

**METACOGNITIVE STRATEGY IN FACILITATING  
STUDENTS' CRITICAL THINKING  
IN SPEAKING ENGLISH ACTIVITY  
AT MTs BILINGUAL PUCANG SIDOARJO**

**THESIS**

Submitted in partial fulfillment of the requirement for degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



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## ABSTRACT

Rosyada, Zakiyyah Amrina. 2019. *Metacognitive Strategy in Facilitating Students' Critical Thinking in Speaking English Activity at MTs Bilingual Pucang Sidoarjo*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: **Rizka Safriyani, M.Pd.** and **Hilda Izzati Madjid, M.A.**

Key Words: Implementation, Metacognitive strategy, Critical thinking, Speaking activity

Critical thinking skills are recognized as essential skill for its significance, for instance for communicative language task. However, the teachers still have obstacles to facilitate students' critical thinking especially in speaking activity. Therefore, teachers' strategy is needed. This qualitative study is aimed to describe the implementation of metacognitive strategy in facilitating students' critical thinking in speaking English activity and to find out students' responses toward the implementation. The research took place in MTs Bilingual Pucang Sidoarjo whose subjects are an English teacher and 38 students at VIII-1. The data were gathered through field note and questionnaire. The finding reveals that teacher follows three steps in metacognitive strategy; centering learning, planning and arranging learning, and evaluating learning. In addition, the teacher facilitates students' critical thinking through three activities; engage students with the world, analyze materials, synthesize ideas. Students' response toward the implementation of metacognitive strategy to facilitate critical thinking shows positive response. Therefore, metacognitive strategy can be considered as one of good strategies to facilitate students' critical thinking.

## ABSTRAK

Rosyada, Zakiyyah Amrina. 2019. *Metacognitive Strategy in Facilitating Students' Critical Thinking in Speaking English Activity at MTs Bilingual Pucang Sidoarjo*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Sunan Ampel, Surabaya. Pembimbing: **Rizka Safriyani, M.Pd.** and **Hilda Izzati Madjid, M.A.**

Kata Kunci: *Implementation, Metacognitive strategy, Critical thinking, Speaking activity*

Kemampuan berpikir kritis diakui sebagai kemampuan yang diperlukan karena hal tersebut penting, contohnya digunakan untuk tugas bahasa yang komunikatif. Namun, beberapa guru masih kesulitan untuk memfasilitasi berpikir kritis terutama dalam aktifitas berbicara. Oleh karena itu, strategi guru diperlukan. Penelitian kualitatif ini bertujuan untuk mendeskripsikan strategi metakognitif dalam memfasilitasi berpikir kritis dalam aktifitas berbicara Bahasa Inggris dan mencari tahu respons siswa terhadap implementasi. Penelitian ini dilaksanakan di MTs Bilingual Pucang Sidoarjo dimana subyek penelitian adalah salah satu guru Bahasa Inggris dan 38 siswa di kelas VIII-1. Data dikumpulkan melalui *field note* dan kuesioner. Dalam penelitian, peneliti menemukan bahwa guru mengikuti tiga strategi metakognitif; *centering learning, planning and arranging learning, evaluating learning*. Sebagai tambahan, guru memfasilitasi berpikir kritis siswa melalui tiga aktivitas; mengaitkan siswa dengan dunia mereka, menganalisa materi, mengembangkan ide. Respons siswa terhadap implementasi guru dalam strategi metakognitif dalam memfasilitasi berpikir kritis menunjukkan respons yang positif. Oleh karena itu, strategi metakognitif bisa dipertimbangkan sebagai salah satu strategi yang bagus dalam memfasilitasi berpikir kritis.

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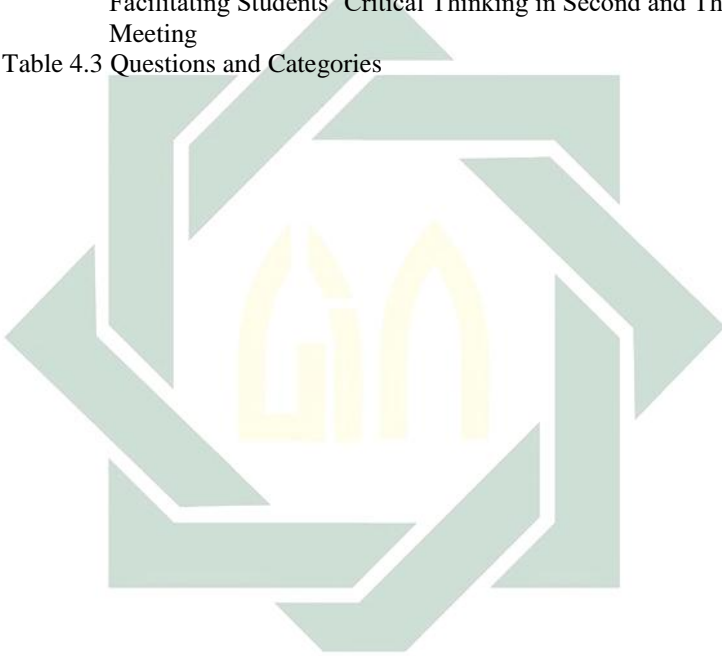
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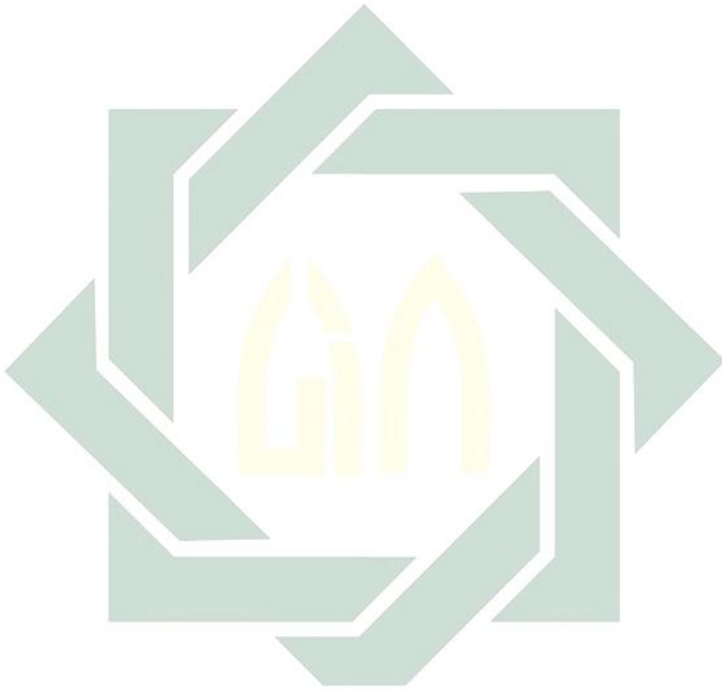
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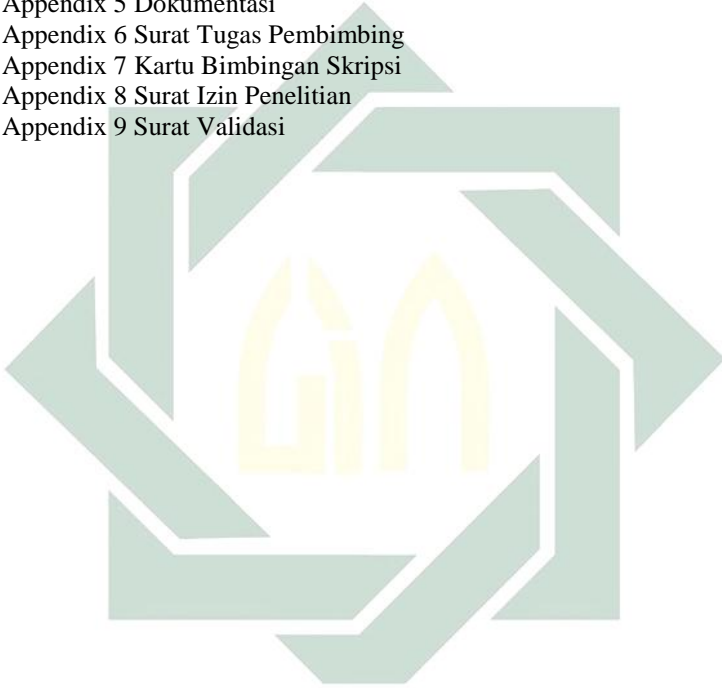
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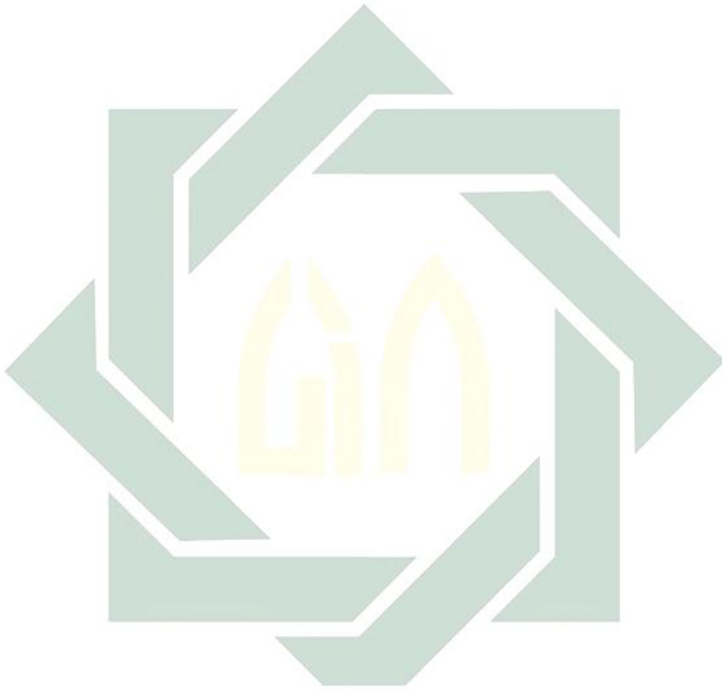
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## LIST OF ABBREVIATION

MTs	Madrasah Tsanawiyah
RQ	Research Questions



# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the brief introduction by explaining the background of the study as the reason for the research, the research questions, objective of the study as the purpose of the study, the significance of the study, scope and limitation and definition of key terms.

### A. Research Background

Critical thinking skills are recognized as essential skills for its significance. For several years, researchers and educators at each level of education have been focusing on the development of critical thinking. According to Murat, critical thinking presents more insightful understanding; offers an opportunity to be objective, less emotional and more open-minded due to appreciation in differences points of views and opinions.<sup>1</sup> In another word, through critical thinking, students are able to make a decision according to many perspectives and they are demanded to read and listen deeply.

Meanwhile, Alwali states that critical thinking skills carry numerous benefits, such as; improve students' attention and observation, improve their understanding of their own thought process, and improve their ability to transfer learned content skills to new applications. He additionally says that it assists students in decision making and problem-solving skill and helps them to write different level questions in three areas (knowledge, comprehension, and application).<sup>2</sup> Hughes also figures out a few reasons why critical thinking required. It is beneficial for communicative language tasks and authentic meaningful text,

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<sup>1</sup>Murat Karakoc, "The Significance of Critical Thinking Ability in terms of Education". *International Journal of Humanities and Social Science*, vol. 6 (7) (2016), pp. 81–84.

<sup>2</sup> A.K. Alwali, "Benefit of Using Critical Thinking in High Education". *5<sup>th</sup> International Technology, Education, and Development Conference*, (<https://library.iated.org/view/ALWALI2011BEN> accessed on May, 10<sup>th</sup> 2018 at 7.50 p.m)

critical literacy, whole-brain learning, and critical thinking for exam preparation and future occupation.<sup>3</sup> Therefore, the teacher should apply critical thinking in the classroom. However, the application of critical thinking can be occurred well depends on the teachers' role.

Moon defines critical thinking as the ability to consider an information from many different materials and sources, developing - analyzing - synthesis ideas, evaluating one's work. She also added that critical thinking is engaging with the world and reflecting about self.<sup>4</sup> Thus, teachers can support their students to build their knowledge about critical thinking by giving various learning materials and sources that engaged with their real world and challenge the students to develop their ideas. The teachers additionally should allow them to practice and give them a feedback at the end of the class.

Applying critical thinking encourages the students to be a practitioner, especially for students who learn a foreign language. They are getting more understand after they do improvisation by practicing. Additionally, students are going to get an opportunity to be an independent learner. In critical thinking practice, each student has different comprehension; they analyze, evaluate and synthesize information from various sources and present their own justified interpretation. For instance, when a teacher gives essay questions, report assignments, or discussion time, students are demanded to present their own interpretation of their prior knowledge and self-experience.

Beside of critical thinking has significance for reading and writing, it also has significance for speaking. Even though a lot of verbal communication occurs in everyday situations which do not require much thinking, but some situational and factual information, when teaching or learning a foreign language, even the advanced learner may require more thinking of how to

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<sup>3</sup> John Hughes, *Critical Thinking in the Language Classroom* (ELI, 2014), pp. 5-7.

<sup>4</sup> J. Moon, *Critical Thinking*, (London: Routledge, 2008), pp. 30-33.

communicate in a foreign language.<sup>5</sup> Practicing critical thinking in speaking activities can assist the Indonesian students to organize their thoughts to produce structured verbal communication in English. It additionally can avoid miscommunication between speaker and listener.

However, the teachers still have obstacles in facilitating critical thinking, especially in speaking. Based on the prior study, Risky and her colleagues said that the students found difficulty in critical speaking because of the difficulty of speaking itself.<sup>6</sup> An effective oral communication requires the ability to use the appropriate language to avoid miscommunication between speaker and listener. Meanwhile, according to Zuhelmi, most of the students prefer to keep silent than speak their ideas. They could not share their ideas because the teacher gave some activities which it could not stimulate the students for thinking critically.<sup>7</sup> We can conclude that the students need stimulation to think critically so that they can deliver their idea. So, the teacher requires the ability to provide good materials or use good strategy.

However, some teachers might be still confused about how to conduct an effective strategy to coach critical thinking, therefore; they do not apply the critical thinking process. Pierce figures out some aspects to coach critical thinking well. They are improving students' metacognitive abilities, using effective questioning strategies, having students use oral and written language often, designing tasks that require thinking and creating a classroom atmosphere that promotes risk-taking and speculative thinking.<sup>8</sup> It is definitely hard for teachers to decide how to

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<sup>5</sup> Elena Vdovina, Lourdes Cardozo Gaibisso, "Developing Critical Thinking in the English Language classroom: A Lesson Plan". *English Language Teachers' Association Journal*, vol. (1) (1) (2013) pp. 55-68.

<sup>6</sup> Risky Endasari, Muhammad Sukirlan, Deddy Supriady, *Journal "A Comparative Study between Students' Critical Thinking Skill towards Speaking Participation"*, p.1.

<sup>7</sup> Susi Zuhelmi, "Encouraging Students' Critical Thinking in Speaking by Combining Socratic Questioning Technique and Talking Chips Techniques at Senior High School", *Jurnal Ilmiah Mahasiswa STKIP PGRI Sumbar* (<http://jim.stkip-pgri-sumbar.ac.id/jurnal/view/0nx3> accessed on May 8<sup>th</sup>, 2018 at 3.12 a.m)

<sup>8</sup> Bill Pierce, *Handbook of Critical Thinking Resources*, (Maryland: Prince George's Community College, 2004), p. 8.



conduct good critical thinking process in the classroom, especially in the big class where the students have different background and characteristics.

Nevertheless, MTs Bilingual Pucang Sidoarjo implements an integrated curriculum (National, Religion Ministry, Cambridge, and International Baccalaureate Curriculum) where the school facilitates creative and critical thinking. Therefore, the teachers are expected to assist the students to achieve their learning goal by providing appropriate materials and strategies, and good classroom management. Moreover, English teachers concern on critical thinking in speaking activities by giving materials how to show expression in the right condition and how to choose the appropriate vocabulary for certain condition. For instance, the students learn how to invite in formal and informal terms. For facilitating this activity, the teacher uses metacognitive strategy; centering learning, planning and arranging learning, evaluating learning.<sup>9</sup> Thus, considering the condition, the researcher conducted the study about metacognitive strategy in facilitating critical thinking in speaking activities at MTs Bilingual Pucang Sidoarjo.

Many previous studies concern on critical thinking, one of them also concern on teacher's strategy in teaching critical thinking skill. The researcher investigated what kinds of strategies used in coaching students' critical thinking in English skills. However, the current study is aimed to describe only one strategy in facilitating critical thinking in speaking activities and find out the students' responses toward the teacher's strategy.

## **B. Research Questions**

Based on the background of the study, the research questions that this research proposes to pursue are the following.

1. What is the implementation of metacognitive strategy in facilitating students' critical thinking in speaking English activity at MTs Bilingual Pucang Sidoarjo?

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<sup>9</sup> Based on interview with Mrs. Dina (one of the teacher at MTs Bilingual Muslimat NU Pucang Sidoarjo)

2. What are the students' responses toward the implementation of metacognitive strategy in facilitating critical thinking in speaking English activity at MTs Bilingual Pucang Sidoarjo?

### **C. Objective of the Study**

Based on the background of the study, the research objective that the writer wants to achieve by this study are:

1. to describe the implementation of metacognitive strategy in facilitating students' critical thinking in speaking English activity at MTs Bilingual Pucang Sidoarjo.
2. to explore the students' responses toward the implementation of metacognitive strategy in facilitating students' critical thinking in speaking English activity at MTs Bilingual Pucang Sidoarjo.

### **D. Significance of the Study**

There are significances supposed by the researcher as follow:

1. Theoretically, the result of this study hopefully can be as an enrichment for the theory development about students' critical thinking through metacognitive strategy, moreover for the future researcher who attempts to focus on the implementation of metacognitive strategy for critical thinking in another English skill.
2. Practically, this study hopefully has advantages:
  - a. For the author, this study will be a valuable knowledge which the author can apply when becoming the future teacher.
  - b. For the teachers, this study will provide them the opportunity to build their capacity for a better understanding of their teaching, especially for teaching critical thinking skills.
  - c. For the students, this study will be useful for them in improving their critical thinking skills.

## **E. Scope and Limitation of the Study**

Despite the aim of this study is to describe the implementation of metacognitive strategy used by the teacher to facilitate students' critical thinking, this research is only focused on how metacognitive strategy used by the teacher to facilitate students' critical thinking in MTs Bilingual Pucang Sidoarjo, especially students in VIII-1 class that consist of 38 students. This research is limited to describe the teacher's way to implement metacognitive strategy only, without describing other strategies.

This research does not cover how effective this strategy has influenced in students' critical thinking, therefore this study does not investigate students' critical thinking level. Despite of not finding students' critical thinking, this study attempts to find out how students' reaction toward the implementation of metacognitive strategy used to facilitate critical thinking in speaking English activity.

## **F. Definition of Key Terms**

There are several important keywords to define in this study that help the researcher do the research and understand the concept of the study clearly.

### **1. Implementation**

Implementation is the learning application used in teaching process for education purpose.<sup>10</sup> In this research, implementation refers to how the teacher use metacognitive strategy to facilitate students' critical thinking in speaking activity with purpose to reach learning objectives. The implementation is analyzed based on three steps of strategies by Oxford theory.

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<sup>10</sup> Theresia Ning P, *Journal "Teacing English as a Global Language and Method CTL (Contextual Teaching and Laearning)*, (2008)

## 2. Metacognitive Strategy

Metacognitive strategies are higher order skills that contains of planning, monitoring or evaluating the success of a learning activity. It involves problem identification, planning content, planning language, and evaluation.<sup>11</sup>

In this research, metacognitive strategy refers to where the teacher gives challenging tasks or skills the teacher promotes a metacognitive environment, models metacognitive practices, provides opportunity for students to accomplish the learning target and connect to prior experiences; to monitor their progress along the way in relation to their learning target; and to determine if the learning target was met and reflect on what when well.

## 3. Critical Thinking

Critical thinking is a process of improving thinking by analyzing and assessing it. It develops an appreciation for reason and evidence, encourages students to discover information and teaches them to consider at various point of views from the information, analyze theories, solve problems, make decisions and clarify conclusions.<sup>12</sup>

Critical thinking in this study focuses on critical thinking in speaking activities, the students have to identify the expression in the dialogues, the vocabulary used, and how to show expression in formal and informal terms.

## 4. Speaking Activities

There are many types of classroom speaking activities. Harmer states that there six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.<sup>13</sup>

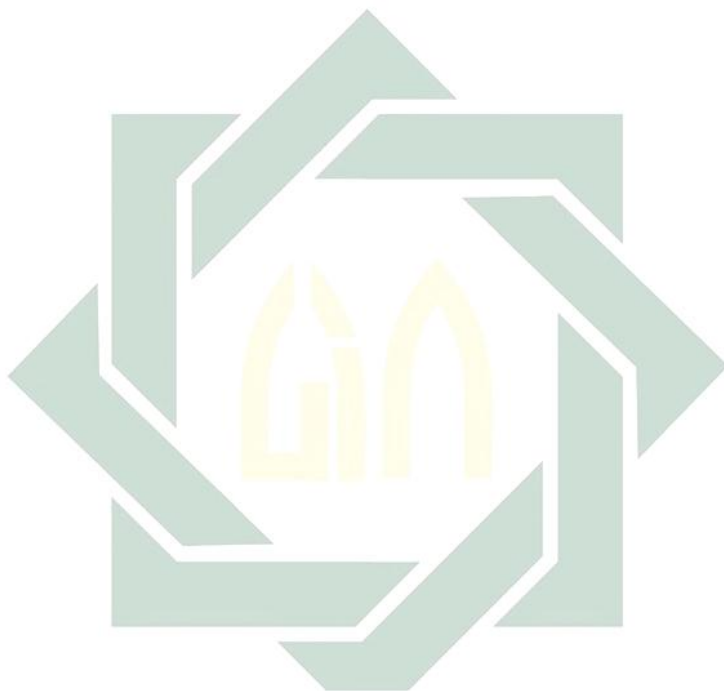
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<sup>11</sup> J. M. O'Malley, A. U. Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge University Press, 1990)

<sup>12</sup> Richard Paul, Linda Elder, *A Guide for Educators to Critical Thinking Critical Thinking Competency Standards* (The Foundation for Critical Thinking Press, 2007), p. 6.

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Longman, 2001), pp. 348-352.

Speaking activities in this research refers to discussion activity done by the teacher in the classroom, where the teacher gives a topic to be discussed in small group before they speak in public.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explains about theory that support and review the previous study related to the topic chosen by the researcher. This chapter focuses on critical thinking in speaking classroom activity and metacognitive strategy theory and review of previous study.

#### A. Review of Related Literature

##### 1. Speaking Activity

To improve students' speaking ability, the teachers can encourage their critical thinking by asking questions and challenging the learning task, so that they completely convey the message or information.<sup>14</sup> We can conclude that the willingness of students communicate depends on how the teacher manages critical thinking in speaking activity.

##### a. Definition of Speaking

Speaking is one of the general abilities which can make the others understand our point. It is one of language skills in oral form. The students require speaking skills to communicate in conveying the message and information.<sup>15</sup>

David states that speaking is the ability to express opinions, ideas, or thought orally; it consists of producing a systematic verbal utterance to convey meaning in order to be understood by the people we are speaking with.<sup>16</sup>

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<sup>14</sup> Hassan Soodmand, *The Relationship among Critical Thinking, Emotional Intelligent, and Speaking Abilities of Iranian EFL Learners*, LINELT: 2013, pp. 76-79.

<sup>15</sup> Ahmad Munir, Thesis "Communication Strategies Toward Students' Speaking Ability", (STKIP Hamzanwadi Selong, Nusa Tenggara Barat, 2005), p. 10.

<sup>16</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 40.

From the definitions, we can conclude that speaking is a verbal expression to communicate to others in order to deliver information and meaningful message.

#### b. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states that there are six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.<sup>17</sup>

##### 1) Acting from script

The students act the scenes based on the course books or to act from their written dialogues. In this activity, they are asked to come out to the front of the class. The teacher draws attention to appropriate stress, intonation, and speed. The lines that they speak will have the real meaning. By allowing students to practice in this activity before showing their final performance, the teacher ensures that the acting script is language learning and producing activity. In acting dialogue, giving time to rehearse their dialogues before the perform is very helpful for the students.

##### 2) Communication games

The games are designed to provoke communication between students depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures. Television and radio games can provide good fluency activity.

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<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Longman, 2001), pp. 348-352.

### 3) Discussion

Providing a chance for students to talk about something in a small group before they are asked to speak in public. By giving this activity, students have time to think of ideas or opinions. Discussion range is divided into several stages. The first stage is the groups that can be used for a whole range of discussion. For instance, talk about the students' reaction after reading the text. The second stage is instant comment where topics are introduced and the students say the first thing that comes into their mind. The last is formal debates. Students prepare arguments in against various propositions.

### 4) Prepared talk

Prepared talk is an activity where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared.

### 5) Questionnaires

Questionnaires are useful because it is a pre-planned activity where both questioner and respondent have something to say to each other. In this activity, students are able to design on any topic that is appropriate or the design can be from the teacher. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

### 6) Simulation and role-play

Students simulate a real-life encounter as if they were doing so in the real world. Simulation and role-play can be used to encourage general oral fluency, or train students for specific situations.



On the other hand, through the following classroom speaking activities, the teacher tries all the time to create interaction between students-teacher or student-student by exchanging information and expressing ideas.

## 2. Speaking in relation with Critical Thinking

Oral interaction is different to written communication. Speaker and listener are deal with producing language at the same time, they must process language without having any opportunity to take the words back or check what they have said. Therefore, it is important between speaker and listener to avoid misunderstanding.

Ramezani found that the ability to speak is improved when critical thinking level is increased. Students as critical thinkers are able to make decision as a result their performance in speaking activities are better than non-critical thinkers.<sup>18</sup> In this situation, through critical thinking, speaker would make decision how to speak appropriately.

## 3. Critical Thinking

### a. Definition of Critical Thinking

Hughes states there are no storages of critical thinking definition. However, he shares some terms that define critical thinking. Critical thinking is looking at problems from different angles, analyzing material, evaluating information, questioning the opinions / research / arguments / ideas to avoid making assumptions.<sup>19</sup>

Moon explores the term critical thinking is from a range of perspectives: teachers' views and students' perceptions. Different teachers and learners had different

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<sup>18</sup> Ramezani, Raana, *Journal of The Relationship between Critical Thinking and EFL Learners' Speaking Ability*, Vol. 9 (6), p. 196.

<sup>19</sup> John Hughes, *Critical Thinking in the Language Classroom*, (ELI, 2014), p.2.

frames of references for critical thinking based on different activities.<sup>20</sup>

- 1) From the teachers' view, critical thinking is:
  - a) the ability to consider an information from many different sources and considering conclusions which can be justified.
  - b) developing argument, analyzing ideas, and synthesizing ideas.
  - c) analyzing materials and identifying weaknesses and strengths.
  - d) analyzing situation or problem based on facts to be able to make a judgement.
  - e) understand an issue or problem in wider perspectives.
  - f) evaluating one's work or situation.
- 2) From the students' perception, critical thinking is:
  - a) reviewing the others' argument.
  - b) evaluating objects.
  - c) developing arguments.
  - d) reflecting about self.
  - e) engaging with others in arguments.
  - f) engaging with the world.

On the other hand, critical thinking can be defined from a variety of activities with different outcomes. It is about judgement from analyzing process, not about assumption, and it is about reflection. In addition, according to Scriven and Richard, critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.<sup>21</sup>

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<sup>20</sup> J. Moon, *Critical Thinking*, (London: Routledge, 2008), pp. 30-33.

<sup>21</sup> M. Scriven, & P. Richard. *A Statement for the 8th Annual International Conference on Critical Thinking and Education Reform*, (1987), p. 1.

According to Paul and Elder, critical thinking is the process of analyzing and assessing thinking with a view to improve it. Critical thinking presupposes knowledge of the most elements of thought and the most basic intellectual standards for thinking. The key to improve thinking is in restructuring thinking as a result of analyzing and effectively assessing it.<sup>22</sup> So, critical thinking is how to analyze and assess thought so that it could be improved.

According to Rozakis, critical thinking is able to: solve problem, make products that are valued in in a particular culture, be flexible – creative – original, think about thinking, locate the appropriate route to a goal, capture and transmit knowledge, express views and feelings appropriately.<sup>23</sup>

Based on those statements, it can be implied that critical thinking allows people to think about their own thoughts and the others' thought, to gather information from many sources, evaluate them and make a fair judgement without assumption.

#### b. Importance of Critical Thinking

Cited by Murat from Hedar, critical thinking is able to increase creativity and time management. Murat, himself, said that critical thinking presents more insightful understanding; offers an opportunity to be objective, less emotional and more open-minded due to appreciation in differences points of views and opinions.<sup>24</sup> By thinking ahead, it would help people to be confidence with new perspective.

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<sup>22</sup> Richard Paul, Linda Elder, *A Guide for Educators to Critical Thinking Critical Thinking Competency Standards*, (The Foundation for Critical Thinking Press, 2007), p. 6.

<sup>23</sup> Laurie Rozakis, *Engaging Activities and Reproducibles to Develop Kids' Higher-Level Thinking Skills*, (USA: Scholastic Inc., 1998), p. 4.

<sup>24</sup> Murat Karakoc, "The Significance of Critical Thinking Ability in terms of Education". *International Journal of Humanities and Social Science*, vol. 6 (7) (2016), pp. 81–84.

In education, critical thinking is necessary because it assists students to acquire and process information. According to Paul Elder, cited by Murat, students are more active when they realize critical thinking.<sup>25</sup> Therefore, students' critical thinking should be developed in the classroom.

#### 4. Metacognitive Strategy

##### a. Definition of Teaching Strategy

Kindsvatter stated that teaching strategy is designing combination methods to reach learning goal.<sup>26</sup> Meanwhile, Majid stated that teaching strategy is how the teacher use teaching approach which contains of guidance and plan to accomplish objective of learning.<sup>27</sup> Based on the previous description, we can conclude that teaching strategy is the designed plan to reach the learning objectives.

##### b. Definition of Metacognition

The definition of metacognition has been broadened and includes, not only thoughts about thoughts and cognitive states as it was before considered, but also affective states, motives, intentions and the ability to consciously and deliberately monitor and regulate one's knowledge, processes, cognitive and affective states, motives and intentions.<sup>28</sup>

According to Dawson, metacognition is thinking about thinking. Metacognitive skills are usually conceptualized as an interrelated set of competencies for learning and thinking and include many of the skills

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<sup>25</sup> *Ibid.*,

<sup>26</sup> Kindsvatter, Richard, *Dynamics of Effective Teaching*, 1996, p. 168.

<sup>27</sup> Abdu Majid, *Strategi Pembelajaran*, 2013, p. 7.

<sup>28</sup> Eleonora Papaleontiou, Louca, *Metacognition and Theory of Mind*, (Newcastle: Cambridge Scholars Publishing, 2008), p. 2.

required for active learning, critical thinking, reflective judgment, problem-solving, and decision-making.<sup>29</sup>

From above statements, it can be concluded that metacognition refers to all processes about cognition, such as, thinking about one's thinking and responding to one's own thinking by monitoring and regulating it.

### c. The Elements of Metacognition

Flavell identified the elements of metacognition: knowledge of cognition and regulation of cognition.<sup>30</sup>

- 1) Metacognitive knowledge has three types: declarative knowledge or person knowledge (understanding one's own abilities), procedural knowledge or task knowledge (related to how one's judgment of task, it is difficult or not), strategy knowledge or conditional knowledge (one's ability to use strategies to learn information).
- 2) Metacognitive regulation is used to describe how ones monitor and assess their knowledge. This includes knowing how and when to use certain skills, and assists ones to control their learning. For instance, it is student reflecting on his or her own work, a task that is often assigned while in school.

In other words, in the metacognitive process, there are controlling processes in planning for learning, monitoring one's comprehension and production, evaluating how one has achieved a learning objective well.

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<sup>29</sup> Theo L. Dawson, *Metacognition and Learning in Adulthood*, (Northampton, 2008), p. 3.

<sup>30</sup> John H. Flavell, *Cognitive Development*, (Englewood Cliffs, NJ: Prentice Hall)

#### d. Metacognitive Strategy in Critical Thinking

According to O'Malley and Chamot, metacognitive strategies have eight points.<sup>31</sup>

- 1) Advance organizers, make a general comprehensive review of the organizing concept.
- 2) Directed attention, decide to pay attention to the task and ignore the distraction.
- 3) Selective attention, decide to attend to specific aspects of language.
- 4) Self-management, understand the condition the conditions that can help the learner.
- 5) Functional planning, plan for and train linguistic components.
- 6) Self-monitoring, correct one's speech accuracy.
- 7) Delayed production, decide to postpone speaking in order to learn initially through listening comprehension.
- 8) Self-evaluation, check the outcomes of one's own language.

Meanwhile, in Oxford, there are three major sets of metacognitive strategies: centering learning, planning and arranging language learning, and evaluating learning.<sup>32</sup>

- 1) Centering learning. Learners have to pay attention first, pay attention to the task and avoid distraction. The role of teacher is giving materials that grab their attention and reducing classroom distraction and reminding them to focus.

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<sup>31</sup> J. M. O'Malley, A. U. Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge University Press, 1990), pp. 44-45.

<sup>32</sup> Oxford, R. L, *Language Learning Strategies: What Every Teacher Should Know*, (New York: Newbury, 1990)

- 2) Planning and arranging language learning. First, understanding language learning. Second, setting goal and objective. Third, identifying the purpose of language tasks. Last, seeking practice opportunities.
- 3) Evaluating learning. First, self-monitoring, learners should not become obsessed with correcting every speech difficulty, they should notice and rectify their important speech problems. Second, self-evaluating, in speaking there are many ways to self-evaluate. Learners may record their own speech and listen it later to find out how they speak.

In the other words, metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. Metacognitive strategies encompass paying attention, delaying speech production to focus on listening, organizing, setting goals and objectives, planning for language task, self-monitoring, and self-evaluating.

## 5. Students' Response

Susanto states that response is reaction. It means acceptance or rejection toward what communicator said in a message.<sup>33</sup> Response is divided to be opinion and attitude. Opinion is overt response towards verbal problem which delivered written or oral, then attitude is covert response. It is emotional and personal which is tendered to give a positive or negative reaction to other people, object or a certain situation.

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<sup>33</sup> Susanto, *Pengantar Sosiologi dan Perubahan Sosial*. (Jakarta: Bina Cipta, 1997), p. 55-57

According to Harvey and Smith, cited by Asnawi, define that response is readiness type in determining positive or negative attitude toward object or situation.<sup>34</sup> This definition shows that there is response division, they are as follow.

a. Positive Response

A response, reaction or attitude that show, receive, admit, agree, and perform prevailing norms where person is.

b. Negative Response

Negative response is a response, reaction, or attitude that show rejection or disagree toward prevailing norms where person is.

Louise Thurson, cited by Ervina, the response is inclining and feeling, curious and prejudice, detailed pre-understanding, ideas, afraid, threat and certain about specific things. From that statement, response can be revealed by:

a. Influence or rejection

b. Judge

c. Like or dislike

d. Positive or negative of an object

Attitude change can represent how response of person or group towards specific thing, like environment change or another situation. The response can be positive, that is affected, tend and hope for an object. A person with a positive response can be seen from cognitive, affective and psychometric step. In reverse, a person with negative response, when the information or an object changes he got do not influence his attitude or even avoid and hate the specific object. In this case, students' response is student reaction toward the process of implementing metacognitive strategy in facilitating critical thinking in speaking activity.

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<sup>34</sup> Muslem, Asnawi. *Kemampuan Guru Dan Respon Siswa Terhadap Pelaksanaan Model Pembelajaran Konstruktivis Pada Pelajaran Bahasa Inggris Di Smp Negeri Banda Aceh. J-TEQIP*, 2, VI (2012), 178–183



## B. Previous Studies

In this part, the author reviews some of previous studies from other researchers that has similar focus with this study. There are some researchers that discuss about critical thinking such as, *Developing Critical Thinking Skills in the High School English Classroom* by Genal Hove. This study is about critical thinking practices in High School of America, the researcher assumes that systematic implementation and practice of critical thinking strategies will help high school students develop habits of mind that allow them to view the world through a critical scope. This research has universal implications for all subject areas, and therefore will be applicable to the general high school setting, not only the high school classroom.<sup>35</sup> Despite of his study focuses on developing critical thinking by implementing strategies, objective of the study is to determine the potential impact of those strategies while objective of this study is to analyze how the use of one of the strategies in facilitating critical thinking.

Another study is *Enhancing Critical Thinking of Undergraduate Thai Students through Dialogic Inquiry* by Maliwan Buranapatana, this study is about the investigation of the concept of critical thinking in general literacy and what is alternative model which can be effectively used in enhancing critical thinking in undergraduate Thai students. The main purpose of the study is to propose and investigate the value of a new model of teaching critical thinking which can assist undergraduate Thai students to strengthen critical thinking ability. The new model in enhancing students' critical thinking being examined by the researcher is dialog inquiry.<sup>36</sup> The previous study is to examine the effectiveness of dialog inquiry in enhancing critical thinking. Whereas, this study is to analyze metacognitive strategy used by teacher in coaching critical thinking.

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<sup>35</sup> Genal Hove, "Developing Critical Thinking Skills in the High School English Classroom" (University of Wisconsin Stout, 2011)

<sup>36</sup> Maliwan Buranapatana, "Enhancing Critical Thinking of Undergraduate Thai Students through Dialogic Inquiry" (The University of Canberra Australia, 2011)

The past study by Elena Vdovina, *Developing Critical Thinking in the English Language classroom: A Lesson Plan* describes theoretical and practical ideas about critical thinking development within English language teaching/learning contexts. This study introduces some extra concepts which prove useful when designing a lesson with a critical thinking objective in mind such as the importance of cognitive and affective domains, and an ABCD model as a convenient framework for the incorporation of necessary components into the lesson plan. A lesson plan is provided demonstrating the application of critical thinking strategies in ELT.<sup>37</sup> Her research describes the elements of a lesson plan with critical thinking objective. Hence, it not only focuses on the implementation of strategy, but also other elements related to critical thinking. However, this research only describes the implementation of the strategy used in critical thinking.

A research of Chairan Zao, *Instructional Strategies for Developing Critical Thinking in EFL Classrooms*, focuses on three sets of research-supported teaching strategies which are useful in promoting critical thinking and applicable to EFL classrooms; explicit instruction, teacher questioning, as well as active and cooperative learning strategies. Meanwhile, common features of effective critical thinking instruction are discussed, which aims to illuminate instructional strategies for critical thinking at a macro level.<sup>38</sup> The previous study focuses on three instructional strategies in critical thinking development. However, this study only focuses on one strategy.

Siska Aprilyanti in her research, *Teachers' Strategies in Coaching Students' Critical Thinking in English Class at Ninth Grade of SMPN 1 Poring - Sidoarjo*, investigates and describes teachers' strategies in coaching students' critical thinking. She found three strategies that the teachers use in coaching students' critical thinking; Question Generating Strategy, Case Strategy and

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<sup>37</sup> Elena Vdovina, "Developing Critical Thinking in the English Language classroom: A Lesson Plan", *ELTA Journal*, vol. 1 (1) (2013), pp. 54-68.

<sup>38</sup> Cairan Zhao, "Instructional Strategies for Developing Critical Thinking in EFL Classrooms", *English Language Teaching Journal*, vol. 9 (10) (2016), pp. 1-8.

Metacognitive strategy.<sup>39</sup> In her research, she analyzed three strategies in coaching critical in reading activities. However, this research to analyze one strategy in coaching critical thinking in speaking activities.

A study was conducted by Mansoor Fahim and Parastu Dorrimanesh, *Do Better Critical Thinkers Use Metacognitive Learning Strategies More Frequently?* This research finds out whether better critical thinkers use metacognitive learning strategies more frequently. In other words, it was of interest to find out whether critical thinking contributes to achieving independence in learning. It revealed the existence of positive relationship between those two variables.<sup>40</sup> Fahim conducted a quantitative research to find out the correlation between metacognitive strategy and critical thinking. Whereas, the researcher in this study will conduct a qualitative research to analyze the implementation of a strategy in critical thinking practices.

Other study is conducted by Bahador Sadegi, *The Relationship between EFL Learners Metacognitive Strategies, and Their Critical Thinking*. It investigates the relationship between metacognition and critical thinking in language learning. The results of this study indicated that there was a positive correlation between metacognition and critical thinking. In other words, the more metacognitive strategies increase in students, the more critical thinking enhances as well. A comparison of gender differences was done too in this study.<sup>41</sup> Sadegi also focused on a quantitative study about the relationship between metacognitive

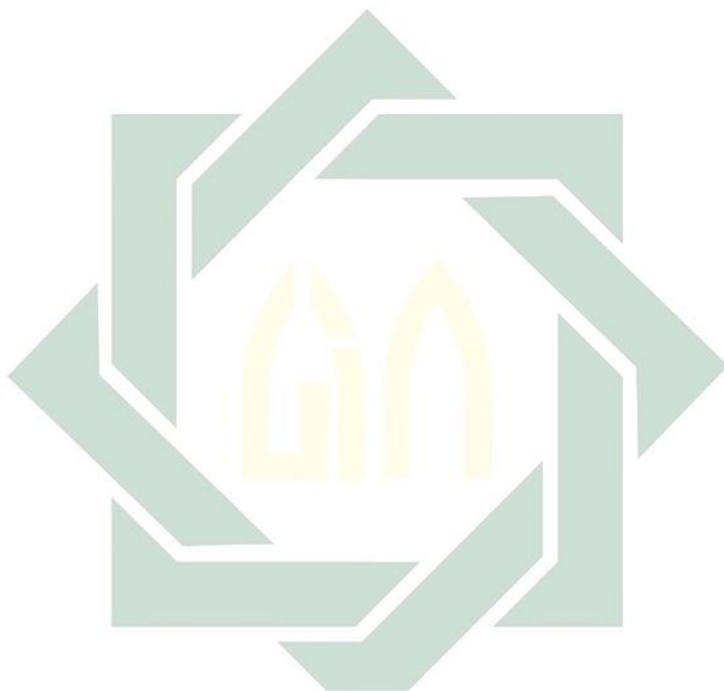
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<sup>39</sup> Siska, Amprilyanti, "Teachers' Strategies in Coaching Students' Critical Thinking in English Class at Ninth Grade of SMPN 1 Poring - Sidoarjo" (UIN Sunan Ampel Surabaya, 2018)

<sup>40</sup> Mansoor Fahim and Parastu Dorrimanesh, "Do Better Critical Thinkers Use Metacognitive Learning Strategies More Frequently?", *Advances in Asian Social Science*, Vol. 6 (3) (2015), pp. 1045-1052.

<sup>41</sup> Bahador Sadeghi, "The Relationship between EFL Learners' Metacognitive Strategies, and Their Critical Thinking", *Journal of Language Teaching and Research*, Vol. 5 (5) (2014) pp. 1167-1175.

strategy, he also added comparative study about gender differences. However, this study focuses on analyzing metacognitive strategy and there will be no comparative study about gender differences.



## CHAPTER III RESEARCH METHOD

This chapter concerns about the methodology and the procedure to develop the study. The research method involved these elements: research design, subject of the study, data collection technique, and data analysis.

### A. Approach and Research Design

The researcher used a qualitative approach with descriptive research. Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to some specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are more descriptive rather than predictive.<sup>42</sup> Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observations, focused interviews, and historical.<sup>43</sup>

This method suits with this research, because this research describes how the teacher uses metacognitive strategy in facilitating students' critical thinking in speaking English activity through observation and finds out what students' reaction toward the implementaion of metacognitive strategy to facilitate students' critical thinking.

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<sup>42</sup> Qualitative Research Consultants Association, "The Place for Cutting-edge Qualitative Research", (<http://www.qrca.org/?page=whatisqualresearch> accessed on May, 27<sup>th</sup> 2018 at 8. 15 p. m)

<sup>43</sup> Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Method Approaches: Second Edition*. (California: Sage Publications, Inc, 2013) p. 17.

## **B. Research Presence**

In this study, the researcher conducted the direct research into the subject of the study as a non-participant observation. Creswell stated that a non-participant is an observant who visits and takes record-note without involving in the participants' activities.<sup>44</sup> The researcher came to the classroom and took a seat at the back of the class, observing both the teacher and the students in the learning process. The teacher and the students were aware of the presence of the research; however, the students were not aware of the purpose of the study.

## **C. Subject of the Study**

The researcher chose one of English teacher who implements metacognitive strategy in facilitating students' critical thinking and students at MTs Bilingual Pucang as the participants and the subject of the study, especially VIII-1 as a recommendation from homeroom teacher with condition that students in this class get the best predicate class; they have good record academic and MTs Bilingual Pucang has special condition where critical thinking is included in learning process as a part of an integrated curriculum. Therefore, this school is the most suitable one for the researcher to do research.

## **D. Data and Source of the Data**

The data that researcher has collected in the research are from teacher and students. To know the implementation of this strategy to facilitate students' critical thinking, the researcher observed the English teacher. The researcher observed each steps and activities done by the teacher. Additionally, the researcher took video during learning process. To find out responses toward the implementation of the strategy, 38 students from VIII-1 had to fill questionnaire.

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<sup>44</sup> Loc.cit.

## E. Data Collection Technique

The researcher needed the instrument to collect data of the research. Creswell stated that various ways of collecting data are included into qualitative method, those are: researcher can collect information through unstructured or semi-structured observations, interviews, documents, and audio-visual recorded information. He also suggested not to do random sampling or selection of a large number of participants.<sup>45</sup> The researcher used field note to observe the teacher and the students and questionnaire for the students to know their responses toward the strategy.

For more specific, this is table for describing the process of collecting the data:

**Table 3.1** Data Collection

<b>Research Question</b>	<b>Technique</b>	<b>Source of data</b>	<b>Aspect</b>
RQ 1	Field Note	The teacher and the students in learning process	The implementation of metacognitive strategy in facilitating students' critical thinking in speaking activity.

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<sup>45</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition (Los Angeles: SAGE Publications Inc, 2009), p. 145.

RQ 2	Questionnaire	The students' responses	The students' responses toward the implementation of metacognitive strategy in facilitating students' critical thinking in speaking activity.
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To answer the first research question, the researcher observed teacher and students in learning process. The researcher prepared field note to write the steps of metacognitive strategy that teacher implemented and to write critical activities provided by the teacher. The researcher also observed how students' reaction during learning process.

To answer the second research question, the researcher delivered questionnaire to the students in the third meeting. The students had to fill the questionnaire that consists of 16 questions related to metacognitive implemented by the teacher. The students had to give checklist to choose one of five options (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

## F. Research Instruments

In this study, the instruments are described below.

### 1. Field Note

The researcher observed the classroom activity and learning process to know the implementation teacher's metacognitive strategy in facilitating students' critical thinking. Thus, the researcher used field note. By using field note, the researcher collected information about the topics, materials and teacher-students activities during the process of teaching and learning English in the classroom.



The field note adapted from Oxford theory, which included three steps in metacognitive strategy. Each step has some points as description. It helps the researcher to confirm whether the teacher follows those steps or not.

## 2. Questionnaire

To find out students' response toward the implementation of metacognitive strategy in facilitating students' critical thinking in speaking activity, the researcher distributed a questionnaire for the students. The questionnaire included 16 questions.

There are three key types of question structure: open-ended, closed, and contingency questions.<sup>46</sup> The type of the questionnaire that used in this research is close questionnaire. Close questionnaire is each question is accompanied by a selection of answers. The respondent simply chooses the most appropriate answer. The advantages of questionnaire are that it can be shared directly to many respondents, can be answered by the respondents as fast as their own and depend on their part time, can be anonymous, so that the respondents feel free, honest, and confident to answer and can be standardized in similar questions for all respondents.

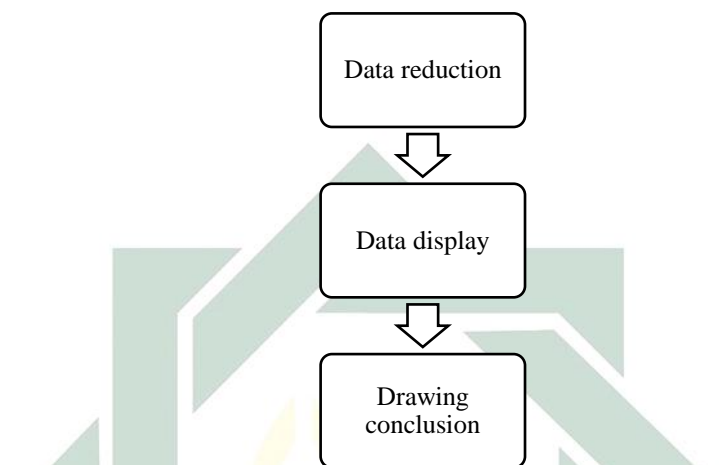
## G. Data Analysis Technique

After collecting data from both instruments, then the researcher analyzed the data. In this research, the researcher followed some steps by Milles and Huberman.<sup>47</sup> Those are defined as follows.

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<sup>46</sup> Maria Teresa Siniscalco and Nadia Auriat, *Quantitative Research Methods in Educational Planning*, UNESCO. p.22

<sup>47</sup> B. Matthew Miles, Michael A. Huberman, *Qualitative Data Analysis* (1994), p.10.

**Graphic 3.1** Data Analysis Technique

### 1. Data Reduction

Data reduction is about the information gained from the classroom observation. Some information is needed in filling the data, but some of them are not necessary. Therefore, unimportant data was reduced by the researcher. To reduce the data, the researcher coded data as follows.

- a. Categorizing the steps of metacognitive strategy in facilitating students' critical thinking. The researcher categorized into three steps.
- b. Categorizing the students' responses toward the implementation of metacognitive strategy. The researcher categorized into five aspects.

### 2. Data Display

After reducing the data, the researcher displayed the data. The data display presents the process of showing data simply in the form of words, sentences, narrative, tabular, and graphic of data collected through field note and questionnaire. The researcher displayed the data as follows.

- a. The implementation of metacognitive strategy  
The researcher analyzed data gathered from field note during observation. The researcher described the steps of metacognitive strategy followed by the teacher and described what kind of critical activities provided in learning process.
- b. Students' responses  
The researcher transcribed the result of questionnaire about students' responses about implementation metacognitive strategy in facilitating critical thinking in speaking activity. To measure students' responses, the researcher used this formula:

$$\text{Result} = \frac{\text{The number of score of item statemen}}{\text{The number of maximal score of item statements}} \times 100$$

Next, the teacher described how students' responses in each aspect.

The result of students' response towards the implementation of metacognitive strategy can be determined by the percentage result with qualification:<sup>48</sup>

**Table 3.2** Qualification of Students' Response

Number	Score (%)	Qualification
1	81%-100%	Very Positive
2	61%-80%	Positive
3	41%-60%	Neutral
4	21%-40%	Negative
5	0-20%	Very Negative

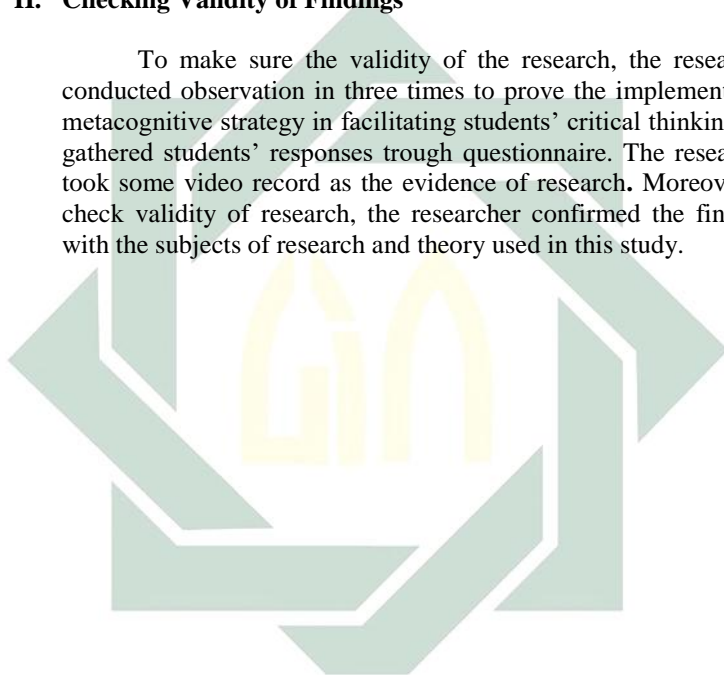
<sup>48</sup> Ridwan., *Skala Pengukuran Variabel-variabel Penelitian*, (Bandung: Alfabeta, 2009), p.15.

### 3. Drawing Conclusion

The last process of analyzing the data is conclusion. In this step, the researcher made an interpretation and conclusion to answer the research question based on the data finding.

## **H. Checking Validity of Findings**

To make sure the validity of the research, the researcher conducted observation in three times to prove the implementation metacognitive strategy in facilitating students' critical thinking and gathered students' responses through questionnaire. The researcher took some video record as the evidence of research. Moreover, to check validity of research, the researcher confirmed the findings with the subjects of research and theory used in this study.



## **CHAPTER IV FINDINGS AND DISCUSSION**

This chapter presents the collected data from observation field note and the students' responses toward metacognitive strategy, also the analysis of it. The results of the learning process and the checklist also the responds are showed as research findings. Furthermore, the analyzed data is explained in discussion part.

### **A. FINDINGS**

The researcher has conducted the research in three times, on November 5th, 9th and 10th, 2018 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of how the teacher implemented metacognitive strategy and students' responses of implementation of metacognitive strategy to facilitate critical thinking in speaking activity. To show the result of this study conveniently, those findings are categorized based on the research questions of the study.

#### **1. The Implementation of Metacognitive Strategy in Facilitating Students' Critical Thinking in Speaking English Activity**

The teacher observed one of English teacher and 38 students in VIII-1 three times. In first meeting, the teacher gave material about expression of invitation. In second meeting, the teacher gave material about expression of prohibition. In third meeting, the teacher gave material about expression of asking permission. In this study, the writer become a non-participant observer. The teacher and the students became the object who was observed. There were no big difference how the teacher implemented the strategy from first meeting to third meeting, except in first meeting the teacher gave brief review about students' daily exam in previous week. Therefore, the result of implementation of

metacognitive strategy in facilitating students' critical thinking in speaking English activity described in the table below.

**Table 4.1** Result of Implementation Metacognitive Strategy in Facilitating Students' Critical Thinking in First Meeting

Implement- ation	Activity	Checklist	
		Yes	No
Centering Learning	<ul style="list-style-type: none"> <li>• Come on time and say salam for the students</li> <li>• Check classroom condition</li> <li>• Greet the students with bright smile and ask how the students are</li> <li>• Ask the students what they learned in previous meeting</li> <li>• Elicit the students to relate today lesson with their experience</li> <li>• Give brief explanation about today's lesson</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	√
Planning and Arranging Learning	<ul style="list-style-type: none"> <li>• Present indicator and learning objectives</li> <li>• Give clear instruction before doing tasks</li> <li>• Explore students' thinking by gathering information about the subject of the lesson</li> <li>• Facilitate students in pair or group work to engage with others</li> <li>• Provide picture/table/graphic to emerge students'</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	

	comprehension <ul style="list-style-type: none"> <li>• Provide picture/table/graphic to develop the ideas</li> </ul>	√	
Evaluating Learning	<ul style="list-style-type: none"> <li>• Monitor the progress of students' work</li> <li>• Give the students opportunity to present their work to the whole class</li> <li>• Ask the students to pay attention when their classmates are speaking</li> <li>• Give the students time to reflect about today lesson</li> <li>• Give feedback</li> </ul>	√ √ √ √ √	

**Table 4.2** Result of Implementation Metacognitive Strategy in Facilitating Students' Critical Thinking in Second and Third Meeting

Implement- ation	Activity	Checklist	
		Yes	No
Centering Learning	<ul style="list-style-type: none"> <li>• Come on time and say salam for the students</li> <li>• Check classroom condition</li> <li>• Greet the students with bright smile and ask how the students are</li> <li>• Ask the students what they learned in previous meeting</li> <li>• Elicit the students to relate today lesson with their experience</li> <li>• Give brief explanation</li> </ul>	√ √ √ √ √ √	

	about today's lesson		
Planning and Arranging Learning	<ul style="list-style-type: none"> <li>• Present indicator and learning objectives</li> <li>• Give clear instruction before doing tasks</li> <li>• Explore students' thinking by gathering information about the subject of the lesson</li> <li>• Facilitate students in pair or group work to engage with others</li> <li>• Provide picture/table/graphic to emerge students' comprehension</li> <li>• Provide picture/table/graphic to develop the ideas</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	
Evaluating Learning	<ul style="list-style-type: none"> <li>• Monitor the progress of students' work</li> <li>• Give the students opportunity to present their work to the whole class</li> <li>• Ask the students to pay attention when their classmates are speaking</li> <li>• Give the students time to reflect about today lesson</li> <li>• Give feedback</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	



From the field note above, the steps of teachers' metacognitive strategy to facilitate students' critical thinking in speaking activity described as follows.

a. *Centering learning*

- 1) The teacher came on time and said salam to the students. Additionally, students show their respect by saying salam to the teacher.
- 2) The teacher made sure that the classroom was clean by checking the floor. She also asked the students to clean the whiteboard.
- 3) The teacher attempted to build good atmosphere by greeting with showing her bright smile and asking the students, 'How are you today? Are you feeling well?'. Building good atmosphere, the students are expected to join the learning process in good condition.
- 4) In the first meeting, the teacher gave a brief preview about students' result of daily exam in the previous meeting. However, in the second and third meeting, the teacher asked the students to recall the lesson in previous meeting.
- 5) After the teacher gave the brief preview, the teacher elicited the students by connecting today's lesson with students' experience by asking, example in expression of invitation: 'Have you invited someone? How do you invite people?'
- 6) The teacher asked the students first what the purpose of invitation, then she explained it briefly.
- 7) The teacher asked the students to open the book and focus on a list of the expression of invitation with the responses. She read the expression and asked the students to repeat after her.
- 8) The teacher wrote list of expressions and the responses that not written in the text book, also explained them which one is formal and informal.
- 9) The teacher instructed the students to make one expression of invitation that is out of the box. After 3 minutes, she asked them to share their idea.

b. *Planning and arranging learning*

- 1) The teacher showed learning objective clearly, that they were learning expression of invitation and how to response it, both accepting and refusing invitation.
- 2) After showing learning objective clearly, the teacher asked the students to fill the blank in a dialogue about invitation in the book
- 3) Then, the teacher asked the students to read the dialogue for 5-7 minutes and answer guided questions/instructions; for instance in expression invitation (*underline the expressions of invitation in the dialogue, what is the social function of invitation, how to express invitation in religious aspect, how to invite others in formal and informal language.*
- 4) The teacher walked around to check students' work and helped them when they had problem with the task.
- 5) The teacher asked the students to share their answers.

c. *Evaluating learning.*

- 1) The teacher asked 3 students to stand in front of the classroom, for doing conversation. This activity is group activity but they are called randomly to make conversation spontaneously. She gave them 5 minutes to make preparation. She and the students paid attention to their performance.
- 2) The teacher gave them feedback for their performance and asked the students to give applause for showing gratitude.
- 3) In the end of the lesson, the teacher asked the students, 'Do you understand about today's lesson? What are your problems? If you understand please write one expression of invitation and the response on your note book' .
- 4) The teacher made a review for common mistake to the whole class.

To sum up from the learning activities. The teacher uses metacognitive strategy to facilitate students' critical thinking in speaking activity through the following steps:

- a. Centering learning. In this step, the teacher tried to grab students' focus to join learning process by building good atmosphere and checking the classroom, asking the students what they learned in previous meeting, and eliciting the students to relate today lesson with their experience.
- b. Planning and arranging learning. In this step, the teacher showed learning objective and explore students' thinking with guided question. Additionally, the teacher provided activity where the students could engage with others in pair and group work.
- c. Evaluating learning. In this step, the teacher monitored students' work, gave students' opportunity to present their work/idea, asked students to pay attention when their classmates were speaking, and gave the whole feedback for today's lesson.

For critical thinking activities, there are three activities where the teacher facilitated students' critical thinking in this classroom; engaging with the world, analyzing materials, and synthesizing ideas.

- a. The first activity is engaging with the world. The teacher connected the lesson to students' real-life situation by asking about their experience.
- b. The second activity is analyzing materials. The teacher asked students to read the dialog to analyze it, where they identify expression, what is the social function of the expression, how to use expression in different context.
- c. Synthesizing ideas. The teacher gave students some topics, asked them to make a dialogue in pairs or group and showed it in front of the classroom.

It can be concluded that the teacher included first activity in centering learning, second activity in planning and arranging learning, and third activity in evaluating learning. It can be concluded that the teacher facilitated students' critical thinking through each step in metacognitive strategy.

## 2. Students' Responses toward the Implementation of Metacognitive Strategy in Facilitating Students' Critical Thinking in Speaking English Activity

To explore the students' responses toward the implementation of metacognitive strategy in facilitating students' critical thinking in speaking English activity, the researcher needed data obtained from questionnaire. The researcher tabulated the questionnaire into the following categories.

**Table 4.3** Questions and Categories

Number	Questions	Categories
1	Teachers' positive attitude emerges motivation to join learning process	Students' motivation
2	Good environment increases motivation in learning process	
3	Teachers' motivation/feedback increases students' motivation in learning process	
4	Reminding about previous lesson grabs students' focus to join learning process	
5	Connecting lesson with students' experience grabs students' interest	
6	Giving learning objective clearly assists students to understand	Assisting understanding
7	Giving instruction clearly assists students to understand	
8	Exploring information assists students to understand the materials	
9	Discussion with classmates assists students to understand the materials	
10	Graphic organizer assists students	

	to understand the materials	
11	Graphic organizer assists students to develop idea	
12	Students are active in both individually and group work	Students' behavior
13	Students pay attention to their classmates	
14	Students are respect to their classmates	
15	Students has courage to show their classmates' mistakes	
16	Students are aware of their strength and weaknesses	Assisting awareness

a. Students' motivation

From 38 students in the classroom, 84% agree that metacognitive strategy brings positive influence toward students' motivation. Teachers' positive attitude and feedback emerges students' motivation to join learning process. Reminding students about previous lesson can grab their focus and eliciting them by connecting lesson to their real-world experience grab their interest. In the other hand, concerning on good environment can increase students' motivation to join learning process.

b. Assisting understanding

84% of students agree that metacognitive strategy used by the teacher assist students to understand the materials. When teacher giving learning objective and instruction clearly, the students understand more about what they are going to do. By exploring information, having discussion with classmates, students can understand about the materials. Providing graphic organizer additionally assist students to understand the material and develop their idea.

c. Students' behavior

It is about 76% from 38 students in the classroom who agree that metacognitive strategy helps them to be active students and to have good interaction with others. Through metacognitive strategy, students can be active in both individually and group work. It helps them to focus and pay attention to their classmates. When the students pay attention to others, it assists them to be respect.

d. Assisting awareness

It is about 90% that students agree through metacognitive strategy, they are more aware of their strength and weaknesses in learning process.

It can be concluded that students' responses toward implementation metacognitive strategy to facilitate students' critical thinking are positive. They agree that metacognitive strategy emerges their motivation to join learning process, assists them to understand the materials, to be active students, and to be aware of their strength and weaknesses in learning.

## B. DISCUSSIONS

To have the same interpretation between the readers and the researcher toward the findings above, this part discusses those findings by reflecting on some theories related for each following problem.

### 1. The Implementation of Metacognitive Strategy in Facilitating Students' Critical Thinking in Speaking English Activity

The result of implementation metacognitive strategy to facilitate students' critical thinking in speaking activity is good. Firstly, the willingness of students to communicate is depends on how the teacher manages critical thinking in speaking activity. According to Hassan, the teachers can encourage their critical thinking,

so that they convey the message or information.<sup>49</sup> To reach that goal, the teacher can design plan as called teaching strategy. Majid stated that teaching strategy is teaching approach that contains of the course plan to reach the learning objectives.<sup>50</sup> It is good that the school has included critical thinking into lesson plan, because it can assist students to speak. In the other hand, critical thinking can assist students to acquire information. Therefore, the teacher attempts to use metacognitive strategy to facilitate students' critical thinking in speaking activity.

As stated previously, metacognitive strategy is used by the teacher to facilitate critical thinking. In metacognitive process, there are controlling processes in planning learning, monitoring one's comprehension and production, also evaluating learning process. Meanwhile, Hassani attempted to connected metacognitive strategy used with critical thinking, he revealed that the more metacognitive strategies increase in students, the more critical thinking enhances as well.<sup>51</sup> In addition, Fahim, in his research, found that good critical thinkers use metacognitive frequently.<sup>52</sup> However, it is different from Elena in her study that strategies related to critical thinking classified into cognitive strategies and affective strategies.<sup>53</sup>

Based on the researcher opinion, the teacher managed critical thinking in speaking activity well through metacognitive strategy. In centering learning, learners have to pay attention to the task and avoid distraction. The teacher attempted to build good

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<sup>49</sup> Hassan Soodmand, *The Relationship among Critical Thinking, Emotional Intelligent, and Speaking Abilities of Iranian EFL Learners*, LINELT: 2013, pp. 76-79.

<sup>50</sup> Abdu Majid, *Stratgei Pembelajaran*, 2013, p. 7.

<sup>51</sup> Hassan Soodmand., *Loc., cit*, p.77

<sup>52</sup> Mansoor Fahim, "Do Better Critical Thinkers Use Metacognitive Learning Strategies More Frequently?", *Advances in Asian Social Science*, Vol. 6 (3) (2015), pp. 1045-1052.

<sup>53</sup> Elena Vdovina, "Developing Critical Thinking in the English Language classroom: A Lesson Plan", *ELTA Journal*, vol. 1 (1) (2013), pp. 54-68

atmosphere and checked the condition of the classroom to make sure that students could focus before they started learning. To build critical thinking, the teacher connected the lesson with their experience. As Moon said that critical thinking is engaging with the world.<sup>54</sup> Thus, the students have a chance to recall information based on their experience from their world.

The second step in metacognitive strategy is planning and arranging learning. Understand language learning, setting goal objective, and identifying of the purpose of the task are part of this step. The teacher gave clear objective and instruction so that the students understand what they are going to learn and to do. In this step, teacher has a chance to build students' critical thinking activity by giving questions. In this activity, the students are expected to identify, looking for the reason, and how to use language in proper situation. John stated that analyzing materials and questioning opinions/ ideas are parts of critical thinking.<sup>55</sup>

The last step of metacognitive process is evaluating learning where learners monitor and evaluate their learning. Critical building in this activity is the teacher asked the students to do role-play based on situation provided. It can be in pairs or group work. Based on Zhao, some of the proposed activities in critical thinking include role play/simulation, a group teaching technique in which students act out a real-life situation.<sup>56</sup> From that activity, the students were expected to listen carefully, as delayed production to postpone speaking in order to learn through listening so that they can monitor others.

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<sup>54</sup> J. Moon, *Critical Thinking*, (London: Routledge, 2008), pp. 30-33.

<sup>55</sup> John H. Flavell, *Cognitive Development*, (Englewood Cliffs, NJ: Prentice Hall)

<sup>56</sup> Cairan Zhao, "Instructional Strategies for Developing Critical Thinking in EFL Classrooms", *English Language Teaching Journal*, vol. 9 (10) (2016), pp. 1-8.



In addition, the teacher divided the students into pairs or group work, where they can engage in opinion. According to Zhao, active group interaction provides students chances to exchange ideas, take responsibilities, and become critical thinkers.<sup>57</sup> The students can share ideas with their friends to have wider perspective. Therefore, the teacher has given good chance to the students for having interaction with others.

The researcher concluded that the implementation of using metacognitive strategy has good impact to the students because the students are expected to start learning with good atmosphere and enjoy learning without distraction. In addition, they can engage the lesson with their real life and engage with others in opinion. Through metacognitive strategy, the students are more aware of their strength and weaknesses because the teacher lead the students to have self-reflection.

## **2. Students' Responses toward the Implementation of Metacognitive Strategy in Facilitating Students' Critical Thinking in Speaking Activity**

Students' responses to the implementation of metacognitive strategy in facilitating critical thinking have four aspects. They are students' motivation, assisting understanding, students' behavior, and assisting awareness.

Susanto states that response is reaction. It means acceptance or rejection toward what communicator said in a message.<sup>58</sup> Response is divided to be opinion and attitude. Opinion is overt response towards verbal problem which delivered written or oral, then attitude is covert response. It is emotional and personal which is tendency

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<sup>57</sup> *Ibid.*, p. 5

<sup>58</sup> Susanto, *Pengantar Sosiologi dan Perubahan Sosial*. (Jakarta: Bina Cipta, 1997), p. 55-57

to give positive or negative reaction to other people, object or certain situation. Positive response here is a response, reaction or attitude that show, receive, admit, agree, and perform prevailing norms where person is. Then negative response is a response, reaction, or attitude that show rejection or disagree toward prevailing norms where person is.

In this study, the researcher obtained the data about students' responses by using questionnaire. The researcher categorized the statements in four aspects above. Here are the descriptions of the data displayed.

a. Students' motivation

Based on findings, students' motivation is represented by statements number 1-5. It shows that percentage for students' motivation is 84 % (very positive). The students were enthusiast to start learning when the teacher showed positive attitude. In addition, good environment also impacted to students' learning process. In the other hand, the students had interest when they could engage the lesson with their real world.

b. Assisting understanding

Number 6-11 represents assisting understanding. The percentage for assisting understanding is 84 % (very positive). The students were easy to understand when the teacher give clear learning objective. In addition, graphic organizer also helped them to understand the materials.

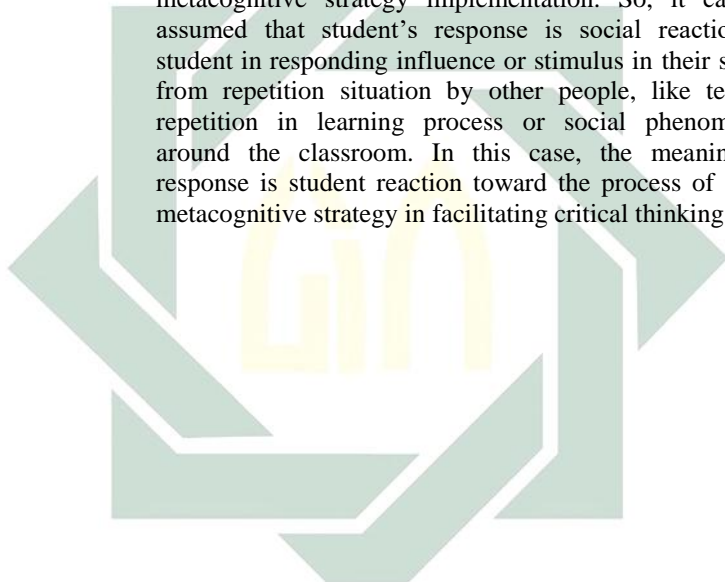
c. Students' behavior

For students' behavior, it is represented by number 12-15. The percentage for students' behavior is 76 % (positive). The students are active both in individually and group work. They showed their respect by listening to their classmates carefully.

d. Assisting awareness

According to findings, question number 16 is represented assisting awareness. The students admitted that metacognitive strategy assist them to be aware of their strength and weaknesses.

The data found by researcher show that high percentage of questionnaire result represents students' response which can be categorized in positive and tend to metacognitive strategy implementation. So, it can be assumed that student's response is social reaction of student in responding influence or stimulus in their selves from repetition situation by other people, like teacher repetition in learning process or social phenomenon around the classroom. In this case, the meaning of response is student reaction toward the process of using metacognitive strategy in facilitating critical thinking.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the summary of conclusions and suggestion dealing with the research finding of the research. The conclusions come from the findings that have been discussed in the chapter before. Based on these conclusions, there are some suggestions.

#### **A. Conclusion**

Based on the findings of the whole research problems which have been presented above, here are the conclusions of the study:

1. The implementation of metacognitive strategy in facilitating critical thinking had been done well by the teacher. The teacher attempts to apply metacognitive steps; centering learning, arranging and planning learning, evaluating learning to engage students' critical thinking. The critical thinking activities are engaging students with their real life, analysing materials, and synthesizing ideas. In addition, the teacher facilitated students' interaction in critical thinking with pairs and group work that according to Zhao students can exchange the ideas and take responsibilities.
2. Students' responses toward metacognitive strategy in facilitating critical thinking in speaking English activity at MTs Bilingual Pucang Sidoarjo show positive response. It can be seen from high percentage of questionnaire result that represents students' response which can be categorized in positive and tend to the implementation.

#### **B. Suggestion**

This suggestion is necessary for the relevant people, particularly these following parties.

1. For teacher

Regarding the result of this research, for the teachers who are still confused of classroom strategy in facilitating critical thinking can consider this strategy as design plan for learning. In addition, the teachers are better to provide variety

of activities and include internet as source of learning in order to extend students' perspective. The researcher also suggests the teachers apply some interactive media to increase students' interest.

2. For the students

Considering the result of this research, which shows the teachers' implementation strategy to facilitate critical thinking, and the students' responds toward the implementation, the students are hoped to always focus on learning so that they are able to reach learning objective well, to be more active and be more responsible. In addition, the researcher suggest that the students can coach their critical thinking by discussion with their friends when they are not in the classroom.

3. For the next researcher

Indeed, the researcher also hopes that the result of this study is useful as the reference for other researchers to conduct the further research dealing with using metacognitive strategy in facilitating critical thinking. If, there are researchers who are very curious about this topic, the writer hopes that the next researchers can develop the information about how effective this strategy applied in different school. Therefore, the readers will gain rich knowledge about this strategy from different school.

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