

## STUDENTS' CRITICAL THINKING IN LEARNING AGREEMENT AND DISAGREEMENT USING DEBATE

First Author <sup>1</sup>Fitriana Dewi, Second Author <sup>2</sup>Arso Setyaji, Third Author <sup>3</sup>Ririn  
Ambarini

e-mail: <sup>1</sup>[fitrianadot7@gmail.com](mailto:fitrianadot7@gmail.com), <sup>2</sup>[arsosetyaji@upgris.ac.id](mailto:arsosetyaji@upgris.ac.id), <sup>3</sup>[ririnambarini@upgris.ac.id](mailto:ririnambarini@upgris.ac.id)

Affiliation <sup>1/2/3</sup>UPGRIS

---

### ABSTRACT

Critical thinking is important in learning English to understand and comprehend information. This study aims, first, to describe students' critical thinking in learning agreement and disagreement using debate. Second, to describe the most component of critical thinking used by students in learning agreement and disagreement using debate. Last, to describe students' perceptions of their critical thinking in learning agreement and disagreement using debate. The subject of this study is X PPLG 1 of SMK N 7 Semarang. This study uses a case study descriptive qualitative research method. The Researchers do observation, use video recording, and students' work in collecting data. Also, we include students-interview to give validation in this study. In analyzing the data, we use five indicators of critical thinking, a theory from Ennis which are: Giving a simple explanation, Building fundamental skills, Concluding, Providing further explanation, set strategy, and technique. The findings of this study indicates that students can think critically and use five indicators of critical thinking in learning agreement and disagreement using debate. With mostly use of indicators; give a simple explanation and set strategies and techniques. The students combine small discussions and use translation apps in debate as critical thinking indicators of strategies and techniques. It is hoped that this research is useful in terms of implementing critical thinking in students. Critical thinking helps students learn deeper about information, especially English.

Keywords: Students' Critical Thinking, Agreement and Disagreement, Debate.

---

### INTRODUCTION

Learning language has a role in giving opportunities in life. It is essential and brings a better step to do for communication. Hidayati (2016) stated that learning a second language or a foreign language can increase one's intelligence and open up new opportunities for personal growth, it is therefore important to make such efforts. In addition, Rabiah (2018) said that language is communication that everyone uses daily to convey information and arguments to others. It can be said that learning a language opens the step-up of thinking or critical thinking in order to establish intelligence. Critical thinking is a way to increase a person's value, skills, and ability. An ability that can be used by a person to change a life, see opportunity and do more activity. Anugraheni (2020) said that a person will be able to regulate and adjust, change, and improve his thoughts, so that one can make decisions to act more quickly and precisely. In learning a language in a class, students also have a chance to gain their capability by implementing critical thinking. Gandi (2018) stated that Critical thinking is the process of thinking ideas and are a way to ascertain whether a claim is true, false, or partly true.

In this 21 century era, students are obliged to have critical thinking in living life to achieve a successful life. Without critical thinking, students will have difficulties surviving in this competitive world era. In addition, to achieve a successful life for students, nowadays curriculum of education in Indonesia is aware to implement critical thinking for students. In the curriculum Merdeka, there is a Profil Pelajar Pancasila, which consists of components, one of which is to improve critical thinking (Kemendikbud, 2022). The phenomena of this problem, students need critical thinking in comprehending something. Also, in order to make a better education in Indonesia, critical thinking is important for students.

The problem can be solved by using indicators or components in critical thinking. A theory of students' critical thinking rooted in Ennis, Nurfaizah, et al (2022) has five important components: Giving a simple explanation, Building fundamental skills, Concluding, Providing a further explanation, set strategies, and techniques used in this research. The result of a previous study conducted by Nurfaizah, et al (2022) that

students' critical thinking skills have been seen in solving problems ranging from giving simple explanations, building basic skills, inferring the meaning of theory and reality, providing further explanations by considering definitions and assumptions, and set strategies and techniques in uncovering problems.

From the background, the researchers found some problems: 1. What critical thinking skills are used by students in learning agreement and disagreement using debate? 2. What kind of students' critical thinking are mostly occurred in learning agreement and disagreement using debate? 3. How are students' perceptions of their critical thinking in learning agreement and disagreement using debate?

Using Ennis' theory, the objectives of the study are to describe students' critical thinking in learning agreement and disagreement using debate in SMK N 7 Semarang. Also, to describe the most component of critical thinking used by students in learning agreement and disagreement using debate. Last, to describe students' perception of their critical thinking in learning agreement and disagreement using debate.

We choose this topic because of some reasons. First, critical thinking is a crucial thing in learning something, especially learning English. Hence, we want to share an inspiration for other teachers to conduct a debate for students in learning English and create better critical thinking for students. Also, we believed that debate can be used in English class to improve students' thinking skills. In addition, the teaching practice (PPL1) that we conducted used debate to support the material or topic agreement and disagreement in the class.

## **LITERATURE REVIEW**

In this 21st-century era, critical thinking has a big role in human lives, especially for students. Fatmawati, et al (2019) believed that Critical thinking skills are needed in welcoming the 21st century so that students are expected to get meaningful learning and practice these critical thinking skills in learning. Education nowadays in Indonesia used the curriculum MERDEKA which has crucial goals that are given to students. Students need this critical thinking in order to fight in real life for their future. The development of critical thinking is an important step in achieving the goals of optimal education by helping students gain knowledge. Tien (2020) quoted that Critical

thinking is an important skill in life; however, not all of us are taught the way of thinking in school. This means that students can get information and knowledge through other sources such as articles, YouTube videos, social media, and any other else. Gandhi (2018) stated that a critical thinking approach questions the students' minds, and enables the students to work with the knowledge being learned. Students create questions and curiosity about a material they learned in applying critical thinking.

Five indicators of critical thinking that were found by Ennis:

1. The first one is to give a simple explanation.

Simple explanation means delivering an explanation using understandable language. The sentences are expressed in a simple way without complicated words. It usually considers as answering and questioning a topic. The student/the subject is focusing on the question, followed by analyzing argumentations and clarifying an argumentation by giving a simple explanation.

2. Building fundamental skills,

The second indicator of critical thinking. Nurfaizah et al (2022) the basic skills referred to in this case are the initial knowledge that students know about something which is then matched between the applicable theory and the facts in the field. The students will consider the credibility of an argument, it can be the criteria of sources. Also, observing and considering the results of the observations.

3. Conclude,

The next step after building fundamental skills but not the final indicator. Understanding the cause and effect, right and wrong, facts or opinions of initial knowledge. Making deductions and considering the results of knowledge. Also, making and considering induction with a value of the decision.

4. Provide further explanation.

In this case, students define terms and identify assumptions. Students exchange ideas from an opinion of a topic. Also filtering every reason delivered by their partner/peer.

5. Set strategy and technique.

The students decide on an action and interact with others. The action can be a result of a conclusion of the opinion build with information and facts. It also can be plenty of peers that before having a different assumption. Or the action can be left with good results.

Agreement and disagreement are opinions that express student's feelings, thought, and ideas about something. It can be a phenomenon, events, thing, location, news, or anything abstract. The agreement is the type of opinion with a positive response, usually, it is an affirmation about the topic. While disagreement is an opinion with a denial expression, and it can be the negative or flip side of the topic. Agreement and disagreement opinions are types of affirmation and denial in which the expression of judgment or opinion rather than the assertion of fact is involved, Ikhsan (2019). Students learn opinion with agreeing and disagreeing format help students to create further thinking with practical communication. Fatma, (2018) said that Agreement and disagreement opinion helps the students to generate their ideas, and associate words, and concept for the speech.

A Debate includes a presentation of several opinions based on a premise or a topic. Fuad et al (2018) said that a debate is a form of oral controversy that consists of systematic presentations against arguments on topics understood by others. Debate, on the other hand, Lestari et al (2021) is particularly concerned with using it to develop students speaking ability as they are an enthusiast in rebate their opponent. Speaking is used well in the debate, students can be the main role in the class because a debate gives a lot of steps with optimal ways to think of the material. Debate gives students opportunity to express their thought about ideas related to a topic. As Azka (2017) said that the adoption of the debate in learning can help to promote the classroom, more student-centered term, allowing students to take responsibility for their learning.

In the classroom, we used the debate as a method of giving space for students to learn the expression of agreement and disagreement. As the material agreement and disagreement in SMK give a tendency for students to speak up about their opinion related to a topic. So the debate is chosen to create students to speak up about their

thought. Debate may help someone to become a better speaker in any condition, private or public, Lestari et al (2021)

## **METHODOLOGY**

In this research, researchers used qualitative research design, a case study of SMK N 7 Semarang. Because this research describes an analysis of students' critical thinking, a qualitative approach is chosen. The data of this study is a description of the actual condition of students' critical thinking in learning agreement and disagreement using debate in a class. As Dornyei (2007) states that qualitative research involves data collection procedures that produce primarily open-ended, non-numeric data which are then analyzed primarily by non-statistical methods.

The aim of this study is actually to deliver a reflection on practical teaching that the researchers had done. But the main aim of this study is to describe students' critical thinking in learning agreement and disagreement using debate. The delivery of this study was rooted in a theory from Ennis, Nurfaizah et al (2022) which has five important components in Critical thinking: Giving a simple explanation, Building fundamental skills, Concluding, Providing further explanation, setting strategy, and technique. The researchers used thematic indicators in describing findings based on the theory from Ennis.

The data was collected by observation, students' work (agreement and disagreement opinion of a video about students playing a game; students discipline), and using video recording. The observation was conducted in (Praktik Pengalaman Lapangan 1) PPL-1 October until December 2022. This study contributed participants which are students in the class X-PPLG 1 (Pengembangan Perangkat Lunak dan Gim) in SMK N 7 Semarang. The students of class consist of 36 students 16 girls and 20 boys. The researchers used instruments from the collection of the data consisting of students' artifacts of debate agreement and disagreement related to a video about students' discipline and a transcript from a video record of students' debate. Both types of data were examined in order to identify what kind of component of critical thinking was used by the students. The analysis of the data using the theory of Ennis with five

components or indicators. The components could be; giving a simple explanation, Building fundamental skills, concluding, providing further explanation, set strategy and technique. In addition, for validation or triangulation in this study, we interviewed five students of X-PPLG 1 to get information on their perceptions. The interview used a semi-structured. Sugiyono (2012, p. 233) defines semi-structured interviews as a type of interview in the category of in-depth interviews, i.e. interviews that are more freely conducted when compared to structured interviews.

## DISCUSSION

Learning English in 21-centuries era needed critical thinking to dig a deeper comprehension. This study aims to see how the debate in agreement and disagreement material creates critical thinking in students. Based on the observation, the teacher of the class used some steps before doing a debate in the learning. There are three steps that the teacher does in teaching agreement and disagreement in the class:

1. The initial

The teacher shares a video about an example of an agreement and disagreement conversation through WhatsApp. The students analyze the expression of agreement and disagreement with peers. The next step is that the teacher explained the detail of agreement and disagreement.

2. The core

The teacher divides the students in the class into 6 groups. Each group consists of 6 students with random chosen. The students gather in their groups and were given a short YouTube video about students playing a game in a class. The video presents students and a teacher in a class. One of the students named Yamada-Kun played a game in the class, while other students clean the class during break time.

Groups are given time to build an opinion and each student gives at least an opinion. After that, groups debate about the topic that the teacher gave. The

teacher decides that odd groups agree against disagreeing groups which are the even groups.

3. The closing

The teacher concludes the debate presentation of students. She gives comments and appreciation to students. The students understand the material deeper after practicing debate in front of the class.

### **Students' critical thinking in learning agreement and disagreement using debate**

Researchers use the theory of Ennis included in Nurfaizah, et al (2022) for analyzing the data. Based on the video recording and students' work the researchers found that five indicators of critical thinking are used well.

- Give a simple explanation,

Based on the data, we found that students give a simple explanation in the initial debate. This is used in order to enter the topic in a simple way. We found that a student from group 2 said:

"We disagree with the video because all student are on picket, but there is one student who doesn't take part in picket instead playing game."

In the sentence above, a student tries to explain why his team disagrees with the topic. The expression of disagreement can be said to be an answer to a topic that the teacher gave before. In a simple way the student answer and give a simple reason or explanation for the topic. In line with the previous study, Nurfaizah, *et al* (2022) said that students give active learning by answering a question.

- Building fundamental skills,

An additional reason for considering a field of facts is concluded in building fundamental skills. In the data, the researchers found that:

"The teacher supports what Yamada-kun did with evidence that the teacher himself gave his smartphone to play his game account."

In the sentence, the word "evidence" explains that it has a fact. The students found the fact from the video. This detail of facts gives the students a deeper

thinking way. One of the students said that sentence is implementing the building of the fundamental skill of critical thinking.

- Conclude,

The researchers said before that conclude doesn't mean a final. Students making deductions and considering the results of knowledge is a concluding indicator in critical thinking. For example:

"It's meant he become addicted to game and it make him don't want to stop playing game."

A student from group 3 explains her opinion using a deductive sentence as she concludes with critical thinking.

- Provide further explanation,

This indicator is the additional explanation of an opinion on a topic. Further explanation could be additional from "conclude" indicator, such as:

"And even worse he could ignore people around him and become lack of empathy."

A student from group 3 gives an additional sentence after she delivers "conclude" indicator. The word "and" is explained as an additional term to give another reason or explanation.

- Set strategies and techniques.

Students are able to solve problems which means being able to fight their opinion with their own opinion. We found that the data from the video recording present that students discuss and give a short break to give their final shot by giving a conclusion of the opinion and delivering the opinion with confidence against a team. Also, students have their own role in debate which means that students implement strategy and technique in their group. In addition, from the video students try using google translate app to translate a difficult word for their opinion

### **Students Critical Thinking Components Mostly Used by Students**

The researchers categorized and analyzed the data of the student's critical thinking. There were components of critical thinking which were categorized as

the students' critical thinking. We provided and explained the students' critical thinking is mostly used. In the following, there is a table and the explanation of the frequency of students' critical thinking in learning agreement and disagreement using debate. The table below categorized based on the theory from Ennis in Nurfaizah, et al (2022). The result, we found diversity in the component of students' critical thinking in learning agreement and disagreement using debate. Here is the table:

Components of Students' Critical Thinking	Frequency of Occurrence	Total of Students' Critical Thinking	Percentage
Give a simple explanation	12	47	25,53%
Building a fundamental skills	7		14,89%
Conclude	10		21,27%
Provide further explanation	6		12,76 <sup>^</sup>
Set strategies and techniques	12		25,53%

From the table above, it can be said that students have a total 47 of critical thinking components that they used in learning agreement and disagreement using debate. The most occurred components of students' critical thinking are giving a simple explanation with 25, 53 % and set strategies and techniques with 12 frequency of occurrence. Conclude component has 21, 27 % in the students' critical thinking in learning agreement and disagreement using debate. While building a fundamental skill has 7 occurrences in students' critical thinking in learning agreement and disagreement using debate. The last occurrence in students' critical thinking is providing a further explanation which is 12, 76 %.

**Students' Perception of their critical thinking in learning agreement and disagreement using debate**

Perception is a point of view consisting of ideas, themes, and phenomena. Octarini (2021) stated that the feelings, the ability to think, and the experiences possessed by individuals are not the same, so in perceiving a stimulus, the results of the perception may differ from one individual to another. So, to make this study valid, we deliver a triangulation by interviewing five students of X PPLG 1 in SMK N 7 Semarang. The interview was held online through social media; WhatsApp. After the data was analyzed, we found that the answers to their interview are aligned with the findings that the researchers found. Students use giving a simple explanation and set strategies and techniques as the most occurred in students' critical thinking in learning agreement and disagreement using debate. Here is the table of interview results:

Student	Components of Students' Critical Thinking that mostly used
Student A	Give a simple explanation, Building a fundamental skills, set strategies and techniques
Student B	Give a simple explanation, Building a fundamental skills, Conclude, Set strategies and techniques
Student C	Give a simple explanation, Building a fundamental skills, Conclude, Provide further explanation, Set strategies and techniques
Student D	Give a simple explanation, Building a fundamental skills, Provide further explanation, Set strategies and techniques
Student E	Give a simple explanation, Building a fundamental skills, Conclude, Provide further explanation, Set strategies and techniques

- Student A

In the table, student A said that she usually gives an opinion of a topic with reason providing facts and detail in order to understand a topic. The facts and detail was built by looking for other information. It means that she uses indicators (giving a simple explanation and building fundamental skills).

Student A also adds strategies in responding to something to make an opinion level up. It can be said student A applies a set strategy and technique as an indicator of critical thinking in learning agreement and disagreement.

The result of interviewing student A gives a positive line to the findings that the researcher found. Student A uses some indicators of critical thinking: giving a simple explanation, building fundamental skills, and setting strategy and technique. Student A already implements critical thinking indicators in learning agreement and disagreement using debate even though she does not realize it.

- Student B

Similar to student A, student B gives an opinion in order to comprehend something. Student B provides her opinion by digging deeper into the topic without finding another source. A little bit different from student A, student B gives a conclusion after delivering an opinion of something. She also uses strategy and technique by using google translate to help translate a difficult word.

Student B implements some of the indicators of critical thinking in learning agreement and disagreement using debate there are: give a simple explanation, conclude, and set strategy and technique.

- Student C

Student C said that she analysis the topic before delivering her opinion. Student C also uses additional explanations or reasons in giving an opinion. He adds information by reflecting on daily life. Daily life can be perfect information that students can use as support to do critical thinking in this case means learning agreement and disagreement. Also, he adds a conclusion with reason from other sources such as friends' opinions. From the interview, can be said that he uses all indicators such as giving a simple explanation, building fundamental skills, concluding, providing a further explanation, and set strategy and technique.

- Student D

In the interview, student D believed that to understand a topic she has to ask a question to her friend or teacher. This means that she uses an indicator to give a simple explanation well by asking and answering a topic. She added that she usually gives reason by looking for a detail of the topic first. She also said to use the technique when debating in class which is discussing with a friend and replaying the topic (video) to recall the information.

From the result, student D use indicators in understanding the material. This means that she implements critical thinking when doing a debate in learning agreement and disagreement.

- Student E

Similar to other students, student E delivered that he was interested in a topic or a video and then give an opinion. He said that he likes to add information as reasons for opinions by collecting from friends and social media. He added that he gives a conclusion as the strength of an opinion of another reason. A strategy that he uses when debating in learning agreement and disagreement is a translation app.

The result of the interview of student E is that he uses critical thinking when debating in learning agreement and disagreement. In addition, with all the indicators of critical thinking, he mostly applied the two indicators which are; giving a simple explanation and building fundamental skills.

## **CONCLUSION**

A revealing a case study of students' critical thinking in learning agreement and disagreement using debate, the results show that students' critical thinking skills have been seen in delivering opinion using debate from giving simple explanations, building basic skills, concluding, providing further explanations by considering definitions and assumptions, and set strategies and techniques

by solving a problem such as using translation apps and discuss with friends. In line with Nurfaizah et al (2022) that students' critical thinking skills have been seen in solving problems ranging from giving simple explanations, building basic skills, inferring the meaning of theory and reality, providing further explanations by considering definitions and assumptions, and set strategies and techniques in uncovering problems. From the result, we conclude that students mostly use simple explanations in understanding a topic combined with set strategies and techniques. In addition, from their perceptions, they like to answer and give questions as a start in critical thinking. Whereas in expediting the thinking of a topic students choose to hold discussions and use google translate as a strategy. It is hoped that critical thinking ability will not only be successfully applied to learning agreement and disagreement using debate in English but also in other materials or subjects.

## REFERENCES

- Anugraheni, I. (2020). *Analisis kesulitan mahasiswa dalam menumbuhkan berpikir kritis melalui pemecahan masalah*. Jurnal Cendekia: Jurnal Pendidikan Matematika, 4(1), 261-267. <https://doi.org/10.31004/cendekia.v4i1.197>
- Azka, M. (2017). *Students' perceptions on the use of debate in speaking class: a case of undergraduate students at universitas muhammadiyah surakarta in 2016/2017 academic year*. 21(2), 1689-1699. [https://www.oecd.org/dac/accountable-effectiveinstitutions/Governance Notebook 2.6 Smoke.pdf](https://www.oecd.org/dac/accountable-effectiveinstitutions/Governance%20Notebook%202.6%20Smoke.pdf)
- Dornyei, Z. (2007). *Research method in applied linguistic*. New York: Oxford University Press.
- Fatmawati, A., Zubaidah, S., Mahanal, S., & Sutopo (2019). *Critical thinking, creative thinking, and learning achievement: how they are relate*. Journal of Physics: Conference Series. doi: <https://doi.org/10.1088/1742-6596/1417/1/012070>
- Fuad, A. J., Ardhana, I. W., Sulton & Kuswandi, D. (2018). *Observing debate in learning on students' critical thinking*. Jurnal Pendidikan Humaniora, 6(3), 123-133

- Gandhimathi, A., & Zarehi, N. (2018). *The impact of critical thinking on learning English language*. Asian Journal of Social Science Research, 1(2). Retrieved March 5, 2023, from <https://www.researchgate.net/publication/344487381>
- Hayati, W, I., Utaya, S., & Astina, I. K.(2016). Efektivitas student worksheet berbasis project based learning dalam menumbuhkan kemampuan berpikir kritis siswa pada mata pelajaran geografi. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(3), 468-474
- Hennink, M., Hutter, I & Bailey, A. (2019). *Qualitative Research Methods*. London: SAGE Publications Ltd.
- Hidayati, N. R. (2016). *The use of charade game to teach vocabulary (an experimental study of the seventh graders of mts. Miftahul Khoirot Branjang in the Academic Year of 2014/2015)*. *ELT Forum: Journal of English Language Teaching*, 5(1)
- Hidayoza, P., Amri, Z., & Wahyuni, D. (2019). *level of public speaking anxiety and coping strategy used by english debaters at unit kegiatan bahasa asing in dealing with english debate*. *Journal of English Language Teaching*, 8(1)
- Ikhsan, M. K (2019). *Word expressions of agreement and disagreement used by the students in speaking class*. *English Education Journal (EEJ)*, 10(1), 112-127  
<https://guru.kemdikbud.go.id/kurikulum/perkenalan/profil-pelajar-pancasila/pengertian/> [Accessed March 5, 2023]
- Lestari S, A. I., Ahmad, B. Y., & Sumarta. (2021). *EFL students' perception of speaking course through debating process during the pandemic*. *INTERACTION: Jurnal Pendidikan Bahasa*, 8(2)
- Ningsih, F., Ikhsanudin, & Arifin, Z. (2018). *Using English video conversation "asking and giving opinion" to improve students' speaking ability*. English Education Study Program of Language and Arts Education Department of Teacher Training and Education Faculty of Tanjungpura University.
- Nurfaizah, Putro, K. Z., & Tejaningrum, D. (2022). *Students' critical thinking skills in the learning strategy course*. *Jurnal Penelitian Ilmu Pendidikan*, 15(1), 46-54. doi:<https://doi.org/10.21831/jpipfip.v15i1.41689>
- Rabiah, S. (2018). *Language as a tool for communication and cultural reality discloser*. Rahmah, A & Adnan, A. (2017). *Activating students' speaking ability in asking and giving opinion by using quality questioning strategy for senior high school students*. *Journal of English Language Teaching*, 6(1)
- Rimieni, V. (2002). *Assessing and developing students' critical thinking*. *Psychology Learning and Teaching*, 2(1)

Sánchez, S. G. (2020). *Debates in English language education: a multimodal, collaborative ecosystem*. *International Journal of Computer-Assisted Language Learning and Teaching*, 10(4)

Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung : Alfabeta. -----  
--. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Tien, H. N. (2020). *Developing critical thinking in English teaching and learning*. Retrieved March 5, 2023, from <https://www.researchgate.net/publication/338955980>