

EXPLORING ENGLISH DEBATE EXTRACURRICULAR TO ENHANCE SPEAKING SKILLS AND CRITICAL THINKING IN SENIOR HIGH SCHOOL

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Abstract

English language could be immensely beneficial as a device for verbal exchange to get a few facts, knowledge, and relation from some humans worldwide. For this reason, English considers individuals to prepare themselves to study English earlier. This study seeks to find out whether extracurricular debate can be used as a way or a medium to increase student potential and improve students' critical thinking and speaking skills. There are three ways of collecting the data for research. First, the researchers used the observational sheet to collect the data. Second, interviewing students about their experience with debate English extracurriculars and their opinion about whether it is effective will increase their critical thinking and speaking skills. Third, quantitative turned into selected because of the layout to try this research; as stated by (Gay et al., 2009) in their "educational studies," quantitative is the gathering and analysis of numerical data to describe, provide an explanation for, expect, or manage interest phenomena.

Keywords: Extracurricular, English Debate Application, Critical Thinking, Speaking Skills

1. INTRODUCTION

Nowadays, people in various countries use English as a means of conversation at various important world meetings in the world interplay stage. Most people choose English as a medium of verbal exchange, generally known as English as the Lingua Franca (Haberland, 2011). Emphasize that English is usually understood using many audio systems regardless of the local speakers, only sometimes English. The above assertion means that English can benefit from verbal exchange to get facts, knowledge, and relationships from several people worldwide. For this reason, the community needs to pay attention to preparing themselves to learn English from an early age. Students can improve their speaking skills in class, which can be obtained through extracurricular activities (Rasyid et al., 2020).

Implementing extracurricular activities is inseparable from law number 2003 concerning the national education system, which calls for national education to develop protective potential. Green (Green, 1987) states that extracurricular activities cater to the same desires and abilities as prescribed guides. They are optionally available in the curriculum, but extracurriculars provide a study not included in the formal course. Extracurriculars enables students to use the skills received in formal guidance and accumulate standards of democratic existence.

The extracurricular application of debate is teaching argumentation, public speaking training, or extracurricular exercises that train students' self-confidence and critical thinking. Higher critical thinking skills have recently received much attention from educators, researchers, experts, and the media. Critical thinking is an essential and valuable skill for improving the 21st-century workforce. Experts have researched various techniques and ways to disseminate and develop critical thinking skills and oral communication in classroom learning (Zare & Othman, 2015). Based on the background description above, this study aimed to determine whether debate extracurriculars have been a practical and valuable tool for students. Also, find out whether extracurricular debate can be used as a way or a medium to increase student potential and improve students' critical thinking and speaking skills.

Extracurricular activities on students' academic development

Extracurricular activities included sports, clubs, debates, drama, Student Council, and other social activities. Extracurriculars have different curriculum formal curricula (Bodolica et al., 2021). Moreover, students who participate in extracurricular activities usually do not get any grades. Louis (Louis, 1998), demonstrated that participation in extracurricular sports at school led to greater dependency and dedication to secondary school.

On the one hand, this sport aims for a higher scientific mindset and, on the other hand, a hobbyist reason and greater motivation to do scientific sport through promoting a "self-educational concept" in students, which results in better scientific performance. Fredricks & Eccles (Fredricks & Eccles, 2006) found that hobby participation may be associated with high-quality educational outcomes, such as increased grades, check scores, greater school involvement, and expanded academic aspirations.

Extracurricular sports are found at every stage of our school system, especially in secondary schools. The terms extracurricular activities, co-curricular sports, and non-school room activities have all been used interchangeably to mean experiences and activities, including debates, athletics, songs, plays, school courses, scholar boards, college clubs, contests, and various social activities (Annu & Sunita, 2015).

Generally, every extracurricular activity must consider a minimum GPA, no regional references, and regular school attendance. For example, Annu & Sunita (Annu & Sunita, 2015) stated that a strong affiliation might exist between students' involvement in extracurricular sports and improvements in attendance, behavior, and overall educational performance. Additionally, extracurricular activities are an integral part of the school system and require minimum academic requirements for participation. Overall, students' involvement in extracurricular activities has been linked to improved attendance, behavior, and academic performance.

English Debate and speaking skills

According to Brown (Brown, 2012), this strategic competence is one aspect of communicative competence. Students must demonstrate their ability to control language to accomplish the communicative objective (Brown, 2012; Lee, 1999). In a debate procedure, members argue for and towards the given subject matter. Arguing is all about developing one's communication skills. Communicating alternately for and against a particular competition is usually based on topical issues. However, unlike the fights that might occur with family or friends, everyone is given time to speak, and any interjections are carefully managed. Zare & Othman (Zare & Othman, 2015) stated that, overall, the study findings indicate that debate learning spaces enable students to enhance essential thinking skills and verbal exchange among many different skills. Students discover how to synthesize, examine, and compare statements and arguments. The debate also encourages playful learning, allowing students to participate actively in the learning process. Debate activities also facilitate students to collect their conversation skills. Last but not least, researchers attest that scholars suggest enjoying debate and recognizing it as a new and exciting technique.

Debate in English requires students to be able to express concepts in English (Seidlhofer, 2003), after which students are in a position to master international education and learn its complexities (Birch & Volkov, 2007). Arguing is not always about personal abuse, irrational attacks, or emotional appeals. Debate is one of the coaching approaches to increase the potential of educational students (Somjai & Jansem, 2015). In other words, an English debate is a structured argumentative discussion that involves two teams, one supporting a proposition (affirmative or "pro" side) and the other opposing it (negative or "con" side). The debate aims to persuade the audience or judges of the validity of one's argument and refute the opposing team's arguments. In an English debate, each team takes turns presenting arguments, asking questions, and rebutting the other team's arguments. The debate was guided by rules and time limits to ensure fairness and equal opportunities for both teams to present their arguments. The quality of the arguments presented and the ability to effectively communicate and persuade the audience are essential factors in determining the winner of the debate (Chambers, 2009; Freeley & Steinberg, 2013).

Wickman (Wickman, 2006) states that speaking is a way of giving, which means making others recognize and experience it. This way of speaking states that speaking can be a tool for expressing concepts or conveying meaning to listeners. Students must master critical thinking and speaking skills.

Which ability is crucial for them by boosting their nose and skills. English debate can help develop critical thinking and speaking skills. Through participating in debates, students can improve their ability to analyze information and arguments, as well as their ability to communicate their ideas effectively (Bağ & Gürsoy, 2021; Liang, 2023). Students can also learn to think, respond to unexpected challenges, and develop confidence in their speaking abilities

Critical Thinking

Today's industry knowledge may be obtained from written and oral assets and the Internet of Things (IoT). This big data requires scholars to select it accurately based on their wishes. The potential to select and analyze applicable data is referred to as critical thinking. As a result, essential questions in this study are limited to specific asking abilities, which include reasoning, spotting, debating, decoding, summarizing, and many others. Regarding teaching approaches to critical thinking, the debate has been proven to be an educational method that fosters essential reasoning and thinking skills and enhances the recognition of attitudes, values, and ideals (Huber & Kuncel, 2016).

Critical thinking is objectively analyzing information, evaluating arguments, and making reasoned judgments. Critical thinking involves identifying and evaluating arguments, assessing sources' credibility, and recognizing biases and assumptions. Therefore, critical thinking is essential in many fields, including education, business, law, and science, because it enables individuals to make decisions based on evidence and logic.

Many experts in critical thinking have developed high proficiency levels in this skill (Liang, 2023). Such experts can approach problems and challenges systematically and analytically, identify relevant information, and evaluate arguments and evidence logically and objectively. Some experts in critical thinking include philosophers, scientists, educators, lawyers, and business leaders who have developed critical thinking skills in their respective fields. Philosophers such as Socrates, Plato, and Aristotle are often considered the earliest and most influential experts in critical thinking. In the modern era, critical thinking scholars include Richard Paul, Linda Elder, and Robert Ennis, who have developed frameworks and models for teaching and assessing critical thinking skills.

2. METHODOLOGY

This study employs a mixed method (Creswell & Creswell, 2017; Hammersley & Campbell, 2012) quantitative and qualitative, to find out data on how extracurriculars are more effective during application in senior high school. The way to collect the data was by raising the table score of students speaking and critical thinking skills before the debate extracurricular and the student's achievement after following the debate extracurricular.

Research Site and Participant

The population of this research is Eleventh Grade Students of SMA Negeri 1 Percut Sei Tuan. In this study, researchers used the convenience sampling method (Given, 2008; Sousa et al., 2004). The sample in this study consisted of two science classes and one social studies class at SMA Negeri 1 Percut Sei Tuan. Each class had several students participating in the Extracurricular English Debate.

Data Collection Techniques

There are three ways of collecting data (Miles et al., 2018); the way of data collection makes the research well organized. The first is observation; the researcher used observation sheets to collect data on students who participated in the English debate competition, how many, and what students achieved after participating in the extracurricular debate and second, calculating the results of the summation table of student data scores before and after participating in the English debate extracurricular and third, interviewing students about their experiences in participating in English debate extracurriculars, and their opinions about whether or not it is adequate to improve their critical thinking and speaking skills.

Research Procedures and Instruments

In the first procedure, the researcher observes the research site and selects the participants who will be the object of this research. Furthermore, the researcher will collect data on student scores before and after participating in the debate extracurricular, which will then be summed up and compared to

whether student learning outcomes have increased after participating in the English debate extracurricular at school.

The second conducted observations, questionnaires, and interviews to gain an in-depth understanding of students' experiences of using English debate extracurriculars to improve their speaking and critical thinking skills. Third, to validate survey questions for interviews, researchers validated the instrument with research topic experts before distributing it to participants. Instruments that have been validated are presented in the attachment to the questions.

Third, the researcher collected data and information on achievement results obtained from students participating in the extracurricular English debate, which will prove whether this extra English debate is effective for students.

The last is to write the result as the final survey closing process. Finally, the researcher wrote the final result of the survey research in the form of descriptive clarification. The description is mainly based on the calculated statistical results. In this section, the researcher writes the location and dialogue.

3. RESULTS AND DISCUSSION

Based on the information provided by the debate contributors at SMA Negeri 1, they had the correct perception about using English debate extracurriculars to improve their speaking and critical thinking skills. As many as 15 discussion participants agreed that the English debate extracurricular could improve their speaking and critical thinking skills after becoming members of the two-semester debate. In addition, individuals' subtle perceptions of dialogue can be tested by reviewing the effects of comments, questionnaires, and interviews. From these research tools, researchers determine some results to answer research questions. The first is the ready blessing extracurricular English debate.

From the interviews given by the researchers, how the impact was felt after participating in extracurricular debates, most answered that the debates provided much progress for themselves, especially in English. They gained a lot of new vocabulary and had good English skills.

The researcher also asked about the difficulties encountered in participating in extracurricular debates. Moreover, the average answer is the difficulty of finding moves to be debated and understanding the accent and pronunciation of each opponent they will face because it is pretty difficult for them to argue. The following is data on student scores before and after participating in extracurricular debates that researchers have collected:

Table 1. Average Score before English Debate Extracurricular

Major	Student Total	Average Score
IPA A	8	80
IPA B	4	79
IPS B	3	85
Average total from all scores		81,33

Score data that researchers have collected. Table 1 presents that the average score of students before participating in the English debate extracurricular looks standard. The researcher collected data from tenth-grade students participating in the English debate extracurricular. That is their value before participating in the English debate. In an interview with one of the students, they wanted to say that their grades were standard and made them look for ways to improve them by participating in extracurricular debates at school.

Table 2. Average Score after English Debate Extracurricular

Major	Student Total	Average Score
IPA A	8	90
IPA B	4	85
IPS B	3	90
Average total from all scores		88,33

Data on the average value of students after participating in the English debate extracurricular showed a very significant change. The average score of students' English lessons increased from before. Students have made progress since participating in extracurricular debates. From the several questions asked to students, they acknowledged that changes had occurred to them. Students become more responsive in speaking English and thinking critically. Teachers also consider the same thing and appreciate it as a positive impact and benefit for students. With this ability, students will pay more attention to and cultivate debate techniques in extracurriculars so that later they will become better—the expectation of being taught to students in the hope of having a better impact. The application of this debate extracurricular is an essential step for the school.

This study on this topic needs to examine in depth in the future. Researchers expect to collect more in-depth data analysis to perfect this research. And yes of course, with a complete discussion, sample support, location, and better data analysis.

4. CONCLUSION

The researcher concluded that implementing the English language debate extracurricular at SMA NEGERI 1 PERCUT improved students' speaking and critical thinking skills. Debate is an essential step in supporting student abilities. In addition, schools can also improve student academic achievement through debate competitions. At the high school level, English proficiency is undoubtedly needed. Therefore, implementing this extracurricular becomes an opportunity for students to improve their speaking skills, critical thinking, and mastery in processing English sentences. Students can learn more about the debate. They claim they learned to think quickly and critically through schoolroom debate. Scholars believe they find themselves looking for evidence and evidence to guide their arguments, looking for reasons, and paying attention to issues of specifics. Angles and consider some perspective. Looking at the data on student scores at SMA NEGERI 1 PERCUT, participating in this debate extracurricular can increase their scores from before. From all the results that have been presented, the debate extracurricular is a practical application in schools to improve students' speaking and critical thinking skills.

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