

**SKRIPSI**



**STUDENTS' PERCEPTIONS TOWARD DEBATE IN ACADEMIC  
SPEAKING CLASS TO DEVELOP CRITICAL THINKING  
(A Case of Undergraduate Students at Universitas Muria Kudus)**

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**2019**



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2019**

## MOTTO AND DEDICATION

### MOTTO:

**“Don’t give up; you can do it Day by Day.”**

**Louis Tomlison.**



### DEDICATIONS:

This skripsi is dedicated to:

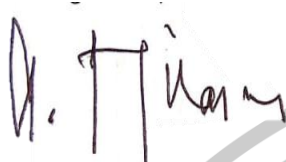
1. Her beloved parents who always give her support for everything that she does.
2. Her best friends in English Education Department who always accompany, convince, support, pray, listen her in every step.
3. Her beloved teacher and lecturers who always give knowledge patiently and sincerely.
4. All of her friends in English Education Department in 2015 academic year.

## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Delvilliana Fibri Sulistiyowati (NIM 201532053) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, August 7<sup>th</sup>, 2019

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Dean,



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During this struggle to finish this research, the writer would also like to convey her special gratitude to:

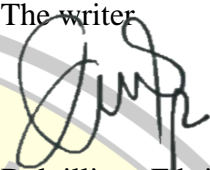
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Hopefully, this research can be useful for the readers especially those who are in the field of education.

Kudus, 7<sup>th</sup> of August 2019

The writer



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## ABSTRACT

Sulistiyowati, Delvilliana Fibri. 2019. *Students' Perception toward Debate in Academic Speaking Class to Develop Critical Thinking (A Case of Undergraduates Students at Universitas Muria Kudus)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Pembimbing: (i) Dr. Ahmad Hilal Madjdi, M.Pd.,(ii) Farid Noor Romadlon, S.Pd., M.Pd.

**Key words:** students' perception; critical thinking; debate.

Critical thinking becomes an important skill that college students need to develop, because critical thinking skill defined as the higher-level thinking skills. Whereas to get used to think critically, we must train ourselves to argue or just express the opinions from various aspects. In this case, Debate becomes one of the best ways for it. Nevertheless, some students in higher education still have the difficulties to investigate information or an issue with different perspective through critical analysis in both sides of viewpoints.

Based on the problems, the objectives of the research is to find the English Education Department students' perceptions toward debate in academic speaking class to develop critical thinking.

The researcher used qualitative research in case study. That method is to describe the students' perceptions toward debate in academic speaking class to develop critical thinking. The researcher collected the data through questionnaire. Then, the researcher analyzed the data of questionnaire by read and analyze the questionnaires answer that would have been completed by the students, count the total responses and put into table, categorize the questionnaires answer, count the data based on the category into percentage using formula of calculating percentage (Healey, 2011:2) and interpreting the result.

The result of this research shows that the students' perception toward debate in academic speaking class to develop critical thinking are classroom debate help them to know the difference between fact and opinion, learn to break the information into manageable parts, reduces biases, and promotes considering and understanding different perspectives, learn to be open-minded and accept reasonable criticism, learn to look for options and search for reasons and they realize that issues are not merely black and/or white. The students believe that debate in academic speaking class can develop their critical thinking.

At the end of this research, the writer suggests that students should improve their motivation, in order to be a good critical thinker. However they are not mastering in debate, but they must learn it to enhance their knowledge and develop their critical thinking. They must not say if they do not like the subject/material.

## ABSTRAK

Sulistiyowati, Delvilliana Fibri. 2019. **Persepsi Mahasiswa terhadap debat di kelas *Academic Speaking* untuk mengembangkan pemikiran yang kritis (Sebuah studi kasus dari mahasiswa yang belum lulus di Universitas Muria Kudus)**. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. Ahmad Hilal Madjdi, M.Pd.,(ii) Farid Noor Romadlon, S.Pd., M.Pd.

**Kata kunci:** persepsi mahasiswa; berpikir kritis; berlatih debat.

Berpikir kritis merupakan kemampuan penting yang harus dikembangkan oleh mahasiswa, karena kemampuan berpikir kritis didefinisikan sebagai level tertinggi dalam kemampuan berpikir. Sedangkan, agar dapat terbiasa untuk berpikir kritis, kita harus membiasakan diri untuk berargumentasi atau hanya mengekspresikan beberapa opini dari berbagai aspek. Dalam hal ini, debat merupakan salah satu cara yang baik. Namun, beberapa mahasiswa masih memiliki kesulitan untuk menginvestigasi informasi atau persoalan pada sudut pandang yang berbeda menggunakan analisis yang kritis pada dua sudut pandang.

Berdasarkan permasalahan tersebut, tujuan penelitian ini adalah untuk menemukan persepsi mahasiswa terhadap debat di kelas *Academic Speaking* untuk mengembangkan pemikiran yang kritis.

Peneliti menggunakan penelitian kualitatif studi kasus. Metode itu untuk mendeskripsikan persepsi mahasiswa terhadap debat untuk mengembangkan pemikiran yang kritis. Peneliti mengumpulkan data melalui angket. Kemudian, data angket tersebut dibaca dan dianalisis, menghitung total dari respon mahasiswa pada tabel, mengkategorikan jawaban angket, menghitung data berdasarkan kategori kedalam persentase menggunakan rumus penghitungan persentase (Healesy, 2011:2) dan menginterpretasikan hasilnya.

Hasil dari penelitian ini menunjukkan bahwa persepsi mahasiswa terhadap debat di kelas *Academic Speaking* untuk mengembangkan pemikiran yang kritis adalah kelas debat dapat membantu mereka untuk mengetahui perbedaan antara fakta dan pendapat, belajar untuk memisahkan informasi kedalam beberapa bagian yang beraturan, mengurangi kesalahpahaman dan mempertimbangkan pemahaman dalam sudut pandang yang berbeda, belajar memiliki pemikiran yang terbuka dan menerima kritik yang beralasan, belajar untuk mencari beberapa pilihan dan alasan, dan menyadari bahwa persoalan tidak sekadar isu belaka. Mahasiswa mempercayai bahwa debat di kelas *Academic Speaking* dapat mengembangkan kemampuan berpikir mereka.

Pada akhir penelitian ini, penulis menyarankan bahwa siswa harus meningkatkan motivasi mereka, agar menjadi seorang pemikir kritis yang baik. Meskipun mereka tidak menguasai debat, tetapi mereka harus mempelajarinya untuk meningkatkan pengetahuan dan mengembangkan pemikiran kritis mereka. Mereka tidak seharusnya berkata bahwa mereka tidak menyukai materi /pelajaran tersebut.

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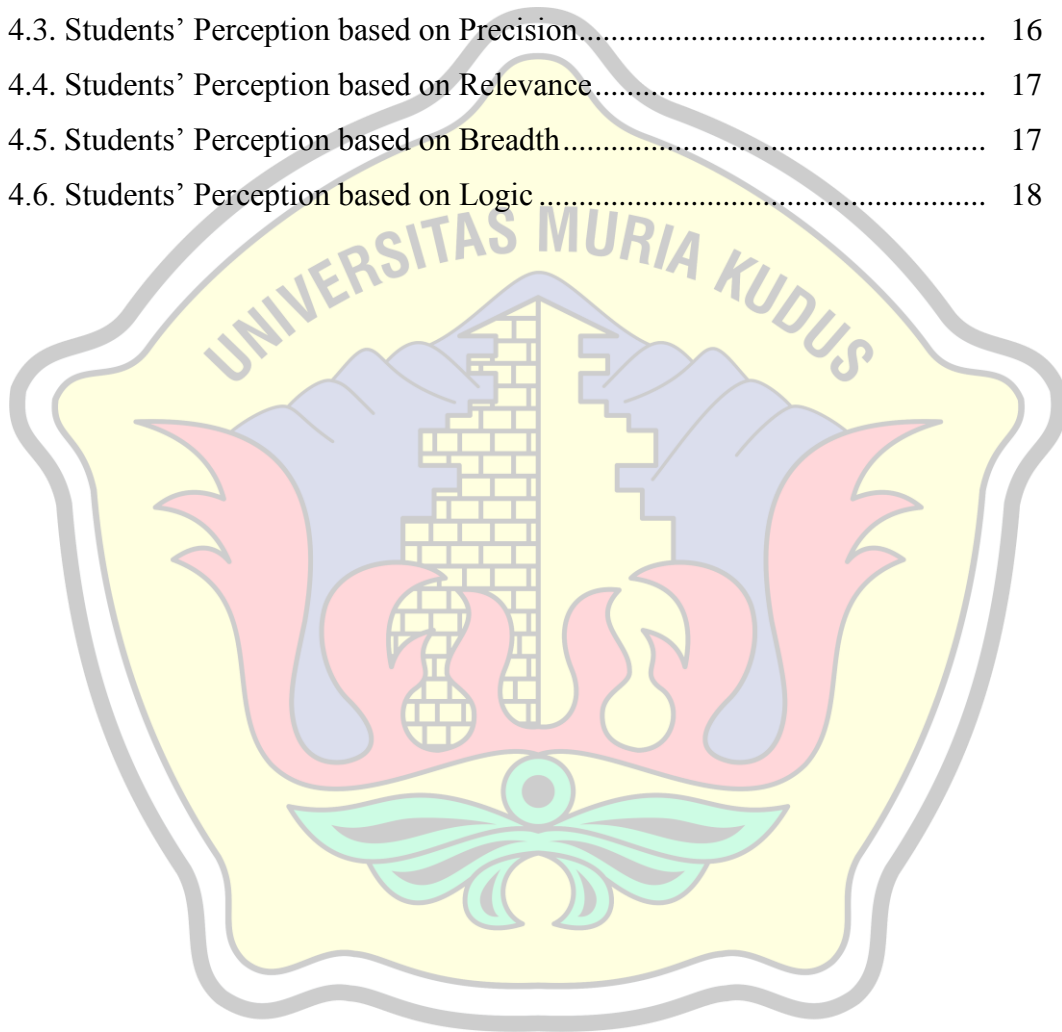
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