

**USING ASIAN PARLIAMENTARY DEBATE (APD) TO HONE  
TEN GRADERS STUDENTS' CRITICAL THINKING:  
EFFECTIVENESS AND STUDENTS' PERCEPTION**

**UNDERGRADUATE THESIS**

Arranged by

**IMAN SETIA HAREFA**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF LETTERS AND LANGUAGES**

**UNIVERSITAS KRISTEN INDONESIA**

**JAKARTA**

**2023**

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**UNDERGRADUATE THESIS**

**Submitted in partial fulfillment of requirements  
for the bachelor Degree (S.Pd) of English Language Education Study  
Program Faculty of Letters and Languages, Universitas Kristen Indonesia**

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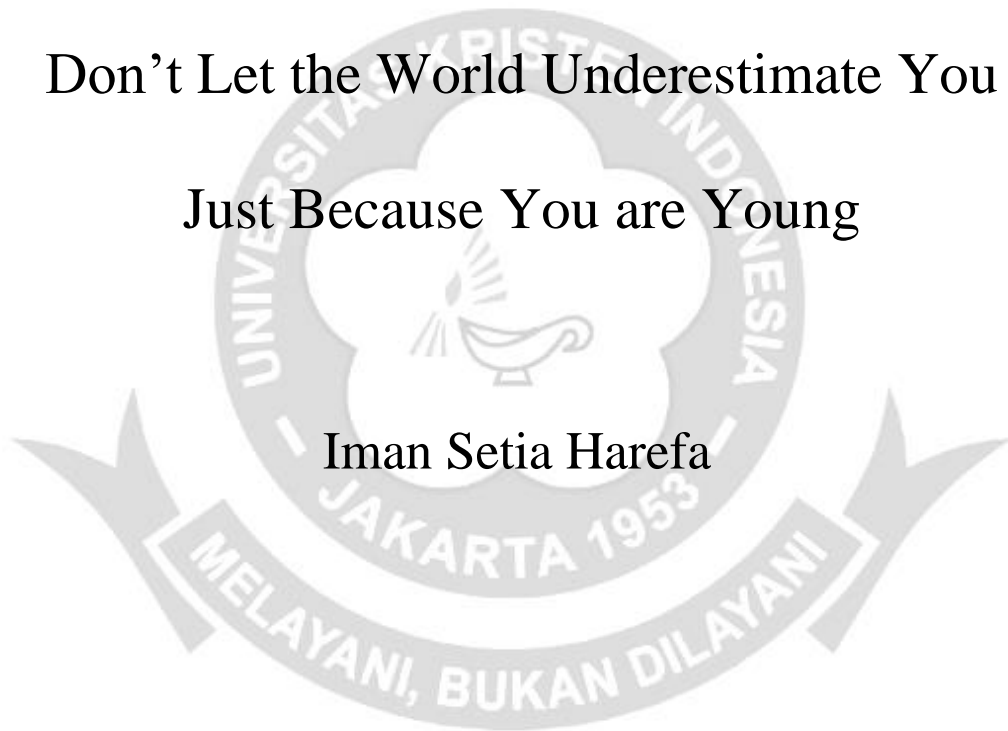


Iman Setia Harefa

## MOTTO

Don't Let the World Underestimate You  
Just Because You are Young

Iman Setia Harefa



## **DEDICATION**

**This final project is mainly dedicated to:**

My beloved parents:

Faozaro Harefa and Hayati Zega

My dearest sister:

Asameni Harefa





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Jakarta Juni 22, 2023



Iman Setia Harefa



## TABLE OF CONTENTS

<b>STATEMENT OF AUNTHENCITY OF FINAL PROJECT .....</b>	<b>i</b>
<b>UNDERGRADUATED THESIS APPROVAL .....</b>	<b>ii</b>
<b>APPROVAL FOR UNDERGRADUATE THESIS EXAM .....</b>	<b>iii</b>
<b>UNDERGRADUATED THESIS PUBLICATION STATEMENTS AND APPROVAL .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>ABSTRACT .....</b>	<b>xiii</b>
<b>ABSTRAK .....</b>	<b>xiv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Background.....	1
B. Research Questions .....	3
C. Research Objectives .....	4
D. Research Signification .....	4
E. Research Scope .....	4
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>6</b>
A. The Fundamental of Critical Thinking.....	6
B. The Fundamental of Debate .....	8
C. Previous Related Researches.....	11
D. Hypothesis.....	13
E. Conceptual Framework .....	13
<b>CHAPTER III METHODOLOGY .....</b>	<b>15</b>
A. Research Design.....	15
B. Population and Sample.....	16

C. Research Instrument.....	17
D. Data Collection Technique.....	18
E. Mechanism of Data Colleting .....	19
F. Technique of Data Analysis .....	20
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>23</b>
A. Quantitative Data Result .....	23
1. Descriptive Statistical Analysis .....	23
2. Data Analysis .....	32
3. Hypothesis Test.....	34
B. Qualitative Data Result .....	35
1. Experimental Group.....	35
2. Control Group .....	40
C. Discussion .....	43
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>55</b>
A. Conclusion .....	55
B. Suggestion.....	56
<b>REFERENCES.....</b>	<b>57</b>
<b>CURRICULUM VITEA .....</b>	<b>64</b>
<b>APPENDICES .....</b>	<b>65</b>

## LIST OF TABLES

Table 3.1 Research Design.....	15
Tabel 3.2 The Population of This Study .....	16
Tabel 3.3 The Sample of This Study.....	17
Tabel 3.4 Classification Assessment.....	21
Tabel 4.1 Pre-Test Descriptive Data Result.....	23
Tabel 4.2 Post-Test Descriptive Data Result .....	24
Tabel 4.3 The Result of Normality Data.....	26
Tabel 4.4 The Result of Homogeneity Data.....	27
Tabel 4.5 The result of Hypothesis Test .....	28
Tabel 4.6 The Summarize Findings from Open-ended Questionnaire Experimental Class.....	29
Tabel 4.7 The Summarize Findings from Open-ended Questionnaire of Control Class.....	33

## LIST OF FIGURES

Figure 2.1 APD Team's Composition.....	10
Figure 2.2 Conceptual Faramework.....	13
Figure 4.1 APD Team's The Mean Score of Pre-Test and Post-Test .....	25



## Using Asian Parliamentary Debate (APD) to Hone Ten Grader Students'

### Critical Thinking: Effectiveness and Students' Perceptions

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#### ABSTRACT

This study aimed to investigate the effect of APD implementation on students' critical thinking skills and to gain valuable insights from investigating and analyzing the multifaceted aspects of students' perceptions, attitudes, and experiences. The location of this research was at SMA Negeri 71 Jakarta which located precisely at jalan Kavling TNI Angkatan Laut, RT.7/RW.16, Duren Sawit, Kec. Duren Sawit, Kota Jakarta Timur. The duration of this research spanned over three months, precisely from March to May. This research conducted an explanatory sequential mixed-methods design. The researcher collected quantitative data through experiments. The data was analyzed using statistical techniques to identify the effect between variables. After completing the quantitative phase, the researcher moved to the qualitative phase to gain a deeper understanding of the quantitative results. In order to gain quantitative data, researcher used critical thinking test called Watson-Glaser Test while qualitative data was collected using interview through semi-structured interviews to assess students' perceptions. The result of this study shows that APD has significant effect on students' critical thinking abilities. The mean score of the pre-test and post in the experimental group were 45.2 and 62.3 respectively while the mean pre-test and post-test scores in the control group were 40.56 and 52.1 respectively. The experimental group's critical thinking improved from good level to excellent level, while the control group's critical thinking improved from good level to very good level. Moreover, the hypothesis test findings demonstrate that  $t_{count}$  (2.342) is higher than  $t_{table}$  (1.994) with significant level of 0.05. The findings were further supported by students' perceptions, which indicated that APD contributed to the development of their critical thinking skills, particularly in analyzing problems, issues, and potential solutions. In conclusion, it can be inferred that APD is beneficial in enhancing students' critical thinking abilities. Therefore, it is concluded a suitable method for teaching and learning.

**Keywords:** Asian Parliamentary Debate, Critical Thinking, Student Perception

## **Penggunaan Debat Parlemen Asia (APD) untuk Mengasah Pemikiran Kritis**

### **Siswa Kelas Sepuluh: Efektivitas dan Persepsi Siswa**

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#### **ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki efek penerapan Asian Parliamentary Debate (APD) pada keterampilan berpikir kritis siswa dan untuk mendapatkan wawasan berharga dari penyelidikan dan analisis berbagai aspek persepsi, sikap, dan pengalaman siswa. Lokasi penelitian ini adalah di SMA Negeri 71 Jakarta yang terletak di Jalan Kavling TNI Angkatan Laut, RT.7/RW.16, Duren Sawit, Kec. Duren Sawit, Kota Jakarta Timur. Durasi penelitian ini berlangsung selama tiga bulan, yaitu dari Maret hingga Mei. Penelitian ini menggunakan desain Mixed-Methods Explanatory Sequential. Peneliti mengumpulkan data kuantitatif melalui eksperimen. Data dianalisis menggunakan teknik statistik untuk mengidentifikasi hubungan antara variabel-variabel yang diteliti. Setelah menyelesaikan fase kuantitatif, peneliti melanjutkan ke fase kualitatif untuk memahami secara lebih mendalam hasil-hasil kuantitatif tersebut. Untuk mengumpulkan data kuantitatif, peneliti menggunakan tes berpikir kritis bernama Watson-Glaser Test, sementara data kualitatif dikumpulkan melalui wawancara menggunakan wawancara semi-terstruktur untuk mengevaluasi persepsi siswa. Hasil dari penelitian ini menunjukkan bahwa APD memiliki efek signifikan pada kemampuan berpikir kritis siswa. Nilai rata-rata pre-test dan post-test pada kelompok eksperimen masing-masing adalah 45,2 dan 62,3 sedangkan rata-rata nilai pre-test dan post-test pada kelompok kontrol masing-masing adalah 40,56 dan 52,1. Kemampuan berpikir kritis kelompok eksperimen meningkat dari tingkat Baik menjadi tingkat Sangat Baik, sedangkan kelompok kontrol meningkat dari tingkat Baik menjadi tingkat Baik Sekali. Hasil uji hipotesis menunjukkan bahwa nilai  $t_{count}$  (2.342) lebih tinggi dari nilai  $t_{table}$  (1.994) dengan tingkat signifikansi 0.05. Temuan ini didukung oleh persepsi siswa, yang menunjukkan bahwa APD berkontribusi pada perkembangan kemampuan berpikir kritis mereka, terutama dalam menganalisis masalah, isu, dan solusi potensial. Kesimpulannya, berdasarkan hasil-hasil penelitian ini, dapat disimpulkan bahwa APD bermanfaat dalam meningkatkan kemampuan berpikir kritis siswa. Oleh karena itu, APD dapat dianggap sebagai metode yang cocok untuk pembelajaran.

**Kata kunci:** Berpikir Kritis, Debat Parlemen Asia, Persepsi Siswa