

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

The average Indonesian's ability to use English is still relatively low. This is reflected in the English Proficiency Index (EPI) score released by English First (EF). According to the report, Indonesia achieved an EPI score of 473 points in 2023, ranking 79 out of 113 countries. This issue poses a serious challenge, as English proficiency is considered a crucial element in preparing for a golden Indonesia in 2045. Therefore, the government needs to set a minimum proficiency level for English teachers, as well as provide access to learning programs for adults to have good proficiency in English. In addition, teaching methods that focus too much on memorization and grammar make critical thinking skills in English underdeveloped. As a result, when faced with situations that require effective oral communication and in-depth analysis, many feel less confident and struggle. To overcome this, a more interactive approach to education is needed that emphasizes discussion, debate and continuous speaking practice. English well also helps students access up to date information in fields including science, technology and health (Syakur et al., 2020).

Mastery of English is essential in the era of globalization for access to information, employment opportunities, and international cooperation. Lack of English language skills can limit the competence of Indonesian people in the global arena, so more intensive efforts in English language education and training are needed. English has become a global language used in various important sectors such as scientific research, education, business, internet, tourism, media, technology, and entertainment (Rao, 2019). In education, English dominates academic publications, with more than 85% of scientific articles published in this language. This

makes it essential for those involved in research and higher education. In addition, English is the primary medium for international business communication and information technology development, with many software and programs written in the language. Because of its central role in so many fields, learning English is considered crucial for individuals who want to succeed in their careers and education on a global level.

In English language learning, there are four micro skills: Listening, Reading, Writing and Speaking. Speaking is one of the four skills that everyone needs to master because by speaking, one can convey meaning, express feelings, and give opinions. This means that if a person is able to communicate well then, he will be able to interact with and be able to convey his opinion clearly. According to Falahiyah (2021) speaking is not only aimed to communicate with other people but also to get information and share ideas. By speaking, students can share information, express their ideas and feelings. Since speaking is the most direct way for people to connect with each other, it is the foundation of human communication. In spoken language, speaking has a crucial role in conveying messages which shows different characteristics from the written one. These could be seen from voice potentials, facial languages, signs, pitch, articulation, stress, rhythm and stopping (Wahyuningsih & Afandi, 2020).

Many of us often stop at English skills such as speaking, writing, listening and reading. In fact, there are many other aspects that we can develop through English, for example critical thinking skills that can be honed through the debate method. Debate is one of the strategies to improve speaking skills. Debate is related to a form of discussion, but broadly speaking, debate is a form of contesting ideas between pro and con parties. In addition, Brain power and a workforce equipped with critical thinking skills and reflective thinking skills towards problem solving are the current and future demands of our society, therefore, the

development of these thinking skills is one of the main general objectives in the education system (Gogus et al., 2020).

There is an interesting phenomenon at a state senior high school in Cirebon, where a number of students have won the English debate competition at the Cirebon City level. This achievement reflects excellent speaking and critical thinking skills among students, two important skills that are indispensable in debating. Therefore, the school was chosen as the object of research to explore the strategies applied by students in developing these two skills. This phenomenon becomes very relevant to be researched, considering that many students have difficulty engaging in speaking activities. In addition, there are problems such as vocal pauses, loss of ideas, and fear of making mistakes. Some students also still struggle to use English with proper grammar. Furthermore, some students find English learning sessions boring, most likely due to the lack of engagement or motivation from the teacher during the speaking learning process.

Speaking, critical thinking and debating skills are strongly linked in the context of English language learning. Through speaking, students can express their thoughts and feelings, which reflects their ability to convey messages clearly and effectively. Critical thinking skills support students to analyze multiple perspectives, develop solid arguments, and structure logical and incisive thoughts. Students are also quite willing to speak when they have prepared material for discussion and are familiar with the topic of conversation (Azzahra et al., 2024). Debates connect speaking and critical thinking by requiring students to articulate arguments clearly and evaluate evidence logically. This process enhances communication skills and deepens understanding through active engagement and multiple perspectives (Nurakhir et al., 2020). On the other hand, the debate method opens up space for the practical application of such abilities, where students are trained to respond to arguments from different points of view, defend their opinions, and find

solutions to various problems. Thus, debates not only strengthen students' speaking skills but also train them in in-depth critical thinking.

Researchers are currently interested in learning more about strategies that support the development of speaking and critical thinking skills, especially in contexts such as English debate. For students participating in English debates, developing effective speaking skills plays an important role in how they present arguments and engage with different perspectives. English debate encourages students to structure and convey their ideas clearly, developing not only their communication skills but also their critical thinking as they analyze arguments, respond to rebuttals, and explore different points of view. Understanding and refining these strategies becomes essential for students to build their speaking and critical thinking skills in the context of English debate, enhancing their ability to communicate effectively and think analytically.

Based on the above context, building speaking and critical thinking skills through debate is one of the strategies that is of primary concern. There are few studies that explore how debate plays a role in the English language learning process, especially in speaking skills or in improving critical thinking skills. This research is important because it affects the way we interact and understand each other. There are various concerns in the field. First, research regarding **the effect of debate on speaking skills** (Apriliani et al., 2021; Najamuddin & Farahdiba, 2020; Timbu et al., 2023). Second, research regarding **the role of debate in the development of critical thinking** (Dono & Fernández, 2021; Li et al., 2020; Walker & Kettler, 2020). Another concern is **English debate communication strategies** (Diyales et al., 2019; Mobit et al., 2022; Saidah et al., 2020).

There are many studies on the role or method of debate, especially in the context of learning or teaching English. However, most of these studies focus on the role or method of debate is done only in the classroom as one of the methods of student learning that is still discussion in nature. This research is unique in that it focuses on the strategies used by debate winners-students who have proven superior speaking performance and critical thinking skills. In contrast to general research on debate that tends to view it as a classroom learning method or an ordinary discussion, this research dives into the learning process and strategies that students go through to achieve success in debate competitions. Phenomenologists, like other qualitative researchers, are concerned with understanding and recording the study participants' social and psychological viewpoints (Lodico et al., 2010). By highlighting the experiences of outstanding students, this research is expected to provide deeper insights into effective practices that can inspire real experiential learning methods for the development of speaking performance and critical thinking skills among other students.

Based on the above explanation, the researcher is interested in investigating more about students' strategies in building speaking performance and critical thinking skills in English debate. The previous points of criticism are important for this research project because these aspects require more attention in the context of effective learning strategies and processes in students who have achieved achievements in English debate. This research is expected to be more relevant, comprehensive, and beneficial to the development of education in Indonesia. In addition, this research also provides insights into the development of the speaking performance and critical thinking skills of students, which can contribute to devising more effective and inclusive English teaching methodologies.

1.2 Identification of the Issues/Phenomena

There are many issues regarding accent variation in English. Some of the issues that we often encounter include:

1. Difficulty in maintaining fluency in English while constructing complex, critical arguments during debates.
2. Challenges in overcoming anxiety and building confidence for effective public speaking.
3. Struggles with quickly formulating responses to counterarguments during debates.
4. Limited exposure to diverse topics, hindering the development of critical
5. Bias in feedback or judging that can impact the perceived development of critical skills.
6. Difficulty in consistently applying feedback to enhance debate performance and critical thinking.

From a wide range of topics, I chose to investigate the difficulty in maintaining fluency in English while constructing complex and critical arguments during debates. How critical thinking can support student's speaking performance. These difficulties are often exacerbated by time pressures that require participants to think quickly and respond appropriately. In addition, the challenges of choosing appropriate vocabulary, constructing clear sentences and maintaining a logical train of thought can affect participants' ability to convey their ideas effectively. Limited practice and lack of confidence can also be inhibiting factors. Therefore, consistent practice, appropriate strategies, and an approach that focuses on developing fluency and critical thinking are necessary to achieve optimal performance in debate.

1.3 Delimitations and Focus of the Study

In line with the problem identification, the focus of this study is to conduct an in- depth analysis of how the students build speaking performance and critical thinking skills through English debate, specifically examining the experiences of debate competition winners. In addition, this research will explore how critical thinking supports student's speaking performance. The research subjects were selected from students who have excelled in debate competitions in high schools in Cirebon. The research aims to explore the techniques and strategies used by these students to improve their speaking performance and critical thinking skills in the context of debate.

The research will also consider the factors that influence their success, such as the training received, support from teachers and peers, and previous experience in debating. In addition, the analysis will cover the ways in which debating assists students in overcoming communication challenges, increasing self-confidence, and developing better analytical skills on complex issues.

By analyzing their experiences and practices, this study hopes to provide valuable insights that can contribute significantly to improving debate education and language teaching at senior high school level in Indonesia. It is hoped that the results of this study can provide constructive recommendations for educators and school administrators in designing a more effective curriculum that supports the development of speaking and language skills.

1.4 Research Questions

Based on the background above, the research formulates the research question as follows:

1. How is the process by which English debate winners develop and enhance their speaking performance?
2. How is the process by which English debate winners develop

- and use critical thinking skills in formulating their arguments?
3. How does debate contribute to improving students' speaking and critical thinking skills?

1.5 Aims of the Research

The aims of the research are as follows:

1. To describe and analyze the process by which English debate winners develop and improve their speaking performance.
2. To explore and explain the process by which English debate winners develop and apply critical thinking skills in formulating their arguments.
3. To identify the contribution of debates in improving students' speaking and critical thinking skills.

1.6 Significances of the Research

The significance of this research is as follows:

1.6.1 Theoretical Significance

This research holds significant theoretical relevance in understanding the development of speaking and critical thinking skills through English debate among students. By exploring the processes and strategies used by debate competition winners, the findings of this study can offer valuable insights for educators and language instructors in recognizing the challenges and effective practices in fostering these skills. The results can help in designing more targeted and effective teaching methodologies that support the development of both speaking performance and critical thinking abilities. Additionally, this study can serve as a reference for future researchers interested in analyzing the interplay between language skills and critical thinking in educational contexts, particularly within debate settings.

1.6.2 Practical Significance

This research makes a significant contribution to the field of language education and debate training for students in Indonesia. By analyzing how debate competition winners develop their speaking performance and critical thinking skills, this study provides practical insights for educators, debate coaches, and curriculum developers to design more effective debate training programs. The findings can be used to recommend instructional techniques that foster confidence, fluency, and analytical thinking in students, which are essential for both academic and personal growth. Additionally, this research offers valuable guidance for schools aiming to improve English language instruction and debate activities, potentially leading to greater student engagement and enhanced language competency. As such, this research has the potential to positively impact the quality of English language education and critical thinking skills development students.

1.7 Theoretical Foundation

Theoretical of this research is as follows:

1.7.1 The Concept of Speaking

1.7.1.1 Definition of Speaking

There are many definitions of speaking. Speaking is defined as a process involving the production, reception, and processing of information. It includes several stages that contribute to meaningful communication (Baron, 2020). Additionally, speaking is not merely about conveying messages; it also involves organizing ideas, choosing appropriate vocabulary, and applying proper grammar to ensure clarity and coherence

in communication. This process requires an integration of cognitive, linguistic, and social skills to effectively interact in various contexts.

Speaking is a verbal activity that consists of various components. It aligns with Brown in Crisianita & Mandasari (2022), who also revealed that speaking is a spoken form of communication that can be directly and objectively observed, contributing significantly to the accuracy of assessment results. According to Wahyuni & Utami (2021), speaking is an oral communication in a two-way process between speaker and listener that involves productive speaking skills and receptive comprehension skills. Furthermore, speaking requires not only linguistic competence but also pragmatic competence, as it involves the ability to convey and interpret messages appropriately within a specific context.

According to Putri et al. (2020), speaking is the act of conveying one's events, ideas, thoughts, and feelings to others using spoken language in a clear, logical, directed, and systematic manner, enabling understanding of others' intentions. Additionally, it encompasses apprehending, synthesizing, analyzing, and evaluating ideas, as emphasized by Syaripuddin & Ammade (2023). Speaking is a complex skill requiring not only linguistic proficiency but also critical thinking and effective communication strategies to deliver ideas clearly and persuasively.

In other hand there are three important aims of speaking (Henry, 2015) namely:

- 1) To inform

The purpose of informing is when the speaker aims to deliver and share ideas, information, feelings, or opinions with the listener, while also providing knowledge for a specific reason. In this context, the speaker simply wants to communicate a fact.

2) To entertain

Entertaining involves the speaker trying to make the listener enjoy the content, which is chosen mainly for its entertainment value. For instance, a teacher telling a story to students or parents sharing a funny tale with their children. This kind of speaking makes the experience more enjoyable for the audience.

3) To persuade

Persuading involves the speaker attempting to influence the listener to take part in a specific action or activity. For example, teachers should present their lessons effectively by providing clear examples when explaining material. These examples help students understand the underlying concepts and encourage them to participate actively in the lesson. Such activities require deliberate efforts to engage the listener and motivate them to respond in the way the speaker intends.

4) To discuss

Speaking with the aim of discussing means that the speaker intends to exchange ideas to make decisions or plan something. Discussion-based activities are considered effective in

capturing students' interest, as they are required to analyze and solve problems based on tasks provided by the teacher.

From the aforementioned statements, it can be concluded that speaking is an interactive, meaning-based activity that allows individuals to express their feelings, understand others' emotions through communication, and make informed decisions.

1.7.1.2 Elements of Speaking

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. Rakhmanina et al. (2020), stated that, speaking is also called as multitasking skill which requires language learners to learn: grammar, pronunciation, and vocabulary. Those aspects sometimes are neglected by the language learners. According to Brown (2015) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. According to Ramadani & Hamdani (2021), Comprehension is the mind's act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

Grammar includes lots of important areas for spoken language such as an understanding of tenses and

the correct way to structure sentences. Nunan cited in (Muharni, 2017), described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. Grammar helps us to convey information in a way that the listener will recognize and understand.

Vocabulary refers to the proper selection of words used during communication. A person lacking sufficient vocabulary will struggle to communicate effectively or express their thoughts, whether in speaking or writing. Ivan et al. (2020), Vocabulary is the total number of words as people know and use it in their language activities, a group of words and meaning to communicate with others as a main part of Language. Having limited vocabulary is also a barrier that precludes learners from learning a language. grammar may allow some expression, but without vocabulary, nothing meaningful can be conveyed. Therefore, the researchers concluded that mastering vocabulary is essential for learners to be able to speak or write in English correctly.

Pronunciation is the way for students to produce clearer language when they speak. According to Arodjiah (2020), Pronunciation is the way for students to produce clearer language when they are speaking. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation consists of two main aspects: phonemes and suprasegmental features. Based on this, the researcher concluded that pronunciation involves understanding how words are pronounced properly in a

given language, and it plays a key role in ensuring spoken communication is easy to comprehend.

Fluency is the skill of speaking, reading, or writing in a way that is smooth, natural, and expressive. According to Luoma cited in (Winaryo & Gusdian, 2021), Fluency involves the flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses. In other words, a fluent speaker can convey ideas clearly and effectively, maintaining both meaning and context. Thus, fluency is the ability to communicate in a language with ease and accuracy.

1.7.1.3 The Difficulties of Speaking

Speaking skills are more challenging to master than other English skills. Speaking is one of the crucial skills, and it has become challenging to develop students speaking (Leonita et al., 2023). The cause of the difficulty in speaking skills for students is the need for more vocabulary mastered, the fear of making mistakes that affect fluency pronunciation, and the lack of mastery of grammar (Huwari, 2019; H. P. Jaya et al., 2022; S. A. Putri et al., 2020; Tram & Thi, 2020). The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still cannot speak it.

As students in Indonesia, many students face challenges in improving their pronunciation and developing their ideas when speaking. This often causes them to feel anxious about demonstrating their speaking

skills. Tika & Abadi (2020) said that English is difficult for Indonesian students because speaking English is not their mother tongue. This problem can be overcome by giving students more opportunities to practice English, both inside and outside the classroom. According to Jaya et al. (2021), oral presentation is a form of communication that aims to convey certain ideas, messages, and information.

Anggraini et al. (2022) describes some difficulties in speaking activities that faced by the learners as below:

1. Pronunciation

There are several factors that affect the difficulty of students in pronunciation; thought process is slow, finds it difficult to distinguish phonemes in words, already pretty good at pronouncing a word, and difficult to pronounce because it is constrained by his accent.

2. Lack of Vocabulary

Several factors contribute to students' challenges in building their vocabulary. These include difficulty in retaining English words due to insufficient practice or memorization, struggling to expand their vocabulary range, having a forgetful nature, and a lack of interest in or aversion to reading English materials.

3. Lack of Grammar Mastery

There are several factors that affect the difficulty of students in grammar mastery; lack of broad understanding of the 16 tenses in English, do not understand the formulas in English grammar and do not understand the application of formulas in

sentences, unclear explanation of the grammar material delivered by the lecturer, difficulty in learning the many types of tenses, difficulty in using the tenses incorrectly.

4. Lack of Confidence

There are several factors that affect the difficulty of students in self-confidence; not well prepared when performing/speaking up, often forgets what he wants to say, feels very confident when speaking.

5. Shyness

There are several factors that affect the difficulty of students in shyness; internal factors in students, namely lack of motivation in themselves to learn to speak English well, speaking English for fear of being corrected directly when making mistakes, and shy nature.

6. Anxiety

There are several factors that affect the difficulty of students in anxiety; lack of preparation before performing/speaking up, commented on when he pronounces words incorrectly when speaking English, does not master what he wants to say so that when he cannot say.

7. Lack of Motivation

There are factors that affect the difficulty of students in lack of motivation is not mindset about English language.

8. Fear of Mistakes

There are several factors that affect the

difficulty of students in fear of mistakes; afraid of being rude in spoken

words, afraid of pronouncing words wrong, afraid of being blamed by friends.

The challenges faced by learners in speaking activities are multifaceted, ranging from pronunciation issues, limited vocabulary, and grammar difficulties to psychological barriers such as lack of confidence, shyness, anxiety, and fear of making mistakes. These difficulties often stem from both internal factors, such as a lack of motivation or preparation, and external influences, such as unclear teaching methods or fear of correction. Addressing these challenges requires a comprehensive approach, including providing clearer instruction, fostering a supportive learning environment, and encouraging consistent practice to build both linguistic competence and self-confidence in speaking English.

1.7.1.4 The Characteristic of a Successful Speaking Activity

Speaking in a foreign language in front of the class is often challenging for students. Many of them feel shy or fear making mistakes, worrying that their classmates might laugh at them. As a result, they tend to remain silent during speaking activities. However, speaking requires regular practice. Wahyudin & Rido (2020) state that an alternative way for lecturers to trigger students to be active and enthusiastic about learning is to use learning applications to make the class more interesting and improve their English skills and make class activities less monotonous. In addition, in teaching English, the use of interesting material, media, and

techniques can enhance the students to learn English (Pratiwi & Ayu, 2020).

Another crucial factor is allowing students to apply what they've learned through practice. On the other hand, a major obstacle in speaking activities is students' limited vocabulary. When asked about their speaking difficulties, most students commonly cite vocabulary as the main issue. They often struggle to express their ideas simply because they don't know the appropriate words to use.

According to Hongwilai & Kawboonsai (2022), there are several characteristics of successful speaking activities:

1. Time: Successful speaking activities allow enough time for students to practice speaking. Proper time management helps ensure that students have sufficient opportunities to think, speak, and listen. It also allows for reflection and improvements between practice sessions, leading to more effective skill development.
2. Immersive Speaking Activities: These activities place students in environments where they can engage in meaningful conversations. Immersive experiences, like role-playing or debates, mimic real-life situations, encouraging students to use language actively and authentically. This type of learning promotes a deeper understanding and retention of language skills.
3. Engaging Relevant Topics: When the topic of conversation is interesting and meaningful to students, they are more motivated to participate. Topics that are connected to students' lives or current

events spark curiosity and make the activity more engaging, which leads to more meaningful practice and language use.

4. **Positive Peer Interaction:** Interaction with peers fosters a collaborative learning environment. Positive peer interactions create a supportive atmosphere where students feel comfortable making mistakes, asking questions, and learning from each other. This social aspect enhances speaking confidence and helps students improve their communication skills.
5. **Supportive Feedback:** Constructive feedback, whether from peers or instructors, helps students identify areas for improvement. Supportive feedback provides specific suggestions on how to enhance their speaking skills, boosting motivation and helping learners focus on improving particular aspects, such as pronunciation, fluency, or vocabulary.

Based on the above, the success of a speaking activity largely depends on the balance between sufficient time, immersive activities, relevant and interesting topics, positive interaction with peers, and supportive feedback. By creating a supportive environment and paying attention to these aspects, students will be more motivated to practice and develop their speaking skills. Effective speaking activities not only improve language skills, but also build students' confidence in communicating in various situations, both inside and outside the classroom.

1.7.2 The Concept of Critical Thinking

1.7.2.1 The Definition of Critical Thinking

Aulia et al. (2022) states that critical thinking is thinking reasonably and reflectively by emphasizing decision-making about what to believe and do. Critical thinking skills are the ability to think at a complex level and use analysis and evaluation processes. Inductive thinking abilities including relationship recognition, open-ended problem analysis, cause-and-effect analysis, conclusion-making, and accounting for pertinent data are all part of critical thinking. Simultaneously, deductive thinking abilities include logical syllogisms, spatial problem solving, and the ability to discern between facts and opinions.

Critical thinking is defined as the abilities and mindsets required for higher order thinking to provide information for problem-solving and decision making (An Le & Hockey, 2022). The ability to analyze logically and objectively while assessing something and resolving an issue is what is meant by the definition of critical thinking given above. Successful students' critical thinking can be viewed in a variety of ways. According to Iskandar et al. (2021), these skills include the ability to use different types of reasoning (like deductive or inductive reasoning), think methodically, analyze the relationship between each thought or idea, write a conclusion and reflect on it through a learning activity, and solve different problems in different ways.

Critical thinking is often defined as the ability to analyze, evaluate, and synthesize information in a logical and reflective manner to form reasoned judgments. It involves not only cognitive skills such as problem-solving and decision-making but also the disposition

to question assumptions and seek evidence-based conclusions. By integrating educational, psychological, and epistemological perspectives, the frame of critical thinking highlights the interplay between cognitive abilities, individual dispositions, and contextual influences (Spector & Ma, 2019). This comprehensive framework provides a foundation for developing critical thinking skills systematically, ensuring their adaptability and relevance across diverse contexts and disciplines.

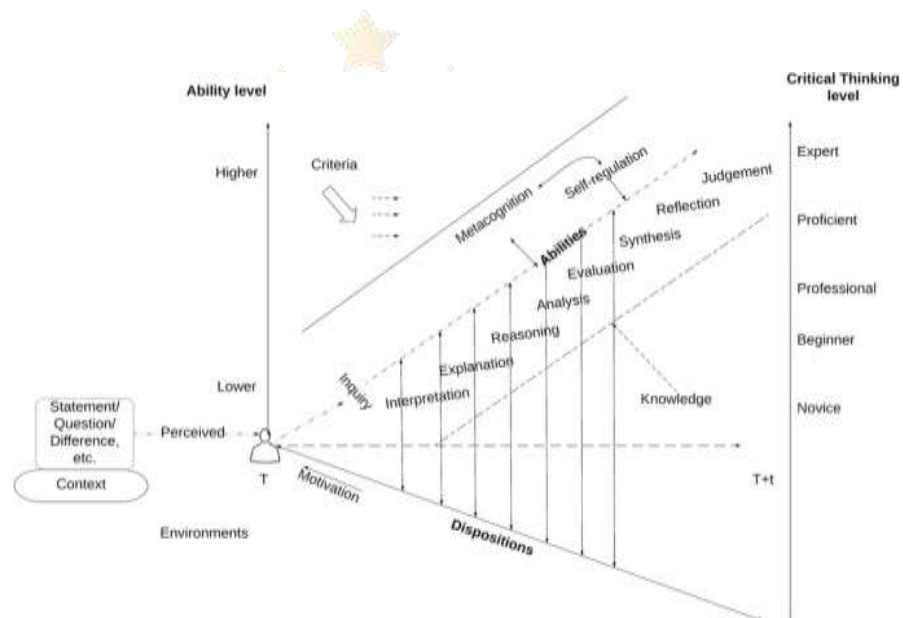


Figure 1. Critical Thinking Framework

The framework above presented three main perspectives on critical thinking, namely educational, psychological, and epistemological perspectives, and is supported by relevant learning theories. The framework offers a visual representation of critical thinking in four dimensions: ability (educational perspective), disposition (psychological perspective), level (epistemological perspective), and time. The time dimension is added to show the dynamic nature of critical thinking, which evolves according to context and developmental

approaches. By highlighting the interactions between these dimensions, the framework aims to provide a more comprehensive guide to understanding, developing, and applying critical thinking in various learning environments.

1.7.2.2 The Role of Critical Thinking in Speaking Performance

To create new ideas, one must go through a series of processes, such as understanding how to find a problem and making hypotheses and conjectures about it, answering, providing evidence, and then reporting the results (Suriyah et al., 2021). It is essential for students to develop creative thinking skills, as these abilities enhance their performance across cognitive, emotional, and self-regulatory domains. Learners who think creatively can formulate innovative and original understandings of knowledge. In speaking tasks like discussions or debates, students are expected to evaluate various perspectives, present reasoned arguments, and examine supporting or opposing evidence. Through critical thinking, students can deliver well-organized responses, back up their opinions with detailed support, and engage thoughtfully with differing viewpoints.

According to Facione & Facione (2013), there are six main critical thinking skills involved in the critical thinking process. These skills are interpretation, analysis, evaluation, inference, explanation and self-regulation. The following is a description of the six main critical thinking skills:

- 1) Interpreting refers to the ability to comprehend and convey the meaning or importance of

different types of experiences, events, information, situations, beliefs, customs, rules, procedures, or standards.

- 2) Analysis involves recognizing both the intended and actual logical connections among statements, questions, concepts, and descriptions, or any other form of expression used to convey thoughts, beliefs, experiences, or opinions.
- 3) Inference is the process of identifying and gathering the necessary elements to draw logical conclusions, forming assumptions or hypotheses, examining relevant information, and predicting outcomes based on data, questions, or other forms of input.
- 4) Evaluation is the act of judging the reliability of statements or representations that report perceptions, experiences, or viewpoints, as well as analyzing the logical validity of the relationships among various statements, questions, or descriptions. Explanation states the results of one's explanation, presenting one's reasoning in the form of sound arguments.
- 5) Self-regulation means self-consciously monitoring one's cognitive activities, the elements used in these activities and the results obtained, especially by applying skills in analysis and evaluation to one's own inferential judgment research with a view to questioning, confirming, validating or correcting either the reasoning or the results.

The development of critical thinking skills has a significant impact on students' speaking skills. Critical thinking assists students in analyzing the topic at hand, constructing logical arguments, and expressing opinions in a clear and convincing manner. In speaking activities, such as debates or discussions, critical thinking enables students to evaluate information, consider different points of view, and provide relevant and constructive responses.

Thus, critical thinking not only serves to improve the quality of content delivered, but also improves the way students communicate effectively. In addition, the development of critical thinking also facilitates students to be more confident in speaking, as they are able to support each statement with strong reasons. Therefore, in an educational context, the integration of critical thinking in speaking activities is essential to equip students with more structured, logical, and persuasive speaking skills.

1.7.2.3 Critical Thinking in Debate

Critical thinking is an important skill that underlies success in debate. Students can benefit from developing critical thinking skills by acquiring knowledge and then using that knowledge to solve problems (Yustina, 2020). Debate activities train students to master this component by analyzing issues in depth, building arguments based on data and logic, and constructively assessing the weaknesses of opponents' arguments. Bloom's taxonomy shows that debate encourages students to use analysis, evaluation, and creation skills in constructing logical and innovative arguments. Subowo et al. (2022) proved that debate

learning can increase students' enthusiasm in solving a problem and have a positive impact on students' critical thinking outcomes. Therefore, debate is not only a competition but also an active learning tool to develop higher-order thinking skills.

Boumediene et al. (2021) argue that debate is an activity that focuses on formal discussions that bring various opposing views and reasons. Typically, debates are conducted in legislative assemblies, public forums, and schools. Some structures and guidelines summarize how debaters present their differences of opinion. Debates are held to discuss issues and make decisions, often using voting. Debates are also held in educational and recreational contexts. Based on Reynders et al. (2020), in assessing critical thinking, students must be aware of mastering analysis, making conclusions, evaluating, explaining, and checking themselves. This process involves not only the ability to identify information or arguments, but also to logically connect different concepts and perspectives.

The importance of critical thinking in debating is obvious, as debating is not only about presenting arguments, but also about evaluating and analyzing the opponent's arguments. Critical thinking includes various component skills, such as the ability to analyze arguments, draw conclusions through inductive or deductive reasoning, evaluate and assess information, and effectively solve problems or make decisions (Dewangga et al., 2024). Critical thinking allows debaters to identify strengths and weaknesses in each other's positions, as well as discover the evidence and logic underlying their

claims. Through this approach, debate becomes not only a place for differences of opinion, but also a deeper process of truth-seeking and problem-solving. In an educational context, critical thinking in debate teaches participants not to accept information at face value, but to always question, analyze, and build coherent and well-founded arguments. As such, debate is an effective means of developing critical thinking skills that are very useful in education.

1.7.3 The Concept of Debate

1.7.3.1 Definition of Debate

The concept of classroom debate stems mostly from debate competitions between schools and campuses. Debate is commonly defined as an argument between two opposing points of view. Debate is widely recognized as an English competition among students who represent their school or institution. Debate requires pupils to be able to argue their points of view, hence solid English language skills are required. According to Tampubolon (2020) debate technique enables students to express themselves creatively, imaginatively and to communicate with others effectively. Debating is an important and engaging approach to explore current topics in our society. To win the debate, students must present evidence and defend their points of view. Debate allows kids to meet a variety of people with various perspectives.

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. Debating is a formal method of interactive and representational argument aimed at persuading judges and

audience (Alasmari & Ahmed, 2013). It requires several critical skills, such as the ability to define the topic clearly, set appropriate limitations, identify the key clashes, and present convincing arguments and rebuttals. Additionally, it involves providing relevant and credible evidence to support claims, ensuring that the arguments are well-founded and persuasive.

Based on opinion above, the writer assumes that debate is a more communicative relationship that involves opposing points of view and fosters critical and powerful traits. Debate helps students to enrich their vocabulary through criticizing and comprehending the issue. In convincing their ideas, students must convey their thoughts in a fluent and grammatically correct manner so that others would believe and support them. Aside from that, proper pronunciation is essential for accurately delivering the message.

1.7.3.2 Basic Elements of Debate

In competitive debates, understanding and mastering the basic elements is essential for effective participation. These elements ensure that both teams engage in a fair, structured, and meaningful battle of ideas. According to Wirawan (2010) components such as motions, definitions, arguments, rebuttals, Points of Information (POIs), and case anatomy form the basis of any successful debate.

- 1) Motion: A motion is a full propositional statement that determines the topic of the debate. It serves as the foundation of the discussion, and the Government/Affirmative team must defend it while the Opposition/Negative team opposes it. Examples include:

- 2) Definition: The Government/Affirmative team has the right to define the motion to clarify its scope. A definition ensures everyone understands the topic and sets boundaries to avoid confusion. A reasonable definition:
- 3) Arguments: Arguments explain why a team supports or opposes the motion. Good arguments must be logical, relevant, and backed by evidence. Each argument consists of:
- a. Assertion: A clear statement of the argument.
 - b. Reasoning: Logical explanations supporting the assertion.
 - c. Evidence: Examples or data to substantiate the reasoning.
 - d. Link Back: A connection to the motion, showing the argument's relevance.
- 4) Rebuttals: Rebuttals are responses to the opposing team's arguments. They aim to prove those arguments are irrelevant, illogical, or less significant. Good rebuttals include reasoning and evidence to support why the opposing arguments are flawed.
- 5) Points of Information (POI): A POI is a brief interruption by the opposing team during a speech, typically posed as a question or a statement, to challenge the speaker. It is allowed between the 1st and 7th minute of an 8-minute speech. Speakers may accept or reject a POI.
- 6) Case Anatomy: A team's case is the full set of their arguments, structured and consistent. It includes the

definition, arguments, rebuttals, and POIs. The case should clearly align with the team's stance and present logical coherence.

Mastery of these fundamental elements enables debaters to deliver clear, logical, and impactful speeches. By adhering to these principles, participants can ensure a fair and engaging exchange of ideas, ultimately fostering critical thinking and effective communication.

1.7.3.3 The Role of Debate for Language Learning

All four English language skills: listening, speaking, reading, and writing are practiced when arguing is employed in EFL lessons. Additionally, debaters must become proficient in word pronunciation, stress management, vocabulary, brainstorming, writing scripts, logic construction, argumentation, and refutation. Thus, engaging in argument in English necessitates a variety of abilities, which eventually leads to learning English (Alasmari & Ahmed, 2013).

Debates can play an important role in enhancing language competence in the foreign language; in particular debate can be used to enhance a wide range of skills, such as the following (Rybold, 2006):

- 1) Ice-breaking: During the ice-breaking phase of the lesson, students may feel embarrassed to take the floor in front of the teacher and the class; debating on controversial topics may help lower the affective filter and overcome anxiety in using the foreign language.
- 2) Listening: Through debates students can enhance their listening skills as they must focus on understanding what the opposing team is saying in

order to plan their counter arguments. Moreover, training often takes place through video clips of debate sessions, speeches given by experts (for example Ted Talks).

- 3) Speaking: Regular practice of debate will improve fluency, pronunciation and vocabulary. Teachers will provide feedback on pronunciation, choice of words, syntactic structure and relevancy of the information, logic building and content coherence.
- 4) Reading: In order to plan effective and persuasive speeches, students have to read many sources that can be gathered through local and international newspapers, magazines, books, and websites. They can practice distinguishing between appropriate and inappropriate sources and they can enhance different reading modalities such as skimming and scanning, according to their specific needs. Through these practices, students prepare themselves for taking part in debates.
- 5) Writing: Debaters can develop writing skills as well: they have to take notes on what they are planning to say, organize the different parts, as well as focus on coherence, consistency and persuasion. Therefore, they learn to write argumentative paragraphs and essays and make them controversial enough for arguments and counter- arguments.

Students who debate can compose English compositions more successfully. In addition to honing speaking abilities, this exercise helps students develop critical thinking and logical argumentation, two qualities that form the foundation of writing. The research that

supports the use of conversational narratives in EFL classes and emphasizes the communicative significance that pertinent themes have for learners is strongly tied to debating in the context of foreign language learning. Debating is a task-based activity that emphasizes meaning-making and is a potent language learning motivator. This is because it fosters authentic conversation, which goes beyond merely meeting the formal requirements of an EFL classroom to produce a more profound and significant learning experience.

1.7.3.4 Procedure of Debate

There are some procedures of debate: according to Halvorsen (2005), there are six steps in debate:

- 1) Students should initially be introduced to a topic that is open to debate, along with the range of different viewpoints that can be taken on the subject.
- 2) Students need the chance to explore the topic through research and develop their own perspectives on the matter.
- 3) Next pairs or small groups should be formed where like-minded students can share their opinions on the topic and gain information from others. During this step students should be encouraged to think about the potential arguments that will come from the other side and how they can respond to these arguments.
- 4) Now some form of debate must take place where the two (or three or four) sides share their opinions and present their arguments. This could

take the form of a classic debate, with opening and closing arguments from both sides and time for rebuttals all done as a class. Alternatively, it could simply be small groups or pairs sharing their differing points of view with one another.

- 5) The instructor should follow-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses.
- 6) Both the class and the instructor should have the opportunity to share their views on which side presented the most compelling argument. This step is crucial as it helps students realize that this kind of critical thinking and debate can lead to tangible outcomes and offers a sense of resolution on the topic.

This debate procedure provides a structured approach to fostering critical thinking and effective communication. These steps guide students through understanding a debatable topic, researching and forming an opinion, collaborating with peers, engaging in a structured debate, and reflecting on the results. By engaging students in such an interactive process, they not only hone their argumentation and rebuttal skills but also learn to appreciate multiple perspectives. The closing discussion and evaluation emphasize the real-world relevance of debate, demonstrating how structured argumentation can lead to meaningful conclusions and practical outcomes. This comprehensive approach not only builds speaking skills but also nurtures critical thinking skills that are essential for academic and

personal growth.

1.7.3.5 Benefits of Debate

Debate is an inspiring and intellectually engaging activity, especially in terms of preparation, time spent on research, out-of-class discussions, case writing, and practice. According to Barseghyan (2023), there are several benefits of the debate technique:

- 1) Critical thinking. Most students agree that engaging in debates significantly enhances their ability to think analytically and critically—skills that are considered among the most valuable outcomes of debating, alongside creativity and problem-solving. Through debate, students learn the importance of asking insightful questions, forming logical and well-reasoned arguments, and supporting their viewpoints with credible evidence. This process helps them build self-confidence and teaches them how to collect, structure, and present information in a compelling and persuasive manner.
- 2) Academic skills. After participating in competitive debates, the students showed marked improvement in a number of academic skills. Because of the debates, they became better at oral communication, and significantly improved their reading comprehension. The students became comfortable with new concepts, unfamiliar language, gaining access to a wide array of new information on various issues. They also learn how to conduct research, check facts, gather statistics to ensure accuracy of reporting and argumentation. Presentation skills are also greatly improved.

- 3) Mental and emotional maturity. Debate is not only fun but also teaches students to recognize the way others think, engage with serious subject matter in a mature and professional environment, develop stronger relationships with peers, cooperate, and resolve conflicts. Ultimately, debates increase students' motivation, confidence, and self-esteem by gaining the skills necessary to become competent adults. The confrontational nature of classroom debates encourages students' ability to handle disagreements in a polite manner, manage emotions, show empathy, see different perspectives and master the basics of intellectual humility. The participants gradually learn to change their positions and accept alternative viewpoints if given better reasons.
- 4) Collaboration. Achieving a common goal, winning over opponents creates cooperation, teamwork, socialization outside the classroom. The research findings show that debate preparation is a constructive small group task, where each student tangibly benefits from their classmates' input. Efficient cooperation results in creative and original solutions, better reasoning, developing students' leadership, problem-solving and time management skills. Collaborative approaches result in brainstorming of innovative ideas, higher-order reasoning, as well as knowledge transfer.

Debate serves as a powerful tool for developing critical thinking, academic skills, emotional maturity, and collaborative abilities. These benefits equip students with the essential competencies needed for personal and

professional success, making debate an invaluable component of modern education. Beyond enhancing intellectual capabilities, debate fosters confidence, empathy, and adaptability, preparing students to navigate complex social and professional environments with poise and integrity.

1.8 Previous Studies

The researcher highlights and discusses several closely related studies in this section. The first study is an article by Ban et al. (2023). This research aimed to examine the impact of debate activities on English-speaking skills among EFL students at The University of Cambodia, Phnom Penh. Using a qualitative case study approach involving ten undergraduate participants, the study found that engaging in debate improved students' speaking abilities, critical thinking, and overall confidence. The authors concluded that debate significantly benefits language proficiency and recommended its integration into university programs as an extracurricular activity.

The second previous study is about Debates in Teaching Speaking to EFL Learners by Deliana & Ganie (2024) explored the application of debate methods in enhancing speaking skills among English Department students at Universitas Sumatera Utara. The study aimed to identify the techniques and strategies employed by lecturers and assess students' perceptions of these approaches. Using observations and questionnaires involving 42 students, the researchers found that debates effectively improved students' speaking fluency, critical thinking, and confidence. Techniques such as brainwriting and preparation time played a significant role in fostering collaborative skills and reducing anxiety. Moreover, strategies like time-gaining and interactional methods helped students manage fluency and enhance linguistic competence. The findings emphasize the importance of debate in promoting active

participation and effective communication in EFL settings.

The study by Timbu et al. (2023), focused on implementing the debate method to enhance English speaking abilities among high school students in Maumere. This classroom action research involved 16 students and was conducted over two cycles. The study found that the debate technique significantly improved students' speaking fluency, vocabulary, and confidence. Students' average scores increased from 54.37% in the first cycle to 69.37% in the second cycle. The authors concluded that the debate method creates a more engaging and effective learning environment, fostering critical thinking and active participation among student.

Another research by Saputri et al. (2022) explored the direct and indirect contributions of debate to critical thinking, self-confidence, and speaking skills among 67 students who participated in an East Java English debate competition. Using path analysis and the SOLOM (Student Oral Language Observation Matrix) to evaluate speaking proficiency, the research revealed that debate directly enhances critical thinking, self-confidence, and speaking skills. Additionally, debate was found to indirectly improve speaking proficiency through its influence on critical thinking and self-confidence. These results emphasize the debate's role in fostering cognitive, affective, and communicative competencies essential for EFL learners.

Previous research also raised the same thing, where the focus on students' critical thinking increased in line with the debate class, they participated in. Nurakhir et al. (2020) concurred in their study that debate classes have been shown to improve students' critical thinking skills by increasing their receptivity to arguments and opposing viewpoints. The researcher in this instance concurs with the study's findings and shares the same emphasis and conviction that debate sessions can help students develop their critical thinking skills. Consistent with the findings of Dewangga et al. (2024), who improved critical thinking abilities in his

research by raising the debate class, the researcher's findings demonstrate that students' critical thinking skills increased after taking the debate class.

According to earlier studies, pupils' critical thinking skills need to be strengthened because they are not deep enough. Many students struggle to discern between facts and opinions, and they still need to work on their argumentation skills. According to a recent study, students view critical thinking as a constructive way of thinking (Lailiyah & Wediyantoro, 2021). To encourage students to use critical thinking in their classes, more educational activities should be implemented (Roohr & Burkander, 2020). According to research, students can effectively use their critical thinking skills through instructional activities like debate, problem-based learning, flipped learning, dialog (Socratic method), and cooperative group projects (Lailiyah et al., 2023). Debate is a popular approach among them, particularly in university courses pertaining to social science.

Based on previous research, the similarity between this research and previous research is that both analyze debates in language learning, especially in speaking skills. However, the difference lies in the focus of the research. This study investigates more deeply how students develop their speaking and critical thinking skills through English debate. In addition, this study will focus on students who have won an English debate competition. Thus, the findings produced will be more unique and authentic because they come from the experiences of students who have successfully built these abilities through debate.

This research is expected to make important contributions to the world of education, especially in English language teaching. First, this research can serve as a guide for teachers in integrating debate as a learning method to improve students' speaking and critical thinking skills. Second, the results of this study can also be an inspiration for other students in utilizing debate as a medium for self-development. Third, this

study provides a deeper insight into effective strategies in building speaking and critical thinking skills, which can be used as a reference in further research.



1.9 Frame of Thought

The frame of thought underpinning this research is as follows:

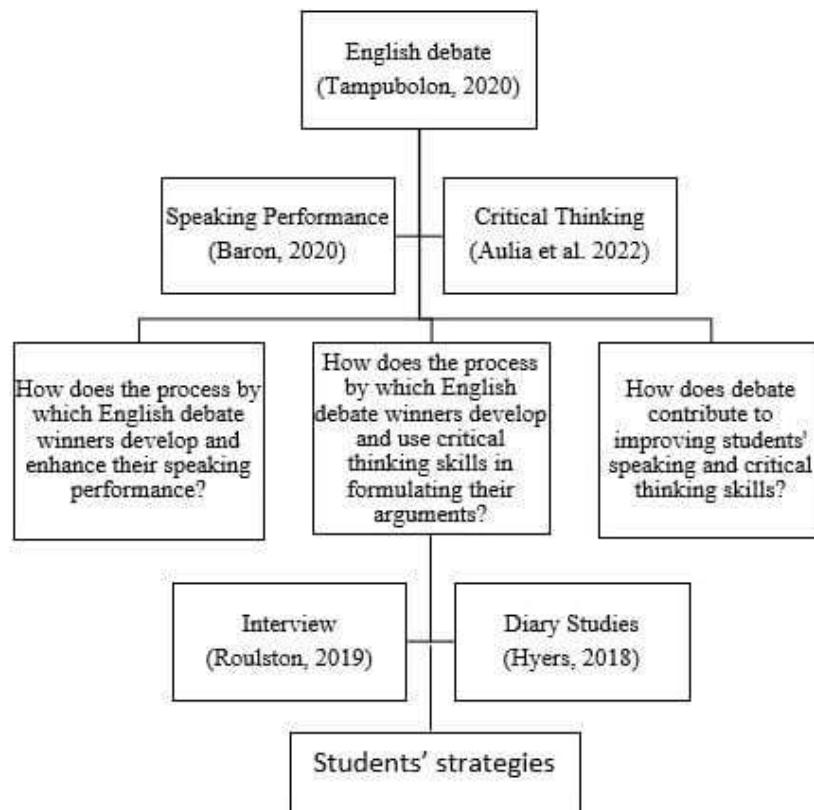


Figure 2. Frame of Thought

The frame of thought describes the process by which students who win English debates develop their speaking and critical thinking skills. The research departs from two main focuses, namely speaking performance and critical thinking, which are important skills in debate. To answer the research objectives, three main questions were asked: how students develop and improve their speaking skills, how they develop and use critical thinking skills in constructing arguments, and how does debate contribute to improving student's speaking and critical thinking skills.

This study utilized two data collection methods, namely semi-structured interviews and student diaries. The interviews were used to

explore students' experiences and strategies in depth, while the diaries helped document their reflection process and activities during the preparation and execution of the debate. The results of these two methods will be analyzed to identify the strategies students use in building their speaking and critical thinking skills. Thus, this study aims to provide an in-depth understanding of the processes and strategies that are effective in building speaking performance and critical thinking skills in English debate.

1.10 Research Method

This section on research method contains the research design and step of the research, source and types of data, the techniques and instruments of collecting data, technique of data analysis, and research timeline.

1.10.1 Research Design and Steps of the Research

1.10.1.1 Research Approach

Based on the title, this research approach uses a qualitative approach. Qualitative research involves an interpretive, naturalistic approach to the world which is studying things in their natural settings and attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them (Mahmudah & Rahayu, 2020). A qualitative research approach is a method that focuses on an in-depth understanding of social phenomena through the perspectives and experiences of the subjects studied. Qualitative research prioritizes the quality and meaning of data, not its quantity. The allure of qualitative research is that it allows researchers to conduct in-depth studies of various topics of interest and great freedom in choosing topics of interest because the. It also allows for methodological flexibility, allowing the

researcher to adapt the methods of data collection and analysis according to the context and needs of the study, allowing room for new discoveries and rich interpretations. Qualitative research methods understand social phenomena based on the participant's side (Riadil, 2020). In addition, qualitative research often involves direct interaction with participants, which helps the researcher to build strong relationships and understand the subject's reality in a more personalized and authentic way.

1.10.1.2 Research Design

Research designs define the structure of a study. A major component in the structure, around which every empirical study pivot, consists of its unit of data collection (Yin, 2016). Creswell (2018) categorizes various approaches into narrative research, phenomenology, ethnography, grounded theory, and case studies in qualitative inquiry. This study uses a case study research design, where a certain phenomenon happened in a certain object or community. A case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting (Harling, 2002). Case study research, most often associated with qualitative inquiry has gained significance as an effective approach to investigate complex issues in real-world settings. By using this research design, researchers can explore in detail how a community or individual responds and interacts in a specific situation. In addition, the case study approach allows researchers to collect rich and in-depth data through various sources, such as interviews and observations, thus providing a holistic and in-depth

picture of the phenomenon under study.

1.10.1.3 Step in the Research

In this study, there are five steps to conduct the research. The researcher adopts the inductive approach from Creswell (2018), there are:

- 1) Identification of Phenomena: The researcher explores students' strategies in developing speaking performance and critical thinking skills through English debate. This step involves reviewing relevant literature and identifying key theories related to debate as a learning strategy. The researcher will collect information on how students enhance their speaking and critical thinking abilities in debate competitions, categorizing the findings into key themes.
- 2) Data Collection: The researcher gathers data through diary studies and interviews to understand students' strategies in English debate. In diary studies, debate-winning students will document their strategies for improving their speaking skills and critical thinking. Meanwhile, interviews will provide deeper insights into students' perspectives on how debate helps them develop these skills.
- 3) Data Analysis: The researcher will analyze the data by categorizing findings into themes based on data reduction, data display, and conclusion drawing, following the approach of Miles Huberman and Saldana (2014). The diary studies and interview transcripts will be examined to

identify recurring patterns and strategies students use in English debate.

- 4) Data Interpretation: After analyzing the data, the researcher will interpret the findings and compare them with relevant theories on speaking performance, critical thinking, and debate as an educational tool. This step aims to understand how students' debate experiences contribute to their language development and reasoning skills.
- 5) Make Conclusion: The researcher will summarize the key findings and draw conclusions regarding the role of debate in enhancing students' speaking and critical thinking abilities. The study will provide insights into effective debate strategies and offer recommendations for future research and pedagogical practices in language learning through debate.

1.10.2 Sources and Types of Data

The Source of data is the data of research from which the data is acquired. In qualitative research, the sources and types of data collected are diverse and rich to gain an in-depth understanding of the phenomenon under study. Ary et al. (1985) suggest that in qualitative research there are two sources that can be used to obtain data (Soegiyono, 2011), namely: 1) Primary sources, that primary sources are sources that can provide valuable information directly. The primary source is to provide important data related to the research problem. The primary data sources in this study came from student winners of English debate competition at Senior High School in Cirebon. This data will be generated through interviews regarding how students'

strategies in building speaking and critical thinking skills in English debate. In qualitative research, interview results can be used as the most powerful source of information. In addition, the diary entries are also a primary data source in this study. 2) Secondary sources, which are additional sources to obtain data. Secondary data sources are pre-existing sources collected for a different purpose or by someone other than the researcher (Given, 2012). In other words, secondary sources serve to collect data for different purposes in conducting research. Here, the secondary sources used are documents. The documents are in the form of journals, theses and books to support this research.

1.10.3 Data Collection Techniques and Instruments

1.10.3.1 Interview

Interviews would be conducted to explore the strategies of debate winning students in improving or building speaking and critical thinking skills. Talking to people and gaining their perspectives and attitudes regarding the issue under study is always considered a potentially rich source of data and can provide valuable insights into the depth of many research questions (Roulston, 2019). The technique used is semi-structured interview, which allows the researcher to ask open-ended and in-depth questions related to students' experiences in building speaking performance and critical thinking skills and how students view the role of critical thinking in speaking performance.

Interviews would be conducted with 3 students who won the English debate at the high school level in Cirebon. In addition, one of the English teachers in the school will also be used as an interviewee to complement

or enrich the research data. An interview guide will be developed to maintain focus during the interviews, while a voice recorder will be used to accurately record each interview session, facilitating transcription and data analysis. The type of transcription used will be verbatim transcription. Verbatim transcription is not an objective, error-free replication of the interview, it is the most complete method of recording data. It captures the respondent's language very accurately, and allows for quality assurance of the interview content. (Hill et al., 2022).

1.10.3.2 Diary Studies

The data collection technique in this study also used diary studies, which are notes from the debate-winning students about the strategies they used to develop their speaking performance and critical thinking skills. Diary studies are a flexible tool for researchers to “capture phenomena of interest regularly, in context, and over time” (Hyers, 2018). These records include daily activities, debate exercises, and other strategies that support the development of both skills. This approach provided insights directly from the students' perspective, allowing the researcher to understand their skill development process in greater depth. In addition, the diary method provides an opportunity for participants - or diary writers in this case - to record and reflect on their actions (Milligan et al., 2005). A primary data collection method involves conducting interviews with subjects who provide their insights on the research topic (Mishra & Gupta, 2024).

According to Unterhitzenberger & Lawrence (2022) diaries are a valuable addition that can contribute to plurality and should be considered when designing research in project studies. The daily notes became the main data analyzed to understand how students prepared, built arguments, and strengthened critical thinking skills through debate. This approach is in line with (Mirhosseini, 2020) recommendations, which suggest using natural data to generate authentic insights. This strategy is expected to provide an in-depth view of students' reflection process and help other researchers understand approaches that can be applied in similar situations.

1.10.4 Data Analysis Techniques

Data analysis techniques are essential for processing raw data into meaningful information, making the data easier to understand and useful for answering research-related questions. The data analysis technique used in this study is Interactive Analysis, which consists of four components: Data Collection, Data Condensation, Data Display, and Drawing Conclusions. This iterative process continues throughout the research, starting even before the data is actually collected. This allows researchers to identify themes and formulate working hypotheses suggested by the data. By continuously refining and revisiting these components, researchers ensure that their analysis remains dynamic and responsive to new insights.

According to (Miles et al., 2014) in qualitative data analysis there are three streams of activities that occur simultaneously. Activities in data analysis are: Data Condensation, Data Display, and Conclusion

Drawing/Verifications.

1) Data Condensation

Data condensation refers to the process of selecting, simplifying, abstracting, and or transforming data that approaches the entire section of written field notes, interview transcripts, documents, and other empirical materials.

2) Data Display

Data display is an organization, a union of information that allows conclusions and action. Data presentation helps in understanding what is happening and to do something, including deeper analysis or taking action based on understanding.

3) Conclusion Drawing

The third important analytical activity is drawing conclusions and verification. From the beginning of data collection, a qualitative analyzer begins to look for the meaning of things, noting explanatory regularities, possible configurations, causal pathways, and propositions “Final” conclusions may not emerge until the end of data collection, depending on the size of the collection of field notes, the coding, storage, and retrieval methods used, the skills of the researcher, and the demands of the funder. Below is an image of the data analysis model of Miles, Huberman and Saldana:

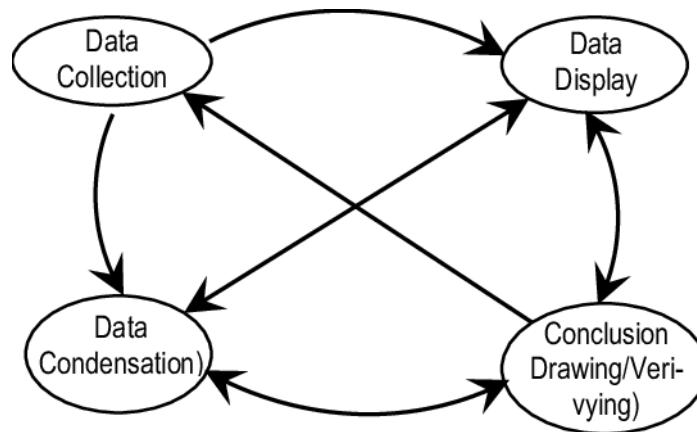


Figure 3. Interactive Analysis Model for Qualitative Data

1.10.5 Research Timeline

Table 1. Research Timeline

| NO. | Activities | Month | | | | |
|-----|--------------------------|----------|----------|---------|----------|-------|
| | | November | December | January | February | March |
| 1. | Applying Proposal | | | | | |
| 2. | Proposal Seminar | | | | | |
| 3. | Conducting the Research | | | | | |
| 4. | Collecting Data | | | | | |
| 5. | Analyzing Data | | | | | |
| 6. | Finishing Thesis Writing | | | | | |