

Students' Perception on the Use of English Debate Extracurricular to Improve Students' Speaking and Critical Thinking Skill in SMA La Tansa

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Abstract

The objective of this research was to find out students' perception on the use of English debate extracurricular to improve students' speaking and critical thinking skill in SMA La Tansa and also to know the contribution of English debate extracurricular in improving speaking and critical thinking skill. The researcher used qualitative research by applying survey design for conducting the research. The participants of this research were the eighteen members of English debate club of SMA La Tansa. The researcher conducted observation, distributed questionnaire, and conducted interview. It was found that the students had a positive perception on the use of English debate extracurricular in improving speaking and critical thinking skill. Most respondents agreed that debate can help them in improving students' speaking and critical thinking skill; 61.1% strongly agree and 38.9% agree. However, the researcher also found the students' negative perception about the difficulty in having an internet access to support the data for debate. For the contribution in speaking, debate can make students' speaking skill acceptable and effective. While for the contribution in critical thinking, debate can make the students' critical thinking skill develop well. Finally, the researcher expects that the future researcher will focus on dealing with the shortcomings issue about the negative perception of internet access so that any strengths and weaknesses can be identified and solved.

Keywords: *Critical thinking; debate; perception; speaking*

INTRODUCTION

Many people in various countries use English as a communication tool at various important international meetings. In the level of international interaction, most of people choose English as communication medium which is generally known as English as Lingua Franca. Kirkpatrick (2010)

emphasizes that English is commonly understood by many speakers despite their native speaker is not English. The statement above meant that English language is very useful as the tool for communication to get some information, knowledge, and relation from some people internationally.

The government later obliges people to study English in all high schools and other private schools because of the notion that English is a foreign language and as the most commonly used by global citizens for different purposes. Kirkpatrick (2010) states that some private institution introduces compulsory English for students from elementary level and some other used it as instructional language in all classes.

From the reasonable statement above, it is expected that Indonesian students will be able to learn English to interact effectively with many people around the world. Bashir, Azeem & Dogar (2011) state that students need a lot of practice to learn to speak English. However, there are still many students in Indonesia who do not master English, especially in speaking skill. To come up with this, Leong & Ahmadi (2017) determine the most difficult skill language learners face in language learning is speaking.

Based on the pre- observation in SMA Latansa through interview, most learners claim they have learned English for many years but cannot speak it properly. Regarding the research conducted by Leong & Ahmadi (2017: 36) that students' participation in speaking English is very low. They do not have enough chance of practicing their English because their environment still uses Bahasa Indonesia and local languages in every aspect of daily life, including sign language, reading materials, official forms, and speaking.

The statements above are contrast with the problem in SMA Latansa. As the result of pre- observation, the students in SMA Latansa have enough time to practice their English language since the students are required to use bilingual; Arabic and English language in a month. However, the students in SMA Latansa prefer to use Arabic language rather than English language for daily use and the biggest problem faced by students is about the fear of speaking English and less in exploring critical thinking.

Since English is important to every individual, it is very important to find and use the best teaching methods, materials, activities, media and other requirements that will make it easier for learners to master speaking skills. Based on the research conducted by Boonkit (2010) about the factors increasing the development of speaking skill, the result represents that the use of appropriate activities for speaking skills can be a good strategy. In accordance, it also happens to the students in SMA Latansa Lebak – Banten, who take the extracurricular activities outside the classroom, one of the activities is English debate.

Pradana (2017: 152) states, "Debate is one of strategy to improve speaking skill and critical thinking which deals with a discussion in a form of arguing and exchanging ideas between pros and cons". Elder & Paul (2010)

state, “when students think critically, they are intellectually engaged.” From those statements, speaking and critical thinking are the related skills, which can help students to improve their progress in learning English.

Numerous studies about debate had been done by researchers in order to make debate as tool or technique to improve students' speaking skill inside the classroom (Desita: 2017, Musfirah: 2017, Iman: 2017, Susaniyah: 2015, and Zare & Othman: 2015). Those studies focused on the use of English debate as the method and techniques inside the classroom activities in improving English-speaking skill.

Reviewing these related studies, it is obvious that none of them concern with the students' perceptions on the use of English debate as extracurricular outside the classroom activity. Hence, this study focused on the students' perception on the use of English debate extracurricular outside classroom and its contributions in improving speaking and critical thinking with different subject and design in collecting the data to create the renewal of the research in the same field.

THEORETICAL FRAMEWORK

Rogers (2017:1) states that perception can be used in two different meanings: first, it can be defined as the five-experience of objects and individuals in the world, such as seeing, hearing, touching, smelling, and testing. Second, the word perception can refer to processes that allow information from patterns of energy that affect the sense organs. It is also defined as the process of organizing and interpreting people's sensory experience in order to give meaning to their surroundings (Robbins, 2005:166).

George & Jones (2005:105) propose that there are three components of Perception. To begin, the perceiver is the one who tries to understand and interpret some experience gotten from the sense. The second is the target of perception. It is everything what perceiver trying to understand and make sense of. The last is situation. Situation meant the context in which perception is taking place; it can be the picture in the street wall, schools, in the office or so on.

In this study, the members of debate are chosen as the perceiver to interpret their understanding about the target. The target will be the debate activity and its contribution in improving their speaking and critical thinking skill, so it takes place in the school as the situation of this study.

Debate is popularly known as the debating thoughts between two competing parties that have pro and contra sides about the issue in this world. Debate activity is usually found in the school competition held by some institutions starting from high school level up to university level. It also can be found in the parliament debate show such as the presidential candidate debate in the television show. Freely (1969:3) states that debate shall be based on the reasons for or against the proportion in question. In

other statements, Quinn (2005: 3) sets out the style of debate that involves two teams of three speakers, each with a specific subject and an adjudicator.

Parliamentary debate is a debate system used for school debate competition in Indonesia. SMA Latansa implemented Asian parliamentary debate system in training the debate extracurricular activity. There are two opposing teams in an Asian parliamentary debate format which are called by Government and Opposition sides with three people each side (Debate and Issues 101, 2007).

Cameron (2001: 40) states that speaking is the process of giving meaning to make others understand and make sense of it. This statement of speaking means that speaking can be the tool for expressing the idea or delivering the meaning to the listener. Critical thinking has been discussed and given importance in educational settings.

There are many researchers who propose the definition of critical thinking skill. The first statement comes from Walsh & Paul (1988) that critical thinking is a skill that can be improved at every individual. It is similar with Ennis' (1989) statement that Critical thinking considers an individual as a reasonable and profound way of deciding what he did and what he believed.

RESEARCH METHODOLOGY

Research Design

The survey study is employed in this research. It is chosen because the researcher needs to know the students' perception. The survey study is chosen as the research design in order to gain deep perception of the debate members

In addition, the researcher used qualitative research. Qualitative method is adequate in gaining the students' perception of their experiences in joining the debate extracurricular.

Research Site and Participant

This study is carried out at SMA Latansa Lebakgedong, Lebak – Banten and the research participants in this study are the 18 members of English debate club who experienced in joining this program.

Data Collection Techniques

There are three ways of collecting the data; the ways of collecting the data make the research well-organized. The first is observation; the researcher used the observational sheet, the second is online close-ended questionnaire through Google form, and the last is online semi-structured interview through Skype.

Data Analysis

In this study, the researcher used Miles and Huberman based data analysis technique (1994: 247-252) which consists of three steps: data reduction, data display, and drawing conclusion.

Research Procedure

The first procedure is determining the participants; the researcher chose the members of English debate to be the participants, the member consists of 18 students. The members of debate were chosen because it was suitable with the research question about their perception on the use of English debate extracurricular.

The second is deciding the type of survey; observation, questionnaire, and online interview are chosen in conducting the research to gain deep understanding about the students' perception on the use of English debate extracurricular on their improvement of speaking and critical thinking skill. The third is validating the survey question, the researcher did the instrument validation to the expert of the core research topic before distributing to the participants. The validated instruments are presented in the appendix.

The fourth is distributing the survey; after validating the instruments, the researcher distributed those instruments to the participants through Google document and online interview through Skype. In addition, the researcher observed the debate class situation to know their activities and the improvement of speaking and critical thinking. In this part the researcher had the observational list to write the data about activities.

The fifth is analyzing the responses; after doing the survey to the participants the researcher analyzed the result based on the data analysis technique. Those are: data reduction, data display, and drawing conclusion/verification. In addition, the result of questionnaire is calculated with the chosen formula by researcher, while observation and interview are the source of the information that helped the researcher in writing the result.

The last is writing up the results, this is the last procedure of survey study. The researcher wrote the result of the survey study in the form of descriptive explanation. The description is based on the result of the calculated data. In this part the researcher wrote the finding and discussion.

RESEARCH FINDING AND DISCUSSION

Students' perception on the use of English debate to improve students' speaking and critical thinking skill

Positive Perception

Based on the data presented in the finding, the debate members in SMA Latansa had good perception on the use of English debate

extracurricular to improve speaking and critical thinking skill. Eighteen members of debate agreed that English debate extracurricular can improve their speaking and critical thinking skill after joining the debate over one year. The positive perception of debate members can be proven by reviewing the results of observation, questionnaire and interview. From those research instruments, the researcher found some results to answer the research question. The first is about benefits of English debate extracurricular. After joining English debate, the members gained some benefits. Those benefits are:

1. English debate extracurricular taught the students to be confident and brave to talk in front of public

Based on the result of online interview with eighteen debate members, most of the debate members said that before joining the debate they felt shy and were not confident to talk in English (*"dulu gabisa banget bahasa Inggris, dan gaberani bicara depan orang banyak, dan paling tidak bisa berargumen, nah dalam eskul debat ini bisa meningkatkan kemampuan saya agar lebih berani"*). The students had speaking anxiety, they were afraid to talk because worried of making mistakes in grammatical or pronunciation rules.

Some students also said that they did not have many friends or partners to speak English because most of students in SMA Latansa prefer to use Arabic language than English language (*"Sampe temen aku itu curhat kalau di latansa dia gak ada temen untuk ngomong bahasa Inggris"*). After joining the debate extracurricular the students found new world because they found new friend who like English language too and they felt so confident to talk in front of the public. (*"Setelah dia ikut debat sama aku akhirnya mereka menemukan orang – orang yang suka bahasa Inggris juga"*). In debate activity, students were demanded to talk in front of their friends to discuss some issue or to against the proposition about the motion given in English language. So debate encouraged the students to reduce their speaking anxiety. Freely (1696: 35) argues that debate is an ideal forum for students to build coping strategies to control their speech anxiety.

2. English debate extracurricular made the students follow new issues

The debate members of SMA Latansa decided to join English activity because they wanted to know the latest issue and the new knowledge about some topic in debate. The result of online interview with eighteen students showed some of students said that they wanted to open their mind about some issues and exchange their idea and opinion with their friends to get a lot of new information (*alasan aku ikut debat itu biar bisa memperluas pengetahuan kita tentang sesuatu yang belum pernah kita pelajari, jadi kita ikut ngepo in berita berita dan berbagi pendapat dengan teman kita yang lain, disitu selain ada pembelajaran materi materi yang*

kita debatin, kita juga bisa belajar untuk bersosialisai dengan yang lainnya”).

In debate, students also can learn the knowledge from the opposition's side, so they can more understand about an issue in pro or contra side. (*“Menurut aku informasi baru yang didapat bisa meningkatkan keberanian berbicara dan berfikir lebih kritis lagi, karena kita saling bertukar informasi yang kita gatau awalnya jadi tau sangat membantu juga buat kemampuan berfikir kritis karena banyak mendapat wawasan baru”).*The different perspective from both pro and contra side also made the debate members have good attitude to understand each other and to deliver an opinion in a good way and rules. Quinn (2005: 23) argues by joining the debate the students will have opportunities to know others and gain insight.

3. English debate extracurricular helped students to enrich new vocabularies

According to the result of online interview with eighteen students the researcher found that most of the debate members were greatly helped by debating activities, they said that vocabularies is the most influential aspect in improving their English language in every skill.

Debate activity required students to understand and master an issue. In delivering an issue the students had to know the correct vocabulary to against the opponent team. In choosing and searching the precise vocabularies the students learnt various vocabularies in different aspect based on the motion. If the motion was about education so the students found the new vocabularies about education, and if the motion was about politic the students also found the new vocabularies from different motion about politic (*“Kalau buat memperlancar bahasa Inggris dari debat mungkin karena kita mendapatkan banyak kosa kata dari kegiatan tersebut, kosakatan yang menyesuaikan juga terhadap sebuah mosi jadi kita lebih tau banyak lagi tentang bahasa yang kita tahu”).*

From debate activity the students were enriched by various vocabularies in every issue given. This influential aspect could help the students to be more confident to talk in English for daily language use without having to be shy and doubtful. Krieger (2005: 25) comments that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Negative Perception

The researcher found a negative perception from the result of online interview through Skype. In the last theme about the effectiveness from debate in improving their speaking and critical thinking, the researcher asked about the difficulties in getting a fact from the motion or the issue given by the instructor. Most of students answered the same answer about their difficulty. The most difficulty faced by the debate members is about the internet access. The students felt difficult in getting a fact or informations

about some issues when practicing the debate because they were not allowed to bring cellphone and rarely used any internet access for searching some sources for debate. (*"Kesulitan dalam mencari fakta yaitu terhalang dengan sumber internet karena sangat terbatas. Jadi kita terkadang cuman bertukar pikiran sama temen"*).

In addition, they might have an internet access and fully facilitated only in practicing debate for competition. (*"kalau mosinya dadakan paling kita menggunakan logika saja sepengetahuan kita tentang mosi itu apa kalau dipondok susah untuk dapat akses internet kalau cari di internet lebih kaya mau lomba diluar aja, Kak."*).

The statement about the students' difficulty in having an internet access becomes the negative perception because an internet access is essentially important in finding and following the latest issue, without having an internet access they would have difficulty in finding the strong evidences and latest factual issue to deliver and against opposition. To come up with this, Sahin et al. (2010) emphasize that the use of internet in education settings allow easy access in many resources and share information. This finding could be a deeper study for the next researcher to focus on how much influence the internet has on students' debating abilities.

The result from questionnaire

The questionnaire consisted of three parts. The first part is focused on perceptions. The second part is focused on the other additional activities in improving speaking and critical thinking, and the last part is focused on self-assessment about speaking and critical thinking skill level.

This part of questionnaire discussed about students' perception on the use of debate extracurricular in improving students' speaking and critical thinking skill. The questionnaire consists of ten questions and required students to answer about their motivation, feeling, and improvement in joining debate and also how the learning and instructor method were during debate activities.

Table 1 Questionnaire result of students' motivation in joining the debate extracurricular

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|--------------|-----------|-----------|-------------------|
| 1 | Saya mengikuti klub debat untuk meningkatkan kemampuan berbicara Bahasa Inggris dan berpikir kritis terhadap lingkungan sekitar | 11 (61.1%) | 7 (38.9%) | 0 (0%) | 0 (0%) | 0 (0%) |

Table 2 Questionnaire result of students' feeling in joining the debate extracurricular

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|--------------|--------------|-------------|-------------------|
| 1 | Saya percaya diri ketika berbicara Bahasa Inggris di hadapan teman – teman. | 5 (27.8%) | 3 (16.7%) | 9 (50%) | 1 (5.5%) | 0 (0%) |
| 2 | Saya menyukai aktivitas klub debat di sekolah | 4 (22.2%) | 8 (44.5%) | 6 (33.3%) | 0 (0%) | 0 (0%) |

Table 3 Questionnaire result of students' improvement in joining the debate extracurricular

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|---------------|-------------|-----------|-------------------|
| 1 | Klub debat membantu saya untuk meningkatkan kemampuan bicara Bahasa Inggris dan juga meningkatkan kemampuan berfikir kritis | 15 (83.3%) | 3 (16.7%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 2 | Saya merasa ada perkembangan dalam kemampuan berbicara dan berpikir lebih kritis setelah mengikuti debat. | 8 (44.5%) | 10 (55.5%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 3 | Saya mendapatkan banyak kosa kata baru dari aktifitas klub debat. | 10 (55.5%) | 7 (38.9%) | 1 (5.5%) | 0 (0%) | 0 (0%) |
| 4 | Saya belajar untuk mencari fakta dari sebuah isu yang diangkat sesuai posisinya (pro/kontra) | 5 (27.8%) | 12 (66.7%) | 1 (5.5%) | 0 (0%) | 0 (0%) |

Table 4 Questionnaire result of students' learning method indebate extracurricular

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|---------------|---------------|--------------|-------------------|
| 1 | Saya selalu membuat <i>outline</i> (kerangka kasar) sebelum berbicara di hadapan audiens | 5 (27.8%) | 10 (55.5%) | 3 (16.7%) | 0 (0%) | 0 (0%) |
| 2 | Saya selalu membaca ulang hasil aktivitas debat di rumah untuk evaluasi pembelajaran debat. | 0 (0%) | 5 (27.8%) | 11 (61.1%) | 2 (11.1%) | 0 (0%) |

Table 5 Questionnaire result of instructor's teaching method In debate extracurricular

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|--------------|--------------|-----------|-------------------|
| 1 | Pembimbing klub debat menyarankan saya berbahasa Inggris selama kegiatan debat | 6 (33.3%) | 9 (50%) | 3 (16.7%) | 0 (0%) | 0 (0%) |
| 2 | Pembimbing memberikan beberapa pertanyaan terkait topik yang akan dijadikan tema debat dengan <i>prior knowledge</i> (pengetahuan sebelumnya) untuk mengasah kemampuan berfikir kritis. | 7 (38.9%) | 8 (44.4%) | 3 (16.7%) | 0 (0%) | 0 (0%) |

Part 2

The second part of questionnaire showed the debate members' other activities beside debate to improve their speaking and critical thinking skill. In this part the researcher made some activities list which probably students did in improving those two skills and the other additional items added by the participants. The table 6 showed those following

activities done by students in improving speaking skill, and in the table 7 showed those following activities done by the students in improving critical thinking skill.

Table 6 Questionnaire result of students' activities in improving speaking skill

| Activities | Quantity |
|--|----------|
| Berbicara dengan teman menggunakan bahasa Inggris | 11 |
| Mendengarkan lagu bahasa Inggris | 14 |
| Menonton film berbahasa asing selain bahasa Inggris dengan menggunakan sub- tittle berbahasa Inggris | 9 |
| Membaca buku/ artikel berbahasa Inggris | 7 |
| Mengikuti les/ kursus bahasa Inggris | 2 |
| Menulis dan mencatat pelajaran umum menggunakan bahasa Inggris | 1 |
| Berbicara didepan cermin menggunakan bahasa Inggris. | 1 |

Based on the table above, listening English song is the most activity chosen by students in improving their English speaking skill. Listening music is the easiest way to learn English; the students can get a lot of new vocabularies from listening to the song. After getting a lot of vocabularies the students can apply those new vocabularies for daily language use to talk with their friends. Eleven students also chose talking with their friends in English as their other activities. This is the great solution for improving speaking skill because a lot of practice can make students accustomed to use English as their daily language.

The other activity is reading English books or articles. Seven students chose this activity to improve their speaking skill. Reading books or articles is another easiest way to enrich the vocabularies and literature about some issues, because the reader can take a note or highlight the important things from books to re- read it. The next activity done by two debate members is joining an English course. English course is the common way to learn English and it can be formal or non- formal English course with numerous learning method and techniques used.

Another student chose to write the lessons in English to improve speaking skill, and one remaining student chose to speak alone in front of the mirror for English speaking practice. Both activities are quite good in improving speaking skill because the students will know the English spelling so well, while practicing in front of the mirror alone can make the student evaluates some mistakes from speaking English and learn from the mistakes to be good English speaker.

Table 7 Questionnaire result of students' activities in improving critical thinking skill

| Activities | Quantity |
|---|----------|
| Berdiskusi dengan teman tentang sebuah isu terkini | 17 |
| Membaca berita online maupun offline terkini | 10 |
| Melihat/ menonton beberapa program terkait bedah isu terkini | 4 |
| Membaca buku pengetahuan terkait bidang yang diminati/ ditekuni | 4 |
| Membaca alquran setiap selesai shalat Maghrib | 1 |
| Menggali potensi diri | 1 |

Table 7 showed the results of another debate member's activities in improving their critical thinking skill. From the table above, the most activity done by seventeen students is discussing the latest issues with friends while ten members chose reading offline or online news update, four members chose watching some latest issues program, four members chose reading a lot of knowledge book based on students' interest, one member chose reciting the holy Quran after Maghreb, and one student chose exploring self-potential.

The contribution of English debate extracurricular in improving students' speaking and critical thinking skill.

The contribution of English debate extracurricular to improve students' speaking and critical thinking also can be seen in their rate of speaking and critical thinking skill assessment after joining the debate activities through Google questionnaire

Table 8 Questionnaire result of students' self- assessment in speaking skill

| Level | Quantity |
|-------|----------|
| 0 | 0 |
| 0+ | 0 |
| 1 | 0 |
| 1+ | 0 |
| 2 | 1 |
| 2+ | 7 |
| 3 | 3 |
| 3+ | 5 |
| 4 | 1 |
| 4+ | 1 |
| 5 | 0 |

The result of speaking self- assessment based on table 8 showed that most of debate members rated their speaking skill in the level 2+. It means most students felt that they are able to satisfy most work requirements with language usage that is often but not always, acceptable and effective.

Five students rated their speaking skill in the level 3+. It means the five students felt that they are *often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.*

Three students rated their speaking skill in the level 3. It means the three students felt that they are *able to speak the language with the sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.*

One student rated their speaking skill in the level 4. It means the one student felt that he/she is *Able to use the language fluently and accurately in all levels normally pertinent to professional needs,* and one student rated their speaking skill in the level 4+. It means the one student felt that his/her *Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker.*

Table 9 Questionnaire result of students' self- assessment in critical thinking skill

| Rates | Quantity |
|-------|----------|
| 1-2 | 0 |
| 3-4 | 18 |

The result of critical thinking self- assessment based on table 4.10 showed that most of debate members rated their critical thinking skill in the level 3-4. It means most students start developing or developing well the critical thinking skill in this case, all aspects of critical thinking skill such as interpretation, analysis, evaluation, inference, explanation, and self-regulation of students are quite good

They said that through classroom discussions they learnt to think rapidly and objectively. The students claimed that they needed to find proof and facts to support their claims, and tried Reasons, and approach problems from various viewpoints. In fact, these abilities are features and elements of critical thinking skills (Rudd, 2007; Kosciulek & wheaton, 2003).

Previous studies also confirm that in-class debate can develop, build and cultivate critical thinking skills (Zare & Othman, 2013; Alasmari & Ahmed, 2013; Doody & Condon, 2012; Omelicheva, 2007; Kennedy, 2007). The students added that the rebuttals and group work were two of the favorite features of the classroom debate for them. They said the rebuttals give them a chance to express their opinions and disagree with their point of view.

CONCLUSION

The researcher found that the students in SMA La Tansa have positive perception on the use of debate for their speaking and critical thinking skill. The students agreed that English debate extracurricular can improve their speaking and critical thinking skill. They also agreed that there are many

benefits from debate in improving their speaking and critical thinking skill such as new vocabularies enrichment, self confidence improvement, and new knowledge and insight improvement. In accordance, the researcher also found that the students can found their new world and friend who have the same interest in English language, as the researcher know from the pre- observational study that the students in SMA La Tansa prefer to used Arabic than English language as their daily used so they rarely found a partner for practicing their English. However, the students also have a negative perception on debate about their difficulty in having an internet access for searching the material for debate.

The contribution of English debate extracurricular can be proven in students' improvement in speaking and critical thinking by doing the speaking and critical thinking self- assessment, and most of students rate their speaking in the 2+ scores. It means most students felt that they are able to satisfy most work requirements with language usage that is often but not always, acceptable and effective after debate, and most students rated their critical thinking skill in 3 scores. It meant most students felt quite good in critical thinking skill because the students can propose a solution, explain an argument, or state problems referring to the particular given issue in the assignment clearly and also students could provide more solution or idea with several relevant examples. Moreover, students also explain their work in clear language.

RECOMMENDATION

For English teacher or instructors, the researcher found that debate could improve students' speaking and critical thinking skill. From these results, the teacher and instructor will gain deeper understanding about the importance of debate, the application and the technique for debate.

For high school students, English debate extracurricular is recommended in improving English speaking and critical thinking skill. The students in SMA La Tansa no need to worry and shy to talk in English because the students in debate have the same interest in English, so the students can find partner for speaking and practicing English.

For future researcher, this study is limited on observing the debate extracurricular of SMA La Tansa. Therefore, the researcher expects that the future researchers will focus on the shortcomings issue in this study about the students' negative perception on the use of English debate extracurricular so that any strengths and weaknesses can be identified and found a solution for the next study in the same field about English debate in improving speaking and critical thinking skill

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