

Lesson Learned from Applying Simplified Debate for Critical Thinking and Speaking in Kids Class

¹Helena Magdalena Rijoly. ²Freyana Gian Benedict Tentua

Program Studi Pendidikan Bahasa Inggris, FKIP, Unpatti

Corresponding e-Mail: rijolyhelenadell@gmail.com

ABSTRACT

An advance Kids English level is created for young learners of elementary school age who have an above average command of English. They have actively used English in real life and in classroom interaction. They are proficient in basic English grammar and the four integrated skills (reading, writing, listening, and speaking). Therefore, the class at LEAP Language Study Centre needed to apply an alternative strategy to enhance and enrich their learning experience. This paper is a descriptive report on the application of simplified debate for Advance Kids Class. The simplified debate application was aimed to achieve three goals: 1) to provide a space for them to continuously and actively practice and use their English under the supervision of the teacher, and 2) to introduce critical thinking. The Advance Kids English C Class adapted a simplified classroom debate to be used for kids aged 11-12 years old currently in 5th and 6th grade of elementary school.

This paper presented the result on using debate for kids' level, detailing how the debate is used in the classroom and the benefit of using the debate in the classroom.

Keywords: *Debate, Debate in English, Teaching English for Young Learners, Critical thinking, speaking skill*

INTRODUCTION

In the workplace or in education, English abilities and competency have become a major negotiating chip. An above-average command of the English language will ensure a good job and a decent wage. It will also allow you to apply for scholarships to help you further your education. Indonesian government has established English as one of the compulsory subjects at Junior High school and High school level however at the Elementary school level, English is not compulsory in the curriculum (Alwasilah, 2013). At the Elementary school curriculum, English is an optional subject or a local subject where the teaching of the subject is entirely up to the school authority who will determine the subject importance based on the specific identities or potential of the region as well as the school strength and resources. Therefore, many elementary schools ended up do not offer English subject in their curriculum or offer it with insufficient teaching-learning time. When the school does offer English subject in their curriculum, it is often riddled with some constraints such as, majority of EFL Elementary teachers with lack to no qualification to teach EFL and no standardized textbook or curriculum to be the guidelines for the teaching (Alwasilah, 2013).

Parents who perceived English as imperative and crucial for their children's future resorted to enroll their children in English courses. Any parents would want to laid a strong foundation for their children's future as early as possible. Therefore, English Course becomes a need and a means to ensure favorable job position with excellent remuneration or other educational opportunities (Lie, 2007). Indonesian government recognized the potential of English Courses as an Education support system through the issuing of National Education Ministry Decree No 47 of 2010 on Competency Standard of English Graduates from Courses and Training Institutions. It emphasized that Courses and Training institution is imperative to equip graduates with skills needed in the work field and in higher education (Kementerian Pendidikan Nasional Indonesia, 2010).

LKP LEAP Language Study Center or LEAP Ambon is a course and training institute (LKP). It provides structured and leveled English classes to students from Kindergarten to University level. It also provides classes for TOEFL/IELTS Preparation, Conversation classes, and other customizable language class service. It also provides opportunities for a part-time job and on-the-job training to English Education Study Program students. As a course and training institute, LEAP Ambon ensures that the curriculum is well adjusted to the human resource ability, adapted to the online learning during a pandemic and the concise system of learning, and also adhere to the guidelines provided by the Directorate of Course and Training Institution (Rijoly & Matakupan, 2021).

The Ministry of Education through the Directorate of Course and Training issued a competency-based curriculum for English Course and Training Institution which entails that there is 3 level of competence: Basic (Survival), Intermediate (English for Communication), Advance (Advance Communication in English) (Dirjen Pembinaan Kursus dan Kelembagaan, 2009). Meanwhile, LEAP Ambon adapted^{[WU7][u8]} the Common European Framework of Reference for Languages (CEFR) which divides 6 levels from beginner (A1) to advanced (C1) and very advanced (C2) (Cambridge, n.d.). The CEFR details what students can do in each level. For Advance level (C1), students are expected to be able to take part in conversations on a range of abstract topics with a good amount of fluency and a variety of expression (listening skills), able to deal with the complex and sensitive transactions (speaking skills), can read quickly enough to cope with an academic course (reading skills), able to write letters on any subject with good expression and accuracy (writing skills).

For their Advance Kids Classes, where the debate was applied, LEAP Ambon adapted the CEFR by putting its advanced class in the competency between B1 and C1. CEFR B1 suggested that students are expected to be able to take part in conversations on a range of topics, for example, conversations about events currently in the news (listening skills), able to bargain for what they want, and ask effectively for feedback and responses or exchange ideas and thoughts (speaking skills), able to understand what it is said in written form, even where colloquial (informal) language is used (reading skills), able to write letters or paragraph expressing opinions and giving reasons (writing skills). There are 3 different levels of Advance Class at LEAP Ambon which grouped the students based on their class level at school. Advance A caters to 1st grade to 2nd-grade elementary students. Advance B caters to 3rd to 4th-grade elementary students. Meanwhile, Advance C caters to 5th and 6th-grade elementary students.

Students of Advanced Classes at LEAP Ambon are all able to communicate fluently and with an above-average accuracy. They are fast learners, come from bilingual schools, and/or have enrolled for a long time in English courses. Therefore, they craved a different classroom activity. Students and Parents have expressed this during the Parent-Teacher-Students

conference held by LEAP Ambon at the end of each semester. The request for more speaking practice and improvement of critical thinking were mentioned and discussed by most parents and students. This need for different and more challenging learning activities is needed especially during a pandemic time where even Courses are conducted online even in Ambon (Siwalimanews, 2020).

Therefore, to facilitate these needs, LEAP Ambon applied different strategies and techniques to be used in an online classroom setting. Kids Advance C class was taught by 2 teachers: 1 main instructor who is a lecturer at Pattimura University and the 1 class teacher who is an active student at English Education Study Program, FKIP Unpatti. Kids Advance C English Class applied the simplified debate format for the semester of January to June 2021. However, The debate format was applied from April to June 2021. The debate was applied to achieve the following learning objectives: 1) to provide a space for them to continuously and actively practice and use their English under the supervision of the teacher, and 2) to introduce and develop critical thinking.

LITERATURE REVIEW

Understanding Debate

Debate is a rhetorical practice that dates back to ancient Greece and is based on an interactive and representational argument to persuade judges and audiences. During a debate, various logic-building and delivery strategies are used to guide the target audience to a conclusion on a controversial issue. The debate can be used to teach English and put all of the skills into practice in real-life situations. Zare & Moomala (2013) concluded that using debate in the classroom promotes active learning which promotes the multifaceted thinking procedures as well as other skills. The development of critical thinking is also supported by Iman (2017) who conducted a quasi-experiental study at the 10th grade Islamic Senior High School of MAN 3 Palembang. His research concluded that the debate strategy significantly improved not only the critical thinking skill but also speaking skill as shown by the significant higher marks on both aspect at the experient group.

Students who participated in debate reported a high satisfaction despite the obvious challenges they must overcome. This is because unlike discussion which focuses on solving problems together and to find the solutions of certain problems, debate brought the class into two separated or contradictive arguments. This forces the students to compete, defend, and clarify their arguments with the opposing arguments in the class. They should stick on their arguments that they have built although the arguments are contradictive to their personal opinions. Putri & Rodliyah (2020) research summarized similar reports on students perception on the use of debate and added several benefits on using debate in the classroom. The benefits are that debate helps students speaking and resoning skills, overcome students anxiety, improves confidence and finally teach students how to systematic structured their speech.

Critical Thinking

Education strives to paved the way for the students as future generation to be able to strive and succeed in life. One of the skills that will be useful in life is critical thinking. In 1987, Michael Scriven and Richard Paul presented a lengthy statement which defined critical thinking. They concluded that “Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, annualizing, synthesizing, and/or evaluating

information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (The Foundation for Critical Thinking, 2016). Therefore, critical thinking is obviously needed in every aspect of life, be it in the work space, education world or in everyday life.

Therefore, critical thinking needs to be part of the teaching and learning goals at schools. Thus, students will be introduced, trained and later be fully able to command their critical thinking to assess and to make decision on certain things in life. Schools may encourage critical thinking through classroom process by incorporating the approach through subjects’ tasks, assignments and activities. For example, in English class teacher may encourage students to use their critical thinking through reading, writing, listening and speaking skills activity. Teachers are encouraged to design their test questions, assignments etc to use the HOT (higher order thinking) scheme. This means that, teachers are encouraged not to rely on the lower order thinking such as “simple recall and application of information that is familiar but more on the high-order thinking which advocate for students ‘interpretation, analyzation and manipulation of it (Sasson, Yehuda, & Malkinson, 2018).

English as subjects in Elementary School Curriculum

Indonesia’s young learners of English has undergone several periods of change in national curriculum for elementary school level. In the early 90s, Indonesian government recognized the need for English to be learned from early age to equipped the students to compete in global world. This prompted the Education Ministry Decree no. 0487/1992 chapter VIII to add English as a subject in elementary and also revised for improvement through the KTSP (kurikulum Tingkat Satuan Pendidikan) in 2006 where the allocation for English was 2x35 minutes per class meeting per week (Kaltsum, 2016). However, in 2013, the new curriculum was issued and eliminate English as a subject in the curriculum. In the previous curriculum, English was allocated through the Local Subject Scheme but the new 2013 curriculum through the Indonesian Education Minister Decree No. 67 of 2013 on Elementary school curriculum did not mention English (Zein, 2017). However, due to the urges from community, the curriculum undergone revision which stated that the 2013 curriculum will only be conducted in the model schools. Other schools may still use the KTSP curriculum. Therefore, Schools with KTSP Curriculum can still offer English as part of the *Mulok* or Local Subjects. This phenomenon was researched and presented by Faridatunnisa (2020) where she concluded that the elimination of English from elementary school curriculum created an undefined areas of interpretation and implementation for English subject where all schools may implement their own ideas and learning goals on their own. Therefore, there was a discrepancies in terms of the content of learning, activities of learning and objectives of learning. Teacher also lack the support for facilities and handbook. Thus, the learning suffered a major set back. This prompted the wave of parents enrolling their children to English Courses.

Speaking Skill and Critical Thinking

One of the sought-after mastery of skills in English is the speaking skill. Speaking is an essential communication tool to convey thoughts, communicate meaning and expresses feelings. It is used in both formal and informal situation. A speaker of language will be required to speak in a range of different genres and situation either for transactional or interpersonal functions (Harmer, 2007, p. 343). The assessment on the quality of our thinking can be

observed and conveyed through our speech. Therefore, as one of productive skills in the four integrated skills, speaking may also reflected the amount of critical thinking that someone possesses. One of the strategies to improve critical thinking is through engaging in debate activity. This is because in debate activities students are taught not only about how to speak but what to speak and how to think when they work together in a team to critically discussed the issue, gather facts and formed their stand before presenting it, defending it and supporting each other in the process (Iman, 2017).

Simplified Debate Process and Procedures

This debate strategy a simplification from the World School Debate Championship (WSDC) Method. In general, Debate method requires students to divide themselves into two separate groups consisting positive (support/affirm) and negative (oppose) sides. A speaker of a group will deliver their discussion result or thought. Then another speaker of the other side will give comments and oppose the opinion. The debate ends with each side summing their positions and panel determining a winner. Note that this activity requires teacher pre-select materials for debate team members to use or carefully review materials being used by students. To end the debate, it is not necessary to announce the winner. Nevertheless, discussion after a heated debate is needed. This is important to meet understanding between the groups. The way is to place students face to face, the pro and con teams.

General debate process begins when motion or topic was given. Then the class is divided into team(s). Each team members are also assigned roles. Teams are allowed time to develop their argument. Team engaged in a debate of the motion or topic presenting their argument and being judged by adjudicator. Although it is not necessary, the debate ends when the winning team is announced. The winning team is decided based on the quality of arguments they presented, based on the facts and the theory they put forward and based on their ability to coherently connect to other team member and to the opposing team arguments.

The debate process or procedures depends on which debate style is used. Aside from the WSDC form of debate, there are other debating styles such as American/British-Style Debate, Australian/Asian-Style Debate where each have their own procedures. This the simplification of the debate styles and forms are as follows:

- Pro (government or affirmative) team or Con (Opposition or Negative) team are decided by means of coin toss or other practices.
- Pro (or government) team always start first.
- The argument presentation in debate will follow the zig-zag motion starting from 1st speaker of Pro team, then 1st speaker of Con team, then the 2nd speaker of Pro team, then 2nd speaker of Con team and so on.
- Both teams summarized and conclude their arguments

METHOD

This paper is a descriptive account on the process of applying simplified debate strategy in Kids class. This paper can be accounted as the preliminary stage study for further research. This paper described the process of applying the simplified debate and reflect on the process. The instruments used to reflect on the process of application were teachers notes and discussion points. Teachers' reflections will be used to answer 1) whether the 2 learning objectives: to provide a space to actively practice their English and to introduce and develop critical thinking, are met and 2) whether the strategy actually improved speaking mastery of

the young students.

Kids Advance C Class adapted the principle of debate and designed a simplified debate format that can be conducted in an online class setting. The class consists of 8 students with the age between 11 and 12 years old and were at 5th and 6th grades of Elementary school. The students English is well above average with them able to communicate fluently and with ease on various topic during class interaction and learning using only English. The debate format was administered to achieve several goals: Providing a project to allow the students to be able to use their English to enhanced their speaking skill, developing students critical thinking, developing students team work and respect to one another.

The debate was conducted in the first half of the semester which was from February to April 2021. There were 32 meetings in total with 8 meetings in each month. The debate project was conducted as follows: February 2021 (8 meetings): Introduction to debate, March 2021 (8 meetings): Exploring Debate, April 2021 (8 meetings): Performing in Debate – at the end of this month, students faced the final debate project where the parents were also invited to join the zoom meeting to see how the students perform. Therefore, the first half of the month was spent to practice and feedback on their debating performance and also the quality of their arguments.

The debate format was arranged as follows: The class was divided into 2 groups of 4. The groups were then assigned the Pro Team and Cons Team. In splitting the class into 2 teams, teachers made sure to placed active students together with more passive students in a group to allow for balance of dynamics and for students to encourage each other. In each team, students will also be assigned roles. These role assigning was conducted through group discussion. 1st Speaker opened the debate, deliver general argument and team position, (*If on the Cons Team: Rebut the 1st speaker from the Pro Team argument*), 2nd Speaker delivered 1st group argument and elaborated it (*If on the Cons Team: Rebut the 2nd speaker from the Pro Team argument*), 3rd Speaker delivered 2nd group argument and elaborated it (*If on the Cons Team: Rebut the 3rd speaker from the Pro Team argument*) and finally, 4th Speaker concluded the debate and reinforced the arguments (*If on the Cons Team: Rebut the 4th speaker from the Pro Team argument*).

Usually, debate process is done on a zig zag mode with the affirmative team (Pro Team) start and then the opposition team (Cons Team). However, the class made a change in this to allow time for students to think and compose their thoughts by having the debate in 2 rounds. The first round, all speakers of each team delivered their arguments. The second round was the ‘debate’ session where each member of the team take turn to rebut the arguments from the opposing team by delivering their counter arguments, facts etc.

Teachers acted as the adjudicator and moderator of the debate sessions. The winning team was decided based on which team provided most concise and coherent arguments, the quality of the example and facts provided, the ability to connect with team member to support each other arguments. Debate topics were decided together in the class to encourage students to own the process and to be included. Another reason is also to ensure that the topic is what interest the students. Teachers also suggested some topics that are slightly outside their comfort zones to push them to try to explore other subjects outside their interest. These topics below were used throughout the semester from the learning, practice and final debate project.

- Teachers should not give homework to students
- The Government should ban the use of plastic straws
- Teachers should be replaced by computers
- Children are allowed to bring mobile phones to class
- Extra-terrestrial life (Alien) is real

- Children should not be allowed to watch Anime
- K-Pop is a bad influence for children
- Disney films provide bad role models for children (Topic/Motion for Final Debate Project)

1. PROCESS OF APPLYING SIMPLIFIED DEBATE FORMAT

The process of applying debate in the classroom was divided into 3 phases as described below: Introduction to debate Phase – in this phase, students were introduced to what is debate, how to conduct debate, the roles of each speaker, the process of debate etc through a series of teaching, discussion and watching videos. The teachers in Advance C class have had experience as debaters and as adjudicators. Therefore, the teaching reflects on the experience as well as theory and examples from teaching videos. Students grappled to change their mindset of what is debate. Students originally see debate as having an argument. However, this phase introduce debate as an academic and respectful arguments that ‘attack’ the problem or the topic and not the person.

Exploring Debate Phase – This phase saw the teachers facilitate students on how to understand topic (motion), how do develop arguments and counter arguments, how to find supporting facts and evidence. This was to further emphasize that debate is an academic argument supported with facts and developed through a critical thinking process. This was an uncommon practiced for students who usually build argument based on their personal thoughts and assumption. This phase also allowed students to engage in a try-out debate to learn the skill of debating. During the try-out debate, students were taught how to speak as a debater. Their speaking skill was improved with debate expressions and lexical chunks.

Performing in Debate Phase – After 2 months (16 meetings) of learning and practicing, the class prepared students for their final debate project. At the end of the month, the class invited parents to join the zoom meeting to see how the students perform. Therefore, the first half of the month was spent to practice and feedback on their debating performance and also the quality of their arguments.

RESULT

Adapting debate to be used in the kid class albeit they already have an above average command of English, was not an easy task. The challenge of adapting debate in the class was the mindset and developing critical thinking. It took a while for students to change their mindset that debate is not only an argument but about providing argument supported by facts and evidence. Students developed critical thinking where they did research on the topic, understand the link between the fact, ideas and topic in their argument, determine the importance and relevance of what they discovered and then reflect and justify their assumption and later present it in a concise argument.

This complex description of critical thinking prompted the question of whether 5th and 6th grader students can do it. We can argue that critical thinking does develop after the application of debate judging from the fact that students spent time to do research, presented their findings, decided whether their findings are relevant and can be accepted in relation to the debate topic and then present a spoken narrative of their understanding and belief in their argument. Therefore, the goals of the application of debate which is to develop critical thinking was achieved.

The second goal of applying this simplified debate format was to provide more speaking

opportunities for students. The idea of debate format is not only for fluency of speaking but also for accuracy in language use and accuracy in the content. Therefore, improvement in the speaking was not only measured on which students talk the most, but on the quality of their speaking and the content of their speaking. In every class, there are always the active and passive students. The active students are those already confident and motivated to speak in the class. They generally have good command of English with vast vocabulary which enables them to navigate the conversation. The passive students are those who haven't got the confidence to speak in the classroom. This may be due to their character traits such as being a shy person or being someone who do not like to speak very much unless asked for or prompted. It may also due to the lack of language knowledge and skills such as the lack of vocabulary and lexical chunks as well as the lack of knowledge in the topic discussed. Teachers are guilty of allowing the active students too much talking time in the classroom for the sake of classroom dynamic. Teachers may unconsciously and purposely allow these active students to speak and keep on speaking to have a sense of engagement in the classroom. The passive students are most of the time allowed to continue doing so because teachers do not want to spend a long time coaxing the students. The passive students recognized the hesitation of teacher who would not want to spend a long time coaxing them to speak fearing that it will take up class time, dampen the dynamic and perhaps the fear of embarrassing the students. Therefore, passive students know that if they stay quiet long enough, the teacher will pass them over. Please note that this is said with a big realization that not all teachers do this but each and every one of us as teacher, may or may not succumbed to these practices one way or another.

Debate assigned students to roles and they are responsible to do their part to play the role. This process allowed equal time for all students to speak and to show their ability. Active students in the group immediately took the leadership position where they direct their friends on developing group arguments. During the class debate, active students have the same allotted time to speak with the passive students. The passive students have no choice but to speak and to present their thinking to play a part in the team. Therefore, the active students do not talk over the passive students and the passive students were encourage to speak and to use their allotted time. The simplified debate was designed to have 2 rounds – the presentation round and argument or rebuttal round. These allowed time for thinking process in this young minds. In the first round, all speakers presented their arguments and the second round was when they argued and rebutted the arguments from the opposing speaker or team. This helped to marry the result of their critical thinking into their speaking.

Another question to answer is whether their speaking improved? The answer is a definite yes. From the start these kids already have an above average command of English. The application of debate improves their quality of speaking not only on the quality of language used but also the quality of the content of their speech. Through simplified debate application, students acquired many more vocabulary related to the topics. They also learned and put in to practice new lexical chunks that are used in debate. These are valuable learning to enrich their speaking. Moreover, students were not only talking based on their personal and subjective understanding but learned to base their speech on facts or sound theory.

CONCLUSION

The application of simplified debate in kids Advance C class was done to achieve two main goals which were developing critical thinking and improving speaking skill. These two goals are considered to have been achieved. Students learned the importance of supporting

their arguments with facts or theory. To do this, they learned to do simple research and then analysed and determined the relevance and validity of their finding before using it in their arguments. Students speaking was also improved with more vocabulary and lexical chunks. The content of their knowledge was also enriched with the result of their critical thinking process. The active and passive students were given equal opportunities to speak in the classroom. The bonus outcomes where students learn the importance of communicating and to work in a team. They developed respect and responsibility.

This paper is written to present the lesson learned from the application of simplified debate format in a young learner class. It is hoped that the lesson learned will be beneficial to those seeking ways to improve their students speaking and critical thinking.

REFERENCES

- Alasmari, S., & Salahuddin, A. S. (2012). Using Debate in EFL Classes. *English Language Teaching*. *English Language Teaching Journal*, 147-152.
doi:<http://dx.doi.org/10.5539/elt.v6n1p147>
- Alwasilah, A. C. (2013, December). Policy on Foreign Language Education in Indonesia. *International Journal of Education*, 7(1), 1-19. Retrieved from <https://ejournal.upi.edu/index.php/ije/article/view/5302>
- Balcer, C. L., & Seabury, H. F. (1965). *Teaching Speech in Today's Secondary Schools*. New York: Holt, Rinehart and Winston, Inc.
- Cahyono, B. Y., & Widiati, U. (2001). *The Teaching of English as a Foreign Language in Indonesia*. Malang: Malang State University Press.
- Cambridge, A. E. (n.d.). *What are the Different 'level' of learning a language?* Retrieved from Cambridge English : <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/what-are-the-different-levels-of-learning-a-language/>
- Combs, H., & Bourne, S. (1994). The renaissance of educational debate: Results of a five-year study of the use of debate in business education. *Journal on Excellence in College Teaching*, 5(1), 57-67.
- Dirjen Pembinaan Kursus dan Kelembagaan, D. (2009). *Bahasa Inggris Umum: Competency-Based Curriculum for General English*. Jakarta: Kementerian Pendidikan Nasional.
- Dobson, J. M. (1981). *Effective Techniques for English Conversation Groups*. Washington, Dc: US Information Agency.
- Ewbank, H. L., & Auer, J. J. (1947). *Discussion and Debate: Tools of a Democracy*. New York: F.S. Crofts & Co., Inc.
- Faridatunnisa, I. (2020). Kebijakan dan Pelaksanaan Pembelajaran Bahasa Inggris untuk SD di Indonesia. *PROSIDING SEMINAR NASIONAL "Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa"* (pp. 191-199). Yogyakarta: Pasca Sarjana

Pendidikan Universitas Sarjanawiyata Tamansiswa.

Harmer, J. (2007). *The Practice of English Language Teaching*. Edinburg: Peason-Longman Education Limited.

Iman, J. N. (2017, October). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill. *International Journal of Instruction*, 10(4), 87 - 108. Retrieved from www.e-iji.net

Kaltsum, H. U. (2016). Bahasa Inggris dalam Kurikulum 2013 di Sekolah Dasar. *The 3rd University Research Colloquium 2016* (pp. 276-283). Surakarta: Universitas Muhammadiyah Surakarta.

Kementerian Pendidikan Nasional Indonesia. (2010). *Permen Pendidikan Nasional No. 47 tahun 2010 tentang STANDAR KOMPETENSI LULUSAN BAHASA INGGRIS*. Jakarta: Kementerian Pendidikan Nasional Indonesia.

Kennedy, R. (2007).). In-Class Debates: Fertile Ground for Active Learning and the Cultivation of Critical Thinking and Oral Communication Skills. *International Journal of Teaching and Learning in Higher Education*, 19(2), 183-190.

Lie, A. (2007, February). Education Policy and EFL Curriculum in Indonesia: Between the COmmitment to Competence and The Quest for Higher Test Scores. *TEFLIN Journal*, 18(1), 1-14. doi:<http://dx.doi.org/10.15639/teflinjournal.v18i1/1-15>

Putri, A. A., & Rodliyah, R. S. (2020). EFL Students' Perception on the Use of Debate in Speaking Classroom. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*. 546, pp. 21-29. Bandung: Atlantis Press.

Rijoly, H. M., & Matakupan, S. J. (2021). Peningkatan Kapasitas Pengajar Bahasa Inggris Secara Daring (Online) dalam Pandemi Covid 19. *Gaba-Baga: Jurnal Pengabdian Masyarakat dalam Bidang Pendidikan dan Senin*, 1(1), 22-29.

Sasson, I., Yehuda, I., & Malkinson, N. (2018). Fostering the skills of critical thinking and. *Thinking Skills*, 1-23. doi:<https://doi.org/10.1016/j.tsc.2018.08.001>

Siwalimanews. (2020, Maret 19). *ASN & Sekolah Libur: Cegah Penyebaran Virus Corona*. Retrieved from Siwalima News.Com: <https://siwalimanews.com/asn-sekolah-libur/>

The Foundation for Critical Thinking. (2016, May 26). *Defining Critical Thinking*. Retrieved from The Foundation for Critical Thinking: <https://www.criticalthinking.org/pages/defining-critical-thinking/766>

Zare, P., & Moomala, O. (2013). Classroom Debate as a Systematic Teaching/Learning Approach. *World Applied Sciences Journal*, 28(11), 1506-1513. doi:DOI: 10.5829/idosi.wasj.2013.28.11.1809

Zein, M. S. (2017, March). Elementary English education in Indonesia: Policy developments, current practices, and future prospects. *English Today*, 33(1), 53-59. doi:doi:10.1017/S0266078416000407