

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter aims at explaining the results of the research. Furthermore, this chapter is also mainly aimed to answer all research questions that are being addressed under this undergraduate thesis. In this chapter (i.e. findings and discussion), the researcher descriptively displays the implementation and the result of the data that were accumulated through the proper steps that relies to the research method.

4.1. Findings

In describing findings, the researcher was accumulating the data to be processed within this research through the proper utilization of three main research instruments (e.g. observation field note, documentation, and textual analysis). Firstly, the utilization of observation field note and documentation were mainly aimed to capture the primary data of this research (i.e., the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing). Secondly, the utilization of textual analysis (i.e., document analysis) was mainly aimed to capture the secondary data of this research (i.e., the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing). In a purpose of gaining the objectives of the research, the researcher had scientifically analyzed the data in systematic and accurate manner. The data were analyzed to draw a communal result of the

objectives of the research. In this undergraduate thesis, the researcher described the finding into two parts. They were described in these following explanations.

The first part of findings was mainly aimed to describe the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. The research subjects were 19 students of STKIP PGRI Sidoarjo who were also currently mastering argumentative writing. Specifically, the contribution that the first part of findings gave was revolved around the concrete display of capturing entire process of implementing that was happened in the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. The process was divided into three. The decision of dividing into three was being initiated to the fact that the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing had three meetings. Hence, to gain a detailed description, describing all of those three meetings were believed as the proper way of sorting, displaying, and verifying the first part of findings within this research.

The second part of findings was mainly aimed to describe the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. The research subjects were 19 students of STKIP PGRI Sidoarjo who were also currently mastering argumentative writing. Specifically, the contribution that the second part of findings gave was revolved around the concrete display of capturing the valid manifestation of proving the researcher of this thesis' assumption in assuming that classroom debate strategy can enhance students' critical thinking skills through argumentative writing. Descriptively, all of the valid

indicator of enhancement was accumulated in a main purpose of proving the tangible benefit in enacting a new paradigm. Hence, in the second part of findings, the researcher mainly aimed in displaying and describing subjects' result in participating to the use of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

4.1.1. The Implementation of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

In conducting the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, the researcher relied the sequenced process of implementation by pandering on Vasilescu's framework in 2017. Generally, the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing has seven steps. They were contained of (1) informing the rules of classroom debate; (2) displaying the matchups (i.e. debaters organization and roles within the classroom debate); (3) publishing the motion for each matchup; (4) setting up the case building time or discussion time; (5) starting the classroom debate that is being organized based on debater's role; (6) adjudicating through debating ballot; and (7) conducting a communal evaluation. Hence, in a purpose of defining all of those main steps, the researcher explained each step through these following explanations.



Figure 3. The Completed Steps of the Implementation of Classroom debate strategy to enhance students' critical thinking skills through argumentative writing

Firstly, in the step of informing the rules of classroom debate, the researcher prioritized the rules of classroom debate that is derived from Vasilescu's framework in 2017. Those classroom debate rules are (1) classroom debate consists of two sides of the house debate (i.e. affirmative and opposition), jury, chair-person, audience and time keeper; (2) the topic is named as a motion and the motion is launched after the teams settled for the chamber; (3) both sides of the house have to write their team members and speaker position in a paper; then, every side has to give it to the

chairperson; (4) time keeper catches the time of every speaker and the team keeper announces it after the speaker done the speech; (5) debaters have 10 minutes for case building; (6) any print material, data, newspaper, and books are allowed during the case building but debaters are not allowed to bring it with while they present their arguments; (7) any kind of communication tools must be turned off or in silent mode; (8) debaters are not allowed to use their cell phones during the debate and case building; (9) POI (i.e. Point of Information) is allowed after 1 minute speech and it has 15 second length; (10) POI is only allowed during presentation, rebuttal and response stages and it must be done by raising hands; (11) debaters are required to give response to POI given whether rejecting or accepting; (12) during the summary, debaters are not required to present new arguments. If the adjudicators find it, the result might be disqualification for debaters; (13) debaters are prohibited to humiliate and to produce bad words (i.e. cursing) in their speech; (14) the winner is being determined by voting from the audience and decision from jury; (15) every student in the class is pleased to be cooperated in properly flowing the classroom debate; (16) the debate must be sportively applied a friendly competition. Thus, all of those steps were announced before the classroom debate began.

Secondly, in displaying the match-ups (i.e. debaters organization and roles within the classroom debate), the researcher pandered on the arrival of the subjects (i.e. debaters). For instance, deciding debaters that

will be battled in the first matchup was organized through the sequence of arrival of the students. It was being seen through the pace of the students in signing the attendance list. In displaying matchups, the researcher also revealed the organization or roles for each debater (e.g., deciding the affirmative position and the opposition position). In brief, the act of displaying the matchups in the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing became to further step to arrange how the classroom debate will run.

Table 3. List of Motions in the Implementation of Classroom debate strategy to enhance students' critical thinking skills through argumentative writing

Meeting	Motion
1 st Meeting (26 th of November 2019)	This House Regrets the Idea of Class Rank
	This House Would Ban Homework
2 nd Meeting (3 rd of December 2019)	This House Would Transform All Traditional Learning Process into E-Learning
	As Senior High School Teacher, This House Would Ban Mobile Phone during the Classroom

This House Regrets the Idea of Full-Day
School in Indonesia

This House Believes that

EFL Teacher should

Prioritize Teaching Speaking

more than Other English Proficiencies (e.g.

3rd Meeting (10th of

Writing, Reading, Listening)

December 2019)

As Teacher, This House Would Privatize

Students' Score

This House Believes that Grammar is Not

Important in Speaking Practices

Thirdly, in the step of publishing the motion for each matchup, the researcher unveiled each motion for each matchup. In other word, after debaters in the matchup recognized their topic and the stance they were into, the act of publishing the motion were utilized as the first step for debaters to of officially start up their exploration. The list of motions in the above was the motions that were done to be discussed in the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Debaters were required to be well-understood on how the motion goes and what contribution that they were mandated to represent their stances (e.g., affirmative or opposition). Furthermore, the researcher provided a session of motion

clarification in case any debaters need to be clarified in certain terms. Thus, the process of publishing the motion became a valid initiation for every stance.

Fourthly, in the step of setting up the case building time or discussion time, the researcher provided ten minutes for debaters in the matchup to prepare their arguments. The researcher guided every debater to engage with their team in a purpose of sharing ideas to each other. The researcher also encouraged every debater to maximize the given time in a purpose of constructing a well-built arguments. In a purpose of achieving credibility, the researcher distributed plain A4 paper for debaters with a main concern to avoid any cheats. The plain A4 paper was being distributed before the case building started. Furthermore, as the valid proof of debaters' argumentation, the researcher collected all debaters' case building paper to be saved.

Fifthly, in the step of starting the classroom debate that is being organized based on debater's role, the researcher opened the debate based on each debater's organization and roles. Based on Vasilescu's framework in 2017, classroom debate began with A1 (i.e., first student of the affirmative team); O1 (i.e., first student of the opposing team); A2 (i.e., second student of the affirmative team); O2 (i.e., second student of the opposing team); RO (i.e., rebutter student of the opposing team); RA (i.e., rebutter student of the affirmative team). Thus, in starting the classroom

debate, the researcher was mandated a responsibility to form a classroom debate organization of delivering speech in a proper manner.

Sixthly, in the step of adjudicating through debating ballot, the researcher utilized the format of classroom debate ballot with the communal format from Vasilescu's framework in 2017 and English Debate Sonic Linguistic in 2010. Furthermore, due to its credibility with the affiliation where the research subjects were classified, the researcher also legitimately infused the scoring rubric from STKIP PGRI Sidoarjo. In a purpose of creating a credible debate ballot that is in line with the major concentration of this undergraduate thesis, the researcher was combined the elements of scoring debate ballot with Inch. et al. theory in 2006 as the parameter. Moreover, as an active researcher, the researcher utilized video recording as an additional documentation. The use of video recording as an additional documentation had a main purpose to strengthen the decision of the researcher in scoring the debate ballot because being an active observer means that researcher holds numerous concentration to major. Thus, adjudicating through debating ballot could be defined as the process of detecting every debater performance during the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

Seventhly, in the step of conducting a communal evaluation, the researcher was providing an enrichment for every debater. The enrichment that was provided by the researcher was mainly in the form of defining the

motion and its possible arguments in deep. The step of conducting a communal evaluation was conducted after all matchups were finished. In brief, in the step of conducting a communal evaluation, the researcher was actively positioning himself to ensure every student understanding towards the motion in each matchup.

Table 4. The Meeting Schedule of the Implementation of Classroom debate strategy to enhance students' critical thinking skills through argumentative writing

Schedule of Meeting	Date
First Meeting	26 th of November 2019
Second Meeting	3 rd of December 2019
Third Meeting	10 th of December 2019

Furthermore, there were three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing with a detail that was envisioned through the table above. Thus, in displaying the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, the researcher described entire process of the implementation by dividing and organizing it into three main divisions. Thus, these following explanations were contributing to provide a detail insight in every meeting.

4.1.1.1. The First Meeting of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

The first meeting of classroom debate strategy to enhance students' critical thinking skills through argumentative writing was conducted at the 26th of November 2019. In detail, the first meeting took a place at D2 room of STKIP PGRI Sidoarjo. Furthermore, based on attendance list, out of 19, there were 14 students that participated to the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

Pandering on the researcher's framework of seven steps of implementation, the researcher described the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing in detail based on those seven steps. They were contained of (1) informing the rules of classroom debate; (2) displaying the matchups (i.e. debaters organization and roles within the classroom debate); (3) publishing the motion for each matchup; (4) setting up the case building time or discussion time; (5) starting the classroom debate that is being organized based on debater's role; (6) adjudicating through debating ballot; and (7) conducting a communal evaluation. Thus, in these following passages, the researcher was

intended to descriptively describe the finding of the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

Firstly, for classroom debate rules, as an initial move, the researcher informed the classroom debate rules that were accumulated from Vasilescu's framework in 2017. The classroom debate rules were contained of 16 main steps that need to be pursued by every debater during the implementation of the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Hence, after the implementation of the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, all of those rules were applied in a proper way although there were several obstacles that appeared. In brief, the classroom debate rules were well-implemented.

Secondly, the researcher displayed the match-up before revealing the motion in a purpose of creating a bonding to each debater. Dealing on the detail of subjects' participation, there were 14 students that are able to participate and the other one was too late. Based on the numbers of research subjects' availability, the debate was conducted in three match-ups. The decision of conducting three match-ups relied to the fact that there was a patent

requirement of the classroom debate organization for filling six students each match-up. The first match and the second match ran in well-applied of debaters' organization. Unluckily, in the third match-up, there was a lack of debaters' organization because there were only two students left. In brief, there was no tremendous issue in positioning all debaters to receive their rights to speak. Furthermore, in a purpose of displaying a vivid manifestation on how the match-up was conducted, the researcher provide three following tables to display every match-up in the first meeting.

Table 5. The First Match-up Debaters of the First Meeting

Role	Debater	Position
A1	MSA	1 st Speaker of Affirmative Team
O1	MFR	1 st Speaker of Opposition Team
A2	SF	2 nd Speaker of Affirmative Team
O2	MDR	2 nd Speaker of Opposition Team
RA	MSH	3 rd Speaker of Affirmative Team
RO	AWPW	3 rd Speaker of Opposition Team

In the first match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was

closed by RO. Hence, based on the result of the first match-up of the first meeting, the organization of classroom debate was conducted in a very proper way.

Table 6. The Second Match-up Debaters of the First Meeting

Role	Debater	Position
A1	PGM	1 st Speaker of Affirmative Team
O1	RES	1 st Speaker of Opposition Team
A2	SFAI	2 nd Speaker of Affirmative Team
O2	MM	2 nd Speaker of Opposition Team
RA	HNM	3 rd Speaker of Affirmative Team
RO	APD	3 rd Speaker of Opposition Team

In the second match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by RO. Hence, based on the result of the second match-up of the first meeting, the organization of classroom debate was conducted in a very proper way because the requirement of having full-set of six debaters that had its own roles was fulfilled.

Table 7. The Third Match-up Debaters of the First Meeting

Role	Debater	Position
A1	AF	1 st Speaker of Affirmative Team
O1	JRF	1 st Speaker of Opposition Team

Inopportunately, in the third match-up, there were two debaters (i.e. research subjects) solely. Due to the fact that there was a lack of subjects' attendance, the organization of classroom debate ended up in A1 (i.e. first speaker of affirmative team) and O1 (i.e. first speaker of opposition team). Equally, those two debaters were still having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by O1. Hence, based on the result of the third match-up of the first meeting, the organization of classroom debate was not conducted in its most proper and maximized way because of its' lack of quantity of debater.

Thirdly, in publishing the motion, the researcher divided two main motions for each matchup. For the first match-up of the first meeting, the motion was *This House Regrets the Idea of Class Rank*. The affirmative team were required and were expected to develop a stance on supporting the motion through their arguments. On the opposite, the opposition team had a responsibility to knock down the entire arguments from the affirmative team. Moreover,

for the second match-up and the third match-up of the first meeting, the motion was *This House Would Ban Homework*. The main reason why the motion between the second match-up and the third match-up had the same motion was mainly caused from the unequal burden for the third match-up debater (i.e., the match-up with two debaters solely). Hence, motion launch became the initialized act of opening the debate.

Fourthly, based on Vasilescu's framework in 2017, every match-up had 10 minutes length of time for case building. In the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, all debaters were fulfilled its requirement. The researcher distributed plain paper in A4 size for all debaters during the case building time, thus none of them were able to cheat. Moreover, there was no debater that proposes an extended time for case-building. In the first meeting of the implementation, systematically, most of the students made a round with their partners to discuss the motion. Thus, it was concluded that the step of case building in the first meeting of implementation was conducted properly.

Fifthly, after those previous steps were conducted, the debate was officially opened. All debaters delivered their arguments based on the classroom debate organization. There was no inconvenient obstacles that appeared during the first speaker's speech until the

last speaker's speech. The classroom debate was conducted well for every debater. Unfortunately, in the first meeting of implementation, the researcher found no POI from every debater of the first match-up until the third match-up.

Sixthly, due to the role of the researcher as an active observer (i.e. involved observer), in adjudicating the whole classroom debate implementation, the researcher was utilizing the use of documentation instrument named video recording. Furthermore, in processing the whole result of the first meeting of the implementation, the act of adjudicating the classroom debate was conducted after all match-ups were finished. It was mainly aimed to gain and to absorb detailed results. Based on the tendency of the researcher in providing detailed result of adjudicating, the researcher also collected all the case building papers of every debater. Thus, the process of adjudicating the classroom debate ballot had its credibility because it was principally well-documented.

Seventhly, in conducting a communal evaluation, as an active observer, the researcher recalled everything that was happened during the first match-up until the third match-up. As a communal evaluation, the researcher concluded four main points. The first point concerned on the intention of the researcher in understanding research subjects' ability in manifesting their critical

thinking skills into an argumentative written and spoken works. Most of debaters were unable to clarify their position by providing critical and logical reasoning. Some of them were unable to strengthen their stances. Most of them were unable to develop a case. The second point was about the classroom debate's principle of manner. Certain individuals during the first meeting of the implementation were laughing over other speeches. It was inappropriate for debater. There was a patent to respect each other arguments, including our own arguments. The researcher also addressed the appreciation that needs to be given for every debater, including not using cellphone during someone else's speech. Moreover, the third point was related to the process of delivering arguments. Most of debaters had a tendency to deliver their speech hesitantly. Some of debaters still envisioned a shyness. Furthermore, the fourth point was strongly related to POI, the researcher found no POI from every single debater.

Thus, the process of conducting a communal evaluation was mainly aimed to provide research subjects an enrichment. Due to the fact that the researcher played a role as an active observer, conducting a communal evaluation was the embodiment of developing a bonding between researcher and subjects, hence there was no altered behavior that could be possibly created.

4.1.1.2. The Second Meeting of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

The second meeting of classroom debate strategy to enhance students' critical thinking skills through argumentative writing was conducted at the 3rd of December 2019. In detail, the first meeting took a place at D2 room of STKIP PGRI Sidoarjo. Furthermore, based on attendance list, out of 19, there were 18 students that participated to the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

Concerning on the researcher's framework of seven steps of implementation, the researcher described the second meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing in detail based on those seven steps. They were contained of (1) informing the rules of classroom debate; (2) displaying the matchups (i.e. debaters organization and roles within the classroom debate); (3) publishing the motion for each matchup; (4) setting up the case building time or discussion time; (5) starting the classroom debate that is being organized based on debater's role; (6) adjudicating through debating ballot; and (7) conducting a communal evaluation. Thus, in these following passages, the researcher was

intended to descriptively describe the finding of the second meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

Firstly, dealing with classroom debate rules, as an initial move, the researcher informed the classroom debate rules that were accumulated from Vasilescu's framework in 2017. The classroom debate rules were contained of 16 main requirements that need to be pursued by every debater during the implementation of the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Hence, after the implementation of the second meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, all of those rules were applied in a very proper way. There was a significant enhancement from the previous meeting. In brief, the classroom debate rules were really well-implemented.

Secondly, the next step was setting up the match-up. The researcher displayed the match-up before revealing the motion in a purpose of creating a bonding to each debater. Dealing on the detail of subjects' participation, there were 18 students that are able to participate and the other one was too late. Based on the numbers of research subjects' availability, the debate was conducted in three match-ups. The decision of conducting three match-ups relied to

the fact that there was a patent requirement of the classroom debate organization for filling six students each match-up. The first match until the third match ran in well-applied of debaters' organization. Moreover, in a purpose of displaying a vivid manifestation on how the match-up was conducted, the researcher provide three following tables to display every match-up in the second meeting.

Table 8. The First Match-up Debaters of the Second Meeting

Role	Debater	Position
A1	MSA	1 st Speaker of Affirmative Team
O1	AWPW	1 st Speaker of Opposition Team
A2	PGM	2 nd Speaker of Affirmative Team
O2	MFR	2 nd Speaker of Opposition Team
RA	HNM	3 rd Speaker of Affirmative Team
RO	. AF	3 rd Speaker of Opposition Team

In the first match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by RO. Hence, based on the result of the first match-up of the second meeting, the organization of classroom debate was conducted in a very proper way.

Table 9. The Second Match-up Debaters of the Second Meeting

Role	Debater	Position
A1	NS	1 st Speaker of Affirmative Team
O1	PIN	1 st Speaker of Opposition Team
A2	APD	2 nd Speaker of Affirmative Team
O2	RES	2 nd Speaker of Opposition Team
RA	SF	3 rd Speaker of Affirmative Team
RO	RYV	3 rd Speaker of Opposition Team

In the second match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by RO. Hence, based on the result of the second match-up of the second meeting, the organization of classroom debate was conducted in a very proper way.

Table 10. The Third Match-up Debaters of the Second Meeting

Role	Debater	Position
A1	NIZ	1 st Speaker of Affirmative Team
O1	JRF	1 st Speaker of Opposition Team
A2	MDR	2 nd Speaker of Affirmative Team
O2	MWH	2 nd Speaker of Opposition Team
RA	CAAF	3 rd Speaker of Affirmative Team

RO	MSH	3 rd Speaker of Opposition Team
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In the third match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by RO. Hence, based on the result of the third match-up of the third meeting, the organization of classroom debate was conducted in a very proper way.

Thirdly, in publishing the motion, the researcher divided three main motions for each matchup. For the first match-up of the second meeting, the motion was *This House Would Transform All Traditional Learning Process into E-Learning*. Moreover, for the second match-up of the second meeting, the motion was *As Senior High School Teacher, This House Would Ban Mobile Phone during the Classroom*. Furthermore, the third match-up of the second meeting was debating under the motion named *This House Regrets the Idea of Full-Day School in Indonesia*. Hence, motion launch became the initialized act of opening the debate.

Fourthly, based on Vasilescu's framework in 2017, every match-up had 10 minutes length of time for case building. In the second meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative

writing, all debaters were fulfilled its requirement. The researcher distributed plain paper in A4 size for all debaters during the case building time, thus none of them were able to cheat. Moreover, there was no debater that proposes an extended time for case-building. In the second meeting of the implementation, systematically, most of the students made a round with their partners to discuss the motion. Thus, it was concluded that the step of case building in the second meeting of the implementation was conducted properly.

Fifthly, after those previous steps were conducted, the debate was officially opened. All debaters delivered their arguments based on the classroom debate organization. There was no inconvenient obstacles that appeared during the first speaker's speech until the last speaker's speech. The classroom debate was conducted well for every debater. Similar to the first meeting, unfortunately, researcher found no POI from every debater of the first match-up until the third match-up.

Sixthly, due to the role of the researcher as an active observer (i.e. involved observer), in adjudicating the whole classroom debate implementation, the researcher was utilizing the use of documentation instrument named video recording. Furthermore, in processing the whole result of the second meeting of the implementation, the act of adjudicating the classroom debate was

conducted after all match-ups were finished. It was mainly aimed to gain and to absorb detailed results. Based on the tendency of the researcher in providing detailed result of adjudicating, the researcher also collected all the case building papers of every debater. Thus, the process of adjudicating the classroom debate ballot had its credibility because it was principally well-documented.

Seventhly, in conducting a communal evaluation, as an active observer, the researcher recalled everything that was happened during the first match-up until the third match-up. Similar to the first meeting, as a communal evaluation, the researcher concluded four main points. The first point relied on the concern of the researcher about research subjects' ability in manifesting their critical thinking skills into an argumentative written and spoken works. There was a significant enhancement that could be captured. Majorly, debaters (i.e. research subjects) tried to infuse the scientific role within their arguments. Although its number of quantity was not huge enough, there was an indicator of enhancement. The second point was about the classroom debate's principle of manner. There was an enhancement for debaters' manner understanding. There was numerous and tremendous claps of appreciation. There was no laugh over someone else's speech. Furthermore, all debaters also showed

joyfulness and excitement in the second meeting of the implementation. Moreover, the third point was related to the process of delivering arguments. There was a light of confidence that can be captured by the researcher. The excitement of experiencing classroom debate from the previous meeting enhanced subjects' willingness to enjoy the classroom debate. Furthermore, the fourth point was strongly related to POI. Similar to the first meeting, the researcher found no POI from every single debater.

Thus, the process of conducting a communal evaluation was mainly aimed to provide research subjects an enrichment. Due to the fact that the researcher played a role as an active observer, conducting a communal evaluation was the embodiment of developing a bonding between researcher and subjects, hence there was no altered behavior that could be possibly created.

4.1.1.3. The Third Meeting of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

The third meeting of classroom debate strategy to enhance students' critical thinking skills through argumentative writing was conducted at the 10th of December 2019. In detail, the third meeting took a place at D2 room of STKIP PGRI Sidoarjo. Furthermore,

based on attendance list, out of 19, there were 18 students that participated to the third meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing.

Secondly, the next step was setting up the match-up. The researcher displayed the match-up before revealing the motion in a purpose of creating a bonding to each debater. Dealing on the detail of subjects' participation, there were 18 students that are able to participate and the other one was too late. Based on the numbers of research subjects' availability, the debate was conducted in three match-ups. The decision of conducting three match-ups relied to the fact that there was a patent requirement of the classroom debate organization for filling six students each match-up. The first match until the third match ran in well-applied of debaters' organization. Moreover, in a purpose of displaying a vivid manifestation on how the match-up was conducted, the researcher provide three following tables to display every match-up in the second meeting.

Table 11. The First Match-up Debaters of the Third Meeting

Role	Debater	Position
A1	APD	1 st Speaker of Affirmative Team
O1	PGM	1 st Speaker of Opposition Team
A2	MFR	2 nd Speaker of Affirmative Team
O2	MM	2 nd Speaker of Opposition Team

RA	RYV	3 rd Speaker of Affirmative Team
RO	MSH	3 rd Speaker of Opposition Team

In the first match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by RO. Hence, based on the result of the first match-up of the third meeting, the organization of classroom debate was conducted in a very proper way.

Table 12. The Second Match-up Debaters of the Third Meeting

Role	Debater	Position
A1	MSA	1 st Speaker of Affirmative Team
O1	AWPW	1 st Speaker of Opposition Team
A2	MDR	2 nd Speaker of Affirmative Team
O2	PIN	2 nd Speaker of Opposition Team
RA	NIZ	3 rd Speaker of Affirmative Team
RO	SF	3 rd Speaker of Opposition Team

In the second match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and

was closed by RO. Hence, based on the result of the second match-up of the third meeting, the organization of classroom debate was conducted in a very proper way.

Table 13. The Third Match-up Debaters of the Third Meeting

Role	Debater	Position
A1	MWH	1 st Speaker of Affirmative Team
O1	SFAI	1 st Speaker of Opposition Team
A2	JRF	2 nd Speaker of Affirmative Team
O2	RES	2 nd Speaker of Opposition Team
RA	AF	3 rd Speaker of Affirmative Team
RO	HNM	3 rd Speaker of Opposition Team

In the third match-up, there were six debaters (i.e. research subjects) that were organized based on their rules. Those debaters were having their rights to deliver the argument based on the settled set of organization. The classroom debate was opened by A1 and was closed by RO. Hence, based on the result of the third match-up of the third meeting, the organization of classroom debate was conducted in a very proper way.

Thirdly, in publishing the motion, the researcher divided three main motions for each matchup. For the first match-up of the third meeting, the motion was *This House Believes that EFL Teacher should Prioritize Teaching Speaking more than Other*

English Proficiencies (e.g. Writing, Reading, Listening).. Moreover, for the second match-up of the third meeting, the motion was *As Teacher, This House Would Privatize Students' Score*. Furthermore, the third match-up of the third meeting was debating under the motion named *This House Regrets the Idea of Full-Day School in Indonesia*. Hence, motion launch became the initialized act of opening the debate.

Fourthly, based on Vasilescu's framework in 2017, every match-up had 10 minutes length of time for case building. In the third meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, all debaters were fulfilled its requirement. The researcher distributed plain paper in A4 size for all debaters during the case building time, thus none of them were able to cheat. Moreover, there was no debater that proposes an extended time for case-building. In the third meeting of the implementation, systematically, most of the students made a round with their partners to discuss the motion. Thus, it was concluded that the step of case building in the third meeting of the implementation was conducted properly.

Fifthly, after those previous steps were conducted, the debate was officially opened. All debaters delivered their arguments based on the classroom debate organization. There was no inconvenient

obstacles that appeared during the first speaker's speech until the last speaker's speech. The classroom debate was conducted well for every debater. Similar to the first and second meeting, unfortunately, researcher found no POI from every debater of the first match-up until the third match-up.

Sixthly, due to the role of the researcher as an active observer (i.e. involved observer), in adjudicating the whole classroom debate implementation, the researcher was utilizing the use of documentation instrument named video recording. Furthermore, in processing the whole result of the third meeting of the implementation, the act of adjudicating the classroom debate was conducted after all match-ups were finished. It was mainly aimed to gain and to absorb detailed results. Based on the tendency of the researcher in providing detailed result of adjudicating, the researcher also collected all the case building papers of every debater. Thus, the process of adjudicating the classroom debate ballot had its credibility because it was principally well-documented.

Seventhly, concerning about a communal evaluation, as an active observer, the researcher recalled everything that was happened during the first match-up until the third match-up. Similar to the first and second meeting, as a communal evaluation, the researcher concluded four main points. As a very important

move, the third meeting of the implementation captured the most satisfying scenery of the academic and scientific atmosphere of implementing classroom debate. Most of debaters (i.e. research subjects) were able to deliver the argument in well-structured way (i.e. most of students were able to give credible arguments). Unfortunately, there were 3 students that were still unable to interpret the motion, but those three were still able to construct an argument. The rest of them was quite good. The second point was about the classroom debate's principle of manner. All research subjects were quite good in applying every point of classroom debate's principle of manner and classroom debate rules. Numerous and tremendous claps of appreciation were given. There was no laugh over someone else's speech. Furthermore, all debaters also showed joyfulness and excitement in the third meeting of the implementation. Moreover, the third point was related to the process of delivering arguments. Most of debaters had a tendency to deliver their speech hesitantly. Some of debaters still envisioned a shyness. Furthermore, the fourth point was strongly related to POI, the researcher found no POI from every single debater.

Thus, the process of conducting a communal evaluation was mainly aimed to provide research subjects an enrichment. Due to the fact that the researcher played a role as an active observer,

conducting a communal evaluation was the embodiment of developing a bonding between researcher and subjects, hence there was no altered behavior that could be possibly created.

4.1.2. The Result of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

Legitimately, in displaying the result, the researcher accumulated two sources of data, namely individual score in classroom debate ballot and research subjects' document transcripts (i.e. preliminary research result and final-term examination result in argumentative writing). Hence, in formulating the result, there were two lenses that were functioned as the validation of describing the result.

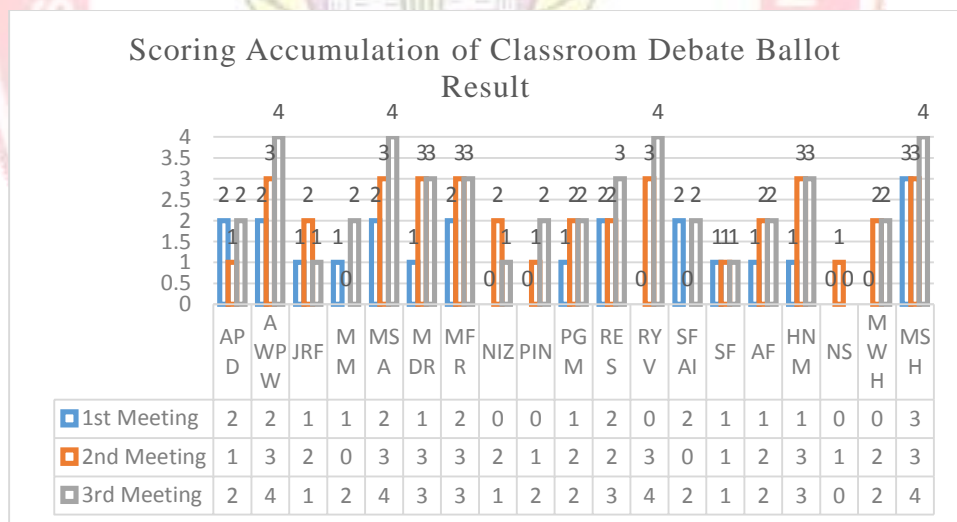


Figure 4. Scoring Accumulation of Classroom Debate Ballot Result

The first lens of finding the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing was seen through the analysis of classroom debate ballot scoring

accumulation from three meetings that were conducted. Based on the result of adjudicating the classroom debate ballot during the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, the communal accumulation of scoring was made. It was being envisioned through the figure above. From the communal result of scoring accumulation of classroom debate ballot result, there were several points were made.

The first point was dealing with the number of research subjects' availability. From the result, it can be captured that there were 12 students who were completed its attendance availability (i.e. three meetings). Moreover, there were 6 students who fulfilled two meeting or two times availability solely. For one meeting availability, there was only one student that was able to participate to the implementation of classroom debate. Furthermore, there were 5 students that were completely unavailable in participating to the classroom debate

In order to clarify in detail, the second point was concerning about research subjects' numbers in progressing. Firstly, there were seven research subjects with dynamic progress. The criteria of research subjects that has a dynamic progress was captured through its completed attendance and its move from the first meeting until the third meeting. Secondly, there were 10 research subjects with a mixed of dynamic and static progress. The criteria of research subjects with a mixed of dynamic and static progress was envisioned through its plain move and its non-completed

attendance. Both of those embodiments of enhancement captured the essence of the researcher’s authority in providing a consideration for the validator or the lecturer of argumentative writing. This framework relied to the fact that every decision for final justification was in the hand of the lecturer of the research subjects. Hence, those three types were captured within the scoring accumulation of classroom debate ballot result.

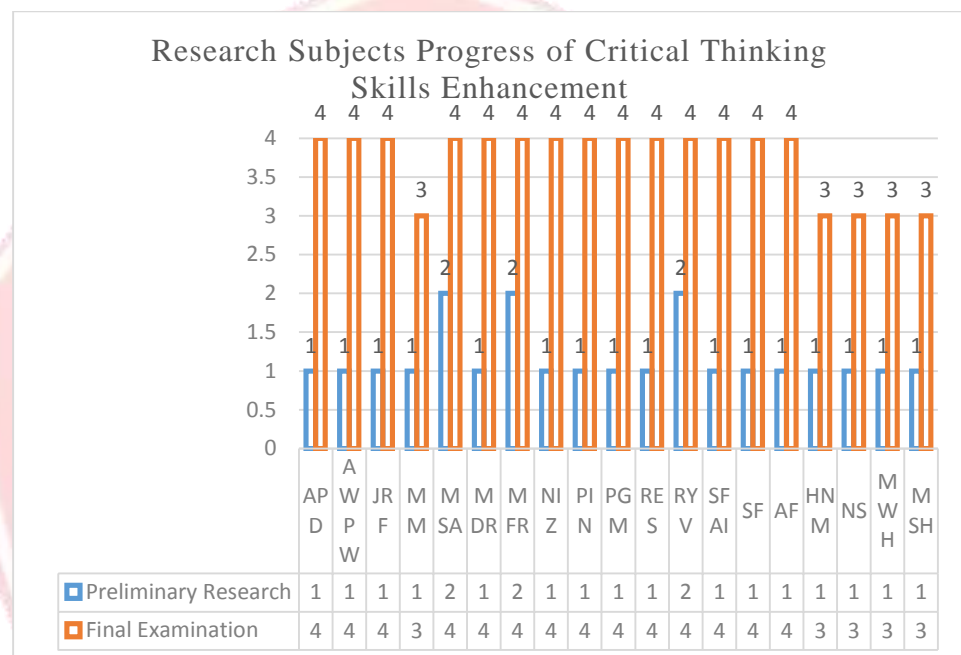


Figure 5. Research Subjects Progress of Critical Thinking Skills Enhancement

The second lens of finding the result of classroom debate strategy to enhance students’ critical thinking skills through argumentative writing was seen through the analysis of research subjects’ document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). The act of textually analyzing research subjects’ document transcript (i.e. preliminary research result and final-term

examination result in argumentative writing) was mainly aimed to find the proof for researcher's assumption in assuming that classroom debate can enhance students' critical thinking skills through argumentative writing. Therefore, the researcher absorbed the research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing) from the third party. The third party was the lecturer of argumentative writing of 2018 A class, namely Siti Aisyah, M.Pd. Communally, the figure above showed that every research subject was progressively enhanced its critical thinking skills.

Moreover, in order to display a detailed explanation, the researcher displayed those two lenses of defining the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. The result was not made in communal findings. The researcher provided individual's report of progress, namely individual's report of scoring during the implementation of classroom debate strategy to enhance students' critical thinking skills and individual's report of scoring from secondary data (i.e. research subjects' document transcript or preliminary research result and final-term examination result in argumentative writing) through these following explanations. Those two lenses of analysis in individual progress' track record was initiated under the theory that was employed under this research. The theory that was being used was Bowen's theory in 2009. The theory emphasized on the use of documents analysis in qualitative research method with a purpose of avoiding biases.

1. The First Research Subject; APD

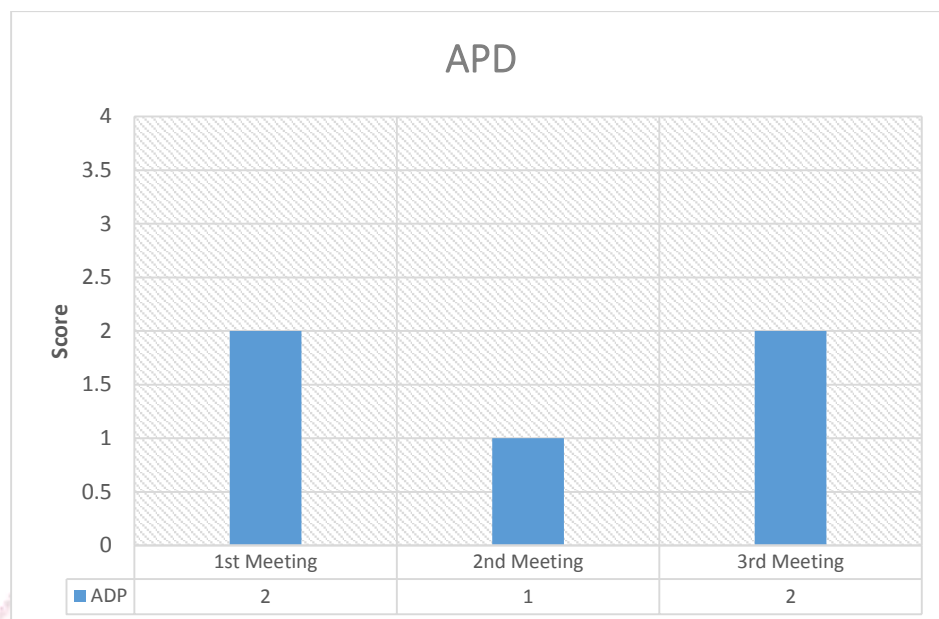


Figure 6. APD's Individual Progress during the Implementation of Classroom Debate

The first research subject was APD. APD completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. APD's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of APD in detail.

The first lens of analyzing APD's individual report was seen through the analysis of APD's classroom debate ballot. Furthermore, in detail, the graphic of APD's progress of enhancement was accumulated from APD's

classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured APD's progress of enhancement from every meeting. The table below was ADP's detailed progress of enhancement, especially on critical thinking elements.

Table 14. APD's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	2	1	2
Information	1	0	1
Purpose	2	1	2
Concept	2	0	2
Assumptions	2	1	2
Points of View	2	1	1
Interpretation and Inference	2	0	1
Implication and Consequences	2	1	2

The second lens of analyzing APD's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of APD's initialized condition of critical thinking skills (i.e. the condition was captured on

APD's result of the preliminary research), APD was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that APD was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. APD was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in APD's case.

For the further step, after the classroom debate strategy was conducted and was given to APD, the researcher tried to analyze APD's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing APD's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of APD's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing APD's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). APD was successfully snatching higher score than APD's preliminary research result.

APD's detailed explanation on APD's enhancement progress was being conceptualized under this part of analysis. To begin with, APD's detailed result of preliminary research was indicating the lack of capacity

of APD in thinking critically. They were (1) APD's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) APD's score for the second element of critical thinking (i.e. information) was 1 or D; (3) APD's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) APD's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) APD's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) APD's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) APD's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) APD's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, APD's score for the preliminary research (i.e. the result of APD's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. APD's critical thinking skills in which it was captured through APD's argumentative writing final examination result was progressively enhanced. Detailed result of APD's enhancement in critical thinking skills' was captured into these following explanations. They were (1) APD's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) APD's score for the second element of critical thinking (i.e. information) was 4 or A; (3) APD's score for the third element of critical

thinking (i.e. purpose) was 3 or B; (4) APD's score for the fourth element of critical thinking (i.e. concept) was 3 or 4; (5) APD's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) APD's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) APD's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) APD's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, APD's score for the preliminary research (i.e. the result of APD's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of APD's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced APD's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of APD was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, APD was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and APD's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of APD's critical thinking skills.

2. The Second Research Subject; AWPW

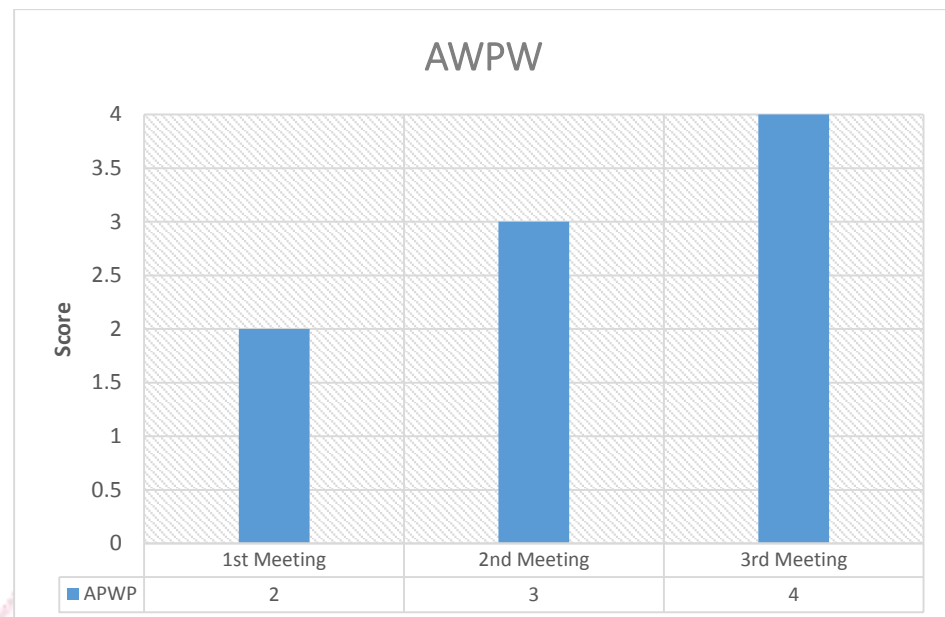


Figure 7. AWPW's Individual Progress during the Implementation of Classroom Debate

The second research subject was AWPW. AWPW completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. AWPW's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of AWPW in detail.

The first lens of analyzing AWPW's individual report was seen through the analysis of AWPW's classroom debate ballot. Furthermore, in detail, the graphic of AWPW's progress of enhancement was accumulated

from AWPW's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured AWPW's progress of enhancement from every meeting. The table below was AWPW's detailed progress of enhancement, especially on critical thinking elements.

Table 15. AWPW's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	3	3	3
Information	2	2	4
Purpose	3	3	4
Concept	3	3	4
Assumptions	2	3	3
Points of View	2	2	4
Interpretation and Inference	3	3	4
Implication and Consequences	2	3	4

The second lens of analyzing AWPW's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of AWPW's

initialized condition of critical thinking skills (i.e. the condition was captured on AWPW's result of the preliminary research), AWPW was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that AWPW was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. AWPW was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in AWPW's case.

For the further step, after the classroom debate strategy was conducted and was given to AWPW, the researcher tried to analyze AWPW's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing AWPW's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of AWPW's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing AWPW's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). AWPW was successfully snatching higher score than AWPW's preliminary research result.

AWPW's detailed explanation on AWPW's enhancement progress was being conceptualized under this part of analysis. To begin with, AWPW's detailed result of preliminary research was indicating the lack of capacity of AWPW in thinking critically. They were (1) AWPW's score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) AWPW's score for the second element of critical thinking (i.e. information) was 2 or C; (3) AWPW's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) AWPW's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) AWPW's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) AWPW's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) AWPW's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) AWPW's score for the eighth element of critical thinking (i.e. implication and consequences) was 2 or C. Thus, communally, AWPW's score for the preliminary research (i.e. the result of AWPW's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. AWPW's critical thinking skills in which it was captured through AWPW's argumentative writing final examination result was progressively enhanced. Detailed result of AWPW's enhancement in critical thinking skills' was captured into these following explanations.

They were (1) AWPW's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) AWPW's score for the second element of critical thinking (i.e. information) was 4 or A; (3) AWPW's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) AWPW's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) AWPW's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) AWPW's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) AWPW's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) AWPW's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, AWPW's score for the preliminary research (i.e. the result of AWPW's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of AWPW's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced AWPW's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of AWPW was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, AWPW was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and APD's final result

was 90. Thus, classroom debate strategy beneficially contributed to the enhancement of AWPW's critical thinking skills.

3. The Third Research Subject; JRF

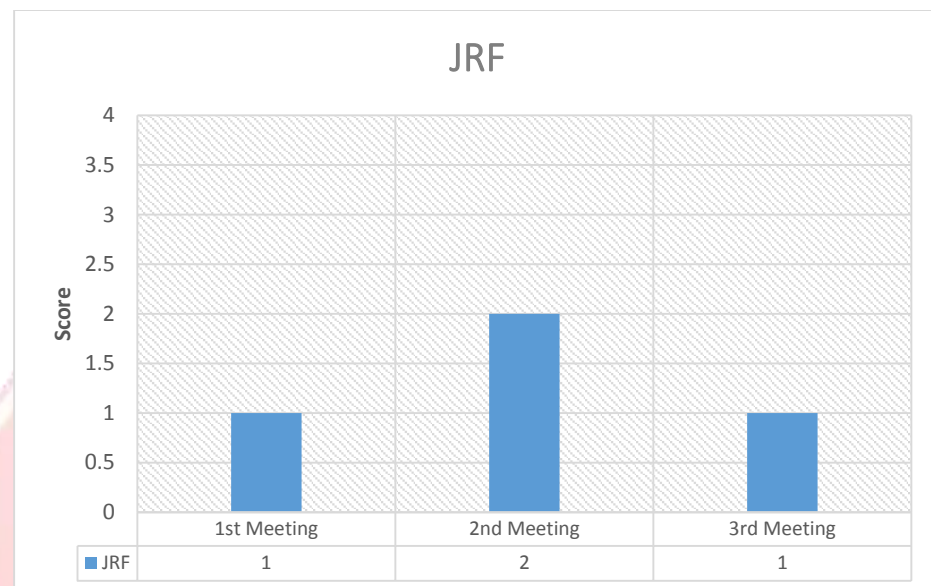


Figure 8. JRF's Individual Progress during the Implementation of Classroom Debate

The third research subject was JRF. JRF completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. JRF's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of JRF in detail.

The first lens of analyzing JRF's individual report was seen through the analysis of JRF's classroom debate ballot. Furthermore, in detail, the graphic of JRF's progress of enhancement was accumulated from JRF's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured JRF's progress of enhancement from every meeting. The table below was JRF's detailed progress of enhancement, especially on critical thinking elements.

Table 16. JRF's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	0	1	1
Information	0	1	1
Purpose	1	2	1
Concept	1	2	2
Assumptions	1	2	2
Points of View	0	2	2
Interpretation and Inference	1	2	1
Implication and Consequences	1	1	2

The second lens of analyzing JRF's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in

argumentative writing). Firstly, based on the analysis of JRF's initialized condition of critical thinking skills (i.e. the condition was captured on JRF's result of the preliminary research), JRF was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that JRF was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. JRF was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in JRF's case.

JRF's detailed explanation on JRF's enhancement progress was being conceptualized under this part of analysis. To begin with, JRF's detailed result of preliminary research was indicating the lack of capacity of JRF in thinking critically. They were (1) JRF's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) JRF's score for the second element of critical thinking (i.e. information) was 1 or D; (3) JRF's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) JRF's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) JRF's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) JRF's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) JRF's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) JRF's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, JRF's score for the preliminary research (i.e. the result of

JRF's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. JRF's critical thinking skills in which it was captured through JRF's argumentative writing final examination result was progressively enhanced. Detailed result of JRF's enhancement in critical thinking skills' was captured into these following explanations. They were (1) JRF's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) JRF's score for the second element of critical thinking (i.e. information) was 4 or A; (3) JRF's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) JRF's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) JRF's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) JRF's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) JRF's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) JRF's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, JRF's score for the preliminary research (i.e. the result of JRF's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of JRF's critical thinking skills was drawn. The result came in agreement that the use of classroom

debate progressively enhanced JRF's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of JRF was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, JRF was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and JRF's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of JRF's critical thinking skills.

4. The Fourth Research Subject; MM

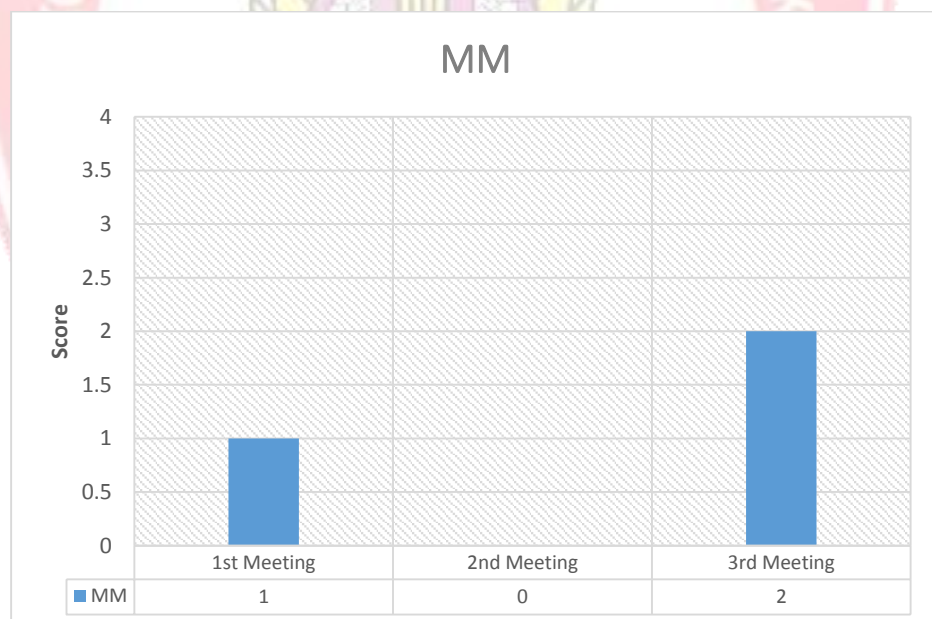


Figure 9. MM's Individual Progress during the Implementation of Classroom Debate

The fourth research subject was MM. MM did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there were two meetings that MM was able to participate. MM's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of MM in detail.

The first lens of analyzing MM's individual report was seen through the analysis of MM's classroom debate ballot. Furthermore, in detail, the graphic of MM's progress of enhancement was accumulated from MM's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured MM's progress of enhancement from every meeting. The table below was MM's detailed progress of enhancement, especially on critical thinking elements.

Table 17. MM's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	-	1
Information	1	-	2

Purpose	2	-	2
Concept	2	-	1
Assumptions	1	-	2
Points of View	1	-	2
Interpretation and Inference	1	-	1
Implication and Consequences	1	-	2

The second lens of analyzing MM's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of MM's initialized condition of critical thinking skills (i.e. the condition was captured on MM's result of the preliminary research), MM was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that MM was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. MM was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in MM's case.

For the further step, after the classroom debate strategy was conducted and was given to MM, the researcher tried to analyze MM's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing MM's preliminary

research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of MM's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing MM's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). MM was successfully snatching higher score than MM's preliminary research result.

MM's detailed explanation on MM's enhancement progress was being conceptualized under this part of analysis. To begin with, MM's detailed result of preliminary research was indicating the lack of capacity of MM in thinking critically. They were (1) MM's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) MM's score for the second element of critical thinking (i.e. information) was 1 or D; (3) MM's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) MM's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) MM's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) MM's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) MM's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) MM's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, MM's score for the preliminary research (i.e. the result of

MM's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. MM's critical thinking skills in which it was captured through MM's argumentative writing final examination result was progressively enhanced. Detailed result of MM's enhancement in critical thinking skills' was captured into these following explanations. They were (1) MM's score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) MM's score for the second element of critical thinking (i.e. information) was 3 or B; (3) MM's score for the third element of critical thinking (i.e. purpose) was 2 or C; (4) MM's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) MM's score for the fifth element of critical thinking (i.e. assumptions) was 3 or B; (6) MM's score for the sixth element of critical thinking (i.e. points of view) was 2 or C; (7) MM's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) MM's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, MM's score for the preliminary research (i.e. the result of MM's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 3 or B.

The final conclusion of the enhancement of MM's critical thinking skills was drawn. The result came in agreement that the use of classroom

debate progressively enhanced MM's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of MM was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, MM was able to reach 3 or B. The range of being categorized under 3 or B category was 66 – 79 (i.e. good) and MM's final result was 75. Thus, classroom debate strategy beneficially contributed to the enhancement of MM's critical thinking skills.

5. The Fifth Research Subject; MSA

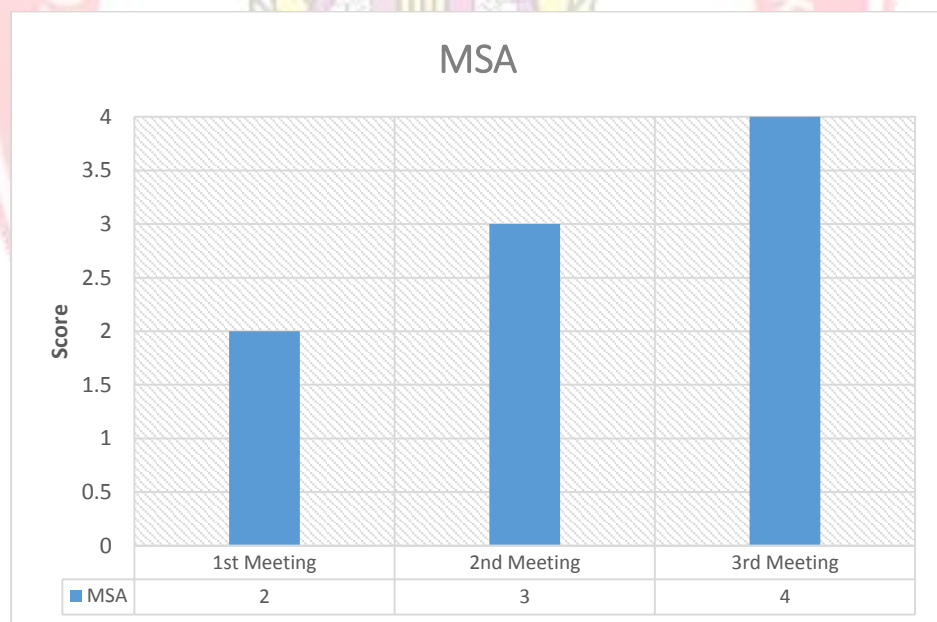


Figure 10. MSA's Individual Progress during the Implementation of Classroom Debate

The fifth research subject was MSA. MSA completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. MSA's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of MSA in detail.

The first lens of analyzing MSA's individual report was seen through the analysis of MSA's classroom debate ballot. Furthermore, in detail, the graphic of MSA's progress of enhancement was accumulated from MSA's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured MSA's progress of enhancement from every meeting. The table below was MSA's detailed progress of enhancement, especially on critical thinking elements.

Table 18. MSA's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	2	4
Information	3	3	4
Purpose	2	3	4

Concept	2	3	4
Assumptions	2	3	4
Points of View	2	3	4
Interpretation and Inference	3	3	4
Implication and Consequences	3	3	4

The second lens of analyzing MSA's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of MSA's initialized condition of critical thinking skills (i.e. the condition was captured on MSA's result of the preliminary research), MSA was categorized as the research subject with the average proficiency of critical thinking skills. This was due to the fact that MSA was able to snatch the C or 2 category in which it was also referring to the fact that MSA's score was one point higher than the rest. C or 2 category was referred to the reasonable or average proficiency in critical thinking. In a minimum portion, MSA was able to execute eight elements of critical thinking skills in a proper execution although there was a tendency to be enhanced.

For the further step, after the classroom debate strategy was conducted and was given to MSA, the researcher tried to analyze MSA's final examination result. The examination result was in the form of

argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing MSA's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of MSA's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing MSA's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). MSA was successfully snatching higher score than MSA's preliminary research result.

MSA's detailed explanation on MSA's enhancement progress was being conceptualized under this part of analysis. To begin with, MSA's detailed result of preliminary research was indicating the lack of capacity of MSA in thinking critically. They were (1) MSA's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) MSA's score for the second element of critical thinking (i.e. information) was 2 or C; (3) MSA's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) MSA's score for the fourth element of critical thinking (i.e. concept) was 2 or C; (5) MSA's score for the fifth element of critical thinking (i.e. assumptions) was 2 or C; (6) MSA's score for the sixth element of critical thinking (i.e. points of view) was 2 or C; (7) MSA's score for the seventh element of critical thinking (i.e. interpretation and

inference) was 2 or C; and (8) MSA's score for the eighth element of critical thinking (i.e. implication and consequences) was 2 or C. Thus, communally, MSA's score for the preliminary research (i.e. the result of MSA's critical thinking skills before experiencing classroom debate strategy) was 2 or C.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. MSA's critical thinking skills in which it was captured through MSA's argumentative writing final examination result was progressively enhanced. Detailed result of MSA's enhancement in critical thinking skills' was captured into these following explanations. They were (1) MSA's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) MSA's score for the second element of critical thinking (i.e. information) was 4 or A; (3) MSA's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) MSA's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) MSA's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) MSA's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) MSA's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) MSA's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, MSA's score for the preliminary research

(i.e. the result of MSA's critical thinking skills after experiencing classroom debate strategy) was enhanced from 2 or C to 4 or A.

The final conclusion of the enhancement of MSA's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced MSA's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of MSA was able to snatch 2 or C score solely. Progressively, after experiencing classroom debate strategy, MSA was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and MSA's final result was 90. Thus, classroom debate strategy beneficially contributed to the enhancement of MSA's critical thinking skills.

6. The Sixth Research Subject; MDR

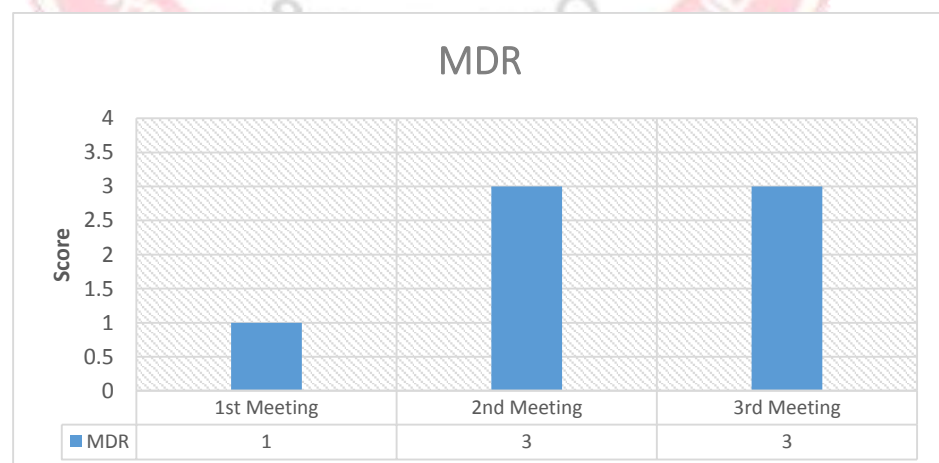


Figure 11. MDR's Individual Progress during the Implementation of Classroom Debate

The sixth research subject was MDR. MDR completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. MDR's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of MDR in detail.

The first lens of analyzing MDR's individual report was seen through the analysis of MDR's classroom debate ballot. Furthermore, in detail, the graphic of MDR's progress of enhancement was accumulated from MDR's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured MDR's progress of enhancement from every meeting. The table below was MDR's detailed progress of enhancement, especially on critical thinking elements.

Table 19. MDR's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	3	2
Information	0	2	3
Purpose	1	3	3

Concept	1	3	3
Assumptions	0	3	2
Points of View	2	2	3
Interpretation and Inference	1	3	3
Implication and Consequences	1	3	3

The second lens of analyzing MDR's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of MDR's initialized condition of critical thinking skills (i.e. the condition was captured on MDR's result of the preliminary research), MDR was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that MDR was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. JRF was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in MDR's case.

For the further step, after the classroom debate strategy was conducted and was given to MDR, the researcher tried to analyze MDR's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing MDR's preliminary

research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of MDR's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing MDR's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). MDR was successfully snatching higher score than MDR's preliminary research result.

MDR's detailed explanation on MDR's s enhancement progress was being conceptualized under this part of analysis. To begin with, MDR's detailed result of preliminary research was indicating the lack of capacity of MDR in thinking critically. They were (1) MDR's score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) MDR's score for the second element of critical thinking (i.e. information) was 3 or B; (3) MDR's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) MDR's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) MDR's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) MDR's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) MDR's score for the seventh element of critical thinking (i.e. interpretation and inference) was 2 or D; and (8) MDR's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus,

communally, MDR's score for the preliminary research (i.e. the result of MDR's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. MDR's critical thinking skills in which it was captured through MDR's argumentative writing final examination result was progressively enhanced. Detailed result of MDR's enhancement in critical thinking skills' was captured into these following explanations. They were (1) MDR's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) MDR's score for the second element of critical thinking (i.e. information) was 4 or A; (3) MDR's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) MDR's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) MDR's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) MDR's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) MDR's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) MDR's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, MDR's score for the preliminary research (i.e. the result of MDR's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of MDR's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced MDR's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of MDR was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, MDR was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and MDR's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of MDR's critical thinking skills.

7. The Seventh Research Subject; MFR

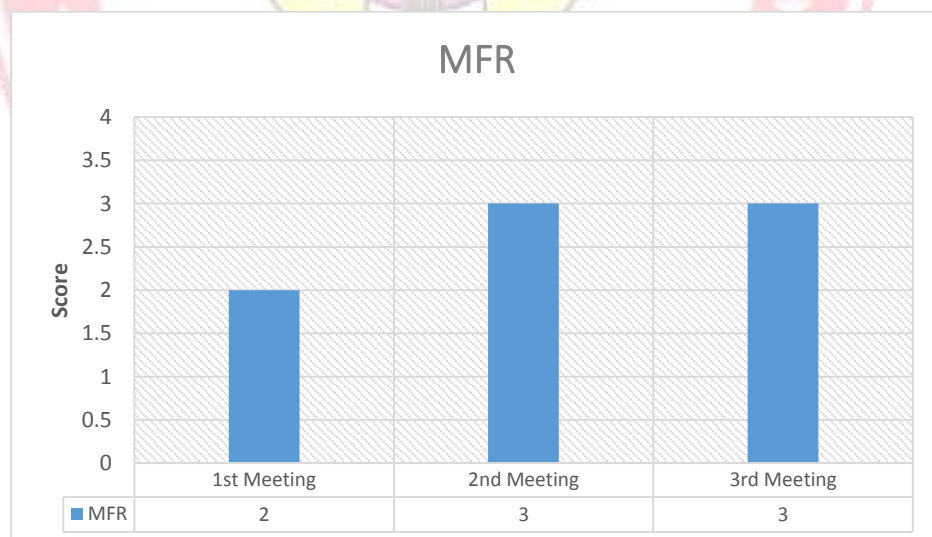


Figure 12. MFR's Individual Progress during the Implementation of Classroom Debate

The seventh research subject was MFR. MFR completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. MFR's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of MFR in detail.

The first lens of analyzing MFR's individual report was seen through the analysis of MFR's classroom debate ballot. Furthermore, in detail, the graphic of MFR's progress of enhancement was accumulated from MFR's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured MFR's progress of enhancement from every meeting. The table below was MFR's detailed progress of enhancement, especially on critical thinking elements.

Table 20. MFR's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1st	2nd	3rd
Question at Issue	2	3	3
Information	2	2	2
Purpose	2	3	3

Concept	2	3	3
Assumptions	3	3	3
Points of View	2	3	2
Interpretation and Inference	3	3	3
Implication and Consequences	2	2	3

The second lens of analyzing MFR's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of MFR's initialized condition of critical thinking skills (i.e. the condition was captured on MFR's result of the preliminary research), MFR was categorized as the research subject with the average proficiency of critical thinking skills. This was due to the fact that MFR was able to snatch the C or 2 category in which it was also referring to the fact that MFR's score was one point higher than the rest. C or 2 category was referred to the reasonable or average proficiency in critical thinking. In a minimum portion, MFR was able to execute eight elements of critical thinking skills in a proper execution although there was a tendency to be enhanced.

For the further step, after the classroom debate strategy was conducted and was given to MFR, the researcher tried to analyze MFR's final examination result. The examination result was in the form of

argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing MFR's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of MFR's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing MFR's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). MFR was successfully snatching higher score than MFR's preliminary research result.

MFR's detailed explanation on MFR's enhancement progress was being conceptualized under this part of analysis. To begin with, MFR's detailed result of preliminary research was indicating the lack of capacity of MFR in thinking critically. They were (1) MFR's score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) MFR's score for the second element of critical thinking (i.e. information) was 1 or D; (3) MFR's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) MFR's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) MFR's score for the fifth element of critical thinking (i.e. assumptions) was 2 or C; (6) MFR's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) MFR's score for the seventh element of critical thinking (i.e. interpretation and

inference) was 1 or D; and (8) MFR's score for the eighth element of critical thinking (i.e. implication and consequences) was 2 or C. Thus, communally, MFR's score for the preliminary research (i.e. the result of MFR's critical thinking skills before experiencing classroom debate strategy) was 2 or C.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. MFR's critical thinking skills in which it was captured through MFR's argumentative writing final examination result was progressively enhanced. Detailed result of MFR's enhancement in critical thinking skills' was captured into these following explanations. They were (1) MFR's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) MFR's score for the second element of critical thinking (i.e. information) was 4 or A; (3) MFR's score for the third element of critical thinking (i.e. purpose) was 4 or A C; (4) MFR's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) MFR's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) MFR's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) MFR's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) MFR's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, MFR's score for the preliminary research

(i.e. the result of MFR's critical thinking skills after experiencing classroom debate strategy) was enhanced from 2 or C to 4 or A.

The final conclusion of the enhancement of MFR's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced MFR's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of MFR was able to snatch 2 or C score solely. Progressively, after experiencing classroom debate strategy, MFR was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and MFR's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of MFR's critical thinking skills.

8. The Eighth Research Subject; NIZ

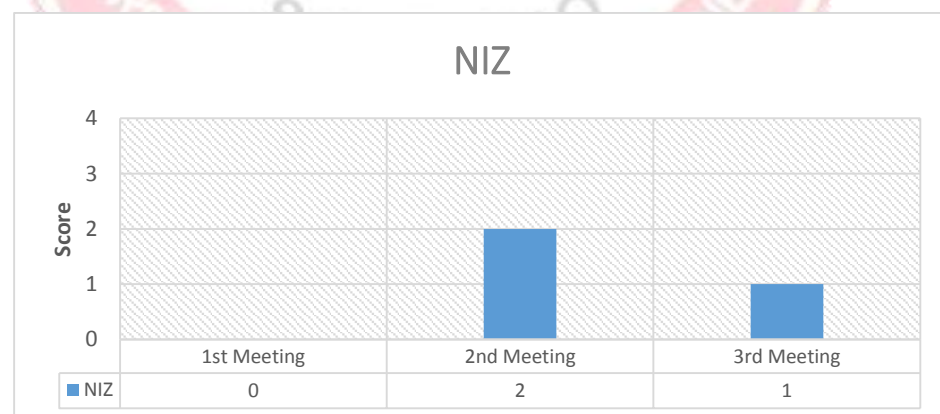


Figure 13. NIZ's Individual Progress during the Implementation of Classroom Debate

The eighth research subject was NIZ. NIZ did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there were two meetings that NIZ was able to participate. NIZ's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of NIZ in detail.

The first lens of analyzing NIZ's individual report was seen through the analysis of NIZ's classroom debate ballot. Furthermore, in detail, the graphic of NIZ's progress of enhancement was accumulated from NIZ's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured NIZ's progress of enhancement from every meeting. The table below was NIZ's detailed progress of enhancement, especially on critical thinking elements.

Table 21. NIZ's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	-	1	2
Information	-	1	1

Purpose	-	2	1
Concept	-	2	1
Assumptions	-	2	1
Points of View	-	2	1
Interpretation and Inference	-	2	1
Implication and Consequences	-	1	2

The second lens of analyzing NIZ's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of NIZ's initialized condition of critical thinking skills (i.e. the condition was captured on NIZ's result of the preliminary research), NIZ was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that NIZ was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. NIZ was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in NIZ's case.

NIZ's detailed explanation on NIZ's enhancement progress was being conceptualized under this part of analysis. To begin with, NIZ's detailed result of preliminary research was indicating the lack of capacity of NIZ in thinking critically. They were (1) NIZ's score for the first

element of critical thinking (i.e. question at issue) was 1 or D; (2) NIZ's score for the second element of critical thinking (i.e. information) was 1 or D; (3) NIZ's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) NIZ's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) NIZ's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) NIZ's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) NIZ's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) NIZ's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, NIZ's score for the preliminary research (i.e. the result of NIZ's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. NIZ's critical thinking skills in which it was captured through NIZ's argumentative writing final examination result was progressively enhanced. Detailed result of NIZ's enhancement in critical thinking skills' was captured into these following explanations. They were (1) NIZ's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) NIZ's score for the second element of critical thinking (i.e. information) was 3 or B; (3) NIZ's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) NIZ's score for the fourth element

of critical thinking (i.e. concept) was 4 or A; (5) NIZ's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) NIZ's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) NIZ's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) NIZ's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, NIZ's score for the preliminary research (i.e. the result of NIZ's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of NIZ's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced NIZ's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of NIZ was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, NIZ was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and NIZ's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of NIZ's critical thinking skills.

9. The Ninth Research Subject; PIN

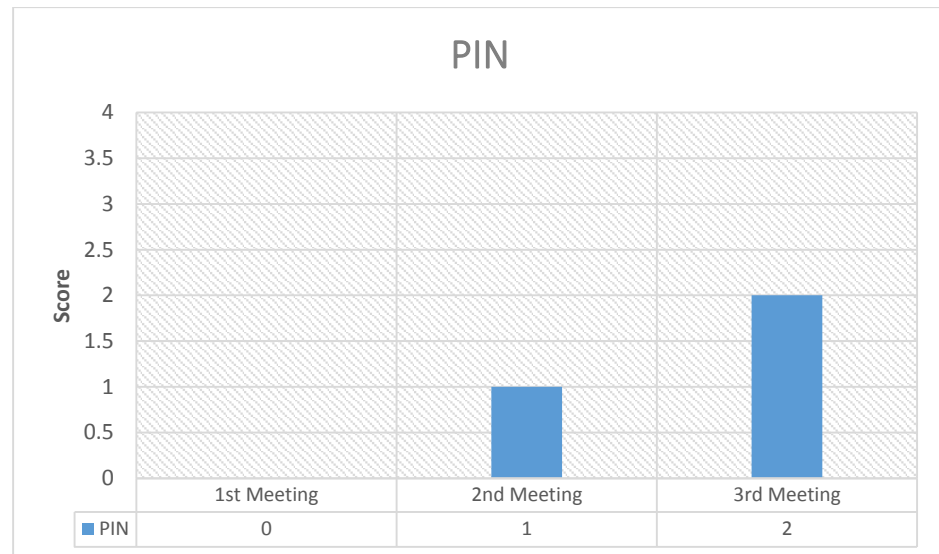


Figure 14. PIN's Individual Progress during the Implementation of Classroom Debate

The ninth research subject was PIN. PIN did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there were two meetings that PIN was able to participate. PIN's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of PIN in detail.

The first lens of analyzing PIN's individual report was seen through the analysis of PIN's classroom debate ballot. Furthermore, in detail, the graphic of PIN's progress of enhancement was accumulated from PIN's

classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured PIN's progress of enhancement from every meeting. The table below was PIN's detailed progress of enhancement, especially on critical thinking elements.

Table 22. PIN's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	-	0	2
Information	-	1	2
Purpose	-	1	2
Concept	-	1	1
Assumptions	-	1	2
Points of View	-	0	2
Interpretation and Inference	-	0	1
Implication and Consequences	-	1	2

The second lens of analyzing PIN's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of PIN's initialized condition of critical thinking skills (i.e. the condition was captured on

PIN's result of the preliminary research), PIN was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that PIN was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. PIN was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in PIN's case.

For the further step, after the classroom debate strategy was conducted and was given to PIN, the researcher tried to analyze PIN's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing PIN's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of PIN's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing PIN's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). PIN was successfully snatching higher score than PIN's preliminary research result.

PIN's detailed explanation on PIN's enhancement progress was being conceptualized under this part of analysis. To begin with, PIN's detailed result of preliminary research was indicating the lack of capacity of SF in thinking critically. They were (1) PIN's score for the first element

of critical thinking (i.e. question at issue) was 2 or C; (2) PIN's score for the second element of critical thinking (i.e. information) was 2 or C; (3) PIN's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) PIN's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) PIN's score for the fifth element of critical thinking (i.e. assumptions) was 2 or C; (6) PIN's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) PIN's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) PIN's score for the eighth element of critical thinking (i.e. implication and consequences) was 2 or C. Thus, communally, PIN's score for the preliminary research (i.e. the result of PIN's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. PIN's critical thinking skills in which it was captured through PIN's argumentative writing final examination result was progressively enhanced. Detailed result of PIN's enhancement in critical thinking skills' was captured into these following explanations. They were (1) PIN's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) PIN's score for the second element of critical thinking (i.e. information) was 3 or B; (3) PIN's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) PIN's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) PIN's score for the fifth

element of critical thinking (i.e. assumptions) was 4 or A; (6) PIN's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) PIN's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) PIN's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, PIN's score for the preliminary research (i.e. the result of PIN's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of PIN's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced PIN's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of PIN was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, PIN was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and PIN's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of PIN's critical thinking skills.

10. The Tenth Research Subject; PGM

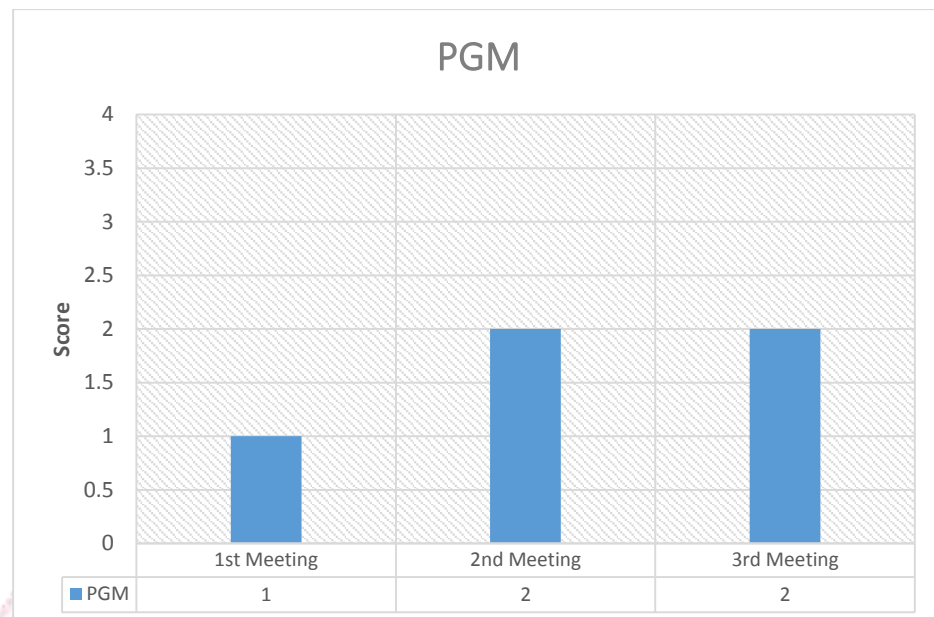


Figure 15. PGM's Individual Progress during the Implementation of Classroom Debate

The tenth research subject was PGM. PGM completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. PGM's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of PGM in detail.

The first lens of analyzing PGM's individual report was seen through the analysis of PGM's classroom debate ballot. Furthermore, in detail, the graphic of PGM's progress of enhancement was accumulated

from PGM's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured PGM's progress of enhancement from every meeting. The table below was PGM's detailed progress of enhancement, especially on critical thinking elements.

Table 23. PGM's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	2	2
Information	1	2	2
Purpose	1	3	3
Concept	2	3	1
Assumptions	2	2	2
Points of View	1	2	3
Interpretation and Inference	1	2	3
Implication and Consequences	1	1	2

The second lens of analyzing PGM's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of PGM's initialized condition of critical thinking skills (i.e. the condition was captured on

PGM's result of the preliminary research), PGM was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that PGM was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. PGM was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in PGM's case.

For the further step, after the classroom debate strategy was conducted and was given to PGM, the researcher tried to analyze PGM's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing PGM's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of PGM's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing PGM's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). PGM was successfully snatching higher score than PGM's preliminary research result.

PGM's detailed explanation on PGM's enhancement progress was being conceptualized under this part of analysis. To begin with, PGM's detailed result of preliminary research was indicating the lack of capacity

of PGM in thinking critically. They were (1) PGM's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) PGM's score for the second element of critical thinking (i.e. information) was 1 or D; (3) PGM's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) PGM's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) PGM's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) PGM's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) PGM's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) PGM's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, PGM's score for the preliminary research (i.e. the result of PGM's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. PGM's critical thinking skills in which it was captured through PGM's argumentative writing final examination result was progressively enhanced. Detailed result of PGM's enhancement in critical thinking skills' was captured into these following explanations. They were (1) PGM's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) PGM's score for the second element of critical thinking (i.e. information) was 4 or A; (3) PGM's score for the third element of

critical thinking (i.e. purpose) was 4 or A; (4) PGM's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) PGM's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) PGM's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) PGM's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) PGM's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, PGM's score for the preliminary research (i.e. the result of PGM's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of PGM's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced PGM's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of PGM was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, PGM was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and PGM's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of PGM's critical thinking skills.

11. The Eleventh Research Subject; RES

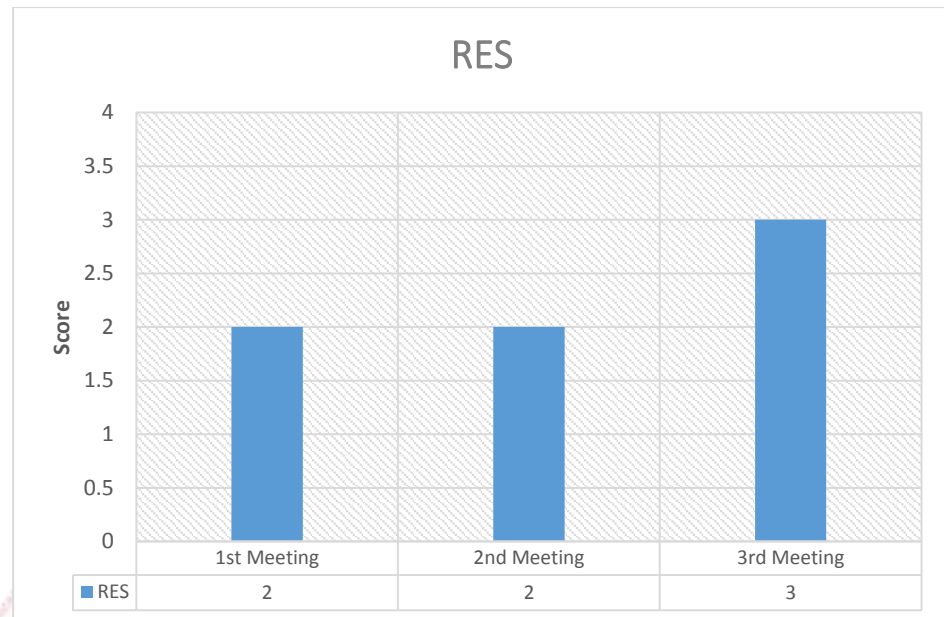


Figure 16. RES' Individual Progress during the Implementation of Classroom Debate

The eleventh research subject was RES. RES completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. RES's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of RES in detail.

The first lens of analyzing RES' individual report was seen through the analysis of RES' classroom debate ballot. Furthermore, in detail, the graphic of RES' progress of enhancement was accumulated from RES'

classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured RES' progress of enhancement from every meeting. The table below was RES' detailed progress of enhancement, especially on critical thinking elements.

Table 24. RES' Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	2	2	2
Information	1	2	3
Purpose	1	2	3
Concept	1	1	3
Assumptions	2	2	3
Points of View	3	1	3
Interpretation and Inference	2	2	3
Implication and Consequences	2	2	2

The second lens of analyzing RES' individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of RES' initialized condition of critical thinking skills (i.e. the condition was captured on

RES' result of the preliminary research), JRF was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that RES' was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. JRF was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in RES' case.

For the further step, after the classroom debate strategy was conducted and was given to RES, the researcher tried to analyze RES' final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing RES's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of RES' critical thinking skills. Based on the result of the researcher's analysis in critically analyzing RES' final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). RES was successfully snatching higher score than RES' preliminary research result.

RES' detailed explanation on RES' enhancement progress was being conceptualized under this part of analysis. To begin with, RES' detailed result of preliminary research was indicating the lack of capacity of RES in thinking critically. They were (1) RES' score for the first

element of critical thinking (i.e. question at issue) was 1 or D; (2) RES' score for the second element of critical thinking (i.e. information) was 1 or D; (3) RES' score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) RES' score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) RES' score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) RES' score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) RES' score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) RES' score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, RES' score for the preliminary research (i.e. the result of RES' critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. RES' critical thinking skills in which it was captured through RES' argumentative writing final examination result was progressively enhanced. Detailed result of RES' enhancement in critical thinking skills' was captured into these following explanations. They were (1) RES' score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) RES' score for the second element of critical thinking (i.e. information) was 4 or A; (3) RES' score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) RES' score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) RES' score for the fifth element of

critical thinking (i.e. assumptions) was 4 or A; (6) RES' score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) RES' score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) RES' score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, MSH's score for the preliminary research (i.e. the result of RES' critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of RES' critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced RES' critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of RES' was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, RES was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and RES' final result was 85. Thus, classroom debate strategy beneficially contributed to the enhancement of RES' critical thinking skills.

12. The Twelfth Research Subject; RYV

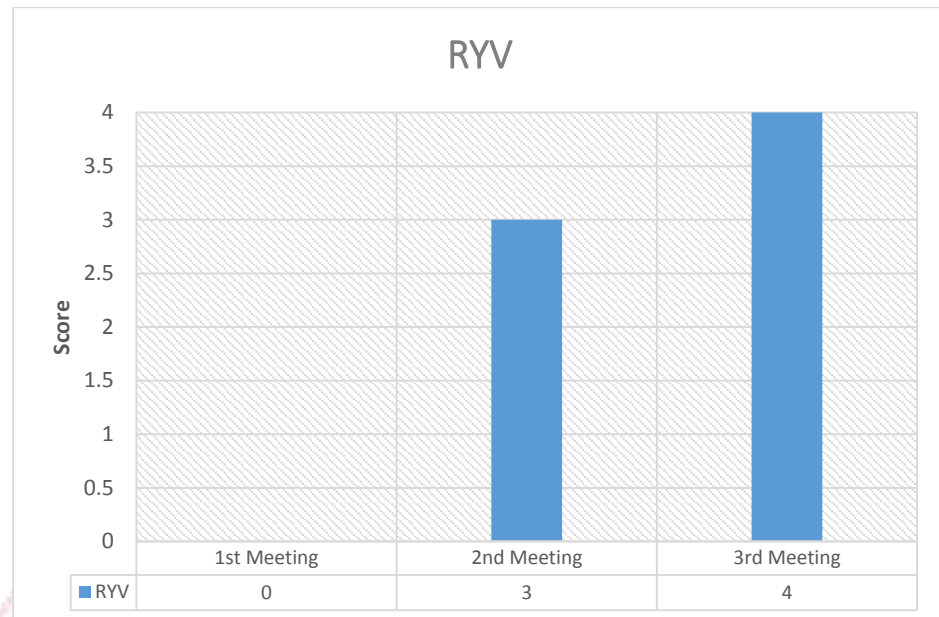


Figure 17. RYV's Individual Progress during the Implementation of Classroom Debate

The twelfth research subject was RYV. RYV did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there were two meetings that RYV was able to participate. RYV's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of RYV in detail.

The first lens of analyzing RYV's individual report was seen through the analysis of RYV's classroom debate ballot. Furthermore, in

detail, the graphic of RYV's progress of enhancement was accumulated from RYV's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured RYV's progress of enhancement from every meeting. The table below was RYV's detailed progress of enhancement, especially on critical thinking elements.

Table 25. RYV's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	-	3	4
Information	-	2	3
Purpose	-	3	4
Concept	-	3	4
Assumptions	-	3	4
Points of View	-	3	3
Interpretation and Inference	-	3	4
Implication and Consequences	-	3	3

The second lens of analyzing RYV's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of RYV's initialized

condition of critical thinking skills (i.e. the condition was captured on RYV's result of the preliminary research), RYV was categorized as the research subject with the average proficiency of critical thinking skills. This was due to the fact that RYV was able to snatch the C or 2 category in which it was also referring to the fact that RYV's score was one point higher than the rest. C or 2 category was referred to the reasonable or average proficiency in critical thinking. In a minimum portion, RYV was able to execute eight elements of critical thinking skills in a proper execution although there was a tendency to be enhanced.

For the further step, after the classroom debate strategy was conducted and was given to RYV, the researcher tried to analyze RYV's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing RYV's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of RYV's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing RYV's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). RYV was successfully snatching higher score than RYV's preliminary research result.

RYV's detailed explanation on RYV's enhancement progress was being conceptualized under this part of analysis. To begin with, RYV's detailed result of preliminary research was indicating the lack of capacity of RYV in thinking critically. They were (1) RYV's score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) RYV's score for the second element of critical thinking (i.e. information) was 1 or D; (3) RYV's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) RYV's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) RYV's score for the fifth element of critical thinking (i.e. assumptions) was 2 or C; (6) RYV's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) RYV's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) RYV's score for the eighth element of critical thinking (i.e. implication and consequences) was 2 or C. Thus, communally, RYV's score for the preliminary research (i.e. the result of RYV's critical thinking skills before experiencing classroom debate strategy) was snatched 2 or C.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. RYV's critical thinking skills in which it was captured through RYV's argumentative writing final examination result was progressively enhanced. Detailed result of RYV's enhancement in critical thinking skills' was captured into these following explanations. They were (1)

RYV's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) RYV's score for the second element of critical thinking (i.e. information) was 3 or B; (3) RYV's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) RYV's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) RYV's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) RYV's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) RYV's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) RYV's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, RYV's score for the preliminary research (i.e. the result of RYV's critical thinking skills after experiencing classroom debate strategy) was enhanced from 2 or C to 4 or A.

★ The final conclusion of the enhancement of RYV's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced RYV's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of RYV was able to snatch 2 or C score solely. Progressively, after experiencing classroom debate strategy, RYV was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and RYV's final result

was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of RYV's critical thinking skills.

13. The Thirteenth Research Subject; SFAI

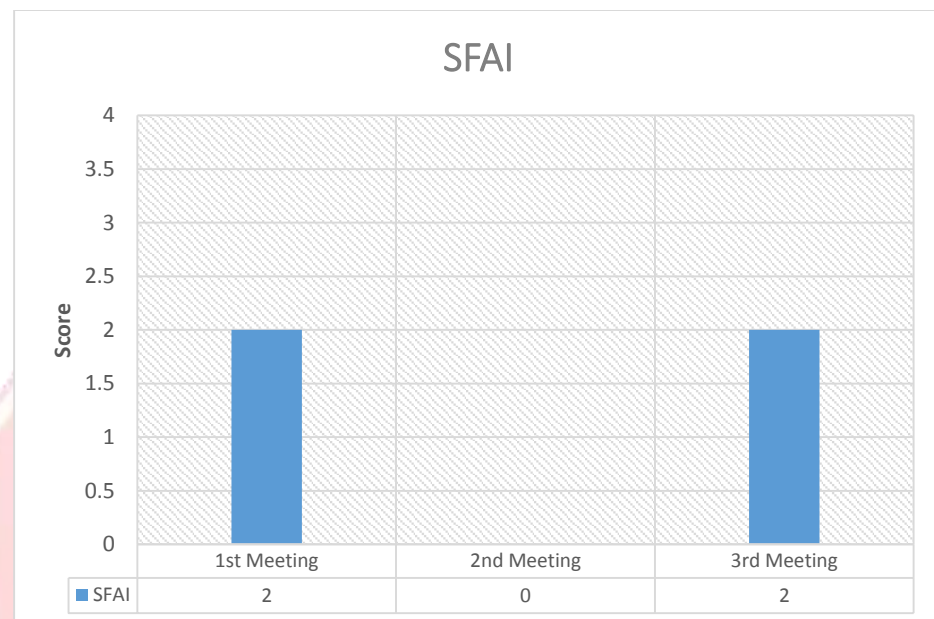


Figure 18. SFAI's Individual Progress during the Implementation of Classroom Debate

The thirteenth research subject was SFAI. SFAI did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there were two meetings that SFAI was able to participate. SFAI's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-

term examination result in argumentative writing). Hence these following passages explain the result of SFAI in detail.

The first lens of analyzing SFAI's individual report was seen through the analysis of SFAI's classroom debate ballot. Furthermore, in detail, the graphic of SFAI's progress of enhancement was accumulated from SFAI's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured SFAI's progress of enhancement from every meeting. The table below was SFAI's detailed progress of enhancement, especially on critical thinking elements.

Table 26. SFAI's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	2	-	2
Information	2	-	1
Purpose	2	-	2
Concept	2	-	2
Assumptions	2	-	3
Points of View	1	-	3
Interpretation and Inference	3	-	3
Implication and Consequences	3	-	2

The second lens of analyzing SFAI's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of SFAI's initialized condition of critical thinking skills (i.e. the condition was captured on SFAI's result of the preliminary research), SFAI was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that SFAI was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. SFAI was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in SFAI's case.

For the further step, after the classroom debate strategy was conducted and was given to SFAI, the researcher tried to analyze SFAI's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing SFAI's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of SFAI's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing SFAI's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). SFAI was

successfully snatching higher score than SFAI's preliminary research result.

SFAI's detailed explanation on SFAI's enhancement progress was being conceptualized under this part of analysis. To begin with, SFAI's detailed result of preliminary research was indicating the lack of capacity of SFAI in thinking critically. They were (1) SFAI's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) SFAI's score for the second element of critical thinking (i.e. information) was 1 or D; (3) SFAI's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) SFAI's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) SFAI's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) SFAI's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) SFAI's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) SFAI's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, SFAI's score for the preliminary research (i.e. the result of SFAI's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. SFAI's critical thinking skills in which it was captured through SFAI's argumentative writing final examination result was progressively

enhanced. Detailed result of SFAI's enhancement in critical thinking skills' was captured into these following explanations. They were (1) SFAI's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) SFAI's score for the second element of critical thinking (i.e. information) was 3 or B; (3) SFAI's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) SFAI's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) SFAI's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) SFAI's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) SFAI's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) SFAI's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, SFAI's score for the preliminary research (i.e. the result of SFAI's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of SFAI's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced SFAI's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of SFAI was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, SFAI was able to reach 4 or A. The range of being categorized

under 4 or A category was 80 – 100 (i.e. excellent) and SFAI's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of SFAI's critical thinking skills.

14. The Fourteenth Research Subject; SF

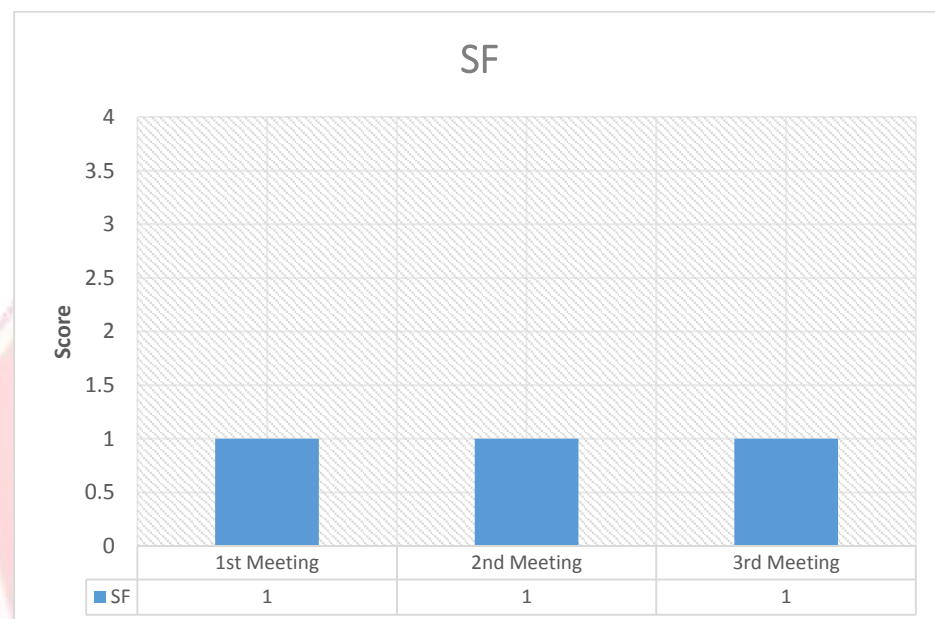


Figure 19. SF's Individual Progress during the Implementation of Classroom Debate

The fourteenth research subject was SF. SF completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. SF's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term

examination result in argumentative writing). Hence these following passages explain the result of SF in detail.

The first lens of analyzing SF's individual report was seen through the analysis of SF's classroom debate ballot. Furthermore, in detail, the graphic of SF's progress of enhancement was accumulated from SF's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured SF's progress of enhancement from every meeting. The table below was SF's detailed progress of enhancement, especially on critical thinking elements.

Table 27. SF's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	1	1
Information	1	0	0
Purpose	1	1	1
Concept	2	1	0
Assumptions	2	0	1
Points of View	1	0	1
Interpretation and Inference	2	1	0
Implication and Consequences	2	1	1

The second lens of analyzing SF's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of SF's initialized condition of critical thinking skills (i.e. the condition was captured on SF's result of the preliminary research), SF was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that SF was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. SF was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in SF's case.

For the further step, after the classroom debate strategy was conducted and was given to SF, the researcher tried to analyze SF's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing SF's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of SF's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing SF's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of

study for batch 2018 A; Siti Aisyah, M.Pd). SF was successfully snatching higher score than SF's preliminary research result.

SF's detailed explanation on SF's enhancement progress was being conceptualized under this part of analysis. To begin with, SF's detailed result of preliminary research was indicating the lack of capacity of SF in thinking critically. They were (1) SF's score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) SF's score for the second element of critical thinking (i.e. information) was 1 or D; (3) SF's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) SF's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) SF's score for the fifth element of critical thinking (i.e. assumptions) was 2 or C; (6) SF's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) SF's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) SF's score for the eighth element of critical thinking (i.e. implication and consequences) was 2 or C. Thus, communally, SF's score for the preliminary research (i.e. the result of SF's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. SF's critical thinking skills in which it was captured through SF's argumentative writing final examination result was progressively enhanced. Detailed result of SF's enhancement in critical thinking skills'

was captured into these following explanations. They were (1) SF's score for the first element of critical thinking (i.e. question at issue) was 4 or A; (2) SF's score for the second element of critical thinking (i.e. information) was 4 or A; (3) SF's score for the third element of critical thinking (i.e. purpose) was 4 or A; (4) SF's score for the fourth element of critical thinking (i.e. concept) was 4 or A; (5) SF's score for the fifth element of critical thinking (i.e. assumptions) was 4 or A; (6) SF's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) SF's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) SF's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, SF's score for the preliminary research (i.e. the result of SF's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of SF's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced SF's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of SF was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, SF was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and SF's final result was 90. Thus, classroom

debate strategy beneficially contributed to the enhancement of SF's critical thinking skills.

15. The Fifteenth Research Subject; AF

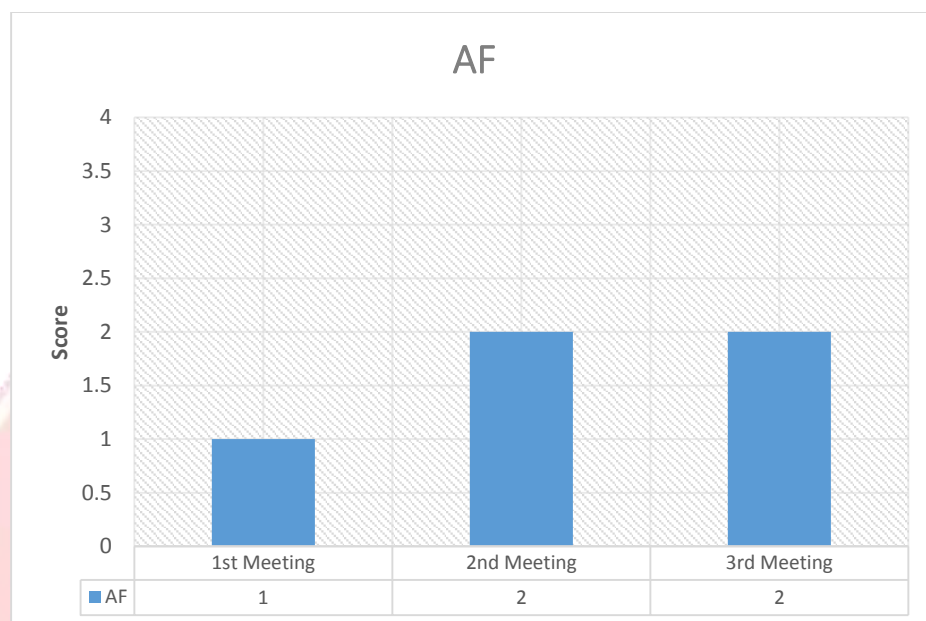


Figure 20. AF's Individual Progress during the Implementation of Classroom Debate

The fifteenth research subject was AF. AF completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. AF's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of AF in detail.

The first lens of analyzing AF's individual report was seen through the analysis of AF's classroom debate ballot. Furthermore, in detail, the graphic of AF's progress of enhancement was accumulated from AF's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured AF's progress of enhancement from every meeting. The table below was AF's detailed progress of enhancement, especially on critical thinking elements.

Table 28. AF's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	2	2
Information	1	1	3
Purpose	1	1	2
Concept	0	2	2
Assumptions	1	2	2
Points of View	1	2	3
Interpretation and Inference	1	2	2
Implication and Consequences	1	2	2

The second lens of analyzing AF's individual report was seen through the analysis of research subjects' document transcript (i.e.

preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of AF's initialized condition of critical thinking skills (i.e. the condition was captured on AF's result of the preliminary research), AF was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that AF was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. AF was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in AF's case.

For the further step, after the classroom debate strategy was conducted and was given to AF, the researcher tried to analyze AF's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing AF's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of AF's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing AF's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). AF was successfully snatching higher score than MSH's preliminary research result.

AF's detailed explanation on AF's enhancement progress was being conceptualized under this part of analysis. To begin with, AF's detailed result of preliminary research was indicating the lack of capacity of AF in thinking critically. They were (1) AF's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) AF's score for the second element of critical thinking (i.e. information) was 1 or D; (3) AF's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) AF's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) AF's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) AF's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) AF's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) AF's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, AF's score for the preliminary research (i.e. the result of AF's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. AF's critical thinking skills in which it was captured through AF's argumentative writing final examination result was progressively enhanced. Detailed result of AF's enhancement in critical thinking skills' was captured into these following explanations. They were (1) AF's score for the first element of critical thinking (i.e. question at issue) was 4 or A;

(2) AF's score for the second element of critical thinking (i.e. information) was 4 or A; (3) AF's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) AF's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) AF's score for the fifth element of critical thinking (i.e. assumptions) was 3 or B; (6) AF's score for the sixth element of critical thinking (i.e. points of view) was 4 or A; (7) AF's score for the seventh element of critical thinking (i.e. interpretation and inference) was 4 or A; and (8) AF's score for the eighth element of critical thinking (i.e. implication and consequences) was 4 or A. Hence, as a conclusion, AF's score for the preliminary research (i.e. the result of AF's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 4 or A.

The final conclusion of the enhancement of AF's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced AF's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of AF was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, AF was able to reach 4 or A. The range of being categorized under 4 or A category was 80 – 100 (i.e. excellent) and AF's final result was 80. Thus, classroom debate strategy beneficially contributed to the enhancement of AF's critical thinking skills.

16. The Sixteenth Research Subject; HNM

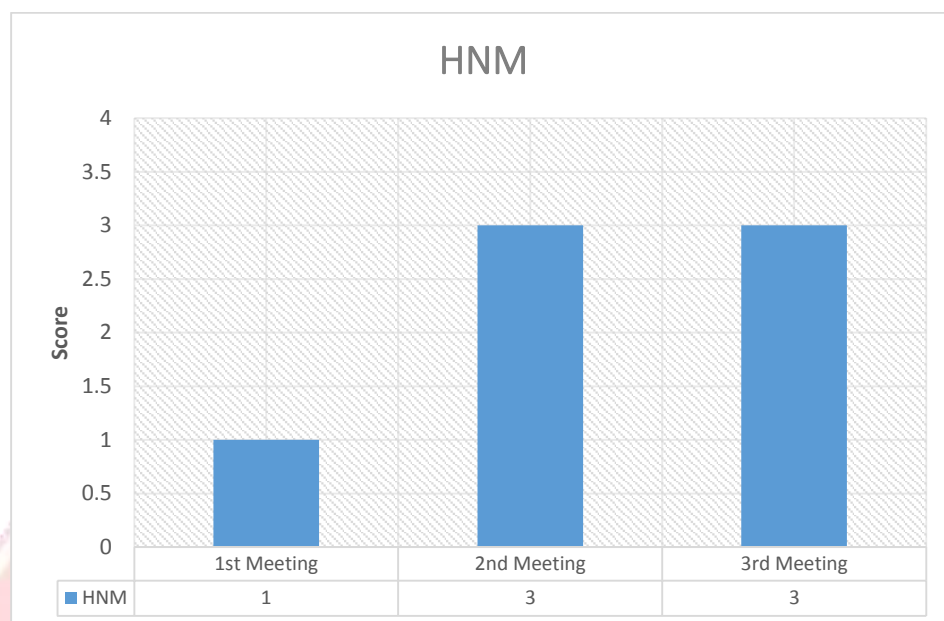


Figure 21. HNM's Individual Progress during the Implementation of Classroom Debate

The sixteenth research subject was HNM. HNM completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. HNM's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of HNM in detail.

The first lens of analyzing HNM's individual report was seen through the analysis of HNM's classroom debate ballot. Furthermore, in

detail, the graphic of HNM's progress of enhancement was accumulated from HNM's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured HNM's progress of enhancement from every meeting. The table below was HNM's detailed progress of enhancement, especially on critical thinking elements.

Table 28. HNM's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	1	2	3
Information	1	3	2
Purpose	1	3	2
Concept	1	2	3
Assumptions	1	3	3
Points of View	1	2	2
Interpretation and Inference	1	3	3
Implication and Consequences	1	3	3

The second lens of analyzing HNM's individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in

argumentative writing). Firstly, based on the analysis of HNM's initialized condition of critical thinking skills (i.e. the condition was captured on HNM's result of the preliminary research), HNM was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that HNM was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. HNM was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in HNM's case.

For the further step, after the classroom debate strategy was conducted and was given to MSH, the researcher tried to analyze HNM's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing HNM's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of HNM's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing HNM's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). HNM was successfully snatching higher score than HNM's preliminary research result.

HNM's detailed explanation on HNM's enhancement progress was being conceptualized under this part of analysis. To begin with, HNM's detailed result of preliminary research was indicating the lack of capacity of HNM in thinking critically. They were (1) HNM's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) HNM's score for the second element of critical thinking (i.e. information) was 1 or D; (3) HNM's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) HNM's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) HNM's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) HNM's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) HNM's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) HNM's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, HNM's score for the preliminary research (i.e. the result of HNM's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. HNM's critical thinking skills in which it was captured through HNM's argumentative writing final examination result was progressively enhanced. Detailed result of HNM's enhancement in critical thinking skills' was captured into these following explanations. They were (1)

HNM's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) HNM's score for the second element of critical thinking (i.e. information) was 3 or B; (3) HNM's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) HNM's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) HNM's score for the fifth element of critical thinking (i.e. assumptions) was 3 or B; (6) HNM's score for the sixth element of critical thinking (i.e. points of view) was 3 or B; (7) HNM's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) HNM's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, HNM's score for the preliminary research (i.e. the result of HNM's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 3 or B.

★ The final conclusion of the enhancement of HNM's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced HNM's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of HNM was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, HNM was able to reach 3 or B. The range of being categorized under 3 or B category was 66 – 79 (i.e. good) and HNM's final result was

75. Thus, classroom debate strategy beneficially contributed to the enhancement of HNM's critical thinking skills.

17. The Seventeenth Research Subject; NS

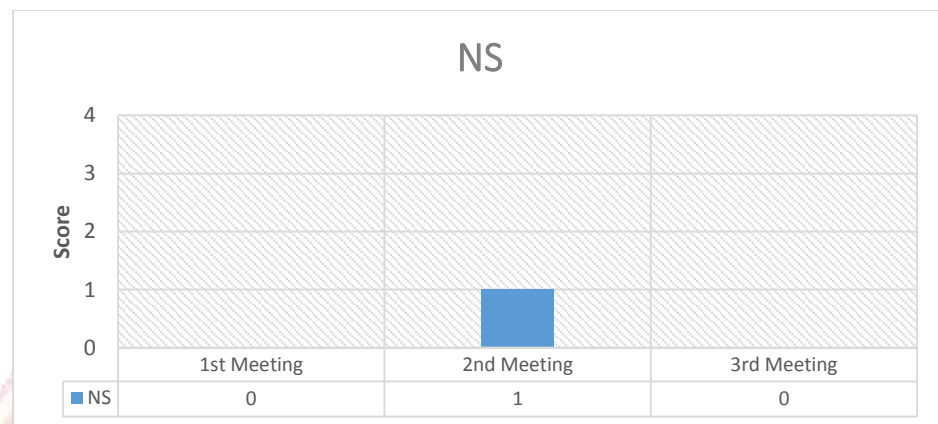


Figure 22. NS' Individual Progress during the Implementation of Classroom Debate

The seventeenth research subject was NS. NS did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there one meeting solely that NS was able to participate. NS' individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of NS in detail.

The first lens of analyzing NS' individual report was seen through the analysis of NS' classroom debate ballot. Furthermore, in detail, the

graphic of NS' progress of enhancement was accumulated from NS' classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured NS' progress of enhancement from every meeting. The table below was NS' detailed progress of enhancement, especially on critical thinking elements.

Table 30. NS' Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	-	1	-
Information	-	1	-
Purpose	-	1	-
Concept	-	0	-
Assumptions	-	0	-
Points of View	-	1	-
Interpretation and Inference	-	0	-
Implication and Consequences	-	1	-

The second lens of analyzing NS' individual report was seen through the analysis of research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative

writing). Firstly, based on the analysis of NS' initialized condition of critical thinking skills (i.e. the condition was captured on NS' result of the preliminary research), NS was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that NS was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. NS was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in NS' case.

For the further step, after the classroom debate strategy was conducted and was given to NS, the researcher tried to analyze NS' final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing NS' preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of NS' critical thinking skills. Based on the result of the researcher's analysis in critically analyzing NS' final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). NS was successfully snatching higher score than NS' preliminary research result.

NS' detailed explanation on MWH's enhancement progress was being conceptualized under this part of analysis. To begin with, NS'

detailed result of preliminary research was indicating the lack of capacity of NS in thinking critically. They were (1) NS' score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) NS' score for the second element of critical thinking (i.e. information) was 1 or D; (3) NS' score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) NS' score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) NS' score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) NS' score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) NS' score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) NS' score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, NS' score for the preliminary research (i.e. the result of NS' critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. NS' critical thinking skills in which it was captured through NS' argumentative writing final examination result was progressively enhanced. Detailed result of NS' enhancement in critical thinking skills' was captured into these following explanations. They were (1) NS' score for the first element of critical thinking (i.e. question at issue) was 2 or C; (2) NS' score for the second element of critical thinking (i.e. information) was 2 or C; (3) NS' score for the third element of critical thinking (i.e.

purpose) was 2 or C; (4) NS' score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) NS' score for the fifth element of critical thinking (i.e. assumptions) was 3 or B; (6) NS' score for the sixth element of critical thinking (i.e. points of view) was 3 or B; (7) NS' score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) NS' score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, NS' score for the preliminary research (i.e. the result of NS' critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 3 or B.

The final conclusion of the enhancement of NS' critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced NS' critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of NS was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, NS was able to reach 3 or B. The range of being categorized under 3 or B category was 66 – 79 (i.e. good) and NS' final result was 75. Thus, classroom debate strategy beneficially contributed to the enhancement of NS' critical thinking skills.

18. The Eighteenth Research Subject; MWH

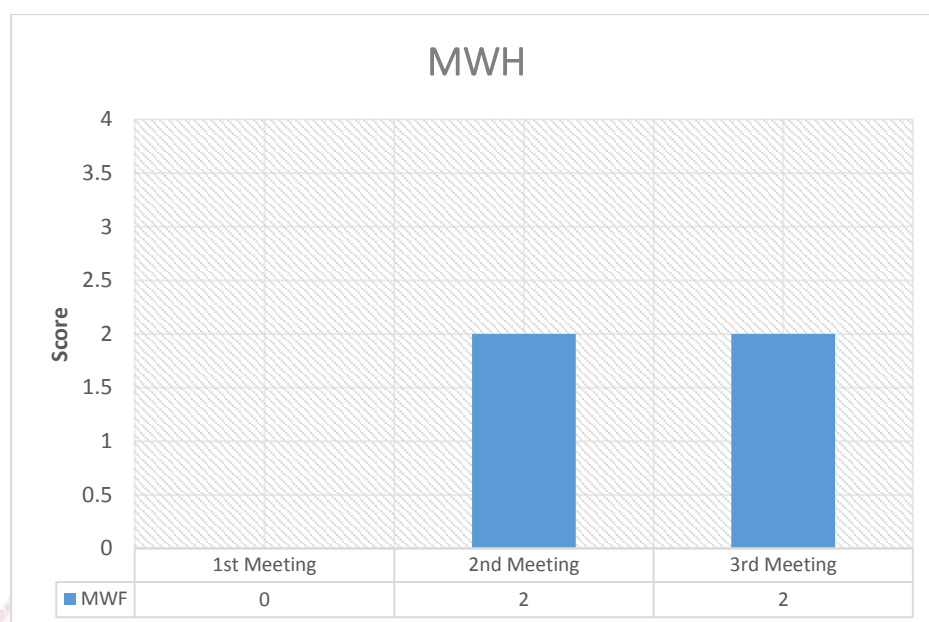


Figure 23. MWH's Individual Progress during the Implementation of Classroom Debate

The eighteenth research subject was MWH. MWH did not complete the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Out of three meetings, there were two meetings that MWH was able to participate. MWH's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of MWH in detail.

The first lens of analyzing MWH's individual report was seen through the analysis of MWH's classroom debate ballot. Furthermore, in

detail, the graphic of MWH's progress of enhancement was accumulated from MWH's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured MWH's progress of enhancement from every meeting. The table below was MWH's detailed progress of enhancement, especially on critical thinking elements.

Table 31. MWH's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	-	2	1
Information	-	2	1
Purpose	-	3	2
Concept	-	2	2
Assumptions	-	2	2
Points of View	-	2	1
Interpretation and Inference	-	2	2
Implication and Consequences	-	2	2

The second lens of analyzing MWH's individual report was seen through the analysis of research subjects' document transcript (i.e.

preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of MWH's initialized condition of critical thinking skills (i.e. the condition was captured on MWH's result of the preliminary research), MWH was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that MWH was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. MWH was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in MWH's case.

For the further step, after the classroom debate strategy was conducted and was given to MWH, the researcher tried to analyze MWH's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing MSH's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of MWH's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing MWH's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). MWH was

successfully snatching higher score than MWH's preliminary research result.

MWH's detailed explanation on MWH's enhancement progress was being conceptualized under this part of analysis. To begin with, MWH's detailed result of preliminary research was indicating the lack of capacity of MWH in thinking critically. They were (1) MWH's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) MWH's score for the second element of critical thinking (i.e. information) was 1 or D; (3) MWH's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) MWH's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) MWH's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) MWH's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) MWH's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) MWH's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, MWH's score for the preliminary research (i.e. the result of MWH's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. MWH's critical thinking skills in which it was captured through MWH's argumentative writing final examination result was progressively

enhanced. Detailed result of MWH's enhancement in critical thinking skills' was captured into these following explanations. They were (1) MWH's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) MWH's score for the second element of critical thinking (i.e. information) was 3 or B; (3) MWH's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) MWH's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) MWH's score for the fifth element of critical thinking (i.e. assumptions) was 3 or B; (6) MWH's score for the sixth element of critical thinking (i.e. points of view) was 3 or B; (7) MWH's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) MWH's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, MWH's score for the preliminary research (i.e. the result of MWH's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 3 or B.

The final conclusion of the enhancement of MWH's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced MWH's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of MWH was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate

strategy, MWH was able to reach 3 or B. The range of being categorized under 3 or B category was 66 – 79 (i.e. good) and MWH's final result was 75. Thus, classroom debate strategy beneficially contributed to the enhancement of MWH's critical thinking skills.

19. The Nineteenth Research Subject; MSH

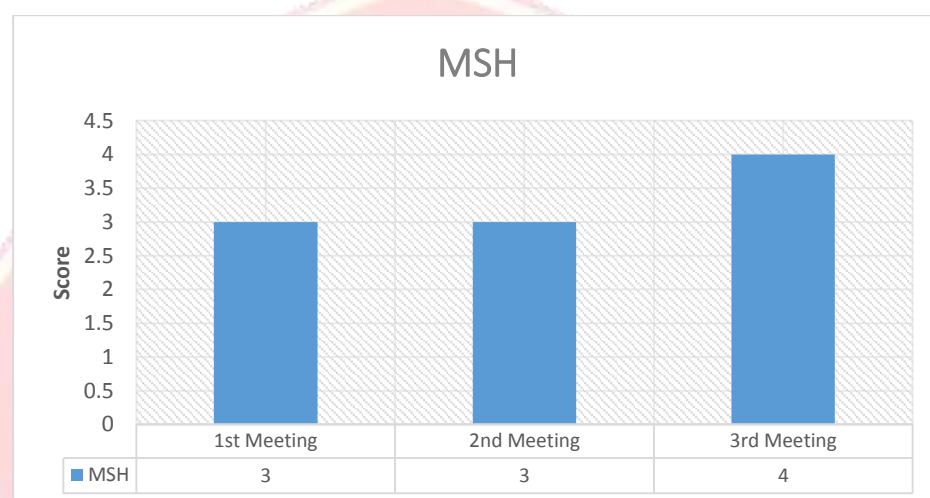


Figure 24. MSH's Individual Progress during the Implementation of Classroom Debate

The nineteenth research subject was MSH. MSH completed the attendance list of three meetings of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. MSH's individual report was seen through two lenses of analysis, namely classroom debate ballot and research subjects' document transcript (i.e. preliminary research result and final-term examination result in argumentative writing). Hence these following passages explain the result of MSH in detail.

The first lens of analyzing MSH's individual report was seen through the analysis of MSH's classroom debate ballot. Furthermore, in detail, the graphic of MSH's progress of enhancement was accumulated from MSH's classroom debate ballot. The detailed classroom debate ballot was built by the integration of Inch. et al. theory in 2006. Hence, as an active observer and adjudicator, the researcher captured MSH's progress of enhancement from every meeting. The table below was MSH's detailed progress of enhancement, especially on critical thinking elements.

Table 32. MSH's Individual Progress of the Enhancement of Critical Thinking Elements

CT Elements	Meeting		
	1 st	2 nd	3 rd
Question at Issue	3	4	4
Information	3	3	4
Purpose	3	3	4
Concept	3	4	4
Assumptions	3	3	4
Points of View	3	3	4
Interpretation and Inference	3	3	4
Implication and Consequences	3	4	4

The second lens of analyzing MSH's individual report was seen through the analysis of research subjects' document transcript (i.e.

preliminary research result and final-term examination result in argumentative writing). Firstly, based on the analysis of MSH's initialized condition of critical thinking skills (i.e. the condition was captured on MSH's result of the preliminary research), MSH was categorized as one of the research subjects with lack of critical thinking skills. This was due to the fact that MSH was solely able to snatch the D or 1 category. D or 1 category was referred to the poor proficiency in critical thinking. MSH was unable to fulfill eight elements of critical thinking skills in a proper execution. There were numerous lacks of understanding in MSH's case.

For the further step, after the classroom debate strategy was conducted and was given to MSH, the researcher tried to analyze MSH's final examination result. The examination result was in the form of argumentative writing work in which it was similar as the object to be analyzed in the preliminary research. Analyzing MSH's preliminary research result (i.e. before experiencing classroom debate strategy) and final examination result (i.e. after experiencing classroom debate strategy), the researcher came in agreement that there was an enhancement of MSH's critical thinking skills. Based on the result of the researcher's analysis in critically analyzing MSH's final examination result (i.e. the final examination result was derived from the lecturer of argumentative writing major of study for batch 2018 A; Siti Aisyah, M.Pd). MSH was successfully snatching higher score than MSH's preliminary research result.

MSH's detailed explanation on MSH's enhancement progress was being conceptualized under this part of analysis. To begin with, MSH's detailed result of preliminary research was indicating the lack of capacity of MSH in thinking critically. They were (1) MSH's score for the first element of critical thinking (i.e. question at issue) was 1 or D; (2) MSH's score for the second element of critical thinking (i.e. information) was 1 or D; (3) MSH's score for the third element of critical thinking (i.e. purpose) was 1 or D; (4) MSH's score for the fourth element of critical thinking (i.e. concept) was 1 or D; (5) MSH's score for the fifth element of critical thinking (i.e. assumptions) was 1 or D; (6) MSH's score for the sixth element of critical thinking (i.e. points of view) was 1 or D; (7) MSH's score for the seventh element of critical thinking (i.e. interpretation and inference) was 1 or D; and (8) MSH's score for the eighth element of critical thinking (i.e. implication and consequences) was 1 or D. Thus, communally, MSH's score for the preliminary research (i.e. the result of MSH's critical thinking skills before experiencing classroom debate strategy) was snatched 1 or D solely.

As a result, after three meetings of the implementation, the enhancement of critical thinking (i.e. beneficial contribution) was absorbed. MSH's critical thinking skills in which it was captured through MSH's argumentative writing final examination result was progressively enhanced. Detailed result of MSH's enhancement in critical thinking skills' was captured into these following explanations. They were (1)

MSH's score for the first element of critical thinking (i.e. question at issue) was 3 or B; (2) MSH's score for the second element of critical thinking (i.e. information) was 3 or B; (3) MSH's score for the third element of critical thinking (i.e. purpose) was 3 or B; (4) MSH's score for the fourth element of critical thinking (i.e. concept) was 3 or B; (5) MSH's score for the fifth element of critical thinking (i.e. assumptions) was 3 or B; (6) MSH's score for the sixth element of critical thinking (i.e. points of view) was 3 or B; (7) MSH's score for the seventh element of critical thinking (i.e. interpretation and inference) was 3 or B; and (8) MSH's score for the eighth element of critical thinking (i.e. implication and consequences) was 3 or B. Hence, as a conclusion, MSH's score for the preliminary research (i.e. the result of MSH's critical thinking skills after experiencing classroom debate strategy) was enhanced from 1 or D to 3 or B.

★ The final conclusion of the enhancement of MSH's critical thinking skills was drawn. The result came in agreement that the use of classroom debate progressively enhanced MSH's critical thinking skills. Furthermore, for its validity and its legality, the final conclusion was verified by the lecturer of argumentative writing of the research subjects (i.e. Siti Aisyah, M.Pd). Preliminary research of MSH was able to snatch 1 or D score solely. Progressively, after experiencing classroom debate strategy, MSH was able to reach 3 or B. The range of being categorized under 3 or B category was 66 – 79 (i.e. good) and MSH's final result was

75. Thus, classroom debate strategy beneficially contributed to the enhancement of MSH's critical thinking skills.

4.2. Discussion

This section mainly concerns on providing a discussion that is lied under the findings of this undergraduate thesis. Dealing with the main concentration of this research, the researcher addresses a further discussion about classroom debate strategy to enhance students' critical thinking skills through argumentative writing in two main by dividing it into two main layers of discussion. The first layer of discussion is strongly related to the main concern of the first statement of the problem, namely the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Moreover, the second layer of discussion emphasizes about the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Hence, through these following explanation, the researcher tries to clarify every layer of discussion in detail.

4.2.1. The Discussion of the Finding of the Implementation of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

In conducting the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, there were seven main steps that were legitimate to be pursued and to be

conducted. Pandering on the researcher's framework of seven steps of implementation, the researcher described the first meeting of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing in detail based on those seven steps. They were contained of (1) informing the rules of classroom debate; (2) displaying the matchups (i.e. debaters organization and roles within the classroom debate); (3) publishing the motion for each matchup; (4) setting up the case building time or discussion time; (5) starting the classroom debate that is being organized based on debater's role; (6) adjudicating through debating ballot; and (7) conducting a communal evaluation. Thus, all of those seven main steps became to stepping-stone to conduct the implementation.

Due to its main function during the implementation, those seven steps of the implementation were conducted three times (i.e. three meetings). The date was (1) 26th of November 2019 for the first meeting; (2) 3rd of December 2019 for the second meeting; and (3) 10th of December 2019 for the third meeting. The decision of conducting three meetings of implementation was mainly initiated from Creswell's framework in 2007. In qualitative research, especially an observation with active observer, Creswell (2007) stated that the use of proper timing of conducting an observation with researcher as an active observer is a must. Three batches of conducting an observation with researcher as an active observer is a must was considered as one of the most proper timings. This belief grew up from

the possible arrival of research subjects' boredom. In the worst-scenario of this research, the research subjects could be possibly think that the researcher might shift the role of the teacher, thus, it could be possibly generating a tendency within the students to not completely concerned with the implementation. Moreover, choosing three meetings of the implementation was also made by the researcher's concern on research subjects' possible hectic date. In this case, the researcher tries to pick a day that was not too close from final-term examination, but it was also not too far. Hence, the researcher purposively explained all of those meetings by these following discussions.

From all of those meetings of implementation, the communal justification was made. There was an enhancement of research subjects' critical thinking skills in which it was grew up from the first meeting until the last meeting. Firstly, during the first meeting, the researcher claimed that the first meeting was the rawest phase of the implementation. There were numerous inadequate moves of creating an argument. It was vividly captured through shyness, unnecessary jokes, and non-scientific argument. Mostly, the research subjects were unable to leave a highlight on how they have to argument to begin with. The researcher considered that the condition of the first meeting was a normal move because of the tendency of adaption. Serious note was made and it was the fact that there must be an enhancement in the second meeting and the third meeting. Luckily, in the second meeting, there was a highly rocketing manifestation of research subjects'

enhancement in thinking critically. All students proudly showed their excitements in debating. Most of them were unable in providing scientific argument, including adding credible references. Most of the research subjects also had a very proper manner in debating. There was a concrete manifestation of enhancement during the second meeting. Thirdly, similar to the second meeting, the academic nuance of debating was still envisioned. The third meeting of the implementation was still conducted in a very well-made condition, but, unluckily, it was not as outstanding as the second meeting. There were some students in one team (i.e. affirmative team) that were being misunderstood in defining the motion. On the other hand, most of students were still presenting advanced arguments. Hence, the researcher concluded this section of discussing into one communal agreement that the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing was conducted properly. The enhancement in every meeting became a valid indicator that both researcher and research subject were able to build an academic nuance under the proper utilization of classroom debate.

4.2.2. The Discussion of the Finding of the Result of Classroom Debate Strategy to Enhance Students' Critical Thinking Skills through Argumentative Writing

In analyzing the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, there were two lenses of analysis. Those two lenses of analysis were mainly aimed to

provide a vivid exploration on how classroom debate strategy contributed to the enhancement of students' critical thinking skills through argumentative writing. The first lens was dealt with the result of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing and it was captured through classroom debate ballot. The second lens mainly dealt with the decision-making substantive of the researcher, thus, in formulating the second lens analysis, the researcher absorbed the third party (i.e. the authority) documents to analyze. The second lens was contributing as the final justification whether the implementation of classroom debate strategy to enhance students' critical thinking skills was working or not. Thus, these following explanations mainly wrapped the discussion of the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing, there were two lenses of analysis.

The first lens to be discussed was the lens of analyzing the research subjects' result during the implementation of classroom debate strategy. Based on the result, the researcher polarized or categorized the result of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing into two main categories. The first category was research subjects with dynamic enhancement and the second category was research subjects with static enhancement. The communal result for the first category (i.e. research subjects with dynamic enhancement) came in agreement that there were twelve research subjects

with dynamic enhancement. The decision of labelling those twelve research subjects as the research subjects with dynamic enhancement mainly came from the fact that all of those research subjects always had an enhancement within their classroom debate strategy implementation. The quality of their arguments was enhanced throughout times and it was proven through the case building paper (i.e. attached as an appendix). Their case building papers became a concrete proof of how enhanced the quality of their arguments in which it also reflected their critical thinking skills. Furthermore, for the second category (i.e. research subjects with static enhancement), the researcher's result of analysis came in agreement that there were seven research subjects with static enhancement in the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Moreover, the decision of labelling those seven research subjects as the research subjects with static enhancement mainly came from the fact that all of those research subjects unfortunately had an unstable enhancement within their classroom debate strategy implementation. Some of them were having plain progress and the rest of them was jumpy from enhanced into decreased. It was proven through the case building paper (i.e. attached as an appendix). As a concrete proof, their case building papers became a valid embodiment of the quality of their arguments. It also reflected their critical thinking skills.

The second lens to be discussed was the lens of analyzing the research subjects' result during the implementation of classroom debate

strategy. It was also referred to the final justification of the enhancement. It was mainly purposed to decide whether the classroom debate strategy did work or not. Moreover, the second lens was capturing the decision-making process of the researcher based on the legal authority (i.e. the lecturer of argumentative writing). In analyzing the second lens, the researcher accumulated and absorbed the insight through two main sources to analyze. Those two main sources were accumulated from the third party (i.e. document analysis). Those two main sources were research subjects' preliminary research result and research subjects' final examination result). Furthermore, those two main resources were in line because both of it were having the same aim, namely creating an argumentative writing work.

Communally, the final result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing came in an agreement that classroom debate strategy was progressively enhancing students' critical thinking skills. It was legitimately proven from the fact that all of those 19 research subjects' critical thinking skills were enhanced. Every critical thinking element (i.e. CT elements of Inch et al. theory in 2006) of those 19 research subjects were progressively enhanced. In detail, from all of those 19 research subjects, there were three types of the classification of the enhancement. The first one was the enhancement from preliminary research result with 2 or C score into 4 or A score as the final examination result. In the first type of enhancement, there were three students or research subjects that were classified in the first type, namely

MSA, MFR, and RYV. Moreover, the second one was the enhancement from preliminary research result with 1 or D score into 4 or A score as the final examination result. In the second type of enhancement, there were eleven students or research subjects that were classified in the second type, namely APD, AWPW, JRF, MDR, NIZ, PIN, PGM, RES, SFAI, SF, and AF. Lastly, the third one was the enhancement from preliminary research result with 1 or D score into 3 or B score as the final examination result. In the third type of enhancement, there were five students or research subjects that were classified in the third type, namely MM, HNM, NS, MWH, and MSH.

As a communal justification, classroom debate strategy was progressively contributing the enhancement of research subjects' critical thinking skills. Its entire progress of enhancement was captured in legitimate manifestation, namely (1) classroom debate ballot; (2) observation field notes; (3) case building papers of three meetings implementation; (4) preliminary research result from argumentative writing's lecturer of the research subjects; and (5) final examination result from argumentative writing's lecturer of the research subjects. Furthermore, dealing with its verification and validation, the research was verified by the lecturer of argumentative writing's lecturer because the scoring and the justification were received from the lecturer. Thus, as a communal statement, the assumption of believing that classroom debate strategy can

enhance students' critical thinking skills through argumentative writing was conceptually and practically correct.

