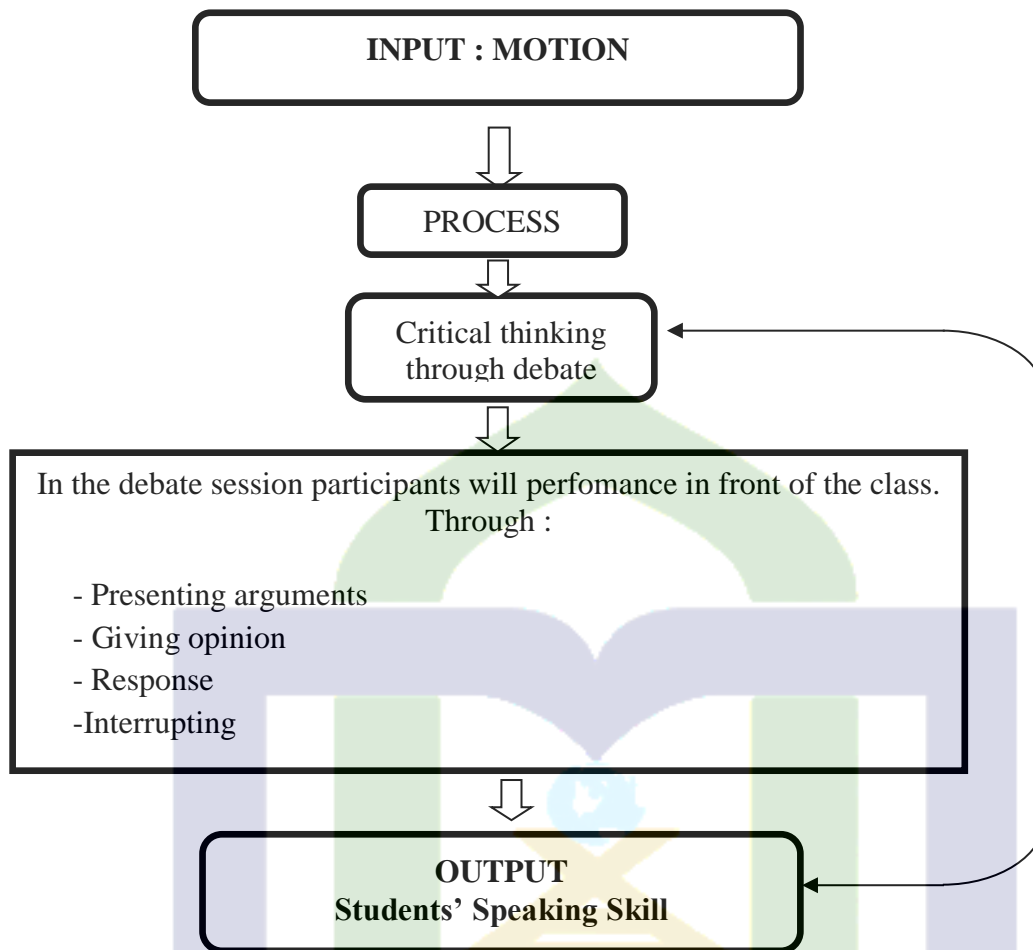
Figure 2.3 the Conceptual Framework of the Research

There are three variables: input, process and output are classified as follows:

1. Input: the input refers to the students' speaking skill is still low and the concept or material of teaching speaking which give to the students then the researcher applied critical thinking method to know the improvement of students' speaking skill of MAN 2 Parepare.

2. Process: the processes refer to teaching-learning process through critical thinking method.

3. Output: the research output is reflected in the result of Post-test. Hopefully, there will be a significant comparison between Pre-test and Post-test class, so the researcher can know the improvement of students' speaking skill at MAN 2 Parepare using critical thinking method.

2.4 Hypothesis

Based on the previous of some pertinent ideas, some previous finding and the conceptual framework, the researcher formulated a hypothesis as follows:

2.4.1 H_0 : There is no any improvement of the speaking skill at the Second Grade Student of MAN 2 Parepare through critical thinking method.

2.4.2 H_1 : There are any improvement of the speaking skill at the Second Grade Student of MAN 2 Parepare through critical thinking method.

2.5 Research Variable and Operational Definition

1. Research Variable

This research consists of two variables, dependent variable (speaking skill) and independent variable (the use of critical thinking method).

2.Operational Definition of the Variables

Speaking skill is a particular of language that used to communicate with others and express ideas or opinion cause for the situation or one of the skills or abilities in English to express opinions, comment, and reject the opinions of others if it is not in accordance with people opinions, and the ability to ask and answer these questions.

Debate is a learning model where students participate in a problem and arguing based on their position. Express their opinion about the issue by giving evidence, analysis, solutions for each side.