

**USING DEBATING TECHNIQUES TO FOSTER THE STUDENTS'
CRITICAL THINKING AS A MEAN TO DEVELOP
SPEAKING SKILLS**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
For The Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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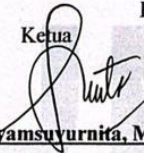
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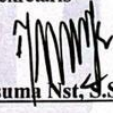
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

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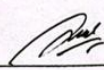

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ABSTRACT

Muna Arrazaq . 2202050041. Using Debating Techniques to Foster Students' Critical Thinking as a Means to Develop Speaking Skill. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

The purpose of this study was to ascertain the impact of debate strategies on students' critical thinking and speaking abilities. This study employed a quasi-experimental design with a control class and an experimental class, using a quantitative methodology. SPSS was used to analyse the data, which were gathered through pre-test and post-test. Since the data were not normally distributed according to the normality test results, the Mann-Whitney U test was used to test the hypothesis. According to the study's findings, speaking and critical thinking abilities had significance values of $p < 0.001$, or less than 0.05. It shows that employing debate strategies has a major impact on students' critical thinking and speaking abilities. As a result, debating techniques can be employed as a successful teaching method to enhance students' critical thinking and speaking skills when learning English.

Keywords: *Debating Techniques, Speaking Skill, Critical Thinking Skill, Active Learning, English Language Teaching*

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Finally, the writer realizes that this thesis is far from perfect. Therefore, constructive suggestions and criticism are highly expected for the improvement of this thesis in the future. The writer hopes that this thesis will be useful for the readers and for the development of knowledge, particularly in the field of English education.

Medan, 09 April 2026

Muna Arrazaq

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CHAPTER I

INTRODUCTION

1.1 Background of Study

In English as a foreign language (EFL) classrooms, students are increasingly expected to actively express opinions, arguments, and ideas through speaking activities. However, many students still experience difficulties in speaking, especially when they are asked to convey ideas logically and confidently. Speaking activities in class often emphasize surface aspects such as pronunciation and grammatical accuracy, while opportunities to develop reasoning and critical thinking through speaking are limited. As a result, students tend to hesitate, remain passive, and struggle to articulate their thoughts clearly. (Mesa et al., 2025) explain that speaking activities are designed to develop students' active communication through reasoning, indicating that speaking skills must involve structured thinking processes, not just verbal expression.

This condition indicates that low speaking performance is closely related to students' limited critical thinking skills. Many students are not accustomed to analyzing problems, evaluating information, or organizing ideas before speaking. (Afshar & Rahimi, 2014) emphasize that cultivating critical thinking skills is an essential component of education across subjects, including language learning. When critical thinking is not adequately integrated into speaking instruction, students face difficulties in expressing ideas meaningfully and confidently.

Integrating critical thinking into speaking instruction is important because speaking and thinking are inseparable processes. Vygotsky (1978, as cited in

Smolucha, 1989) argued that learning occurs through social interaction and that language serves not only as a means of communication but also as a primary tool for organizing human thought. This implies that students must develop their thinking skills to speak effectively. (Fernandes et al., 2024) further support this view by finding that students engaged in English learning activities that emphasize critical thinking demonstrate higher engagement and satisfaction. Therefore, developing students' speaking skills without strengthening their critical thinking can result in shallow communication that lacks depth and clarity.

Several studies have investigated the use of debate techniques in English language learning. (Widiawati & Agustini, 2020) found that debate techniques positively influenced students' speaking skills. (Majidi et al., 2021) also reported that debate activities improved students' argumentation skills in a second language context. Furthermore, debate activities have been shown to encourage students to analyze problems from multiple perspectives and express ideas more effectively (Mesa et al., 2025).

However, although previous studies acknowledge the importance of critical thinking in debate activities, most of them position critical thinking only as a supporting or supplementary indicator. Previous studies have primarily focused on the direct effects of debate techniques on speaking skills, without sufficiently explaining how critical thinking functions as a central process facilitating speaking development. Thus, what has not been clearly explored is the role of critical thinking as a conceptual bridge between debating techniques and students' oral expression skills.

In light of the phenomena and research gaps described above, this study seeks to explore how debating techniques influence students' critical thinking and speaking skills. Specifically, this study aims to examine how debate techniques contribute to improving speaking skills through the development of students' critical thinking.

A quantitative approach was employed in this study through a quasi-experimental method that included pre-test and post-test stages. This design allowed the researcher to measure changes in students' critical thinking and speaking skills before and after the application of debate techniques. The novelty of this study lies in the conceptual positioning of critical thinking as a key process linking debate techniques and speaking skills. Rather than examining speaking improvement alone, this study emphasizes critical thinking as the primary mechanism through which debate-based learning improves students' speaking skills.

The contributions of this study are expected to be both theoretical and practical. Theoretically, this study strengthens Vygotsky's sociocultural theory by providing empirical evidence that critical thinking and speaking skills develop simultaneously through interactive learning activities such as debate. Practically, the findings of this study are expected to assist English language teachers in designing learning strategies that emphasize reasoning, interaction, and meaningful communication. Furthermore, this study contributes to the Indonesian EFL context by offering insights into the effective use of debate techniques to foster students' critical thinking and speaking skills in secondary education.

1.2 The Identification of The Problems

1. Students experience difficulties in developing speaking skills because critical thinking is not sufficiently integrated into speaking activities, which makes them hesitate to express ideas logically and confidently.
2. Although debating techniques have been found to improve students' speaking skills, previous research has not clearly positioned critical thinking as a central process linking debating techniques and speaking development.

1.3 Scope and Limitation of the Study

The study investigates the use of debating techniques in developing students' critical thinking to support the enhancement of their speaking skills. This study was conducted at the high school level using a quasi-experimental method using a pre-test and post-test. The limitation of this study lies in its focus on two main variables, namely critical thinking and speaking skills without involving other English language skills such as listening, writing, and reading. Therefore, this finding is limited to the participants and the selected research context.

1.4 Formulation of The Problems

1. How does the use of the debating techniques affect the students' critical thinking skills?
2. How does the use of debating techniques affect the students' speaking skills?

1.5 The Objectives of The Study

Based on the problem of the research, this research will be described as follows:

1. To find out whether the use of debating techniques can significantly improve the students' critical thinking skills.
2. To clarify whether debating techniques can improve students' speaking skills.

1.6 Significance of The Study

This research is expected to provide some positive benefits both for on theoretically and practically.

1. Theoretically:

Theoretically, this research is expected to enrich the existing literature on the relationship between critical thinking skills and students' speaking skills through debating techniques. This research also strengthens Vygotsky's social interaction theory, which emphasizes that critical thinking and speaking develop simultaneously through communicative learning, namely debate.

2. Practically:

- a. For English teachers: The results of this research are expected to guide teachers in developing new and more effective strategies to enhance students' speaking abilities.
- b. For Learners: By participating in this debate learning, students can more easily improve their speaking and critical thinking skills in a practical way, namely with debate strategies.
- c. For researchers : Researchers can examine how this debating techniques can effectively improve two student abilities simultaneously and add new insights for researchers regarding the topic raised

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The theoretical framework in this study outlines the theories used as the basis for analyzing data related to students' critical thinking skill and speaking skill through the application of debating techniques. The conceptual framework guides the interpretation of pre-test and post-test results while illustrating how debating techniques can help improve students' speaking ability by fostering their critical thinking skills.

Speaking skills are not only seen as the mechanical ability to pronounce words, but also as a cognitive process involving reasoning, organizing ideas, and conveying arguments logically. (Mesa et al., 2025) stated that speaking activities aim to develop students' active communication through reasoning processes. This view forms the basis for the analysis of this study's data, as the assessment of students' speaking skills focuses not only on fluency and pronunciation, but also on the clarity and order of the ideas conveyed.

Critical thinking was the primary variable in this study because it is believed to play a crucial role in improving students' speaking skills. (Afshar & Rahimi, 2014) According to them, critical thinking encourages learners to examine information carefully, assess various arguments, and convey their ideas in a logical way. In this research, the concept of critical thinking is used to analyse students' abilities to construct arguments, respond to opposing viewpoints, and communicate ideas coherently after participating in debat activities.

The relationship between critical thinking and speaking skills can also be explained through Vygotsky's sociocultural theory. Vygotsky (1978, as cited in Smolucha, 1989) stated that learning occurs through social interaction and that language functions as both a communication tool and a thinking tool. This theory is relevant in data analysis because debate activities provide an interactive environment that allows students to develop thinking and speaking skills simultaneously through dialogue and argumentation. Thus, the increase in students' critical thinking and speaking skills scores after treatment can be interpreted as the result of a meaningful social interaction process.

Theoretically, debating techniques are positioned as a learning strategy that integrates speaking practice with the development of critical thinking. Debates require students to analyze issues, develop arguments, defend their opinions, and logically respond to differing views. This theoretical perspective was used as the basis for analyzing the research results, where the increase in post-test scores was interpreted as evidence that debating techniques are effective in training higher-order thinking skills while improving students' speaking abilities.

Based on these theories, data analysis in this study focused on identifying improvements in students' critical thinking and speaking skills after implementing debating techniques. This theoretical framework connects the research variables with the learning strategies used, allowing the research results to be interpreted systematically and in accordance with relevant theoretical foundations.

2.1.1 Critical Thinking Skill

Critical thinking is an important skill in language learning, particularly in speaking activities that require students to convey ideas, opinions, and arguments logically. (Cook, 2025) state that creating a learning environment where students have an opportunity to perform critical thinking is a rudimentary requirement for further initiatives. Critical thinking skills play an important role in EFL learning by helping students structure their ideas systematically, which allows them to convey messages more meaningfully.

In this study, critical thinking is viewed as a cognitive process that supports speaking skills. (Shahab & Barak, 2026) Participants were deliberately selected from these disciplines, where CT is widely recognized as an indispensable skill for learning and professional practice. Students who possess critical thinking skills tend to be better able to respond to questions, defend their opinions, and actively participate in discussions. This demonstrates that critical thinking does not exist in isolation but is integrated with language use, particularly in speaking activities involving reasoning and argumentation.

The role of critical thinking in language learning can also be explained through Vygotsky's sociocultural theory. (Vygotski, as cited in Smolucha, 1989) stated that the development of thinking occurs through social interaction and language use. Through interactive activities such as debates, students are encouraged to think critically by considering multiple perspectives and expressing their reasons verbally. In this study, this theory is used as a basis for analyzing the

development of students' critical thinking skills during the debate-based learning process.

Based on this perspective, critical thinking in this study was analyzed through students' abilities to construct clear arguments, evaluate opposing opinions, and present logical reasons during speaking activities. (Arthi & Gandhimathi, 2025) The integration of Critical Thinking (CT) skills with domains such as philosophy, cognitive psychology, linguistics, and language arts confers different perspectives on thinking process. The improvement observed in these aspects after applying debating techniques suggests that students have strengthened their ability to think critically.

2.1.2 Speaking Skill

Speaking skills are a key aspect of language learning because they reflect students' ability to communicate effectively. Speaking is not only about pronouncing words or sentences, but also involves cognitive processes such as organizing ideas and conveying messages clearly. (Boonkit, 2010) explain that speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue.

Speaking ability in EFL learning is reflected through several aspects, including fluency, clarity in delivering ideas, and the ability to express opinions in a logical manner. (Wang et al., 2024) describe speaking fluency as the ability to convey ideas smoothly and naturally in a second language. With this improvement in speaking ability, students are expected to be able to speak not only linguistically correctly but also to convey ideas coherently and coherently.

Therefore, speaking skills need to be understood as communication skills that simultaneously involve both linguistic and cognitive aspects.

The relationship between speaking skills and thinking skills is also emphasized in Vygotsky's theory, which states that language functions as both a communication tool and a thinking tool (Vygotski, as cited in Smolucha, 1989) This suggests that the development of students' speaking skills is influenced by their ability to organize and develop ideas. Thus, improved speaking skills can be viewed as a result of deeper cognitive engagement in the learning process.

In this study, speaking skills were analyzed based on students' ability to convey ideas clearly and confidently during speaking activities. (Cristianita & Mandasari, 2022) Speaking skill is one of the most important communication skills in the world. People use it to convey important information about another person. Improvements in students' speaking performance after participating in debate activities were analyzed to determine the extent to which debate techniques contribute to the development of speaking skills through the integration of critical thinking.

2.1.3 Debating Techniques as a Teaching Method

Debating is a learning method that directly involves students in critical thinking, presenting arguments, and discussing. In the context of English language learning, this debating techniques not only develops students' speaking skills but also enhances critical thinking because in debating learning, In debating activities, students practice evaluating issues, constructing stronger arguments, and giving logical responses to opposing viewpoints. (El Majidi et al., 2024) argue that

debate is a popular curricular and extracurricular activity used as a pedagogical tool for teaching argumentation. Thus, debate can be considered a solution-based teaching strategy in developing critical thinking and speaking skills.

Furthermore, debating techniques can create a communicative and collaborative learning environment. Through the process of exchanging arguments among teammates, students learn to understand others' arguments, appreciate differences, and provide responses based on strong facts. This aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction between individuals in the formation of knowledge and thinking skills. In debating, social interaction occurs spontaneously throughout the debate. In this way, debate becomes an effective teaching strategy for developing students' communication skills in the context of English language learning.

From a pedagogical perspective, debating also have a significant impact on strengthening task-based learning (TBL). Each debating session can be considered a complex communicative task, encompassing planning, argumentation, presentation, and reflection. (Mesa et al., 2025) argue that debating encourage students to engage with diverse perspectives, apply their theoretical knowledge, and defend positions that contradict their own beliefs. This process makes debating not just a more speaking activity but also a platform for in-depth critical thinking practice. Furthermore, subject teachers can also act as guides, directing the debating process in the classroom.

Furthermore, the application of debating techniques as a teaching strategy also has a positive impact on student motivation and contribution. (Ningsih et al.,

2022) argue that debating is a language learning strategy that can be utilized to improve students' speaking and critical thinking skills. Debating fosters a sense of healthy competition that encourages students to argue with thorough preparation and structured language. Thus, this debating techniques not only helps students improve their critical thinking and speaking skills but also helps them build their confidence in expressing their opinions. Therefore, in the context of this study, debate is considered an appropriate teaching strategy to improve critical thinking and develop students' speaking skills.

2.2 Previous Relevant Study

Several previous studies related to this research include the following:

- (1) (Majidi et al., 2021) in their study entitled "The effects of in-class debates on argumentation skills in second language education" published in Science Direct, studied that the ability to argue in a second language is still a challenge for secondary school students who are not yet able to convey arguments with good structure and quality. Debate is considered an effective learning method to improve argumentation skills in L2, although empirical evidence is still limited. Through a pretest-posttest control group research design involving eight classes in three secondary schools in the Netherlands, this study examined the effect of debate learning on structural aspects (such as sub-arguments and rebuttals) and quality aspects (such as elaboration and persuasiveness) in students' argumentation skills.
- (2) (Yin et al., 2023) in their article entitled "A systematic review of critical thinking instructional pedagogy in EFL, writing: What we know from a

decade of research” published in ScienceDirect, examined how to teach critical thinking in English as a Foreign Language (EFL) writing classes from 2013 to 2022. Through systematic analysis at the macro and micro levels. This review also highlights the gap between pedagogical theory and classroom practice due to the lack of attention to critical thinking in current Language Education.

- (3) (El Majidi et al., 2024) in their study entitled "Debate as a pedagogical tool for developing speaking skills in second language education" published in Sage Journals, studied that many secondary school students experience difficulties in second language speaking skills, and this deficiency negatively impacts their academic and career opportunities in a global world that emphasizes the importance of oral communication skills. The results of the analysis showed that after the intervention, the group that participated in the debate produced more language, was more fluent, more accurate, more coherent, and had a richer vocabulary than the control group.

From these studies, it can be concluded that debating techniques have a positive influence on improving critical thinking skills and developing students' conversational skills in English learning. However, although debate, critical thinking, and speaking skills have been discussed in earlier studies, the relationship among these three aspects has not been explored in depth. This study aims to explain critical thinking skills as a bridge that can effectively develop students' speaking skills. Therefore, this study is expected to provide

new contributions to the development of more comprehensive English learning strategies.

2.3 Conceptual Framework

The ability to speak is an essential component of English learning, as it enables students to communicate their ideas, thoughts, and opinions clearly and confidently in spoken form. However, many students still struggle with speaking due to a lack of confidence and the ability to think critically to develop ideas. One learning strategy that can help students overcome these obstacles is by implementing a more effective teaching technique, namely debate. This debating activity trains students to think critically before conveying their arguments orally.

This debating techniques helps students improve their critical thinking through analyzing problems, examining the weaknesses of arguments, and developing strong reasons to defend them. In other words, through this debate activity, students not only practice speaking but also practice how to think systematically and ideologically about the issues that will be discussed in the debate. This critical thinking ability will then act as a bridge or link between the use of debating techniques and improving students' speaking skills. As students become engaged in critical thinking, they will also become accustomed to constructing arguments more structured and speaking with more confidence and freedom.

Therefore, in the conceptual framework of this research, debating techniques (X) acts as an independent variable, critical thinking ability (M) as a mediating variable, and speaking ability (Y) as a dependent variable. All three have a causal

relationship that is interconnected and influences each other. It is hoped that the application of this debating techniques can improve students' critical thinking, so that it can ultimately play a role in developing students' speaking skills in English.

In this study, critical thinking will be conceptually positioned as a mediating variable to explain how debate techniques contribute to the development of students' speaking skills. However, the mediating effect was not statistically tested due to the research design and analytical methods used.

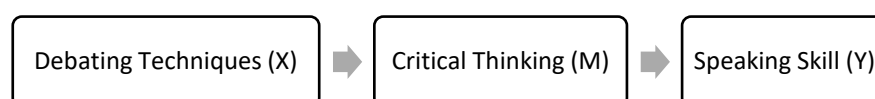


Figure 2.1 Conceptual Framework of the Study

2.4 Hypothesis

This research hypothesis is formulated based on the problem formulation and research objectives outlined previously. Based on learning theory and the application of debating techniques in learning, this research hypothesis is as follows:

1. **H₁**: The application of debating techniques improves students' critical thinking skills.
2. **H₂**: The application of debating techniques improves students' speaking skills.

Null Hypothesis:

1. **H₀₁**: The application of debating techniques does not improve students' critical thinking skills.

2. **H₀₂**: The application of debating techniques does not improve students' speaking skills.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

This research study applies a quasi-experimental design to test the effectiveness of debating techniques in improving the students' critical thinking and speaking skills. The comparison of the results of the pre-test and post-test will be later shown the extent to which this debating techniques can improve the students' critical thinking and speaking skills. Therefore, a quasi-experimental design will be used in this study as a type of experimental research in quantitative methods. Like the method used by (Sugiyono, 2023), quasi-experimental is used when researchers want to know the effect of treatment but cannot fully control external variables. And (John W. Creswell, 2020), also explains that this quasi-experimental research involves giving treatment to a group and measuring changes through pre-test and post-test. Therefore, the quasi-experimental design of the nonequivalent control group design type was chosen in this study because it was in accordance with the research objective which was to see the effect of debating techniques in improving students' critical thinking and speaking skills in two different groups.

In this the nonequivalent control group design, the study will be conducted on two groups of students, one experimental group and one control group. In the initial stage, students will be given a pre-test on critical thinking and speaking skills before receiving debate technique instruction. After that, students will receive treatment, namely the application of debate techniques in several

meetings. This debating technique will later help students develop their speaking skills through processing arguments using critical thinking. The experimental group was taught using debating techniques, which emphasize argumentation, reasoning, and active participation. Meanwhile, the control group was taught using conventional teaching methods, such as teacher-centered instruction and regular speaking exercises without the use of structured debating techniques.

Then, after all this process, students will be given a post-test related to the same material to see changes in the improvement of students' critical thinking and speaking skills after being given the treatment. Meanwhile, the control group will still be given treatment but not significantly. The control group will be taught about debating techniques but not given effective strategies for debating during the treatment process.

This design was chosen because it is able to provide a direct picture of the influence of debating techniques on students' critical thinking and speaking skills in real classroom conditions. In addition, this design also allows researchers to measure changes more clearly through a comparison of pre-test and post-test results. However, as explains by (Sugiyono, 2023), this design does not have full control over external variables such as classroom conditions, student motivation levels, or other individual factors that can influence the results. Nevertheless, this design is still considered the most appropriate and effective for research contexts in schools that do not allow researchers to randomize classes.

3.3 Population and Sample

(Sugiyono, 2023), Defines population as all individuals or objects that share particular characteristics and are included as the subjects of a research study. All Grade XII students at SMA Muhammadiyah 01 Medan in the current academic year were included as the research population, consisting of 54 students from two classes. This population was chosen because the purpose of the study is to find out how effective this debating techniques in improving students' speaking skills and critical thinking skills, which are relevant to the level of speaking skills of grade XII students who are still in the developing stage.

Table 3.2 Research Population

No.	Class	Population
1	XII-1	27
2	XII-2	27
	Total Number	54

(Sugiyono, 2023) also states that a sample is part of the number and characteristics of a population. The sample in this study were students of grades XII-1 and XII-2 at SMA Muhammadiyah 01 Medan. The number of students in each class was 27 people. The sampling technique used was purposive sampling, namely the selection of samples tailored to the needs or criteria of the study. Grades XII-1 and XII-2 were chosen intentionally because the English subject teacher recommended and allowed the researcher to conduct the study, and the

level of academic ability of students in those classes was considered appropriate for the research to be conducted, namely the application of debate techniques to improve students' speaking and critical thinking skills. Thus, the selected sample is expected to adequately represent the population and support the success of the research findings.

3.4 Variables and Operational Definition of Variables

Research variables, whether independent or dependent, are the objects to be measured in the research. Each variable requires a clear, measurable, and practical description to be properly researched and analyzed. Conceptually, the relationship among these variables forms a research model that represents the issue explored in this study.

The study includes three variables, namely: (1) independent variable (X), (2) dependent variable (Y₁), (3) dependent variable (Y₂). Each variable will be explained through a clear definition and indicators used as the basis for measurement. An explanation of each variable will be presented in the following description and summarized in a table for a more structured approach.

Table 3.3 Variables and Operational Definitions

Variable	Operational Definition	Indicators
Debating Techniques	A debate-based learning techniques that involves conveying arguments, rebuttals, and conclusions to statements through oral interaction during learning activities.	<ol style="list-style-type: none"> 1. Preparation 2. Argument delivery 3. Rebuttal 4. Closing&conclusion
Critical Thinking	Students' ability to analyze, evaluate, and conclude information logically and carefully to support decision making.	<ol style="list-style-type: none"> 1. Analysis 2. Formulating opinions 3. Examining facts

		4. Presenting the results of the analysis
Speaking Skills	Students' ability to convey their ideas and opinions orally with fluency in pronunciation, appropriate vocabulary and accuracy.	1. Fluency 2. Accuracy 3. Pronunciation 4. Vocabulary 5. Interactive communication

3.5 Research Instrument

Research instruments are tools used by researchers to collect data so that the variables under study can be measured objectively and systematically. In this study, the instrument used was an oral performance test through pre-test and post-test debate activities. This instrument serves to obtain data on students' critical thinking (Y_1) and speaking skill (Y_2) before and after being given treatment regarding the application of debating techniques.

3.5.1 Types and Forms of Instruments

The instruments used in this study are:

1. Pre-test

Students will engage in live debate practice on topics or motions determined by the researcher. This pre-test is conducted to determine students' initial speaking and critical thinking skills before being exposed to debating techniques.

2. Post-test

After receiving treatment on the application of debating techniques in learning, participants were again given an oral post-test. This post-test aimed

to assess the improvement in students' abilities after receiving treatment on the application of debating techniques.

Both the pre-test and post-test will use the same format and assessment rubric so that score comparisons can be carried out objectively.

3.5.2 Indicators and Assessment Aspects

The assessment instrument is based on two measured variables:

1. Critical Thinking (Y_1)

Aspects assessed include:

1. Clarity of argument
2. Relevance of ideas
3. Logic and reasoning
4. Responsiveness
5. Problem Analysis

2. Speaking Skill (Y_2)

The assessment covers the following aspects:

1. Speaking fluency
2. Accuracy of pronunciation
3. Language structure
4. Accuracy of vocabulary
5. Comprehension

3.5.3 Assessment Rubric

Assessments are conducted using a 1-5 scale rubric for each indicator. The higher the score, the better the skill demonstrated. The final score is the sum of all assessment aspects.

Table 3.4 Speaking Skill Assessment Rubric (Adapted from Nunan, 1991)

Assessment Aspect	4 (Very Good)	3 (Good)	2 (Fair)	1 (Poor)
Fluency	Speak smoothly with minimal hesitation	Speaks fairly fluently with minor pauses	Frequent pauses and repetitions	Speech is hating and difficult to follow
Accuracy (Grammar)	Uses grammatical structures accurately and consistently	Minor grammatical errors	Frequent grammatical errors	Errors seriously hinder meaning
Vocabulary Use	Uses a wide range of appropriate vocabulary	Uses adequate vocabulary	Limited vocabulary	Very limited vocabulary
Pronunciation	Clear pronunciation and easily understood	Minor pronunciation problems	Several pronunciation errors	Pronunciation is difficult to understand
Interaction/Meaning Delivery	Ideas are clearly conveyed and responses are appropriate	Ideas are mostly clear	Responses are sometimes irrelevant	Unable to convey meaning effectively

Table 3.5 Critical Thinking Skill Assessment Rubric (Based on Ennis, 2011)

Critical Thinking Aspect	4 (Very Good)	3 (Good)	2 (Fair)	1 (Poor)
Interpretation	Demonstrates a clear and accurate understanding of the issue	Understands the main issue	Partially understand of the issue	Misunderstands the issue
Analysis	Presents logical and well- structured arguments	Arguments are mostly logical	Arguments structurally unclear	No clear analysis is presented
Evaluation	Evaluation	Evaluation	Evaluation	Unable to evaluate

	It is argument strong and relevant	The argument is relevant but limited	The argument is weak	the argument is poor
Inference	Conclusions are logical and well supported	Conclusions are generally logical	Conclusions are weak and poor	No conclusion is provided
Explanation	Explanations are well prepared with clear reasons	Explanations are generally clear but not so clear reasons	Explanations are unclear reasons	Unable to explain the reasons

3.5.4 Procedure for Using the Instrument

The instrument was used through the following steps:

1. Researchers prepared debate topics for the pre-test and post-test.
2. Students debated in groups according to the established format.
3. The entire debate process was assessed using the same scoring rubric for the pre-test and post-test.
4. The assessment process was conducted by two raters to maintain objectivity.
5. The scores from each rater were then averaged to obtain the participant's final score.

3.5.5 Instrument Validity Test

Because this research instrument is in the form of an oral performance test, the validity test does not use statistical formulas like Pearson's, but rather uses content validity. Content validity is carried out by:

1. The assessment rubric and debate indicators were reviewed by expert judges, namely lecturers with expertise in speaking, ELT, and research methodology.
2. The experts provided input regarding the appropriateness of the indicators, the alignment of assessment aspects with theory, and the accuracy of the rubric in measuring research variables.

3. The expert assessment results indicated that the instrument was appropriate for measuring speaking skills and critical thinking in the debating context.
4. Thus, the instrument was deemed to have adequate content validity.

3.5.6 Instrument Reliability Test

In this reliability testing process, the instrument focuses on the consistency of measurement results when the instrument is used repeatedly or assessed by different assessors. In this study, the research instrument was an oral performance test in the form of a debate practice, assessed using a scoring rubric with a scale of 1-4. The assessment process involved two assessors.

Since the data were obtained from two raters using an ordinal rating scale, the instrument's reliability was measured using *Cronbach's Alpha*. This coefficient is suitable for measuring inter-rater reliability when the data is ordinal and when partial agreement between raters is important. The formula for *Cronbach's Alpha* is as follows:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma_i^2}{\sigma_T^2} \right)$$

Explanation:

α = Cronbach's Alpha, reliability coefficient

k= Number of raters (in your study = 2)

σ_i^2 = Variance of each rater's score i

σ_T^2 = Total variance of all raters

Σ = Summation, sum of variances from all raters i=1 to k

This formula measures the consistency or agreement between raters. In this study, it ensures that the two raters are scoring students' speaking skill and critical thinking skill consistently.

3.6 Techniques of Analyzing Data

The data analysis techniques used in this study are tailored to the research problem formulation, objectives, and hypothesis. Data obtained from the pre-test and post-test on students' speaking skills and critical thinking skills will be analyzed using descriptive statistics and non-parametric inferential statistics. The data analysis will then be processed using SPSS (Statistical Package for the Social Sciences).

3.6.1 Data Description

3.6.1.1 Mean Score

Descriptive analysis was used to provide an overview of the pre-test and post-test results of students' speaking and critical thinking skills after implementing debating techniques. The data analyzed included the average (mean), highest, and lowest scores. The average value was obtained through the formula shown below:

$$x = \frac{\sum x}{N}$$

Explanation:

x = Mean score

$\sum x$ = Total score

N = Number of students

The results of this descriptive analysis are used to determine the differences between pre-test and post-test scores in general, but have not been used to draw conclusions regarding the effect of the treatment. The descriptive data analysis was conducted using SPSS. The pre-test and post-test scores of students' critical thinking and speaking skills were input into SPSS and analyzed using the Descriptive Statistics menu to obtain the mean, minimum, and maximum scores. This analysis was used to provide an overview of students' performance before and after the implementation of debating techniques.

3.6.1.2 Standard Deviation

In addition to calculating the mean, this study also used standard deviation to determine the degree of data dispersion from the mean. Standard deviation indicates the extent of variation in student scores within a group. The smaller the standard deviation, the more homogeneous or less variable the data. Conversely, a larger standard deviation indicates more variable data.

The standard deviation formula is as follows:

$$SD = \sqrt{(\Sigma (X - \bar{X})^2 / N)}$$

Description:

SD = Standard deviation

X = Individual score

\bar{X} = Mean / Average

N = Sample size

Σ = Overall total

3.6.1.3 Gain Score

To determine the improvement in students' abilities after receiving treatment, this study also used a gain score. The gain score is obtained from the difference between the post-test and pre-test scores.

Additionally, improvement scores were calculated to measure students' speaking performance improvement from pre-test to post-test. Improvement scores represent the difference between students' pre-test and post-test scores. These improvement scores were then used as a basis for comparison between the experimental and control groups.

To gain the score, the formula is as follows:

$$\text{Gain} = \text{Post-test} - \text{Pre-test}$$

The gain score helps determine the improvement in students' speaking and critical thinking skills after the treatment through a comparison between the experimental group and the control group.

3.6.2 Normality Test

Before testing the hypotheses, the data were analyzed using a normality test to determine whether they were normally distributed. The Shapiro-Wilk test was used to test for normality. The results of the normality test showed that the significance value (Sig.) of the data was less than 0.05, indicating that the data were not normally distributed.

Because the data did not meet the assumptions of a normal distribution, a non-parametric statistical test was used. Therefore, the Mann-Whitney U test was applied to analyze the differences between the experimental and control groups.

3.6.3 Hypothesis Testing

The hypothesis testing in this study aims to prove the hypothesis formulated in Chapter II. This hypothesis states that the application of debating techniques can improve students' critical thinking and speaking skills. A Mann–Whitney U Test was conducted to analyze whether the two independent groups showed a significant difference.

The hypothesis testing in this study was conducted using SPSS through the Mann-Whitney U Test. The test was used to compare the scores between the experimental group and the control group in order to determine whether there was a significant difference in students' speaking skills and critical thinking skills after the treatment. Since the normality test showed that the data were not normally distributed, the analysis was conducted using the Mann–Whitney U Test.

A. Hypothesis Testing of Speaking Skill

1. Hypothesis Formulation

H_0 : There is no significant difference in speaking ability improvement between the experimental and control classes.

H_1 : There is a significant difference in speaking ability improvement between the experimental and control classes.

2. Hypothesis Testing Criteria

The criteria for testing the hypothesis are:

If the significance value (Sig.) > 0.05 , H_0 is accepted and H_1 is rejected.

If the significance value (Sig.) < 0.05 , H_0 is rejected and H_1 is accepted.

A significance level of 0.05 ($\alpha = 0.05$) was used in this study.

B. Hypothesis Testing of Critical Thinking Skill

1. Hypothesis Formulation

H₀: There is no significant difference in the improvement of critical thinking skills between the experimental and control classes.

H₁: There is a significant difference in the improvement of critical thinking skills between the experimental and control classes.

2. Hypothesis Testing Criteria

The criteria for testing the hypothesis are:

If the significance value (Sig.) is > 0.05 , H₀ is accepted and H₁ is rejected.

If the significance value (Sig.) is < 0.05 , H₀ is rejected and H₁ is accepted.

The significance level used in this study is 0.05.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Research Findings Overview

This part outlines the results of the study based on the analysis of pre-test and post-test data from the experimental and control groups. The data were analyzed to determine trends in the research variables and differences in learning outcomes between the two groups after treatment.

The research findings are presented systematically, including descriptions of variable trends, analysis requirements, and hypothesis testing. This presentation aims to provide a clear overview of the research results before further discussion.

4.1.1 Trends of the Variables

This subchapter presents a description of the trends of each research variable based on the mean and standard deviation values obtained from the pre-test and post-test results. This analysis was conducted to observe the development of student abilities in the experimental and control groups.

The variable trends in this study include speaking skills and critical thinking skills. The data are presented in tables and diagrams to facilitate interpretation of the results.

A. Speaking Skill

Students' speaking ability was analyzed based on pre-test and post-test scores in the experimental and control groups. This analysis aimed to determine

the improvement in students' speaking ability after being given treatment in the experimental group and to compare it with the control group.

Table 4.1 Mean and Standard Deviation of Speaking Skill in the Experimental and Control Groups

Group	Pre-test Mean (SD)	Post-test Mean (SD)
Experimental	13.94 (2.62)	24.87 (2.92)
Control	9.48 (2.28)	12.78 (2.05)

The pre-test results showed that the average (mean) speaking ability of students in the experimental class was 13.94 with a standard deviation of 2.63, while the control class had an average of 9.48 with a standard deviation of 2.28. This indicates that before the treatment, the initial ability of the experimental class was slightly higher than that of the control class.

After the treatment, which included the use of debating techniques, the average post-test score of the experimental class increased to 24.87 with a standard deviation of 2.92, while the control class only achieved an average of 12.78 with a standard deviation of 2.05.

In terms of gain scores, the experimental class achieved an average increase of 10.93 (SD = 3.50), while the control class only experienced an increase of 3.30 (SD = 1.05). Descriptively, it can be seen that the improvement in speaking ability in the experimental class was significantly higher than in the control class.

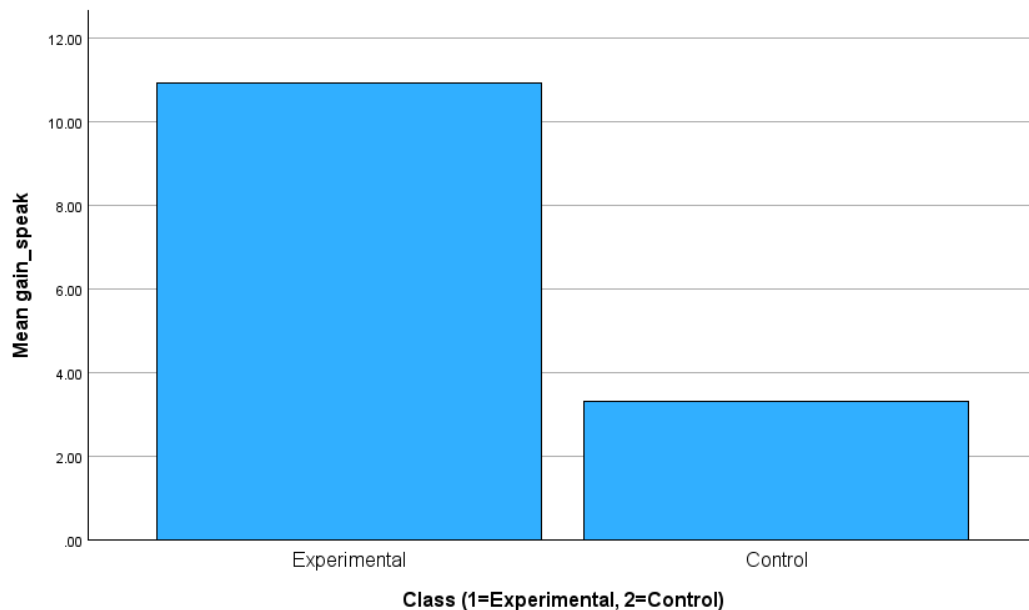


Figure 4.1 The Mean of Students' Speaking Skill in the Experimental and Control Groups

Based on Figure 4.1, which displays a comparison of the average speaking skill gains between the experimental and control groups, it can be seen that the experimental group achieved significantly higher gains than the control group. The experimental group's average gain was 10.93, while the control group's was only 3.30.

The difference in the height of the bars in the diagram indicates a significant difference in gains between the two groups. This indicates that the treatment given to the experimental group was more effective in improving students' speaking skills than the instruction received by the control group.

Thus, descriptively, it can be concluded that the treatment implemented in this study had a positive effect on improving students' speaking skills.

B. Critical Thinking Skill

Students' critical thinking skills were analyzed based on pre-test and post-test scores in the experimental and control groups. This analysis aimed to determine the level of improvement in students' critical thinking skills after treatment in the experimental group and to compare this with the control group that did not receive the same treatment.

Data are presented as average (mean) scores and standard deviations to illustrate the trend in students' critical thinking skills in both groups. The results of this analysis are presented in Table 4.2 below.

Table 4.2 Mean and Standard Deviation of Critical Thinking Skill in the Experimental and Control Groups

Group	Pre-test Mean (SD)	Post-test Mean (SD)
Experimental	13.91 (2.88)	24.17 (3.76)
Control	10.06 (2.21)	13.91 (2.04)

On the critical thinking pre-test, the experimental class achieved an average score of 13.91 (SD = 2.88), while the control class achieved an average score of 10.06 (SD = 2.21).

After the treatment, the experimental class's average post-test score increased to 24.17 (SD = 3.76), while the control class achieved an average score of 13.91 (SD = 2.04).

The gain score results reveal a higher improvement in the experimental group (10.26; SD = 3.47) compared to the control group (3.85; SD = 2.13).

Descriptively, it can be concluded that the use of debating techniques showed a tendency for greater improvement in students' critical thinking skills compared to the class that was not given the treatment.

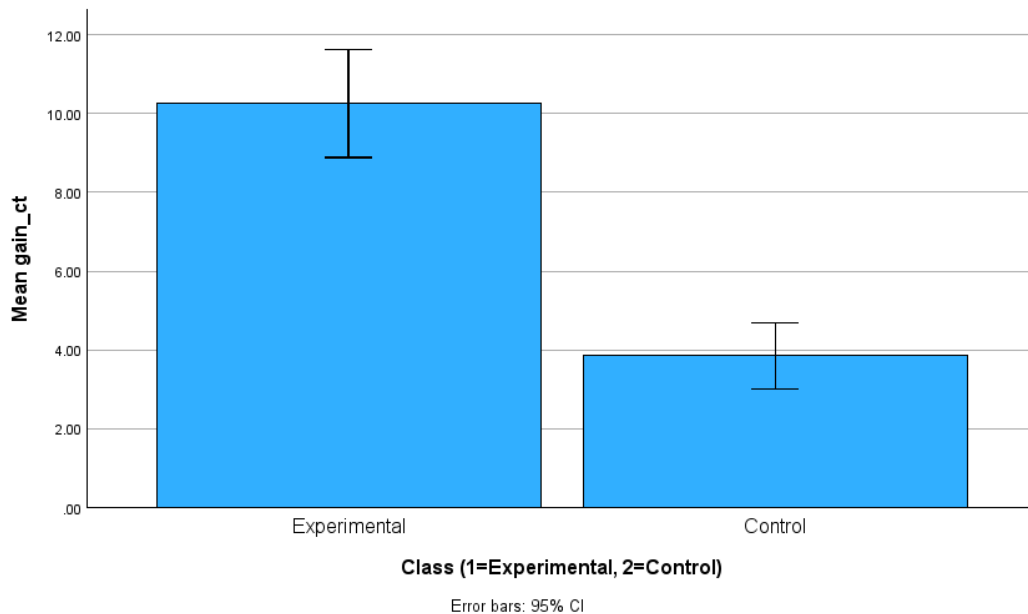


Figure 4.2 The Mean of Students' Critical Thinking Skill in the Experimental and Control Groups

Based on Figure 4.2, which displays a comparison of the average gain in critical thinking skills between the experimental and control groups, it can be seen that the experimental group achieved a higher increase than the control group. The average gain for the experimental group was 10.26, while the control group's was 3.85.

The difference in the height of the bars in the diagram indicates a clear difference in improvement between the two groups. This indicates that the treatment given to the experimental group had a greater impact on improving students' critical thinking skills than the learning given to the control group.

Descriptively, these findings indicate a tendency that the treatment implementation in this study was effective in improving students' critical thinking skills.

4.1.2 The Analysis Assumption Tests

Before conducting hypothesis testing, data analysis requirements testing was first conducted. This testing aimed to ensure that the data obtained met the required criteria before further testing. In this study, the analysis requirements testing included reliability testing and data normality testing. The results of each of these tests are described below.

A. Reliability Test

A reliability test was conducted to determine the level of consistency between the two raters in assessing students' speaking and critical thinking skills. The reliability test in this study used the Cronbach's Alpha formula with the help of SPSS.

**Table 4.3 presents the results of the reliability test.
Table 4.3 Instrument Reliability Analysis**

No	Variable	Cronbach's Alpha	Description
1	Pre-Test Speaking	0.974	Reliable
2	Post-Test Speaking	0.993	Reliable
3	Pre-Test Critical Thinking	0.939	Reliable
4	Post-Test Critical Thinking	0.982	Reliable

The decision-making criteria in reliability testing is that an instrument is deemed reliable if the Cronbach's Alpha value is greater than 0.70 ($\alpha > 0.70$).

Based on Table 4.3, all variables have Cronbach's Alpha values greater than 0.70 and even approach 1.00. This indicates a very high level of consistency

between raters. Therefore, the speaking and critical thinking assessment instruments in this study are considered reliable and suitable for further data analysis.

B. Normality Test

A normality test was conducted to determine whether the data in this study were normally distributed. The Shapiro-Wilk test was used in SPSS. The decision-making criteria for the normality test were: if the significance value (Sig.) is greater than 0.05 (Sig. > 0.05), the data are normally distributed. Conversely, if the significance value is less than 0.05 (Sig. < 0.05), the data are not normally distributed.

The results of the normality test can be seen in Table 4.4 below.

Table 4.4 Results of the Data Normality Test (Shapiro-Wilk)

No	Variable	Class	Sig.	Description
1	Pre-Test Speaking	Experiment	0.270	Normally Distributed
2	Post-Test Speaking	Experiment	0.027	Not Normally Distributed
3	Pre-Test Critical Thinking	Experiment	0.027	Not Normally Distributed
4	Post-Test Critical Thinking	Experiment	0.101	Normally
5	Pre-Test Speaking	Control	<0.001	Not Normally Distributed
6	Post-Test Speaking	Control	<0.001	Not Normally Distributed
7	Pre-Test Critical Thinking	Control	<0.001	Not Normally Distributed
8	Post-Test Critical Thinking	Control	0.005	Not Normally Distributed

Based on Table 4.4, some of the data in the experimental class and all of the data in the control class have a significance value of less than 0.05. This indicates that the majority of the data in this study is not normally distributed.

Therefore, because the data does not fully meet the assumption of normality, the hypothesis analysis in this study uses a non-parametric test, namely the Mann-Whitney test.

4.1.3 The Hypothesis Testing

The hypothesis testing in this study was conducted to determine whether the use of debating techniques had an effect on students' speaking and critical thinking skills. Because the data were not normally distributed, the hypothesis testing was conducted using the non-parametric Mann-Whitney test using SPSS.

The results of the Mann-Whitney test on speaking skill gain scores are shown in Table 4.5 below.

Table 4.5 Results of the Mann-Whitney Test on Speaking Skill Gain

Variable	Asymp. Sig. (2-tailed)	Description
Gain Speaking	<0.001	Significant

Based on the table, a significance value of <0.001 was obtained. Because the significance value is less than 0.05 (Sig. <0.05), H_0 is rejected and H_1 is accepted. This indicates a significant difference in speaking ability improvement between the experimental and control classes.

Furthermore, the results of the Mann-Whitney test on critical thinking ability gain scores can be seen in Table 4.6 below.

Table 4.6 Results of the Mann-Whitney Test on Critical Thinking Gain

Variable	Asymp. Sig. (2-tailed)	Description
Gain Critical Thinking	<0.001	Significant

Based on these results, a significance value of <0.001 was obtained. Because the significance value is less than 0.05, H_0 is rejected and H_1 is accepted. Thus, there is a significant difference in the improvement of critical thinking skills between the experimental and control classes.

Overall, the results of this study indicate that the use of debating techniques significantly improves students' speaking and critical thinking skills.

4.2 Discussion

The results of the study showed an increase in scores on both variables studied, speaking skills and critical thinking skills, in grade XII-1 students, the experimental class, compared to grade XII-2 students, the control class, at SMA Muhammadiyah 01 Medan. Table 4.1 shows that the average gain in speaking skills in the experimental group was 10.93 with a standard deviation of 3.50, while the control group only gained 3.30 with a standard deviation of 1.05. This finding indicates that the Debating Techniques treatment had a positive impact on students' speaking skills.

Table 4.2 shows that the average gain in critical thinking skills in the experimental group was 10.26 with a standard deviation of 3.47, while the control group only gained 3.85 with a standard deviation of 2.13. This significant difference between the two groups indicates that the treatment in the experimental class was effective in improving students' critical thinking skills. This confirms that the Debating Techniques strategy is effective not only for speaking but also for analytical and reflective thinking.

The improvement in speaking skills in the experimental class can be explained through the Debating Techniques mechanism, where students are given the opportunity to express opinions, develop arguments, and convey ideas clearly in front of their classmates. Debate activities require students to speak in a structured and logical manner. This is evident in Figure 4.1, which shows a higher average gain in speaking skills for students in the experimental class compared to the control class, corroborating the numerical data in Table 4.1. According to (Mashula & Ratna, 2023), speaking skills improve through debate practice because students learn to convey ideas effectively and confidently.

Similarly, students' critical thinking skills improve because debate activities require evaluating evidence, constructing arguments, and logically considering counterarguments. Figure 4.2 displays a higher average gain in critical thinking skills in the experimental class compared to the control class, confirming Table 4.2. (Aulia et al., 2025) emphasize that debate can improve analytical and evaluation skills because students are trained to systematically consider reasons and evidence.

The research instrument was pre-tested to ensure measurement reliability. The reliability test results presented in Table 4.3 indicate that the speaking and critical thinking skills measurement tool has an adequate level of reliability, allowing the data obtained to be used for further analysis. The reliability of this instrument ensures that the interpretation of the research results is valid and accountable.

Data normality tests are presented in Table 4.4, indicating that some data were not normally distributed. Therefore, the non-parametric Mann-Whitney test was used to compare the gains of the two groups. This test was chosen based on the characteristics of the research data and ensured the validity of the statistical analysis, as the Mann-Whitney test does not require a normal distribution.

The results of the Mann-Whitney test on speaking skills gains are presented in Table 4.5. The analysis shows a significant difference between the experimental and control classes, confirming that the Debate-Based Learning strategy has a significant effect on improving students' speaking skills. This finding aligns with research by (Najamuddin et al., 2020), which found that debate competitions can significantly improve students' speaking skills.

Similarly, Table 4.6 shows the results of the Mann-Whitney test on critical thinking skills, indicating a significant difference between the experimental and control classes. This finding reinforces the evidence that Debate-Based Learning is effective in improving students' critical thinking skills, as demonstrated by (Ningsih et al., 2022), who explained that active student participation in debates can improve critical analysis and argument evaluation skills.

Practically, this finding suggests that implementing Debate-Based Learning can be an effective alternative strategy for English language learning in grades XII-1 and other classes with similar characteristics. Students who participate in debate activities not only improve their speaking skills but also their ability to think critically, evaluate arguments, and make logical decisions. This

provides a practical reference for teachers in designing more participatory and active learning strategies.

Theoretically, this study supports the growing evidence that learning that emphasizes active student engagement through debate can significantly improve academic competence. (Jodoi, 2025) In debates in which participants are divided into affirmative and negative sides, engagement in argumentation is heightened. This finding is consistent with recent literature and provides empirical evidence that Debate-Based Learning strategies are effective in developing students' speaking and critical thinking skills. Thus, this research provides practical and theoretical contributions to the implementation of participatory learning that supports 21st century skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the data analysis and discussion in the previous chapter, it can be concluded that the use of debate techniques significantly impacts students' critical thinking and speaking skills. This conclusions are supported by three main findings, they are as follows:

1. The Critical Thinking Skills is improved

The use of debate techniques has been shown to improve students' critical thinking skills. Through activities such as presenting arguments, providing rebuttals, and defending opinions with logical reasoning, students are encouraged to think more analytically and systematically. The results of the hypothesis test showed a significance value of less than 0.05 (Sig. < 0.001), indicating a significant difference in improvement between the experimental and control classes.

2. The Impact on Students' Speaking Ability

The use of debating techniques also significantly improved students' speaking ability. Students became more confident in expressing their opinions, more structured in their speech, and more active in the learning process. The results of the hypothesis test showed a significance value of less than 0.05 (Sig. < 0.001), thus concluding that there was a significant difference in improvement in speaking skills between the two groups.

3. The Critical Thinking as a Means of Developing of the Speaking Skills

Research results show that improving critical thinking skills through debate techniques also supports the development of students' speaking skills. The more students are trained in critical thinking, the better their ability to express ideas orally.

Overall, the use of debate techniques has proven effective in fostering critical thinking skills as a means of developing students' speaking skills.

5.2 Suggestions

Based on the research findings, several suggestions can be made to optimize the use of debate techniques to foster critical thinking and develop students' speaking skills, as follows:

1. Active Interaction in Class must be encouraged

English teachers are advised to create a more interactive learning environment by regularly implementing debate techniques in speaking lessons. Debate activities can train students to express opinions, refute arguments, and defend ideas logically. This way, students become more confident and skilled in speaking.

2. Clear Directions and their Structures must be well prepared

When implementing debate techniques, teachers should provide a clear debate format, structured role assignments, and topics appropriate to the students' ability levels. A good structure will help students focus not only on fluency but also on developing logical, reasoned arguments.

3. Develop Critical Thinking through Reflection

Following debate activities, teachers are advised to provide a reflection session and provide feedback on students' performance. Through this evaluation, students become aware of their strengths and areas that need improvement in critical thinking and speaking. This reflection activity can strengthen students' understanding and improve the quality of their argumentation.

4. Professional and sustainable practice must be applied in class

Schools are expected to support debate-related activities, such as debate clubs or English discussion forums. Continuous practice will help students develop self-confidence, independence, and higher-order thinking skills.

5. Recommendations for Future English Researchers

Further English researchers are advised to expand this research to different educational levels or with other relevant variables. Furthermore, further research could examine the effect of debate techniques on other language skills to obtain more comprehensive results.

In conclusion, the consistent and planned application of debating techniques can be an effective alternative learning strategy for improving students' critical thinking and speaking skills.

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APPENDICS

Appendix 1

Lesson Plan: Meeting 1

MODUL AJAR

A. Identitas Modul

Nama Sekolah: SMA Muhammadiyah 01 Medan

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XII/Genap

Materi Pokok: Debate

Tahun Pelajaran: 2025/2026

Alokasi Waktu: 2 JP x 40 Menit

B. Capaian Pembelajaran (CP)

Pada akhir fase F, peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan gagasan, pendapat, dan argument secara logis, runtut, dan kritis dalam konteks formal maupun informal. Peserta didik mampu berpartisipasi dalam diskusi atau debat dengan menunjukkan kemampuan berpikir kritis dan keterampilan berbicara yang efektif.

C. Tujuan Pembelajaran

1. Mengonstruksi argument secara logis dan sistematis menggunakan struktur assesrtion, reasoning, evidence, dan link back.
2. Menganalisis isu dan mengembangkan alasan yang relevan untuk mendukung pendapat dalam debat.
3. Memberikan rebuttal secara kritis dan rasional terhadap argument lawan.
4. Menyampaikan pendapat secara lisan dengan jelas, runtut, dan percaya diri.
5. Mengintegrasikan kemampuan berpikir kritis dalam performa berbicara melalui debat terstruktur.

D. Pemahaman Bermakna

Peserta didik memahami bahwa kemampuan berbicara dalam Bahasa Inggris tidak hanya sekedar menyampaikan pendapat, tetapi juga melibatkan kemampuan berpikir kritis seperti menganalisis isu, Menyusun argument yang logis, dan memberikan sanggahan secara rasional. Debat menjadi sarana untuk

mengembangkan keterampilan berpikir kritis yang mendukung peningkatan kemampuan berbicara.

E. Kompetensi Awal

Peserta didik telah memiliki kemampuan dasar dalam menyampaikan pendapat sederhana dalam Bahasa Inggris serta pengalaman mengikuti diskusi kelas. Namun, mereka belum terbiasa Menyusun argument secara sistematis dan memberikan rebuttal secara terstruktur dalam kegiatan debat.

F. Sarana dan Prasarana

1. Ruang kelas yang kondusif
2. Papan tulis / whiteboard
3. Laptop
4. Rubrik penilaian speaking dan critical thinking
5. Timer / stopwatch
6. Sumber bacaan pendukung

G. Materi Pembelajaran

Meeting 1 - Introduction to Debate & Speaker Roles

1. Definiton of Debate

Debate is a structured argumentation activity between two teams (Positive/Affirmative and Negative/Opposition) who present opposing view points on a given motion.

2. Structure of Debate Teams

Each team consists of:

- a. First Speaker
 - Introduces the motion
 - Defines key terms
 - Presents the team's main arguments
- b. Second Speaker
 - Rebuts opponent's arguments
 - Strengthen team's arguments
 - Adds new supporting points
- c. Third Speaker

- Focuses on rebuttal
 - Summarizes weaknesses of opponent's arguments
 - Reinforces team's strongest points
- d. Closing Speaker
- Summarize the main arguments presented by their team
 - Highlights weaknesses in the opponent's argument
 - Compares both sides briefly

H. Rangkaian Kegiatan Pembelajaran

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru memastikan kehadiran siswa 3. Guru memastikan kondisi siswa, apakah siswa sudah siap mengikuti pembelajaran 4. Guru membuka pembelajaran dan menyampaikan tujuan pembelajaran 5. Guru melakukan brainstorming mengenai debate. 	10 Menit

<p>Kegiatan Inti</p>	<p>Topic: Roles of Speakers in Debate</p> <p>A. Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati penjelasan guru tentang konsep dasar debate dan struktur tim (Positive dan Negative). 2. Peserta didik mengamati contoh pembagian tugas First, Second, dan Third Speaker. <p>B. Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan tentang perbedaan peran masing-masing speaker. 2. Peserta didik bertanya mengenai alur dan aturan dasar debate. <p>C. Menalar</p> <ol style="list-style-type: none"> 1. Peserta didik menganalisis perbedaan setiap speaker dalam tim. 2. Peserta didik bertanya mengenai alur dan aturan dasar debat. <p>D. Mencoba</p> <ol style="list-style-type: none"> 1. Peserta didik berlatih memainkan peran speaker dalam simulasi singkat. 2. Peserta didik menyampaikan argument sederhana sesuai peran masing-masing. <p>E. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan hasil simulasi debate didepan kelas. 2. Peserta didik menjelaskan peran 	<p>60 Menit</p>
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	yang mereka jalankan dalam tim.	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan klarifikasi dan umpan balik. 2. Guru menyimpulkan materi pembelajaran. 	10 Menit

Mengetahui,
Guru Bahasa Inggris

Edfaliani, S.Pd

Medan, 16 Februari 2026
Peneliti

Muna Arrazaq

Menyetujui,
Kepala Sekolah SMA Muhammadiyah 01 Medan

Ivansyah Aly, S.Pd

Lesson Plan: Meeting 2

MODUL AJAR

A. Identitas Modul

Nama Sekolah: SMA Muhammadiyah 01 Medan

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XII/Genap

Materi Pokok: Debate

Tahun Pelajaran: 2025/2026

Alokasi Waktu: 2 JP x 40 Menit

B. Capaian Pembelajaran (CP)

Pada akhir fase F, peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan gagasan, pendapat, dan argument secara logis, runtut, dan kritis dalam konteks formal maupun informal. Peserta didik mampu berpartisipasi dalam diskusi atau debat dengan menunjukkan kemampuan berpikir kritis dan keterampilan berbicara yang efektif.

C. Tujuan Pembelajaran

1. Mengonstruksi argument secara logis dan sistematis menggunakan struktur asserption, reasoning, evidence, dan link back.
2. Menganalisis isu dan mengembangkan alasan yang relevan untuk mendukung pendapat dalam debat.
3. Memberikan rebuttal secara kritis dan rasional terhadap argument lawan.
4. Menyampaikan pendapat secara lisan dengan jelas, runtut, dan percaya diri.
5. Mengintegrasikan kemampuan berpikir kritis dalam performa berbicara melalui debat terstruktur.

D. Pemahaman Bermakna

Peserta didik memahami bahwa kemampuan berbicara dalam Bahasa Inggris tidak hanya sekedar menyampaikan pendapat, tetapi juga melibatkan kemampuan berpikir kritis seperti menganalisis isu, Menyusun argument yang logis, dan memberikan sanggahan secara rasional. Debat menjadi sarana untuk mengembangkan keterampilan berpikir kritis yang mendukung peningkatan kemampuan berbicara.

E. Kompetensi Awal

Peserta didik telah memiliki kemampuan dasar dalam menyampaikan pendapat sederhana dalam Bahasa Inggris serta pengalaman mengikuti diskusi kelas. Namun, mereka belum terbiasa Menyusun argument secara sistematis dan memberikan rebuttal secara terstruktur dalam kegiatan debat.

F. Sarana dan Prasarana

1. Ruang kelas yang kondusif
2. Papan tulis / whiteboard
3. Laptop
4. Rubrik penilaian speaking dan critical thinking
5. Timer / stopwatch
6. Sumber bacaan pendukung

G. Materi Pembelajaran

Meeting 2 – Constructing Arguments Using AREL Technique

1. Definition of Argument

An argument is a statement expressing a position that is supported by logical reasoning and evidence. A strong argument must be clear, relevant, and supported by facts or logical explanations.

2. AREL Technique

AREL stands for:

a. A – Assertion

Assertion is clear statement of opinion or position related to the motion. It answers the question: *What is your stance?*

Example:

“School uniforms should be mandatory for high school students.”

The assertion must be direct and specific.

b. R – Reasoning

Reasoning explains why the assertion is valid. It answers: *Why do you believe this?*

Example:

“Uniforms create equality among students and reduce social pressure.”

Reasoning must be logical and coherent.

c. E – Evidence

Evidence provides factual support, examples, data, or logical illustration to strengthen reasoning.

It answers: *How can you prove it?*

Example:

“Several studies show that schools implementing uniforms report fewer cases of bullying related to appearance.”

Evidence increases the credibility of the argument.

d. L – Link Back

Link Back reconnects the explanation to the motion.

It answers: *How does this support your position?*

Example:

“Therefore, implementing school uniforms is necessary to ensure a fair and focused learning environment.”

3. Practice Motion

“School uniform should be mandatory for high school students.”

Students construct arguments using the complete AREL structure.

This activity strengthens:

- Logical thinking
- Argument organization
- Speaking fluency

H. Rangkaian Kegiatan Pembelajaran

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru memastikan kehadiran siswa 3. Guru memastikan kondisi siswa, apakah siswa sudah siap mengikuti pembelajaran 4. Guru membuka pembelajaran dan menyampaikan tujuan pembelajaran 5. Guru melakukan brainstorming 	10 Menit

	mengenai debate.	
Kegiatan Inti	<p>Topic: How to Make an Argument using AREL</p> <p>A. Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati penjelasan guru tentang Teknik AREL. 2. Peserta didik mengamati contoh argument yang disusun menggunakan AREL. <p>B. Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik bertanya tentang cara membuat reasoning yang kuat. 2. Peserta didik bertanya tentang penggunaan evidence yang relevan. <p>C. Menalar</p> <ol style="list-style-type: none"> 1. Peserta didik menganalisis struktur argument berdasarkan komponen AREL. 2. Peserta didik membedakan contoh argumen yang kuat dan lemah. <p>D. Mencoba</p> <ol style="list-style-type: none"> 1. Peserta didik menyusun argument berdasarkan mosi "<i>School uniform should be mandatory for high school students.</i>" 2. Peserta didik mengembangkan argumen dengan menambahkan reasoning dan evidence. <p>E. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan argument secara lisan. 2. Peserta didik menjelaskan 	60 Menit

	hubungan antara assertion dan evidence yang digunakan.	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan klarifikasi dan umpan balik. 2. Guru menyimpulkan materi pembelajaran. 	10 Menit

Mengetahui,
Guru Bahasa Inggris

Medan, 16 Februari 2026
Peneliti

Edfaliani, S.Pd

Muna Arrazaq

Menyetujui,
Kepala Sekolah SMA Muhammadiyah 01 Medan

Ivansyah Aly, S.Pd

Lesson Plan: Meeting 3

MODUL AJAR

A. Identitas Modul

Nama Sekolah: SMA Muhammadiyah 01 Medan

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XII/Genap

Materi Pokok: Debate

Tahun Pelajaran: 2025/2026

Alokasi Waktu: 2 JP x 40 Menit

B. Capaian Pembelajaran (CP)

Pada akhir fase F, peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan gagasan, pendapat, dan argument secara logis, runtut, dan kritis dalam konteks formal maupun informal. Peserta didik mampu berpartisipasi dalam diskusi atau debat dengan menunjukkan kemampuan berpikir kritis dan keterampilan berbicara yang efektif.

C. Tujuan Pembelajaran

1. Mengonstruksi argument secara logis dan sistematis menggunakan struktur asserption, reasoning, evidence, dan link back.
2. Menganalisis isu dan mengembangkan alasan yang relevan untuk mendukung pendapat dalam debat.
3. Memberikan rebuttal secara kritis dan rasional terhadap argument lawan.
4. Menyampaikan pendapat secara lisan dengan jelas, runtut, dan percaya diri.
5. Mengintegrasikan kemampuan berpikir kritis dalam performa berbicara melalui debat terstruktur.

D. Pemahaman Bermakna

Peserta didik memahami bahwa kemampuan berbicara dalam Bahasa Inggris tidak hanya sekedar menyampaikan pendapat, tetapi juga melibatkan kemampuan berpikir kritis seperti menganalisis isu, Menyusun argument yang logis, dan memberikan sanggahan secara rasional. Debat menjadi sarana untuk mengembangkan keterampilan berpikir kritis yang mendukung peningkatan kemampuan berbicara.

E. Kompetensi Awal

Peserta didik telah memiliki kemampuan dasar dalam menyampaikan pendapat sederhana dalam Bahasa Inggris serta pengalaman mengikuti diskusi kelas. Namun, mereka belum terbiasa Menyusun argument secara sistematis dan memberikan rebuttal secara terstruktur dalam kegiatan debat.

F. Sarana dan Prasarana

1. Ruang kelas yang kondusif
2. Papan tulis / whiteboard
3. Laptop
4. Rubrik penilaian speaking dan critical thinking
5. Timer / stopwatch
6. Sumber bacaan pendukung

G. Materi Pembelajaran

Meeting 3 – Developing Rebuttal and Counter-Argument

1. Definiton of Rebuttal

Rebuttal is the process of responding critically to the opponent's argument by identifying weaknesses, inconsistencies, or lack of evidence.

2. Steps To Make Effective Rebuttal

- a. Listen carefully to the opponent's argument
- b. Identify weak reasoning or unsupported claims
- c. Provide logical counter-argument
- d. Support with reasoning or evidence

3. Language Expressions for Rebuttal

- a. We disagree with the opponent's argument because...
- b. The opponent fails to consider that...
- c. This argument lacks sufficient evidence...
- d. The reasoning is not logical since...

4. Practice Motion

“Homework should be reduced.”

Students act as the Negative Team.
The researcher acts as a Positive Team.

Student must:

- a. Analyze arguments presented
- b. Develop logical counter-arguments
- c. Deliver rebuttal clearly and confidently

- d. Prepare a short closing summary
- This session enhances:
- Critical listening
 - Logical analysis
 - Spontaneous speaking

H. Rangkaian Kegiatan Pembelajaran

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> Guru mengucapkan salam Guru memastikan kehadiran siswa Guru memastikan kondisi siswa, apakah siswa sudah siap mengikuti pembelajaran Guru membuka pembelajaran dan menyampaikan tujuan pembelajaran Guru melakukan brainstorming mengenai debate. 	10 Menit
Kegiatan Inti	<p>Topic: Rebuttle Practice</p> <p>A. Mengamati</p> <ol style="list-style-type: none"> Peserta didik mengamati argument yang disampaikan oleh peneliti sebagai Positive Team. Peserta didik mencatat poin-poin utama dari argument tersebut. <p>B. Menanya</p> <ol style="list-style-type: none"> Peserta didik mengajukan pertanyaan klarifikasi terhadap argumen yang disampaikan. Peserta didik menanyakan bagian argument yang dianggap kurang kuat. 	

	<p>C. Menalar</p> <ol style="list-style-type: none"> 1. Peserta didik mengevaluasi kelemahan argument lawan. 2. Peserta didik Menyusun counter-argument secara logis. <p>D. Mencoba</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan rebuttal terhadap mosi “<i>Homework should be reduced.</i>” 2. Peserta didik memperbaiki rebuttal berdasarkan umapn balik. <p>E. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan sanggahan secara lisan. 2. Peserta didik menjelaskan alasan logis di balik sanggahan yang diberikan. 	60 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan klarifikasi dan umpan balik. 2. Guru menyimpulkan materi pembelajaran. 	10 Menit

Mengetahui,
Guru Bahasa Inggris

Edfaliani, S.Pd

Medan, 16 Februari 2026
Peneliti

Muna Arrazaq

Menyetujui,
Kepala Sekolah SMA Muhammadiyah 01 Medan

Ivansyah Aly, S.Pd

Lesson Plan: Meeting 4

MODUL AJAR

A. Identitas Modul

Nama Sekolah: SMA Muhammadiyah 01 Medan

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XII/Genap

Materi Pokok: Debate

Tahun Pelajaran: 2025/2026

Alokasi Waktu: 2 JP x 40 Menit

B. Capaian Pembelajaran (CP)

Pada akhir fase F, peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan gagasan, pendapat, dan argument secara logis, runtut, dan kritis dalam konteks formal maupun informal. Peserta didik mampu berpartisipasi dalam diskusi atau debat dengan menunjukkan kemampuan berpikir kritis dan keterampilan berbicara yang efektif.

C. Tujuan Pembelajaran

1. Mengonstruksi argument secara logis dan sistematis menggunakan struktur asserption, reasoning, evidence, dan link back.
2. Menganalisis isu dan mengembangkan alasan yang relevan untuk mendukung pendapat dalam debat.
3. Memberikan rebuttal secara kritis dan rasional terhadap argument lawan.
4. Menyampaikan pendapat secara lisan dengan jelas, runtut, dan percaya diri.
5. Mengintegrasikan kemampuan berpikir kritis dalam performa berbicara melalui debat terstruktur.

D. Pemahaman Bermakna

Peserta didik memahami bahwa kemampuan berbicara dalam Bahasa Inggris tidak hanya sekedar menyampaikan pendapat, tetapi juga melibatkan kemampuan berpikir kritis seperti menganalisis isu, Menyusun argument yang logis, dan memberikan sanggahan secara rasional. Debat menjadi sarana untuk mengembangkan keterampilan berpikir kritis yang mendukung peningkatan kemampuan berbicara.

E. Kompetensi Awal

Peserta didik telah memiliki kemampuan dasar dalam menyampaikan pendapat sederhana dalam Bahasa Inggris serta pengalaman mengikuti diskusi kelas. Namun, mereka belum terbiasa Menyusun argument secara sistematis dan memberikan rebuttal secara terstruktur dalam kegiatan debat.

F. Sarana dan Prasarana

1. Ruang kelas yang kondusif
2. Papan tulis / whiteboard
3. Laptop
4. Rubrik penilaian speaking dan critical thinking
5. Timer / stopwatch
6. Sumber bacaan pendukung

G. Materi Pembelajaran

Meeting 4 – Structured Debate Practice

Motion:

“Online learning is more effective than face-to-face learning.”

Students are divided into 8 teams (4 Positive and 4 Negative)

1. Preparation Stage

Each team:

- a. Analyze the motion
- b. Identifies key issues
- c. Develops arguments using AREL
- d. Prepares rebuttal strategies
- e. Assigns speaker roles

2. Debate Implementation

Each speaker performs according to their role:

- a. First Speaker: Presents main arguments
- b. Second Speaker: Delivers rebuttal
- c. Third Speaker: Strengthen rebuttal
- d. Closing Speaker: Summarizes and concludes

Focus of Skill Development:

- a. Fluency
- b. Logical organization
- c. Argument coherence
- d. Critical thinking
- e. Confidence

H. Rangkaian Kegiatan Pembelajaran

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu

Pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam2. Guru memastikan kehadiran siswa3. Guru memastikan kondisi siswa, apakah siswa sudah siap mengikuti pembelajaran4. Guru membuka pembelajaran dan menyampaikan tujuan pembelajaran5. Guru melakukan brainstorming mengenai debate.	10 Menit
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<p>Kegiatan Inti</p>	<p>Topic: Structured Debate Practice</p> <p>A. Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati format debat dan Teknik AREL. 2. Peserta didik mengamati contoh strategi penyampaian argument. <p>B. Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik berdiskusi dan bertanya tentang strategi memperkuat argument. 2. Peserta didik mengklarifikasi posisi tim (Positive/Negative). <p>C. Menalar</p> <ol style="list-style-type: none"> 1. Peserta didik menganalisis mosi “Online learning is more effective than face-to-face learning.” 2. Peserta didik menentukan alasan dan evidence yang mendukung posisi tim. <p>D. Mencoba</p> <ol style="list-style-type: none"> 1. Peserta didik Menyusun argument dalam tim menggunakan AREL. 2. Peserta didik melaksanakan debat terstruktur antar tim. <p>E. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan argument dan rebuttal dalam forum debat. 2. Peserta didik menanggapi argument lawan secara langsung. 	<p>60 Menit</p>
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Penutup	<ol style="list-style-type: none">1. Guru memberikan klarifikasi dan umpan balik.2. Guru menyimpulkan materi pembelajaran.	10 Menit
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Mengetahui,
Guru Bahasa Inggris

Medan, 16 Februari 2026
Peneliti

Edfaliani, S.Pd

Muna Arrazaq

Menyetujui,
Kepala Sekolah SMA Muhammadiyah 01 Medan

Ivansyah Aly, S.Pd

Lesson Plan: Meeting 5

MODUL AJAR

A. Identitas Modul

Nama Sekolah: SMA Muhammadiyah 01 Medan

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XII/Genap

Materi Pokok: Debate

Tahun Pelajaran: 2025/2026

Alokasi Waktu: 2 JP x 40 Menit

B. Capaian Pembelajaran (CP)

Pada akhir fase F, peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan gagasan, pendapat, dan argument secara logis, runtut, dan kritis dalam konteks formal maupun informal. Peserta didik mampu berpartisipasi dalam diskusi atau debat dengan menunjukkan kemampuan berpikir kritis dan keterampilan berbicara yang efektif.

C. Tujuan Pembelajaran

1. Mengonstruksi argument secara logis dan sistematis menggunakan struktur asserption, reasoning, evidence, dan link back.
2. Menganalisis isu dan mengembangkan alasan yang relevan untuk mendukung pendapat dalam debat.
3. Memberikan rebuttal secara kritis dan rasional terhadap argument lawan.
4. Menyampaikan pendapat secara lisan dengan jelas, runtut, dan percaya diri.
5. Mengintegrasikan kemampuan berpikir kritis dalam performa berbicara melalui debat terstruktur.

D. Pemahaman Bermakna

Peserta didik memahami bahwa kemampuan berbicara dalam Bahasa Inggris tidak hanya sekedar menyampaikan pendapat, tetapi juga melibatkan kemampuan berpikir kritis seperti menganalisis isu, Menyusun argument yang logis, dan memberikan sanggahan secara rasional. Debat menjadi sarana untuk mengembangkan keterampilan berpikir kritis yang mendukung peningkatan kemampuan berbicara.

E. Kompetensi Awal

Peserta didik telah memiliki kemampuan dasar dalam menyampaikan pendapat sederhana dalam Bahasa Inggris serta pengalaman mengikuti diskusi kelas. Namun, mereka belum terbiasa Menyusun argument secara sistematis dan memberikan rebuttal secara terstruktur dalam kegiatan debat.

F. Sarana dan Prasarana

1. Ruang kelas yang kondusif
2. Papan tulis / whiteboard
3. Laptop
4. Rubrik penilaian speaking dan critical thinking
5. Timer / stopwatch
6. Sumber bacaan pendukung

G. Materi Pembelajaran

Meeting 5 – Debate Continuation and Performance Evaluation

Remaining teams perform debate using the same motion.

1. Emphasis on Closing Speaker

The Closing Speaker must:

- a. Synthesize entire debate
- b. Compare both sides critically
- c. Emphasize strongest arguments
- d. Deliver persuasive final impact

2. Reflection Session

Students reflect on:

- a. How debate helps them think critically
- b. How debate improves speaking skills
- c. Challenges faced during argumentation

H. Rangkaian Kegiatan Pembelajaran

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru memastikan kehadiran siswa 3. Guru memastikan kondisi siswa, 	

	<p>apakah siswa sudah siap mengikuti pembelajaran</p> <ol style="list-style-type: none"> 4. Guru membuka pembelajaran dan menyampaikan tujuan pembelajaran 5. Guru melakukan brainstorming mengenai debate. 	10 Menit
Kegiatan Inti	<p>Topic: Continued Structured Debate</p> <p>A. Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati performa tim lain sebagai bahan evaluasi. 2. Peserta didik mengidentifikasi kekuatan dan kelemahan argument yang disampaikan. <p>B. Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik mengajukan pertanyaan terhadap argument lawan. 2. Peserta didik meminta klarifikasi terhadap poin debat tertentu. <p>C. Menalar</p> <ol style="list-style-type: none"> 1. Peserta didik mengevaluasi dan menyempurnakan argument sebelum tampil. 2. Peserta didik Menyusun strategi rebuttal yang lebih kuat. <p>D. Mencoba</p> <ol style="list-style-type: none"> 1. Tim yang belum tampil melaksanakan debat dengan mosi yang sama. 2. Peserta didik menerapkan Teknik AREL dalam penyampaian argument. <p>E. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan argument dan rebuttal secara percaya diri. 2. Peserta didik memberikan tanggapan 	60 Menit

	akhir (closing statement).	
Penutup	<ol style="list-style-type: none">1. Guru memberikan klarifikasi dan umpan balik.2. Guru menyimpulkan materi pembelajaran.	10 Menit

Mengetahui,
Guru Bahasa Inggris

Medan, 16 Februari 2026
Peneliti

Edfaliani, S.Pd

Muna Arrazaq

Menyetujui,
Kepala Sekolah SMA Muhammadiyah 01 Medan

Ivansyah Aly, S.Pd

Appendices 2

YKE - TEST (XII-1)
• RATER 1

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Abdul Hafizh Rangkuti	2	2	2	1	2	9
2	Alyssa Safaa Kirana	3	2	2	2	3	12
3	Anissatun Umairoh	2	3	2	2	2	11
4	Aura Apriliza						8
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	2	2	2	2	2	10
7	Fatimah Ramadhani	2	1	2	1	1	7
8	Fauzan Ramadhan	2	1	1	1	1	6
9	Halwa Tsaqieb	2	2	2	3	3	12
10	Hanif Kayla Asmara	1	2	2	2	2	9
11	Imam Syahputra	2	2	2	2	2	10
12	Kayla Noviyanti	3	2	2	2	2	11
13	Misykah Zahira	2	2	2	2	2	10
14	Muhammad Alwi Sarhan	1	2	2	2	2	9
15	Muhammad Ibnuh Al-Baniy	2	2	2	1	1	8
16	Muhammad Syahdan	2	2	2	2	2	10
17	Muhammad Syukur	2	2	2	2	2	10
18	Naila Sabrina	1	1	1	1	1	5
19	Raisa Alwiyah Khaiyath	2	2	2	2	2	10
20	Rajwa Ulya Nafisa	2	2	2	2	2	10
21	Rendy Aditya Pratama Tanjung	3	2	2	2	2	11
22	Sirhan Muzaffar Azim	2	1	1	1	1	6
23	Syukran Abdul Mun'im	2	2	2	2	2	10
24	Vinny Aquilla	2	2	1	2	2	9
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	2	2	2	2	2	10
27	Tania Aura Febi	1	2	2	2	2	9
28	Muhammad Afgan	1	2	2	2	1	8
29	Sabrina Simanjuntak	3	2	2	2	2	11

Maximum Score: 16

PRE-TEST (XII - 01)

*PATER 2

B. Scoring Sheet

Critical Thinking Skill – Debate Performance

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Abdul Hafizh Rangkuti	2	2	2	2	2	10
2	Alyssa Safaa Kirana	3	3	2	2	2	12
3	Anissatun Umairoh	2	2	2	2	2	10
4	Aura Apriliza	2	2	1	2	1	8
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	2	1	2	2	2	9
7	Fatimah Ramadhani	2	2	1	1	1	7
8	Fauzan Ramadhan	1	1	1	1	1	5
9	Halwa Tsaqieb	2	2	2	2	2	10
10	Hanifa Kayla Asmara	2	2	2	1	1	8
11	Imam Syahputra	2	2	2	2	2	10
12	Kayla Noviyanti	2	2	2	2	2	10
13	Misykah Zahira	2	2	2	2	2	10
14	Muhammad Alwi Sarhan	2	2	2	2	2	10
15	Muhammad Ibnuh Al-Baniy	2	2	2	2	2	10
16	Muhammad Syahdan	1	1	1	1	1	5
17	Muhammad Syukur	2	2	1	2	2	9
18	Naila Sabrina	1	2	2	2	2	9
19	Raisa Alwiyah Khaiyath	2	2	2	1	2	9
20	Rajwa Ulya Nafisa	2	1	2	2	1	8
21	Rendy Aditya Pratama Tanjung	2	2	2	2	2	10
22	Sirhan Muzaffar Azim	1	1	1	1	1	5
23	Syukran Abdul Mun'im	3	3	2	3	3	14
24	Vinny Aquilla	2	2	1	1	2	8
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	2	2	1	2	2	9
27	Tania Aura Febi	2	2	2	2	2	10
28	Muhammad Afgan	2	1	1	2	2	8
29	Sabrina Simanjuntak	2	2	2	2	2	10

Maximum Score: 16

PRE-TEST (XII-01)

• KATER 2

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Abdul Hafizh Rangkuti	2	2	2	2	2	10
2	Alyssa Safaa Kirana	2	2	2	2	2	10
3	Anissatun Umairoh	3	2	2	2	2	11
4	Aura Apriliza	2	2	2	1	1	8
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	2	2	2	2	3	11
7	Fatimah Ramadhani	2	1	1	2	2	8
8	Fauzan Ramadhan	1	1	1	1	1	5
9	Halwa Tsaqieb	3	2	2	3	2	12
10	Hanif Kayla Asmara	2	2	2	2	1	9
11	Imam Syahputra	3	2	2	2	2	11
12	Kayla Noviyanti	2	2	2	2	2	10
13	Misykah Zahira	2	2	2	2	2	10
14	Muhammad Alwi Sarhan	2	1	2	2	2	9
15	Muhammad Ibnuh Al-Baniy	2	2	1	2	1	8
16	Muhammad Syahdan	2	2	2	2	2	10
17	Muhammad Syukur	2	2	2	2	2	10
18	Naila Sabrina	1	1	1	1	1	5
19	Raisa Alwiyah Khaiyath	2	2	2	2	2	10
20	Rajwa Ulya Nafisa	2	2	2	2	2	10
21	Rendy Aditya Pratama Tanjung	3	3	2	2	2	12
22	Sirhan Muzaffar Azim	1	1	1	2	1	6
23	Syukran Abdul Mun'im	2	2	2	2	2	10
24	Vinny Aquilla	2	1	2	2	2	9
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	2	2	2	2	2	10
27	Tania Aura Febi	2	2	2	2	1	9
28	Muhammad Afgan	2	2	1	1	2	8
29	Sabrina Simanjuntak	2	2	2	2	2	10

Maximum Score: 16

REF-TEST (XII-2)
 • RATER 01

B. Scoring Sheet

Critical Thinking Skill – Debate Performance

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Aditya Naufal	1	1	1	1	1	5
2	Affiq Keysan Diadien	2	1	1	1	1	6
3	Ahmad Fatahillah	2	2	2	2	2	10
4	Aisha Camilla Suryana	2	2	2	2	2	10
5	Alrey Fakhrezy	1	2	1	2	1	7
6	Ayumi Khalishah Istiqomah	2	2	1	1	1	7
7	Bayu Ananta Tarigan	2	2	1	1	2	8
8	Dinda Khalisa Kurniawan	1	1	1	2	1	6
9	Dwi Syamsidar Utami	2	2	1	1	2	8
10	Eka Natasya Pratiwi	2	2	1	1	1	7
11	Fadlan Khamsah	2	2	2	2	2	10
12	Fathan Arrasyid	1	1	1	1	1	5
13	Haris Fitra Wijaya	1	1	1	1	1	5
14	Hulwa Dzakya	2	1	1	1	1	6
15	Lifi Dzuriati	1	2	1	1	1	6
16	M. Rizki Aryan	1	1	1	1	1	5
17	Meisy Vilano	2	2	2	1	1	8
18	Muhammad Abrar Al Khalifi	2	1	1	1	1	6
19	Muhammad Bukhari	1	2	1	2	2	8
20	Nur Rabiatal Adawiyah	2	2	2	1	1	8
21	Ozy Ba'adilla	2	2	1	1	1	7
22	Putri Aprilia	2	1	1	1	1	6
23	Radit Anugerah Pratama	1	1	1	1	1	5
24	Risky Maulana Simatupang	1	1	2	2	1	7
25	Ummu Umaroh	2	1	1	1	1	6
26	Jibril Aulia Irsandi	1	1	2	2	1	7
27	Rangga Wahyuda	1	1	1	1	1	5

Maximum Score: 16

PRE-TEST (XII - 2)

• RATER 1

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Aditya anfal	2	1	1	1	1	6
2	Affiq Keysan Diadien	1	1	1	1	2	6
3	Ahmad Fatahillah	2	1	1	1	1	6
4	Aisha Camilla Suryana	2	2	2	2	2	10
5	Alrey Fakhrezy	2	2	1	1	1	7
6	Ayumi Khalishah Istiqomah	1	2	1	2	1	7
7	Bayu Ananta Tarigan	1	1	1	1	1	5
8	Dinda Khalisa Kurniawan	1	1	1	1	1	5
9	Dwi Syamsidar Utami	2	1	1	1	1	6
10	Eka Natasya Pratiwi	1	1	1	2	1	6
11	Fadlan Khamsah	2	1	2	2	1	8
12	Fathan Arrasyid	1	2	1	1	1	6
13	Haris Fitra Wijaya	1	1	1	1	1	5
14	Hulwa Dzakya	1	2	1	1	1	6
15	Lifi Dzuriati	2	2	2	2	2	10
16	M. Rizki Abyan	2	2	1	1	1	7
17	Meisy Vilano	2	2	2	2	2	10
18	Muhammad Abrar Al Khalifi	1	1	1	1	1	5
19	Muhammad Bukhari	1	1	1	2	1	6
20	Nur Rabiatal Adawiyah	1	1	1	1	1	5
21	Ozy Ba'adilla	2	1	1	1	1	6
22	Putri Aprilia	1	2	1	1	1	6
23	Radit Anugerah Pratama	1	1	1	1	2	6
24	Risky Maulana Simatupang	2	1	1	1	1	6
25	Ummu Umaroh	2	1	1	1	2	7
26	Jibril Aulia Irsandi	2	2	2	2	1	9
27	Rangga Wahyuda	1	1	1	1	1	5

Maximum Score: 16

PRE-TEST (XII-2)
• RATER 2.

B. Scoring Sheet

Critical Thinking Skill – Debate Performance

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Aditya Naufal	1	1	1	1	1	5
2	Affiq Keysan Diadien	2	1	2	1	1	7
3	Ahmad Fatahillah	2	2	2	2	2	10
4	Aisha Camilla Suryana	2	2	1	2	1	8
5	Alrey Fakhrezy	1	1	1	1	1	5
6	Ayumi Khalishah Istiqomah	1	1	1	1	1	5
7	Bayu Ananta Tarigan	2	2	1	1	1	7
8	Dinda Khalisa Kurniawan	1	1	1	2	2	7
9	Dwi Syamsidar Utami	2	2	1	1	1	7
10	Eka Natasya Pratiwi	1	1	1	1	1	5
11	Fadlan Khamsah	2	2	2	2	2	10
12	Fathan Arrasyid	1	1	1	1	1	5
13	Haris Fitra Wijaya	1	1	1	1	1	5
14	Hulwa Dzakya	1	2	1	1	2	7
15	Lifi Dzuriati	2	2	1	1	1	7
16	M. Rizki Abyan	2	1	1	1	1	6
17	Meisy Vilano	2	2	2	2	2	10
18	Muhammad Abrar Al Khalifi	1	1	1	1	1	5
19	Muhammad Bukhari	2	1	1	2	2	8
20	Nur Rabiatul Adawiyah	2	2	1	1	1	7
21	Ozy Ba'adilla	1	2	2	1	1	7
22	Putri Aprilia	1	1	1	1	1	5
23	Radit Anugerah Pratama	2	1	1	1	1	6
24	Risky Maulana Simatupang	1	1	1	1	1	5
25	Ummu Umaroh	1	1	1	1	2	6
26	Jibril Aulia Irsandi	1	1	1	1	1	5
27	Rangga Wahyuda	1	1	1	1	1	5

Maximum Score: 16

PRE-TEST (XII-2)
• PATER 2.

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Aditya anfal	1	1	1	1	1	5
2	Affiq Keysan Diadien	1	1	1	1	1	5
3	Ahmad Fatahillah	1	1	1	1	1	5
4	Aisha Camilla Suryana	2	2	1	1	2	8
5	Alrey Fakhrezy	2	1	1	1	1	6
6	Ayumi Khalishah Istiqomah	1	1	1	1	1	5
7	Bayu Ananta Tarigan	1	1	1	1	1	5
8	Dinda Khalisa Kumiawan	1	1	1	1	1	5
9	Dwi Syamsidar Utami	1	1	1	1	1	5
10	Eka Natasya Pratiwi	1	1	1	1	1	5
11	Fadlan Khamsah	2	2	1	1	1	7
12	Fathan Arrasyid	1	1	1	1	1	5
13	Haris Fitra Wijaya	1	1	1	1	1	5
14	Hulwa Dzakya	1	1	1	1	1	5
15	Lifi Dzuriati	2	2	2	2	2	10
16	M. Rizki Abyan	2	1	1	2	1	7
17	Meisy Vilano	2	2	2	2	2	10
18	Muhammad Abrar Al Khalifi	1	1	1	1	1	5
19	Muhammad Bukhari	1	1	1	1	1	5
20	Nur Rabiatal Adawiyah	1	1	1	1	1	5
21	Ozy Ba'adilla	1	1	1	1	1	5
22	Putri Aprilia	1	1	1	1	1	5
23	Radit Anugerah Pratama	1	1	1	1	1	5
24	Risky Maulana Simatupang	1	1	1	1	1	5
25	Ummu Umaroh	2	1	1	1	2	7
26	Jibril Aulia Irsandi	2	2	2	1	1	8
27	Rangga Wahyuda	1	1	1	1	1	5

Maximum Score: 16

POST-TEST (XII-1)
• PATER 1

B. Scoring Sheet

Critical Thinking Skill – Debate Performance

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Abdul Hafizh Rangkuti	4	3	3	3	3	16
2	Alyssa Safaa Kirana	4	4	3	3	3	17
3	Anissatun Umairoh	4	4	3	3	3	17
4	Aura Apriliza	4	3	3	3	3	16
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	3	3	3	3	2	14
7	Fatimah Ramadhani	3	3	4	4	3	17
8	Fauzan Ramadhan	3	2	2	2	2	11
9	Halwa Tsaqieb	4	4	4	4	4	20
10	Hanifa Kayla Asmara	3	3	4	4	3	17
11	Imam Syahputra	3	3	3	2	2	13
12	Kayla Noviyanti	3	4	3	4	4	18
13	Misykah Zahira	3	3	3	3	3	15
14	Muhammad Alwi Sarhan	4	4	4	4	4	20
15	Muhammad Ibnuh Al-Baniy	3	2	3	3	3	14
16	Muhammad Syahdan	3	3	3	3	3	15
17	Muhammad Syukur	4	3	3	3	3	16
18	Naila Sabrina	3	4	4	3	3	17
19	Raisa Alwiyah Khaiyath	4	4	4	4	4	20
20	Rajwa Ulya Nafisa	3	4	3	3	3	16
21	Rendy Aditya Pratama Tanjung	2	3	3	3	3	14
22	Sirhan Muzaffar Azim	3	2	2	2	2	11
23	Syukran Abdul Mun'im	4	4	4	4	4	20
24	Vinny Aquilla	4	4	3	3	4	18
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	3	3	3	3	3	15
27	Tania Aura Febi	2	2	3	3	3	13
28	Muhammad Afgan	3	2	3	3	3	14
29	Sabrina Simanjuntak	2	2	3	3	3	13

Maximum Score: 16

POST-TEST (XII-1)
*PAPER 1

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Abdul Hafizh Rangkuti	3	3	3	3	3	15
2	Alyssa Safaa Kirana	4	4	3	3	3	17
3	Anissatun Umairoh	4	4	3	3	3	17
4	Aura Apriliza	4	3	3	3	3	16
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	3	3	3	3	2	14
7	Fatimah Ramadhani	3	4	3	4	3	17
8	Fauzan Ramadhan	3	3	3	3	3	15
9	Halwa Tsaqieb	4	4	4	4	4	20
10	Hanif Kayla Asmara	4	4	4	3	3	18
11	Imam Syahputra	4	3	3	3	3	16
12	Kayla Noviyanti	4	4	4	4	3	19
13	Misykah Zahira	3	3	3	3	3	15
14	Muhammad Alwi Sarhan	4	4	4	4	4	20
15	Muhammad Ibnuh Al-Baniy	3	3	3	3	3	15
16	Muhammad Syahdan	3	3	3	3	3	15
17	Muhammad Syukur	4	3	3	3	3	16
18	Naila Sabrina	4	4	3	3	3	17
19	Raisa Alwiyah Khaiyath	4	4	4	4	4	20
20	Rajwa Ulya Nafisa	3	3	3	3	3	15
21	Rendy Aditya Pratama Tanjung	4	3	3	3	3	16
22	Sirhan Muzaffar Azim	3	3	3	3	3	15
23	Syukran Abdul Mun'im	4	4	4	4	4	20
24	Vinny Aquilla	4	4	4	3	3	18
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	3	3	3	3	3	15
27	Tania Aura Febi	3	3	3	3	3	15
28	Muhammad Afgan	2	3	3	3	3	14
29	Sabrina Simanjuntak	3	3	3	3	3	15

Maximum Score: 16

POST-TEST (XII-1)
• RATER 2.

B. Scoring Sheet

Critical Thinking Skill – Debate Performance

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Abdul Hafizh Rangkuti	4	4	3	3	3	17
2	Alyssa Safaa Kirana	4	4	4	3	3	18
3	Anissatun Umairoh	4	3	4	4	3	18
4	Aura Apriliza	3	3	4	4	3	17
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	3	2	3	3	3	14
7	Fatimah Ramadhani	3	3	4	4	4	18
8	Fauzan Ramadhan	3	3	2	2	2	12
9	Halwa Tsaqieb	4	4	4	4	4	20
10	Hanifa Kayla Asmara	3	3	4	4	4	18
11	Imam Syahputra	3	3	3	3	2	14
12	Kayla Noviyanti	3	4	4	4	4	19
13	Misykah Zahira	4	4	3	3	3	17
14	Muhammad Alwi Sarhan	4	4	4	4	4	20
15	Muhammad Ibnuh Al-Baniy	3	3	3	3	3	15
16	Muhammad Syahdan	4	3	3	3	3	16
17	Muhammad Syukur	4	4	3	3	3	17
18	Naila Sabrina	4	4	4	3	3	18
19	Raisa Alwiyah Khaiyath	4	4	4	4	4	20
20	Rajwa Ulya Nafisa	3	4	4	3	4	18
21	Rendy Aditya Pratama Tanjung	3	3	3	3	2	14
22	Sirhan Muzaffar Azim	3	3	3	2	2	13
23	Syukran Abdul Mun'im	4	4	4	4	4	20
24	Vinny Aquilla	4	4	4	4	4	20
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	3	3	3	3	3	15
27	Tania Aura Febi	3	3	3	2	2	13
28	Muhammad Afgan	3	3	3	3	3	15
29	Sabrina Simanjuntak	3	3	3	3	3	15

Maximum Score: 16

Post-Test (XII-1)
• RATER 2

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Abdul Hafizh Rangkuti	4	4	5	5	3	17
2	Alyssa Safaa Kirana	4	3	4	3	3	17
3	Anissatun Umairoh	4	4	4	5	3	18
4	Aura Apriliza	4	4	3	3	3	17
5	Azzahra Arianti Putri						XXX
6	Daffa Kandinur Admaja	3	3	3	3	2	14
7	Fatimah Ramadhani	3	3	4	4	4	18
8	Fauzan Ramadhan	3	3	3	3	3	15
9	Halwa Tsaqieb	4	4	4	4	4	20
10	Hanif Kayla Asmara	4	4	4	4	3	19
11	Imam Syahputra	4	3	3	3	3	16
12	Kayla Noviyanti	4	4	4	4	4	20
13	Misykah Zahira	3	3	3	3	3	15
14	Muhammad Alwi Sarhan	4	4	4	4	4	20
15	Muhammad Ibnuh Al-Baniy	3	3	3	3	3	15
16	Muhammad Syahdan	3	3	3	3	3	15
17	Muhammad Syukur	4	3	3	3	3	16
18	Naila Sabrina	4	4	4	3	3	18
19	Raisa Alwiyah Khaiyath	4	4	4	4	4	20
20	Rajwa Ulya Nafisa	3	2	3	3	3	14
21	Rendy Aditya Pratama Tanjung	4	3	3	3	3	16
22	Sirhan Muzaffar Azim	3	3	3	3	3	15
23	Syukran Abdul Mun'im	4	4	4	4	4	20
24	Vinny Aquilla	4	4	4	3	3	18
25	Wulan Pebrina Hasibuan						XXX
26	Zhafira Nur Hafizha	3	3	3	3	3	15
27	Tania Aura Febi	3	3	3	3	3	15
28	Muhammad Afgan	3	3	3	3	3	15
29	Sabrina Simanjuntak	3	3	3	3	3	15

Maximum Score: 16

POST-TEST (XII-2)
• RATER 1

B. Scoring Sheet

Critical Thinking Skill – Debate Performance

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Aditya Naufal	1	1	1	1	1	5
2	Affiq Keysan Diadien	2	1	1	1	1	6
3	Ahmad Fatahillah	2	2	2	2	2	10
4	Aisha Camilla Suryana	2	2	2	2	2	10
5	Alrey Fakhrezy	2	1	1	1	2	7
6	Ayumi Khalishah Istiqomah	1	1	2	2	1	7
7	Bayu Ananta Tarigan	2	2	1	1	2	8
8	Dinda Khalisa Kurniawan	2	1	1	1	1	6
9	Dwi Syamsidar Utami	2	2	1	1	2	8
10	Eka Natasya Pratiwi	2	2	1	1	1	7
11	Fadlan Khamsah	2	2	2	2	2	10
12	Fathan Arrasyid	1	1	1	1	1	5
13	Haris Fitra Wijaya	1	1	1	1	1	5
14	Hulwa Dzakya	1	1	1	1	2	6
15	Lifi Dzuriati	1	1	1	1	2	6
16	M. Rizki Abyan	1	1	1	1	1	5
17	Meisy Vilano	2	2	2	1	1	8
18	Muhammad Abrar Al Khalifi	2	1	1	1	1	6
19	Muhammad Bukhari	1	2	2	2	1	8
20	Nur Rabiatal Adawiyah	2	2	1	1	2	8
21	Ozy Ba'adilla	2	1	1	1	2	7
22	Putri Aprilia	1	2	1	1	1	6
23	Radit Anugerah Pratama	1	1	1	1	1	5
24	Risky Maulana Simatupang	2	1	1	1	2	7
25	Ummu Umaroh	1	1	1	1	2	6
26	Jibril Aulia Irsandi	2	1	1	1	2	7
27	Rangga Wahyuda	1	1	1	1	1	5

Maximum Score: 16

POST-TEST (XII -2)

PART 1

B. Scoring Sheet**Speaking Skill - Debate Performance**

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Aditya anfal	2	1	2	2	1	8
2	Affiq Keysan Diadien	1	1	2	2	2	8
3	Ahmad Fatahillah	2	1	1	2	2	8
4	Aisha Camilla Suryana	3	2	2	3	2	12
5	Alrey Fakhrezy	2	2	1	1	2	8
6	Ayumi Khalishah Istiqomah	1	1	2	2	2	8
7	Bayu Ananta Tarigan	2	2	2	1	1	8
8	Dinda Khalisa Kurniawan	1	1	2	2	2	8
9	Dwi Syamsidar Utami	2	2	2	2	1	9
10	Eka Natasya Pratiwi	1	2	2	2	2	9
11	Fadlan Khamsah	2	2	2	2	2	10
12	Fathan Arrasyid	2	1	2	2	1	8
13	Haris Fitra Wijaya	2	2	2	1	1	8
14	Hulwa Dzakya	2	1	2	2	2	9
15	Lifi Dzuriati	3	2	3	2	2	12
16	M. Rizki Abyan	2	1	2	1	2	8
17	Meisy Vilano	3	3	2	2	2	12
18	Muhammad Abrar Al Khalifi	1	1	2	1	2	7
19	Muhammad Bukhari	2	2	1	2	1	8
20	Nur Rabiatal Adawiyah	2	1	2	1	1	7
21	Ozy Ba'adilla	2	2	2	1	2	9
22	Putri Aprilia	2	1	2	2	1	8
23	Radit Anugerah Pratama	1	2	2	2	2	9
24	Risky Maulana Simatupang	2	2	1	1	1	7
25	Ummu Umaroh	2	1	1	2	2	8
26	Jibril Aulia Irsandi	2	2	2	2	2	10
27	Rangga Wahyuda	2	1	2	1	2	8

Maximum Score: 16

POST - TEST (XII - 2)

• RATER 2

Explanation	Provides clear and convincing explanations	Explanations are generally clear	Explanations are unclear	Unable to explain reasoning
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B. Scoring Sheet**Critical Thinking Skill – Debate Performance**

No	Student Name	Interpretation (1-4)	Analysis (1-4)	Evaluation (1-4)	Inference (1-4)	Explanation (1-4)	Total
1	Aditya Naufal	2	2	2	1	1	8
2	Affiq Keysan Diadien	2	2	2	2	2	10
3	Ahmad Fatahillah	2	3	3	2	2	12
4	Aisha Camilla Suryana	2	2	2	2	2	10
5	Alrey Fakhrezy	2	2	1	1	2	8
6	Ayumi Khalishah Istiqomah	2	2	2	2	1	9
7	Bayu Ananta Tarigan	2	2	2	2	2	10
8	Dinda Khalisa Kurniawan	2	1	1	2	2	8
9	Dwi Syamsidar Utami	1	2	2	2	2	9
10	Eka Natasya Pratiwi	2	2	2	2	2	10
11	Fadlan Khamsah	2	1	1	2	2	8
12	Fathan Arrasyid	1	1	2	2	2	8
13	Haris Fitra Wijaya	2	2	2	2	2	8
14	Hulwa Dzakya	2	2	2	2	2	10
15	Lifi Dzuriati	2	2	2	2	2	10
16	M. Rizki Abyan	2	1	2	2	2	9
17	Meisy Vilano	3	3	2	2	2	12
18	Muhammad Abrar Al Khalifi	2	2	2	2	2	10
19	Muhammad Bukhari	3	2	3	2	2	12
20	Nur Rabiatul Adawiyah	2	1	2	2	2	9
21	Ozy Ba'adilla	2	2	2	2	1	9
22	Putri Aprilia	2	2	2	2	2	10
23	Radit Anugerah Pratama	1	1	2	2	2	8
24	Risky Maulana Simatupang	2	2	2	1	1	8
25	Ummu Umaroh	2	2	2	1	1	8
26	Jibril Aulia Irsandi	2	1	2	1	1	7
27	Rangga Wahyuda	1	1	1	2	2	7

Maximum Score: 16

POST-TEST (XII-2)
• PAPER 2

B. Scoring Sheet

Speaking Skill - Debate Performance

No	Student Name	Fluency (1-4)	Accuracy (1-4)	Vocabulary Use (1-4)	Pronunciation (1-4)	Interaction (1-4)	Total
1	Aditya anfal	2	2	1	1	1	7
2	Affiq Keysan Diadien	1	2	1	2	1	7
3	Ahmad Fatahillah	1	1	2	2	2	7
4	Aisha Camilla Suryana	2	2	2	2	2	10
5	Alrey Fakhrezy	2	1	1	2	2	8
6	Ayumi Khalishah Istiqomah	2	2	1	1	2	7
7	Bayu Ananta Tarigan	2	1	2	2	1	8
8	Dinda Khalisa Kurniawan	1	2	1	2	2	8
9	Dwi Syamsidar Utami	2	2	2	1	1	8
10	Eka Natasya Pratiwi	1	1	2	2	2	8
11	Fadlan Khamsah	2	2	1	2	2	9
12	Fathan Arrasyid	2	1	1	2	1	7
13	Haris Fitra Wijaya	2	2	2	1	1	8
14	Hulwa Dzakya	2	2	2	1	1	8
15	Lifi Dzuriati	2	2	2	1	1	10
16	M. Rizki Abyan	2	2	1	1	2	8
17	Meisy Vilano	2	3	3	2	2	12
18	Muhammad Abrar Al Khalifi	1	1	1	2	2	7
19	Muhammad Bukhari	1	2	1	1	2	7
20	Nur Rabiatul Adawiyah	2	1	2	2	1	8
21	Ozy Ba'adilla	2	2	2	1	1	8
22	Putri Aprilia	1	1	2	2	2	8
23	Radit Anugerah Pratama	2	2	2	2	1	9
24	Risky Maulana Simatupang	1	2	1	1	2	7
25	Ummu Umaroh	2	1	1	2	2	8
26	Jibril Aulia Irsandi	2	2	2	2	2	10
27	Rangga Wahyuda	2	1	1	2	2	8

Maximum Score: 16

Appendix 3. SPSS Output of Reliability Test

1. (Critical Thinking Pre-Test)

Case Processing Summary

		N	%
Cases	Valid	54	100.0
	Excluded ^a	0	.0
	Total	54	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.974	2

2. (Speaking Post-Test)

Case Processing Summary

		N	%
Cases	Valid	54	100.0
	Excluded ^a	0	.0
	Total	54	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.939	2

3. (Critical Thinking Post-Test)

Case Processing Summary

		N	%
Cases	Valid	54	100.0
	Excluded ^a	0	.0
	Total	54	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.993	2

4. (Speaking Pre-Test)

Case Processing Summary

		N	%
Cases	Valid	54	100.0
	Excluded ^a	0	.0
	Total	54	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.982	2

Appendix 4. SPSS Output of Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class (1=Experimental, 2=Control)		Statistic	df	Sig.	Statistic	df	Sig.
pre_speak_mean	Experimental	.212	27	.003	.913	27	.027
	Control	.333	27	.000	.757	27	.000
post_speak_mean	Experimental	.199	27	.008	.873	27	.003
	Control	.277	27	.000	.787	27	.000
pre_ct_mean	Experimental	.179	27	.026	.937	27	.101
	Control	.266	27	.000	.879	27	.005
post_ct_mean	Experimental	.095	27	.200*	.959	27	.345
	Control	.127	27	.200*	.945	27	.165

Appendix 5. SPSS Output of Mann-Whitney U Test

1. Speaking Skill

Mann-Whitney Test

		Ranks		
Class (1=Experimental, 2=Control)		N	Mean Rank	Sum of Ranks
gain_ct	Experimental	27	39.80	1074.50
	Control	27	15.20	410.50
Total		54		

Test Statistics^a

	gain_ct
Mann-Whitney U	32.500
Wilcoxon W	410.500
Z	-5.759
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class
(1=Experimental, 2=Control)

2. Critical Thinking Skill

		Ranks		
Class (1=Experimental, 2=Control)		N	Mean Rank	Sum of Ranks
gain_speak	Experimental	27	41.00	1107.00
	Control	27	14.00	378.00
Total		54		

Test Statistics^a

	gain_speak
Mann-Whitney U	.000
Wilcoxon W	378.000
Z	-6.340
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class
(1=Experimental, 2=Control)

Appendix 6. Documentation







Appendix 7. Lembar Permohonan Persetujuan Skripsi




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI


Dengan ini saya:

Nama Mahasiswa : Muna Arrazaq
NPM : 2202050020
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Using Debating Technique to Foster Students' Critical Thinking as a Means to Develop Speaking Skills	 Approved 27/10/25

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Drs. Ali Amran, M.Hum.

Medan, 27 Oktober 2025
Hormat Pemohon,


Muna Arrazaq

Appendix 8. Form K-1



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

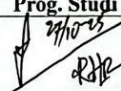
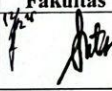
Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Muna Arrazaq
 NPM : 2202050041
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 119 SKS

IPK= 3,74

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Using Debating Technique to Foster Students' Critical Thinking as a Means to Develop Speaking Skills	
	Investigating the Use of ChatGPT as a Tool for Enhancing Speaking Performance in English Debate among Undergraduate Students	
	Implementing D-Learn (Debate-Based Learning) as a Pedagogical Approach to Cultivate Students' Critical Thinking in Speaking Performance	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 27 Oktober 2025
 Hormat Pemohon,


 Muna Arrazaq

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 9. Form K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Muna Arrazaq
 NPM : 2202050041
 Prog. Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Using Debating Technique to Foster Students' Critical Thinking as a Means to Develop Speaking Skills

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Using Debating Technique to Foster Students' Critical Thinking as a Means to Develop Speaking Skills

Approved
27/10/25

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Ali Amran, Drs. M. Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 27 Oktober 2025
 Hormat Pemohon,

Muna Arrazaq

Keterangan

Dibuat rangkap 3 :
 - Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendices 10. Form K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2918/II.3-AU//UMSU-02/ F/2025
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Muna Arrazaq**
N P M : 2202050041
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Using Debating Technique to Foster Students' Critical Thinking as a Means to Develop Speaking Skills**

Pembimbing : **Drs. Ali Amran, M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **15 Desember 2026**

Medan, 25 Jumadil Akhir 1447 H
15 Desember 2025 M

Wassalam


Dra. Hj. Samsu Yandita, M.Pd.
NIDN.000.016.701

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR



Appendices 11. Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Mahasiswa : Muna Arrazaq
 NPM : 2202050041
 Prog. Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Using Debating Techniques to Enhance Student's Critical Thinking
 As A Means to Develop Speaking Skill

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
22/10 2025	Title Approval	
27/10 2025	Approval of Revised Title	
10/11 2025	Supervision on Chapter I writing (1.1)	
20/11 2025	Supervision on Revision of Chap. I & II	
22/11 2025	Supervision on Revision of Chapter III	
24/11 2025	Supervision on Plagiarism Revision in Each Chap	
26/11 2025	Grammar and Problem Identification Chap. I, II, III	

Approved

Medan, 15 Desember 2025
 Dosen Pembimbing

Diketahui oleh:
 Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Drs. Ali Amran, M.Hum.)

Appendices 12. Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 23 Bulan Desember Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Muna Arrazaq
 N.P.M : 2202050041
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Using Debating Techniques to Foster Students' Critical Thinking as a Means to Develop Speaking Skill.

No	Masukan dan Saran
Judul	✓
Bab I	create a background in sequence (current problems related to the topic, research gap, research objectives, short method used, novelty)
Bab II	include the theory used to process the data
Bab III	explain more how to use spss
Lainnya	Don't use bullets
Kesimpulan	[✓] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendices 13. Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Muna Arrazaq
 N.P.M : 2202050041
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Using Debating Techniques to Foster Students' Critical Thinking as a Means to Develop Speaking Skill.

Pada hari Selasa, tanggal 23 bulan Desember, tahun 2025 sudah layak menjadi proposal skripsi.

Medan, 15 Januari 2026

Disetujui oleh:

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Diketahui oleh
 Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Appendix 14. Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Muna Arrazaq
NPM : 2202050041
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Debating Techniques to Foster Students' Critical Thinking as a Means to Develop Speaking Skill.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
21/01 2026	Discussing chapter IV (data analysis and findings)	
2/02 2026	Revising chapter IV (tables and interpretation of results)	
9/02 2026	Discussing chapter V (conclusion and suggestion)	
13/02 2026	Revising chapter V (improving conclusion and suggestion)	
16/02 2026	Revising grammar/spelling	
5/03 2026	Checkup & Revising References	
9/03 2026	Approving.	


Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 09 Maret 2026
Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Appendix 15. Surat Permohonan Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/IAA-KP/PT/XI/2022
 Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<http://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Bila diperlukan surat ini juga disediakan nomor dan tanggapan

Nomor	: 87/IL.3-AU/UMSU-02/F/2026	Medan, 23 Rajab	1447 H
Lamp	: ---	12 Januari	2026 M
Hal	: Permohonan Izin Riset		



Kepada Yth, Bapak/Ibu Kepala Sekolah
SMA Muhammadiyah 01 Medan
 di
 Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :




Nama	: Muna Arrazaq
N P M	: 2202050041
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: "Using Debating Techniques to Enhance Student's Critical Thinking as a Means to Develop Speaking Skills".

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya, Amin.
 Wassalamu'alaikum

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN.0004066701

Pertinggal

Appendices 16. Surat Keterangan Riset



MAJELIS PENDIDIKAN DASAR MENENGAH DAN PNF PIMPINAN DAERAH MUHAMMADIYAH KOTA MEDAN **SMA MUHAMMADIYAH 1 MEDAN**

Alamat : Jalan Utama No. 170 Medan Telepon : 061 - 7365218
NPSN : 10210909 Akreditasi: A
NSS : 304076001043 Website : www.smamsamedan.sch.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor : 156/KET/III.4-AU/F/2026

Yang bertanda tangan di bawah ini :

Nama : Ivansyah Aly, S.Pd, Gr
NBM : 1.307.332
Jabatan : Kepala SMA Muhammadiyah 1 Medan

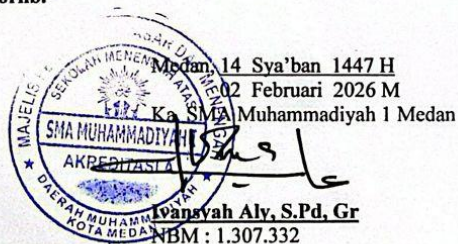
Dengan ini menerangkan kepada :

Nama : Muna Arrazaq
NPM : 2202050041
Program Studi : Pendidikan Bahasa Inggris

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 87/II.3/UMSU-02/F/2026 tanggal 23 Rajab H / 12 Januari 2026 M prihal mohon izin Riset, maka dengan ini benar nama tersebut diatas telah melaksanakan Riset di SMA Muhammadiyah 1 Medan dengan judul *"Using Debating Techniques to Enhance Student's Critical Thinking as a Means to Develop Speaking Skills"*.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Nashruun minallah wa fathun qoriib.
Wassalamu'alaikum wr.wb.



Appendix 17. Curriculum Vitae



MUNA ARRAZAQ

☎ 085213226487 | munaarrazaqq@gmail.com | I w: k,xxxx

Program Studi Pendidikan Bahasa Inggris

IPK sementara 3,78

Education

Universitas Muhammadiyah Sumatera Utara

Bachelor of **English Education**, 3,78/4.00

- Teaching Practice (PLP)
- PLP I – SMA Muhammadiyah 01 Medan | **february 2024**
- Participant in PhD dissertation research
- PLP II & III – SMA Muhammadiyah 01 Medan
- Participated in school events and student assessment

Organization Experience

English Department Student Association (HMJ PBI UMSU) – medan

Head of Cadre Division

- Head of Administration Training Committee, HMJ English Education Department UMSU (February 16, 2025)
- Head of Organizing Committee for Leadership Training Program, HMJ English Education Department UMSU (June 27, 2025)

Skills

Hard Skills

- Microsoft Word
- SPSS Data Processing

Soft Skills

- Public Speaking
- Communication & Social Skills