

**TEACHING SPEAKING WITH CRITICAL THINKING  
BY USING ADVICE COLUMNS AT SENIOR HIGH SCHOOL**

**PAPER**

*Submitted as Partial Fulfillment of the Requirements for Strata One (S1) Degree*



**By:**

**Vitri Lolianne Kharisma**

**72689 / 2006**

**Advisor:**

**Drs. Jufri, M.Pd**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG**

**2012**

**HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah  
Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni  
Universitas Negeri Padang**

**Teaching Speaking With Critical Thinking  
by Using Advice Columns at Senior High School**

**Nama : Vitri Lolianne Kharisma  
Nim / BP : 72689 / 2006  
Program Studi : Pend. Bahasa dan Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni**

**Padang, September 2012**

**Nama**

**Tim Penguji**

**Tanda Tangan**

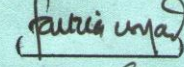
**1. Drs. Jufri, M.Pd**

**Ketua**



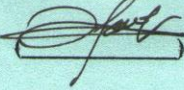
**2. Drs. An Fauzia Rozani Syafei, M.A**

**Sekretaris**



**3. Havid Ardi, S.Pd, M.Hum**

**Anggota**



## ABSTRAK

**Kharisma, Vitri Lolianne. 2012: “*Teaching Speaking With Critical Thinking by Using Advice Columns at Senior High School*”. Paper. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang**

Siswa SMA diharapkan mampu berbicara dengan pemikiran yang kritis. Tetapi pada saat siswa berada dalam situasi yang mengharuskan mereka untuk berbicara dengan pemikiran kritis seperti saat presentasi, pidato, debat, diskusi dan lainnya, umumnya siswa mengalami kesulitan dalam situasi tersebut. Hal ini disebabkan oleh masalah siswa yang berkaitan dengan kurangnya kosa kata, kurangnya percaya diri siswa, dan kurangnya kemampuan mereka dalam menghasilkan ide. Oleh karena itu, ada banyak cara yang bisa digunakan oleh guru untuk meningkatkan kemampuan berbicara siswa dengan pemikiran kritis, salah satunya dengan menggunakan *Advice Columns*. Penulisan makalah ini bertujuan untuk membantu guru dalam meningkatkan kemampuan berbicara siswa dengan pemikiran kritis. Penggunaan teknik ini dapat dilakukan dalam 3 langkah pengajaran yaitu *Pre-Teaching Activities*, *Whilst Teaching Activities*, and *Post Teaching Activities*. Pada tahap *Whilst Teaching Activities*, siswa secara berkelompok membahas masalah dan mendiskusikan solusi dari masalah yang terdapat pada kolom saran untuk kemudian ditampilkan di depan kelas. Pemakaian teknik ini sangat berguna untuk meningkatkan kemampuan berbicara siswa dengan pemikiran kritis. Untuk itu dianjurkan kepada guru supaya mengaplikasikan teknik ini dalam pengajaran Bahasa Inggris terutama untuk keterampilan berbicara (*speaking skill*).

## ACKNOWLEDGEMENTS



Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing and great guidance, I am eventually able to complete this paper as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this paper, I have worked with a great number of people contributed who are deserved special mention. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgment.

In the first place I would like to record my gratitude to Drs. Jufri, M.Pd, as my supervisor who has given his charm ideas, suggestions, guidance and supervision from the earliest stage of this paper accomplishment. Then, I would also like to thank Drs. An Fauzia Rozani Syafei, M.A and Havid Ardi, S.Pd, M.Hum as my examiners who have given me much advice and positive critics for the best result of my paper in the future. Thank you so much. My sincere thanks and appreciation also goes to Dr. Kurnia Ningsih, M.A, as my academic advisor whose guidance has been beneficial for me during my study in English Department. Moreover, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught me during my study in English Department and had shared their inspirational experience to me. I was extraordinarily fortunate in having them as my lecturers.

Where would I be without my family? My parents and siblings deserve special mention for their inseparable support and pray. I would like to express my appreciation and faithful gratitude to my beloved mother, Mrs. Julia Verna, who sincerely raised me up with her caring and boundless love. My struggling father, Mr. Yusril Adli, is the one who put the fundamental of my learning character, showing me the joy of intellectual pursuit ever since I was a child. Thank you. I'd

like to thank my dearest sisters, Qorrie Lolianne Kharisma and Qova Lolianne Kharisma, for being supportive and caring siblings.

It is a pleasure to express my gratitude wholeheartedly to my entire friends in English Department. Thanks for the nice relation and awesome class we have had for these four years. Thanks for the togetherness, excitement, smile, laugh and even tears we shared. It is an extraordinarily nice to have you as my greatest best friends ever. You are really friend indeed.

I would also like to thank to everybody who was important to the successful realization of this paper and to express my apology that I could not mention personally one by one. Finally, I hope the readers could contribute developmental criticism and suggestion to improve this paper.

Padang, September 2012

Vitri Lolianne Kharisma

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF APPENDICES .....</b>	<b>v</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problems .....	5
C. Limitation of the Problem .....	5
D. Formulation of the Problems .....	5
E. The Purpose of the Paper .....	6
F. The Significance of the Paper .....	6
<b>CHAPTER II REVIEW OF THE RELATED LITERATURE</b>	
A. The Nature of Speaking .....	7
B. The Concept of Critical Thinking .....	8
C. Advice Columns .....	14
D. Teaching Speaking at Senior High School .....	16
<b>CHAPTER III DISCUSSION</b>	
A. Preparation in Applying Advice Columns for Teaching Speaking With Critical Thinking .....	20
B. Teaching Model .....	20
C. Advantages of Using Advice Columns for Teaching Speaking with Critical Thinking .....	26
<b>CHAPTER IV CONCLUSION AND SUGGESTIONS</b>	
A. Conclusion .....	27
B. Suggestions .....	28
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	

## **LIST OF APPENDICES**

Appendix 1. Lesson Plan

Appendix 2. The Example of Advice Column

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problem**

Speaking is the most basic medium of communication by humans. It helps people to communicate thoughts, ideas, suggestions, comments, etc, from a speaker to a listener. In language teaching context, speaking is also seen as a core skill which is needed to be taught to the students. Students are expected to communicate well and naturally about the topic being given in the classroom, both monologue and dialogue.

In teaching English in Indonesia, speaking is still regarded as the important skill to be mastered by the students. This is reflected from the purpose of teaching English in the recent curriculum used in Indonesia, that is *Kurikulum Tingkat Satuan Pendidikan*. Based on this curriculum, speaking is a process of transferring information, thought, and feeling to develop sciences and technology as well as cultures. It can be clearly implied that the main purpose of learning English is to enable the students to communicate

Even though speaking is regarded important, teaching speaking in Senior High School still deal with a number of problems faced by students and teacher. There are three main problems faced by the students when they attempt to learn speaking skill in the classroom. These problems were seen during writer's practice teaching experience. The first problem that was found by writer was some students had lack of vocabulary in English. Because of that, those students tend to think much on the words that they were going to say while they were speaking. As



the result, their speaking performance was not as good as what was expected by the teacher.

The second problem dealt with students' self confidence. As the matter of fact, some students tend to be shy when they were asked to perform either a dialogue or monologue in front of the classroom. Even worst, some students tend to be reluctant to speak in front of the classroom and they would rather to be silent. In their opinion, this was because they were afraid of being mocked by their friends if they made a mistake. Due to this fact, the psychological problem (self confidence) faced by the students lead to their reluctance to speak in the classroom.

Besides the two problems above, the third problem was some students had problems dealing with their ability in generating ideas. This is related to their ability in activating their critical thinking. Critical thinking itself is someone's ability to think critically, to find logic reasons, and to decide appropriate action toward a particular case or problems. This is supported by Ennis in Fisher (2001) who says that critical thinking is reasonable and reflective thinking that is focused on deciding what to believe or to do. In learning a language, especially for senior high school students, critical thinking is very useful to gather senior high school students' logical ideas and express it purposefully, especially in speaking subject. In speaking, senior high school students are expected to express their thoughts into the form of utterances. However, senior high school students are not only expected to express any ideas they have, but also to decide which ideas are more

logical and appropriate to solve a particular problems for them in the future. Therefore, critical thinking plays bigger role on senior high school students.

The problems in teaching and learning speaking does not merely come from students' side. In fact, problems might also be caused by the teacher. There are several problems of teaching speaking to the students in the classroom. The first problem was some teachers tend to ignore speaking activity which is extremely needed to build students' ability in communication. As the matter of fact, they just focused on grammar and written activity. Because of limited time available at school, the teachers admitted that they just skipped the dialogue activity and asked students to complete the dialogue without giving opportunity for them to practice the dialogue. As the result, the teachers cannot check whether the students can pronounce and express the dialogue appropriately or not.

The second problem that was found was lack of using media in teaching speaking that might also contribute to students' inability in speaking. As widely known, media is important in assisting teacher to teach skill in English, especially communicative skill (i.e. speaking). By using media, the teacher can encourage the students to speak in the classroom. Media can also help the students to transform the abstract things in their mind to the concrete one. As the result, the students can communicate in the classroom by giving opinion, argument, etc.

Based on the explanations above, there should be some ways to solve those problems. This paper will discusses one of the ways to solve those problems, especially for the use of media in teaching speaking. One of the media

which can be used in teaching speaking to senior high school students is advice column.

Advice column is a kind of media which can be found in the newspaper or magazine. Here, a reader of a magazine sends a letter consisting of her/his problem. The experts in the magazine (e.g. doctor, psychologist) will reply the letter by giving the solution of the reader's problem. The advice columns are varied in the term of topic. There are health advice column, love advice column, psychology advice column, education advice column, etc.

Advice columns stand out as a good source of teaching materials for teachers. Advice columns introduce senior high school students to the English speaking societies and values of English speakers. Moreover, it offers a wide variety of topics that senior high school students are concerned about. The activity of using advice columns in the class is quite practical. Teacher just needs to ask senior high school students to find an advice column in the newspaper or magazine based on the topics that they have decided before in the class. Thus, the teacher does not need to spend more time in preparing the activity. Later, the students will act as an advice columnist, counsel readers' personal questions by providing wise advice. The whole process of being an advice columnist and solving problems, involves senior high school students in thinking, analyzing, and decision making which is good for fostering their critical thinking. This activity is good for teaching speaking with critical thinking. Because of that, this paper will explain the use of advice columns in teaching speaking.

## **B. Identification of the Problems**

Based on the background of the problems previously explained, there are several problems to be pointed out in relations with critical thinking improvement in speaking. From the teachers' side, the first problem that is they tend to ignore speaking activity which is extremely needed to build students' ability in communication. Second problem might be caused by lack of using media in teaching speaking. There are three problems from the students' side. First, some students have lack of vocabulary in English. Second, the students also deal with problems related to their self confidence. Third, some students have problems dealing with their ability in generating ideas. All of these problems occur in teaching and learning speaking in the classroom.

## **C. Limitation of the Problem**

From several problems identified before, this paper will only concerns on one main problem. The problem is the media that can be used by teacher to teach speaking with critical thinking to senior high school students'. Therefore, to solve this problem, the writer propose an activity called "Advice Columns" which is good for fostering their speaking skill with critical thinking.

## **D. Formulation of the Problem**

The problem can be formulated as follow "How do the English teachers teach speaking with critical thinking by using "Advice Columns" to senior high school students'?"

### **E. The Purposes of the Paper**

The purpose of this paper is to explain how the English teachers teach speaking with critical thinking by using “Advice Columns” to senior high school students.

### **F. The Significance of the Paper**

It is expected that this paper could give contribution to the development of teaching English as a foreign language both theoretically and practically. Theoretically, it is greatly expected that this paper can be useful as the source of information for the teachers. Practically, it is hoped that this paper can be a guide for the teachers in implementing the activity to teach speaking with critical thinking.