

## Implementing Value Line Learning Strategy In Increasing Students' Critical Thinking In Speaking Skill

Sudirman<sup>1</sup>, Tawali<sup>2</sup>  
Universitas Mandalika

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### ABSTRACT

*implementing value line learning strategy in increasing students' critical thinking in speaking skill* Penelitian ini berusaha untuk menemukan pembelajaran berbasis masalah sebagai strategi yang tepat untuk membantu siswa meningkatkan berpikir yang kritis dalam keterampilan berbicara menggunakan strategi pembelajaran value line di kelas dua di SMA NW Pendem. Metode penelitian yang digunakan adalah penelitian dengan pendekatan kuantitatif dan kualitatif. Kelas pemusatan penelitian kelas II SMA NW Pendem dan sampel penelitian adalah 23 siswa. Untuk menganalisis data, peneliti menggunakan lembar observasi untuk guru bahasa Inggris untuk mengetahui kondisi proses belajar mengajar ketika value line diterapkan dan lembar observasi digunakan untuk mengetahui peningkatan kemampuan siswa dalam belajar dari data penelitian yang ditemukan. Hasil skor keterampilan berbicara siswa adalah 80,86 (19%) dan nilai menulis siswa dalam penelitian ini adalah 80,57 (92%), dapat disimpulkan bahwa menggunakan strategi pembelajaran garis nilai di kelas bahasa asing bahasa Inggris pada siswa kelas dua SMA NW Pendem tahun ajaran 2020/2021.

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### Abstract

*implementing value line learning strategy in increasing students' critical thinking in speaking skill* This study is attempted to find out based problem learning as an appropriate strategy to help the students to increase critical thinking in speaking skill using value line learning strategy at second grade in SMA NW Pendem. The methods of the research applied are quantitative and qualitative approach research. The research concert class of second grade in SMA NW Pendem and the sample of the research are 23 students. To analyze the data, the researcher used observation sheet for the English teacher to found out the condition of teaching learning process when the value line was implemented and the observation sheet was used to found out the students improvement ability in learning from the research data found out the result of students score of speaking skill was 80.86(19%) and the students score of written in this research was 80.57(92%), it can be conclude that using value line learning strategy in English foreign language classroom at the second grade students of SMA NW Pendem in academic year 2020/2021.

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### Corresponding Author:

Sudirman

[sudirman@undikma.ac.id](mailto:sudirman@undikma.ac.id)

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## 1. INTRODUCTION

Nowadays, Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As a language is used as a tool of communication, the ability of speaking or communicating with others takes an important role.

Oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills.

Lack of motivation also become a problem for students, they feel lazy to learn English because there are no people or someone who give them the future drawing of how important English in the next.

Starting from the above phenomena, the researcher can conclude that speaking is important because speaking seems intuitively the most important skill to master

The researcher can infer that the critical thinking in speaking is the technique for discovering the ideas or information within a text and to know the ability of the students about how deep the students can find out the ideas or information.

Value line is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Based on the problems above, the researcher decides to carry out research entitled “IMPLEMENTING VALUE LINE IN INCREASING STUDENTS’ CRITICAL THINKING IN SPEAKING SKILL”

Students’ speaking skill hoped can be improved after implementing of this teaching strategy. The researcher hopes that in teaching speaking through value line can help the learning process for the students become easy to studying English. It is also required to support teaching and learning activities in speaking.

## 2. REVIEW OF RELATED LITERATURE

As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.

Speaking is one of English skills must be mastered by student in learning English, many experts define speaking in different ways.

The average person produces tens of thousands word a day or may produce even more than that.

Richard (2008: 20) states that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Meanwhile, Cameron (2001: 40) in M. Noor Afdillah states speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of “receptive” and “productive” uses of language can be applied to speaking respectively.

Based on the definitions above, it can be concluded that speaking is the process of sharing information with another person, one’s knowledge, interests, opinions or ideas.

Besides, speaking also is the way to make someone interest to the information that the speaker wants to share.

### **Macro and Micro Skill of Speaking**

Macro and micro skill is helpfully in order to make the process of producing language in spoken English.

According to Brown (2003: 142), “Micro skills reffer to producing the smaller chunks of language such as phoneme, morphemes, words, collocation, and phrasal units. According to Faturrahman and Sumarni (2016: 35) mention macro and micro skills of speaking, those are:

- a) Produce differences among English phonemes and allophonic variants
- b) Produce chunks of language of difference lengths.
- c) Produce English stress pattern, words in stressed and unstressed positions: rhythmic structure, and intonation contours.
- b) Use appropriate style, registers, implicates, redundancies, pragmatic conventions, conversation rules, floor-keeping, and yielding, interrupting, and other sociolinguistic features in face-to-face conversation.
- c) Interrupting and other sociolinguistic features in face-to-face conversation.
- e) Covey facial features, kinesics, body language and other nonverbal language.

### **Aspect and Indicator of Speaking Assessment**

According to Hughes (2003: 100) states there were five indicators in assessing speaking those are:

- a) Pronunciation

Can be intelligible though, good spelling, dealing with foreigners attempting to speak his language....

b) Grammar

Confident control of grammar, able to speak the language with sufficient structural accuracy.

c) Vocabularies

Has speaking vocabulary sufficient to express him simply with some circumlocutions, able to speak language with sufficient vocabulary in conversation.

d) Fluency

Can discuss particular interest of competence, able to use language fluently on all levels, can participate in any conversation with fluency.

e) Comprehension

Understand a normal rate of speech, can understand questions and statement with paraphrase, can get the gist of most conversation of non-technical subject.

### Types of Speaking Test

Brown (2004: 142-143) further stated that, there are five types of speaking skill:

a) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (intimate) a word a phrase or possibly a sentence.

b) Intensive

Intensive assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship.

c) Responsive

Responsive assessment task includes interaction and test comprehension but at the somehow limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

e) Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

### Critical Thinking

#### Definition of Critical Thinking

Critical thinking placed the brain to become face of any think, it is focus on brain work to think better.

Critical thinking gives student the tools to use skepticism and doubt contractively so that they can analyze what is the topic. Critical thinking gives the concepts to explain what is mistakes and can make more effective discussion.

Critical thinking focuses on brain work and thinks better. In this skill include of higher order thinking, creative thinking, problem solving, and reflective thinking.

Critical thinking will make the students' habitual to respond the text or situation. In the other word, critical thinking helps student to identify the obvious and the hidden messages more accurately, and to understand the process by which an argument is constructed.

#### Indicators of Critical Thinking

Paul and Elder (2002: 66) states that there are some indicators of critical thinking, those are:

a) Purposes

Critical thinker should be aware of the condition that when reasoning, it may have different purposes and a critical thinker should be able identify.

b) Questions

Critical thinker should be giving question to gaps some information to know the issue.

c) Information

Critical thinker actively decides which of possible experiences, data and evidence.

d) Point of View

Critical thinker should understand the limitations of perspective, orientation and point.

e) Assumption

General categories or ideas, by which we interpret, classify or group the information we use in our thinking.

f) Concept

Use to draw conclusion and meaning to data, inferences as interpretation or conclusion.

g) Interpretation an Inference

Consequence is the actual results of acting upon our reasoning.

h) Implication and Consequence

The implications of reasoning are an implicit creation of our reasoning.

Based on the indicators above the researcher decides to measure student's critical thinking based on the seven indicators above.

**Value Line Learning Strategy**

**a) Definition of Value Line Learning Strategy**

Value line is an activity that requires students to take a position on an issue and to support it with reasons (Crawford, et al, 2005: 20).

Crawford, et al (2005: 20) states value line is intended to help students pay attention to an issue and decide what they think about it; recognize that there can be varying opinions about the same issue; and take a position on an issue and state their reasons for it.

This strategy is help student to convey what they are thinking about the issues talking-point, even when friends disagree whit their opinion.

It motivates students to evaluate their positions on an issue, and also enables students to stretch their perspective and to learn to examine at least two side of an issue.

**b) Value Line in the Classroom**

Crawford, et al (2005: 26) writes the procedure on applying value line in the classroom, those are:

- 1) The teacher poses a question to the whole class. It should be one on which opinions can vary from a strong "yes" to a strong "no." Such a question might be, "Which is more important: protecting the environment or meeting people's immediate needs?"
- 2) Each student considers the question alone and may write their answers.
- 3) The teacher and another student stand at opposite ends of the room. Each states an extreme position on the issue, and their two statements are diametrically opposed to each other.
- 4) The students are asked to take their place along an imaginary line between the two extreme positions, according to which pole of the argument they agree with more.
- 5) The teacher reminds the students to discuss with other students in the line their responses to the question, to make sure they are standing among people who share their position. If they do not, they should move one way or another.
- 6) Students may continue to discuss their responses with the students on either side of them.

- 7) The teacher asks one person from each cluster of students to state that small group’s position on the issue. Any student who wants to change positions after hearing a statement is invited to do so.

The value line is enjoyable for students because they like moving around in the class and sharing with other. It is interesting to demonstrate for them physically what it is mean by “having position” and “changing one’s position” on an issue. From here the teacher can break into smaller group ensuring that the group of students from different parts of line, and also the teacher consider using this line as a basis for group discussion and critical questioning.

**The Previous Study**

In order to enlarge view about Implementing of Value Line in Increasing Student Critical Thinking in Speaking.

Meanwhile, the previous study that researcher found is not to be like seem with his research at all, the research reviews the previous of the study which has correlation and the difference with this study.

The researcher had pre-test and post-test for experimental and control with the same test and motions. The mean score of experimental in pre-test was 67.14 and 74.57 for the post-test.

Furthermore, based on the calculation data, the writer interprets that the score of students’ speaking in experimental class is higher than the score in control class.

The writer concludes that role play could improve the students’ speaking ability because the students gave an opportunity to practice in communication.

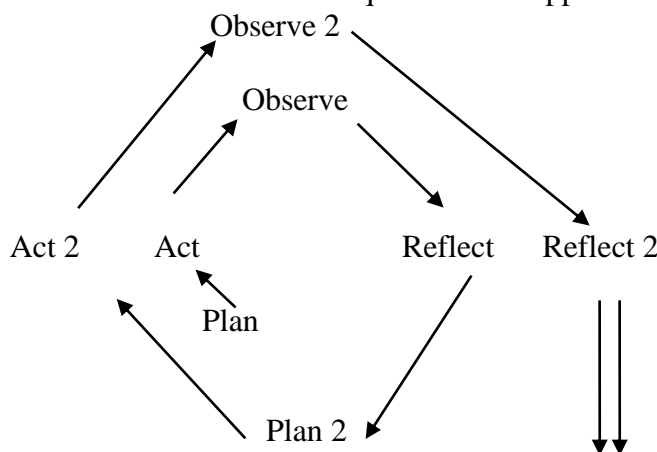
In this previous study the researcher uses a quasi-experimental study by using “pre-test and post-test design....

**3. RESEARCH METHODS**

**A. Research Design**

In this research, the researcher uses Classroom Action Research (CAR). CAR is research that examines some ideas in practice to change something in order to get the real research....

Here researcher uses qualitative approach and quantitative approach.



**Figure 1.** an extended action research model (Costello: 2003)

**B. Setting of the Research**

- a) Setting of the research

The place of this research is in SMA NW Pendem Central Lombok especially in second grade student in academic year 2020/2021.

- b) Time of the research

This research will use 2x45 minutes in each meeting and the researcher will take about 4 weeks or 1 month for the research.

**C. Subject of the Study**

The subjects of the study are the second-grade students of SMA NW Pendem in academic year 2020/2021.

#### D. Procedure of the Research

There researcher will do the research some cycles, step in every cycle were same. The steps in every cycle according to Hopkins, (1997: 16) are follows

- a. Planning
- b. Action

#### E. Observation Instrument

Instrument is a tool that is used by an observer when he applies certain method to get data. There are two kinds of instruments: test and non-test instruments (Arikunto 2002:127).

##### a) Observation

Observation is one of the instruments that used in collecting data. As a scientific strategy, observation could be systematically uses to observe and note all of the phenomena investigated like the students' feeling, thinking, and something they did in the learning process.

##### b) Reflection

Reflection has an evaluated aspect, to judge whether the method could be problem solving to increase student critical thinking in speaking using value line learning strategy.

In this case, an achievement test was used to get the acquired data. The instrument used by the writer in this final project is field note and observation sheet. Some questions are given to the student and they ask to answer by their own view point of the topic, it is mean to stimulate student critical thinking.

There are two of techniques of data collection will apply in this research; which are oral test, and observation sheet to obtain the data.

##### a. Test

###### 1) Oral Test

Oral test is a test in which a person is encouraged to speak, and is then assessed on the basis of that speech.

##### b. Observation Sheet

Observation sheet is used to observe student and teacher activities in the class for learning and teaching process. The researcher needed to write down the expansion of the student day by day. Observation Sheet is to write the activity of the student while they are got the material. This is an agenda of activity for student and for researcher to remember every act that the researcher doing in the class room.

The data will be analyzed after getting the score, while the researcher will using the next technique:

##### a. Quantitative analysis

In this research will get the description of the answer given by the students' the data will be analyzed by using descriptive statistical analysis.

###### 1) Mean Score

To know the score and accounting the result of the student score, the researcher should follow the formula from (Sugiyono, 2017: 49)

$$M = \frac{\sum X}{N}$$

Where:

- |          |                                  |
|----------|----------------------------------|
| M        | = the mean score of the students |
| $\sum x$ | = the individual score           |
| N        | = the number of students         |

###### 2) Percentage of student score

Percentage of student score was success when it got reach the 75% in learning process and student score should got 75-100 to pass the lesson

$$\text{Percentage} = \frac{\text{total student passes the test}}{\text{total student}} \times 100\%$$

**Table 2.** Scale of Percentage and Qualification

No	Score	Classification
1.	85-100	Excellent
2.	66-85	Very good
3.	46-65	Good
4.	26-45	Low

#### 4. RESEARCH FINDING AND DISCUSSION

##### A. Research Finding

This research was conducted in one month at SMA NW Pendem. The data was attained from the teaching and learning process. This research consisted of one cycle. **Table 5.1 The Observation Sheet for English Teacher**

No	Statement	Result	
		Yes	No
1.	Teacher prepare the material well	√	
2.	Teacher organizes the classroom well	√	
3.	Teacher used the time effectively	√	
4.	Teacher conveys the material clearly	√	
5.	Teacher gave an example related to the topics	√	
6.	Teacher asked the students' problem about the material during teaching and learning process	√	
7.	Teacher gives an instruction about topics and made a summary about something that students got	√	
8.	Teacher work as the facilitator during the student tell their summarize in front of the classroom	√	
9.	Teacher reviewing the material	√	
10.	Teacher make sure all of the students understand the material well	√	

Explanation:

1. Teacher prepared the material well. Teacher used the material based on the standard competence and curriculum that has been arranged in a form of lesson plan.
2. Teacher organized the classroom before the teaching and learning process started. This means the teacher was well prepared for any kind of situation that might happened in the classroom.
3. Teacher used the time effectively. The teacher wasn't wasted any seconds for nothing. Teacher could maintain the time a long with the lesson, so all the material was delivered really well.
4. Teacher conveyed the movie clearly. It means that, teacher should be easily and

- clearly.
5. Teacher asked the students’ problem during learning process. After giving the materials, teacher asked students was there any problem about the materials or not. Therefore, the teacher could help the students’ who got stuck with the material.
  6. Teacher worked as the facilitator during the applying of value line learning strategy, such as guiding the students’ who still got confused with the word that the student does not know the vocabulary in English language, the teacher helped the student with words and write any accident-related vocabulary up on the board.
  7. Teacher reviewed all of the material given on that meeting.
  8. Teacher made sure that the students already understood about teacher’s explanation from the whole meeting.

**Table 3.** The Observation Sheet on Students’ Activity in The Classroom

No	Statement	Result	
		Yes	No
1.	The students respect the presence of their teacher.	√	
2.	The students are all well prepared to study.	√	
3.	The students are responsive towards the instruction given by the teacher	√	
4.	The students are able to understand about the topics given.	√	
5.	The students are able to make summarize about topic that teacher gave based on the procedure given by the teacher.	√	
6.	Students are able to tell their summarize in front of the class	√	
7.	Students active during learning process	√	
8.	Students are able tell the story in the front of the class	√	
9.	Students feel enthusiastic to follow the lesson	√	
10.	The students understand the material well.	√	

**B. Oral Result**

The researcher chose oral test as instrument to collect information from a large number of students and on the other side the students as respondents could complete and return it in certain period.

Name of the student	Oral score
BM	80
ARRR	76
AZK	76
BEYA	80
BGSM	80
BMP	84
BWS	80
DM	80
DIS	84



JNH	80
LYH	80
KI	80
LNM	92
LF	80
LI	72
MYF	80
MA	88
RI	72
RS	88
SNP	80
SSA	76
WAA	80
ZAP	80
Total	1852

**ORAL TEST SCORE**

$$M = \frac{\sum X}{N}$$

$$M = \frac{1852}{23}$$

M= 80.52

Percentage score

$$\text{Percentage} = \frac{\text{total student passes the test}}{\text{total student}} \times 100\%$$

$$P = \frac{21}{23} \times 100\%$$

P= 91%

**5. CONCLUSION**

The aim of this study was to find out, whether researcher use value line learning strategy in EFL classroom increased speaking skill for the student. Besides, speaking skill using value line learning strategy in English foreign language classroom was proved by the result of observation sheets that showed most of students were active and focus in teaching and learning process.

**Suggestion**

Related to the conclusion above, there are some suggestions was offered by the researcher, some suggestions as follow:

1. To the Teacher

The researcher hoped that for teacher to let the students to practice their English so that they can improve the student’s skill and teacher can use the various methods, technique, media in conducting English in order the teaching learning process will be more effective and interesting.

2. To the Students

The researcher hoped that the students more active in learning process and they can solve the problem that they found during the learning process in classroom.

3. To the Next Researcher

The researcher hoped that this researcher can be helpful to other researchers and make this researcher as a reference to the next research to be better and perfect.

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