

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Critical Thinking and Its Aspects**

Many experts have been conceptualized and developed the theory of critical thinking. Garrison and Archer (2000) defined critical thinking as creativity, problem-solving, intuition, and insight. Dewey (1993) formulates a five-phases of critical thinking; suggestions, problem definition, hypothesis generation, reasoning, and hypothesis testing. According to those phases, reflective thinking involves a state of doubt (problem) and an active search for a solution which is based on previous experience in resolving the previous doubt (problem).

In line with the five-phase critical thinking modeled by Dewey, Bloom (1956) stated that a process to explore and gain knowledge can be done through think critically for knowledge, comprehension, application, analysis, synthesis, and evaluation level. A low level of thinking skill consist of knowledge and comprehension, while the higher level of thinking skill consists of application, analysis, synthesis, and evaluation. Hence, according

to Bloom's critical thinking theory in the previous definition, the researcher would illustrate how the process of critical thinking is involved in debate activity conducted by the students.

The first phase is knowledge level, at this stage, a debater is required to be able to understand the debate motion, learn the facts and evidence from the information which is then used as a tool of exchanging opinions with fellow debate team members; the second phase is the comprehension level, at this level, the debater has to be able to understand and create a concept and relate the gathered information; the third phase is application level, a stage where the debater conceptualizes good arguments by utilizing gathered information, facts and data sources; the fourth phase is analysis level, a phase where the debater conceptualizes gathered information into several points of view and analyzes the problems as a consideration in providing the solutions; the fifth phase is synthesis level, a phase where the debater develops alternative solutions by combining several points of view; and the last phase is evaluation level, at this stage, the debater applies the results from the

previous phase by presenting and defending their arguments as well as they counter the opponents' arguments.

Debate is not only two ways of discussion, rather, it is a two ways interaction in which required critical thinking phases that support each of the debater arguments. Further, Rybold (2006) asserted indicators needed in critical thinking. Debater will be called as critical thinker when they learn to argue and defend their arguments, change their mind due to the arguments they heard, try to understand other argumentation which occurs whenever someone communicates to influence other beliefs or behavior, they are critical thinkers. Then critical thinkers are required to have some set up of knowledge, critical analysis, and brief interpretation to provide effective plans and solutions.

## **B. Speaking Ability**

Speaking ability is the skill to convey oral messages effectively, as a form of communication to others. Communication will be successful if it depends much on the listener as on the speaker. To enable students to communicate in English or to train their speaking skill, it is needed to practice their speaking skill in language classrooms (Jaya, 2017). To be

proficient in producing speech, it requires vocabulary mastery, good pronunciation, and good grammar. This strengthened by Harris (1974) who stated that speaking skills require a number of different abilities which make it one of the complex skills. Lado (1995) formulate five components which support speech process they are; a) Pronunciation, b) Grammar, c) Vocabulary, d) Fluency, and e) Comprehension.

Speaking skill can also be used by language learners as medium of discussion and teaching instructions. Nevertheless, this fact is not supported by a good level of students' speaking ability, so that the teachers often encounter several problems related to English speaking classroom. This is confirmed by Padmadewi (1998) who found that students who take speaking classes often feel anxious because with the limited time they are required to speak spontaneously and individually. Further, Tutyandari (2005) added that the low participation of students in speaking class was caused by the lack of student's prior knowledge, lack of self-confidence, and poor relationship between the teachers and the students.

In accordance with the previous definition, many difficulties are still faced by students in mastering their English speaking ability. Knowing this fact, then, the teacher should be able to overcome the problem by determining instructional activity in which students' speaking and interaction activity can be stimulated. Therefore, debate is an alternative solution to improve English speaking skills. Maryadi (2008) asserts that debate strategy

provides meaningful listening, speaking, and writing practice, develops students' argumentation skills for persuasive speech and writing, so that all students are not involved to be debate performer, but also required to be an active debater. In brief, as one of the best instructional activity in speaking, debate allows the students to trigger their expression of feelings and thoughts simultaneously.

### **C. Debate**

Debate is an activity of arguing between two or more parties, either individually or in groups, in which they present their arguments and try to defend their arguments from the opposing parties. Krieger (2005) said that since debate involves the students' abilities through cognitive and linguistic ways, debate has become one of the best learning activities in language classes. A debater will enhance their critical thinking through how they perform their arguments into purposeful presentation, and learn how they defend their arguments against opponent's parties. Hence, a good debater is able to construct a good argument and can present their arguments coherently, they know very well how to defend their ideas, refute and rebut the opponents' ideas.

Similarly, Halvorsen (2005) states that debate makes students think and discuss broadly over a problem and topic. Apart from critical thinking skills, debate also improves communication skills, which are essential for success in most careers (Combs & Bourne, 1994). By debating, several abilities such

as the ability to express opinions in a logical, clear, and structured manner can be developed among the debaters as well learn how someone listens to different opinions from the other people.

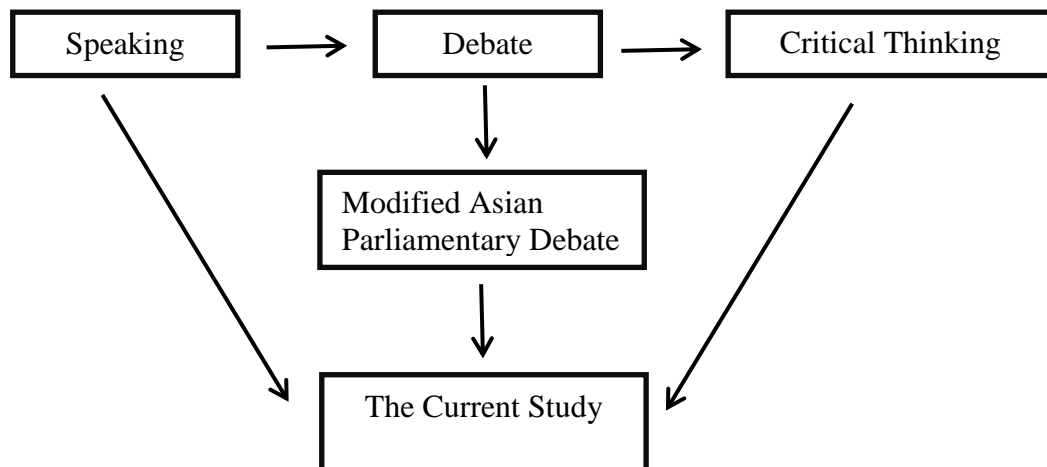
#### **D. Modified Asian Parliamentary Debate Rule and Critical Thinking & Speaking Ability**

Today, there are many styles of parliamentary debate which is familiar in the world. They are Australian Parliamentary Style, British Parliamentary Style, American Parliamentary Style, Asian Parliamentary Style, etc. (Ulil, 2016). The common world people use British Parliamentary Debate or can be called as the World Parliamentary Debate. According to D'Cruz (2003), World Parliamentary Debates contain components of the traditional parliamentary debates but in a different setting which is more dynamic, more interactive, and sometimes powerful. Asian Parliamentary Debate consists of two teams, affirmative/government and negative/opposition. Each team involves 3 speakers; first speaker, second speaker and third speaker. Each speaker has each job description as stated in previous explanation. Practically, here provides around 15-30 minutes for case building, 7 minutes 20 seconds to deliver speech for each speaker, and 5 minutes 20 seconds for replier. The speakers are allowed to attack the opposite or giving POI, 15 seconds allowed. This style usually prepares 3 motions which will be chosen by both of team, motion 1, 2 and 3. Each team

can choose and rank the desired motion as they want, what motion has the high until low priority to be battled. For example, affirmative team rank the motion 2, 3, 1, in other hand negative team chose 3, 1, 2, thus the chosen motion is motion 3. But, if the motions have position 1, 3, 2 and 3, 1, 2 then the motion 1 and 3 must be decided by throwing coin. This rule is not extremely different with the other styles of debate. But, Asian Parliamentary debate is familiar used as the debate competition of some universities in Indonesia. Some prestigious competition such as East Java Varsities English Debate EJVED, English Fair, etc. used this style.

The term “modified” is used because as we know in Asian Parliamentary Debate, each speaker will be given 7 minutes and 20 seconds to deliver the arguments, but, in this study, each speaker will only be given 5 minutes in case the researcher has already assessed their speaking ability and critical thinking. In addition, in ‘normal’ Asian Parliamentary Debate, a reply speaker from each team will be given 5 minutes and 20 seconds to deliver reply speech, but, in this study, the reply speaker from each speaker will be given only 3 minutes to deliver that reply speech. By applying this modification, the researcher hopes that this Modified Asian Parliamentary Debate strategy can run well in the time given for the researcher to conduct study as well as assess and analyze the effectiveness of this strategy towards students speaking ability and critical thinking.

### E. Theoretical Framework



Jaya said that teaching and the practice of speaking skills require special treatment, which means that speaking skills must exist in the language classes using next-level interactive methods, hereby the use of Modified Asian Parliamentary Debate strategy is appropriate to assess many aspects in speaking as mentioned before. In addition, debate strategies are able to improve students' critical thinking skills. In the critical thinking component there are things that will be acquired by the students through debate they are; analysis, interpretation, and evaluation which make them can formulate the problems and provide possible solutions effectively. By doing debate, all of those aspects can be well-practiced by the students since they are given certain topic to be broken down. Based on those reasons, the current research is highly needed to be conducted.