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CONTENTS

THE ANALYSIS OF STUDENTS' CRITICAL THINKING IN ONLINE DISCUSSION FORUM BY USING SCHOOLOGY IN SPEAKING B CLASS OF FIRST SEMESTER STUDENTS OF FKIP UBL

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Abstract

Online discussion forum is well-known in educational technology development especially in blended learning because it supports the traditional face to face (f2f) classroom. Moreover, online discussion forum is familiar as the leading of critical thinking process. Therefore, this present study is intended to analyze the influence of critical thinking to help improving speaking skill of the first semester students in Universitas Bandar Lampung. To achieve the goal, online discussion forum is provided to promote critical thinking through Schoology platform. A qualitative approach is employed to analyze the data. Observation, interview, and questionnaire are conducted to see the influence of critical thinking process during online discussion forum, and the influence of critical thinking to improve students' speaking skill. The finding indicates that the use of online discussion forum can promote students' critical thinking, and the students can perform better in the f2f classroom.

Keywords: Blended learning, critical thinking, online discussion forum, speaking skill.

1. INTRODUCTION

In this modern era, technology is part of human life. The rapid technological development forces the educational system to adapt with technology. That condition causes the changing of teaching learning process in the classroom with the involving of technology to assist the process of teaching such as YouTube, Skype, or twitter. For example the teacher asks the students to upload their speaking performance (drama, speech, or presentation) in YouTube. The students will be motivated to produce the speaking project as good as possible because their video will be seen by many people around the world. If it is compared to traditional face to face class, the students sometimes feel afraid to convey their opinion to the teacher. Even some students are active in the class, but most of them tend to be passive. This situation might cause the feeling doubtful in sharing knowledge.

Based on that condition, many researchers try to find way to integrate technology with educational process. One of the ways is through blended learning. Blended learning is combining both face to face and online learning that includes the element of synchronous and asynchronous online learning option (Watterson, 2012). It means that it not only utilizes online web based as the main activities but also integrate it with the activities in the traditional face to face classroom. One way to assess blended learning is by using online discussion forum. Online discussion forum is an asynchronous communication field where it is created for students to post and reply the message overtime (Bourke and Bath, 2010:32). Online discussion forum allows students to post what they think and share their knowledge in online environment asynchronously. It permits students to think and manage the idea before they deliver it into comment thus the students will become more critical in evaluating the information. That is why many studies try to utilize critical thinking to improve students 'abilities especially in language teaching and recent studies believe that critical thinking can help the students to improve their quality in academic process. Therefore, critical thinking becomes fascinating issues to identify, and it plays important role in

education. Therefore this study was conducted to analyze how far critical thinking influence students' speaking performance through online discussion forum. This study is to answer the following research questions:

1. How does online discussion forum in schoology promote students' critical thinking?

2. How does critical thinking influence students' speaking performance in offline classroom?

2. LITERATURE REVIEW
2.1. Concept of Computer Assisted Language Learning (CALL)

CALL (computer Assisted Language Learning), which is (Levy, 1997) "the search of study of application of the computer in language teaching and learning" in (Davies, 2016), has been expanded to support language teaching. CALL refers to involving computer and work with technologies including laptop, Smartphone, interactive whiteboard, mp3 player to develop language teaching and learning (Hubbard, 2016). The history of CALL firstly began in the University of Illinois 1960 with PLATO project which signs in the early development of CALL (Davies, 2016). Therefore, the use of technology to support language teaching is still developing. There are many platforms used to assist and enhance language teaching to be more creative and interesting. One of them is schoology.

2.1.1. Concept of Blended Learning

The use of blended learning is not a new way in teaching because it first appears around 2000 and combines the simple applying traditional classroom learning with self-study e-learning activities at that time (Marsh, 2012). Blended learning is the combination of any different methods of learning and environment (Marsh, 2012) that is why the implementing of blended learning offers creative teaching where stimulates student

to be more active and aggressive during both face to face class and online class, and it gives new nuance of teaching learning process for students.

The students can review the material whenever they want and feel easy to ask teacher for help. The students will study the materials by themselves in anytime they want if they have some difficulties they will surely ask the teacher. In sort, blended learning can improve the access and flexibility for students, increase students to be more active, and get better experience in online learning (Saliba et.al, 2013).

Moreover, blended learning can be understood as the finding of the better way to support students to achieve learning objective and give place for the students the best learning experience (Bath an Bourke,2010). It says that, in the effort of modifying the teaching learning process to be more interesting, the technology are added to support traditional face to face classroom.

In order to support traditional classroom with technology in the term of blended learning, some strengths of blended learning have been indentified (Marsh, 2012):

"*1.Provides a more individualized learning experience. 2. Provides apersonalize learning support.3. Supports and encourages independent collaborative learning, 4. Increases students 'engagement in learning, accommodates a variety of learning styles. 5. Provides the place for practice target language beyond the classroom. 6. Provides less stressful practice environment for target language. 7. Provides flexible study (anywhere or anytime) to meet learners 'needs. 8. Helps students develop valuable and necessary 21st century learning skill*"

2.1.2. Concept of SCHOOLOGY

Schoology is founded by Jeremy Friedman, Ryan Hwang, and team Trinidad (Victor, 2012). Schoology comes

from Greek language: "Logy" means "core of knowledge", "school" means "any place for learning", so Schoology is "collaborative learning platform combining course content and functionality of traditional learning management with the access and connectivity to the social networking tools" (Friedman in Victor, 2012). It means that Schoology is collaborative platform for teaching learning management combining normal learning management with the access to social networking tool. Similar with (Scola, 2016), "Schoology is the ultimate way to manage lesson, engage students, share content, and connect with other educator". It means that using Schoology provides us with great way to modify the lesson, link the students, and the students can also share knowledge. Thus, using Schoology will train the students to be more active because it persuades students to interact in communication actively in order to share the information with other students in that forum. In fact Schoology also provides teacher with a website to post the assignments and materials and the students can access to their course. Schoology (2016) mentions some features of schoology. There are *"lesson planning and grading, communication and collaboration tool, reporting and analytics tool, application integration, and mobile application"*. It means using Schoology both teacher and student encounter new situation having online learning through schoology which will accommodate their needs.

question from topic discussion and choose precise answer. On the other hand, (Ramezani, 2016) participating in discussion, better and faster critic, and distinguishing between different situation are the characteristic of an active or critical thinker. It means the involvement of students into discussion online with including many activities which can stimulate their critical thinking skill. Thus,

2.1.3. Concept of Online Discussion Forum

Online discussion forum is one of the ways to use e-learning in teaching. "It has a lot of information" (Singhai and Kalra, 2012:704).In online discussion forum mostly students share their knowledge among them, that is why the information of the topic discussion has been explored deeply. Thus, the students gain lot of knowledge from discussion. Discussion forum is the most efficient web tool used for communication by posting the question and waiting for the respond (Singhai and Kalra, 2012). It means discussion forum is the suitable way or place to develop students' understanding through conversation which is happened in the discussion thread. It can help the students to manage their idea and collect the information before posting the comment because they have to give correct respond to the questions.

Students can explore the learning process by interacting with other students to argue to the topic discussion in the teaching material. The aim of using online discussion forum is to provide a space for students and instructor to explore and discover the knowledge about the topic discussion to achieve the successful learning experience, as cited in (Cranney et.al, 2011). So, the students will share deeper knowledge or point of view about the certain topic discussion.

It represents that online discussion forum pushes students to arrange their background knowledge to analyze the online discussion forum is very suitable way to trigger students' way of thinking to be critical.

2.2. Concept of Critical Thinking

The history of critical thinking is teaching method and perception firstly introduced by Socrates. He underlined the essential of asking deep questions to make people thinking before accepting any

opinion and the important of questioning, pursuing evidence, processing arguments closely examining the main assumptions and concept, and discovering inferences on what is said and what is done (Socrates as cited by Ramezani et.al, 2016). In other word, the students have to see reason and logic behind the comment from different point of view, so the students do not only

accept the comment that has been offered. Therefore, this Socratic questioning becomes the best strategy and method for critical thinking. In the other hand, Bloom's Taxonomy, it is originally developed in 1950s with knowledge, and has been renewed by Anderson and Krathwohl (2001) (as cited by Vujic.2014)

Old Version

New Version
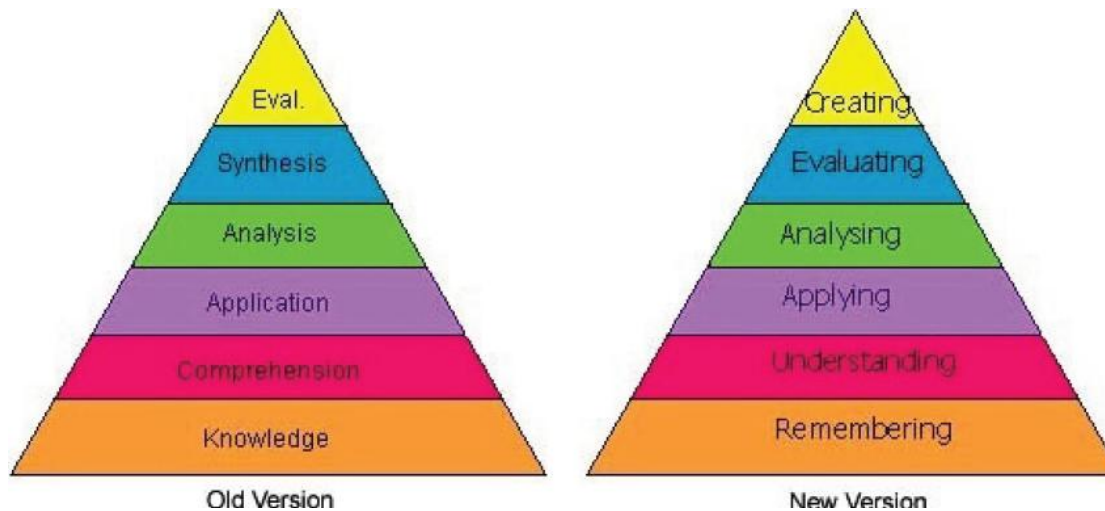
According to Anderson and Krathwohl (2001) the new Bloom's Taxonomy are defined as:

Remembering: retrieving, recognizing, and recalling relevant knowledge from long-term memory

Understanding: Constructing meaning from oral, written, and graphic message through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying: Carrying out or using a procedure throughexecuting, or implementing.

Analyzing: Breaking material into constituent parts, determining how the part relate to one another and to overall structure or purpose through differentiating, organizing, and attributing.

Evaluating: making judgment based on the criteria and standards through checking and critiquing.

Creating: putting elements together to form a coherent or functional whole, recognizing whole; elements into new pattern or structure through generating, planning, or producing.

In order word, the development of critical thinking is a crucial thing in this century to face any problem in education or workplace. Moreover, (Murphy, 2004), stated that there are 5 indicators of critical thinking such as Recognize, understand, analyze, Evaluate, and create (as cited by Rusdi and Umar, 2015). Therefore, critical thinking is the high level of human

thinking which involves analyzing the issue, building up the hypothesis, constructing the reason until come up in decision making. A number of research studies have been done in critical thinking and language proficiency. In the paper entitled "**The Relationship between Critical Thinking and EFL Learners' Speaking Ability".** Ramezani, et al (2016)

examined the correlation between two continuous variables study we use Pearson parametric and Spearman non-parametric method. The result says that there has been relationship between critical thinking and speaking ability.Rusdi and Umar (2015) published their study of **Students' Levels of Critical Thinking, Supportive Behaviors and Types of Questions in an Online Forum Learning Environment.** They discovered from 190 total message posted during online discussion forum show that their level of critical thinking are still mainly at the lower levels, Understand (40,5%) and analyze (29.0%). In addition, 38 questions were observed with Course link (42.4%) and brain storm (27.3%) as the two highest types of questions posted. 142 posts indicate supportive behaviors with salutation (47.2%) and thanks (36.6%) as the most observed behaviors.Miniaoui and Kaur (2014) investigated**a discussion forum': a blended learning assessment tool to enhance students' learning.** This study is focusing in improving students learning through online discussion that has differences in collecting the data and the focus of the study. Some steps are needed in collecting data through questionnaire. They found that most of the students are quite regular and post their discussion for the entire topic while there are some students who did not make any post to the discussion at all. It is notice that students' performance improve, as evident from their grade. In fact 82.43% passed the subject.

It is concluded that some studies that having online discussion forum gives advantages. One of the benefits is to stimulate critical thinking process. meeting in a week. The first online meeting was preparing their speaking performance in the offline meeting. After that the participants had offline meeting at the usual schedule to perform their speaking performance. In the second online meeting, the participants would

Therefore online discussion forum can be chosen as the media to trigger students' critical thinking because the students will analyze arguments to the topic, give feedback and compare their point of view. Therefore, we select online discussion forum as media to stimulate and train the students' thought to think more critical which helps students to get better in producing speaking.

3. METHODOLOGY
3.1. Participants
The participants of the present study are the first semester students of speaking subject in B class. There are 26 students – six are boys, and twenty are girls. We choose this class because they are suitable to involve in this study.

3.2. Instruments
This research applies qualitative method to analyze the students' critical thinking in online discussion forum. The data was collected through observing students activities both in online discussion forum and traditional classroom, interviewing, and questionnaire which were used to support the data.

3.3. Procedure
The procedure of this research was started by reviewing several theories related to this study. The first step of this study was introducing the schoology to the participants so they got used to the term schoology. There was tutorial and trial first before having the real online discussion forum. This study observed the activities happened in both online class and traditional classroom. The participants had two online meetings and one offline have post activities in online discussion forum. They would have evaluation and feedback from their friends regarding to their performance video during offline meeting.
The next step, we collect the data from observation, interview, and questionnaire.

During observation, we investigate all activities both in online and offline classroom. The interview took 9 students from the total participants to support the observation data. We had made 30 questions for questionnaire using Google form, and all students would respond it via online. At the end of this study, all the data were going to analyze and evaluate based on the data analysis techniques into clear description to get final result.

4. RESULTS AND DISCUSSIONS

4.1. The result of observation

The guideline of doing observation was based on the indicators from theories of critical thinking. We combined and adapted the indicators from (Murphy, 2004) in Rusdi and (Umar, 2015) and Bloom's taxonomy in (Vujic, 2014). We divided the observation into 2 focuses namely. The observation during online discussion forum and the observation during speaking performance in offline class

4.1.1. Online class observation

The result of observation showed students' critical thinking almost appear in each level of critical thinking but the activities of students during discussion only some that can represent the indicators of each level of critical thinking. In understand level, the activities of students during online discussion appear in 2 indicators of understanding. Those are locating background information, previously accepted conclusions, or evidence from other sources (U2) and exchanging information (U3). From Analyze level, the participants do indicators A1 and A3 by analyzing their friends' comments, so they can agree or disagree to their friends' comments. The participants can explain the reason why they choose specific place to have holiday (S1). It refers to the first indicator of Synthesis level of critical thinking. From evaluator's level, the participants can

reach the first indicator that is related to give critic. It reflects with students' activities in commenting to their friends' videos during online discussion forum. The students can construct their ideas into comments that show the first indicator in creating level.

4.1.2. The observation result during speaking performance in offline class room.

During speaking performance the participants are influenced by their critical thinking though all indicators do not influence students' speaking performance yet. Some critical thinking levels are involved in the way they do speaking practice especially in indicator U3, A2, A3, S1, S3, E2, C1.

4.2. Result from interview

We had chosen 9 participants of 26 participants to conduct interview. It discovered that all participants claim that having online discussion forum is enjoyable and fun even though they feel confused at the first time. Most participants mention that having online discussion forum also gives them benefits and opportunity to share information. They also find obstacle in internet connection. Sometimes the connection is limited and it causes uncomfortable mood in doing discussion via online.

4.3. Result from Questionnaire

The questionnaire consisted of 30 questions divided the question into 3 parts: 1.students' critical thinking. 2. The influence of having online discussion forum to speaking performance. 3. The benefits of having online discussion forum. We used 5 point Likert scale to collect participants' answer for each statement with never, seldom, sometimes, often, and always.

4.3.1. Students' critical thinking

In the questionnaire, we provided 15 questions regarding to critical thinking. The result showed participants' responses to each question. There are 15 questions that refer to critical thinking. Every 3 questions represent one indicator of critical thinking. Question number 1,2,3 measure about understanding level, and most of the students during discussion forum do the activities that triggers critical thinking at Understand level. The questions number 4, 5, 6 refer to analyze level of critical thinking. The questions number 7, 8, 9 represent synthesis level of critical thinking. The questions number 10, 11, 12 refer Evaluate level of critical thinking. The questions number 13, 14, 15 refer Create level of critical thinking.

4.3.2. The influence of critical thinking to Speaking performance

It presents the result of critical thinking's influence to speaking performance in offline classroom. The result shows that there are some influences to their speaking performance especially in question number 2 with 56% students choose always and question number 4 with 54% participants says always. It means that the new vocabularies which they get from online discussion forum supporting them in doing speaking performance

In the question number 6, it reaches the highest percentage with 64% the participants say "often" and in the question number 3 with 60%. In the question number 6, most of participants claim that they can speak more during speaking performance in offline class after having online discussion forum. They gain a lot of information, and they have explored the material during discussion via online that is why they can speak more in speaking performance. In fact, the participants often feel confident in performing the dialog in offline class.

4.3.3. Benefits having online discussion forum

We provide 8 questions in order to know students' opinions regarding the benefits having online discussion forum. From the questionnaire, the highest percentage is in question 8 with 72% participants response ''always''. The question number 8 is *"I felt motivated to give better argument from my friends' comments during joining online discussion forum"*. The result points out that most of the participants are motivated to give better comment. It means that the students are encouraged to find new resource, additional information and evaluate their friends' comments in order to make their comments look better. They want to look cleverer in giving opinion so they push themselves to think more critical.

At the lowest percentage is on the question 2 with only 4% participants say 'always' and 20%'often'. Most of the participants are not shy in giving opinion before having online discussion forum. It means that there is not significant influence to their confident in delivering their opinions after having online discussion forum.

4.2. Discussion

In order to answer research questions, we explained the result of this study. We divided the discussion into two sessions; first session focuses on describing the activities during online discussion forum that promotes critical thinking. The second session focuses on explaining the influence of critical thinking to students' speaking performance in offline class.

4.2.1. Promoting students' critical thinking in online discussion forum

Online discussion forum was conducted for 6 meetings with 3 main materials consist of destination, emergency call, and

holiday. Mostly all participants were involved in the discussion by posting their answer or opinion to the information trade. Sometimes they also invited to give comment or critic to their friends' performance.

In the first and second online meeting, the material was about destination. The discussion did not run well as we expected because mostly the students answered directly to teacher's question. They did not share or discuss about the material with friends. During the online discussion the students mostly discussed only with the teacher after that posted the answer. These might be happen because it was the first online class for them, so they still felt confused. It was common for the first online class to have many errors even though they seem good at delivering their thought. Some students were good at responding to the teacher's question because they gave answer along with reason why they thought like that.

In the second meeting, the students did the discussion better. Actually in the second online meeting, the activities of the students were giving comment and critic to the video. The videos were about their friends' performance in offline class. Most of the students shared what they thought about the video. In delivering their opinion, they not only gave the critic but also stated the reason why they claimed the videos were good or bad that refereed to the process of critical thinking. It could be seen from observation result on the table 4.1, especially in synthesis level (S1). The indicators pointed that the students gave critic with the reason. There were also some students who gave solution to improve the video to be more interesting.

In the third and the fourth meetings, the material was about Emergency, the students started building up the discussion by themselves in these meetings. This material stimulated the students to think critically into certain urgent circumstance, so they could respond clearly to the question. The students have to think what they should do if they are in the urgent situation. The influence of critical thinking encourages students to think fast and take action in urgent time. The result showed that some students could answer precisely. The result of observation and interview figured out that the opinions from the students reflected on critical thinking indicators

"...help....like call 911" (H34).

From the statement, it can be analyzed that the students took precise action on what to do in urgent situation during discussion to respond to the topic discussion. It refers to analyze and create level of critical thinking where the students analyzed the situation happening then came up with create their action to help urgent situation. The students also share the information during discussion. It is related with understanding level where the students exchanged information with friends (U3).

Before taking additional information, the students analyzed first the information which was suitable to add to their opinion that refereed to the third indicator (A3) of Analyze level. From the questionnaire number 4 *"during discussion forum, I analyzed additional information before I added to my comment"* 34.6% the students reveal that they often and always analyze the additional information before adding to the opinion. There is statement from students themselves who reflected on analyze indicator (A3),

"yes...some I took ...some not because I think the information was not suitable with my opinion..." (D15)

From the statements above, the students identify the information to make sure the information was appropriate. In other word they analyze the information to find the most suitable information with the topic discussion. In addition, from result of questionnaire, Q4 *"during having online discussion online, I analyzed additional information before I added to my*

comment". shows 34.6% always and often. It can be seen that the students really think before posting their opinions. Another statement that reflects on analyze level is

> *"yes....I often did it...to get more information and defense my argument (B27).*

The student says that she often analyzes their friends' comments to get more information and defense their argument.

In the fifth and six meeting, the material was about holiday. The students were getting used to learning with Schoology. That is why the process of discussion gets better improvement. The students discussed about their favorite place to visit. They discussed the material with their friends, asking why they choose that place, shared information about the good things of their favorite place, and sometimes there was students disagreed with friend's opinion in selecting the place to spend holiday.

Those activities can promote critical thinking because in discussing material with friends, they will give their basic knowledge about the topic and share information (U3) with friends which refer to the indicator of understand level in locating background information or knowledge (U2) and search additional information to support their background information.

> *"At that time I searched about Emergency...." (G8), And "Yes...I searched about Paris...." (F14)*

From those statements can be seen that the students find additional information in order to understand what they are discussing about. From the result of questionnaire, question number 1 *" I search for additional information from Google/wiki to support my argument"* which was refereed to understand level also pointed out that 32% of students often do that and 24% always do that. It meant that there is understand level of students' critical thinking during discussion online.

The students also research additional information to make sure that their opinion was true.

> *"it was important...when debate with our friends...we surely searched the information so our friends would see my argument was true...." (C15)*

This statement reflects the indicator of Understand level of critical thinking. We have to have supporting information to strengthen the opinion. Thus, it is important to find additional information.

There are some students, who disagree with their friends' opinion,

> *"yes...I thought my friends' comments were not suitable,..." (E28).*

The statement from the student represents Evaluate level. The students evaluate their friends' comments and find the comment is not really suitable with the topic discussion. Unconsciously the student criticizes their friends' comments. It refers to the indicator of evaluate level of critical thinking (E1). From the result of questionnaire, the question number 11 *"During online discussion forum gave critic to my friends' opinions"* showed that 40% students often give critic to their friends' comments and 16% always do it.

The students sometimes relate the material with the real situation that pointed to synthesis level of critical thinking; from the questionnaire number 9 with 36% students say often and always relate the topic discussion with real situation.

> *"..I imagined that there was real fire..." (H31),*

The statement above is from students' opinion from interview. It means that the students are imaging the real situation when they respond to the topic discussion. The students also give reason during discussion which reflects to synthesis level of critical thinking (S1).

> *"..more detail example and reason...." (F9)*

Most students bring along their opinions with reason. They explain why it is so. There is one student who says she only

delivers her opinion without reason. Student I said that *"...not really...only gave opinion..." (I31).* She revealed that in giving opinion, she only gave her opinion during discussion. it might be happen because every students had different way and level of thinking. That was why synthesis level does not really happen to all students' thinking only 28% students often explain the reason and 20% students always explain the reason. The data are taken from questionnaire number 8 *"I explained my reason why I had opinion like this".*

In constructing the ideas or opinions, the students devise the information and the comments from friends. Students C said that *"yes I read my friends' comments...and I had to make like that..." (C29).* The students can create her owns comment by seeing their friends' comment first because during online discussion, the students can see all comments from friends. *The result* from questionnaire especially number 13 *"I created my own argument after seeing my friends' comments"* shows that 40% students often create the comment after seeing their friends' comments, and 24% the students revealed that they always did that. Most of the students could construct their own arguments during online discussion forum which refereed to indicator of create level of critical thinking (C1).

Therefore, online discussion forum could promote critical thinking because having discussion stimulated their brain to respond to the material and their friends answer. In responding to the topic discussion, the students were allowed to find information from any sources to assist their basic knowledge. They responded to the topic and their friends' comment seriously because their friends and teacher could see all responds, so they wanted to look intelligent in front of their friends and teacher.

Moreover, all activities in online discussion help them to think more critically. They have to put arguments with reason, make sure that the opinions they have posted from the fact and valid source, analyze the information and comments from friends in order to get more detail understanding in posting the comments. They also understand clearly the topic discussion so they can respond precisely to it. The activities in online discussion train their thought to be more critical in responding to the topic discussion, so the students have to think seriously even though there is student in giving opinion without putting the reason. This is support by Mansbach (2015) that online discussion forum invite students to communicate with friend, and comment to the topic discussion which requires them to analyze the content and think both in lower and higher level of critical thinking.

4.2.2. Students' self-evaluation on their speaking performance regarding their experience in online discussion forum

The students had 3 meeting for offline class. During offline class the students only did performing about their speaking assignment based on the material that had been discussed during online discussion. The students could perform well in front of the class during offline meeting. The discussion part is focusing on students' responses during interview which had been analyzed to see the influence of critical thinking to their speaking performance.

From the result of interview, the students generally could perform without bringing text or note,

> *".....tried to try to avoid using text..." (A65),* and*"...faster in choosing vocabularies inside my head..."* (A70).

It meant the students focused on using their knowledge that they had because speaking dialog which they would be performed in the class based on the material in online class. This case could be

linked that the students understood well the material during discussion via online, so it made them easier to remember the dialog. Participant A also mentioned she could be faster in choosing vocabulary used. It happened because during activities in online discussion, students found many new vocabularies. Those vocabularies helped them to speak because the students knew what suitable word to produce. Actually there was process analyzing of which vocabularies appropriate to use inside their mind and the students told she could do it faster in selecting the used of vocabulary. It also supported by questionnaire result number 2 *"during online discussion forum, I have many vocabularies for speaking"* that pointed 56.5% of students always felt having many vocabularies helped them in speaking performance and 30.4% students often were helped by having many vocabularies.

Critical thinking also helped the students in recalling the information. The students considered it was easier to recall information when they performed speaking. Participant A told *"...we would remember what we learn in online discussion forum..." (C34).* Having discussion in online would help them to easily remember the information there. It also refereed to indicator of critical thinking in relating information to the issue (S3). Recalling information meant that the students linked again what they wanted to speak with information they knew before. If they knew information before they would be easier in recalling information back during speaking.

The statement of participants which represented the indicators of Understand level of critical thinking was participants D39, G36, and H50. They revealed they felt more confident because they had explored the material during discussion well with friends. From the Evaluate level, some students said they had lot of information. *"the information has been clear,,," (F64).* It meant the information

had been evaluated to see the relevance of the information itself, so they could use the information in the speaking performance. Having lot of information also influenced them to speak more.

Participant E said *"..speak spontaneously...do improvisation...in speaking.."(E49).* It engaged that the student could create their own speaking without depending on the dialog. It refereed to first indicator of create level (C1). The student also spoke spontaneously. It meant that the process of assessing the information inside her mind has improved becoming faster. It was good influence of critical thinking.

Moreover, the students also are confident in doing speaking performance. Thornbury (2005) in speaking familiarity with the topics makes participants be more comfortable and they can speak more.

"We were to be more confident..." (G36)
"....confident...I got a lot of information.."(H50)
"...I felt confident when I spoke ...because I had a lot of material.." (D39),

The statements above show that the students can speak more because they know more about the topic, so it will help them to develop and arrange the idea well.

Meanwhile for participant B mentioned that critical thinking did not influence her speaking performance in offline class because there was not voice not for speaking, so the activities only wrote comment (B39). Participant B claimed that posting the idea to discussion thread help her to enhance writing ability considering that during online discussion forum the activity mostly happen by delivering the idea into writing. Thus, she does not encounter any influences for speaking performance.

Therefore, the process of critical thinking give influences to speaking performance in offline class, especially in the way students perform speaking.

Critical thinking helps students building up and processing information before performing speaking. It is supported by Levelt (1989) in Wang (2014) that cognitively speaking process requires conceptualization, formulating, and articulation.

The students are more confident in speaking in front of the class, and they can speak more because the many ideas to speak. They do speaking fluently because they feel easier to recall back, and memorize the information and material inside their mind. They can speak spontaneously and do improvisation during speaking practice. Vocabularies which they have also help them to deliver the idea in speaking that is why there are influences of critical thinking with their speaking performance in offline class. The finding of this study is supported with the result of previous study regarding relationship between critical thinking and speaking by Sanavi and Tarighat (2014) which is there has been relationship between critical thinking and speaking.

5. CONCLUSION AND SUGGESTION

The process of students' critical thinking during online discussion forum appears when the students process information. The students exchange information about topic discussion. The students have to understand about the topic first that refers to understand level. The students explain the reason why they said so. Elaborating reason and combining the information to sum up their point of view are the indicators of synthesis level. Evaluate and criticize their friends' comments which represents the indicator for evaluate level. The students also identify information they find from another source before adding to their opinion. In other word the students analyze the information first. The discussion also invites the students to create their own comments that represents create level. Meanwhile, there are some students who involve into discussion but they do not explain the reason why they said so. It maybe happens because every student has different level of thinking, so sometimes some of them do not really know the reason of their statements.

Moreover, the existence of critical thinking during online discussion forum also gives influence to students' speaking performance although all indicators of critical thinking do not fully influence students' speaking performance. The students maybe not realize with those influences, but from the analysis reveals that the process of critical thinking gives influences to the speaking performance in offline class, especially in the way students perform speaking. They are more confident in speaking in front of the class, they can speak more because the many ideas to speak. They do speaking fluently because they feel easier to recall back the information and material inside their mind. They can speak spontaneously and do improvisation during speaking practice. It means that the process of assessing the information inside her mind has improved. There are some pints which can be suggested by us. The first critical thinking is very important to enhance language learning more effectively, because learning language involves mental process. That is why developing critical thinking should be continued because being critical can help the students in learning. The second, having online discussion forum can be continued to train critical thinking for students because the activities from discussion trigger students to think about the topic in critical way. The third, time management is very crucial thing during online discussion. Therefore, the instructor or teacher should pay more attention to manage the time, so all material can be delivered to the students. If the instructor is not careful on managing the time, she will run out of the time, and the material has not fully delivered. The last, future research which are going to investigate the

same kind with this research can be conducted on longer time for example in one semester in order to see and get clearer understanding of critical thinking process and its influences in speaking performance.

In order to complement present study, several future studies that can be suggested are the same kind of research should be done on differentiation the process of critical thinking between boys and girls because the way boy and girl thinking is maybe different from each other, so we can know on what aspects of differences during process of critical thinking. The next study is further qualitative research should be done on how critical thinking influence students' listening skill. The term critical thinking has been familiar for writing and reading skill, and this study has done on speaking skill. That is why we suggest conducting study on how the process critical thinking influences listening skill.

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