Investigating CTS Connection: Input and Output Ability in Debate for L2 Learners

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Abstract

This study investigates the connection between critical thinking and input ability skills within the debate framework. In debate, the spontaneous and responsive ability intrigues the researcher in case of debate. Nevertheless, the forgotten essential in the debate is the input ability, for example, confirming information, summarizing, catching details, listening to the arguments, processing the flaw, and other necessary skills in debate before the output ability. The sources for this literature review are from the past thirty journals in the past ten years. This research is qualitative research investigates the critical thinking skill ability on language input ability. The data is collected on the internet with the help of Google Scholar and reviewed by summarizing the journals and taking a conclusion with the result revealed. The method used in this research is a Systematic Literature Review. The sources for this literature review are from the past thirty journals before in the past ten years. The data is collected on the internet with the help of Google Scholar and reviewed by summarizing the journals and taking a conclusion with the result revealed. The result of this paper elucidates that emotional intelligence, output, and input ability concern, speaking proficiency, and CTS thorough debate framework are related. As has been demonstrated, input ability plays a major key in output production. The excitement for the next research is to find a method to equalize the improvement of input abilities rather than focusing on output ability.

Keywords: Critical Thinking Skill, Debate, Input Ability.

1. INTRODUCTION

The connection between input quantity and quality and effective language learning has been extensively studied in the field of SLA. input is defined as "L2 vocal utterances the learner has heard and understood, including his own, independent of whether these utterances have been correctly generated by L2 native speakers or incorrectly by other non-native speakers of the L2 (Flege, 2018)." These input abilities play an important role in comprehending the debate situation. The listening and reading skills in debate need to have more attention since people mostly rely on the products of them such as speech and arguments. Debate has long been regarded as an active learning strategy to promote critical thinking and creativity (Walker, 2003). Means that debate is one of factors to increase critical thinking skill and mostly in input ability.

Input ability ideally could be measured by testing the sample knowledge with structure, reading process, listening process, and information processing at the same time in a debate framework (Muchsonny et al., 2021). Critical thinking is an individual's ability to analyze and evaluate information by using appropriate decisions to suit various situations and contexts (Elder & Paul,

2020). According to (Freeley & Steinberg, 2013), critical thinking is necessary for decision-making since (a) life necessitates it and (b) rational decision-making depends on critical thinking. (c) a capacity for examination and assessment of arguments (d) a talent that enhances advocacy and information utilization. It is consistent with (Johnson, 2002), who defines critical thinking as (a) a clear, organized process involved in mental activities such as problem-solving, decision-making, persuading, analyzing premises, and scientific inquiry; (b) the capacity for organized reasoning; and (c) a systematic process that enables students to formulate and evaluate their own beliefs and claims.

The relevant previous study is made by (Aclan & Aziz, 2015) using debate as a tool to develop the learner's communicative competence, however, the researcher did not mention the reading and listening skills importance before the debate situation in class began, the researcher believe that they listening and communication issue will develop as time goes on. (Syukri, 2016) also argue the use of debate to measure fluency, the result showcased a minor effect on their communication skill. The point is, researchers failed to maximize the input accuracy and fluency causing the product to fail to be maximized, at this state the researcher needed to dig more on the cause rather than the product.

In addition, the researchers failed to get the idea of how important input ability is, especially in critical thinking and debate framework. In this respect, most of the past researchers' ideas discussed about the products of the debate themselves, emotion, and effectiveness in the pedagogy. The process of their input ability plays an important role in deciding their output products and this is the flaw of the past researchers to identify which aspects that makes most of their research's result has a minor effect. The researchers are focusing less attention on the input ability in debate framework especially in reading and listening. The topics discussed are pointing to the reading ability in the pre-debate session and comparing it with the output. The essential aspects in debate input ability is to scan, organize, and transfer it into spoken words (Output). Listening when paying attention to the detail of the opposite team's arguments is important in critical thinking and input ability correlation.

Therefore, to fill the void of previous researchers, by employing this systematic literature review, this study is conducted to examine other elements related to debate proficiency other than speaking capability that adress the missing aspects of the previous research. This research is evisages the other elements that needed to be more acknowledged.

The sources for this literature review are from the past thirty journals in the past ten years. The data is collected and reviewed by summarizing the journals and taking a conclusion with the result revealed. The points are in debating, the input ability will affect the outcome of the output skill, and primary knowledge acts big in critical thinking framework. The discussion will be 1) Critical thinking skills, debate, and Input ability. 2) Output ability concern. 3) Emotional intelligence. The review is mainly concerned about the input

ability rather than the output ability itself, hence the main factor to affect the output is the individual's input ability. However, past researchers failed to identify this and focused on the output and emotional factors, even the background knowledge of the samples is mentioned as a problem.

The aim of this research is to introduce and inform the importance of input ability before output ability. Based on the citation and the issue that has been discussed above, we could see and be aware of why the minor result could happen in every classroom action research. experimental, etc. This study is important in identifying the student's needs within their range of study in debating and narrowing the method used to have a maximum effect on using the debate as a pedagogical framework.

2. RESEARCH METHODOLOGY

This section presents the method on how this research was conducted. Systematic literature review is applied in this study to investigate the importance of input ability in debate class. This study used a qualitative method. This method is used because it shows the critical evaluation of the past studies to determine which literature could be analyzed and interpreted in the findings (Duriau et al., 2007). This study used a collective method to collect the data, using Chrome as an engine to gather information in Google Scholar web, online university journal library, and scopus from thirty journals, literature review, thesis, and reports with related topics. The study is carried out by analyzing the data from those thirty research reports to confirm and ensure the eligibility of the data achieved. This method was utilized to ensure the study quality and trustworthiness, specifically credibility, dependability and confirmability of the findings. The result will be explained in the findings section and elaborate in the discussion section.

3. RESULT AND DISCUSSION

The researcher additionally chose four subjects from the reviewed studies from those publications, books, theses, and reports, which are 1) Critical thinking skill, debate, and Input ability. 2) Output and input ability concern. 3) Emotional Intelligence, 4) Speaking proficiency.

No.	Title/Author	Summary
1	The.Effectiveness. Of The British Parliamentary Debate Technique (Bpdt) To Enhance The Students' Speaking Proficiency (Gunawan, Rahmiati, Dewi Sartika, Universitas Muhammadiyah Bone, Watampone 92714, Indonesia)	Issue: The interest of students in BP debate Method: pre-experimental Result: capability to speak increased Target: 4th semester college student

2	Debate Technique as Teacher's Strategies in Improving Student's Higher Education English Speaking Skill (Firnantia Lara Lestari)	Issue: students afraid to speak in public Method: descriptive qualitative Result: highest score in vocabulary, low at content and systematic, eventually it is effective for a higher English student. Target: MHS
3	The Influence Of Applying Debate Session On Improving The Language Department Students' Speaking Proficiency At The Second Year Of Sman 3 Pekanbaru (Boby Febrianto)	Issue: the lesson mainly focused on the teacher and the teacher didn't know the debate system and used the same way repeatedly in teaching speaking. Method: experimental research, 9x60 minute of debate session. Result: succeeded in increasing the student's proficiency Target: Highschool, XI/2 class
4	Debate, Critical Thinking Disposition, And Self-Confidence: Do They Contribute To Speaking Proficiency? (Saputri, Indah, Rasyid)	Issue: self-confident with speaking ability Method: quantitative, path analysis design. Result: it is weighted more on confidence rather than speaking itself Target: Highschool
5	Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill	Issue: debate impact on CT and speaking Method: quasi-experimental, control group design Result: the group with treatment shows ability increasement. Target: College Student
6	Classroom Debate as a Systematic Teaching/Learning Approach (Pezhman Zare and Moomala Othman)	Issue: limitations in using debate systems in the classroom. Method: Experimental Method Result: a total disaster, even the students said that it became a one-sided debate and biased definition when in debate, so it is considered as a poor teaching Target: High school
7	Using Debate in EFL Classes (Ali Alasmari & Sayed Salahuddin Ahmed)	Issue: to improve students presentation skill Method: Experimental Method Result: the main problem is the teacher teaching method and understanding about the debate itself Target:
8	Improving The Students' Ability In Speaking By Using Debate Technique At The Tenth Grade Of Smk Negeri 1 Aramo (Bestari	Issue: measuring students' speaking proficiency Method: Classroom Action Research (CAR) Result: the students more likely to

	Laia)	increase their confidence rather than proficiency Target: High School students
9	Improving Students' Speaking Proficiency through Teaching Critical Thinking Skills: A Case Study of English Major Students at Rajamangala University of Technology Isan, Nakhon Ratchasima (Teerawat Arjpru)	Issue: examine student's speaking proficiency through CTS and student's satisfaction toward this teaching techniques in EFL Method: experimental Result: the proficiency slightly increased and the satisfaction toward teaching CTS was at high level Target: third-year English major students
10	Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability (Pezhman Zare & Moomala Othman)	Issue: Students' POV in debate Method: survey questionnaire + experimental Result: overcome fear when speaking, increase CTS skill.
11	Debate: Where Speaking and Listening Come First (Dee Burek and Carol Losos)	Issue: the debate method on class efficiency Method: experimental (literature review)
12	Proposal of Debate Assistant System for Improving the Ability of Externalization and Response in Conversation (Zhong Wei Xu and Yasuo Miyoshi)	Issue: debate in responding conversation in online practices Method: experimental Result: the external ability (output) to respond is suitable to debate practices and soon will run into a web and mobile application.
13	Measuring The Ability In Debate Dealing With Fluency And Accuracy Of The Third Semester Students Of English Education Department (Mardiana and A. Muhammad Syukri)	Issue: to describe the ability of speaking skill in form of debate Method: observation Method Result: overall capability was still unsatisfying
14	Developing Speaking Skill Through Debating: Undergraduate EFL Students' Perception (Syamdianita and Amedea Cathriona Maharia)	Issue: emotional problem for the students to speak Method: experimental Result: some components of speaking slightly increased but during interview session some grammatical errors could be found Target: Undergraduate EFL
15	The Effects Of Debate Instruction On Turkish Efl Learners' L2 Speaking Anxiety, L2 Speaking Performance, And L2 Writing	Issue: Debate with anxiety, performance, and writing as L2 Method: questionnaire Result: time limitation, students"

	Performance (Eftima Khalil)	motivation, students" satisfaction and students" proficiency levels were the biggest challenges that L2 teachers faced in implementing the classroom debate instruction. Target: A1 and A2 high school students
16	An Instructional Model For Enhancing Efl Learners' Speaking Proficiency (Syarifudin)	Issue: the use of CLT to increase student's speaking proficiency Method: Experimental Result: speaking activities outside the class is considered the best to enhance their speaking skill.
17	EFL Learners' Perceptions of Developing L2 Proficiency Through Debate (Yi-Chen Chen)	Issue: to explore EFL learners' perceptions of learning L2 through debating in class. Method: Experimental Result: the CTS gains more than language ability, motivation, and collaboration. Target: EFL students from a university in Taiwan
18	Effectiveness of Debate in ESL/EFL-Context Courses in the Arabian Gulf: A Comparison of Two Recent Student-Centered Studies in Oman and Dubai, U.A.E.	Issue: debate effectiveness Method: research goals and sample populations Result: the debate method gains positive responses higher than expected
19	Improving Oral Proficiency By Raising Metacognitive Awareness With Recordings (Jessica S. Miller)	Issue: multiple learning activities to improve oral proficiency (debate, roleplay, podcast) Method: Experimental Result: students pay more attention to their speech and help them to correct their errors.
20	The Effect of Dictogloss vs. Debating on L2 Writing Proficiency: A Mixed-Methods Study	Issue: the underrated of teaching writing between dictogloss and debate Method: Experimental Result: the debate showed a better score than dictogloss
21	A Study On The Relationship Between English Proficiency Level And Student's Awareness Of Joining English Debate Club	Issue: Correlation of proficiency level with awareness in joining the debate club. Method: Questionnaire Result: there is no correlation between both
22	Potential Use Of Arel In English Song Analysis To Improve	Issue: AREL to improve language proficiency

	Argumentation Skills And English Proficiency	Method: Experimental Result: It showed that students were enjoying the process.
23	Exploring the Relationship Between Critical Thinking, Reading Comprehension, and Reading Strategies of English University Students	Issue: CTS relationship between reading comprehension and reading strategy. Method: Experimental Result: cognitive and affective strategies and critical thinking ability are the best predictors.
24	Exploring Parliamentary Debate as a pedagogical Tool to Develop English Communication Skills in EFL/ESL Classrooms (Eunice M. Aclan and Noor Hashima)	Issue: Debate as a pedagogical tool for communication skills. Method: survey Result: various skills gained, and the most developed is listening.
25	Students' Critical Thinking Skills in a Classroom Debate (Reli Handayani)	Issue: students' CTS in class Method: Experimental Result: some aspects, such as counterarguments and argumentations, are structured and improved.
26	Critical thinking and speaking proficiency: Two inseparable skills in the global era. (Ismet Magma Anugerah and Chuzaimah Dahlan)	Issue: the lack of effective strategy for the students to speak Method: Questionnaire Result: it is because of the lack of self-confidence to speak in english
27	Project-Based-Learning on Critical Reading Course to Enhance Critically Thinking Skills (Dina Merris, Maya Sari, and Yudy Prasetyo)	Issue: Students lack CTS, especially in reading Method: Experimental Result: the students strongly agree that CTS and PjBL to be combined
28	Reframing the Debate on Asian Students and Critical Thinking: Implications for Western Universities (David Rear)	Issue: the lack of CTS compared to western. Method: survey Result: language proficiency didn't have any connection with CTS.
29	Critical Thinking Skills, Critical Reading and Foreign Language Reading Anxiety in Iran Context (Mojtaba Aghajani and Emad Gholamrezapour)	Issue: less self-confidence and a low score on answering foreign questions related to critical thinking. Result: the negative connection between critical reading skills and reading anxiety.
30	Evaluating University Students' Critical Thinking Ability as Reflected in their Critical Reading Skill: A Study at Bachelor Level in Pakistan (Muhammad Din)	Issue: the connection between reading and CTS Method: Questionnaire Result: The university students have a highly positive attitude toward critical thinking, but their level of critical thinking and their ability to reflect critical thinking in their required reading

		skills differ from their attitude towards critical thinking.

a. Critical thinking skill, debate, and Input ability

Critical thinking skill has a role in processing information gathered when debating, but the reading activity plays a more critical role in pre-debate situations. One of the most crucial abilities that learners should learn is reading. Because learners must first comprehend the words to pronounce them correctly, reading, especially reading-intensive reading, is a difficult skill to learn (Sari & Prasetyo, 2021), especially in debates that need a high-order thinking skill in perceiving information. In debating, fast-paced listening comprehension and information processing are trained and produced the output product. Most of the research shows that the samples speaking abilities are more precise and more structured than before, confirmed by (Aclan & Aziz, 2015).

Input ability is the main factor, but the researchers discussed it less before considering the mental or emotional factor rather than the student's knowledge. Critical input ability skill I considered a minor factor affecting the debate environment. the connection between emotional and language factors could not be bothered.

b. Output and Input ability concern

The output ability concerned is majorly speaking and argumentative skills, and minorly about the internal factors such as mental, primary knowledge, and decision. The primary goal of learning English for students is to be able to use it for oral communication (Dewi, 2023). In other words, students must apply their speaking skills effectively after learning about English (Maharia, 2020) means that the researchers are focusing on their communication skills rather than the essential debate skills. The ability to produce arguments and structured speech is considered rather than the content value itself. Focusing only on the cover but not the content will teach students to understand structure or templates better than CTS essentials.

The Input ability also did not have enough attention since the production of the debate itself focusing on the output, the internal problem the students faced is their background knowledge and anxiety in speaking when they cannot process the information. This means that their input skill is what affects their product output.

c. Emotional intelligence

Emotional intelligence affects the debate environment because students are forced to speak, whereas their speaking ability is not considered reasonable or above. It causes the students to hold their potential and be shy to make mistakes (Saputri et al., 2022). This means that external

factors, such as the student's self-esteem, influence how they develop their communication skills. Emotional intelligence as a factor that triggers students to speak is considered high while being pressed by the teacher's expectation to at least fulfill their communication needs (Fadilah & Wijaya, 2022). It is also essential for the listener, which results from the anxiety to speak, affecting EFL learners and their intuitive thinking skills.

d. Oral Proficiency

Student's oral proficiency is affected by their input ability, an experiment made by (Zare & Othman, 2015) since overcoming their fear in speaking would increase their proficiency. A stimulus is needed in order to complete the debate learning system especially in producing a better output product. Other experiment conducted by Jessica S. Miller by using recordings to stimulate student's input ability at their peak. Stimulating the students with enough input skills especially listening is essential to increase their confident and brave to speak, poducing a good quality of output product can be maximized.

4. CONCLUSION

It can be concluded that input ability has little attention to the debate topic because most researchers focus on the product. The learning process of these students is the most crucial matter in acquiring knowledge, especially in the communication area. Many internal factors, such as mental, knowledge, and motivation, affect the pedagogy debate system. Knowing students' knowledge level before entering the debate system is beneficial to maximize its benefit and determine the best learning strategies when teaching debate to gain maximum results. The output ability has a strong connection with input ability since the most affecting factor of the student's product is their input ability in the first place. To handle this situation, teachers need to know the exact problem of discussion and assessment before entering debate learning as a pedagogical method. The problem in this paper is that there is no explanation and system on how the debate could proceed to increase the student's knowledge. It is expected that the next researcher to find a method to increase the input ability of the students toward debate pedagogical methods.

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This section mentions the contribution of YA to increase and spread awareness of the input skill is much more important to develop debate skills rather than focusing on their output and considering more factor to increase debate system product in teaching for the L2 learner. And NS supports the idea of using this article to support YA's notion by supporting the publication of this article.

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