APPENDIX 1

Instrument
of
Field Note

The Indicators of Students' Potential in Speaking Activities to Determine the Level of Critical Thinking

In determining the levels of critical thinking achieved by the students, the researcher needs a sample of indicators that can be used as a reference for observing the students during the speaking activities. These indicators are based on several samples of verbs in the revised version of Bloom's Taxonomy starting from the Remember, Understand, Apply, Analyze, Evaluate, and Create levels which are related to the implementation of speaking activities, namely oral presentation and debate. The following is a table of indicators of students' potential in speaking activities based on levels in the revised version of Bloom's Taxonomy.

A. Oral Presentation

Indicators of Potential	Levels of Critical Thinking					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Identify unknown words in presentation by asking the teacher, other students, or searching on Google Translate.	✓	✓	✓	✓	✓	✓
Collect the necessary information relevant to the topic of presentation from any sources for the material.	✓	✓	✓	✓	✓	✓
Provide information in the form of long text and	✓					

exactly the same as that found from any sources in the material of presentation.						
Provide information in the form of simple and easy-to-understand text accompanied by several clear and relevant pictures in the material of presentation.		✓	✓	✓	✓	✓
Paraphrase the information obtained from any sources.		✓	✓	✓	✓	✓
Summarize the information into some brief points for the material of the presentation.		✓	✓	✓	✓	✓
Create a simple design for the material of presentation without any picture, icon, and animation.	✓					
Create a simple and attractive design according to the material presented with some picture, icons, and animations.		✓	✓	✓	✓	✓
Tell the material in words that are the same as those obtained from the sources.	✓					
Speak more Indonesian than English, nervously, and with low intonation when explaining the material.	✓					

Bring full copies of materials during presentations.	✓					
Bring a simple note which only include some points of material during presentations.		✓	✓	✓	✓	✓
Explain further in own words about each point of the material of the presentation.		✓	✓	✓	✓	✓
Speak English fluently, clearly, and with good intonation that is non-monotonous when explaining the material.		✓	✓	✓	✓	✓
Explain the material presented without giving more explanation and some relevant examples.	✓					
Explain each relevant example in the material presented.		✓	✓	✓	✓	✓
Explain the differences between the points presented in the material.		✓	✓	✓	✓	✓
Conclude all the points in the material at the end of the presentation.		✓	✓	✓	✓	✓
Use a place or room where there is no noise to			✓	✓	✓	✓

conduct an online presentation.					
Use a stable internet connection to make the process of online presentation better.		✓	✓	✓	✓
Use earphones, headphones, or a headset to speak and listen well during the online presentation.		✓	✓	✓	✓
Use video background that is attractive and not distracting to the audience.		✓	✓	✓	✓
Adjust the camera angle and lighting appropriately so that it looks good and clear to the audience.		✓	✓	✓	✓
Presents some simple text and many relevant pictures in materials for online presentation.		✓	✓	✓	✓
Maintain eye contact with the audience by looking into the camera more often when explaining material in online presentation.		✓	✓	✓	✓
Explain the material with the camera on and		✓	✓	✓	✓

confidently during the online presentation.				

Compare the differences between online and face-to-face presentation specifically. The differences are such as:
1. Devices
  a. Online: it is necessary to prepare devices such as earphones, headphones, or headsets; stable internet network; and a lamp for lighting if it is in a dark location.
  b. Face-to-face: nothing.
2. Location
  a. Online: no need to go anywhere because it can be done at home where the place must also be quiet.
  b. Face-to-face: need to go to a pre-scheduled location.
3. Time
  a. Online: flexible
		✓	✓	✓

b. Face-to-face: on time
 	
4. Atmosphere
 	
   a. Online: more relaxed
 	
   b. Face-to-face: more serious
 	
5. Contact with other students
 	
   a. Online: do not meet face to face but through video conference application.
 	
   b. Face-to-face: meet face to face without any intermediaries.
	███			

Distinguish the difficulties faced by the students in the presentation that has been conducted in face-to-face and online.	███	✓	✓	✓
Overcome the difficulties encountered when conducting online and face-to-face presentation.	███	✓	✓	✓
Criticize the implementation of other students' presentations by mentioning some of their mistakes in detail. The mistakes are such as: 1. Create an unattractive material design,	███		✓	✓

2. Copy information from other sources without paraphrasing			
3. Present long text in the material,			
4. Only read the text in the material during the presentation,			
5. Talk in a hurry,			
6. Speak more Indonesian than English, nervously, and with a low intonation,			
7. Bring long notes or copies of full materials during presentations,			
8. Does not explain more or provide more relevant examples in the material,			
9. Does not conclude the material presented,			
10. Turn off camera during the online presentation,			
11. Unable to adjust camera angles and lighting properly when presenting online,			
12. Use a noisy room when presenting online, and			
13. Use a video background that is less attractive and distracts the audience.			

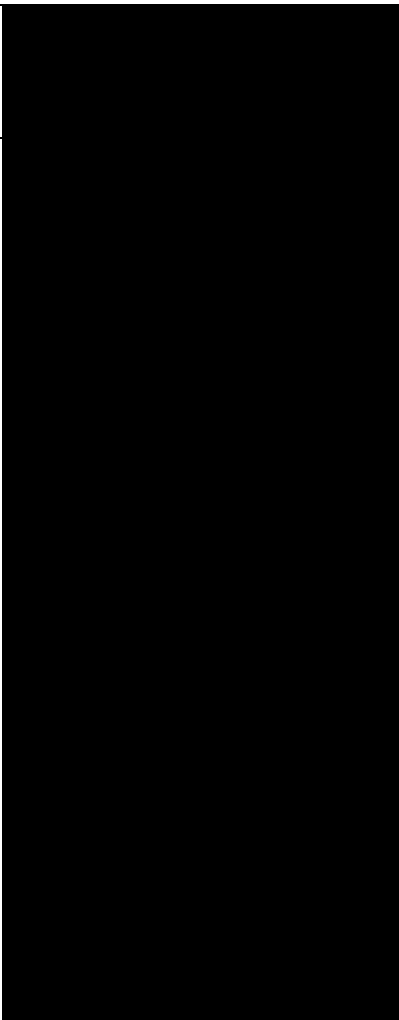| Design strategies that can improve the ability to conduct presentation accurately and in detail.	██████████████████████████	✓

B. **Debate**

Indicators of Potential	Levels of Critical Thinking					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Identify unknown words in debate by asking the teacher, other students, or searching on Google Translate.	✓	✓	✓	✓	✓	✓
Tell the argument after stating the claim whether agree or disagree accompanied by brief reason based on personal opinion.	✓					
Repeat arguments that have been said by teammates in the exact same words.	✓					
Speak more Indonesian than English, nervously, and with low intonation when telling the argument.	✓					

Explain the argument in own words objectively after stating the claim whether agree or disagree accompanied by specific and logical reasons.		✓	✓	✓	✓	✓
Speak English fluently, clearly, and with good intonation that is non-monotonous when explaining the argument.		✓	✓	✓	✓	✓
Describe some evidence in the form of real or logical events to strengthen the argument.		✓	✓	✓	✓	✓
Explain the argument politely and not offend any ethnicity, race, or religion.		✓	✓	✓	✓	✓
Extend the argument presented previously by the teammate with new ideas and evidence.		✓	✓	✓	✓	✓
Rebut the argument of the opponent team by providing logical evidence.		✓	✓	✓	✓	✓
Summarize the arguments that have been explained by teammates into brief and well-organized points.		✓	✓	✓	✓	✓

Use a place or room where there is no noise to conduct an online debate.		✓	✓	✓	✓
Use a stable internet connection to make the process of online debate better.		✓	✓	✓	✓
Use earphones, headphones, or a headset to speak and listen well during online debate.		✓	✓	✓	✓
Use video background that is attractive and not distracting to the audience.		✓	✓	✓	✓
Adjust the camera angle and lighting appropriately so that it looks good and clear to the audience.		✓	✓	✓	✓
Maintain eye contact with the audience by looking into the camera more often when explaining argument in online debate.		✓	✓	✓	✓
Use the microphone well during online debate which only turn on when want to talk and turn off when someone else is talking.		✓	✓	✓	✓

Explain the argument with the camera on and confidently during the online debate.	■■■■■■	✓	✓	✓	✓

Compare the differences between online and face-to-face debate specifically. The differences are such as:
1. Devices
  a. Online: it is necessary to prepare devices such as earphones, headphones, or headsets; and a lamp for lighting if it is in a dark location.
  b. Face-to-face: nothing.
2. Location
  a. Online: no need to go anywhere because it can be done at home where the place must also be quiet.
  b. Face-to-face: need to go to a pre-scheduled location.
3. Time
  a. Online: flexible
	■■■■■■		✓	✓	✓

b. Face-to-face: on time
 	
4. Atmosphere
   a. Online: more relaxed
   b. Face-to-face: more serious
 	
5. Contact with other students
   a. Online: do not meet face to face but through video conference application.
   b. Face-to-face: meet face to face without any intermediaries.					

Distinguish the difficulties faced by the students in the debate that has been conducted in face-to-face and online.		✓	✓	✓
Overcome the difficulties encountered when conducting online and face-to-face debate.		✓	✓	✓
Criticize the implementation of the debate by mentioning some of othe students' mistakes in detail. The mistakes are such as: 1. Tell the arguments in harsh words,			✓	✓

2. Offends ethnicity, race, and religion, 3. Talk in a hurry, 4. Interrupt another student when explaining the argument, 5. Ignore when other people speak, 6. Speak more Indonesian than English, nervously, and with a low intonation, 7. Does not explain the argument more or provide more relevant evidence in the argument, 8. Turn off the camera during the online debate, 9. Unable to adjust camera angles and lighting properly when conducting online debate, 10. Use a noisy room when conducting online debate, and 11. Use a video background that is less attractive and distracts the audience.	
Design strategies that can improve the ability to conduct debate accurately and in detail.	✓

CATATAN LAPANGAN OBSERVASI

Tanggal: _____ Waktu:_____ Aktivitas Berbicara: _____

A. DESKRIPSI POTENSI SISWA DALAM AKTIVITAS BERBICARA

Bagaimana siswa mengidentifikasi kata-kata yang tidak diketahui dalam (presentasi/debat)?

_____

_____

Bagaimana siswa menjelaskan (materi presentasi/argumen dalam debat)?

_____

_____

Bagaimana siswa menerapkan (presentasi/debat) secara online?

_____

_____

Bagaimana siswa membandingkan antara pelaksanaan (presentasi/debat) yang dilakukan secara face-to-face dan secara online?

_____

_____

Bagaimana siswa mengkritik pelaksanaan (presentasi/debat) yang dilakukan oleh siswa-siswa lain?

_____

_____

Bagaimana siswa merancang strategi yang dapat meningkatkan kemampuan dalam melaksanakan (presentasi/debat)?

_____

_____

B. TANGGAPAN PENGAMAT

_____

APPENDIX 2

Instrument
of
Interview

Blueprint of Interview for EFL Students' Critical Thinking in Speaking Activities

No	Focus	Indicators	Number of Questions
1	Investigate how the students apply critical thinking in speaking activities.	Identify the terms, facts, and basic concepts through retrieval or recall of previously learned information	1, 2
2		Describe the problems through interpretation of the main ideas or facts that have been known	3, 4, 5, 6, 7
3		Use the acquired knowledge and information in new ways to solve the problem	8, 9
4		Examine the information obtained by distinguishing between the components of different parts with concepts and strategies	10, 11, 12
5		Judge the quality and value of information or ideas based on specific criteria and standards	13, 14
6		Synthesize the information from different sources or materials to create new perspectives or ideas	15, 16

PEDOMAN WAWANCARA

Hari, Tanggal Wawancara : _____

Waktu Wawancara : _____

A. IDENTITAS RESPONDEN

Nama Responden : _____

No. HP / WA : _____

B. PERTANYAAN

1. Apakah Anda sering menemukan kosa kata bahasa Inggris atau istilah-istilah baru dari pelaksanaan presentasi dan debat? Diantara presentasi dan debat, manakah yang lebih sering?

2. Apa yang akan Anda lakukan jika terdapat kosa kata atau istilah-istilah yang tidak Anda ketahui?

3. Bentuk informasi seperti apa saja yang Anda gunakan dalam mendeskripsikan informasi saat presentasi? Berupa teks, gambar, atau video? Berikan alasan Anda!

4. Apakah Anda biasanya membawa catatan singkat atau salinan lengkap materi saat presentasi? Jika iya, manakah yang biasanya Anda bawa saat presentasi? Berikan alasan Anda!

5. Bagaimana cara Anda berbicara saat menyampaikan materi presentasi agar jelas dan mudah dipahami audiens?

6. Apa yang perlu Anda lakukan untuk menguatkan argumen pada saat debat?

7. Bagaimana cara Anda menyampaikan argumen agar logis dan sopan?

8. Menurut Anda, apa saja yang perlu dipersiapkan sebelum melaksanakan meeting secara online?

9. Menurut Anda, apakah kondisi ruangan, sudut kamera, pencahayaan, dan latar belakang video berpengaruh dalam meeting secara online? Jika iya, Bagaimana cara Anda mengaturnya agar terlihat bagus di depan audiens saat presentasi dan debat secara online?

10. Berdasarkan presentasi dan debat yang telah Anda lakukan secara online maupun face-to-face, apakah Anda menemukan adanya perbedaan? Jika iya, sebutkan perbedaan-perbedaannya!

11. Apakah Anda ada mengalami kesulitan pada pelaksanaan presentasi dan debat secara online dan face-to-face? Jika iya, bisakah Anda jelaskan perbedaan kesulitan diantara keduanya?

12. Bisakah Anda mengatasi kesulitan-kesulitan yang Anda hadapi saat presentasi dan debat secara online maupun face-to-face? Jika iya, menurut Anda, bagaimana cara untuk mengatasinya?

13. Apakah Anda mengetahui kesalahan apa saja yang dilakukan siswa saat presentasi dan debat secara online maupun face-to-face? Jika iya, sebutkan kesalahan-kesalahannya!

14. Adakah saran yang ingin Anda sampaikan kepada siswa-siswa yang telah melaksanakan presentasi dan debat? Jika iya, saran seperti apa?

15. Jika Anda sudah dapat melaksanakan presentasi dan debat dengan benar, manakah aktivitas diantara kedua itu yang ingin Anda tingkatkan kemampuannya? Berikan alasan Anda!

16. Bisakah Anda merancang strategi yang dapat meningkatkan kemampuan dalam melaksanakan presentasi dan debat? Jika iya, jelaskan strategi seperti apa?