

THE ANALYSIS OF ACTIVE LEARNING AND CRITICAL THINKING TO THE STUDENT'S PARTICIPATION IN ENGLISH DEBATE COMMUNITY (Descriptive Study)

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 12, 2022 Revised: February 17, 2022 Accepted: March 12, 2022 Published: March 15, 2022</p> <p>Keywords: Active Learning, Critical Thinking Debate</p>	<p>This research aims to know the The Analysis of Active Learning and Critical Thinking to the Students Participation in English Debate Community. The research methodology of this research is descriptive qualitative. The techniques of collecting data are speaking test used technique debate and interview test used google forms. The result of this research found that active learning and critical thinking have a connection to debate skills. They are related each other. The active learning may improve critical thinking ability, while debate skills can be improved by having a good critical thinking.</p>
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INTRODUCTION

Nowadays, English is a prominent language in Indonesia. As can be seen, English is the first foreign language taught in elementary school and continues through university in Indonesia. There are several techniques for teaching and learning English that have been used to assist students in swiftly grasping the subject, ranging from the traditional approach of employing older instruments to the more current and contemporary approach of utilizing modern tools. The debate method is one of the most modern strategies for improving speaking skills. It is called active learning since students acquire more knowledge via the process of creating and producing, collaborating in groups, and also sharing knowledge. Debate is a type of classroom speaking exercise in which two teams of two or more speakers present their arguments and refute the other team's points on a certain subject or motion.

Additionally, Hasibuan and Batubara (2012) indicate that debate is a language learning strategy that may be utilized to improve both speaking and critical thinking abilities. Thus,

debate is a language learning strategy that may be utilized to improve both students' speaking skills and critical thinking. There is a sizable English debate community. The term "argument" is likely familiar to high school pupils as well as university students. Debates have occurred throughout history in public speech, academic institutions, debating chambers, and contests. Discussing includes debating a range of subjects, including arguments and points of view, as well as active learning and critical thinking.

Active learning, as the term implies, is any type of education that involves direct involvement with the subject or resources. In recent decades, proponents have argued for the inclusion of active learning approaches in virtually every learning setting and with students of all ages, from preschool through higher education, as well as continuing education and professional development. Additionally, when students are actively involved in the educational process, they engage in active learning. According to researcher Michael Prince, the academic definition of active learning is as follows: "Active learning is often defined as any instructional approach that engages students in the learning process. Active learning, in a nutshell, promotes students to participate in meaningful learning activities and to reflect on their actions".

According to Khaeruddin in Hartika (2017), active learning is a type of learning in which students are more engaged and actively participating in the process, such as discovering necessary knowledge as part of varied content learning in class. Hopefully, this technique provides students in Islamic boarding schools with experience that will help them develop their skill and competence. Along with gaining experience with information access, learners are anticipated to obtain additional experience with the capacity to evaluate and construct a problem as a consequence of the examination of the findings.

The research conducted by Agustina, Priyatna, and Arif (2019) on Active Learning methods, specifically active debate, in the Islamic boarding school Darut Tafsir revealed that when this type of active debate is used, students' activity in class is significantly higher than when other methods are used, and the class feels boring when running lectures. The active debate learning model is a form of active learning in which learners are involved in the learning process from start to finish. The educator serves as a leader and mentor, providing guidance for the execution of a fun debate. Debate is a group or individual activity in which participants argue with one another in order to debate and decide on a subject of differentiation as well as association. The active learning functions were as follows: (1) Provide learners with the needs they would demand in the future. (2) Assisting learners' learning processes by encouraging them to be passionate and active participants in an out-of-the-ordinary class. (3) Assist learners in developing a sense of self-confidence, responsibility, and mutual assistance. (4) Extending learners' ability to think in order to increase their knowledge.

Critical thinking talents are necessary for success in the twenty-first century, since students are expected to acquire relevant knowledge while also exercising their critical thinking ability. Empowering students' critical thinking talents will result in improved academic performance.

Additionally, critical thinking may be viewed of as having two components: 1) a set of information and belief generating and processing abilities, and 2) the intellectually committed habit of employing those abilities to guide action. One of the sustainability skills is the capacity to think critically about norms, views, and actions; to reflect the values, perceptions, and behaviors that shape his beliefs. Critical thinking will aid in the development of rapid, accurate, and assumption-free thinking.

The government anticipates that students will develop a variety of abilities via the use of HOTS, or Higher Order Thinking Skills. These include critical thinking, creativity and innovation, effective communication, the capacity to work together, and confidence. Along with pupils, college students must be able to evaluate, synthesize, and infer information received via critical thinking. This enables students to differentiate between good and bad news and make judgments based on the knowledge obtained through critical thinking. Stapleton (2001) asserted that critical thinking is a necessary component of reading learning.

Osborne (2005) thought that debate is an excellent approach for demonstrating the capacity to read critically. According to Freeley and Steinberg (2005), collaborative critical thinking that incorporates discussion enables teams to reach higher levels of thinking through the use of compelling evidence. This cooperation enables individuals to remember knowledge for longer periods of time and gives a chance for discussion and shared learning (Freeley & Steinberg, 2005). According to Freeley and Steinberg (2005), debate is a process of advocacy and investigation that results in a reasoned judgment about a proposal. Additionally, Snider and Schnurer (2002) said that in-class discussion fosters students' active involvement. As a result, the pupils' approach shifts from passive to active.

Nowadays, based on observation, students who participate in debate communities have an increased percentage of their learning since they are required to master a variety of subjects, ranging from economics to politics to the environment. They must keep informed of current events, as this will be one of the votes in the competitive discussion. Additionally, it will motivate them to continue training and practicing, which may have an effect on their critical thinking. If their learning and training time has risen, their critical thinking time has grown as well.

It is not easy to develop into a good debater. They should read several books or other forms of reading, watch videos of other people debating, practice frequently, participate in active learning, and, most importantly, think critically about how they present their arguments and maintain their ideas. As a consequence, students in the English debate community must engage in active learning and critical thinking. They should keep learning, training and practicing because it has become debater's life. The more often they practice, the more increase critical thinking they have and it might affect their quality in debating. From that case, we can conclude that active learning and critical thinking has a correlation. Therefore, the researcher will do research under the title "The Analysis of Active Learning and Critical Thinking to the Students Participation in English Debate Community".

RESEARCH METHOD

The research is conducted by qualitative approach because the result of the data analyzed is in descriptive phenomenon such as word, sentences, and utterance. In this research, the writer described and analyzed the active learning and critical thinking to the student's participation in English debate community. The research population was composed of members of UKM BAHASA UNISMUH MAKASSAR, namely from the English Debate Division. The sample of this research were 8 students, those were the debaters' of UKM BAHASA UNISMUH MAKASSAR. The instruments that were used in this research were speaking test and interview. The explanation of both the technique was as follows: (1) Speaking test and (2) Interview.

RESULT AND DISCUSSION

A. Findings

The researcher had conducted a debate simulation as a speaking test to analyze their critical thinking and also an interview to collect the data about their active learning. For the speaking test, it was conducted online through Zoom Us application, while the interview was conducted online through google forms.

1. Data Presentation Speaking Test

The researcher had administered a speaking test by debating in order to analyze their critical thinking. Based on the test result, the researcher found that the debater has a good critical thinking, shows from the marks they have got.

a. Analytic scoring of speaking can be seen on the following figures:

a) Opening Government

1st speaker : Average. The speaker has strengths and weaknesses and roughly equal proportions.

2nd speaker : Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.

1) Opening Opposition

1st speaker : Average. The speaker has strengths and weaknesses and roughly equal proportions.

2nd speaker : Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.

2) Closing Government

1st speaker : Average. The speaker has strengths and weaknesses and roughly equal proportions.

2nd speaker : Average. The speaker has strengths and weaknesses and roughly equal proportions.

3) Closing Opposition

1st speaker : Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.

2nd speaker : Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses

Collect individual scores from each student's speaking skill scores:

Table 1. Speaking Skill Scores

OPENING GOVERNMENT			OPENING OPPOSITION		
Speaker	Speaker's Name	Score	Speaker	Speaker's Name	Score
1 st	NA	78	1 st	AS	80
2 nd	EI	80	2 nd	FA	80
Total		158	Total		160

CLOSING GOVERNMENT			CLOSING OPPOSITON		
Speaker	Speaker's Name	Score	Speaker	Speaker's Name	Score
1 st	MD	79	1 st	AA	82
2 nd	ME	77	2 nd	NI	80
Total		156	Total		162

Based on the data presentation of speaking test above, it shows that most the debaters get the highest level in the bench score. It means that they have a good critical thinking. It said the speakers has clear strengths and some minor weaknesses. As we know that having a good critical thinking itself does not just happen. It is not directly owned by every debater because it is not that easy for having it. Is it trained and need efforts by practicing, practicing, and practicing? For sure, they should get involved themselves in active learning.

2. Data Presentation Interview Test

Interview is a part that used to measure the students' active learning. The student's perception about the role of active learning in debate activities. Based on the interview result, the researcher found same things dealt with the researcher speaking test result. In this explanation, the researcher just chooses three answers from students that represented the other students' answer because their answer are similar and almost same, the differences just from the sentences structure and the diction. It would be explained the answer further as followed:

a. How important is active learning?

The first question was asked by the researcher to know the students' point of view about the importance of active learning.

The student A answered:

S: For me, active learning contributes much in learning progressivity. Active learning for me is the condition where we continuously learn some subject through the process and until the end. Its very important to make sure that we are still expert in one or two subjects regardless to the study. Ex: Actively reading a journal of education helps much our mind and knowledge about the education itself, and can make up our class to be better and better. Dactively learn, like we are gonna left behind and stuck in the condition where we are not updated to some news or innovation from other.

The student B answered:

S: It's really important, because we need always practice, if we postpone to learn, we'll easy forget in the lesson. Practice makes perfect.

The other students answered:

S : Really important

All the students have same point of view that active learning is really important.

- b. How many times do you practice debates in a week?

Going to the second question, it is asked to measure how many times the students practice debate in a week.

The student A answered:

S: 3 days. In a day sometimes we practice 2-3 round

The student B answered:

S: We agree to practice 2 Times a week, but before competition we Will practice intensively

The student C answered:

S: Like for the competition, we gonna practices almost each days in week. But if no, its about 2-3 times.

Most of students have same answer, represented that they are having practice debate two until three times in a wee, but it will be different if there is a competition. The student C explain that they will practice almost every day if there is a competition.

- c. How do you feel if you don't study at all in a week?

This third question is given to recognize the students' feeling if they don't study in a week.

The student A answered:

S: I felt lost. Like it make me hard to make an argument or speech or even discuss with other people. Study means that we have many things to discuss and have so many questions in mind, meaning if we are stop to study, joining with any kinds of discussion will not related at all with them.

The student B answered:

S: When a week is not learning at all, feeling left behind information, or knowledge to be known

The student C answered:

S: i am feel empty

The other student answered:

S: It hampers my knowledge because when we didnt speak in a week sometimes make me forget some vocabulary

Based on the students' answers, it shows that study or practice has become debater's life. We can see the answer from the student C, it said that he feels empty if he doesn't study in a week.

d. Would you rather learn on your own than in groups? Why?

The fourth question is purposed to know the students' habit in learning, whether they choose to learn individually or in groups.

The student A answered:

S: Much better in group for me, why? Because for me, interacting and changing idea will really helpful to encourage much n much information about learning process.

The student B answered:

S: I prefer to learn in a group because we would have insight each other. Every person have their own perspective and analysis in each type of motion. Hence, learning in a group we can discuss, share and comment each other to enrich our matters.

The student C answered:

S: Yes, for when studying own will have flexible time than group

The other student answered:

S: in group because we can exchange opinions and remind each other when wrong

Almost all the students answered that learn in groups is better than individual. As the student B said that learning in a group we can discuss, share and comment each other to enrich our matters.

- e. Do you think engaging in active learning is something that debaters should do? Why?

This question is asked to know the students' opinion about the present of active learning, whether it is something that should do or not.

The student A answered:

S: Yes sure. Engaging with active learning is something that debaters must do. Why, because debates it's not talking about one or two things to be discuss in tournament. But all the things in this world will be discuss. Meaning that, if we are lost in actively learning, it could make debaters are only have small scope of discussion and cannot make their mind to be broader and broader when making an argument.

The student B answered:

S: sure, because debate need practice we have to follow what happen in the current status quo. We need practice and practice and find information in the several platform. Such us, Google, youtube and so on. That's why active learning need for all of debaters

The other student answered:

S: Absolutely, debater should engaging in active learning its important

All the students have same opinion that engaging in active learning is something should do from debaters. The debaters should learn actively and keep practicing. As the debaters, they should know the things happened in the status quo. They should always update about any information. As the student A said that debate is not talking about one or two things to be discuss in tournament, but all the things in this world will be discuss. So that, they will be having big scope of discussion and they will be able to make their mind to be broader when making arguments.

- f. Does active learning really help you in improving the quality of your debate?

This question is purposed to make sure that active learning has a big role in improving the quality of debating

The student A answered:

S: Yup, really helps me. I think actively learning improving the quality of my debates. Why is that so, first it helps me knowing more and more things in politics, economics, IR and etc. Actively updated to the current issue is something that only we can get it if we are actively learning in debate discussion.

The student B answered:

S: Yes, surely active learning will help to improve debate, for it will continue to enhance critical thinking, augment information and knowledge.

Based on the students above, we can see that active learning really has an important role for the debaters. It may improve their debate skill and also enhance critical thinking.

- g. If you are going to enter a debate competition, are you more active in learning?

This question is asked to recognize their frequency of active learning when want to join competition.

The student A answered:

S: Should be practice everyday. Spend the day with learning and practice

The student B answered:

S: More actively than usual. Competition is something that more likely to be tricky one. We didn't know what will be appear in motion, so we are preparing all things without exception with actively learn.

The other student answered:

S: Yes, we Will practice and learn more intensive

All the students agree that their frequency in learning will be more active and intensive if they are going to join a competition. As the student B said that competition is something that more likely to be tricky one, so they should practice every day and spend time with learning and practice.

- h. What do you think is the relationship between active learning and critical thinking? Explain!

The last question shows the relationship between active learning and critical thinking.

The student A answered:

S: The relation is about the process. Actively learning means we gonna meet with many question that should be answer, many discussion that should be held, many paper and journal that should be read and etc. These things encourage our mind to force our brain and thinking about the subject. During the times, critical thinking will appear and make our mind get more acknowledge during the process of active learning

The student B answered:

S: It's really relate because without active learning it's hard to improve in critical thinking. If we always practice and learning, critical thinking will be follow. that's why it's really relate

The two answers above becomes the representative answer of the other students. We can say that active learning and critical thinking are related each other. Critical thinking may be improved by involve in active learning. We can conclude that they cannot be separated.

DISCUSSION

The discussion of the research detects to conduct speaking test and interview. The researcher collected the data to be analyzed then concluded the speaking test and interview result to know the analysis of active learning and critical thinking to the student's participation in English Debate Community. The data from speaking test and interview showed that active learning and critical thinking are related each other and having an important role in debate activities. The debaters must engage in active learning to improve their critical thinking, while a great debater must have good critical thinking.

Gunawan (2003), Critical thinking skills can be developed or strengthened through the active learning process. This theory is in line with the findings that researcher found during speaking and interview test. The student said that active learning is lead them to have a good critical thinking because they are active to analyze motion and proposing solutions each type of motion. Moreover, active learning makes them force their brain to solve every problems in status quo based in the motion. Active learning will be able to continually train and improve critical thinking.

According to Mubayyinah and Ashari (2017), active learning is a form of instruction that takes an individual approach. Because each student has unique potential and abilities, the active learning process assists students in identifying and developing their skills and capabilities. This theory is in line with the findings that researcher found during interview test. The students believe that active learning contribute much in learning progressivity. Active

learning means continuously learn some subject through the process and until the end. It makes sure that we are still expert in one or two subject regardless to study.

Additionally, Hasibuan and Batubara (2012) indicate that debate is a language learning strategy that may be utilized to improve both speaking and critical thinking abilities. This theory is in line with the findings that researcher found during speaking test and interview test. It can be seen from the bench score the students got. It said above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.

Based on finding above the speaking and interview have been carried out, it can be concluded students give strong positive perception about active learning ad critical thinking to the students participation in debating

CONCLUSION

Based on the result of the research, the researcher concluded that most of the students had the same point of view about active learning and critical thinking to the student's participation in English Debate Community. It shows that the students have positive perception of active learning and critical thinking role in debate activities. They agree that active learning really has an important role for the debaters. For example: actively reading a journal of education helps much their mind and knowledge about the education itself, and can make up their class to be better and better. In other hand, if they did not get involved in active learning, it is like they are going to left behind and stuck in the condition where they did not update to some news or innovation from others. Moreover, active learning may improve their debate skill an also enhance critical thinking because active learning and critical thinking are related each other. Active learning and practice debating makes them more fast in speaking and delivering argument more understandable.

Active learning also make them analyze each particular motion more deeper and make their argument not one line, but elaborated well and details. In addition, critical thinking may be improved by involve in active learning, and if we want to be a good debater, we should have a good critical thinking Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).The conclusion section must be written in Goudy Old Style, font size 12, 1.15 pt before spacing, and 1.15 pt after spacing.

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