

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher will explain about some literature review related to the topic discussed in this research. There are main theories including students' perception, debate, and critical thinking. Thus, each of these subchapters will be divided again into several sections in order to make the readers understand the theories as well.

#### **2.1 Student's Perception**

##### **2.1.1 Definition of Perception**

In the English dictionary, perception could be interpreted as a sight or response. While in general it could be interpreted as a view of someone to something that they have experienced, seen or felt so as to form a response about what and how someone acts. It is very important to understand and appreciate that everyone has different abilities to understand whatever is going on around it so it makes a difference in opinion and action even if the event or phenomenon is the same.

The term of perception could be interpreted as an opinion made related to certain situations, people, groups, activities or phenomena depending on the total of information received and how to interpret the information correctly to form a conclusion (Nelson and Quick: 1997). And while others have the same set of information but will have different conclusions because everyone has different understanding capacities in interpreting an information Perception also could be interpreted as a cognitive process about how people understand the environment by selecting, organizing and interpreting sensory stimuli into meaningful information (Rao and Narayan: 1998). In addition, perception is also considered as a determinant of one's behavior. Another opinion also came from Michener, DeLamater, and Myers (2004) which states that perception refers to a process

whereby people gives the impression, judgment, opinion, and interpretation of something based on the information received through sensory stimulation. From sensory stimulation, it is then forwarded and processed into the brain. As explained by Bimo Walgito (2010) that perception is a process preceded by the acceptance of stimulus by individuals through sensory devices and then forwarded and processed to be perception. It means that perception is formed through the process of combining and interpreting which is then manifested in the form of judgment.

So it could be concluded that perception is a process whereby people seek to understand their environment through their sensory stimulation to gather meaningful information by selecting, organizing, and interpreting the information in the form of judgment or opinion. So, if a person has a perception of an object using their senses means that they know, understands and realizes about the object. In the process of perception, everyone will make a selection whether the stimulus is useful or not for them, and determine what is best to do (behavior).

### **2.1.2 Factors Affecting Perception**

From several explanation related with perception. Response toward the result of perception itself is different between one individual with another individual. This difference could be influenced by internal and external factors.

#### **2.1.2.1 Internal Factors**

Internal factors could be influenced by some aspect, such as :

- a. Attitude: a process of assessment of an object that is shown in the form of reaction. We could measure the depth of one's attitude toward an object through their knowledge, feelings, and how they treats the object.
- b. Need and wants: everyone has different levels of needs and wants. Rao and Narayan (2012) stated that expectations, motivation, and desires of people also influence people's perception of others and situations around them.
- c. Experience: could be gained from events we have ever faced. Someone perceives something is not only determined by the stimulus objectively but could also be determined by experience (Bimo Walgito:2010).

- d. Personality: individual characteristic behavior is another influence on what people's opinion about something.

#### 2.1.2.2 External Factors

External factors could be influenced by some aspect, such as :

- a. Intensity: the things that could be understood which will be more if the intensity of stimulus from outside is greater
- b. Size: if the size of an object is larger, it is easier to be known or understood. This form of size will affect a person's perception
- c. Repetition: repetition will increase our sensitivity or alertness to the stimulus. Repetition is an external attraction about an object that could affect a person's perception.
- d. Movement: people will give much attention to moving objects rather than silent objects.

#### 2.1.3 Elements of Perception

According to Mar'at (1992), the main element of perception is selection and interpretation. Selection is the process of screening the stimulus on the sense device while Interpretation is a process to organize information, so it will have meaning. Interpretation could be influenced by experience, value system, motivation, personality, and intelligence. The value system is the individual's judgment in perceiving a perceived object, whether the stimulus will be accepted or rejected. The similar opinion comes from the Department of Education (1982) that perception has three elements, namely 1) selection, related to the observation of stimulus received from outside, 2) Interpretation is the process of organizing information so that it has meaning, and 3) behavior as a reaction.

It could be concluded that perception has three elements such as selection, interpretation, and reaction. Selection is a stage of the screening process by the senses toward the external stimuli. Then proceed with organizing the information so that it will have meaning. Interpretation and perception are then translated in the form of behavior as a reaction.

### **2.1.4 Student's Perception**

Marcrae and Badenhausen (2001) argue that people's perceptions could be influenced by their knowledge and experience that are gained and shaped from social phenomena to form evaluation, memories, and impression. People's perceptions of an object could be interpreted in terms of judgments relating to the conclusions they make from what they see and feel. This significance could affect a person's attitude and behavior towards an object, as well as with students. Students are the subjects who receive what is delivered by the teacher. They seek to develop their potential through their knowledge and experience. Each student has a different character. Students' attitudes and behaviors are the results of their assumptions or perceptions of teachers or methods that were provided during the learning process.

Thus, it could be concluded that students' perception is a process in which students interpret, give responses and impressions through stimuli to the learning methods in the form of opinions, actions, or even in the form of rejection of a stimulus. Student perceptions could also be interpreted as a response of students to information about an object in the school environment, especially in the classroom through observation with their senses, therefore students could give meaning and interpretation of the observed object in the form of opinions or actions (Arif Rohman :2009).

## **2.2 Debate**

### **2.2.1 Definition of Debate**

Debating is one activity that could improve the ability to communicate orally. The debate also could be an option in increasing students' participation in the classroom. In addition, debate covers all aspects needed for learning in English such as speaking, reading, listening and writing. The debate could be interpreted as an activity that gives mutual argumentation between two or more people, either individually or in groups, in discussing and deciding issues or differences. It is supported by Dale & C. Wolf (2000) who stated that debate is a

condition in which two or more persons express their different points of view each other toward a problem. Meanwhile according to Duansamosor (2001), debate could be defined as a verbal activity in the form of teams or groups which each group could express their opinions regarding the topic being discussed.

The debate could also be interpreted as an activity to maintain the argument of the team by delivering strong and relevant evidence for the winning team's argument, based on Sanonguthai (2013) who defined debate as two teams who express their views on a problem to prove to the audiences that their idea is better than the opposing team. The same opinion is based on D'cruz (2003) who states that debate is an activity that divides students into two teams whether positive or negative to prove which opinion is better. Another opinion came from Soraya (2005) who said that debate means an interaction between two or more people who are exploring their arguments and have a positive impact on mental and human intelligence.

The debate is a kind of dialogue done to find an answer, a decision or a solution. The debate is a situation where people discuss their opposing points of views. The debate could also be interpreted as an action in which two or more groups exchanged different opinions formally on a topic or issue. In addition, debate is an activity where people take positions, propose opinions or ideas, explain and defend their opinions in various respects (Ronald Carter, Mc Carthy,1997). Debate is a process whereby two different parties try to give and defend their ideas from each other. In other words, debate includes an exchange of concepts and ideas which is done by a group of people who have opposite opinions.

This debate activity provides a positive influence on the development of students in the language learning, especially in the cognitive and linguistic aspects. As explained by Krieger (2007) that debate is an effective method in improving the development of students language learning because students are actively involved in the cognitive and linguistic aspects. Debate activities also make students have to think quickly and think more than one side of an issue or problem. In addition, this activity also teaches students to be brave to interact with

others. This has also been proven by Halvorsen (2005) who argued that debate forces students to think about an issue, topic or problem from all sides and force them to interact with each other. The debate is a competitive activity that could provide important benefits for debaters in improving verbal communication skills with others, even in conditions that involve pressure or spontaneity. From the statement that has been explained, it could be concluded that the debate is an activity where two parties with different view points competing each other to defend their opinions or ideas with rational reasoning and by involving the ability to think critically and the ability to speak well.

### **2.2.2 Part of Debate**

There are some parts of debate, there are: motion, theme line, argument, rebuttal and summary / closing

#### **a) Motion**

Debate topics are also called motions. The motion should stand in the middle of neutral. That means no side because in the debate there are two sides of positive and negative.

#### **b) Theme line**

Theme line is a fundamental reason to answer the question of why a team have to support or oppose a topic. This could also be the reason why a team agrees or disagrees on a topic by providing a basic strong reason, logical and rational reason. This could also be a reason to attack the opponent.

#### **c) Arguments**

Arguments are used to support themes. Debate could be said as a fight of opinions. In a debate activity, each team stands in position by attacking and defending their opinions by involving critical and logical thinking.

#### d) Rebuttal

To be a winner in debate, debaters must attack opponents opinions and defend their opinions by providing a rebuttal. Rebuttal is divided into two namely global rebuttal: and detailed-rebuttal. Global rebuttal is a rebuttal used to attack the essence of a topic or issue. While detailed-rebuttal is a rebuttal given to each argument.

#### e) Summary/closing

Closing is used only to give a conclusion to the whole debate process.

### **2.2.3 The Advantages and Disadvantages of Debate**

Debate as an attractive, interactive and comulative learning method is very interesting to be applied as one of the learning method in the class. Debate has several advantages such as:

1. developing students' critical thinking skills because in debate each student is required to be able to analyze a problem or issue critically.
2. improving students' communication skills because students could spend several minutes speaking on various topics.
3. increasing the knowledge of students and opening the insights of students where they are required to be able to think more than one side.
4. preparing the students in a challenging social life and stressful environment where they must be able to think quickly in solving a problem.
5. encouraging class participation among those students that typically do not talk in class.
6. helping students to develop team work skills

Several advantages of debate based on Buckley (2008), it could:

1. teach the students to be able to work together and cooperate with others
2. teach the students about responsibility
3. increase their creativity in thinking and make a statement toward a problems

4. improve a good relation between the teacher and the student and between students and other students.
5. make students motivated to improve the students speaking ability
6. increase their confident because debate is a form of conversation in a smaller context so that the students are more motivated (Luckett : 2006 )

As cited by Rubiati (2010) and Bellon (2000) debate is also useful in teaching and learning process:

1. Students could learn to make and defend their statement toward a complicated issue beyond their interest.
2. Debate not only connects the students with academic subjects but also with social life
3. Educate the students in solving various problems so that they could adapt with any perspectives in their social life.

Barkley,et al (2005) explains there are three benefits of debate for students:

1. Students are motivated to improve their spoken language skills
2. Improve the students skills in critical thinking and communication skills orally.
3. Train the students to listen and appreciate their friend's opinion or other opinions.

Although debate has many advantages in learning process, but it has several disadvantages too, such as:

1. Debate is only used for certain subject. Debate technique only could be used for specific subject, such as subject that related with agreeing and disagreeing and giving argument.
2. Debate needs a long time of preparations. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.
3. Make the students' emotional in defending their argument. Many students could't manage their emotion when they defend their argument.



### 2.2.4 Types of Debate

There are several types of debate based on Vargo ( 2012 ) among others :

#### 1. Four corner debate

Start by giving questions or statements and then give students time to think according to their point of view. The four corner is symbolized by “strongly agree”, “agree”, “disagree”, and “strongly disagree”. Then after making consideration of the questions or statements that have been given, the students move in the position that suitable with their point of view. After making groups they discuss and work together to make the best argument to reinforce their positions. Then each group presents their arguments to another group with the teacher as a mediator

#### 2. Role play debates

Here the students are divided to some different characters in certain situation and they debate about their point of views based on the roles that they get. For example in the issue of national health care. The students assigned as any roles such as doctor, patient, a lawyer, a poor person, a judge, an insurance company, the president and so on. From this activity the students could have new knowledge and experiences.

#### 3. Fishbowl debates

Formed with circle patterns, then put a few seats in the circle for the students representing the debate, multiple seats for students representing the audience and an empty seat for students who are outside the circle who wants to ask a question or make a statement.

#### 4. Think-pair share debates

The students must think and make a note, after that in pair they discuss and compare the result of their notes to each other. Then they make a list that supports their arguments. After that each pair join with other pairs and compare their result note, make a new list, and choose the best argument to present in front of the class.

## 5. Meeting-house debates

Each group make an opening arguments. The other students are given the opportunity to ask each group. The teacher could choose one of the students as a moderator to ensure each group gets the same time to answer the questions. To increase the students participation in the classroom and avoid the question that dominates, the teacher could give the card to each students. If the card has been used the student could not ask until other students finish asking.

### 2.2.5 The Element of Debate

There are three important point elements in the debate judged by the adjudicator to determine whether a team wins or loses:

#### 1. Matter

Matter is the whole content of speech in debate which includes refutation, affirmation, reason and example. Based on D'cruz (2003) the matter includes opinions, evidence, facts, refutations, examples and analysis. That means that matter it is more about how people express their opinions and whether their opinions are strong enough to be debated by providing accurate evidence and data. In the debate assessment, the matter has a 40% portion.

#### 2. Manner

Manner refers to the style of presenting the argument. Everyone has their own way of delivering something especially in public which includes body language, gesture, eye contact, vocal style, and so on. Manner also has 40% portion in debate.

#### 3. Method

Methods lead to how people organize speeches ranging from arranging the rules of the speaker, managing the timing of each speaker and team coherence. This method has a 20% portion in debate.

### **2.2.6 The Format of Debate**

There are many kinds of debate format that could be used like British parliamentary debate, Asian parliamentary debate, Australian parliamentary debate, Canadian parliamentary debate, Karl Popper debate and so on. But there are three formats that are often used in debate both national or international debate such as British parliamentary debate, Asian parliamentary debate, Australian parliamentary debate.

British parliamentary debate is the style in which the debate consists of 4 teams. The four teams in British parliamentary debate are opening government (OG), opening opposition (OO), closing government (CG), and closing opposition (CO) (Smith: 2011). But every position has a different role so they do not support each other. In this style, there is no POI (point of information) and reply speaker. According to D'Cruz (2003), POI is the formal question from the opposition team and it is given when one of the debaters is delivering their argument. The time for delivering an argument for each speaker is seven minutes and twenty seconds.

While for Australian and Asian parliamentary debate is quite same. The differences are in term of giving POI ( point of information ). In the Asian parliamentary debate, the speaker is allowed to give POI (point of information). In Asian and Australian parliamentary debate both of them consists of two teams (Quinn:2005). The first team is a positive or affirmative team and the second team is negative or opposition team. There are three speakers in both styles, first, second and third speaker. In both styles, there will be a reply speaker. According to D'Cruz (2003), reply speaker is the debater who has the role to give a review of the argument and the whole debate and it is taken from the first and second speaker both in the positive and negative team.

### **2.3 Student's Perception toward English Debate Program**

Based on the previous research results related to the students' perceptions of the English debate program, the students gave positive responses and they had realized the benefits of debate in developing their English skills. As research

conducted by Sri Trisna Yanti (2016) by using questionnaire and interview involving 13 English students. She has pointed out from her research that the majority of students answered that debate could help them to improve their fluency in speaking, adding vocabulary, improving their ability in pronunciation and grammar. All students also claim that debate could increase self-confidence, critical thinking and they could explain their goals clearly. The researchers also add that the questionnaire results are relevant to the students' speaking abilities when they were doing the interview.

Another research was conducted by Millatil Azka (2016) using interview. He divided his research result into two parts: a fun and unpleasant experience during the debate. For pleasant experience, the students answer that debate could increase their confidence, critical thinking, speaking, motivation and gather new knowledge while for unpleasant part, they felt difficulty in structuring the words. In addition, there is a research conducted by Pezhman Zare & Moomala Othman (2015) by using questionnaire and interview. He stated that the students believe that debate could improve critical thinking skills, oral communication skills, increase confidence and teamwork.

## **2.4 Critical Thinking**

Thinking is a mental activity that involves the work of the brain such as when forming concepts, solving problems, reasoning and making decisions. Thinking is a cognitive process that takes place between the stimulus and the response. Krathwohl (2002) in *A revision of Bloom's Taxonomy: an overview-Theory Into Practice* stated that indicators for measuring high-level thinking include knowledge, comprehension, application, analysis, synthesis, and evaluation

While critical thinking is a broad concept with multiple definitions. Dewey (1993) argues that critical thinking is rational thinking, thoughtful, and wary of the belief or form of knowledge that must be based on a clear support source. John Dewey (1993) explains that there are five phases of critical thinking models that include (1) suggestions, (2) problem definition, (3) hypothesis generation, (4)

reasoning and (5) hypothesis testing. Dewey connects these five phases with debate activities. In the suggestion phase, each student certainly has many suggestions related to debate because when they do the brainstorming there will be activities to share information and knowledge among students. So it requires them to choose the information that appropriate with the debate topic. In the problem definition phase, students should be able to describe the problem based on the overall opinion so that the issues discussed do not get out of line. At the stage of hypothesis generating, students should be able to provide ideas or solutions backed by accurate data to strengthen their arguments. In the reasoning phase, students should be able to provide criticism and produce relevant arguments backed by strongly reasons and data. In the final stage, students should be able to evaluate their arguments before presenting it.

While Bloom (1956) considers critical thinking as the ability to gain knowledge through the exploration of ideas that are divided into six levels: knowledge, understanding, application, analysis, synthesis, and evaluation. Knowledge and understanding are included in a low level while others are included in higher levels of thinking ability. It is also associated with debate activities. At the knowledge level, students must learn to understand debate, analyze the facts or evidence and exchange information. At the level of understanding, students should be able to learn to analyze, identify and connect all the data and information collected. At the application level, students should learn to classify all the information so that it becomes a powerful argument. At the level of analysis, students must learn to divide the problem into different points of view then analyze and provide solutions. At the synthesis level, students learn to sort the information and provide alternative solutions by combining multiple points of view. At the evaluation level, students must learn to present and defend their opinions, challenge the opponents' opinions and make judgments on each argument.

The explanation of the critical thinking described above is also supported by Rybold (2006) who stated that critical thinking is about how we think, means a process of understanding how and why until they get a conclusion. Critical

thinking is an important skill in the debate to plan what will be conveyed, anticipate opposing opinions, think the right arguments against the other and make the opponent's opinion seem less powerful and weak.

Another opinion also comes from Scriven and Paul (1987) who explained that critical thinking not only involves analysis, conclusion, explanation, and evaluation but also involving clarity, consistency, relevance, evidence and good reason. According to Ennis (1987), critical thinking is a thought based on what is considered logical in determining or deciding on a subject. Meanwhile, according to Norris (1985) critical thinking is thinking rationally and carefully in doing or deciding something. Mean while, Sofo (2004) argues that critical thinking is thinking from a different perspective which means it is always considering things from various sides

Therefore, it could be concluded that critical thinking is a process of thinking rationally, logically, reflectively by sorting and considering various points of view, analyzing, evaluating and making conclusions from data, reason and strong evidence. This critical thinking ability is very important to be possessed by students and resolve various problems, formulating, and providing solutions to any problems both in the development of their education or social life.

## **2.5 Correlation Between English Debate with Critical Thinking**

As explained before, one of the benefits of debate is that it could improve critical thinking skills. This evidence is supported by Kennedy (2007) in his research which explains that critical thinking ability could be improved through debate by describing problems, identifying and analyzing relevant sources, opposing arguments from various points of view from the whole opinion. Nisbett (2003) also agrees that debate is an important learning method for studying critical thinking skills. The use of this debate also allows students to add their insights related to the social issues, consider the variety of different perspectives and make them aware that in each case there will be different perspectives and in considering different perspectives requires critical thinking. This debate activity also encourages students to think quickly and provide the appropriate response. In

addition, debaters should be able to analyze and identify a topic or an issue and provide statements with accurate data and sources. In this debate activity, the students not only learn what to say but also how to convey their statements. That is why the debate is considered could improve the students' understanding and critical thinking skills (Freeley & Steinberg: 2005).

From some explanations above, it could be concluded that debate has a relationship to critical thinking because in debate students are required to be able to think, identify, analyze and consider things correctly with rational and accurate data in a short time. All of that is included in the component of critical thinking because the meaning of critical thinking itself is a thinking based on the logic with variety of considerations and different point of view that comes from accurate data. And of course the critical thinking or critical mindset will greatly affect the students' speaking ability because people speaks based on their minds so that what they say will be more trusted or qualified. So this critical thinking is very important to be possessed by debaters to help them expanding their thought.

## **2.6 Speaking Skill**

Speaking is the first ability capable of being produced by humans. For some people may assume that speaking is a common thing but having the good speaking ability is very necessary. Speaking could be interpreted as a form of a word that spoken both in the form of verbal and non verbal language with a specific purpose either to communicate, express themselves or interact with others. It is also supported by Glenn Fulcher (2003). Speaking could also be interpreted as a productive ability that could produce words in a more systematic form so it could form a meaning that could be understood both by speaker and listener and this is supported by Nunan (2003).

Speaking is one important aspect of learning English. Most people consider that the success of learning English could be seen in the ability to speak. And as students who learn English either as in EFL or ESL, students are required to be able to master and become a good speaker. But learning to speak in English is not easy for students, students often get difficulty, so learning English requires

a special method. Most of them feel confused when they are asked to speak spontaneously in English and feel less confident in their abilities because of the limited vocabulary and their knowledge and the lack of grammar understanding. To solve the problem Tutyandari (2005) suggested that teachers could reduce the problem of the students, by giving tasks in small groups. But the division of this group will be less effective if there is no stimulus that could make them more interacting with other students. For that, the use of debate is considered as an appropriate method for improving the ability to speak. This is also supported by Dobson (1987) who says that debate could be an alternative solution to be able to convey the feelings and thoughts of students related to a problem and if trained continuously will facilitate their speaking ability. Maryadi (2008) also agrees that debate could be a motivation in the development of student thinking especially when they are confronted with the opinions contrary with their beliefs. The use of this debate make all students play an active role during the activity so it is very effective in developing the students speaking skill and their argument. This debate activity also could stimulate the students to open their minds so that they not only focus on one point of view. This is very good to train and improve students critical thinking. This critical thinking is also very influential in students 'speaking skills because it could make what the studens delivered will be more meaningful and qualified.

## **2.7 Critical Thinking in Speaking Skill**

Improving students' speaking ability is one of the benefits of joining debate. The debate is an activity that gives the students more opportunities to explore their English skills than in the classroom, based on Bellon (2000). Alasmari and Ahmed (2012) also stated that debate could improve the students 'ability in speaking, enrich the students' vocabulary and practice their pronunciation. Satit Somjai and Anchalee Janssem (2015) in his research also found that from this debate activity, the students' ability have higher progress significantly because the students had more opportunities to practice their speaking skills. The use of this debate make all students play an active role during the activity so it is very effective in developing the students speaking skill and



their argument. For that, the use of debate is considered as an appropriate method for improving the ability to speak. This is also supported by Dobson (1987) who says that debate could be an alternative solution to be able to convey the feelings and thoughts of students related to a problem and if trained continuously will facilitate their speaking ability.

From the several theories that have been described above, when we compared with the results of observations that have been done by the author in teaching learning activity in speaking class, it proved relevant. The author found that the majority of students who join the debate, they have a good ability in speaking. They are also active in the class, being confident to ask when there is a friend who presents in front of the class and when they were doing the presentation they could explain the material clearly and the content of the material presented is also broad enough so that it be easily understood by the other students.

## **2.8 Previous Study**

There are several studies that have been done by researchers related to the perception of students in the use of debate among others done by Pek Albert Christianto Pinardi dan Johannes L. Talokoon in October, 2015 with the title of *“Teachers’ & Students’ Perceptions on The Implementation of The English Debate Trainings in a Vocational High School in Surabaya”*. This study took place in a private vocational school in Surabaya (called as “X” school). The researcher involves ten students and two English teachers. Those ten students (three students from 10th grade, four students from 11th grade, and three students from 12th grade). The data collection was done through questionnaires which consist of 19 questions using a four-point of scale (strongly disagree, disagree, agree, and strongly agree). The results of this study explained that both teachers and students believe that debate could help them in improving the students' English speaking skills, speaking fluency, critical thinking, and helping them to understand the problems in social life around them.

Another researcher is Sri Trisna Yanti with the title of “*Students’ Perception on The Influence of Joining English Debate Class Toward Students’ Speaking Skill: A Case Study at Students of English Education Program who Join UKM Argument Academic Year 2016*”. This research used case study as the research design. Researchers had 13 students from English education program who joined UKM argument (English debate class of Mataram University) as a sample of research. The data collection was done through questionnaire and interview. The results of this study indicated that most students agreed that joining debate activities could improve the ability to speak fluently, improve vocabulary, pronunciation, grammar, improve self-confidence and critical thinking of students.

The next researcher is Millatil Azka with the title of “*Students’ Perceptions on the Use of Debate in Speaking Class: A Case of Undergraduate Students at Universitas Muhammadiyah Surakarta in 2016/2017 Academic Year*”. The researcher tested third semester students at Universitas Muhammadiyah Surakarta as a sample of research. This research used descriptive qualitative design. The data collection was done through interview, while the method of data analysis was content analysis. The results of this study indicated that the students got a pleasant and unpleasant experience during the debate activities. Enjoyable experience included improving motivation, confidence, critical thinking, speaking skill and got a lot of new knowledge while the unpleasant experience felt by students was the difficulty in structuring the words.

From some of the previous research results that had already been described, and which one has been explained earlier in the background of the problem. Each study has different data collection techniques in complementing the research. In addition, the design used in each study were also different depending on the needs of research. The types of debate that are applied in the training of students are also different. Although there are some differences, but the purpose of the research of each previous study is almost the same that is to know the students' perceptions about the use of debate. So, it is important for researcher to understand and analyze which one the research is appropriate to be a guide or

reference to facilitate the researcher in completing this research. But this research is different with the previous study because the researcher not only want to know the student's perception about debate but also want to check the correlation between the student's critical thinking ability to the debate.

## **2.9 Summary**

Perception is a process whereby people seek to understand their environment through their sensory stimulation to gather meaningful information by selecting, organizing, and interpreting the information in the form of judgment or opinion. So, if a person has a perception of an object using their senses means that they know, understand and realize the object. In the process of perception, everyone will make a selection whether the stimulus is useful or not for them, and determine what is best to do (behavior). While students' perceptions are a process in which students interpret, give responses and impressions through stimuli to learning methods in the form of opinions, actions, or even in the form of rejection of a stimulus. Student perceptions could also be interpreted as a response of students to information about an object in the school environment, especially in the classroom through observation with their senses, so that students could give meaning and interpret the observation object in the form of opinions or actions (Arif Rohman: 2009).

There are many definitions of debate. But from several definitions we could conclude that debate is an interaction between two parties formed in team or group and each person in each group could take part or participate in giving their best opinion which is accompanied with relevant evidence to support their opinions in addressing a problem. The debate has several advantages such as improving four important aspects of English, increasing confidence, and critical thinking.

The debate has a relationship that is related to critical thinking because, in the debate, students are required to be able to think, identify, analyze and consider things correctly with rational and accurate data in a short time. All of that is included in the component of critical thinking because the meaning of critical

thinking itself is a thinking based on the logical with a variety of considerations and different point of view that comes from accurate data. And of course the critical thinking or critical mindset will greatly affect the students' speaking ability because people speak based on their minds so that what they say will be more weight or quality whereas in fact currently, the success of college graduate students depends on how extent their ability to think independently, critically and make arguments based on valid data, evidence, and theory. It is important for students to have critical thinking skills and the ability to appreciate the various opinions and perspectives of others so that later they can work and establish relationships with others from different backgrounds and different perspectives.