



## **INTEGRATING AREL INTO EFL SPEAKING IN FOSTERING CRITICAL THINKING**

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### **Abstract**

The purpose of this study is to integrate AREL into EFL Speaking in fostering critical thinking. The sample of this study was the grade XI 1A students of SMAN 4 Banda Aceh which is consisted of 26 students. This study was pre-experimental design with one group pre-test post-test. The instruments of this research is a test (pre-test and post-test). The finding of this study revealed 59,79 for the mean score of pre-tests and 62,84 for the post-test, and the standard deviation for pre-test was 7,57 and post-test was 7,77, then the standard error of measurement for pre-test was 1,48 and 1,52 for post-test. Meanwhile, the result of this study indicate that t-test was 6,84 and t-table was 1,71. It represented that t-score is higher than t-table ( $6,84 > 1,71$ ) which means that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. Thus, integrating AREL into EFL Speaking in fostering critical thinking can enhances students' speaking ability and students got a positive impact after learning AREL in speaking grade.

**Keywords:** Integrating, AREL, EFL, Speaking

### **A. Introduction**

In 4.0 era, English becomes a priority language in communication and its' also the subject that involved in senior high school curriculum of Indonesia. As EFL students, to master English speaking skill is need a lot of effort to become more familiar with English language as prioritizing foreign language that should be learned (Richards, 2008). Consequently, the awareness of students to evaluate their success in speaking English is when they feel that there is an increase that they get when attending a course. However, speaking is not quite simply to express in order to attract the listeners' interest toward the concepts of delivering ideas. Therefore, EFL students should be achieved some basic speaking aspects to possess a proper speaking skill. there are four aspects in expressing speaker ideas: pronunciation, fluency, vocabulary and accuracy (Lander & Brown, 1995).

Furthermore, most EFL learners consider that speaking as the target language is not a simple way to execute because speaking a second language demands more than understanding about the grammatical and semantical aspects (Burns, 2019). As a productive skill, speaking involve two or more people as the speaker and listener to express their thought or idea. Additionally, the effectiveness of oral commucation is require the ability of use language appropriately in social interaction, it involves linguistics element of speech not only verbal communication (Barnard, Richards, & Rodgers, 2002). Moreover, nonlinguistics elements such as gesture and expressions are needed to convey the messages directly. Therefore, speaking is a productive skill that used to communicate directly by applies various elements of language (Harmer, 2001). The skill is used to express their ideas or arguments; everyone can speak and use the elements of language to deliver the understandable information to the listener.

Speaking is a way to express a message or information to others through a conversation (Wahyuni (STKIP Bina Bangsa Getse, 2019). Everyone has their own way to interpret determined, so that student who often interacts with others must learn how to communicate well to be understood by others. It is very important to do it in order to enable students to communicate effectively through spoken language, because students' inability to speak can cause them to be unable to express their ideas. Consequently, in teaching English speaking the teacher must apply a proper strategy in teaching learning process that could be dealing with the students' needs and interest.

For EFL speaking students, the strategy in fostering them in critical thinking is by integrating AREL (Assertion, Reason, Evidence and Link-Back) in teaching learning process(Syahputra, 2020a). AREL is a technique argumentation that mostly used in debate. The used of AREL is not limited in debate, it extends to every day's communication starting from a parent explaining too much candy is bad for healthy and to a politician who attract voters in political campaign (Syahputra & Salwa Chaira, 2020).

In integrating AREL to foster critical thinking for EFL speaking the students must understand the topic of speaking. There are four step that should be follow in applying AREL in teaching speaking.

Firstly, Assertion is the name of an argument. Assertion is needed to claim the point of the topic before starting to state the argument in delivering the speaking (Syahputra, 2018, 2019, 2020b). An argument is a group of claims that called premises which are given as reasons to support the statement is also called as an assertion (Sonnreich, 2012).

Secondly, Reason is claiming value that maintain the quality of the person, things, or place. This claim cannot be interpreted with general meaning. It needs to be characterizing on what to deliver (Wahyuni (STKIP Bina Bangsa Getse, 2020). Therefore, it makes the audience point to the truth that is intended to be conveyed, the warrant is

important because it helps the audience begin to move in the path of argument and invites listeners to understand the arguments conveyed by the speaker

Thirdly, Evidence is the additional information that should include in speaking as the data or evidence to support the truthful argument (Wahyuni (STKIP Bina Bangsa Getse, 2020). The purpose of evidence is to strengthen the speaker's argument, such as in statistical data or the expert testimony. Therefore, evidence is the main aspect of argumentation. It consists of facts, opinions, and objects that are used to produce evidence that can be inferred by judges (Steinberg & Freeley, 2009).

Lastly, Link-Back is used to restate the claimed after being proven by reason and evidence. This will highly relate to consistency and relevance. Link back is meant to remind the adjudicator and audience that the analysis was made to prove the claim (Iqhrammullah & Zuelda, 2019). Like claims, warrants, and data, link-back should be clearly delineated through the use of exact phraseology.

In this study, the best strategy to teach EFL speaking is integrating the AREL in fostering students critical thinking. Even though there are any others technique that educators can apply in the graderoom in order to teach the students speaking skill, otherwise there fastened to be intellectual challenges (Wahyuni, Qamariah, Syahputra, Yusuf, & Gani, 2020).

## **B. Research Methods**

The design of this research is an experimental study. The study of experimental is used in identifying whether the subject effect to the object or not after giving the treatment (Arikunto, 2012). It could be used to measure whether AREL is an appropriate technique to teach speaking for second grade students at SMAN 4 Banda Aceh.

The design of pre-experimental is a simple design which utilizes a single variable (Sukardi, 2013). The researcher used pre-experiment type or one-group pretest-posttest designs. Where there is a pretest that given by the researcher to measure students' speaking score before provide the treatment. Thus, the result of applying this technique can be known accurately, because the researcher can be compared learners' speaking score before and after the researcher give the treatment to the subject of the study.

Furthermore, this study used quantitative approach to accommodate the data, where there are test and observation as the instrument that can be used. The observation is used to observe the student's activity in the learning proses by using observation sheet. Then, test is used to measure students' speaking score by using pretest and posttest. As consequence, this study aimed to find out whether A.R.E.L can improve students speaking ability or not, and whether A.R.E.L effect to students critical thinking.

The sample for this study is selected to take the purposive sample. Based on my previous study at SMAN 4 Banda Aceh, only a certain EFL student who interest to learn English as a foreign language in speaking grade, the EFL students are afraid to speak in front of grade because of their pronunciation, grammar or other factors. Therefore, the researcher used grade XI-IA 2 which consists of 26 students as the sample in this research.

Firstly, the researcher was found the mean score of students in pre-test and post-test. To analyses students' speaking score in the pre-test and post-test, the researcher uses this formula to discover the mean score (Sugiyono, 2016).

$$\text{Pre-test} \rightarrow \bar{X}_1 = \frac{\sum X_1}{n} \quad (1)$$

$$\text{Post-test} \rightarrow \bar{X}_2 = \frac{\sum X_2}{n} \quad (2)$$

Remarks:

$\bar{X}_1$  = Mean of Pre-test

$\bar{X}_2$  = Mean of Post-test

N = Number of students

$\sum X_1$  = Sum of Pre-test score

$\sum X_2$  = Sum of Post-test score

Then, the researcher also was calculated the data to discover the standard deviation for both of the test scores by adopted this step below:

$$\text{Pre-test} \rightarrow SD_1 = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n-1}} \quad (3)$$

$$\text{Post-test} \rightarrow SD_2 = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n-1}} \quad (4)$$

Remarks:

$SD_1$  = Pre-test Standard Deviation

$SD_2$  = Post-Test Standard Deviation

$x_i$  = Data point

$\bar{x}$  = Mean

$n$  = Sample Quantity

$\sum$  = Sum

Furthermore, the researcher was calculated the data to find the standard of error in this research as an evaluation the distance of error reduction before and after conducting the treatment. The formula was used to measure the standard error of this research as follow:

$$\text{Pre-test} \rightarrow S\bar{x}_1 = \frac{SD_1}{\sqrt{n}} \quad (5)$$

$$\text{Post-test} \rightarrow S\bar{x}_2 = \frac{SD_2}{\sqrt{n}} \quad (6)$$

Remarks:

- $S\bar{x}_1$  = Standard Error of Pre-test  
 $S\bar{x}_2$  = Standard Error of Post-test  
 $SD_1$  = Pre-test Standard Deviation  
 $SD_2$  = Post-test Standard Deviation  
 $n$  = Sample Quantity

Additionally, the data will be statistically calculated by employing paired t-test formula to discover the answer to the research question whether or not the AREL is effective to foster students' critical thinking in speaking ability. The formula that used to calculated the data as follow:

$$t = \frac{(\sum D)/n}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{(n-1)(n)}}} \quad (7)$$

Remarks:

- $\sum D$  = Sum of the Differences  
 $\sum D^2$  = Sum of the Sequence Differences  
 $(\sum D)^2$  = Sum of the Differences Squired

Finally, the researcher will show the criteria of hypothesis (Bungin, 2011):

- If the result of the research higher than or as high as the limit score in the t-score measure table, it is resulted the significantly differentiation, therefore the hypothesis will be accepted.
- If the result of the research is decreasing compared to the t-score, otherwise the significantly differentiation is not too significant and hypothesis is rejected.

### C. Result and Discussion

This research employed pre-test and post-test to gathered the data about the implementation of AREL in students' performance of speaking ability. During the researcher carry out the pre-test and post-test, there were 26 students who attend to the grade.

#### 1. Finding

Since the pre and post test has been conducted, the researcher analyzes the data to find the result of the student's means' score in pre and post test. Then, it scores will be analyzed about the standard of deviation for pre-test and post-test. It aims to identify the range of data measurement from both of test. Moreover, the data was calculated by using formula of standard of error measurement to identify whether both of the data is accurate to the sample of the research or not. The last step is conducting the t-test to measure whether the result answer the research question.

a. The Finding of Pre-Test

This test was conducted on the ninth of January 2020 to recognize students' ability in speaking before the strategy of AREL is given. Therefore, the researcher provides two topics that opted by students. They are Single-Sex School and Home Schooling. The students have fifteen minutes to prepare themselves. The students' score in pre-test were provided in the following table:

**Table 1.** The finding of students speaking ability in pre test

No	Students' Initial	GR	PR	FL	VC	CO	Score
1	AP	10	12	12	11	13	58
2	AA	12	12	12	12	13	61
3	CG	13	13	13	14	14	67
4	CM	11	11	11	11	12	56
5	DA	12	12	12	12	13	61
6	DH	9	11	12	11	11	54
7	FA	12	13	13	13	12	63
8	HH	10	11	10	11	12	54
9	IF	13	14	13	13	13	66
10	JA	10	10	11	11	12	54
11	MJ	10	12	12	12	12	58
12	MN	14	14	14	14	14	70
13	M	13	13	13	13	13	65
14	MM	12	14	13	12	12	63
15	MH	12	13	11	11	12	59
16	MHD	10	11	11	11	12	55
17	MR	11	10	11	11	11	54
18	SA	9	11	11	11	11	53
19	SD	11	12	11	12	13	59
20	SNH	12	11	11	11	12	57
21	SU	11	11	12	11	12	57
22	SN	12	12	12	12	13	61
23	SDA	14	14	14	14	14	70
24	TN	9	9	11	11	11	51
25	TI	12	12	12	13	13	62
26	ZM	13	13	12	13	14	65
							<b>Σ1553</b>

Regarding to the data collected above, then analyzing its' data is needed to find the main score of pre-tests by using the formula:

$$\rightarrow \bar{X}_1 = \frac{\sum X_i}{n}$$

$$\rightarrow \bar{X}_1 = \frac{1553}{26}$$

$$\rightarrow \bar{X}_1 = 59,73$$

The scoring of the mean is 59,73 as supported by the calculation above. Afterward, the researcher was calculated the data using standard deviation formula to measure the range of data.

$$\begin{aligned} \text{Standard Deviation} \rightarrow SD_1 &= \sqrt{\frac{\sum(xi-\bar{x})^2}{n-1}} \\ \rightarrow SD_1 &= \sqrt{\frac{952,47}{25}} \\ \rightarrow SD_1 &= \sqrt{38,10} \\ \rightarrow SD_1 &= 6,17 \end{aligned}$$

Additionally, to measure the accurate response of sample, the researcher was conducted the standard error measurements using the formula as follow:

$$\begin{aligned} \text{Standard of Error} \rightarrow S\bar{x}_1 &= \frac{S_1}{\sqrt{n}} \\ \rightarrow S\bar{x}_1 &= \frac{6,17}{5,09} \\ \rightarrow S\bar{x}_1 &= 1,21 \end{aligned}$$

b. *The Finding of Post-test*

This test was conducted on the twenty first of January 2020 to recognize students' ability in speaking after the strategy of AREL is given to them. Similar to pre-test, the researcher also provides two topics. They are Home Schooling and National Examination. The students have fifteen minutes to prepare and two minutes to perform their speech. The post-test score was provided in the following table.

**Table 2.** The Finding of Students Speaking Ability in Post-test

No	Students' Initial	GR	PR	FL	VO	CH	Score
1	AP	12	13	12	12	13	62
2	AA	12	12	12	12	13	61
3	CG	14	13	13	14	15	69
4	CM	12	12	12	12	13	61
5	DA	13	12	12	12	14	63
6	DH	12	11	11	12	13	59
7	FA	13	14	13	13	14	67
8	HH	12	12	12	12	13	61
9	IF	13	14	13	13	15	68
10	JA	12	12	11	12	13	60
11	MJ	11	11	11	11	12	56
12	MN	14	15	14	14	16	73
13	M	13	14	13	13	14	67
14	MM	12	13	12	12	14	63
15	MH	12	12	12	12	12	60

No	Students' Initial	GR	PR	FL	VO	CH	Score
16	MHD	10	10	10	12	13	55
17	MR	11	12	12	11	12	58
18	SA	11	10	11	11	12	55
19	SD	12	13	13	13	15	66
20	SNH	12	12	12	13	14	63
21	SU	12	13	13	13	14	65
22	SN	13	12	12	12	15	64
23	SDA	13	14	14	13	15	69
24	TN	11	11	11	11	12	56
25	TI	13	14	13	13	15	68
26	ZM	13	13	12	13	14	65
TOTAL							$\Sigma 1634$

Students' speaking score in post-test were calculated by the following formula to analyze the main score of students.

$$\begin{aligned} \text{Pre-test } \rightarrow \bar{X}_1 &= \frac{\sum X_i}{n} \\ &\rightarrow \bar{X}_1 = \frac{1634}{26} \\ &\rightarrow \bar{X}_1 = 62,84 \end{aligned}$$

The main score of students' score in post-test is 62,84. Thus the result is quite distinct for both of the test. Furthermore, the researcher also calculates the data by using standard deviation formula to measure the advance of the data.

$$\begin{aligned} \text{Standard Deviation } \rightarrow SD_2 &= \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}} \\ &\rightarrow SD_2 = \sqrt{\frac{569,44}{25}} \\ &\rightarrow SD_2 = \sqrt{22,78} \\ &\rightarrow SD_2 = 4,77 \end{aligned}$$

The standard deviation of post-test was 4,77. As the calculation of the standard deviation, it can conclude that the score of post-tests is lower than pre-test standard deviation score. Similar to pre-test, it is also need to analyzed the previous result by adopting standard error measurement to find out the accurate data of post-test. The calculation of the data will be calculated through the following formula;

$$\begin{aligned} \text{Standard of Error } \rightarrow S\bar{x}_2 &= \frac{S_2}{\sqrt{n}} \\ &\rightarrow S\bar{x}_2 = \frac{4,77}{5,09} \\ &\rightarrow S\bar{x}_2 = 0,94 \end{aligned}$$

According the result of calculating above shows that standard of error for post-test is lower than pre-test. It means that the sample of post-test is more accurate than the sample of pre-test. Lastly, the researcher was the data calculated using a paired t-test sample.

Subsequent to the result investigated of the mean score, standard deviation, and measurement for standard error, the researcher was counted the data by using paired t-test formulation to answer the research question whether or not the A.R.E.L enhance students' speaking ability.

**Table 3.** The Finding of Students Speaking Score in Pre-test and Post-test

No	Students' Initial	Pre-test	Post-test	<i>d</i>	<i>d</i> <sup>2</sup>
1	AP	58	62	4	16
2	AA	61	61	0	0
3	CG	67	69	2	4
4	CM	56	61	5	25
5	DA	61	63	2	4
6	DH	54	59	5	25
7	FA	63	67	4	16
8	HH	54	61	7	49
9	IF	66	68	2	4
10	JA	54	60	6	36
11	MJ	58	56	-2	4
12	MN	70	73	3	9
13	M	65	67	2	4
14	MM	63	63	0	0
15	MH	59	60	1	1
16	MHD	55	55	0	0
17	MR	54	58	4	16
18	SA	53	55	2	4
19	SD	59	66	7	49
20	SNH	57	63	6	36
21	SU	57	65	8	64
22	SN	61	64	3	9
23	SDA	70	69	-1	1
24	TN	51	56	5	25
25	TI	62	68	6	36
26	ZM	65	65	0	0
TOTAL (Σ)		1553	1634	81	437

T-test  $\rightarrow t = \frac{(\Sigma d)/n}{\sqrt{\frac{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}{(n-1)(n)}}$

$$\rightarrow t = \frac{81/26}{\sqrt{\frac{437 - \left(\frac{81^2}{26}\right)}{(26-1)(26)}}} = \frac{3,12}{\sqrt{\frac{437-252,35}{(26-1)(26)}}} = \frac{3,12}{\sqrt{\frac{184,65}{650}}} = \frac{3,12}{\sqrt{0,28}} = \frac{3,12}{0,53}$$

$$\rightarrow t = 5,89$$

Take a look to the result of t-test above, it is presented the t-score is 5,89. To clarify whether the result of pre-test and post-test is significant, the researcher was consulting the result of t-test to t-table by using the formula of df below:

$$\begin{aligned} df &= N - 1 \\ &= 26 - 1 \\ &= 25 \end{aligned}$$

From the T contribution is found that t-table for 0,05 = 1,71. Based on the calculation above, the data could be construed that t-test is higher than t-table, where the score of t-test is 5,89 while t-table score is 1,71.

$$t_{test} > t_{table} = 5,89 > 1,71$$

#### c. Hypothesis Testing

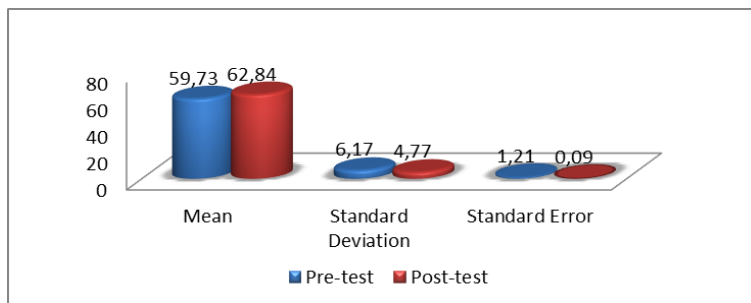
The research was conducted to answer the questions whether the students' speaking ability have an improvement after applying Assertion, Reason, Evidence, and Link Back (AREL) at second grade students of SMAN 4 Banda Aceh.

To answer the question above, the testing hypothesis was assumed that if t-test is higher than t-table, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In another word, the implementation of Assertion, Reason, Evidence, and Link Back (AREL) to enhance students' speaking ability was accepted and it was effective for teaching speaking. However, if t-test is smaller than t-table, the alternative hypothesis ( $H_a$ ) was rejected and null hypothesis ( $H_0$ ) was accepted. It means that the implementation of Assertion, Reason, Evidence, and Link Back (AREL) to enhance students' speaking ability was rejected and it was not effective for teaching speaking.

Based on the statistic calculate above, the score of t-test was 5,89 and the degree of freedom was 25 with 5% degree of significant was 1,71. Based on the result above, it can be concluded that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis was rejected. It means that the implementation of Assertion, Reason, Evidence, and Link Back (AREL) to enhance students' speaking ability was accepted and it was effective for teaching speaking.

## 2. Discussion

After conducted the research, the researcher obtains two data that could be answer the research question. Those are the data test and the students' perception about the use of AREL in their speaking performance. After conducting the researcher obtains some differences between score of pre-tests and score of post-tests. The result was presented on chart as the figure 1.



**Figure 1.** The differences score between pre-test and post test

Data calculation shows that the mean score post-test was higher than pre-test, where the mean score of pre-tests was 59,73 and 62,84 for the mean score of post-tests. The mean score of both the test has differences. To prove the students' speaking result has increase after conducted the treatment. On the other hand, A.R.E.L can improve students' speaking ability significantly.

Furthermore, the standard deviations of pre-test is lower than the mean of pre-test where the mean of pre-test was 59,73 and its standard deviation was 6,17. It could be interpreted the mean score has distribution the entire calculated data of pre-test. Therefore, in providing the mean score of post-tests is higher than standard deviation of post-test where the mean of post-test was 62,84 and standard deviation was 4,77. The data proves that the mean score post-test has distribution toward the sample of post-test. Also, comparing both of standard deviation between pre-test and post-test, it can be concluded that the data of post-test more represent the sample rather than the data pre-test. However, the difference is a slight number.

Moreover, the result of this research was accurate. The researcher has calculated the standard error of measurement to answer whether the data was accurate or not. From the calculation above showed that standard error resulted in post-test is lower comparing to the standard error of pre-test, as if interpreted that the data of post-test more reliable than the data of pre-test. The standard error of post-test was 1,21 and post-test was 0,94. Yet, both of data were reliable because the score of standard error of pre-test and post-test is lower than mean score.

In addition, while arranging the pretest there were a few students who confident to give their argument and the researcher got some point from their speech. Meanwhile other students were nervous to perform and they only gave the statement what homeschooling and single-sex school is about. Also, most of students speak under one minute even though the researcher gave two minutes to perform. Additionally, the highest score obtained during integrating AREL into speaking in fostering critical skill was 70 in pre-test and 73 is in the post test. Then, the lowest score was 51 in pre-test and 55 in the post-test. The interpretation for the finding above presented that students' ability towards speaking has been improved since the treatment was conducted. In the post

test, a significant improvement of their speaking is valuably. After learning AREL and how to use AREL in the argument, the majority of students were more confident to deliver their speech even some of them still have difficulty how to use it. During conducting the treatment, the students looked interest to learn and practice English. The reason why students interest are because the element of AREL is easy to understand and it not only encourage the students to find other information, but also train the students how to give a good argumentation and how to persuade someone or listener by using AREL.

#### D. Conclusion

Assertion, Reason, Evidence, and Link Back (AREL) that integrated into EFL speaking is affective in fostering students critical thinking in delivering their ability in speaking. It can be interpreted from obtained the mean score of pre-tests is 59,73 and post-test is 62,84. Also, standard deviations of pre-test was 6,17 and 4,77 for post-test. Then, standard error of pre-test 1,21 and post-test was 0,94. Lastly, the result of t-test is higher than t-table where the t-test was 6,84 and the t-table with the degree of freedom 25 was 1,71. The integrating AREL into EFL Speaking is effective in fostering students critical thinking and its' shows significantly improved as the data supported above.

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