

PROMOTING STUDENTS' CRITICAL THINKING THROUGH DEBATE TECHNIQUE IN TEACHING SPEAKING

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ABSTRACT

This article reports on the debate technique implementation to promote students' critical thinking at eleventh grade students of a Senior High School in Ciamis. This study was conducted to figure out debate technique implementation to promote students' critical thinking in teaching speaking by the teacher, and the students perception on the application of debate technique in teaching speaking. This study used case design and the respondent were thirty two students from class of IPA 3 and one of English teacher who thought speaking by using debate technique. The data were obtained from three instrument, including classroom observation, the teacher's interview, and the students questionnaire. The findings revealed that the teacher implement debate technique in teaching speaking through sixth steps. Furthermore, debate can be a tool for teaching learning speaking to promote students' critical thinking, because in the debate process, level of thinking from Bloom Taxonomy applied to measure students critical thinking skills to receive knowledge by means of the ideas' exposure consisting six categories: comprehension, application, knowledge, analysis, synthesis, and evaluation. In this case, the students perceive positively on debate technique in learning speaking because it was a new, innovative, and interesting techniques. Besides, debate technique promotes students' critical thinking, team work skill and group decision making. Finally, the writer provides suggestions that debate technique implementation can be analyzed in listening, reading, and writing.

Keywords: *critical thinking, debate technique, speaking, perception*

INTRODUCTION

Speaking as one of the English's essential skills that must be given to students in language learning. Those who are able to speak mean that they are able to contribute their ideas and sights to listeners. Teaching speaking is important in English as a second or foreign language (ESL/EFL) context. Teaching speaking is also essential for students who want to study English in order to be able to use English for communication.

Thus, during the process of teaching and learning the students are not active, they just focus on the teacher presenting the material without having good understanding on the meaning and they just keep passive and no response. The students are stuck on problems in English speaking class. The teacher ought to be able to

understand the instructional activity that can stimulate students to speak or interact with others. Debate technique gives the contribution in teaching speaking. It motivates the students to practice their own English in real communication. Debate technique makes students active. Debates will also enrich classroom environment, improve meta-cognition and enhance critical thinking (Ramlan, et al., 2016, p. 194).

According to Hasibuan & Batubara (2012, p. 19), debate can be a way of language learning applied to enhance speaking skill as well as critical thinking. Meanwhile, debate is a way of applicable language learning not only to enhance the students' speaking skill but also students' critical thinking.

In this study, there are some studies that relevant to this topic. A research conducted by Ramlan., et al. (2016) investigated the effect of debates as a teaching technique in the medical class. Meanwhile, Zare & Othman (2015) conducted the research about the students' perceptions on classroom debate to increase students' critical thinking and oral communication skill. The previous study mentioned had mostly focused on classroom debate. Similar to the previous studies, the present study also focused on debate technique. However, the previous study were more specified to the students' perspectives and the effect of implementing debates as a teaching strategy, meanwhile this study specified on debate technique implementation in teaching speaking to promote students' critical thinking.

From the previous explanation, the present study was conducted to figure out debate technique implementation to promote students' critical thinking by the teacher and students' perception on the use of debate technique in teaching speaking. Two research questions are formulated as follow:

1. How is the teacher's way to implement debate technique to promote students' critical thinking in teaching speaking?
2. What are the students' perception on the apply debate technique in teaching speaking?

LITERATURE REVIEW

Speaking

Speaking is very essential because, people can communicate with others if they master speaking skill, give the idea and exchange the information. Speaking as one of basic language skills is definitely important students must master. Meanwhile, the communication achieved through interactive communication between teacher-students and students-teacher (Rustandi, 2017, p.240).

According to Brown (1994), speaking is an interactive of constructing meaning process that consists of producing, achieving and proceeding the information. Speaking makes learners not only know to understand detailed points of language such as structure, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in how to use language (sociolinguistic competence) (Khorashadyzadeh, 2014, p. 12). It can be concluded that speaking is producing, receiving and processing information which involves the ability to produce grammar, pronunciation, or vocabulary.

Debate Technique

Debate is not a passive learning process because students learn more through a construction and creation process, group working and also knowledge sharing. According to Goodnight (1993, p. 3), debate means two opposing team competition in making speeches by supporting their arguments and disagreeing with other team's agreement. It means that two team in debate are one team agree and another team disagree. Debate is effective to develop students' critical thinking and public speaking skill. They organize information, distinguish, identify facts in teamwork.

Furthermore, Goodnight (1993, p. 3) defines debate as a good way to improve students' critical thinking. Debaters needs to figure out the best type of approach, organizing method, or the style of debate presentation. They also must understand how to get the best fact. They ought to asses it being applied by another debate team and understand precisely their own arguments."

Besides, Somjaj & Jansem, (2015, p. 29) stated that there are fourth advantages of using debate technique.

1. Debate enables the students to conduct well collaboration with one another.

2. It trains the students' to bear responsibility, create creativity, and strengthen friendship and establish relationship with the teacher.
3. Students are encouraged and have fun with the activity and it can enhance students' speaking skill.
4. It is a kind of created and alive conversation and obtain more confidence.

According to Somjaj & Jansem (2015, p. 29) stated that there are weaknesses of debate technique in teaching learning process.

1. First, debate technique only can be applied for particular subjects, such as the ones that are related to agreement and disagreement as well as argument making.
2. Second, debate takes time to prepare. Well preparation is required in debating to make it runs well. Students must prepare their arguments previously to make it easier for them to argue the opponent's opinion.
3. Third, it needs the students to be controlled in defending their argument. Many students aren't able to control their temper when they strive for their argument.

There are some structures of debate technique in teaching speaking that the teacher can use. The writer adapted some of them according to Queen (2005, p. 3), every debate has two teams. One is called the 'affirmative', or sometimes the 'proposition'. Another team must argue that debate topic is false. This team has negative attribute or sometimes called the 'opposition'. Each team has two basic types of argument to support for its side of the topic. First, there are substantive arguments. These are prepared arguments to support a team side of the topic. Second is rebuttal. It is how students attack their opposition's argument. The substantive argument differs from rebuttal in terms of showing weather their team is right and wrong.

Meanwhile, the debate is conducted in three section which is adapted from Carrol (2014, p. 4) stating that there are Opening Statements (main points of the argument), Rebuttal (argument against opponent's points) and Summary (concluding statements).

Critical Thinking

According to Dewey (1993, p. 99-116), "critical thinking is reflective, active and persistent thinking as well as careful consideration of a insight or supposed form of knowledge to enlighten the grounds which support it and the further possible conclusions." In addition, critical thinking is consider as the activities of analyzing,

synthesizing, evaluating, and concluding (Dwyer, et al. 2014). In this case, the writer used thinking level of Bloom Taxonomy used to measure students' critical thinking skills. Bloom (1956) said that critical thinking is the skill to obtain knowledge through the ideas exploration concerning six stages, as follows; knowledge, comprehension, application, analysis, synthesis, and evaluation. Low stage of critical thinking consist of knowledge and comprehension, while higher level of thinking consists of other elements.

METHOD

Qualitative research was conducted in this study. According to Creswell (2014, p. 232), qualitative methods shows a different way to scholarly inquiry than quantitative research method. Despite of similar process, qualitative methods, depending on text and image data, has unique steps in data analysis, and draw on various designs. Case study is the design of this research design because this study was conducted from the detailed case description. According to Fraenkel, et al. (2012, p.434), the similarity amongst case study researchers is that they name the research object cases, and they only have to focus such cases. Case consists of just an individual, classroom, a school, or a program. That is why, case study was chosen as a research design.

Therefore, the participants in this study was eleventh grade students. And the writer took thirty two students from class of IPA 3 and one of English teacher as a sample of the study. They were chosen as a sample because they have been implementing debate technique in learning speaking. Besides, the English teacher was chosen as the sample because the writer wanted to correlate and confirm the result of the observation with the result of the teacher's interview.

Furthermore, the writer used three instrument in data collection, including classroom observation, the teacher's interview, and the students questionnaire. In analyzing the result of the classroom observation, the writer formulates the following steps as the guidance in analyzing the result of the classroom observation. First, the writer video-recorded the teacher during the lesson. Then it was transcribed. To analyze students' questionnaire, the writer modified the data of the students' questionnaire to the percentage tables. Furthermore, each table showed the percentages of the data resulted of the students' questionnaire. Then, each table was described by concluding the data

presentation. Moreover, to analyze the teacher's interview. The writer used steps of transcription. According to Creswell (2012, p. 239), transcription means the process of changing recordings of audiotape or field notes to text data.

FINDINGS AND DISCUSSION

The result of the classroom observation which were correlated with the result of the teachers' interview, the finding showed that there were six steps on debate technique implementation in teaching speaking to promote students' critical thinking by the teacher. First, the teacher describe the definition and debate technique procedures. Second, the students were grouped in which each group consisted of three students. Furthermore, the group were classified into the proposition group and the opposition group in every session. Third, the teacher distributed the topic to the students. Fourth, the topic should be selected and developed by every group into their argument. The group were given 30 minutes to work in group to write, discuss, and develop the topic. Furthermore, the groups were also asked to write and to develop the topic by searching on the internet or the book. It was done to make the students understand and prepare the argument and to defend their perspective. Thus, this activities can assess information and be considered as critical thinking, in which ideas or information are discussed with peers to develop knowledge collaboratively.

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Fifth, the teacher started to implement debate in teaching speaking. In addition, the debate was divided into three sections which were the opening statements, rebuttal, and summary. In the opening statements, the first students in the proposition group who acted as the first proposition constructive speaker delivered his points and argument of agreement. Meanwhile, the first speaker in the opposition group who acted as the first opposition speaker also delivered his point and argument of disagreement. Then, the

moderator also asked the second proposition constructive speaker in and the second opposition speaker also delivered argument of agreement and disagreement. In the rebuttal section, the third proposition constructive speaker and the third opposition speaker also delivered their agreement and disagreement against students' opponents. In this case, the third proposition constructive speaker and the third opposition speaker should also show the reasons of their group were right or wrong. Moreover, it was similar with the study conducted by Burek & Losos (2014, p. 49) stated that "one speech is only for one student with the following order: 1) Proposition Constructive speaker; First Opposition; Second Constructive Proposition; 2) Opposition; Rebuttal Opposition; Rebuttal Proposition."

In the summary section, the moderator asked every group to summarize their arguments and to conclude their statements. After that the moderator closed the debate session. Sixth, the adjudicator also give the students score and also giving feedback for the students.

Furthermore, during the debate process, level of thinking from Bloom Taxonomy used to measure students' critical thinking as the skill to obtain knowledge through the ideas' exposure related to following six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Furthermore, in the level of knowledge, the students understand how the debate moves, assess the evidences information, and discussed with peers to develop knowledge collaboratively.

In the level of comprehension, the students demonstrating and understanding of facts and ideas by organizing, conceptualizing, and connecting the information gathered. In its application, the students' solving problem by applying acquiring knowledge and the students manage the information including facts, sources, and present data well to gain good arguments. Concerning the analysis, the students evaluate and gather information to several opinion and analyze the problem as well as give the solution. In constructing the synthesis, the students recognized and created the information by mixing some opinion to disply alternative solution. Dealing with the evaluation, the students evaluated the information, presented and defend their arguments to oppose the opponents' argument, and make a judgments about the arguments presented.

The result of the teacher' interview showed that debate promote students' critical thinking because in debate the students saw the problems from various point of view. The students could analyze and evaluate the information or the other students' point of view, so they can draw conclusion be an argument. Besides, debate improved students speaking skills, because indirectly students learned to argued and used English orally. Moreover, it was similar with the study conducted by Iman (2017, p. 104) showed that "debate technique definitely increase students' critical thinking and speaking skill."

Furthermore, the result of the teacher' interview also showed that they found five problems encountered by the students in implementing debate technique in teaching speaking. First, the student got difficulties in preparing the time for implementing debate technique because they needed long time to collect the materials for debate. Second, the students felt unmotivated in joining debate because some of them thought the topic was not interesting. Third, the students got difficulties in speaking English because it is rarely used in daily communication. Fourth, they got difficulties in grammar and pronunciation. Fifth, some of the students' shyness when they speak and argue in the class. To overcome the students' difficulties the teacher tried to reduce students' shyness in speaking, gave the students feedback to motivate them and also made students confidence to speak and debate. Furthermore, the teacher boosted the students to practice to speaking in English. Besides, made the students active to add vocabulary, and asked them to develop grammar and pronunciation.

The result of the questionnaire showed that in the first statement the most of students (56.25 %) answered agree that they thought classroom debate a new and creative way to teaching and learning activity. Statement number two showed that most of students (56.25 %) answered agree that they liked and enjoyed classroom debate and they found it interesting. Statement number three showed that most of students (43.75 %) answered neither agree nor disagree that classroom debate increases learning level of motivation and interest on the learning material. Statement number four showed that most of students (62.5 %) answered agree that they learned to keep the original problem in mind, stick to the point, and provide clear statement. Statement number four showed that most of students (62.5 %) answered agree that classroom debate increase teamwork skills and group decision making. Statement number six showed that most of students (53,125 %) answered agree that debate helped them learn to use fact and data to back up

their arguments and viewpoints. Statement number seven showed that most of students (56.25 %) answered agree that they learned not to keep away from reasonable criticism by means of classroom debate. Statement number eight showed that most of students (78.125 %) answered agree that debate make them think critically. Statement number nine showed that most of students (46.875 %) answered agree that debate improves oral communication and argumentation skills. Statement number ten showed that most of students (43.75 %) answered agree that classroom debate improved their speaking skills.

From the result of questionnaire it can be conclude that the students perceived positively on debate technique implementation in teaching speaking. Firstly, debate is new and creative way to teaching and learning activity. Secondly, they liked and enjoyed debate, but the students neither agree nor disagree that classroom debate promote learning motivation and interest level on the subject matter. Thirdly, debate make them think critically, they learned not to keep away from criticism through classroom debate, learned to use fact and data to back up their arguments and viewpoints, learned to keep the real case in mind, straight to the point, and provide clear statement. Fourthly, classroom debate increase teamwork skills and decision making in groups. Lastly, debate improved oral communication, argumentation skills, and improved their speaking skills. Furthermore, it was similar with the study conducted by Akerman and Neale (2011, p. 6) showed that “students’ perception gives strong fact that taking role in debate leads to enhancement in their own communicative and argumentative interaction, including making English better when it is not their first language.”

CONCLUSIONS

Based on the analysis result, it could be concluded there were six steps on debate technique implementation in teaching speaking to promote students’ critical thinking by the teacher. In addition, the debate was divided into three sections which were the opening statements, rebuttal, and summary. Furthermore, debate can be a tool for teaching learning speaking to promote students’ critical thinking. Because, in the debate process, thinking level of Bloom Taxonomy used to measure students critical thinking as the ability to obtain knowledge through the ideas’ exposure related to the

following six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Furthermore, there are fifth problems faced by the students in implementing debate technique in speaking class. Moreover, to overcome the students' difficulties the teacher strived to shorten students' shyness in speaking, gave the students feedback to motivate them and also made students confidence to speak and debate. Furthermore, the teacher boosted the students to practice to speaking in English. Besides, made the students active to add vocabulary, and asked them to develop grammar and pronunciation.

Moreover, students perceived positively on debate technique implementation in speaking class because debate is new and creative way to teaching learning activity. The students liked and enjoyed debate, but the students neither agree nor disagree that debate improves learning motivation and interest on the subject matter. Furthermore, debate make them think critically, increase teamwork and decision making in group. Besides, debate improved oral communication, argumentation skills, and improved their speaking skills.

The writer also put forwards some recommendations. Firstly, the teacher are suggested to get other techniques to teach speaking, particularly by means of debate technique. Besides, the teacher are suggested to analyze and to solve the students' difficulties in learning speaking in order teaching learning process runs successfully. Secondly, the students are suggested to participate actively in conducting debate. Furthermore, the other researchers are suggested to analyze debate technique implementation in other basic language skills, such as listening, reading, and writing. Besides, the other researcher suggested to investigate the cause and the effect of students' anxiety in conducting debate. Therefore, students' anxiety in conducting debate could be investigated to get the solution of those problem.

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