



## Promoting Critical Thinking Skills and Speaking Performance: Is Prep Framework Effective?

Erniwati<sup>1</sup>, Sudarkam R. Mertosono<sup>2</sup>

<sup>1,2</sup>English Education Department, Tadulako University, Palu, Central Sulawesi, Indonesia

### ABSTRACT

Published Online: June 27, 2025

It is essential to possess reasoning abilities when communicating. Therefore, this study aims to determine whether the application of the PREP Framework in teaching speaking promotes critical thinking skills and enhances speaking performance among selected students in the English Education Department at Tadulako University. This investigation is significant as it addresses the lack of research on the effectiveness of this framework in speaking instruction. The study employed a pre-experimental design that utilized a one-group pretest and posttest approach. The sample consisted of 20 participants selected through a purposive sampling technique. Data collection involved assessing oral performance using a pretest and a posttest as research instruments. The data were statistically analyzed using SPSS 26. After implementing the PREP Framework, the scores of the participating students demonstrated a notable improvement. Thus, the PREP Framework has proven effective in fostering critical thinking skills and enhancing speaking performance.

### KEYWORDS:

High Order Thinking Skills, Critical Thinking Skills, PREP Framework, Speaking Skills

### 1. INTRODUCTION

Oral communication is arguably the most prevalent activity in the teaching-learning process. It facilitates the exchange of ideas, fosters student engagement, and enhances comprehension (Nurpermadi, 2024; Murphy et al., 2018). With a staggering 70%-80% of classroom time dedicated to various forms of communication (Hattie, 2012), it is evident that speaking and listening are not just supplementary activities but central components of the educational process. While writing and reading occupy smaller portions of classroom engagement—9% and 11-16%, respectively—speaking accounts for 25-30%, underscoring its significance. Furthermore, listening dominates at 40-50%, highlighting the interactive nature of oral communication in fostering understanding and collaboration among students (Mendelsohn, 1994). Thus, integrating robust oral communication strategies through discussions, presentations, and collaborative activities enhances academic achievement and equips students with vital skills necessary for their future endeavors (Al-khresheh, 2024; Loor et al., 2024).

**Corresponding Author: Erniwati**

**\*Cite this Article: Erniwati, Sudarkam R. Mertosono (2025). Promoting Critical Thinking Skills and Speaking Performance: Is Prep Framework Effective?. International Journal of Social Science and Education Research Studies, 5(6), 657-665**

Speaking refers to a way of conveying ideas, thoughts, and feelings, involving others as listeners through spoken language (Latjau et al., 2025). Speaking resembles a collaborative interaction between two or more people, where meaningful use of words aims to establish mutual understanding in a conversation. In this dynamic exchange, effective speaking requires not only clarity and coherence but also active listening and responsiveness to the cues provided by others (Guy, 2024; Taylor, 2015). By engaging in this process, participants can foster deeper connections and enhance their ability to share and receive information. As a vital productive skill alongside writing, speaking harnesses our speech organs to convey messages effectively, enriching the communication process (Lubis et al., 2025; Christian, 2018). Ultimately, by prioritizing mutual understanding and active engagement in conversation, we lay the groundwork for more profound relationships and more impactful exchanges within our communities.

In the realm of English language instruction, whether as a second or foreign language, speaking skills should be prioritized, as proficiency in English is predominantly assessed based on students' speaking abilities (Lumettu & Runtuwene, 2018). While acknowledging other language competencies, the evidence suggests that students prefer verbal communication as a more potent approach for persuasion compared to written or visual assistance. Verbal communication facilitates prompt feedback, nonverbal

signals, and a more intimate rapport; hence, it augments persuasiveness (Fathi, 2024; Berger et al., 2022). This preference highlights the importance of developing speaking skills, as students often find it more effective for engaging with and influencing others (Rao, 2019) and deepen their overall comprehension of language as a powerful tool for connection. Consequently, prioritizing speaking in language instruction can enhance overall communication effectiveness (Zega et al., 2023) and student confidence.

Nevertheless, speaking in English can be challenging for the EFL learners because successful conversation requires not just mastering linguistics, affective, and psychological factors (Erniwati et al., 2024) but also understanding important paralinguistic aspects (e.g., stress, tone, and pitch to communicate effectively (Ramezani et al., 2016) and non-vocal elements such as facial expressions, gestures, and posture as well as being aware of cultural nuances and context (Putri & Kristanto, 2023; Burns, 2016). In the speaking classes of the English Education program at Tadulako University, many students struggle to express logical reasoning in their arguments, which can be attributed to insufficient reasoning skills. They often provided limited information or, at times, none at all during assigned conversation sessions. This situation highlights their deficiencies in speaking ability. As a result, students encountered difficulties in developing critical thinking skills, which are essential for effective reasoning and academic success.

A major issue in articulating effective arguments was the students' reliance on information that is irrelevant to the specific topics under discussion. Furthermore, they often lacked adequate knowledge, which can lead to a reversal of the burden of proof. Their arguments frequently exhibited a lack of logical coherence and fail to connect with the intended conclusions, resulting in non sequitur reasoning. This ambiguity in their reasoning diminished the persuasiveness of their arguments and undermines their overall ability to engage in meaningful discourse. Consequently, debates and discussions often lacked persuasiveness and failed to capture the audience's attention. To effectively address these challenges, it is essential for students to enhance their research skills and deepen their understanding of logical reasoning. Therefore, this study seeks to apply the PREP Framework to determine whether it can improve students' reasoning skills in speaking.

## **2. LITERATURE REVIEW**

### **2.1 Speaking Skills**

Both speaking and writing are considered productive skills in language development. However, people often view speaking as a natural skill because it does not require intentional and structured learning and practice, unlike writing (Abas & Zainurrahman, 2022). Speaking involves the proficient use of language, allowing individuals to articulate their opinions, ideas, or emotions and to convey information

or knowledge through verbal communication (Latjau et al., 2025). This form of interaction can occur in various contexts, such as personal conversations, academic discussions, and professional environments, each demanding different levels of formality and vocabulary. In these scenarios, speakers need to adapt their language and delivery to fit the audience and purpose, showcasing their linguistic competence and confidence (Nuri, 2023). This adaptability is essential for effective communication, as it fosters understanding and engagement with listeners (Garil et al., 2024).

To communicate successfully, the EFL learners must acquire and master the components of speaking. The first component is comprehensibility, which refers to the ability of the listener to grasp the expressions conveyed by the speaker. It is a metric of listeners' perceived simplicity or complexity in comprehending L2 speech (Crowther et al., 2015). It is sometimes mistakenly equated with intelligibility. Comprehensibility involves the process of understanding messages, while intelligibility relates to how the intended meaning is perceived. Despite this distinction, the two concepts are inherently interconnected (Derwing, 2017). For the audience to comprehend the message, the speaker must effectively communicate their words. The listener often struggles to understand the conveyed information, leading to ineffective communication.

Fluency is the second component. It is the automaticity and speed of speech production that a speaker can exhibit during an oral communication (Tran et al., 2024). Fluency pertains to the capacity of learners to communicate in a comprehensive manner without requiring an excessive amount of time for word searches (Mohammadi & Enayati, 2018; Albino, 2017). It refers to the ability to use pausing, intonation, stress, speech tempo, and speech interruptions in a manner similar to that of a native speaker (Wang et al., 2024; Mareková & Beňuš, 2025). This skill involves not only the smoothness of speech but also the ability to convey meaning and emotion effectively. Achieving fluency requires practice and exposure to the language in various contexts (Sari & Jaya, 2018), allowing speakers to develop a natural rhythm and flow in their communication.

Fluency in speaking is influenced by various elements that contribute to the overall flow and clarity of speech. Some constituents that correlate with fluency are segmental word stress, rhythm, and speech rate; length of speech runs; number of errors; and the use of formulaic language (Crowther et al., 2015; Bøhn, 2015). Additional factors include frequency, distribution of silent pauses, and non-lexical fillers, such as "um" and "uh" (Derwing et al., 2004), as well as mean length of run (Ejzenberg, 2000). Contextual elements like as subject matter, style of communication, register, and environment are also essential to consider (Witton-Davies, 2015). In language teaching classrooms, we should emphasize all these crucial constituents for achieving oral fluency. A strong focus on these elements can enhance learners' ability to speak smoothly and automatically.

The final component is accuracy. This aspect highlights the ability to communicate using correct grammar, clear pronunciation, and suitable vocabulary (Cendra & Sulindra, 2022), all of which impact fluency. Essentially, the better the grammar, pronunciation, and vocabulary, the more fluent a speaker can become. To put it another way, accuracy and fluency have a mutual influence on each other. Accuracy promotes fluency, while fluency contributes to further accuracy (Dinçer et al., 2012; Willerman, 2011). Fluency is essential for communication; correctness is fundamental to academia (Samifanni, 2020). Achieving a balance between fluency and accuracy is crucial for effective communication, particularly in academic settings. While fluency allows individuals to express their thoughts and ideas effortlessly, facilitating smoother interactions, accuracy ensures that the information conveyed is precise and reliable.

## **2.2 High Order Thinking Skills**

The development of psychological and mental skills in students is essential for preparing them for the complexities of the modern world. By focusing on higher-order thinking skills (HOTS), which encompass knowledge transfer, critical and creative thinking, and effective problem-solving (Brookhart, 2010), educators can equip students with the tools necessary to thrive both academically and personally. Knowledge transfer encourages learners to apply their acquired skills in real-world contexts, fostering adaptability and resilience (Jackson et al., 2019). Meanwhile, critical and creative thinking cultivates decision-making abilities that empower students to navigate challenges with confidence (Rusmin et al., 2024). Finally, by emphasizing problem-solving strategies that go beyond rote memorization, we prepare students to tackle intricate issues with innovative solutions (Adeoye & Jimoh, 2023). Together, these components create a robust framework for enhancing the psychological and mental competencies of students, ultimately leading to a more engaged and capable generation ready to face future challenges.

Ennis (1996) identified six steps of critical thinking skills: focus, reason, inference, situation, clarity, and overview, abbreviated as FRISCO. These skills can enhance a casual conversation, transforming it into a more academic or scientific discourse by incorporating specific phrases into the dialogue. Here's how each step functions: First, students work to identify issues (focus). Next, they provide logical justifications to support the conclusions or judgments they reach (reason). Given that premises are often based on assumptions, it is crucial to consider reasonable alternatives during the inference process. The situation establishes the physical and social context for the individual tasked with validating the authenticity of the premises and conclusions, along with the arguments' validity. Students must clarify the terminology used in arguments to prevent errors in drawing conclusions (clarity). Finally, they assess the findings and conclusions (overview).

Incorporating critical thinking into speaking activities allows students to analyze, evaluate, and synthesize their ideas in innovative ways. With strong critical thinking skills, students can effectively manage their tasks (Margana & Widyantoro, 2017) and gain better control over their thoughts. This enables them to translate their ideas into meaningful expressions during communication, ultimately enhancing their organizational skills as speakers. Research conducted by Setyarini and Ling (2019) revealed that students with strong critical thinking skills are more likely to participate in class discussions without the fear of making mistakes or facing judgment from their peers. However, Indonesia continues to struggle with slow progress in developing higher order thinking skills. The results of the 2022 Program for International Student Assessment (PISA) survey indicated that Indonesia ranked 69th out of 80 participating countries regarding high critical thinking skills. Therefore, educators need to implement specific strategies to nurture critical and creative thinking among students, particularly during speaking activities.

## **2.3 PREP Framework**

People often use the PREP framework as a spontaneous speaking technique, which allows for minimal or no preparation (impromptu speech). PREP stands for Point-Reason-Example-Point. In the first phase, known as Point, the speaker presents their thoughts or responds to a specific case or question. The next section, Reason, involves the speaker providing the rationale behind their responses or thoughts. Following this, the speaker gives an example to clarify their explanation. In the final phase, the speaker reiterates the main point to help the listener remember the content. Jensen (2017) highlighted the importance of stating the argument at both the beginning and the end of the presentation to ensure that the audience retains the main point, as people tend to remember the first and last items they hear. Additionally, a concise summary of the primary point can aid the audience in recalling information they may have forgotten. The PREP framework is built upon the key elements of statement, explanation, example, and conclusion.

The PREP framework is regarded as a straightforward and effective method for teaching students how to construct persuasive arguments. A student can be considered proficient in a subject when they are able to provide a logically relevant rationale for any context involving a question or decision. Winarti et al. (2015) observed that reasoning is the ability of an individual to identify the rationale behind their decisions based on relevant circumstances and facts. This ability significantly influences students' capacity to present their arguments; the more advanced their reasoning skills, the more critical their thinking will be. Ramezani et al. (2016) argued that students with strong critical thinking skills tend to demonstrate superior speaking abilities.

This framework assists students in structuring their arguments during discourse, thereby potentially reducing the

associated stress levels. It also facilitates a significant focus on the presented content, fostering a more direct form of communication. A study conducted by Taswin (2019) revealed that the implementation of the PREP Framework enhances students' speaking abilities while simultaneously fostering their self-confidence in engaging with questions or challenges. Nevertheless, this framework may present certain challenges, particularly in the realm of reasoning. In this scenario, students might encounter difficulties when attempting to locate empirically substantiated data to support the presented opinion.

The application of the PREP Framework in teaching speaking skills consists of four distinct phases (Acha, 2019). The description is as follows:

1. **Point (Claim):** This phase focuses on articulating the main idea. Students present a central idea or assertion related to the statement or question they pose. A clearly presented statement reflects their viewpoint, regardless of whether they agree, accept, or dismiss it.
2. **Reason:** In this phase, students provide justifications for the main idea or claim they have proposed. It is essential that all arguments presented are grounded in solid evidence, including research findings, data, statistics, scientific studies, and similar sources.
3. **Example:** To support the claim and reasoning they present, students may offer examples, such as personal experiences or illustrations.

4. **Point:** This section emphasizes drawing a conclusion. Students will reiterate the main idea of their claim from the first part to help the listener recall it.

### 3. METHODS

This study employed a pre-experimental design, specifically the one-group pre-test-post-test design. This method lets researchers assess an intervention's impact on the same group of participants pre- and post-treatment. By comparing the pretest and posttest results, we can identify any significant changes in the outcomes of interest. We analyzed the posttest results to determine whether there were notable improvements in the students' critical thinking skills during speaking activities. The objective of this evaluation is to offer explanations about the effectiveness of the PREP Framework in enhancing students' overall communication skills. Data processing and analysis were conducted using SPSS 26.

### 4. FINDINGS AND DISCUSSION

#### 4.1 Findings

The implementation of the PREP Framework considerably improved the students' speaking performance and critical thinking skills. The mean score of the post-test significantly exceeded that of the pretest ( $66.00 > 39.50$ ). The difference in means between the pre-test and post-test indicates that the intervention positively affects the students' speaking performance and critical thinking skills. A brief overview of paired samples statistics for the pre-test and post-test is shown below.

**Paired Samples Statistics**

|        |           | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre-test  | 39.50 | 20 | 7.592          | 1.698           |
|        | Post-test | 66.00 | 20 | 10.954         | 2.449           |

**Paired Samples Test**

|                        | Paired Differences |                |            |                                           |         | t       | df | Significance |             |
|------------------------|--------------------|----------------|------------|-------------------------------------------|---------|---------|----|--------------|-------------|
|                        | Mean               | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference |         |         |    | One-Sided p  | Two-Sided p |
|                        |                    |                |            | Lower                                     | Upper   |         |    |              |             |
| Pair 1 est - Post-test | -26.500            | 5.871          | 1.313      | -29.248                                   | -23.752 | -20.184 | 19 | <,001        | <,001       |

The above paired samples test indicated that the p-value (2-tailed) was less than the  $\alpha$  value ( $0.001 < 0.05$ ). Since the probability value fell below a predetermined alpha threshold, this study accepted alternative hypothesis ( $H_a$ ) and rejected the null hypothesis ( $H_o$ ). In other words, the use of the PREP Framework is effective in promoting critical thinking skills and improving the speaking performance of the sampled students.

#### 4.2 Discussion

The notable results from the paired sample test highlight the substantial influence of the PREP Framework on students' speaking performance and critical thinking skills. The p-value of 0.001, significantly lower than the alpha threshold of 0.05, substantiates the alternative hypothesis and unequivocally refutes the null hypothesis. This robust statistical evidence demonstrates that the PREP Framework can markedly enhance critical thinking skills and speaking



performance, validating its efficacy and endorsing its implementation in educational institutions. These results underscore the framework's potential as a transformative instrument for learners aiming to enhance their communication skills.

There are several reasons for the success of using this framework in teaching speaking skills. Its structure helps students deliver their opinions in an organized manner (Del Rosario et al., 2023), allowing listeners to easily comprehend and logically connect with the message in the conversation, resulting in polished and coherent communication. Jensen (2017) explained that the PREP Framework is a simple and practical formula that aids speakers in quickly arranging their thoughts, as each letter in the framework corresponds to the message they wish to convey. Additionally, Kemp (2021) argued that using this framework not only assists listeners in understanding the speaker's message but also provides the speaker with a clear roadmap, featuring a distinct beginning and a definitive conclusion. In essence, employing the PREP framework in speaking classes enables students to concentrate on both the content and the expression they formulate, thereby enhancing their English-speaking skills.

The PREP Framework allows teachers to present diverse direct cognitive strategies to students during classroom teaching and learning interactions. These strategies are advantageous as they help students in structuring their ideas into more coherent discourse. By actively engaging in strategies like practicing, receiving and sending messages, analyzing and reasoning, and creating structures for input and output, learners can improve their speaking skills and better understand and convey messages (Rahmawati et al., 2021; Luqman, 2020). These strategies facilitate the development of fluency, accuracy, and overall speaking competence by equipping learners with the necessary tools to process, store, and retrieve language information (Akbarovna, 2024). This ultimately results in more confident and proficient communication. These strategies enable speakers to more effectively convey themselves by overcoming limitations, planning their speech, and managing their cognitive load (Australian Education Research Organization, 2023). When students effectively acquire these strategies, their critical thinking abilities are augmented (Ragab et al., 2024).

As students' cognitive abilities advance, they become more proficient speakers. Improved communication skills are strongly influenced by cognitive advancements, such as enhanced memory, problem-solving abilities, and critical reasoning. These skills enable students to communicate their thoughts more effectively, organize their ideas in a logical manner, and engage with their audience (Rahayu, 2023; Kaswari et al., 2023; Luque & Morgan-Short, 2021). This enhanced ability to articulate thoughts not only fosters clearer expression but also encourages more profound discussions and collaborative learning experiences (Qudratillah et al., 2025). As students refine their communication skills, they

become more adept at articulating complex ideas, facilitating more meaningful interactions in both academic and social settings (Rao, 2019). These interactions enrich the educational environment and prepare students for future professional scenarios where effective communication is essential. Ultimately, mastering these skills equips them with the tools necessary to navigate diverse conversations and collaborate successfully in various contexts.

Certain limitations may affect the implementation of the PREP Framework. For example, students who lack knowledge or familiarity with the direct cognitive strategies previously mentioned may struggle to complete tasks at each step of the framework (Chew & Cerbin, 2021). Instead of expressing their opinions, these students may experience significant pressure. This pressure can hinder their ability to engage effectively in discussions, leading to a lack of participation and diminished learning outcomes (Mai et al., 2024; Grieve et al., 2021). To mitigate these challenges, it is essential to provide targeted support and resources to help students build their confidence and understanding of the cognitive strategies involved in the PREP Framework. Moreover, during the initial phase of introducing the framework, teachers should encourage students to work in small groups. Group work provides students with more opportunities to speak, which can enhance their collaboration and negotiation skills (Harmer, 2015). As a result, students' speaking skills will improve.

The teacher's first question should be simple and familiar to the students. This step is crucial because students need some background knowledge on the topic. Those who struggle with fluency will particularly benefit from this approach. By presenting a straightforward topic or question, students will not face an overwhelming cognitive load (Asma & Dallel, 2020). They will find it easier to respond by drawing on examples from their experiences or tapping into their existing knowledge (Australian Education Research Organisation, 2023). Once students are comfortable with the structure and transitions of the PREP Framework, the teacher can introduce a more complex topic or question. This progression is important because it helps the teacher reduce the students' so-called affective filter, which can lower what Vasquez (2021) describes as the students' "imaginary wall," thereby promoting success in language learning or acquisition.

The other issue pertains to the routine drills that students are required to complete, in addition to the previously mentioned topics. These drills are essential for helping students develop the skills necessary to manage the information they encounter (Australian Education Research Organisation, 2023) when they reach the highest level of the PREP Framework: reasoning, which inherently involves critical thinking skills. Such drills will not only familiarize students with the structure and transition frames but will also enhance their time management abilities. Consequently, teachers should be prepared to instruct students on how to

locate relevant information efficiently, accurately clarify details, and effectively organize valid arguments.

## 5. CONCLUSION

The implementation of the PREP Framework has proven to be a transformative approach for enhancing English-speaking performance and critical thinking skills among students. The notable improvement, as evidenced by the significant difference in pretest and posttest scores, highlights not only the effectiveness of the intervention but also its crucial role in fostering essential skills that are vital for academic and professional success. As students engage more deeply with the curriculum through this structured approach, they develop greater confidence in their communication and analytical capabilities. This evidence suggests that implementing such frameworks can be a powerful catalyst for holistic student development, which will lead to future achievements both within and beyond the classroom.

## REFERENCES

1. Abas, N. F. T., & Zainurrahman, Z. (2022). Is the Direct Method still Effective in Teaching English Speaking Skills in Indonesia? *Langua: Journal of Linguistics, Literature, and Language Education*, 5(1), 15–34.  
<http://jurnal.stkipkieraha.ac.id/index.php/langua/>
2. Acha, K. (2019). *The PREP Framework: An Easy Way to Give Excellent Impromptu Speeches*. <https://www.servantsuniversity.com/the-prep-framework-an-easy-way-to-give-excellent-impromptu-speeches/>
3. Adeoye, M. A., & Jimoh, H. A. (2023). Problem-Solving Skills Among 21st-Century Learners Toward Creativity and Innovation Ideas. *Thinking Skills and Creativity Journal*, 6(1), 52–58. <https://doi.org/10.23887/TSCJ.V6I1.62708>
4. Akbarovna, R. F. (2024). Cognitive factors of language learning. *ZDAF*, 3(5), 7–9. <https://doi.org/https://doi.org/10.5281/zenodo.11393841>
5. Al-khresheh, M. H. (2024). The role of presentation-based activities in enhancing speaking proficiency among Saudi EFL students: A quasi-experimental study. *Acta Psychologica*, 243, 104159. <https://doi.org/10.1016/J.ACTPSY.2024.104159>
6. Albino, G. (2017). Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. *SAGE Open*, 7(2). <https://doi.org/10.1177/2158244017691077>
7. Asma, H., & Dallel, S. (2020). Cognitive Load Theory and its Relation to Instructional Design: Perspectives of Some Algerian University Teachers of English. *Arab World English Journal*, 11(4), 110–127. <https://doi.org/10.24093/awej/vol11no4.8>
8. Australian Education Research Organisation. (2023). *How students learn best: An overview of the learning process and the most effective teaching practices*. <https://www.edresearch.edu.au/resources/how-students-learn-best>
9. Australian Education Research Organization. (2023). *Managing cognitive load optimises learning*. <https://www.edresearch.edu.au/summaries-explainers/explainers/managing-cognitive-load-optimises-learning>
10. Berger, J., Rocklage, M. D., & Packard, G. (2022). Expression Modalities: How Speaking Versus Writing Shapes Word of Mouth. *Journal of Consumer Research*, 49(3), 389–408. <https://doi.org/10.1093/JCR/UCAB076>
11. Bøhn, H. (2015). Assessing Spoken EFL Without a Common Rating Scale: Norwegian EFL Teachers' Conceptions of Construct. *SAGE Open*, 5(4). <https://doi.org/10.1177/2158244015621956>
12. Brookhart, S. M. (2010). *How to Assess High Order Thinking Skills in Your Classroom*. ASCD Member Book.
13. Burns, A. (2016). Research and Teaching of Speaking in the Second Language Classroom. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Routledge.
14. Cendra, A. N., & Sulindra, E. (2022). Speaking Accuracy, Fluency, and Beyond: Indonesian Vocational Students' Voices. *LLT Journal: Journal on Language and Language Teaching*, 25(2), 379–394. <https://doi.org/10.24071/LLT.V25I2.4579>
15. Chew, S. L., & Cerbin, W. J. (2021). The cognitive challenges of effective teaching. *Journal of Economic Education*, 52(1), 17–40. <https://doi.org/10.1080/00220485.2020.1845266>
16. Christian, O. A. (2018). Speaking for Effective Communication. *Apostolate of Language and Linguistics: A Festschrift in Honor of Professor Emmanuel Okonkwo Ezeani*, 88–93.
17. Crowther, D., Trofimovich, P., Isaacs, T., & Saito, K. (2015). Does a speaking task affect second language comprehensibility? *Modern Language Journal*, 99(1), 80–95. <https://doi.org/10.1111/MODL.12185>
18. Del Rosario, J. M. A., Pasco, C. J. D., & Barcelona, K. E. (2023). PREP. and Teacher-Directed Approaches: Effectiveness on Grade Eleven Students' Oral Rhetoric. *International Journal of Social Science and Human Research*, 6(11), 6848–
19. Derwing, T. M. (2017). *What do We Know about Comprehensibility?* [www.pronunciationforteachers.com/key-](http://www.pronunciationforteachers.com/key-)

- concepts.html
20. Derwing, T. M., Rossiter, M. J., Munro, M. J., & Thomson, R. I. (2004). Second language fluency: Judgments on different tasks. *Language Learning*, 54(4), 655–679. <https://doi.org/10.1111/J.1467-9922.2004.00282.X>
21. Ejzenberg, R. (2000). The Juggling Act of Oral Fluency: A Psycho-sociolinguistic Metaphor. In H. Riggenbach (Ed.), *Perspectives on Fluency* (pp. 287–313). University of Michigan. <https://dialnet.unirioja.es/servlet/articulo?codigo=5732231>
22. Ennis, R. H. (1996). *Critical Thinking*. Prentice Hall Inc.
23. Erniwati, E., Mertosono, S. R., Arid, M., & Gunawan, M. G. (2024). A Systematic Literature Review of Contextual Teaching and Learning Approach in EFL Speaking Skills. *Multicultural Education*, 10(8), 4–8. <https://doi.org/10.5281/zenodo.13187079>
24. Fathi, P. (2024). Dialogue Localization in Conversation Design and EFL Learners' L2 Classroom Conversation Fluency Achievement. *International Journal of Research in English Education*, 9(1), 1–9.
25. Garil, B. A., Entong, M. B. M., Muarip, V. C., & Chavez, J. V. (2024). Language Delivery Styles in Academic Trainings: Analysis of Speaker's Emotional Connection to Audience for Lasting Learning. *Forum for Linguistic Studies*, 6(3), 326–342. <https://doi.org/10.30564/FLS.V6I3.6533>
26. Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education*, 45(9), 1281–1293. <https://doi.org/10.1080/0309877X.2021.1948509>
27. Guy, L. (2024). *10 Good Communication Skills in the Workplace (Guide 2024)*. <https://careers.publichealth.iu.edu/blog/2024/05/07/10-good-communication-skills-in-the-workplace-guide-2024/>
28. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson.
29. Hattie, J. (2012). *Visible Learning for Teachers : Maximizing Impact on Learning*. Routledge. <https://doi.org/10.4324/9780203181522>
30. Jackson, D., Fleming, J., & Rowe, A. (2019). Enabling the Transfer of Skills and Knowledge across Classroom and Work Contexts. *Vocations and Learning*, 12(3), 459–478. <https://doi.org/10.1007/S12186-019-09224-1>
31. Jensen, G. (2017). *Get Your Point Across – Clearly and Confidently*. <https://guthriejensen.com/blog/get-your-point-across-clearly-and-confidently/>
32. Kemp, A. C. (2021). *6 Tips for Teaching Impromptu Speaking*. <http://blog.tesol.org/6-tips-for-teaching-impromptu-speaking/>
33. Konuşma, İ., Bir Bakış, S., Dinçer, A., Yeşilyurt, S., & Göksu, A. (2012). Promoting Speaking Accuracy and Fluency in Foreign Language Classroom: A Closer Look at English Speaking Classrooms. *Online Submission*, 14(1), 97–108.
34. Latjau, M. C., Erniwati, E., & Mertosono, S. R. (2025). Storytelling Reimagined : Investigating the Impact of Retelling on Students' Speaking Skills in an EFL Context. *International Journal of Social Science and Human Research*, 08(06), 4007–4013. <https://doi.org/10.47191/ijsshr/v8-i6-10>
35. Loor, K. V. A., Mero, J. A. Z., Rodríguez, A. M. M., & Caicedo, C. K. L. (2024). Cooperative, Collaborative Learning Enhances Students' Ability to Improve Their Oral Communication in an English Classroom. *Ciencia Latina Revista Científica Multidisciplinar*, 8(6), 1939–1953. [https://doi.org/10.37811/CL\\_RCM.V8I6.14951](https://doi.org/10.37811/CL_RCM.V8I6.14951)
36. Lubis, Y., Nasution, N. R., Azzahra, A., & Mardiani, F. (2025). The Role of Learning Organs of Speech. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 3(1), 325–331. <https://doi.org/https://doi.org/10.61132/sintaksis.v3i1.1456>
37. Lumettu, A., & Runtuwene, T. L. (2018). Developing the Students' English Speaking Ability Through Impromptu Speaking Method. *Journal of Physics: Conference Series*, 953(1), 012035. <https://doi.org/10.1088/1742-6596/953/1/012035>
38. Luqman, L. (2020). Applying Cognitive Learning Strategy in Developing the Students' Speaking Ability. *English Language Teaching for EFL Learners*, 2(1), 12. <https://doi.org/10.24252/elties.v2i1.11422>
39. Mai, L. X., Ngoc, L. K., & Thao, L. T. (2024). Factors Hindering Student Participation in English-Speaking Classes: Student and Lecturer Perceptions. *SAGE Open*, 14(3). <https://doi.org/10.1177/21582440241266297>
40. Mareková, L., & Beňuš, Š. (2025). Speech Fluency Production and Perception in L1 (Slovak) and L2 (English) Read Speech. *Language and Speech*. <https://doi.org/10.1177/00238309241230899>
41. Margana, & Widyanoro, A. (2017). Developing english textbooks oriented to higher order thinking skills for students of vocational high schools in yogyakarta. *Journal of Language Teaching and Research*, 8(1), 26–38. <https://doi.org/10.17507/JLTR.0801.04>
42. Mendelsohn, D. J. (1994). *Learning to Listen: A Strategy-Based Approach for the Second Language*

Learner. Dominie Press.

43. Mohammadi, M., & Enayati, B. (2018). The effects of lexical chunks teaching on EFL intermediate learners' speaking fluency. *International Journal of Instruction*, 11(3), 179–192. <https://doi.org/10.12973/iji.2018.11313a>
44. Murphy, P. K., Greene, J. A., Firetto, C. M., Hendrick, B. D., Li, M., Montalbano, C., & Wei, L. (2018). Quality Talk: Developing Students' Discourse to Promote High-level Comprehension. *American Educational Research Journal*, 55(5), 1113–1160. <https://doi.org/10.3102/0002831218771303>
45. Nuri, A. (2023). Language in the Digital Era: Navigating Informal and Formal Registers in English. *International Journal of Philosophical Studies and Social Sciences*, 3(7), 24–29. <http://ijpsss.iscience.uz/index.php/ijpsss>
46. Nurpermadi, E. D. (2024). Students' Engagement in Speaking Teaching Strategies Employed by an Indonesian English. *UNNES-TEFLIN National Conference*, 81–91.
47. Putri, D., & Kristanto, B. (2023). *Understanding Cross-Cultural Communication*. Penerbit UHB Press.
48. Qudratillah, N. ., Ferdiyanto, F., & Islam, R. (2025). The Role of Collaborative Learning in Enhancing Students' Speaking Abilities. *International Journal of Research on English Teaching and Applied Linguistics*, 6(1), 1–12.
49. Ragab, A., Kaid, A., & Sayed, A. K. (2024). The Future of Education Journal Enhancing Higher Order Thinking Skills ( HOTS ) in Education : Strategies and Outcomes. *TOFEDU: The Future of Education Journal*, 3(5), 1488–1499. <https://doi.org/10.61445/tofedu.v3i5.267>
50. Rahmawati, Akib, E., & Ilmiah. (2021). the Study of Cognitive Strategies in Learning Speaking Used By the Third Semester Students of English Education Department At Alauddin State Islamic University. *Journal of Language Testing and Assessment*, 1(2), 164–169. <https://doi.org/10.56983/jlta.v1i2.232>
51. Ramezani, R., Larsari, E. E., & Kiasi, M. A. (2016). The Relationship between Critical Thinking and EFL Learners' Speaking Ability. *English Language Teaching*, 9(6), 189. <https://doi.org/10.5539/elt.v9n6p189>
52. Rao, P. S. (2019). The importance of speaking skills in english classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 2(2), 6–18.
53. Rusmin, L., Misrahayu, Y., Pongpalilu, F., Radiansyah, R., & Dwiyanto, D. (2024). Critical Thinking and Problem-Solving Skills in the 21st Century. *Join: Journal of Social Science*, 1(5), 144–162. <https://doi.org/10.59613/SVHY3576>
54. Samifanni, F. (2020). The Fluency Way: A Functional Method for Oral Communication. *English Language Teaching*, 13(3), 100. <https://doi.org/10.5539/elt.v13n3p100>
55. Sari, D. K., & Jaya, A. (2018). The Effect of Shadowing Technique on Students' Speaking Fluency and Pronunciation Accuracy. *English Community Journal*, 2(1), 23–31.
56. Setyarini, S., & Ling, M. (2019). Promoting Higher Order Thinking Skills in Storytelling for Teaching English to Young Adolescents in 21st Century. *KnE Social Sciences*, 3(10), 155. <https://doi.org/10.18502/KSS.V3I10.3897>
57. Taswin, A. (2019). *Improving Speaking Skill of the Second Year Students of MAN Model Terpadu Madani Palu through Impromptu Speech*. [Unpublished undergraduate's thesis]. Palu, Tadulako University.
58. Taylor, J. (2015). *9 Effective Communication Skills*. <https://janetaylor.net/9-effective-communication-skills/>
59. Tran, D. T., Cao, B. T. N., & Dang, D. T. B. (2024). Factors influencing EFL learners' speaking fluency: A case study at a high school in Vietnam. *Edelweiss Applied Science and Technology*, 8(6), 3979–3996. <https://doi.org/10.55214/25768484.v8i6.2876>
60. Vasquez, V. (2021). *Lowering the Affective Filter for English Language Learners Facilitates Successful Language Acquisition*. <https://www.collaborativeclassroom.org/blog/lowering-the-affective-filter-for-english-language-learners-facilitates-successful-language-acquisition/>
61. Wang, W., Rezaei, Y. M., & Izadpanah, S. (2024). Speaking accuracy and fluency among EFL learners: The role of creative thinking, emotional intelligence, and academic enthusiasm. *Heliyon*, 10(18), 1-14. <https://doi.org/10.1016/J.HELİYON.2024.E37620>
62. Willerman, B. (2011). *Teaching Speaking: From accuracy vs. fluency to accuracy plus fluency*.
63. Winarti, W., Cari, C., Sunarno, W., & Istiyono, E. (2015). Analyzing Skill dan Reasoning Skill Siswa Madrasah Aliyah di Kota Yogyakarta. *Seminar Nasional Pendidikan Sains V 2015*, 210–217. <https://www.neliti.com/publications/173484/>
64. Witton-Davies, G. (2015). (2015). Measuring oral fluency: How it can be done, and the Implications for Teaching and Testing. *2015 International Conference and Workshop on TEFL and Applied Linguistics*, 311–321.
65. Zega, S. J. Y., Tarigan, K. E., & Ginting, F. Y. A. (2023). The Influence of Interactive Method toward



**Erniwati et al, Promoting Critical Thinking Skills and Speaking Performance: Is Prep Framework Effective?**

the Students' Speaking Skills at the SMP Santo  
Thomas 3 Medan. *Journal of English Language  
Learning*, 7(1), 384–399.  
<https://doi.org/10.31949/jell.v7i1.6360>