
STUDENTS' PERCEPTION IN USING DEBATE TECHNIQUE TO DEVELOP STUDENTS' SPEAKING SKILLS

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ABSTRACT

This study aimed to understand how students thought about using classroom debate to improve students speaking skill. This study used descriptive quantitative approach by distributing a questionnaire with thirty statements and a 5-point Likert scale to collect some of the data. The informations were collected using a detailed questionnaire that was distributed to thirty respondents. Some problems were found in conducting debate; first, debate burdened the students, second, they felt loaded when a debate is running because they must respond to the motion given for three minutes without sufficient preparation, third, the lack of ideas and vocabulary related to the motion had also been identified as what made it difficult.. The result of the research reveals that a larger percentage of the students had a positive perception of the three aspects of the debate technique namely the benefits of debate, the part of debate, and the procedure of debate. In addition, most students selected the affirmative response.

Keywords : *Students' Perception, Debate Technique, Speaking Skill*

INTRODUCTION

There has been several interesting developments in research which investigate debate techniques. Several studies have already indicated that the debate technique improves students' speaking skills (Hasanah, 2012) and (Nuraini, 2014). Many researchers are interested in the use of debating techniques in the classroom. This is done to find out what the students' positions are when they argue in English class. The researcher aims to comprehend how students view the debate's application, beginning with the debate section, the rules for how it must be used, and the advantages of the debate in terms of improving students' speaking abilities. This helps to set this research apart from earlier research. Moreover, another study found that students believe that classroom discussion is a productive learning activity, according to a study conducted (Zare & Othman, 2017). The respondents feel that debates help them develop their oral and critical thinking abilities. The students asserted that further advantages of debate included comprehending the topic matter, boosting confidence,

overcoming stage anxiety, and enhancing teamwork abilities. Debate is thought to assist students improve their speaking abilities. One of the most crucial language skills for students to master in order to be great learners is speaking. Speaking is a verbal form of communication with others (Afri, 2021). Thus, the study intends to concentrate on study on student impressions of the employment of debate techniques in class based on the components of the debate, the processes in its implementation, as well as the benefits of its implementation that they receive after the debate occurs.

One of the most challenging abilities for students to master is speaking. As stated by Bahrudin (2018), speaking abilities in each language play role as the language's core or foundation. When they want to say what they think, but they can't because they are not used to speaking English in front of other people. Speaking appears to be instinctively the most significant. Individuals who realize a language are alluded to as speakers of that language a numerous if not most unknown dialect students are keen on figuring out how to talk (Ur, 1996). Anyone can express and explain their ideas and views through speaking to others. In other terms, it is a person's method of verbally communicating thoughts, ideas, or facts (Matheus, 2021). For English learners, dominating speaking is challenging since it needs a lot of effort. Students are unable to define themselves using specific words or sentences. When reading or writing, on the other hand, speaking happens gradually, for the most part, we are conversing with hanging tight for us to talk right then, at that point. Individuals can't alter or amend what they need to say (Bailey, 2003). In addition, teaching speaking skills through discussions and debates, as well as experience teaching English as a foreign language, all of which will be beneficial in her future teaching career (Kholmuratova, 2020). There are many activities that can improve students' speaking skills, such as story telling, speech, drama, debate, and others activities. As stated by Jyothsna & Rao (2018), Rhyming, look-and-say, oral composition, pronunciation drills, read aloud, open-ended storytelling, narrative, and description (festivals, celebrations, situations) are all good ways to develop your speaking skills. This time the researcher suggested that students can participate in debate activities in speaking class to improve their ability to express what they think.

Most of students have some difficulty when asked to speak out in front of other people. Speaking English in real-time, negotiating meanings, and speaking spontaneously are challenging issues in doing debate technique. Having many chances to train and practice with students to participate in English debate activities in the classroom. Some students seemed to perceived debate positively and some others seemed to perceived negatively. Some of the students have difficulties in debating classroom. Debate burdened if they do debate in the

classroom. They felt loaded when a debate is running because they must speak that related to the motion given for three minutes without preparation sufficiently. As a result, they cannot follow up the debate well. The lack of ideas and vocabulary related to the motion has also been identified as what makes it difficult.

Overcoming the problem above, there would be a need suppression to students that debate is one of technique in developing their speaking skills. Debate is a brilliant movement for language learning since it connects students in an assortment of intellectual and semantic ways (Krieger, 2005). Subsequently, Thusly, debate can be utilized splendidly to help up understudies' talking in English (Alasmari & Ahmed, 2013). Classroom debate is an efficient way to teach English speaking (Kurnia, 2019). The use of discussion in EFL lessons will first and foremost help students overcome their phobia of the English language. The debate will also help them improve their fluency, pronunciation, and vocabulary. They'll be conversant with jargon and technical phrases as well, because debate covers a wide range of topics and issues. In addition, there are many more benefits of conducting debates in improving students' speaking.

There has been some benefits for the students who have done debate technique (Belon, 2000). Students who have practiced debate skills have a number of advantages. Debate, for instance, can assist students improve their critical thinking abilities. Second, debate can aid in the development of students' communication skills. Finally, debate can assist students in honing their interrogation skills. Fourth, debate can assist students in making and defending informed conclusions about complex topics outside of their field of study. Fifth, dialogue can assist pupils in re-connecting with their heritage. Another factor to consider when having a discussion is the parts and processes associated with debating activities.

There are several parts that are beeing elements of the debate. Its parts give guidance for the students when they are debating in the classroom. Motion, definitions, theme line, argument, and closure are all components of debate strategies (Mellshaliha, 2010). Furthermore, as stated by Morgan, there are some procedures of doing debate techniques in the classroom. In the classroom, there are several protocols for using debating strategies. (1) Team positions are placed on the "draw"; (2) the motion is declared to all teams; (3) teams on the same side do not prepare each other, nor can they consult their teammates or teacher; (5) debate can begin; and (6) teams have three minutes to express some opinions relevant to the motion given.

Besides, debate has some values in developing students' speaking skills (Steinberg, 2005). First, the discussion prepares people to participate effectively in a democratic society.

Debate is an unavoidable part of a democratic society. Discussion is so common at decision-making levels that a citizen's ability to vote wisely or use their right to free expression effectively is restricted if they are unaware of the debate. Second, discussion cultivates critical listening skills which also stated by (Satria, 2017) that debate can increase one's abilities to think, communicate, and listen. To increase one's abilities to think, communicate, and listen. Debaters quickly learn about their opponents by paying close attention to them and meticulously writing their points on a flow sheet. The capacity to listen critically is usually regarded as a key characteristic of a well-educated individual. Finally, debate promotes effective speech writing and delivery. Debaters must select, arrange, and present their materials in accordance with the best principles of public speaking because the composition and delivery of the debate speech are among the aspects that affect the effectiveness of arguments. Based on these explanations, the research aimed to know the students' perception in using debate technique to develop speaking skill at IAIN Bukittinggi.

METHOD

The design of this quantitative research was descriptive quantitative research which was aimed to know the students' perception in using debate technique to develop students' speaking skill. The researcher collected the data through questionnaire in getting information of the research. The population of this research was all of the fifth semester students of IAIN Bukittinggi, West Sumatera which consisted of 4 classes. The researcher used random sampling because the population was more than 100 subjects and it had the same opportunity as a sample of this research. The researcher took the samples of twenty five percents who of the students in each class. Thus, the total samples of this research was thirty respondents.

The instrument used in this research was close questionnaire by providing five answers to the respondents that namely 5-points Likert scale (Joshi et al., 2015). Researcher distributed questionnaire to the respondents. Then, The respondents chose one of five answers that stated Strongly Agree (SA), Agree (A), Moderate (M), Disagree (DA), and Strongly Disagree (SD). To make the questionnaire valid, the researcher has conducted the expert validity. To analyse the data, the researcher did the descriptive quantitative analysis by using two formulas. The first formula was used to find the percentage for each indicator in questionnaire and the second formula found the mean of the data.

FINDINGS AND DISCUSSION

Findings

The data collected was analyzed and interpreted by the researcher to answer the research question: what is the students' perception of using debate technique to develop students' speaking skills? The finding is intended to know the students' perception in using debate technique to develop speaking skill on the fifth semester students in IAIN Bukitinggi. Debate includes the benefits, the part,, and the procedure of debate technique. The collected data of this research was based on the percentage of the students answer toward questionnaires given. The questionnaire consists of 30 items and this is a kind of close questionnaire where the answer has been provided to be chosen by the respondents. The questionnaire has been spread to 30 respondents. Then, the result of this research is debate that was done by the students has been perceived by students positively.

Based on the data questionnaire, there are the clusters of students' perception in using debate technique to develop students' speaking skill that consist of some aspects:

The Benefits of Debate

There are 11 benefits of debate technique were mentioned:

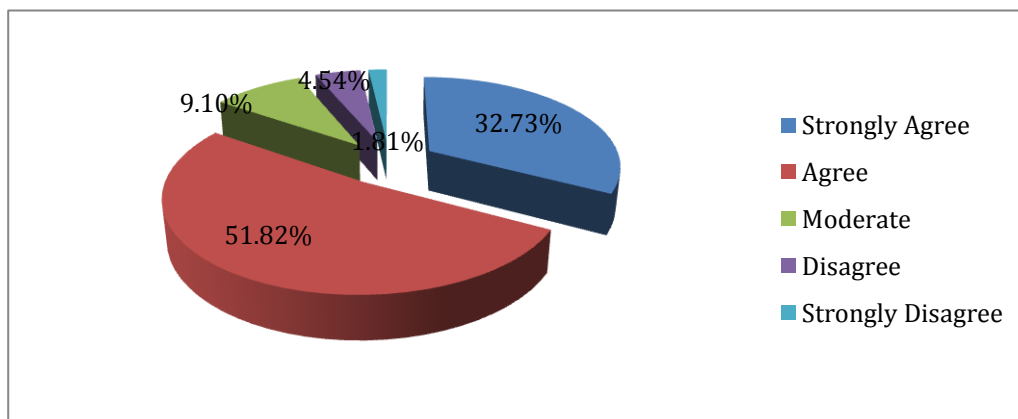


Figure 1. The largest percentage about the benefits of debate

Figure 1 indicated that there are eleven statements that mentioned about the benefits of debate; which are debate can improve students' critical thinking, debate can develop students' communication skill, questioning skill can be developed through debate technique, debate can reduce students' anxiety, debate can motivate students to be an active participants, students are capable to define complex issue through debate, and other statements, but there are four statements are having larger percentage. The mean rates about the benefits of debate technique. It can be concluded that the mean of the respondents who answered strongly agree

with debate technique gives the benefits for the students' speaking skill is 32.73 percent and the mean of the respondents who answered agree that debate technique give the benefits to the students speaking skill is 51.82 percent The mean of respondents who answered moderate with debate technique gives the benefits for the students' speaking skill is 9.10 percent the mean of the respondents who answered disagree with the benefits of debate technique is 4.54 percent, and the mean percentage of the respondents who strongly agree with the benefits of debate technique is 1.81 percent. In conclusion, the students perceive that debate technique give the benefits for the students improving their critical thinking, develop their communication skill, developing their questioning skill, reducing their anxiety as larger percentage than another statements.

The Part of Debate

There are 13 parts of debate were mentioned:

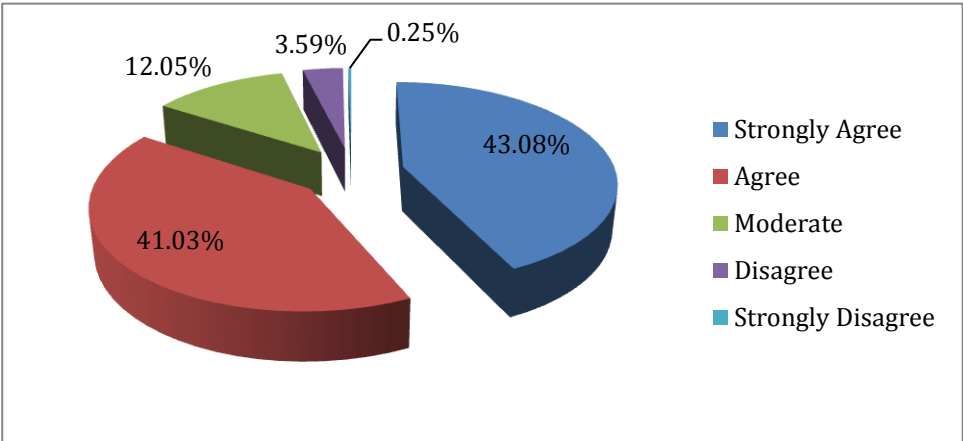


Figure 2. The largest percentage about the parts of debate

Figure 2 represented that there have been thirteen statements in part of debate; which are students deliver the various argument from the others, current issue is given to be debated, students should deliver their statement based on the fact, students always give the example to prove the argument, brief statement is proved is conclusion, and another statements. The mean rates of the debate technique parts. It can be concluded that the mean of the respondents who answered strongly agree with the part of debate technique is 43.08 percent and the mean of the respondents who answered agree with the part of debate technique is 41.03 percent. The mean of respondents who answered moderate with the part of debate technique is 12.05 percent, the mean of the respondents who answered disagree with the part of debate technique is 3.59 percent, and the mean percentage of respondents who strongly agree with the debate

technique is 0.25 percent. In conclusion, the students perceive that the part of debate technique gives guidance for them in delivering arguments, giving novelty issue to be debated, delivering the fact and supporting statements.

The Procedure of Debate

There are 6 procedures of debate were mentioned:

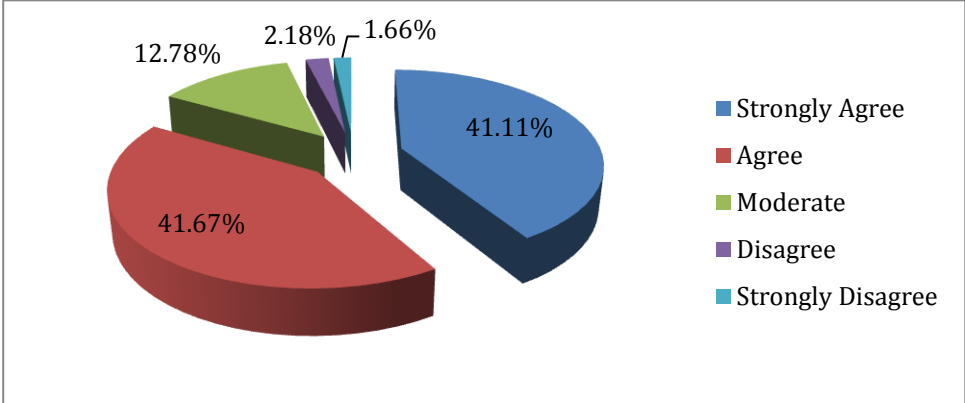


Figure 3. The largest percentage about the procedure of debate of debate

Figure 3 showed that there have been six statements in procedure of debate; which are positions of teams are selected randomly, the motion is announced fifteen minutes before conducting debate, students are given a time to for fifteen minutes to prepare, each team may not cooperate one another, beginning debate by using politeness words, students deliver their statements based on motion given. The mean percentages of the procedures of debate technique. It can be concluded that the mean of the respondents who answered strongly agree with the procedure of debate technique is 41.11% and the mean of the respondents who answered agree with the procedure of debate technique is 41.67". The mean of respondents who answered moderate with the procedure of debate technique is 12.78%, the mean of the respondents who answered disagree with the part of debate technique is 2.18%, and The mean of respondents answered strongly agree in the debate technique section is 1.66 percent. In conclusion, the students perceive that by following the procedures debate can be done optimally by them and give some impact for them in giving argument briefly, using polite word to begin, having limitation of time to prepare, focussing to opposite arguments.



Discussion

According to the study's findings, students view classroom debate as creative, engaging, beneficial, and helpful teaching and learning methods. Additionally, respondents felt that engaging in class discussions gave them the confidence to speak up in front of others, helped them get over their fear of doing so, improved their communication skills, and sharpened their critical thinking abilities.

The use of debate technique in the classroom is a topic of interest to many researchers. This is carried out to ascertain the beliefs held by the students during arguments in English class. The researcher seeks to understand the students' perceptions of the application of the debate, starting from the debate section, the procedures for having to implement the debate, and the benefits of the debate in developing students' speaking skills. This tends to make this research distinguishable from previous research.

The study's finding that debate helped students overcome their anxiety about speaking in front of their classmates and boost their confidence to speak was one that virtually all participants underlined. As a result, students can start talking, critical thinking, and skills for oral communication while expressing themselves freely and without inhibition. The students agree that the class debate experience has improved their speaking ability.

According to the data findings, students at IAIN Bukittinggi had a positive perception of using debate techniques to improve their speaking skills. The students all agreed that implementing the debating style was a good idea. Debate, according to the majority of them, helped them enhance their public speaking skills. The survey is clearly evident. The participants agreed that debating had some advantages. Debate strategies can help students in a variety of ways.

Students' perceptions of using debate techniques to improve their speaking abilities

1. Debate taught students to be open-minded about issues.

One of the reasons the students debated in class was that they wanted to be open-minded towards something new. As stated by (Kennedy, 2007), debate fosters empathy; even if the debaters have opposing viewpoints on an issue, they will still listen to one another. They wanted to talk about some topics that were new to them. They enjoy debating a variety of topics with others because it allows them to learn new things. Debate helped the students to develop their attitude while speaking in front of the public.

2. Debate enhance students' communication

When conducting debate, students are used to how to speak in front of a large group of people. They must communicate their messages to the audience. They also actually listened to their attitudes toward using gestures or body language in their respective roles. (Freely, 1996) defines speakers as having competence, integrity, and good will. Speakers should speak clearly in order to convince the audience that they have those three aspects. Debate helped the students to improve students speaking skill. Thus, anyone can strengthen our communication skills by debating (Isma, 2021). Even students who are typically disinterested can be persuaded to participate in lively debates by the topics at hand. The scope of discussions regarding complex problems can be condensed into more manageable portions with the aid of debate.

The students may be able to communicate in English fluently

There are some additional advantages to using debate to improve their speaking ability.

1. Debate taught students to create an outline before speaking

According to (Kennedy, 2007), debate gives students vital practice in swiftly and correctly analyzing, delivering, and arranging presentations. The exercises are the most accurate depictions of a second-language learner's day-to-day life (Michael, 2019). Debate, they all agreed, helped them enhance their public speaking abilities. The students, on the other hand, believed that the debate made them consider before speaking. (Nicholes, 1990) suggests that the speaker start by developing an outline to create ideas.

2. Debate improved students' critical thinking skills.

Over the past few years, educators, researchers, employers, and the media have all paid close attention to critical thinking abilities and/or higher order thinking. In actuality, critical thinking abilities have been acknowledged as being crucial for the expanding workforce of the twenty-first century. There is a greater demand for employees and workers who possess advanced critical thinking abilities, negotiation and problem-solving skills, and outstanding communicative ability (Gervey, 2009). In other words, people with great communication abilities and high critical thinking skills exhibit favorable behavioral traits in both academic and professional settings (Mason, 2007).

Before debating the motion in class, the students read numerous articles about it. It has the potential to make them think critically. As (Kennedy, 2007) and (Septian, 2018) explains, debate fosters critical thinking. In addition, the students' critical thinking and speaking skills increased dramatically as a result of the debate (Rodger & Lord, 2020), (Arrue & Zarandona, 2019), (Jaya, 2017), and (Bahruddin, 2020). They couldn't take in the information unless they

were reminded of it. Students could obtain a wealth of information from a variety of media. However, students should be able to be selective when reading information because there is a lot of false information out there. (Grice & Skinner, 1994) state that speakers use supporting materials to achieve three goals: clarity, vividness, and credibility. Furthermore, enhancing challenging higher-order cognitive abilities. improving the capacity for mental organization and structure. improving students' research, analytical, and note-taking skills. enhancing students' capacity to construct reasonable, well-informed arguments and to make use of logic and proof.

3. Debate assisted students in expanding their English vocabulary

Students agreed that debating helped them expand their vocabulary in English. Lectures, according to Lepper (1988), can help students build speaking abilities by exposing them to scripts for various scenarios, allowing them to anticipate what they should hear and what they will have to say in response. Students gained confidence in speaking English in front of others as a result of debate.

4. Debate improves students confidence in speaking English

According to the British Journal, as teachers gain control of various clarification strategies, students gain confidence in their ability to manage the various communication situations that they may encounter outside of the classroom. Furthermore, speaking is a combinational skill (Goh & Burns, 2014). Students must have a large vocabulary, fluency, and grammar mastery in order to speak clearly. According to (Hammer, 2002), students must be able to pronounce phonemes correctly, use taken considerable and intonation patterns, and speak in connected speech in order to speak fluently in English.

CONCLUSION AND SUGGESTION

Based on the findings and discussion that have presented in the previous chapter, the researcher concludes that this research focuses on the students' perception of using debate technique speaking skill. It related three aspects; the benefits of debate, the part of debate, and the procedure of debate. The first, based on the finding above, it was found that the students generally have a positive perception on the benefits of debate technique. The rates obtained from each indicator demonstrate this. The majority of students tended to select the positive reaction. The second, for the part of debate technique, the larger percentages of the students chose positive responses and small percentages of the students chose the negative responses in each indicator. Based on the percentages obtained, it can be concluded that students have a positive perception of debate technique. They regarded that the debate section provides

guidance for them when debating. The third step is the debate technique procedure. The procedure of debate technique is generally regarded favorably by the students. A small percentage of students chose the negative responses in each of the researcher's indicators. It is possible to conclude that the students believe that using the procedure will result in a successful debate.

Debate is an interactive teaching and learning method that improves learning across a range of subjects. One of them is assisting students in mastering course material and enhancing oral and critical thinking abilities. Students benefit from debate in particular by learning how to communicate arguments, conduct research, gather data, perform analysis, test hypotheses, evaluate arguments, and describe interpersonal skills. This fosters an environment where students can step out of their passive roles and start taking an active role in their education. These competencies and talents are applicable to a variety of contexts. Oral communication skills, which are crucial for success in almost all occupations, are also developed through class discussion. As a result, participation in debates need to be open to all students in practically all university and college classrooms, rather than being restricted to a certain group. The students who took part in this study expressed great satisfaction with the experiential debate and felt that it enhanced their capacity for critical thought, increased their degree of self-assurance, enhanced their public speaking abilities, and decreased their stage fear. However, the debate's topic is crucial in getting students interested in participating. The problem should therefore receive a lot of attention because, as all students noted, it can influence students' motivation and involvement. Additionally, students must be given enough time to prepare. In conclusion, it can be said that debate in the classroom is a useful tool that may greatly enhance teaching and learning provided it is used correctly, relevant and engaging topics are selected, and students are properly trained and instructed in the debate process.

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