

The Effectiveness of Debate Course in Improving The Students' Critical Thinking at Universitas Muslim Nusantara Al-Washliyah Medan

Maulina¹, Nurhafni Siregar²

^{1,2} Universitas Muslim Nusantara Al-Washliyah

Email: Maulina@umnaw.ac.id¹, Nurhafni.siregar@umnaw.ac.id²

Abstrak

Seorang pemikir kritis mahir dalam membuat konsep, menerapkan, menganalisis, mensintesis, atau mengevaluasi data yang dikumpulkan melalui kegiatan kursus debat. Berpikir kritis adalah proses disiplin intelektual yang aktif. Penelitian ini bertujuan untuk mengkarakterisasi pemikiran kritis siswa. Untuk mengklasifikasikan kemampuan berpikir kritis siswa dan mengikutsertakan peserta dalam kegiatan mata kuliah debat, penelitian ini menggunakan metodologi deskriptif. Rubrik penilaian berpikir kritis siswa yang memuat metode debat yaitu pemeriksaan diri, interpretasi, analisis, inferensi, dan evaluasi digunakan sebagai instrumen pengumpulan data penelitian. Hasil penelitian menunjukkan bahwa rata-rata persentase seluruh butir soal dari pertemuan pertama hingga pertemuan ketiga cukup kuat, dengan persentase interpretasi (50%), analisis (56,2%), inferensi (50%), dan pemeriksaan mandiri (50%) yang tinggi. 62,6%). Sebaliknya siswa cenderung memiliki kemampuan berpikir kritis yang lemah. Meskipun tidak ada peningkatan yang nyata, pada setiap pertemuan jumlah siswa yang mendapat nilai buruk menurun sebesar 75%, meningkat menjadi 68,8% dan kemudian 62,5%. Selain itu, ada dua anak yang mendapat nilai pada level yang diterima pada pertemuan terakhir. Mengingat hal ini, dapat dikatakan bahwa mayoritas mahasiswa pada pertemuan debat bahasa Inggris di Universitas Muslim Nusantara Al-Washliyah Medan menunjukkan pemikiran kritis yang kurang. Untuk mengetahui bagaimana tingkat berpikir kritis siswa tumbuh, disarankan untuk menerapkan teori Facione untuk menguji pemikiran kritis siswa. Hasilnya, siswa dapat mengintensifkan kegiatan debat reguler mereka, yang akan membantu pengembangan pemikiran kritis mereka di penghujung hari.

Kata Kunci : *Berpikir Kritis, Mata Kuliah Debat*

Abstract

A critical thinker is adept at conceptualizing, applying, analyzing, synthesizing, or evaluating data gathered through debate course activities. Critical thinking is an active intellectual discipline process. This research aims to characterize students' critical thinking. In order to classify students' critical thinking abilities and include participants in the debate course activities, this research employs a descriptive methodology. A student's critical thinking assessment rubric that incorporated the debate method of self-examination, interpretation, analysis, inference, and evaluation used as the instrument for gathering research data. The findings demonstrated that the average percentage of all items from the first meeting to the third meeting was pretty strong, with a high percentage of interpretation (50%), analysis (56.2%), inference (50%), and self-examination (62.6%). Students, on the other hand, tend to have weak critical thinking abilities. Even though there was no discernible improvement, at each meeting the number of students who scored at the poor level decreased by 75%, moving up to 68.8% and then 62.5%. Additionally, there were two kids who scored at the accepted level at the most recent meeting. In light of this, it can be said that the majority of students at the English debate meeting at Universitas Muslim Nusantara Al-Washliyah Medan exhibit deficient critical thinking. To determine how students' critical thinking levels grow, it is advised

to apply the Facione theory to examine students' critical thinking. As a result, the students can intensify their regular debating activities, which will aid in their development of sound critical thinking at the end of the day.

Keyword: *Critical Thinking, Debate Course*

INTRODUCTION

According to Fadlillah and Iksan (2016:512) have proved that parliamentary debate gave the big impact toward the students' speaking ability on their research "Improving Eleventh Grade Students' Speaking Ability by Using Parliamentary Debate in Pattanu Thailand". It found that by Using parliamentary debate developing their activeness in expressing oral argument logically in a systematic way because in debating, students are not only shouting arguments. Their arguments must be supported with facts and it must be done systematically in a debate procedure. Because it is an argument, it enables students to formulate opinion logically by developing reasons and evidence. If students often do the debate, it will increase their vocabulary and their confidence as well, and they will be able to speak English fluently.

Today, we are entering society 5.0. Where the sophistication of information technology is growing so rapidly. So that this affects all aspects of people's lives, namely economic, social, and political. Therefore, we must be prepared to face competition and seize opportunities. One way to prepare yourself is to learn English. English is the most frequently used language around the world. English is also prioritized in every office work, administration, education, etc. A foreign language is an additional language that is learned by speakers, but is not implemented in the speaker's area as a priority. Indonesia is one of the countries where English is used as a foreign language. We often stop to learn English and only focus on skill parts such as speaking, writing, listening and reading. Even though we can also develop many things with English, one of which is critical thinking which can be implemented through a debate course.

Countries that use English as a foreign language need effective activities that encourage students to practice language skills well both inside and outside the classroom. Debating is a practice that inspires students to open their mouths, discuss, defend their own positions, present counterarguments and also conduct research on related debate course. When debating in English, the debaters are involved in challenging and thrilling activities; moreover, they find themselves fluent in the aforementioned languages. According to Angga (2014:18), debate is "process of inquiry and advocacy a way of arriving at a reason judgment to preposition". People debate by explaining a concept of idea using a persuasive manner through his ability of speaking.

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. As well as providing meaningful listening, speaking and writing practice, debating is also very effective for developing argumentation skills for persuasive speech and writing. Based on the words above that in the debate course we can open up new spaces in the form of developing ideas, discussions and will lead to one thing that will really stand out when this method is applied, namely a critical way of thinking that will make the debaters see more aspects and solutions in each case and problem to be dissected.

Critical thinking skills or higher order thinking have received a lot of attention from educators, researchers, entrepreneurs and the mass media in recent years. In fact, critical thinking skills have been recognized as essential skills for the evolving workforce of the 21st century. There is an increasing need for staff and personnel to be equipped with advanced critical thinking skills, negotiation and problem solving skills as well as superior communicative competence. In addition to mastering English as a foreign language, an important point that forms the basis of this research is that students can use English to hone their critical thinking skills to create new ideas and ideas that are needed by the environment and many people.

In this study the researcher will take speaking as a way for students to convey their opinions, arguments or even ideas. Speaking is one of the important aspects of English skills as well. For example, by speaking orally, students make real communication with native speakers to see how far they can use English as their second or foreign language.

Based on the explanation above, the researcher has the motivation to research Critical Thinking on students at Universitas Muslim Nusantara Al-Washliyah. Hopefully this research will be the right one for lecturers to help them do better methods of interacting with students to better understand English.

Universitas Muslim Nusantara Al-Washliyah Medan. There are several students that can help students improve their soft skills. English meeting courses include those that train students in many divisions such as debate. The students usually take part in an English language competition designated in this debate as a representative on campus.

Therefore, researcher is interested in conducting research in students' writing skill with the title ***“The Effectiveness of Debate Course in Improving the Students Critical Thinking at Universitas Muslim Nusantara Al Washliyah Medan”***.

METHOD

This type of research is qualitative research, namely: research procedures in the form of written and spoken words from people and the behavior of informants that can be observed. Therefore, the primary data needed is a test. In such cases, this approach is closely related to how to measure students' critical thinking in studying the debate course. This research is carries out by collecting data in reasonable circumstances, using systematic, directed and accountable work methods, so that it does not lose its scientific nature or a series of activities or processes to capture reasonable data/information natural

RESULT AND DISCUSSION

The Results of Students' Critical Thinking Classification Based on the Interval score

Table 1. Students' Critical Thinking in Debate Course the First Meeting

Interval score	Category	F	P
85-100	Strong	0	0
65-84	Acceptable	0	0
50-64	Unacceptable	4	25%
0-49	Weak	12	75%
Total		16	100%

From the data above shows that in the first meeting there was 4 students that included in Unacceptable and 12 students in low position or in weak level in critical thinking category based on the interval score. In Acceptable and strong level no student was included of that category.

It means that most of the students could not give obvious respond toward the motion for example justify the case, providing evidence and supporting argument. Sometimes they were confuse which position should be stance. However, the students admitted that they did not have enough idea to explain as well as doing deep analysis to the topic.

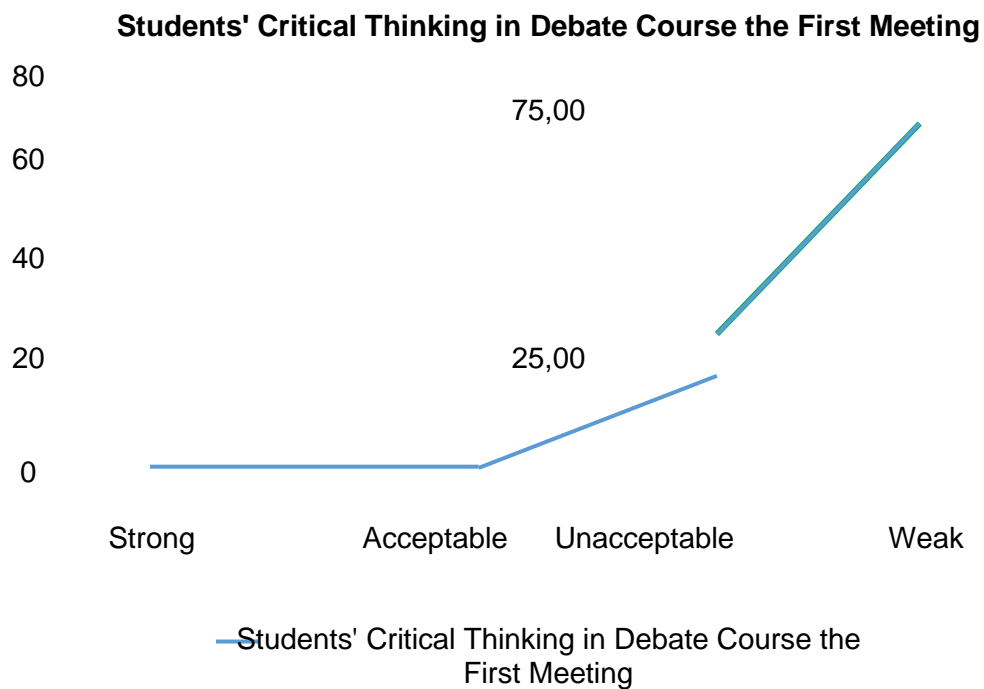


Chart 1. Students' Critical Thinking in Debate Course the First Meeting

Table 2. Students' Critical Thinking in Debate Course the Second Meeting

Interval score	Criteria	F	P
85-100	Strong	0	0
65-84	Acceptable	0	0
50-64	Unacceptabl	5	31.2%
0-49	Weak	11	68,8%
Total		16	100%

Based on the second meeting data that there were 5 or 31% of the students that enter in Unacceptable category and 11 or 68.8% of the students have been categorize in Weak level.

According to the data above we saw that the calculation of student in weak level was going down around 6.2% which meant one of them has included in unacceptable level. Even if there was no significant increasing but in the second meeting the students started to understand the motion and correlate it to their own self as well as their real life.

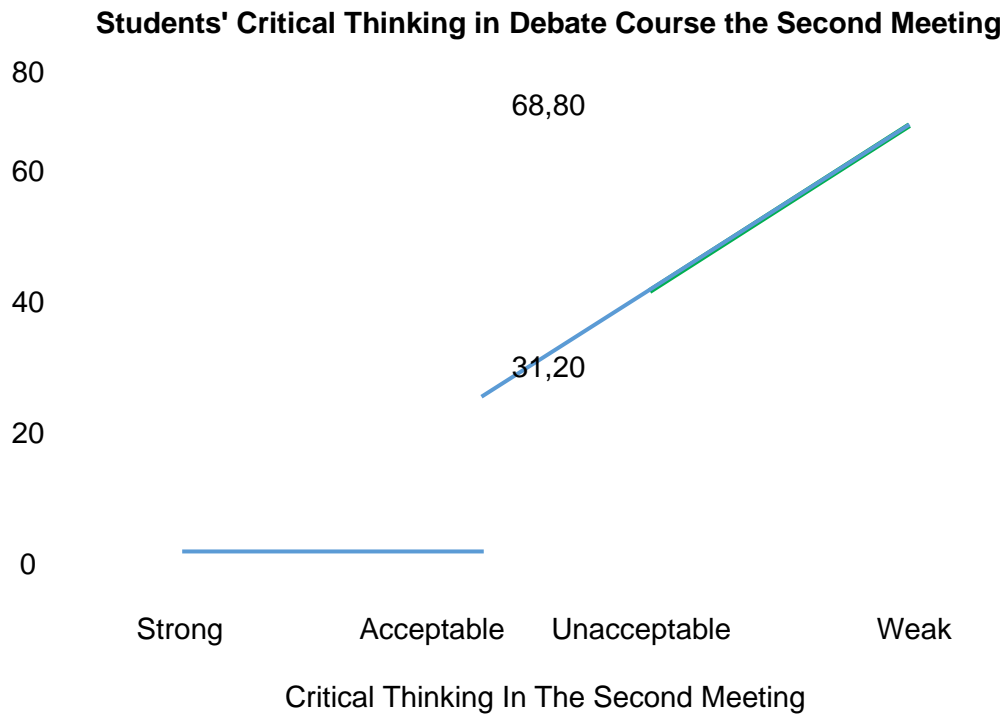


Chart 2. Students' Critical Thinking in Debate Course the Second Meeting

Table 3. Students' Critical Thinking in Debate Course the Third Meeting

Interval score	Category	F	P
85-100	Strong	0	0
65-84	Acceptable	2	12.5%
50-64	Unacceptable	4	25%
0-49	Weak	10	62.5%
Total		16	100%

The data above showed that from 16 students there were 10 students or 62.5% in weak category, 4 students or 25% in the Unacceptable category and 2 students in acceptable category. No students that included in the strong category. It aimed some of students has done better than previous meeting. In acceptable category purposed to the student which had critical ideas or good argumentation to clarify the motion and what they would like to deliver and stand with. It was very well improvement that the student demonstrate it better than their own previous meeting.

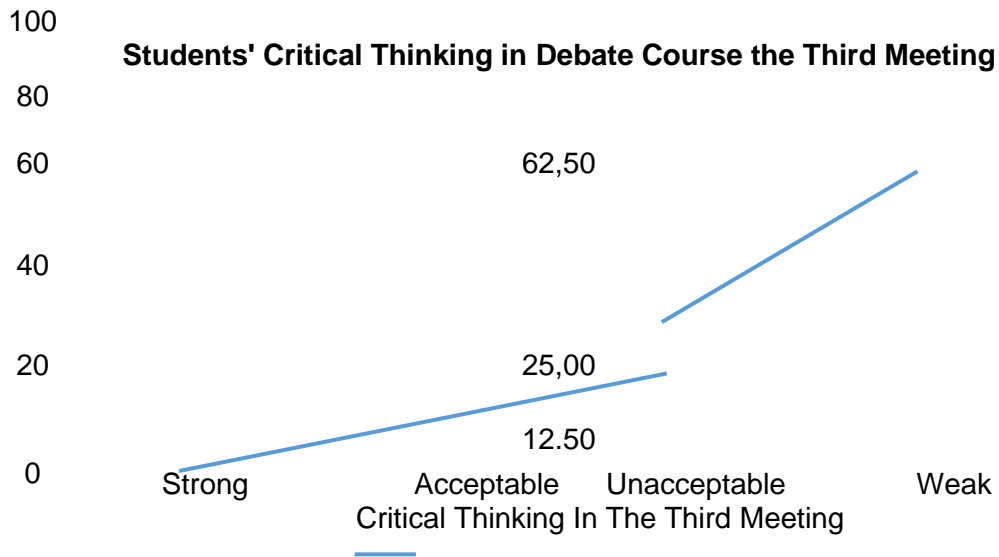


Chart 3. Students' Critical Thinking in Debate Course the Third Meeting

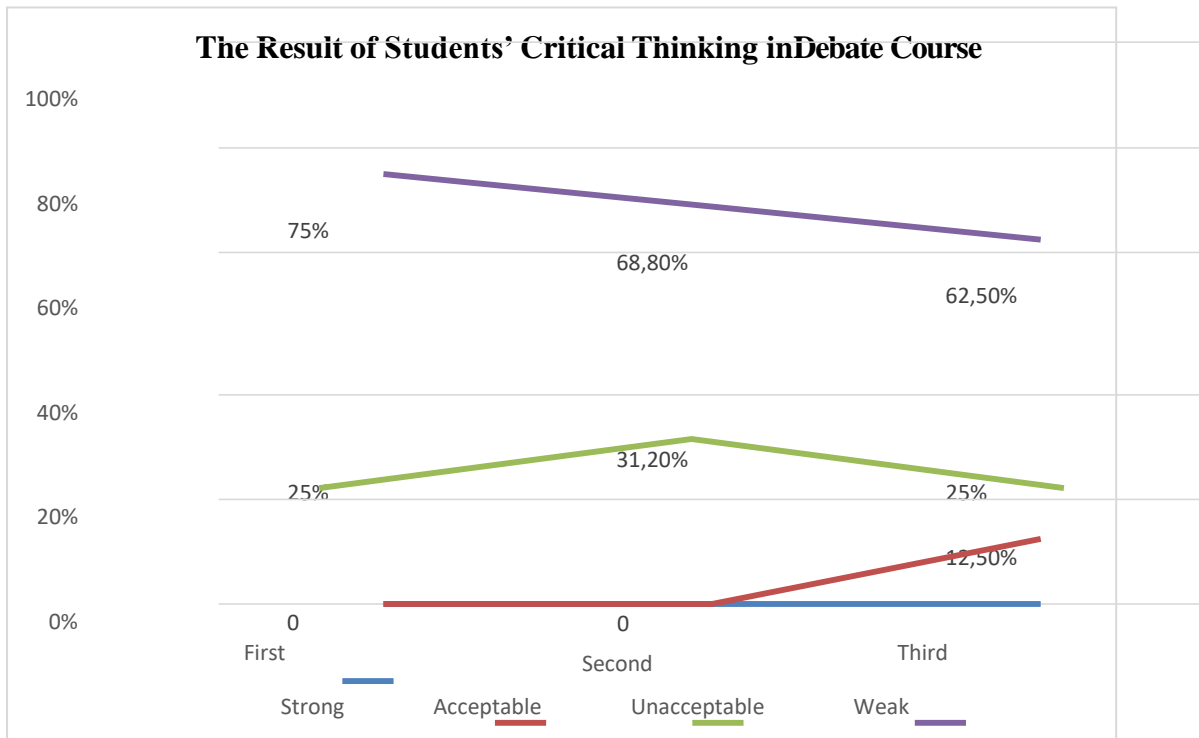


Chart 4. The Result of Students' Critical Thinking in Debate Course

Based the Result of students" critical thinking in debate course it would be identifiable that no one students in the strong category and was dominated in weak level category but some of them stand in acceptable and unacceptable category which meant that most of them still had deficient critical thinking. Besides, this method would be able to help them as well as their diligence to train it as often as they could.

The Description of Component of Critical Thinking.

Table 4.The Description Component of Critical Thinking the First Meeting

No	Components	Excellent	Good	Average	Fair	Very Poor
1	Interpretation	0 (0)	(6.25%)	4 (25%)	7 (43.8%)	0 (0)
2	Analysis	0 (0)	0 (0)	5 (31.2%)	7 (43.8%)	0 (0)
3	Evaluation	0 (0)	0 (0)	3 (18,8%	8 (50%)	0 (0)
4	Inference	0 (0)	0 (0)	4 (25%)	7 (43.8%)	0 (0)
5	Explanation	0 (0)	(12.6%)	2 (12.6%)	9 (56.2%)	0 (0)
6	Self-Examination	0 (0)	(12.6%)	2 (12.6%)	9 (56.2%)	0 (0)

The table above is the results of students during the debate section in the first meeting. Based on the data it showed that the majority of the students barely on good level performed the meaning, situation, data, events, judgments, conventions, belief, rules or procedure. Most of the students in the average, fair also poor category of each category.

There were 2 students included in good explanation and self- examination component which aimed that they had justifiable, understandable, and obvious argument than others. While the content of the cases was taken from the real life combined with the data that had known from believable resources, which were belong to self- examination. But majority of the students in fair of all components which was admitted that most of them did not have distinct idea of the cases that had given by the researcher.

Table 5.The Description Component of Critical Thinking the Second Meeting

No	Components	Excellent	Good	Average	Fair	Poor	Very Poor
1	Interpretation	0 (0)	4 (25%)	4 (25%)	8 (50%)	3 (18.8%)	0 (0)
2	Analysis	0 (0)	0 (0)	5 (31.2%)	7 (43.8%)	4 (25%)	0 (0)
3	Evaluation	0 (0)	0 (0)	5 (31.2%)	7 (43.8%)	4 (25%)	0 (0)
4	Inference	0 (0)	0 (0)	5 (31.2%)	7 (43.8%)	4 (25%)	0 (0)
5	Explanation	0 (0)	4 (25%)	3 (18.8%)	8 (50%)	1 (18.8%)	0 (0)

6	Self-Examination	0 (0)	2 (12.6%)	3 (18.8%)	7 (43.8%)	4 (25%)	0 (0)
---	------------------	-------	-----------	-----------	-----------	---------	-------

Based on the table above, we could see that the most students in the fair level that percentage more than 30 percent in every component and no one student stayed in the excellent or even the very poor level. In the second meeting several of the students move to the better places but it still under average indeed. It was because even they had explain their argumentation it did not exact to the topic or they bound at one ideas without clearly additional evidence to support their explanation.

The same thing happened when they would like to evaluate their idea. They made weak conclusion. The student respond the cases such they still bring argument but they were so far what was required in the component. The students were very difficult to appear their position in the motion that they should agree with. Those students gave interpretation of the motion while explain it and that what were literally they dominated. The students already had understood the meaning of the motion even if their reason it was not strong to have them in logical argumentation.

Table 6. The Description Component of Critical Thinking in the Third Meeting

No.	Components	Exceller	Good	Average	Fair	Poor	Very Poo
1	Interpretation	0 (0)	4 (25%)	6 (37.6%)	6 (37.6%)	1 (6.2%)	0 (0)
2	Analysis	0 (0)	1 (6.2%)	4 (25%)	9 (56.2%)	2 (12.5%)	0 (0)
3	Evaluation	0 (0)	1 (6.2%)	4 (25%)	9 (56.2%)	2 (12.5%)	0 (0)
4	Inference	0 (0)	1 (6.2%)	5 (31.2%)	8 (50%)	2 (12.5%)	0 (0)
5	Explanation	0 (0)	4 (25%)	4 (25%)	6 (37.6%)	2 (12.5%)	0 (0)
6	Self-Examinator	0 (0)	3 (18.8%)	2 (12.5%)	10(62.6%)	1 (6.2%)	0 (0)

The table above indicated several of them included in the good level of each components and most of them still in the fair level. No students enter in the excellent as well as very poor level. Although anyone students were fulfilled at the highest level of each component which were aimed their score was not deserve for it. At least, they were growth well. The student had good adaptation when the debate was held. It could be seen in every meeting that step by step the students were moved from the other level to the better. It indicated that the component percentage was changed in each meeting which were meant that the students would be able to increase their critical thinking as often as they could practice as well.

DISCUSSION

According to Ma'rifah (2018:164), in her research "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability". According to the total mean score (m=4.16) of the whole survey questionnaire, students demonstrated a positive perception and outlook toward the classroom debate. Overall, the students believed that the classroom debate was a constructive learning activity. The respondents believed that the debates helped improve their critical thinking skills and oral communication ability. In addition, as the students claimed, other benefits of the debates included mastering the course content, boosting confidence, overcoming the stage fright, and improving team work skills.

Discussion section will be discuss about students' critical thinking Category based on the interval score as well as holistic critical thinking Facione also the components of students'

achievement level. To know about the description of students' critical thinking, the researcher was holding the debate course then give them assessment based on Peter A. Facione theory which dividing the components of critical thinking which consisted in Interpretation, analysis, Evaluation, Inference, explanation and self-examination.

The Discussion of the Finding of Students' Critical Thinking Category

The researcher was holding analysis in students' critical thinking of the students by conducting the debate in other words given instruction of debate with the topic to the students while the researcher pay attention to the students' statement or argument during the debate which one of the students' idea that correlate to the components of critical Thinking, or how the student will doing a good structuring to the delivered their performance based on the result of the building case they had already done. The researcher found that only few students that had critical thinking in the Unacceptable which aimed that the students did not fulfill the components well. Majority of them lack on interpretation as well as the evidence of the cases that given to them. For example they just performed about the assertion but did not prepared the valid data or few of the student had not clearly explanation toward the topic.

Based on previous table in finding showed that in the first meeting to the third meeting none of the student would be stance their position in Strong level of holistic assessment score. Perhaps, the students still unusual with the debate course. However, if the students more practice consistently it will be giving more significant improvement for the students toward their critical thinking. While in the Acceptable level started first to the second meeting there were not student included, then in the third meeting 12.5% of the students succeed stayed in that category. Even if it not inform the strongly significant results of the students' critical thinking category but it shows that there is a little bit improvement of the students' critical thinking during the debate method.

The researcher found that the students that include in unacceptable category in the first meeting was 25% students increased to 31.2% students in the second meeting then decrease to be 25% students in the third meeting. Weak category is the majority of the students level of the critical thinking that calculated based on each components. The researcher found that there was significant decrease of nominal student that included in weak category. 75% students in the first meeting, this is highest percentage. 68.8% in the second meeting and 62.5% in the last meeting.

The Discussion of the Finding in Components of Critical Thinking

Majority of the students did not achieve the excellent of the component level of the critical thinking which shows in the previous table. Most of them categorized in Average, fair also poor level in each components. The student asked to explore the idea, argument, evidence and clearly stance to the position they had. However they did not have deep analysis to the issues or cases. As well as the explanation, they did not clearly explain the point of the view. For example mention the assertion, performed the reason but lack of evidence even experience on themselves also the environment of society. That was the reason affected to their result none of strong components were the students attained. Same problem happened to the students' analysis. They were not had structure and precious analysis of the topic. Most of them weak in structuring their reason as well as their evidence. When they began to bring the argument they just said some point and lack of explaining well the reason behind the point of their idea. That was affected to their results that stayed in fair but none of them in very poor level.

Interpretation is the component of critical thinking which the goal is about the ability to giving clearly meaning clarification in this research we talk about debate so it is strongly correlate to the issues or motion that has prepared. For example, the student give a clearly definitions, the crucial situation would be talk, and also the clarification which position they will stand with opposite or affirmative. Based on the description of Interpretation in component of critical thinking descriptions none of the student included in excellent level start from the first till the last meeting. Rare in good level, in the first meeting only 6.25% students. In the second

meeting 25% students as well as the third meeting result. The highest percentage of the students' interpretation of average level is in the third meeting 37.6%. And fair in the second meeting with 50% students while poor 25% students in the first meeting. Majority of the student when practicing debate do not deliver clearly clarification for giving interpretation to the case and also some of them do not strongly describe which position they are in debate. That is the reason mostly they are in average level.

The Analysis is the component which the purpose to see the deep reason or claim toward the cases or topic that has given. For example, the student correlating the issues to many aspects of life instead of economic, politic, health, or social and pointing strike views that has strongly logical. The student analysis percentage shows that in the first and second meeting no one are included in excellent category and there is only 6.2% student in good level in the third meeting. Majority of them in the average, fair and poor level. When the students bring the argument commonly they only said that they are disagree but it is not enough to put them in good or excellent level.

The Evaluation is the component which purpose to see the quality of the argument. For example, the students argue the reason by using deductive or inductive ways to deliver it or the ability to correlate the problem or case to explanation, evidence or even the solution that need. In the debate, we can see the evaluation of the student when they explain their experience toward or correlated to fact and main problem of the topic. While in evaluation component dominant of the students in fair level than others in each meeting. The percentage shows that 50% students in the first meeting, 43.8% students in the second and 56.2% in the third meeting.

The inference component of draw logically valid or justified conclusion. In debate structure in term called link back which is the ability to binding the theme line that has explained. For example, mention the main matter of the cases that standing with. The student description shows that fair level dominated with the significant highest percentage each meeting 25%, 31.2% as well as the last meeting. For excellent and very poor level there is no students was included. Mostly the students forgot or miss the inference when they were perform. This component is important to remind back what they strongly disagree or agree with.

The explanation is the component which means to measure the ability to bring the results of the building case and it will show how strong the logically and clearly the idea of the matter the argument. For example, giving fact and logical narration while adding some argument or view from the expert. The explanation component of the students is showing a better percentage especially in good level because at least the nominal of the students higher than others component above. The percentage in the good level 12.6% students in the first meeting then change to be 25% students in the second also the third meeting. None of the students in very poor position because each of them able to explain their idea, but unfortunately sometimes it is out of where they should stance or only explain a little bit. However, some of them have good explanation even it will not categories as excellent explanation.

The last component is self-regulation which containing self-monitor or self-correction. For example, when they try to clarifying something and said "I mean". The percentage of the students in fair level is dominated with highest percentage 62.6% in the third meeting. But in this part of component also showing the better students was included in the good level with significant percentage first and second meeting 12.6% and 18.8% in the last meeting. Since the debate method applied to solve the cases or topic, the student did not aware when they were doing mistakes while speaking English. For example, "it mean that" that instead "it means that" or "there is" which instead of "there are". But however sometimes they will say "sorry" when they realize they were doing mistakes or they will explain more clearly what they mean by repeating their point of view.

Conclusion

The majority of students' critical thinking in the debate course at Universitas Muslim Nusantara is at a weak level, this can be seen from the percentage of students at the first meeting of 75%, at the second meeting at 31.2% and at the third meeting at 62.5%. % of

students who show a weak level dominate student results. This is because students do not demand each component, especially in explaining clearly the views of students. But at the same time it shows that only a few of them have an Acceptable critical thinking level as is the case with the data at the third meeting where 12.5% of students are categorized at that level.

Based on the critical thinking component, the researcher found that students in the sufficient and poor categories dominated. Only five students entered the good category in Interpretation, Explanation, and Self-Examination, while the other components were at a sufficient level at the first meeting. However, during the debate the researchers noticed that students had significant improvement in both components. This is because students are getting used to the analysis process. Interpretation is a component that increases significantly, for example good and average is the level of dominance of this component in critical thinking.

REFERENCES

- Bayu, Angga. 2014. *A Study on The Teaching Method of Speaking English by Using Debate as Used by Debate Coach at ILF of The University of Muhammadiyah Malang*. Celtic.
- Devi, Rizqa A. (2017). Pengaruh model project-based learning terhadap kreativitas dan berpikir kritis peserta didik pada materi sistem respirasi di SMA N 1 Temanggung, Tesis. Universitas Negeri Yogyakarta, Yogyakarta, Indonesia.
- Hooley, Diana. Speaking My Mind: the importance of high school debate, *The English Journal*. 96, 2007.
- Kemendikbud. (2017). Panduan implementasi kecakapan abad 21 kurikulum 2013 di Sekolah Menengah Atas. Jakarta: Kemendikbud.
- Leuser, David M. *Classroom Debate*. New Hampshire: Plymouth State University, 2003.
- Ma'rifah, Ulfatul. 2018. *Enhancing Students' Critical Thinking and Confidence through Indirect Explicit Grammar Instruction (IEGI) in Learning Grammar, Vol.24*. Didaktika.
- Mochtar, Anam. 2016. *Improving Eleventh Grade Students' Speaking Ability by*
- Nhat, Ho T dkk. (2018). The development of critical thinking of students in Vietnamese schools: from policies to practices. *American Journal of Education Research*, Vol. 6, No. 5
- Nurhidayat, Eka. "Using British Parliamentary Debate Style in Improving Students" Speaking Skill", (University of Majalengka) p.24
- Osborne, Anne. Debate and Student Development in the History Classroom, *New Directios for Teaching and Learning*. 103, 2005.
- Peter Facione, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction* (Fullerton, California state University, 1998) p. 5
- Siregar, N., Firmansyah, F., & Harahap, Y. (2023). Developing Students' Worksheet for English Language Teaching to Cope with the 4C's Skill Through Project Based Learning. *Jurnal Paedagogy*, 10(1), 44-52. doi:<https://doi.org/10.33394/jp.v10i1.6286>
- Susilowati, et al. (2017). Analisis Keterampilan Berpikir Kritis Siswa Madrasah Aliyah Negeri di Kabupaten Magetan. Prosiding Seminar Nasional Pendidikan Sains (SNPS). Surakarta, hlm. 13.
- Wilson, Jennifer. 2010. *Thinking Critically about Critical Thinking*. University of Massachusetts Dartmouth.
- Zubaidah, Siti. (Januari 2016). Berpikir kritis: kemampuan berpikir tingkat tinggi yang dapat dikembangkan melalui pembelajaran sains. Makalah disajikan dalam seminar nasional sains, di Universitas Negeri Malang