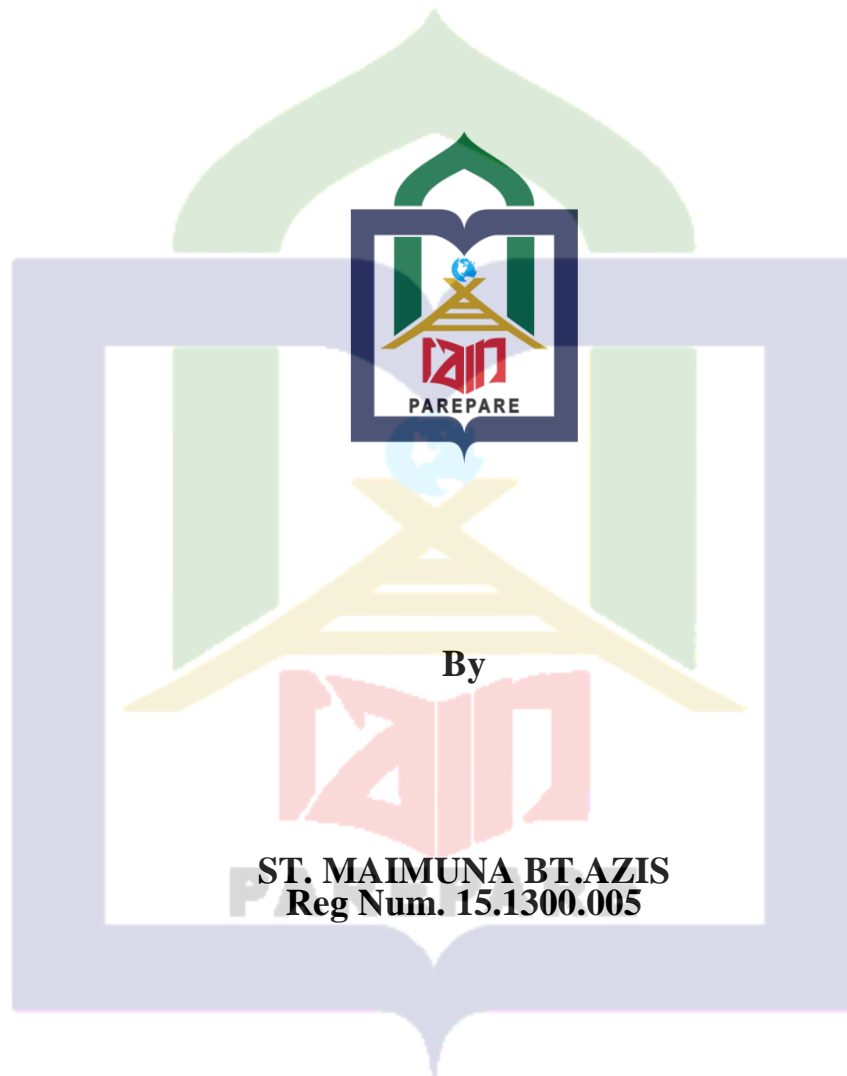


SKRIPSI

**AN ANALYSIS OF STUDENTS' CRITICAL THINKING IN
SPEAKING THROUGH DEBAT AT ENGLISH
MEETING CLUB OF MAN 2 PAREPARE**



By

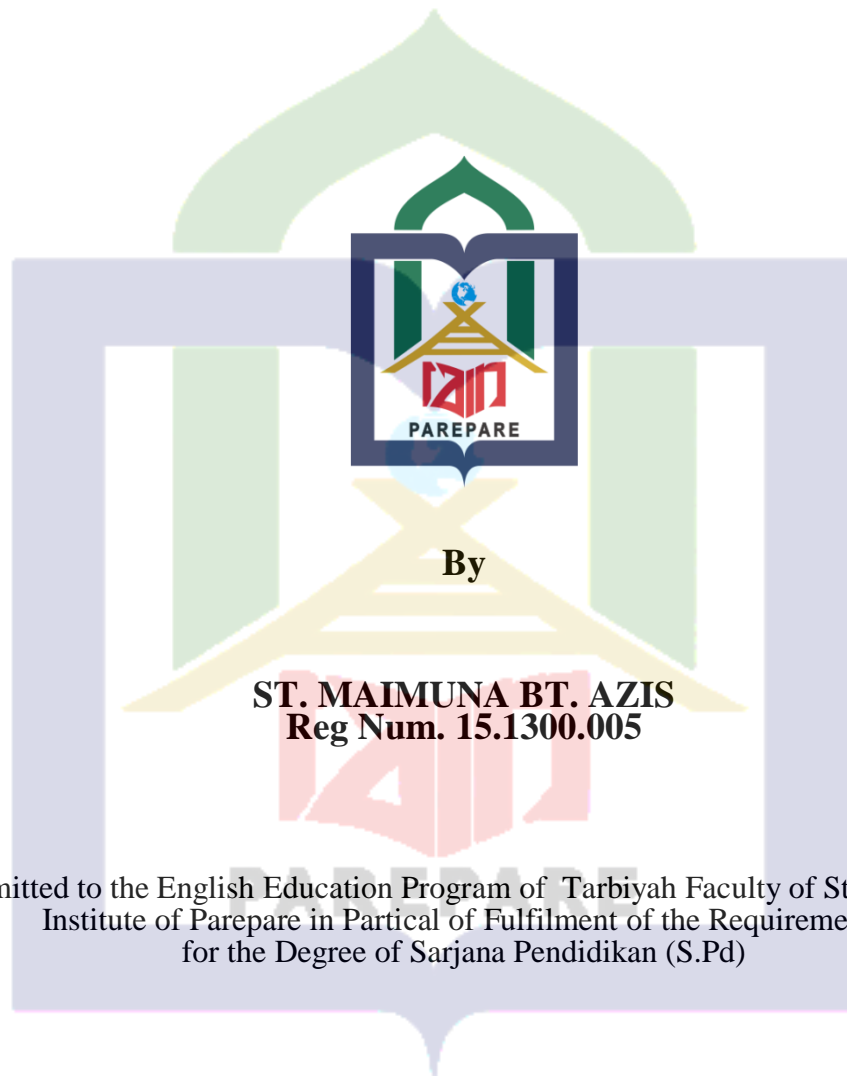
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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI

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SPEAKING THROUGH DEBATE AT ENGLISH
MEETING CLUB OF MAN 2 PAREPARE**



By

**ST. MAIMUNA BT. AZIS
Reg Num. 15.1300.005**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partical of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Skripsi

**As a Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**ST. MAIMUNA BT. AZIS
Reg Num.15.1300.005**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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SKRIPSI

**AN ANALYSIS OF STUDENTS' CRITICAL THINKING IN
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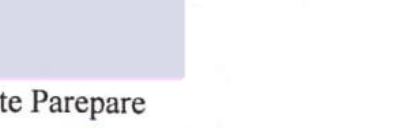
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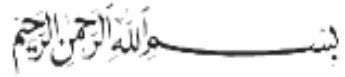
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Alhamdulillah Rabbil Alamin. There is no beautiful sentence to say expect prayer and thanks into our God Allah SWT, for His blessing, mercies, and enjoyment so that the writer could finish this skripsi, as partial fulfillment for degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.) of State Islamic Institute (IAIN) Parepare. May Shalawat and Salam always be given to our Prophet Muhammad SAW (peace be upon Him), the last messenger of Allah SWT. He has already spread Islamic teaching to all human beings in this world.

The researcher realizes that this skripsi has never been possible to be finished without supported and their helping. Therefore the researcher wishes to express a lot of thanks to:

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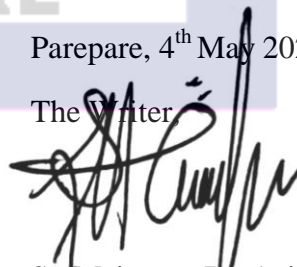
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Finally, the writer realizes that this skripsi still has any weakness and still far from being perfect. Therefore, she hopes criticism, a suggestion for its perfection and she hopes this final project would be useful for the readers.

May the Almighty Allah SWT, always blesses us now and forever. Aamiin.

Parepare, 4th May 2020

The Writer



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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

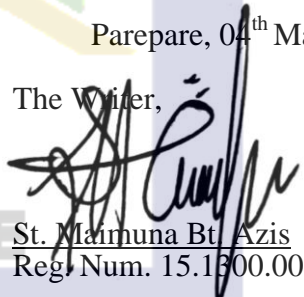
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Stated this skripsi was her own writing and if it could be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that had been gotten would be postponed.

Parepare, 04th May 2020

The Writer,


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ABSTRACT

St. Maimuna Bt. Azis, *An Analysis of Students' Critical Thinking through Debate at English Meeting Club of MAN 2 Parepare.* (Supervised by Abd. Rauf Ibrahim dan Amzah)

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from. The purpose of the research 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 Facione 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.

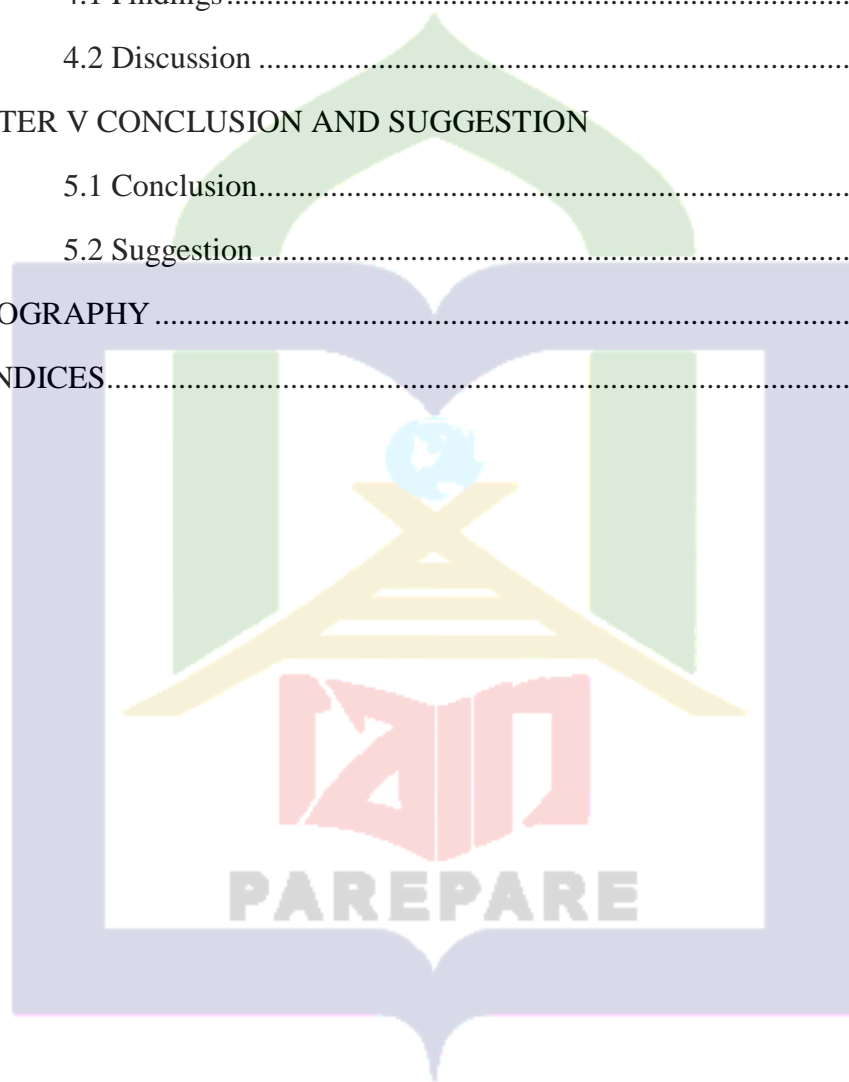
Thus, it can be concluded that the students' critical thinking of English meeting club of MAN 2 Parepare was majority in the weak level. The use of Facione theory to analyze the students' critical thinking recommended to see how is the development of students 'critical thinking level. Therefore, the students also can increase the routine debate training so that it would help them to have good critical thinking in the end of the day.

Keywords: Critical Thinking, Speaking, Debate, Students.

LIST OF CONTENTS

COVER	ii
SUBMISSION PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
ACKNOWLEDGEMENT	v
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	vii
ABSTRACT	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
LIST OF CHART	xiii
CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Problem Statement	4
1.3 The Objective of the Research	4
1.4 Significance of the research	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas	5
2.2 Previous Research Findings	19
2.4 The Conceptual Framework	22
CHAPTER III METHODOLOGY OF THE RESEARCH	
3.1 Research Design	24
3.2 Participant	24
3.5 Instrument of the Research	24

3.6 Procedure of Collecting Data	24
3.7 Technique of Data Analysis	25
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings	30
4.2 Discussion	38
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	44
5.2 Suggestion	45
BIBLIOGRAPHY	46
APPENDICES.....	47



LIST OF TABLE

Number	The Title of Tables	Pages
3.1	The Analytical Scoring Rubric of Critical Thinking	25
3.2	Classification of Students' Score each Component	28
3.3	The Category of Students' Critical Thinking	28
4.1.1	Students' Critical Thinking in Speaking the first meeting	30
4.1.2	Students' Critical Thinking in speaking in the second Meeting	31
4.1.3	Students' Critical thinking in speaking in the Third Meeting	32
4.2.1	The Description of Component of Critical Thinking : First Meeting	35
4.2.2	The Description of Component of Critical Thinking : Second Meeting	36
4.2.3	The Description of Component of Critical Thinking : Third Meeting	37

LIST OF APPENDICES

Number	The Title of Appendices	Pages
1	Research Instrument	47
2	The Result of Participants	53
3	Research Allowance	78
4	Documentation	81
5	Curriculum Vitae	84

CHAPTER I

INTRODUCTION

1.1 Background

Today we enter the revolution of 4.0. Where the sophistication of information technology is developing so rapidly. So that this affects all aspects of society namely economic, social, and political. Therefore, we must have preparation to face compete and to seize opportunities. One way to prepare yourself is to learn English. English is the language most often used throughout the world. English is also prioritized in each line of office work, administration, education, etc. A foreign language is an additional language learned by the speaker, but is not applied in the speaker's area as the priority. Indonesia is one of the countries that makes English as a foreign language. We often stop to learn English and just focus in the skill parts only such as in speaking, writing, listening and reading. Whereas we can also develop many things with English, one of them is critical thinking that can be implemented with the debate method.

The countries that use English as a foreign language need effective activities which propel students to practice skills of the language properly inside as well as outside classrooms. Debating is a practice that inspires learners to open their mouth, get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. While debating in English, the debaters get

involved into a challenging and thrilling activity; moreover, they find themselves well-conversant in the aforesaid language.¹

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing.

Based on words above that in the debate method we can open new spaces in the form of ideas development, discussion and will lead to one thing that will be very prominent when this method is implemented, namely a critical way of thinking that will make debaters see more aspects and solutions in each case and issues to be dissected.

Critical thinking skills and/or higher order thinking have received much attention from educationalists, researchers, employers, and mass media during these past several years. As a matter of fact, critical thinking skills have been recognized as essential skills for the growing workforce of the 21st century. There are more needs for staff and personnel that are equipped with advanced critical thinking skills, negotiation and problem solving skills as well as superior communicative competence.² Besides mastering English as a foreign language, an important point on which this research is based is that students can use English to hone their ability to think critically to create new ideas and ideas that are needed by the environment and many people.

¹Ali Alasmari and Sayed Salahuddin Ahmed, “*Using Debate in ELF Classes*” (Published Journal; Canadian Center of Science and Education, 2013) p.1 (Accessed on Wednesday, 13rd, 2019)

²Pezhman Zare and Moomala Othma, “*Students’ Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication*” (Published Journal; Canadian Center of Science and Education, 2015) p.1 (Accessed on Wednesday 13rd, 2019)

In this research the researcher will be taking speaking as the way of students to delivered their opinion, argument or even idea. Speaking is one of important aspect of English skill as well. For example by oral speaking the student doing real communicate to the native speaker to see how far they can use English to be their secondary or foreign language.

Based on the explanations above the researcher had motivation to research about the Critical Thinking of the students at the second grade of MAN 2 Parepare. Hopefully by this research will be able to be the appropriate for the teacher to help them conducting the better method to interact the students to having more understanding towards English.

MAN 2 Parepare is the one of Islamic school in Parepare city. There are some of students' organization that can help the students to increase their soft skill. English meeting club include of them which train the students in many divisions such as speech, scrabble, and debate. The students usually join in English competition that indicated in this organization as the representative or the candidate of the school. So that the researcher interest to analyze the critical thinking of students' in this English meeting club.

Based on the explanations above the researcher had motivated to analyze the students' critical Thinking in speaking through debate in English meeting club of MAN 2 Parepare.

1.2 Research Question

Based on the background above, the research formulates research question as a follow:

- 1.2.1 How is the category of students' critical thinking in speaking through debate at English meeting club of MAN 2 Parepare?
- 1.2.2 How is the component of the students' critical thinking in speaking through debate at English meeting club of MAN 2 Parepare?

1.3 The objective of Research

- 1.3.1 To analyze the category of students' critical thinking in speaking through debate at English meeting club of MAN 2 Parepare.
- 1.3.2 To find out the component of students' critical thinking in speaking through debate at English meeting club of MAN 2 Parepare.

1.4 Significance of the Research

Based on the objectives of the research above, the significance of the research are as follows:

- 1.4.1 This research is expected to be a reference for the English teacher and useful to teaching speaking material by using this method.
- 1.4.2 This research is expected to improve students' critical thinking so they will be able to explore their own idea or argument.
- 1.4.3 This research is expected to give knowledge for the readers in general and also to give an experience for the researcher in teaching and applying this method.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Critical Thinking

There are some part will be explained here, they are definition of Critical Thinking, the kinds of Critical Thinking, and Benefits Critical Thinking.

2.1.1.1 The Definition of Critical Thinking

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.³ Yasushi Gotoh said Critical thinking as the set of skills and dispositions which enable one to solve problems logically and to attempt to reflect autonomously by means of Metacognitive regulation on one's own problem-solving processes.⁴

³Jeniffer Wilson Mulnix “*Educational Philosophy and Theory*” (Published by Blackwell Publishing, 2010) p. 2 (Accessed on Sunday, November 9th 2019)

⁴Ratna, Salimi, Saptuti, “*Critical Thinking Skill: Konsep dan Indikator Penilaian*”, (Jurnal Taman Cendekia, 2017) p. 128

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of skills, because it involves the continual use of them; and 3) the mere use of those skills ('as an exercise') without acceptance of their results.⁵ In detail, Facione explains that there are six components of Critical Thinking involves *Interpretation* is to comprehend and express the meaning or significance of a wide variety of "experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria", *Analysis* is the experts infer examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis. *Inference* is the experts involve querying evidence, conjecturing, alternatives, and drawing conclusions as sub-skills. *Evaluation* is judging about the arguments whether it is reliable and rational based on the logic and evidence given. *Explanation* is the ability to communicate and present in a cogent and coherent way. *Self-Examination* is the ability to monitor and correct flaws in logic.⁶

According to the statement of the expert above the researcher conclude that Critical Thinking is the skill to think logical, systematic, productive also structured and able to have well consideration and conclusion to face any cases. Then, the

⁵Jeniffer Wilson Mulnix "Educational Philosophy and Theory" (Published by Blackwell Publishing, 2010) p. 2 (Accessed on Sunday, November 9th 2019)

⁶Atayeva, Ciptaningrum, Hidayah, Kassymova, Dossayeva, Akmal, "Cultivating Juiniior High Schools Student' Critical Thinking Skills by Using a Short-Vidio in English Language Classroom"(Bulletin of National Academy of Sciences of the Republic of Kazakhstan, Volume 5) p. 58

components conclude Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-Examination.

2.1.1.2 The Standards of Critical Thinking

2.1.1.1.1 Clarity

Before we can effectively evaluate a person's argument or claim, we need to understand clearly what he or she is saying. Unfortunately, that can be difficult because people often fail to express themselves clearly. Sometimes this lack of clarity is due to laziness, carelessness, or a lack of skill. At other times it results from a misguided effort to appear clever, learned, or profound.⁷

This one of standard of critical thinking which usually less of speakers who is going to express their idea, because unclearly may impact for the understanding to be misunderstanding so that the information that we want to delivered is not accepted.

2.1.1.2.2 Precision

Everyone recognizes the importance of precision in specialized fields such as medicine, mathematics, architecture, and engineering. Critical thinkers also understand the importance of precise thinking in daily life. They understand that to cut through the confusions and uncertainties that surround many everyday problems and issues, it is often necessary to insist on precise answers to precise questions: What exactly is the problem we're facing? What exactly are the alternatives? What exactly are the advantages

⁷Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction* 4th Ed (New York, McGraw-Hill, 2011) p. 3

and disadvantages of each alternative? Only when we habitually seek such precision are we truly critical thinkers.⁸

To be a critical thinker must be often training especially in our daily. A training which relate to repeating will be resulting precision, precision of a question.

2.1.1.2.3 Accuracy

Critical thinkers don't merely value the truth; they have a *passion* for accurate, timely information. As consumers, citizens, workers, and parents, they strive to make decisions that are as informed as possible. In the spirit of Socrates' famous statement that the unexamined life is not worth living, they never stop learning, growing, and inquiring.⁹

A critical thinker should fulfill an accuracy to bring an information. One of a famous character called Socrates' who is one of philosopher with many followers because of his thinking.

2.1.1.2.4 Relevancy

Lincoln's ploy was entertaining and succeeded in distracting the attention of the jury. Had the jurors been thinking critically, however, they would have realized that carelessness about one's attire has no logical relevance to the strength of one's arguments. Feature of critical thinker is having a good relevancy inside their argument. It is important to have it because

⁸Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 4

⁹Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 4

irrelevance of it will be giving irrelevance of acceptance information as well.

2.1.1.2.5 Consistency

Critical thinking helps us become aware of such unconscious practical inconsistencies, allowing us to deal with them on a conscious and rational basis. It is also common, of course, for people to unknowingly hold inconsistent beliefs about a particular subject.

In fact, as Socrates pointed out long ago, such unconscious logical inconsistency is far more common than most people suspect. As we shall see, for example, many today claim that “morality is relative,” while holding a variety of views that imply that it is not relative. Critical thinking helps us recognize such logical inconsistencies or, still better, avoid them altogether.¹⁰

We can't call someone as critical thinking if they are often unable to be consistent with their own idea or usually follow whatever opinion which is dominant around them. It would be so confused.

2.1.1.2.6 Logical Correctness

To think logically is to reason correctly—that is, to draw well-founded conclusions from the beliefs we hold. To think critically we need accurate and well supported beliefs. But, just as important, we need to be able to

¹⁰Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 4

reason from those beliefs to conclusions that logically follow from them.

Unfortunately, illogical thinking is all too common in human affairs.¹¹

2.1.1.2.7 Completeness

In most contexts, we rightly prefer deep and complete thinking to shallow and superficial thinking. Thus, we justly condemn slipshod criminal investigations, hasty jury deliberations, superficial news stories, sketchy driving directions, and snap medical diagnoses. Of course, there are times when it is impossible or inappropriate to discuss an issue in depth; no one would expect, for example, a thorough and wide-ranging discussion of the ethics of human genetic research in a short newspaper editorial. Generally speaking, however, thinking is better when it is deep rather than shallow, thorough rather than superficial.¹²

2.1.1.2.8 Fairness

It is probably unrealistic to suppose that our thinking could ever be completely free of biases and preconceptions; to some extent we all perceive reality in ways that are powerfully shaped by our individual life experiences and cultural backgrounds. But as difficult as it may be to achieve, basic fair-mindedness is clearly an essential attribute of a critical thinker.¹³

¹¹Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 5

¹²Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 6

¹³Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student's Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 6

Several standards of Critical thinking which always must be consider for everyone who want to develop their critical Thinking or going to be a critical thinker.

2.1.1.3 The Components of Critical Thinking

Based on Peter A. Facione¹⁴ there are seventh component of Critical Thinking Consensus on including Interpretation, analysis, evaluation, inference, explanation and self- regulations.

2.1.1.3.1 Interpretation

To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria. Interpretation is an ability to understand and re-describe meaning of conditions, information or messages that are received. In this research the interpretation is how the students will be able to express the idea that consist of the stance side of own position.

2.1.1.3.2 Analysis

To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions or other forms of representation intended to express beliefs, judgments, experiences, reasons, information, or opinions. In this part, Analysis is observing and deciphering the topic and then will express it more in detail.

2.1.1.3.3 Evaluation

¹⁴Peter Facione, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction* (Fullerton, California state University, 1998) p. 5

To assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intend inferential relationships among statements, descriptions, questions or other forms of representation. Evaluation is the ability for the students to structure assessment to attain an appropriate consider and measured the issues.

2.1.1.3.4 Inference

To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation. Inference means the conclusion point of the students according to the issue that have been correlated or considered by the assessment of the topic.

2.1.1.3.5 Explanation

To state the results of one's reasoning; to justify that reasoning in terms of the evidential, conceptual, methodological, criteria, logical and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments. Explanation toward the topic should be clearly then the aim will be delivered with strongly understandable reason.

2.1.1.3.6 Self-Examination

Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis and evaluation to one's own inferential judgments with a view toward questioning,

confirming, validating, or correcting either one's reasoning or one's results. Self-Examination is self-managing ability to take an idea to the topic.

2.1.1.4 The Benefits of critical thinking in speaking

2.1.1.4.1 Critical Thinking In the classroom

In addition, critical thinking can help you *critically evaluate* what you are learning in class. During your college career, your instructors will often ask you to discuss “critically” some argument or idea introduced in class. Critical thinking teaches a wide range of strategies and skills that can greatly improve your ability to engage in such critical evaluations.

You will also be asked to *develop your own arguments* on particular topics or issues. In an American Government class, for example, you might be asked to write a paper addressing the issue of whether Congress has gone too far in restricting presidential war powers. To write such a paper successfully, you must do more than simply find and assess relevant arguments and information.

You must also be able to marshal arguments and evidence in a way that convincingly supports your view. The systematic training provided in a course in critical thinking can greatly improve that skill as well.¹⁵

2.1.1.4.2 Critical Thinking in the Workplace

Surveys indicate that fewer than half of today’s college graduates can expect to be working in their major field of study within five years of graduation. This statistic speaks volumes about changing workplace realities. Increasingly, employers are looking not for employees with highly specialized career skills, since

¹⁵Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student’s Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 9

such skills can usually best be learned on the job, but for employees with good thinking and communication skills—quick learners who can solve problems, think creatively, gather and analyze information, draw appropriate conclusions from data, and communicate their ideas clearly and effectively. These are exactly the kinds of generalized thinking and problem-solving skills that a course in critical thinking aims to improve.¹⁶

2.1.1.4.3 Critical Thinking in Life

Critical thinking, honestly and courageously pursued, can help free us from the unexamined assumptions and biases of our upbringing and our society. It lets us step back from the prevailing customs and ideologies of our culture and ask, “This is what I’ve been taught, but is it *true*?” In short, critical thinking allows us to lead self-directed, “examined” lives. Such personal liberation is, as the word itself implies, the ultimate goal of a *liberal* arts education. Whatever other benefits it brings, a liberal education can have no greater reward.¹⁷

2.1.1 The Concept of Speaking

2.1.2.1 The Definition of Speaking

Speaking is one of the important skills in English. This language skill needs to be mastered since people use it when they express their idea to others. According to Webster speaking is the action of conveying information of expressing one’s thoughts

¹⁶Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student’s Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 9

¹⁷Bassham, Irwin, Nardone, Wallace, *Critical Thinking Student’s Introduction 4th Ed* (New York, McGraw-Hill, 2011) p. 10

and feelings in spoken language, to utter words of articulate sound, as human beings, to express opinions by words.¹⁸

Speaking is to say something from feeling and mind expressed through the sequence of sound, vocabularies, phrase and sentences that contain meaning.¹⁹

According to some definition above the researchers conclude that speaking is an action to transfer idea, feeling, and information from a person to another in oral communication through the sequence of sound, vocabularies, phrase and sentences that contain meaning.

2.1.2.2 The Aspect of Speaking

2.1.2.2.1 Comprehension

Comprehension is discussed by both the speakers because comprehension can help the people to get information. It is defined as the ability to understand something by reasonable comprehension of a subject or as the knowledge of what a situation is really like.

2.1.2.2.2 Pronunciation

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.²⁰

¹⁸ Webster's Comprehensive Dictionary. *The new Internasional Webster Comprehensive Dictionary of English Language*. (Trident press Internasional.2003) p.330

¹⁹ Kaharuddin Bahar, *Speaking Skill For Better Oral Communication* (Yogyakarta:Trush Media,2013), p.1

²⁰ H. D. Brown, *Teaching by Principles* (2^{ns} Ed.; New York: Longman, 2001), p. 168

Based on Longman Dictionary pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2.1.2.2.3 Fluency

As proposed by Harris and Hodges, “fluency is an ability to speak quickly and automatically.”²¹ It means that fluent speaker should be able to speak quickly and automatically.

2.1.2.2.4 Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately. To be able to speak fluently and accurately.

2.1.2.2.5 Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

²¹T. L. Harris, and R. E. Hodges, *The Literacy Dictionary: The Vocabulary of Reading and Writing* (New York: International Reading Association, 1995), p. 14.

Based on the explanation above, the researcher assumes that in measuring speaking there are four aspects that should be seen, they are; pronunciation, fluency, accuracy and vocabulary. All of aspects should be measured based on criteria and score which provided. In assessing students' speaking pre-test and post-test, the researcher will use the scoring rubric of the four components of speaking above.

2.1.2 The Concept of Debate

2.1.3.1 The Definition of Debate

According to Steinberg, 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.²² A debate is a speaking situation in which opposite points of view are presented and argued, Dale and Wolf.²³

In debate we are exploring our ideas to the issues based on data. It can improve the students' critical thinking because the moment students applying the system of the debate they will try to bring the best of their idea to be the truth of argument.

2.1.3.2 The Types of Debate Style

In the debate we apply a system to get the debate running well. At least there are two common systems of the debate parliamentary usually used:

2.1.3.2.1 The American Format

²²Angga, Bayu, “A Study on the Teaching Method of Speaking English by Using Debate as Used by Debate Coach at ILF of The University of Muhamadiyyah Malang” (Celtic,2014) p.18

²³Yunda, “Awaluddin. British Parliamentary Debating System In Improving Students' Speaking Achievement” (2018)

According to Shuster, American parliamentary debate is, “a debate which include two terms, one on side proposition which support the motion (the motions known as the topic of debate) and another side in side of opposition which against the motion”, for each debate, a motion is announced and terms are given a period of time to prepare debate. The typical time for preparation is thirty minutes, although there are variations in several debate tournaments. The debate started when the preparation time is ended.

There are six speeches in the debate. The first four speeches, known as constructive speeches, form and formation of the debate and the latest two speakers are the rebuttal speeches which each side getting one speech to summarize. To close the debate, each terms need to prepare the reply speakers that can be selected from the first or the second speaker. The job of reply speaker is to summarizing the debate showing bias arguments that promote the winning of one side of team.

2.1.3.2.2 The British Format

According to Shuster, British parliamentary is side of motion”. The terms inside of the debate are divide into two terms in affirmative side and two teams in negative side. For each debate, a motion is announced and terms are given a period of time to prepare the debate. The typical time for preparation is fifteen minutes. The debate started when the preparation time is ended.²⁴

²⁴Angga, Bayu. “A Study on the Teaching Method of Speaking English by Using Debate as Used Debate Coach at ILF of the University of Muhmmadiyah Malang Vol. 1” (2014) p.20

2.1.3.2.3 The Theory of British Parliamentary Debate Style

British Parliamentary debating system is a common form of academic debate. It has gained support in the United Kingdom, Ireland, Canada, India, Europe, Africa, Philippines and United States, and has also been adopted as the official style of the World Universities Debating Championship and European Universities Debating Championship. In British Parliamentary debating system, there are 4 teams in each round. Two teams represent the Government and two teams represent the Opposition.

The Government supports the resolution (motion), and the Opposition opposes the resolution. The teams are also divided into the Opening and closing halves of the debate, each debater will have 7 minutes and 20 seconds to deliver the speech. There are some items related to British Parliamentary Debate: Motion, Definition, Case Building, Theme Line, Argument, Rebuttal, point of Information (POI).²⁵

2.1.3.2.4 The Procedure of British Parliamentary Debate Style

A debate format consists of a description of the teams in the debate and the order and times for the speeches that make up that debate. The British Parliamentary debate format differs from many other formats because it involves four teams rather than two. Two teams, called the “Opening Government” and the “Closing Government” teams, are charged with the responsibility of supporting the proposition while two other teams,

²⁵Henny, Nandah. “The Implementation of British Parliamentary Debate Style Training to Improve Second Semester Student’s Speaking Ability at English Education Study Program of Baturaja University” (2017) p. 3

“Opening Opposition” and “Closing Opposition,” are charged with opposing it. Two speakers represent each of the four teams and each speaker gives a speech of seven minutes twenty seconds.

2.2 Previous Related Research Findings

There are some previous research showed that debate able to improve students’ critical thinking.

Anam Fadlillah and Mochtar Iksan 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.²⁶

Eka Nurhidayat, in her research “Using British Parliamentary Debate Style in Improving Students’ Speaking Skill”, stated that The use of British parliamentary debate style showed the good result in term of students speaking. The improvement can be proven by the students individual mark progress from cycle 1 to cycle III increased. The improvement was not only on their speaking, but also on their

²⁶Anam Fadlillah and Mochtar Iksan, “Improving Eleventh Grade Students’ Speaking Ability by Using Parliamentary Debate in Pattanu Thailand” (*International Conference on Education (IECO) Proceeding*, 2016)”, Vol. 1, p. 512

vocabulary mastery. It can be seen from their language when they delivered their arguments. Besides, using British parliamentary debate style also drills students to speak without any preparation.²⁷

In additional Ulfatul Ma'rifah, 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.²⁸

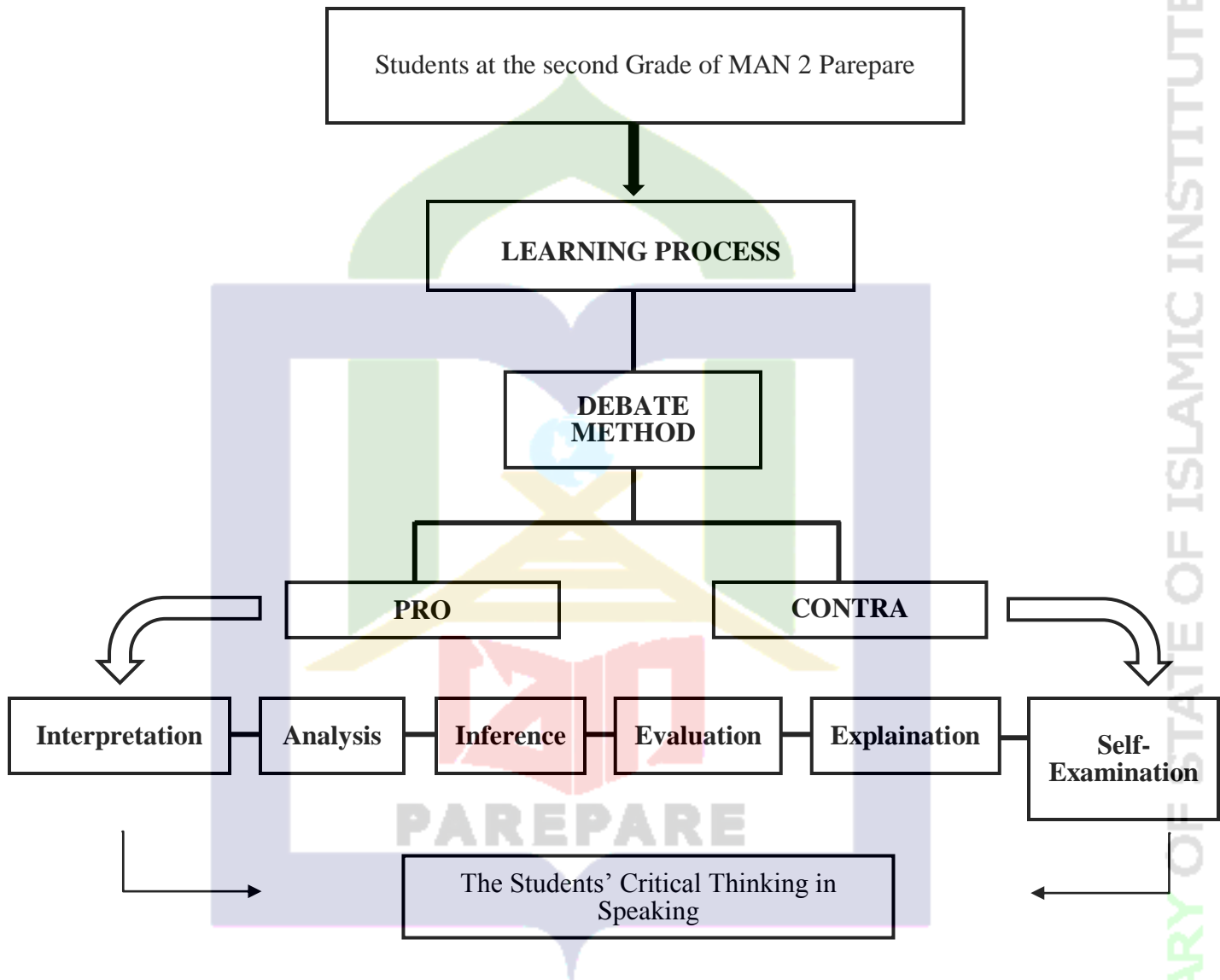
Based on the previous research above, all of the three researches showed the Debate method. The first how debate giving positive impact to the students' speaking ability, the second research above studied students' speaking skill. While last study above was Conducted to find out students' perceptions toward classroom Debate can develop Critical Thinking and oral communication Ability. In this case, the researcher will use the debate method as well to enhance students' critical Thinking at English Meeting Club of MAN 2 Parepare.

²⁷Eka Nurhidayat, "Using British Parliamentary Debate Style in Improving Students' Speaking Skill", (University of Majalengka) p.24

²⁸Ulfatul Ma'rifah, "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability", (*Canadian Center of Science and Education*), 2015. Vol. 11 p.164

2.3 Conceptual Framework

The conceptual framework of this research is presented in the following diagram :



In this case the conceptual framework that is showed that the way how to collecting data according to the aspects above. The researcher will give instruction toward students to debate and record their voice to prove the part of the standard of

student critical thinking of the students' idea which is component to measure their critical thinking in speaking when bringing their argument.

2.4 Definition of Concept

2.4.1 Critical Thinking

The Critical Thinking Critical thinking is the intellectually disciplined process of actively and skill fully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

2.4.2 Speaking

Speaking is the action of conveying information of expressing one's thoughts and feelings in spoken language, to utter words of articulate sound, as human beings, to express opinions by words.

2.4.3 Debate

Debate is process of explaining a concept of idea using a persuasive manner through the ability of speaking.

CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, participants and sample, instrument of research, and procedure of collecting data.

3.1 Research Design

The researcher used descriptive method as the method of this research. It refers to describe the analysis of student' critical thinking in speaking by measure it used the Components of critical Thinking.

3.2 Participants and sample

The participants in this research was the students that coming from English Meeting club of MAN 2 Parepare which consisted of 16 students that have already analyzed by the researcher.

3.3 The Instrument of the Research

The instruments that used in this research were motion preparation and rubric scoring analysis. The motion preparations were given to know how the students critically explain it and the rubric scoring analysis which based on Facione theory was used to know students' category and component of critical thinking. The researcher begun the debate towards the motion preparations while recording their voice in the tape record.

3.4 The Procedure of Collecting Data

In collecting data, the researcher gave the students some steps as follows:

- 3.4.1 First, the researcher was giving explanation about this research to the students and also the aim of the research.

3.4.2 Then, the researcher was giving the students instruction to debate while analyzing the arguments of the students by using the standard of the critical thinking. To keep the validation statement of students that included in the Components of critical thinking, the researcher recorded their voice.

3.5 Technique of Analysis Data

In this part, the researcher analyzed the data in analytical scoring rubric process based on Facione as follow:

Table 3.1 The analytical scoring rubric of critical thinking:

Component	Score	Criteria
Interpretation	18-20	Clearly and accurately interprets main issues, identifies embedded or implicate issues, addressing the relationship each other.
	13-17	Accurate interpretation and successfully identifies even some key details are missing or glossed over.
	10-12	Successfully identifies the main issues but lack of explanation why/how the problem is created.
	7-9	Identifies issues but does not explain clearly, sufficiently.
	5-6	Not able identify assumption but already lead.
	0-5	Not able to identify assumption.
Analysis	18-20	Not only correctly identifies but also finds minor stakeholder and context.
	13-17	Correct identifies and most of the theoretical contexts relevant to the main stakeholder in the

	10-12	Presents and explores relevant context and assumption, although in limited way.
	7-9	Does not identify any specific ones relevant to situation at hand.
	5-6	Does no recognize the context and surface.
	0-5	Fail to identify theoretical context for the issues.
Inference	18-20	Identifies and strongly debatable, implication, conclusion, consensus, consider all the relevant context.
	13-17	Mostly consider and suggest some implication, conclusion.
	10-12	Suggest some implication and conclusion without clear reference to the context.
	7-9	Implications without clearly correlation and explanation.
	5-6	Fail to identify the key relationship between the other elements of the problem.
	0-5	Not able to identify implication conclusion of the issue.
Evaluation	18-20	Not only evaluate the important assumption but also some of the more hidden.
	13-17	Evaluates all the important assumption but not the ones deeper in the background.

	10-12	Identifies some of most important assumptions but does not evaluate them for plausibility and clarity.
	7-9	Evaluate some assumption without clearly explanation.
	5-6	Fail to evaluate the important assumptions.
	0-5	Not able to evaluate any assumption.
Explanation	9-10	Justifies all the key results and procedure, explain assumption and reason or evidence.
		Justifies important key results and procedure, explain the assumption and evidence.
	7-8	Justifies some results and procedure, explain the assumption and evidence.
	5-6	Justifies few results and procedure, explain the assumption and evidence.
	3-4	Justifies few results and procedure, explain the assumption and evidence with unclearly explanation.
	1-2	Does not justify results or procedure even
	0	evidence.
Self-Examination	9-10	Fair mindedly follows where All evidence and reason lead.
	7-8	Fair mindedly follows where evidence and reason lead.
	5-6	Fair mindedly follows where evidence and reason

		lead but some of the based on preconception.
	3-4	Maintain or define views based on preconception.
	1-2	Regardless of the evidence or reason.
	0	Exhibits close-mindedness or hostility to reason. ²⁹

Table 3.2 Classification of students' score each component

No	Scale	Classification
1	9-10/18-20	Excellent
2	7-8/13-17	Good
3	5-6/10-12	Average
4	3-4/7-9	Fair
5	1-2/5-6	Poor
6	0-5	Fail/Very poor

Table 3.3 the category of students' critical Thinking

No.	Interval score	Category
1.	85-100	Strong
2.	65-84	Acceptable
3.	50-64	Unacceptable
4	0-49	Weak ³⁰

²⁹ Peter Facione, *Critical Thinking : a Statement of Expert Consensus for Purposes of Educational Assesment and Instruction* (California: APA Delphi Research, 2011) p.8

³⁰ Peter Facione and Noreen Facione, *the Holistic of Critical Thinking Scoring Rubric* (California: Insight Assesment, 2011)

The researcher was calculated the frequency as well as the percentage of each type of components of critical thinking as well as the level or category of students' critical thinking by using the formula below:

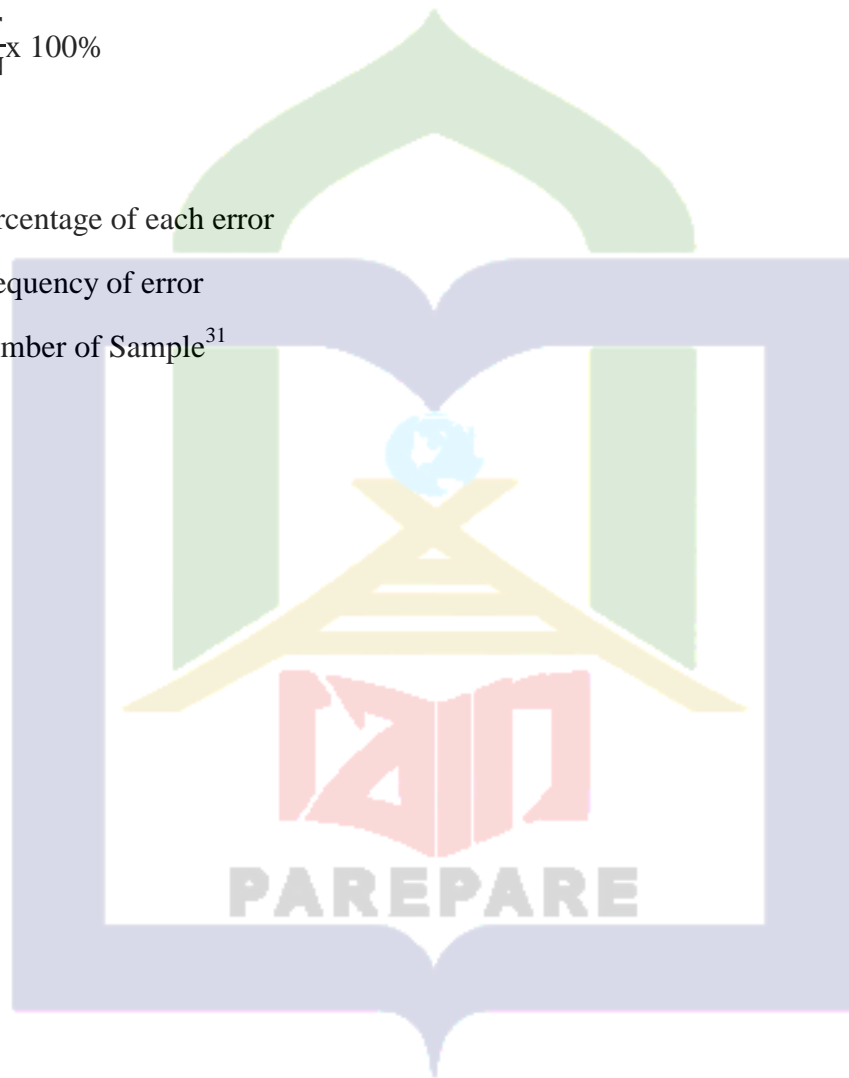
$$P = \frac{F}{N} \times 100\%$$

When:

P = percentage of each error

F = Frequency of error

N= Number of Sample³¹



³¹Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2007), p.40

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter consist of two sections, first is the findings of the research and the second is the discussion of the findings. The writer analyzed the data consisting of the results of the percentage, frequency and the classification of the test significance. The discussion deals with the explanation about findings.

4.1 Finding

4.1.1 The results of students' critical thinking classification based on the interval score.

Table 4.1.1 Students' Critical Thinking in Speaking 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 meant 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.

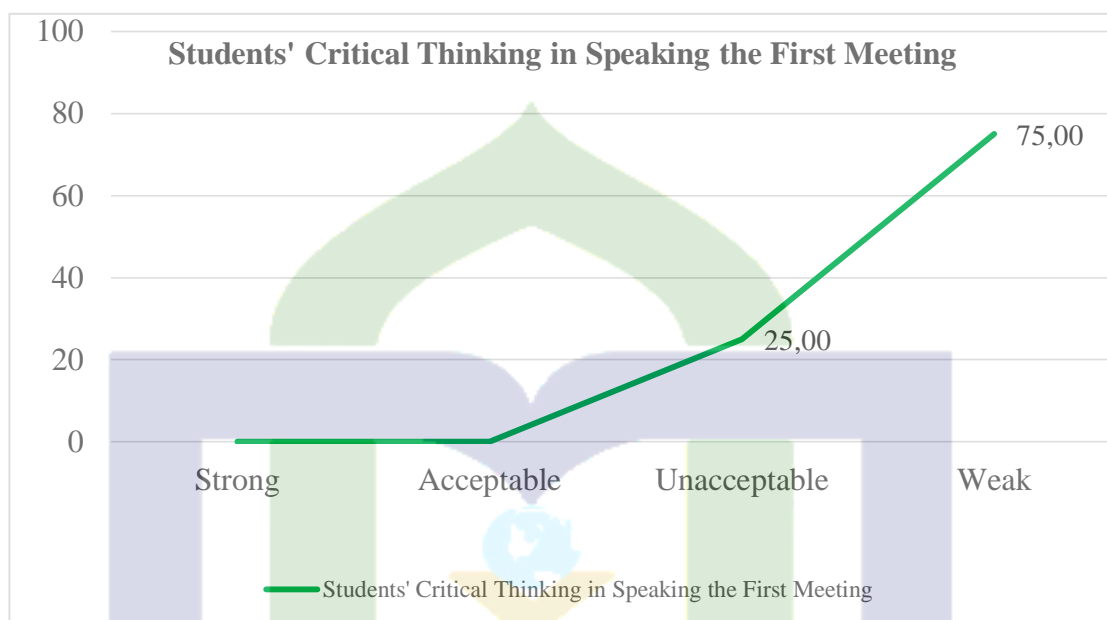


Table 4.1.2 Students' Critical Thinking in Speaking in the Second Meeting

Interval score	Criteria	F	P
85-100	Strong	0	0
65-84	Acceptable	0	0
50-64	Unacceptable	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.

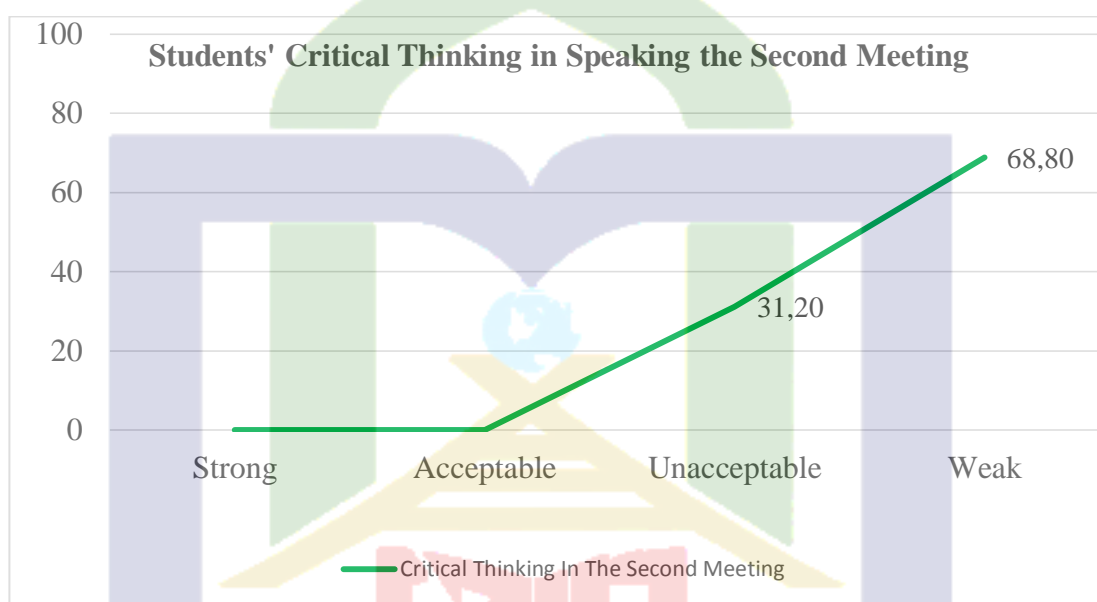
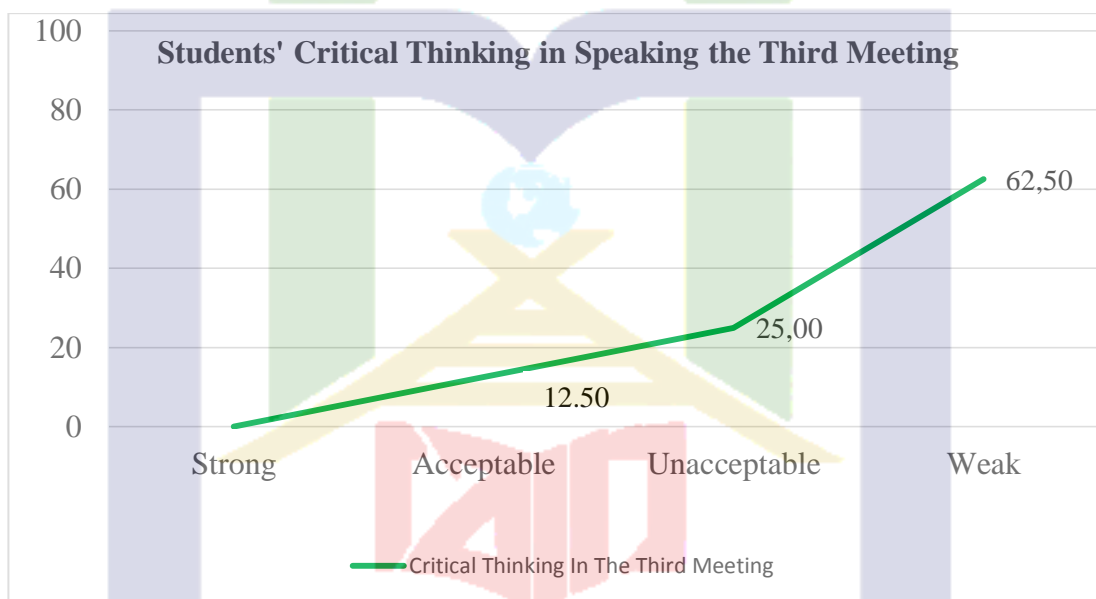


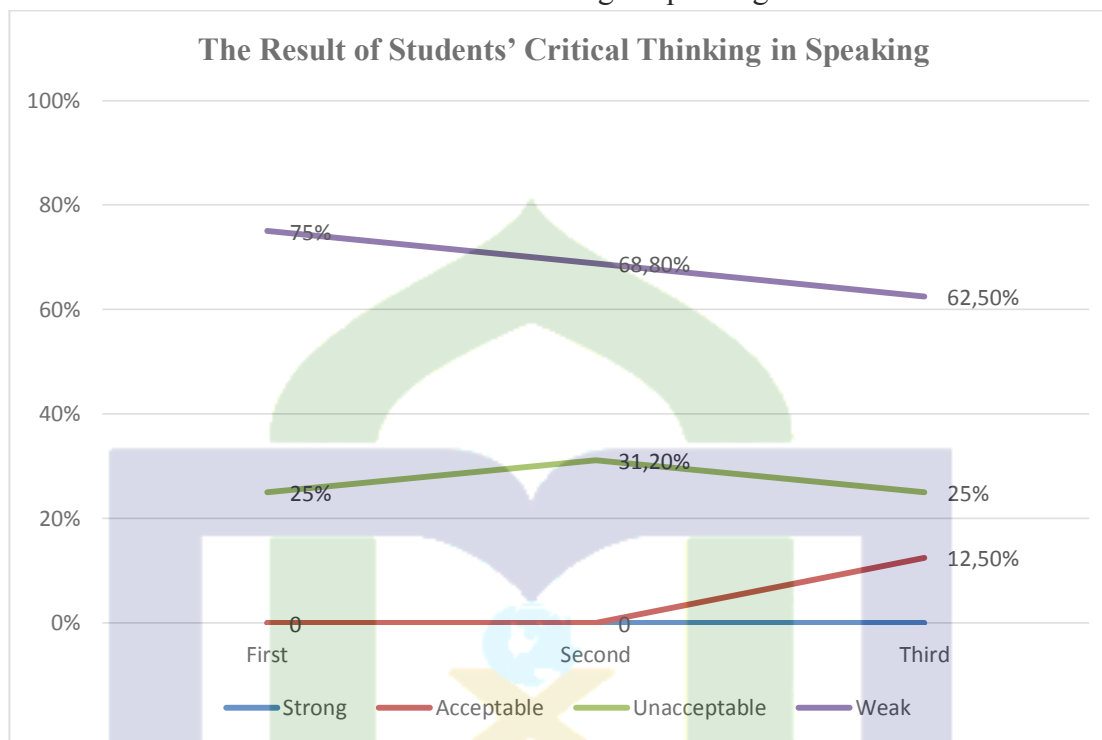
Table 4.1.3 Students' Critical thinking in speaking in the Third Meeting

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.



4.1.1.4 The Result of students' critical thinking in speaking



Based the Result of students' critical thinking in speaking 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.

4.1.2 The Description of Component of Critical Thinking

Table 4.1.2.1 First Meeting

No.	Components	Excellent	Good	Average	Fair	Poor	Very Poor
1	Interpretation	0 (0)	1 (6.25%)	4 (25%)	7 (43.8%)	4 (25%)	0 (0)
2	Analysis	0 (0)	0 (0)	5 (31.2%)	7 (43.8%)	4 (25%)	0 (0)
3	Evaluation	0 (0)	0 (0)	3 (18.8%)	8 (50%)	5 (31.2%)	0 (0)
4	Inference	0 (0)	0 (0)	4 (25%)	7 (43.8%)	5 (31.2%)	0 (0)
5	Explanation	0 (0)	2 (12.6%)	2 (12.6%)	9 (56.2%)	3 (18.8%)	0 (0)
6	Self-Examination	0 (0)	2 (12.6%)	2 (12.6%)	9 (56.2%)	3 (18.8%)	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 4.1.2.2 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 4.1.2.3 Third meeting

No.	Components	excellent	Good	Average	Fair	Poor	Very Poor
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-Examination	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.

4.2 Discussion

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 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.

4.2.1 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 didn't 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. 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.

4.2.2 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

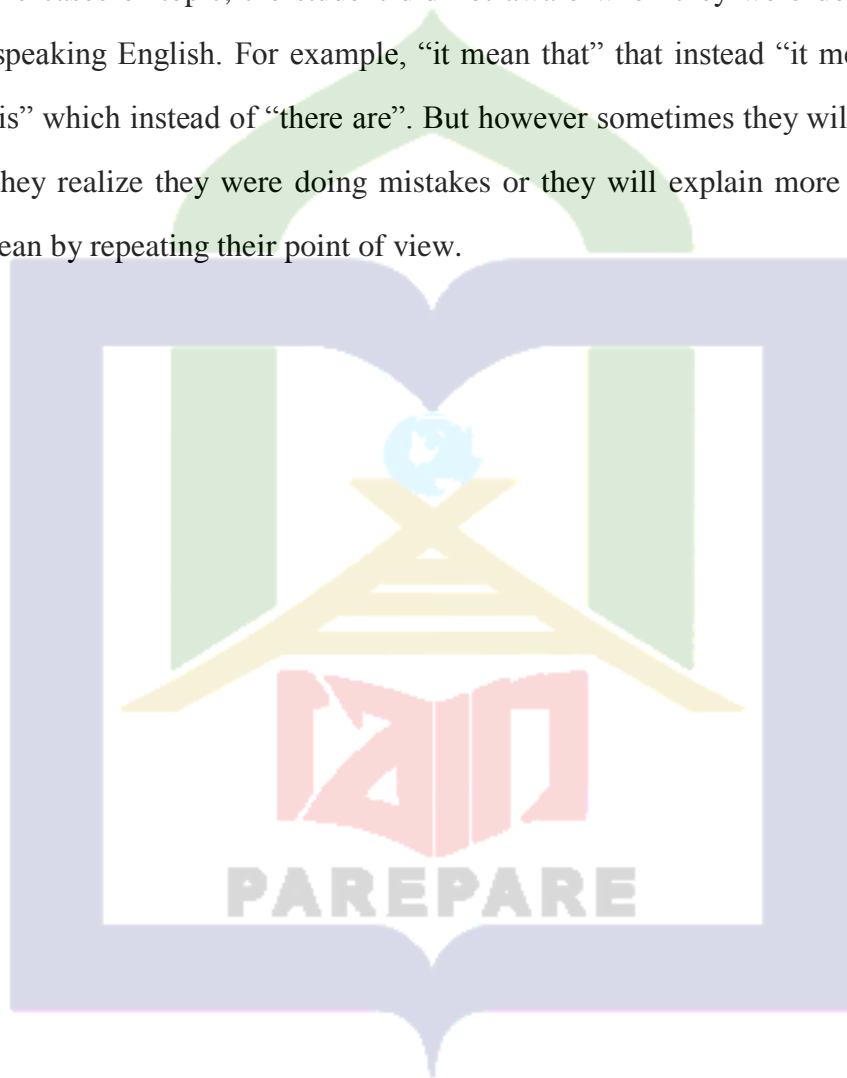
level than others in each meeting. The percentage shows that 50% students in the first meeting, 43.8% students in the second and 56.2% in the third meeting.

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 perfume. 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.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two selections the conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

Based on the finding of the study, the researcher gave a conclusions:

Majority of the students' critical thinking in English club meeting of MAN 2 Parepare was in the weak level it showed from the percentage of students in first meeting there were 75%, in the second meeting 31.2% and in the third meeting 62.5% students indicated the weak level dominated the students result. It was because the students did not demand every components especially in clearly explanation toward the students view. But at the same time it showed that few of them had Acceptable level of critical thinking as well as the data in the third meeting which 12.5% students categorized in that level.

Based on the components of critical thinking the researcher found that the student in the fair and poor category was dominated. Only five students that entered to the good category in Interpretation, explanation, and self-examination while rest of components was in fair levels in the first meeting. But, during the debate the researcher saw that the students had good significant improvement toward each components. It was because the student started to accustom of the analysis process. Interpretation is a component that significantly increased for example good and average was the dominate level of that kind of component in critical thinking.

5.2 Suggestion

Based on the conclusion above, there are some suggestions for the English teachers for the students and the next researcher that will hopefully provide more insight into the learning of writing and give a new idea for better teaching and learning process.

1. The English Teachers

Based on this study, it can be suggested that the teachers should be aware of students' critical thinking and the appropriate method for treat it. The result of study showed that majority of the students had weak critical thinking but therefore, the researcher found that there was significant improvement of the students in the way they perform their statement. So that, this research will be able to be a consideration of the teacher to analyze the students' critical thinking.

2. The English learners

It is better to know about this research study, particularly related to the item or components of the critical thinking, because this research can help the students to know about what level is their crital thinking category based on the theory of this research.

3. To Further Researchers

It is expected that the result of the study can give an informative input about the theory or the steps of analysis to the students' critical thinking. The researcher believes that there are still many ways to analyze that can be revealed in this research study. The researcher expects that this result of the study can inspire other researchers to conduct the research related to critical thinking that enrich the existing study.


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APPENDICES



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	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : ST. MAIMUNA BT. AZIS

NIM/ PRODI : 15.1300.005/ PBI

JURUSAN : TARBIYAH

JUDUL : AN ANALYSIS OF STUDENTS' CRITICAL THINKING IN SPEAKING THROUGH DEBATE AT ENGLISH MEETING CLUB OF MAN 2 PAREPARE.

Instrumen penelitian:

Rubric Analysis of Students Critical Thinking

Component	Score	Criteria
Interpretation	18-20	Clearly and accurately interprets main issues, identifies embedded or implicate issues, addressing the relationship each other.
	13-17	Accurate interpretation and successfully identifies even some key details are missing or glossed over.
	10-12	Successfully identifies the main issues but lack of

	7-9	explanation why/how the problem is created. Identifies issues but does not explain clearly, sufficiently.
	5-6	Not able identify assumption but already lead.
	0-5	Not able to identify assumption.
Analysis	18-20	Not only correctly identifies but also finds minor stakeholder and context.
	13-17	Correct identifies and most of the theoretical contexts relevant to the main stakeholder in the situation.
	10-12	Presents and explores relevant context and assumption, although in limited way.
	7-9	Does not identify any specific ones relevant to situation at hand.
	5-6	Does no recognize the context and surface.
	0-5	Fail to identify theoretical context for the issues.
Inference	18-20	Identifies and strongly debatable, implication, conclusion, consensus, consider all the relevant context.
	13-17	Mostly consider and suggest some implication, conclusion.
	10-12	Suggest some implication and conclusion without clear reference to the context.
	7-9	Implications without clearly correlation and

	5-6	explanation. Fail to identify the key relationship between the other elements of the problem.
	0-5	Not able to identify implication conclusion of the issue.
Evaluation	18-20	Not only evaluate the important assumption but also some of the more hidden.
	13-17	Evaluates all the important assumption but not the ones deeper in the background.
	10-12	Identifies some of most important assumptions but does not evaluate them for plausibility and clarity.
	7-9	Evaluate some assumption without clearly explanation.
	5-6	Fail to evaluate the important assumptions.
	0-5	Not able to evaluate any assumption.
Explanation	9-10	Justifies all the key results and procedure, explain assumption and reason or evidence. Justifies important key results and procedure, explain the assumption and evidence.
	7-8	Justifies some results and procedure, explain the assumption and evidence.
	5-6	Justifies few results and procedure, explain the assumption and evidence.
	3-4	Justifies few results and procedure, explain the

	1-2	assumption and evidence with unclearly explanation.
	0	Does not justify results or procedure even evidence.
Self-Examination	9-10	Fair mindedly follows where All evidence and reason lead.
	7-8	Fair mindedly follows where evidence and reason lead.
	5-6	Fair mindedly follows where evidence and reason lead but some of the based on preconception.
	3-4	Maintain or define views based on preconception.
	1-2	Regardless of the evidence or reason.
	0	Exhibits close-mindedness or hostility to reason. ³²

³² Peter Facione, *Critical Thinking : a Statement of Expert Consensus for Purposes of Educational Assessment and Instruction* (California: APA Delphi Research, 2011) p.8

The Issues of Debate

1. First Meeting

My Study or My Parents

I'm a student of senior high school. I'm sixteen years old. I want to continue my study but, my father wants me get married, my father choose a man for me from a rich family. Actually, I don't like the man and I don't want get married in my young age. My parents don't agree if I continue my study. My mother says to me "if you don't obey your father, he will send you a way from home and you're not my daughter anymore. I'm confused to face this problem because if I refuse my parents' wish, I'm sinful but, if I agree to get married with the man, I will suffer because I don't like him..

I need your help to overcome my problem "which one should I choose"

1. *Should I choose to continue my study ? why ?*
2. *Should I obey my parents' wish ? why ?*

2. The Second Meeting

Working Mothers

Should Mothers Stay at Home to Raise The Children?

By: Tara Mounce (England)



3. The Forth Meeting

Exams

Should Examinations Be Replaced with Other Forms of Assessment?

By: Debbie Newman (England)



FIRST MEETING

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
1.	Hadawiyatul Muafiq	Interpretation 20					6		Kurang Kritis
		Analysis 20					6		
		Evaluation 20					6		
		Inference 20					6		
		Explanation 10				2			
		Self-Examination 10				2			
		Total score	28						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
2.	Zahra	Interpretation 20			10				Cukup Kritis
		Analysis 20			10				
		Evaluation 20				7			
		Inference 20				7			
		Explanation 10		8					

		Self-Examination 10		8					
		Total score	50						

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		Very poor 0-5
3.	Ulfa	Interpretation 20				7			Kurang Kritis
		Analysis 20					6		
		Evaluation 20					6		
		Inference 20					6		
		Explanation 10				3			
		Self- Examination 10				3			
		Total score	31						

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6		Very poor 0-5
4.	Reski	Interpretation 20				7			Kurang Kritis
		Analysis 20				7			
		Evaluation 20				7			
		Inference				7			

		20							
		Explanation 10				3			
		Self- Examination 10				3			
		Total score	34						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
5.	Rahman	Interpretation 20					5		Kurang Kritis
		Analysis 20					5		
		Evaluation 20					5		
		Inference 20					5		
		Explanation 10					2		
		Self-Examination 10					2		
		Total score	24						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
6.	Nurfadhilla	Interpretation 20		13					Cukup Kritis
		Analysis 20			10				

		Evaluation 20			10			
		Inference 20			10			
		Explanation 10		8				
		Self- Examination 10		8				
		Total score	59					

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
7.	Novita	Interpretation 20				7			Kurang Kritis
		Analysis 20				7			
		Evaluation 20				7			
		Inference 20				7			
		Explanation 10				3			
		Self-Examination 10				3			
		Total score	34						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	

8.	Nora Natasha	Interpretation 20			10			
		Analysis 20			10			
		Evaluation 20				7		
		Inference 20			10			
		Explanation 10				4		
		Self-Examination 10				4		
		Total score	45					

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		Very poor 0-5
9.	lily	Interpretation 20			10				Cukup Kritis
		Analysis 20			10				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10			6				
		Self-Examination 10			6				
		Total score	52						

No	Name of students	Components	Scoring analysis	0
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			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
10.	Afiah	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				4			
		Self-Examination 10				4			
		Total score	44						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
11.	Tri Wulandari	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				3			
		Self-Examination 10				3			

		Total score	42	
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No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
12.	Fadli	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				4			
		Self-Examination 10				4			
		Total score			44				

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
13.	Dinillah	Interpretation 20					5		Kurang Kritis
		Analysis 20					5		
		Evaluation 20					5		
		Inference 20					5		

		Explanation 10					2		
		Self-Examination 10					2		
		Total score	24						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
14.	Fika	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				4			
		Self-Examination 10				4			
		Total score	44						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
15.	Tilla	Interpretation 20			10				Cukup Kritis
		Analysis 20			10				

		Evaluation 20			10				INSTITUTE PART
		Inference 20			10				
		Explanation 10			5				
		Self-Examination 10			5				
		Total score	50						

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		Very poor 0-5
16.	Nunu	Interpretation 20					5		Kurang Kritis
		Analysis 20					5		
		Evaluation 20					5		
		Inference 20					5		
		Explanation 10					2		
		Self-Examination 10					2		
		Total score	24						

SECOND MEETING

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
1.	Hadawiyatul Muafiq	Interpretation 20					6		Kurang Kritis
		Analysis 20					6		
		Evaluation 20					6		
		Inference 20					6		
		Explanation 10					2		
		Self-Examination 10					2		
		Total score	28						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
2.	Zahra	Interpretation 20			12				Cukup Kritis
		Analysis 20			12				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10		8					

		Self-Examination 10		8					
		Total score					60		

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
3.	Ulfa	Interpretation 20				7			Kurang Kritis
		Analysis 20				7			
		Evaluation 20				7			
		Inference 20				7			
		Explanation 10				3			
		Self-Examination 10				3			
		Total score			34				

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
4.	Reski	Interpretation 20					6		Kurang Kritis
		Analysis 20					6		

		Evaluation 20					6	
		Inference 20					6	
		Explanation 10				3		
		Self-Examination 10					2	
		Total score	34					

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
5.	Rahman	Interpretation 20				7			Kurang Kritis
		Analysis 20				7			
		Evaluation 20				7			
		Inference 20				7			
		Explanation 10				3			
		Self- Examination 10				3			
		Total score	34						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	

6.	Nurfadhilla	Interpretation 20			12			
		Analysis 20			12			
		Evaluation 20			12			
		Inference 20			12			
		Explanation 10		8				
		Self-Examination 10		8				
		Total score	64					

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
7.	Novita	Interpretation 20				7			Kurang Kritis
		Analysis 20				8			
		Evaluation 20				7			
		Inference 20				7			
		Explanation 10				3			
		Self-Examination 10				3			
		Total score	35						

No	Name of students	Components	Scoring analysis	Category
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ISLAMIC INSTITUTE PARIT									
Kurang Kritis									
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
8.	Nora Natasha	Interpretation 20				9			
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				4			
		Self-Examination 10				4			
		Total score				44			

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
9.	lily	Interpretation 20				9			Cukup Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10			6				
		Self-Examination 10				4			

		Total score	46	
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No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
10.	Afiah	Interpretation 20			10				Kurang Kritis
		Analysis 20			10				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10		8					
		Self-Examination 10			6				
		Total score			54				

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		Very poor 0-5
11.	Tri Wulandari	Interpretation 20				7			Kurang Kritis
		Analysis 20				7			
		Evaluation 20				7			
		Inference				7			

		20							
		Explanation 10				3			
		Self-Examination 10				3			
		Total score	27						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
12.	Fadli	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10			10				
		Self-Examination 10				4			
		Total score				44			

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
13.	Dinillah	Interpretation 20					5		Kurang Kritis
		Analysis 20					5		

		Evaluation 20					5	
		Inference 20					5	
		Explanation 10				3		
		Self-Examination 10					2	
		Total score	25					

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
14.	Fika	Interpretation 20			10				Cukusp Kritus
		Analysis 20			10				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10			6				
		Self-Examination 10			6				
		Total score	52						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	

15.	Tilla	Interpretation 20		13					Cukup Kritis
		Analysis 20			10				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10		8					
		Self-Examination 10			5				
		Total score	56						

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		Very poor 0-5
16.	Nunu	Interpretation 20				7			Kurang Kritis
		Analysis 20					5		
		Evaluation 20					5		
		Inference 20					5		
		Explanation 10				3			
		Self-Examination 10					2		
		Total score	27						

THIRD MEETING

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
1.	Hadawiyatul Muafiq	Interpretation 20					6		Kurang Kritis
		Analysis 20					6		
		Evaluation 20					6		
		Inference 20					6		
		Explanation 10					2		
		Self-Examination 10					2		
		Total score	28						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
2.	Zahra	Interpretation 20		13					Cukup Kritis
		Analysis 20			12				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10		8					
		Self-Examination		8					

		10							
		Total score					61		

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
3.	Ulfa	Interpretation 20				7			Kurang Kritis
		Analysis 20					5		
		Evaluation 20					5		
		Inference 20					5		
		Explanation 10				3			
		Self-Examination 10				3			
		Total score			34				

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
4.	Reski	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			

		Inference 20				9			TUTE PAR
		Explanation 10				3			
		Self-Examination 10					2		
		Total score	41						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
5.	Rahman	Interpretation 20			10				Kurang Kritis
		Analysis 20			7				
		Evaluation 20			7				
		Inference 20			7				
		Explanation 10		10					
		Self-Examination 10			3				
		Total score	44						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
6.	Nurfadhilla	Interpretation 20		13					Kritis

		Analysis 20			12				
		Evaluation 20			12				
		Inference 20			12				
		Explanation 10		8					
		Self-Examination 10		8					
		Total score	65						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
7.	Novita	Interpretation 20				9			Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				3			
		Self-Examination 10				3			
	Total score	42							

No	Name of students	Components	Scoring analysis	Score
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			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
8.	Nora Natasha	Interpretation 20			10				Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10				4			
		Self-Examination 10				4			
		Total score				45			

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		
9.	lily	Interpretation 20			10				Kurang Kritis
		Analysis 20				9			
		Evaluation 20				9			
		Inference 20				9			
		Explanation 10			6				
		Self-Examination 10				4			

		Total score	47	
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No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6		Very poor 0-5
10.	Afiah	Interpretation 20		13					Cukup Kritis
		Analysis 20			12				
		Evaluation 20			12				
		Inference 20			12				
		Explanation 10		8					
		Self-Examination 10			6				
		Total score			61				

No	Name of students	Components	Scoring analysis					Category	
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6		Very poor 0-5
11.	Tri Wulandari	Interpretation 20				7			Kurang Kritis
		Analysis 20				7			
		Evaluation 20				7			
		Inference 20				7			

		Explanation 10				3			TE PAR
		Self-Examination 10				3			
		Total score	27						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
12.	Fadli	Interpretation 20			10				Cukup Kritis
		Analysis 20			9				
		Evaluation 20			9				
		Inference 20			9				
		Explanation 10		10					
		Self-Examination 10			4				
		Total score	51						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	
13.	Dinillah	Interpretation 20				7			Kurang Kritis
		Analysis 20					5		

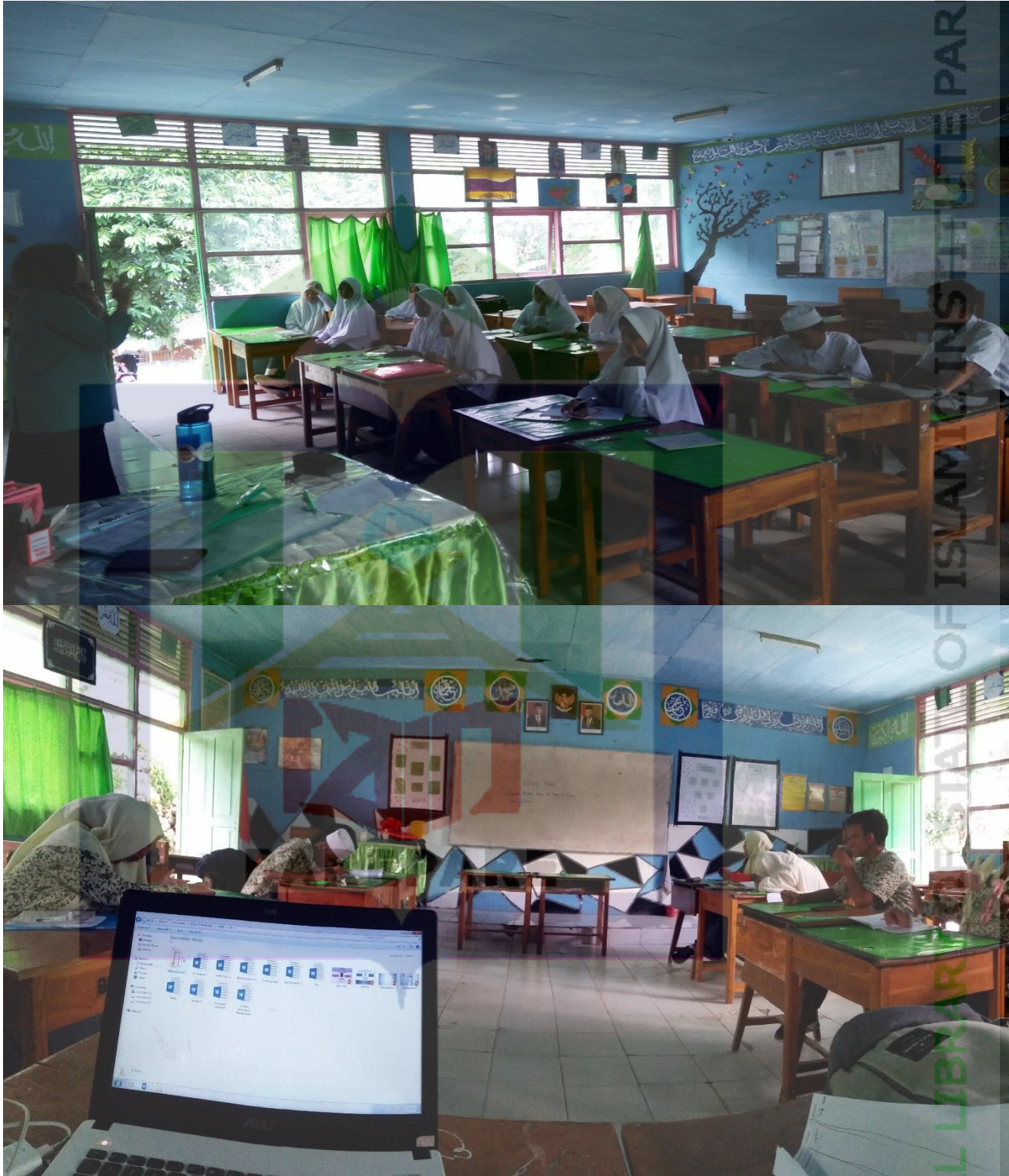
		Evaluation 20				5	
		Inference 20				5	
		Explanation 10			3		
		Self-Examination 10				2	
		Total score	27				

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
14.	Fika	Interpretation 20			10				Cukup Kritis
		Analysis 20			10				
		Evaluation 20			10				
		Inference 20			10				
		Explanation 10			6				
		Self-Examination 10			6				
		Total score	52						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average 10-12	Fair 7-9	Poor 5-6	Very poor 0-5	

15.	Tilla	Interpretation 20		15					Kritis
		Analysis 20		13					
		Evaluation 20		13					
		Inference 20		13					
		Explanation 10		8					
		Self-Examination 10		8					
		Total score	70						

No	Name of students	Components	Scoring analysis						Category
			Excellent 18-20	Good 13-17	Average10-12	Fair7-9	Poor 5-6	Very poor 0-5	
16.	Nunu	Interpretation 20				7			Kurang Kritis
		Analysis 20				8			
		Evaluation 20				8			
		Inference 20				8			
		Explanation 10				3			
		Self-Examination 10					2		
		Total score	44						







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
JURUSAN TARBIYAH DAN ADAB

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.902/In.39/FT/5/2019

Lamp. : -

20 Mei 2019

Hal : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Drs. Abdul Rauf Ibrahim, M.Si.
2. Drs. Amzah, M.Pd.

di-

Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan surat permohonan mahasiswa:

Nama : ST. MAEMUNA. BT.AZIS
Nim : 151300005
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Pada tanggal 20 Mei 2019 tentang pengusulan judul penelitian *Enhancing Students' Critical Thinking Through Debate At The Second Semester of English Classroom of IAIN Parepare*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.





SRN IP0000135

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 137/IP/DPM-PTSP/3/2020

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA

: **ST. MAIMUNA BT. AZIS**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **JL. PELANDUK NO. 19 PINRANG**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF STUDENTS' CRITICAL THINKING IN SPEAKING THROUGH DEBATE AT SECOND GRADE OF MAN 2 PAREPARE**

LOKASI PENELITIAN : **KANTOR KEMENTERIAN AGAMA KOTA PAREPARE**

LAMA PENELITIAN : **03 Maret 2020 s.d 13 Maret 2020**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **06 Maret 2020**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH

Pangkat : Pembina Utama Muda, (IV/c)

NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan ORCode)



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Sertifikasi
Elektronik**





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI 2 KOTA PAREPARE
Jalan Jenderal Sudirman 80, Kota Parepare
Telepon (0421) 21483; Faksimili (0421) 28179;
Email : man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : B.178 /Ma.21.16.02/PP.00.6/03/2020

Yang bertanda tangan di bawah ini :

Nama : **Dra.Hj. Martina,.M.A.**
NIP. : 19650101 198903 2 005
Pangkat, Golongan : Pembina, IV/a
Jabatan : Kepala MAN 2 Parepare

Menerangkan dengan sesungguhnya bahwa :

Nama : **ST.MAIMUNA BT.AZIS**
Tempat/Tgl.Lahir : Pinrang, 23 Mei 1997
Pekerjaan : Mahasiswa
NiM : 15.1300.005
Alamat : Jalan Pelanduk No 19
Kab.Pinrang

Benar telah melakukan penelitian di Madrasah Aliyah Negeri 2 Kota Parepare mulai tanggal 03 Maret 2020 sampai dengan 7 Maret 2020, dengan judul " AN ANALYSIS OF STUDENTS' CRITICAL THINKING IN SPEAKING THROUGH DEBATE AT SECOND GRADE OF MAN 2 PAREPARE"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 07 Maret 2020
Kepala MAN 2 Parepare

Hj. Martina


CURRICULUM VITAE



ST. MAIMUNA BT. AZIS, the writer was born on May 23rd 1997 at Maccorawalie, Kec. Wattang Sawitto Kab. Pinrang. She is the fourth child in her family. She has three older sisters and two younger sisters. Her father's name is Azis Paiting and her mother's name is Kartini. Her educational background. She began her study in SDN 161 Pinrang and graduated in 2009, at the same year she registered at SMPN 5 Pinrang and graduated in 2012. Next, she registered at the same year in SMAN 7 Pinrang and graduated in 2015 then continue her study at State Islamic Institute (IAIN). When she was undergoing her education at IAIN Parepare, she was part of some organization. She was the member of LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) and HMJ (Himpunan Mahasiswa Jurusan). She was the chief of DEMA (Dewan Mahasiswa) IAIN Parepare. At external organization she joined in PMII (Pergerakan mahasiswa Islam Indonesia) and IMDI (Ikatan Mahasiswa DDI). As the student at English Education Program She already finished her study by the title of skripsi "**Analysis of students' Critical Thinking in Speaking at English Meeting Club of MAN 2 Parepare**".