

ABSTRACT

Muhamad Ikhsan Pratama: “The Analysis of EFL Students’ Fundamental Critical Thinking Skills Emerged in English Debates.” (A descriptive study of Annual Students Association of English Education Department National Competition Participants of State Islamic University Sunan Gunung Djati Bandung).

Critical thinking (CT) is considered as one of the important skills that should be mastered by college students. CT is closely related to thinking process used to deliver ideas and making decisions that become parts of requirement for college students. However, teaching the students to possess CT skills takes times. Therefore, the campus activities need to be directed to equip the students with this CT skills. In Indonesian context, the use of “Debate Activity” to be a part of college students’ activities which are considered one way to train CT skills to the students.

This research uses a descriptive-qualitative method. This study aims at (1) analyzing kinds of fundamental CT skills emerged on English Debates, and (2) fostering students’ way in constructing certain issues in debates. The fundamental CT skills proposed by Fisher (2001) and constructing case in debate proposed by Ericson, Murphy & Zeuschner (2003) were utilized. To achieve this goal, four participants were selected purposively by considering the result from their recorded video of speech and from the noted that they made in case building section. Therefore, the instruments used to collect the data are document analysis and recorded video.

The result showed (1) six from nine kinds of fundamental CT can be covered by EFL students’ in English debates. They are (a) reasons and conclusions, (b) clarify and interpret expressions and ideas, (c) evaluate arguments of different kinds, (d) produce explanations, (e) draw Inferences, and (f) produce arguments. (2) The first respondents reveals all the parts with the one points in making effective introduction. The second respondents reveals all the parts with the two points in making effective introduction. The third respondents reveals all the parts with the three points in making effective introduction. The fourth respondents reveals all the parts with the one points in making effective introduction.

This study contributes to provide new perspective that debate has potential to foster the students’ Critical Thinking. However, to face the challenge, the students need to be provided more activities like debate in and out of the class.