

CHAPTER I

INTRODUCTION

A. Background of Study

The evolution of English language instruction in Indonesia appears to be in line with the most recent English curriculum objectives. The goal of English teaching and learning in schools is to help students have a greater knowledge and ability in the language. English has become one of the three major courses that must be assessed in the senior high school national examination. The country government is in spades stressed that the aim of teaching and learning English in Indonesia is to comprehend students do one thing smart with English.

Learning activities that promote learning must be able to develop students' abilities in order to attain learning objectives and good results. Different types of learning activities and specialities must be carefully evaluated. One of the active learning methods is by discussing or debating. By exploring students' abilities in discussing and debating, students are able to develop critical thinking skills automatically.

English debate is an appealing exercise for students because it allows them to develop their English and communication abilities while also strengthening their critical thinking skills. Critical thinking abilities have recently been identified as an important ability for youths to master. Despite

the many benefits, debate is not yet a standard part of many education curriculum¹. The majority of international teachers would include a discussion exercise in their classes. Students will also learn that discussion is both helpful and enjoyable for them.

Various groups have attempted to define various types of abilities and skills required for the twenty-first century. However, it is critical to emphasize that educating students in the twenty-first century cannot be achieved only through one method, one of which is involved with critical thinking development². Students should be prepared for a changing social life, a different economic environment, and a more demanding and skills-oriented economy in 21st century schools and universities. It is the era of digital literacy, advancement of technologies, multicultural societies, human mobility, worldwide communication, social networking, inventions, and inclusivity. In other words, students must acquire the requisite 21st century skills³.

With the thesis title " **Exploring Student's Critical Thinking Skills on Debate Activity (A Case Study at English Club of SMAN 2 Kota**

¹ Kinanthi Tiasadi, "Debating Practice to Support Critical Thinking Skills: Debaters' Perception," *AKSARA: Jurnal Bahasa dan Sastra* 21, no. 1 (2020), 2.

² Siti Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran," *Seminar Nasional Pendidikan dengan tema "Isu-isu Strategis Pembelajaran MIPA Abad 21*, Desember (2016): 1–17.

³ Salamah Embark Saleh, "European Journal of Foreign Language Teaching Critical Thinking As A 21st Century Skill: Conceptions, Implementation And Challenges In The Efl Classroom," *European Journal of Foreign Language Teaching*, Vol. 4, no. 1 (2019), 1, www.oapub.org/edu.

Serang)" based on an explanation of the relevance of critical thinking skills on debate, the researcher aims to find out more deeply how the students explore their critical thinking skills at English Club of SMAN 2 Kota Serang which has an outstanding English debate team.

B. Identification of Problems

Following is a list of two identifying issues relating to the background of study:

1. Students must explore and develop critical thinking skills on the issues faced today because students' critical thinking skills in Indonesia are relatively low. It is known that based on the results of the 2012 program for international student assessment (PISA), Indonesia's literacy score is 382 with a rank of 64 out of 65 countries⁴.
2. Students who join English clubs or communities should be able to take advantage of opportunities to learn more and improve their communication, discussion, and critical thinking skills.

C. Focus of The Study

The researcher focuses on the students' ability to explore their critical thinking skills as a debate team and in debating activities using Asian Parliamentary Debate System in an English club.

⁴ Siti Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran," *Seminar Nasional Pendidikan dengan tema "Isu-isu Strategis Pembelajaran MIPA Abad 21*, Desember (2016): 4

D. Research Question

Based on background of the research above, The researcher formulates two questions related to the extent to students developed their critical thinking in the debate, as follows:

1. How are students' ability in developing arguments and supporting details?
2. How do the students analyze the problem or issue and its solution?

E. Objectives of Study

Based on the research question above, this research has two main objectives, namely:

1. To determine the students' ability to develop arguments and supporting details.
2. To find out the students' analysis to the problems or issues and its solution.

F. Significance of Study

According to the researcher's perspective, the research must have a beneficial impact on the parties engaged in specific and society as a whole. The following are the advantages that will be gained:

1. For researcher

Researcher may views the real process of activities firsthand as observer, providing her with invaluable experience for her engagement in ongoing activities and the ability to respond to any eventualities.

2. For students

As members of English Club, this study will give the benefits, motivation and have a positive influence in developing students' critical thinking skills.

3. For school

This research can help schools improve their students' capacity to think critically and speak in English debates, in addition to pupils.

G. Previous Study

Previous study has been a valuable resource for researcher to do research that supports and expands on the theory employed in this study. Although the researcher could not identify earlier studies with the same research title, the researcher build the discussion in this study from other perspectives. There are some previous studies that have been conducted by several researchers: *First study*, entitled “*Exploring Teachers’ and Students’ Attitudes towards the Role of Classroom Debate in Enhancing Learners’ Critical Thinking: Teachers and EFL First Year Master Students at the University of Guelma 8 Mai 1945*”. By Derouiche Abir (2019). The goals of this study is to investigate the effect of classroom debate on

developing of students' critical thinking. Though both teachers and students of English language recognize the importance of critical thinking skill, they neglect to develop it. This research tends mainly to explore both teachers' and students' attitudes towards the use of classroom debate to enhance critical thinking. In order to affirm the research hypothesis and achieve its aims, two varied questionnaires were administered and distributed to sixty students of first year Master level and fifteen teachers of different modules. After analyzing the findings of both questionnaires, it is indicated that classroom debate helps students to perceive issues from different perspectives, think adequately and thus, reach evident conclusions and establish credible data. This assumes that many of first year Master students and their teachers believe that classroom debate acts as an effective tool in enhancing critical thinking.

Second study, is "*Students' Views of Classroom Debates as a Strategy to Enhance Critical Thinking and Oral Communication Skill*" by Asih Nurakhir, Fiqih Nindya Palupi, Cornelia Langeveld, Devi Nurmalia (2020). This study aimed to explore nursing students' views of classroom debates as a learning strategy to enhance critical thinking and oral communication skills. A descriptive qualitative research design was employed in this study. The results of the study identified five themes, including the acquisition of new knowledge, awareness and responsiveness to diverse viewpoints and arguments, learning structuring ideas and appropriate ways of presentation,

development of other necessary skills, and challenges of classroom debates in nursing education.

Third study, is “*An Analysis Of Students’ Critical Thinking In Speaking Through Debat At English Meeting Club Of Man 2 Parepare*” by St. Maimuna Bt. Azis (2020). The objective of this study is to describe the students’ critical thinking. The research is descriptive method which aims to categorize the students’ critical thinking level and involve the participant of students’ English meeting club. The instrument for collecting data of the research is rubric scoring of students critical thinking based on Ficione which include Interpretation, analysis, inference, evaluation, explanation, and self-Examination in Debate method. The result revealed that average percentage of all items in the first meeting till the third meeting were at fair with high percentage Interpretation 50%, Analysis 56.2%, Inference 50%, Evaluation 56.2%, Explanation, 56.2% and Self-Examination 62,6%. In the other side, the students’ critical thinking dominated in weak level. Even if it is not showing the significant improvement but in every meeting the students that conclude in weak level was subtracted in 75% to 68.8% and last 62.5% as well as the students in Acceptable level there are two students arise in the last meeting

There are several connections with this research based on previous studies that have been presented. Most previous studies focused on developing students' critical thinking skills by focusing students' critical

thinking skills related to developing speaking and problem solving skills. Whereas researcher in this study tries to discuss and explore students' critical thinking skills by focusing on argument development, supporting details, problem analysis, and solutions.

H. The Organization of Writing

In this study, the researcher organized this paper as follows:

Chapter I is Introduction. Introduction which consist of the background of study, the identification of the problem, focus of the study, the research question, the objective of the study, the significance of the study, previous study and organization of writing.

Chapter II is Theoretical Framework. This chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is Methodology of Research. This chapter consist of place and time of the study, research methodology, data collecting, and data analysis.

Chapter IV is The Finding and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. It consist conclusion for suggestion.