

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents and describes the result of this study. The data obtained from the study are Interview, questionnaire, documentary and observation analyzed and elaborated to answer the research problems mentioned in chapter I. The results are the role of LiDS Educia to develop critical thinking, the process of develop critical thinking, and the benefits of critical thinking that member got by joining in LiDS Educia

The researcher collected the data from observation, interview, questionnaire, and document. The following are the data collected by researcher about the management of LiDS Educia, the process of critical thinking, and the benefits that members got in joining LiDS Educia.

1. The Management Program of LiDS Educia

Linguistics and Debating Society (LiDS) Educia is a student organization under the auspices the Faculty of Tarbiyah and teacher training as a forum to develop students' self-interest and self-actualization in language and debate as well as to act as a cadre forming organization. The basis for the establishment of an organization is the need for a container for students with an interest in language and debate activities. LiDS Educia was established on March 20, 2014. With a philosophical foundation "We debate to find the truth, not the true one".

LiDS Educia is a club of people who want to learn all about debating. People who join in club are members. LiDS Educia gives all abilities. Such as, oration skills, critical thinking skills, convincing skills, and confident communication. Debate club could also help to become more informed about political, health, social, economics, global affairs, or provide a venue to train for debate competition. Either local debate competition or national debate competition. The following are:

a. Organization Structure

The structure of LiDS Educia stands for President as the chief, General secretary, Financial Management, Education and Training sector, Tournament sector, Public Relation sector, Secretariat sector, Arabic language division, and English language division. Each parts of LiDS Educia organization structure has their own job to reach the vision and mission of LiDS Educia.

1) President

President has jobs to carry out organizational policies, both internal and external in general, carry out supervision and control of LIDS performance, select and appoint coordinators for divisions, coordinate and regulate the division of tasks (job description) management in accordance with their fields, know and approve all activities carried out by the division and members with various considerations, cooperating with other Agencies or Institutions that support organizational development, maintain communication and coordinate with the Executive, sign a letter of organization with the Secretary, have responsibility for

external relations with outside and public organizations, as a meeting representative in other organizations both inside and outside of UIN Antasari Banjarmasin, make a work program and budget for one year of management in the future, make a year-end accountability report to the Grand Convention, and make a Transition Report no more than two months after the expiration of the term of office, to be given to the next president.

2) General Secretary

General secretary has jobs to attend a management meeting held and make minutes, recording and archiving all documents both in meetings or outside the meeting, coordinating the making of correspondence, meeting invitations, making reports and proposals, arrange the subject and number of the letter (Statement, licensing, application, invitation), arrange minutes of meeting results, make a schedule for implementing all work programs for each division and provide reports on the implementation of work programs routinely to members through scheduled member meetings, open and close the meeting before the meeting chaired by the President, arrange and record the members and administrators of the organization, assist the President in carrying out supervision and control of the performance of LiDS Educia, become a forum for LiDS Educia, members in channeling criticism and or suggestions that will be submitted to the core management, assist the President in coordinating and arranging the division of tasks (job description) of the management in accordance with their fields, make a work program and budget for one year of management in the future, make a year-end accountability report to the Grand Convention.

3) Financial Manager

Financial Manager has jobs to arrange and make financial reports, determine the amount of savings withdrawn per member, coordinate member savings, confirm with donors in business development and, use wealth and organizational inventory, report financial conditions regularly, together with the President, decide the amount of money to be spent based on activities carried out jointly, coordinating with the event Financial Manager must attend the Board of Directors meeting held, make work programs and budget funds for one year of management in the future, and make year-end accountability reports to the Grand Convention.

4) Educational and Training Division

Education and Training division is responsible for member acceptance, regeneration process, in collaboration with the language division (English & Arabic) in carrying out routine exercises, and improving member capabilities, as well as improving the quality of training. Education and Training division has jobs to be responsible to the President, implement receipts, the process of recruiting prospective members and inauguration, working with the Language (English & Arabic) Division in organizing training and learning, and coordinating the things needed (curriculum, attendance, trainers), maintain the quantity of Educia LiDS members.

5) Public Relation Division

Public Relations is responsible for the LiDS Educia relationship with intra and extra campus organizations and with the community. Public relations division jobs have to be responsible to the President, responsible for submitting invitations,

letters and so on to the institutions and organizations needed. And coordinate activities related to community relations. Providing articles related to the achievements of LiDS Educia to campus media (such as magazine, flyers, campus magazines etc.), and outside media, updating the latest data relating to LiDS Educia through online social media (such as Facebook, Twitter, BBM, etc.)

6) Tournament Division

The Tournament division is responsible for the competition held by LiDS Educia and arranges competition delegation. The tournament division has jobs to be responsible to the President, holding a debate competition. (candidate debates, Internal Competition, in campus or Outside campus), arrange delegations (registration and help delegates conduct bureaucratic processes (such as making payments)), must attend Executive Board Meetings held, make work programs and budget funds for one management year ahead, and make a year-end accountability report to the Grand Convention.

7) Secretariat Division

The Secretariat division has jobs to be responsible to the Secretary General, along with the General Secretary, who is obliged to attend the Executive Meeting held and help the General Secretary to make minutes. Assist the General Secretary in recording and archiving all documents both in meetings and outside meetings, compile secret schedule, make attendance at Executive meetings, make information boards, create work programs and budget funds for one year of management, and make year-end accountability reports to the Grand Convention.

8) English language division

The English language division is responsible for training, learning English and training schedules. The English language division has jobs to be responsible to the Educational and Training Coordinator, prepare learning materials and organize training schedules, train participants to delegate English debate competitions, prepare motion for regular training, making work programs and budget funds for one year of management going forward, and making year-end accountability reports to the Grand Convention.

9) Arabic language division

The Arabic language division is responsible for training, Arabic language learning and training schedules. Arabic language division has jobs to be responsible to the Educational and Training Coordinator. Prepare learning materials and arrange training schedules, train participants in delegating Arabic debate competitions, prepare motion for routine training, create work programs and budget funds for one year of future management, and make year-end accountability reports to the Grand Convention.

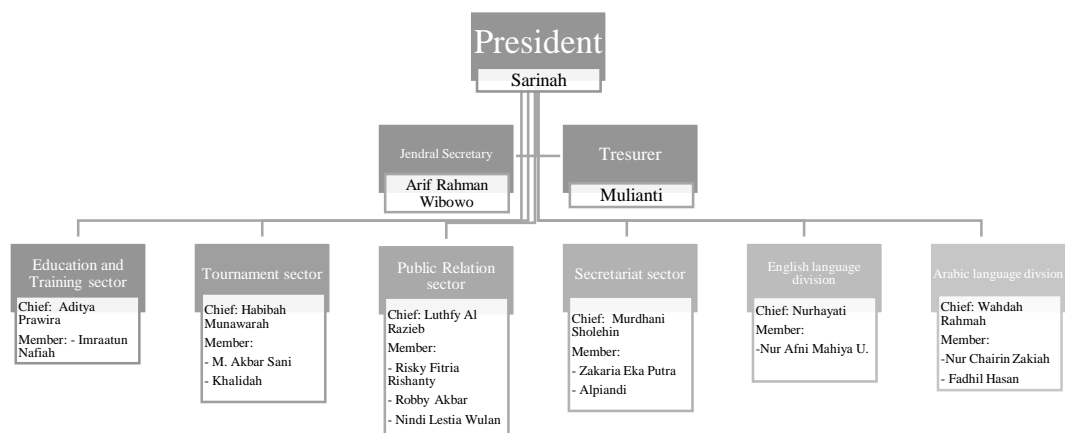


Figure 4.1 Structure Organization

b. Member of LiDS Educia

LiDS Educia has three kinds of members. Young members, full member, and Executive. Young Members are students of the Faculty of Tarbiyah and Teacher Training who have followed the admissions procedure until they are appointed to be a young member conducted by LiDS Educia. Full Members are young members who have taken a series of stages to be confirmed as full members of the LiDS Educia. And Executives are full members who have appointed as a board of LiDS Educia for one year or until the big convention implanted (AD/ART LiDS Educia).

c. The Aims of LiDS Educia

As an organization LiDS Educia has many mission. These are the aims of LiDS Educia (About.me/lidseducia): The realization of students who are sensitive to problematic, critical, logical, solute, and aspirational through debate, research, and literature that produce writing. LiDS Educia applies the debate as an instrument to improve English, public speaking and critical thinking as well as to research in the process both literature and field.

LiDS Educia is student organization run in linguistics and debating. An organization usually has many purposes to be reached. In LiDS Educia, there was management organization to reach it. Management could not be separated from an organization. The management is planning, organizing, actuating, controlling, and evaluating. There are many programs of LiDS Educia that might developed critical thinking. The researcher was interested to know more about it before analyzed the program or activity of LiDS Educia developed critical thinking.

So the researcher interviewed the president of LiDS Educia. President of LiDS Educia was chosen as an informant of interview because she knew more about LiDS Educia management. Ms. Sarinah is the president. The researcher met her to have interview on October 15, 2018. The researcher asked her with interview guide. Interview guide is several questions related to get the data about the management of LiDS Educia. The researcher asked several questions such as, what LiDS Educia is, what the purposes are, how many members, organization structure, what work programs are, and what the achievement they got. From that questions, the researcher got the data about the management of LiDS Educia.

Based on interview of data management program of LiDS Educia. The researcher got the result of interview from the answer of president of LiDS Educia. The researcher provides the result of interview below. The researcher did reduce the data to focus on developing critical thinking.

d. Program of LiDS Educia

The researcher choose the data about works program of LiDS Educia to get the program that had process to develop critical thinking.

1) Members Recruitment

Members recruitment is a program of forming cadres to accept new members and prepare them to be ready be members of LiDS Educia. This program is annual program to keep organization wheel. In LiDS Educia, there are three kinds of members, they are young member, full member, and executive. Young member is the member that had got inauguration of workshop (stage of member recruitment), full member is member that had got inauguration of

Strengthening (stage of member recruitment), and executive is full member that had responsibility to manage the organization such as president, General Secretary, Financial Management, etc. The executive is full member, but full member is not always as executive. Members recruitment program had some stages. Such as, Pre-Workshop, Workshop, Pre-strengthening and strengthening activity. After joined that stages the new member was inaugurated to be full member. These are more explanation about Members recruitment stages.

First, Pre-Workshop. It is first stage of new member candidate before Workshop. The Pre-workshop has many activities for a month. It is held once a week, on Saturday morning. There are 4 sections with 2 hours per-section. This activity purpose to know each other between full member and new member candidate. And this activity had some section to tell them about the stages that they would pass through such as, introduction section, making argument, analyzing something, speech, singing, watching fully member debates, and language practice. New member candidates do not debate yet, because they mostly did not know what about debate is.

Introduction section is the first section of pre-workshop. At this section, new member candidates introduced themselves. They introduced themselves to using language that they had chosen, English or Arabic language, on front of other new member candidates by turns. Next section is making argument section, conducted in the second week. Making argument was a section that asked new member candidates to made argument as good as possible. They are asked to make an argument about trending or hot issues only one paragraph. The executive that lead

the section asked them to write an argument on piece of paper. After they finished it, they submitted the paper. The executive asked the new member candidate to read and to explain their own argument in front of their friends randomly until section 2 on second week ended.

At third section, new member candidate analyzed information. What is meant by the information is the news that have an argument, reasons, and conclusion. The new member candidate are asked to find the conclusion of the argument. They were given an argument by the executive or instructor. The executive that lead the activity asked the new member candidate about their analyzing results to find the conclusion of the argument. They were given 20 minutes to do it. After finishing it, the instructor chose the new member candidates to present their analyzing of the argument.

In the last week, there were 2 section of pre-workshop activity, refreshing and watching full member debating. Refreshing was a section that asks the new member candidate to do speech or sing, based on their own choice. All of them had to do it. They were given 3 minutes to do speech or sing by turns. After refreshing section finished, they continued to next section which was watching full members debated. Full member held debate practice to show the new member candidate how debate is. After all of sections were finished, the executive gave briefing to the new member candidate about their next stage. The executive explain about workshop and what would they do.

The second stages is Workshop. It was a provisioning activity. In workshop, there were some section such us, material delivery, debate practice, and play

performance. Workshop was held two days outside the campus. From Saturday morning until Sunday afternoon. Because the workshop was held for two days, the new member candidate were required to sleep in the rooms that had been prepared by the committee. They could not go home.

The activity started at campus. The new member candidate came together in a place, they were divided into several groups. Before they went to workshop place. They went to workshop place along with the committee, but several committee were waiting for them at workshop place.

In Material delivery section, the member candidates were gathered in a room, looks like classroom. Delivering materials is section to deliver materials about history of LiDS Educia, leadership, organization, debate rule, and language. Each knowledge was given by different instructor. The new member candidate should understand and write what had been explained. After materials delivery section finished, in the evening the new member candidate had dinner together. Then, they continued to the next section, play performance. Play performance is a section that required the new member candidate to prepare a performance with their groups and performed in turn. The committee gave them several choices. Such us, poetry, drama theatre, and singing. After play performance section finished, all of the new member candidates slept to take a rest and save their energy for the next days. On last day of workshop agenda, the new member candidates were required to hold debate practice, either Arabic or English. They were guided by the committee as who become adjudicators (called jury in debate). After debate practice finished, the new members packed up to be ready to go

home. Before going home, the committee held inauguration ceremony to inaugurate the new member candidates to be Young Member. Young Member become member of LiDS Educia. They have less privilege than full member. For example, become they cannot the executive or people who are in charge to manage the LiDS Educia.

Third, Pre-strengthening activity. It is the third stages of member recruitment program. Pre-strengthening activity was required activity before strengthening activity. This activity required young members to join debate practice for 8 times and they could choose any time whenever they are available to do that. If the member did not complete the requirement to debate 8 times, they could not join the strengthening activity. Young member were given a piece of form to be filled (*Blangko*) to record their debate with Executive signature who become adjudicator. They were given a month to complete the requirement. The debate rule was up to them appropriate the number of member condition. For example, if there are six member. They held debate with Asian parliamentary. The executive supervised them when they debated. The Young member should have their forms signed by their supervisor and hand them to the executive as a requirement to join strengthening activity.

Fourth, the strengthening activity. This activity was the last stages of member recruitment program. The strengthening activity was an activity to examine the young member on the lesson or knowledge that they had got from first stage until third stage. This activity was held for 2 days. The place for strengthening activity was in campus on the first day and siring piere tendean

Banjarmasin on the second day. In the first day, there were several posts from post 1 until post 6 with two executive each post, every post would ask the some questions. Post 1 is “motion” post, this post asked the question about motion of debate. The young member would to understand what the meaning of the motion is. The executive asked the motion “THW implies the death penalty for the corruptor “. They asked the definition of the motion not only the words definition. Next, post 2 is “argument” post. The young member was required to make argument. After that, post 3 was “rebuttal”. The executives asked the question about how to made rebuttal and counter attack if got refute from opposite team. Then, Post 4 was “mind mapping”, the executive asked the young member to make mind mapping. Next, post 5 was “Materials of workshop”. The young member are asked to explain again what they got from workshop, especially, in Materials delivery section. The executive asked some questions about materials they had got from workshop activity. Post 6 is the last post. This post was “LiDS Educia” post. It asked the philosophical meaning was the young member reached to join in LiDS Educia organization. The president asked some question about their motivation in joining LiDS Educia, vision, mission, and the weaknesses of LiDS Educia. The second day of Strengthening activity, the young member and executive together went to siring piere tendean to join inauguration ceremony to be full members. The president of LiDS Educia officially announced the young members to be full members (having more authority than young members).

Based on discussion above, there were 4 stages of member recruitment program. They are pre-workshop, workshop, pre-strengthening, and strengthening

activity. Those were the stages of student in Tarbiyah and Teacher Training Faculty in joining the LiDS Educia. After passed through those stages, they had prospect be better.

2) Executive Orientation

The management of LiDS Educia changes every year. In this case, the management means the people who have responsibility to manage and to reach the vision and mission of organization. In LiDS Educia, the management is called the Executives. The structure of LiDS Educia organization consists of President, General Secretary, Financial Management, Training and Education sector, Tournament sector, Secretariat sector, Human relation sector, Arabic language division, and English language division. Executive orientation was a program for new executives in early year. This program was held along with executive inauguration ceremony. Executive orientation had two section. They were sharing specific orientation and general job description. Sharing specific orientation was section old executives and new executive about the jobs and jobs description of the executive. For example, President's job and job description. The old president told to new president about that. It was important for new executive to know what the previous executives experienced dealt with. The next session, the general job was a session to give material about organization generally. The knowledge were about the leadership, organization management, and conflict management. Each knowledge was explained and presented by speakers who had many experiences on it.

In conclusion, the executive orientation aimed to inform the new executives of their jobs for the year coming. After executive orientation program was held, the new executive were ready to do their jobs to realize visions and mission of LiDS Educia.

3) Debate rehearsal program

Debate rehearsal is the main program of LiDS Educia. Debate rehearsal schedule every year was different of rehearsal day depend on executives' policy. In this year, debate rehearsal was held twice a week. Debate rehearsal consist of news analysis, debate motion discussion, mind mapping, discussion of debate rule, debate practice for competition, and reports of debaters who just competed in competition.

News analysis is part of debate rehearsal where members discuss about hot news or topics from internet or TV, they discussed news or topic with wh-questions. News analysis was very important to increase debaters' knowledge. In debate, debaters should provide evidence or fact to support their argument without browsing the internet or other media. News helps debater to develop critical thinking and it is useful to improving debate skills.

Mind mapping is an important part of debate rehearsal. Mind mapping was a graphical way to represent concepts. For debater, mind mapping was very useful for brainstorming, problem solving, and gaining insight on complex subject when they debate. Debate motion required debater for gain deep analysis about an information or news.

Discussion of debate rule is a part of debate rehearsal in which members learn the rule of debating. For example, LiDS Educia used two kinds of debate types, British and Asian parliamentary. Debate rule discussion is very useful for members who want to join the tournament, especially for new full members of LiDS Educia that have is fully understood about debate rule.

Debate practice is an activity when member of LiDS Educia practice debate with their fellows, after they learned many lessons and joined that help to improve their debate skills. Especially when they were about join tournament. They would practice more often than usual. After the members joined the competition, they were required to report what they experienced and learned in competition. In debate practice, there are some process. They were case building, debating, and adjudicating. Case building was the first step in debate, which in building an argument. Debating came after case building, in which arguments are delivered among debaters in turn. Adjudicating was the last step in debate practice, in adjudicators evaluate the debater on how they performed debated.

Based on the discussion above, debate rehearsal was the main program of LiDS Educia. Some activity in debate rehearsal, such us news analysis, debate motion discussion, mind mapping, discussion of debate rule, debate practice for competition, and reports of debaters who have just competed in competition. After having debate rehearsal, hopefully the debaters could improve their debate skills.

4) Arabic Language Practice

Arabic language practice is part of Arabic Language division programs. This program aimed to improve Arabic language member skills. This program had

some lessons and activities such as, vocabulary, speaking, writing, listening, and reading practice. Arabic language practice was held once a week usually, on Friday afternoon. Arabic language practice was led by the head of Arabic Language division. He chief gave lesson about Arabic language vocabulary. To help the member improve their language.

5) English Language Practice

English language practice is part of English language division programs. This program aimed to improve English language member skills. English language practice is usually held Thursday afternoon, at 16.00 o'clock. They learned about expressions that commonly used in debate. Such as, "I would like to give my argument", "This is the evidence of my case....", "I will give the definition of the motion in this debate....", "The examples of my argument are....", "I would like to give rebuttal of....", "I would like to rebut the argument of....", etc. Those are some expressions that commonly used in debate to help the debaters presented their argument. Those expressions to made their argument clearer and the adjudicator knew what they presented such as, argument, evidence, rebuttal, etc.

6) Educia Special Weeks (Edelweiss) Program

Educia special weeks is a program to commemorate Language Month on October. This program holds three kinds of events: Debate workshop entitled "Anybody can debate" (ABCD), UIN Antasari English and Arabic debate competition, and Kalimantan open debate competition.

Debate workshop “Any Body Can Debate” (ABCD) is usually held on October at Asywadie syukur hall. ABCD workshop presented two expert speakers in Arabic and English debate. English debate workshop was presented by Amanda aprilia, an adjudicator of many English debate competitions. Arabic debate was presented and led by Mrs. Nor Maulidiyah, a lecturer of English education department. Those speakers presented about debate knowledge to all participant such us, debate rule, debate tips, debate strategies, and debate practice.

UIN Antasari debate competition presented Arabic and English debate for all students of UIN Antasari. The debate used British parliamentary rule. In British parliamentary, there were four teams that compete. Affirmatives and opposition called Government and Opposition. At government side, there are two teams. They are opening government and closing government. The debaters’ positions at opening government are called Prime minister and deputy prime minister. The debater’s positions in closing government was member of government and government whip. On opposition side, there are two teams. They are called opening opposition and closing opposition. The name of debater position at opening position was leader of opposition and deputy leader of opposition. The debaters’ positions at closing opposition are called member of opposition and opposition whip. The winner of UIN Antasari Arabic Debate 2018 was a delegation of Antasari Cendikia. And the winner of UIN Antasari English Debate 2018 was a delegation of English Education Department.

Kalimantan Open Debate Competition is a debate tournament for senior high school, college student, and young people. Kalimantan Open Debate

Competition is usually held on October at Tarbiyah and Teacher Training Faculty building. This debate tournament used British Parliamentary rule. Kalimantan Open Debate Competition had been followed by many participant around Kalimantan. The participants were from ULM, POLIBAN, UIN Antasari, Darul hijrah, and general. The winner of Kalimantan Open Debate Competition was from Faculty of Medical Science ULM. The second winner of Kalimantan Open Debate Competition was from POLIBAN. And the third winner of Kalimantan Open Debate Competition from “Assasin syariah” (Independent participant).

Based discussion above, Edelweiss is program to celebrate Language Month, Consist of three events: debate workshop ABCD, UIN Antasari Arabic and English Debate Competition, and Kalimantan Open Debate Competition.

7) Teaching Arabic and English Program

Teaching Arabic and English is part of LiDS Educia 2018 programs. Here, the members of LiDS Educia teach Arabic and English at junior high schools in Banjarmasin for a month. Arabic and English division cooperated each other for this program. This program aimed to share knowledge about language that the members obtained while they were as joining in LiDS Educia. LiDS Educia had responsibility to follow the vision and mission of Tarbiyah and Teacher Training Faculty by teaching and sharing the knowledge that they had such us, listening, reading, writing, speaking, vocabulary, grammar, pronunciation, and linguistics.

8) Sharing Session Program

Sharing session program is part of LiDS Educia programs where students of UIN Antasari Banjarmasin can have sharing session on March at Kamboja Park Banjarmasin with Mr. Spenser Edward Lemaich. He was a lecturer at English Education department and also an American native speaker. The theme discussed in sharing session 2018 was most common mistakes in pronunciation and speaking. Mr. Spenser shared about common mistakes that Indonesian did nowadays, and inform what right one was. Mr. Spenser wanted the participant to know most common mistakes in pronunciation and speaking. The participant who followed this activity were from student of UIN Antasari banjarmasin.

1. The Process of LiDS Educia in Developing Critical Thinking

The researcher did observation and interview to get the data about the process of LiDS Educia in developing. And the researcher interview the president of LiDS Educia to get more details about activity of each program in LiDS Educia. The researcher also observed some activity in LiDS Educia to know how they develop critical thinking of the member:

a. Identifying Reasons and Conclusion

According to Fisher (2011) identifying reasons and conclusions is identifying an argument to find the reasons and conclusion, and to understand what someone tells or the arguments have been presented. Some program of LiDS Educia help to develop critical thinking through reason identification and conclusion. The following are the details.

The process of critical thinking could be found in Member Recruitment program and Debate rehearsal. In Member Recruitment program, part of workshop activity, the member's candidate learnt to analyze information which consist of argument, reasons, and conclusion. They were led by the executives and given 20 minutes to do it. Afterward, the instructor ask them to present their analysis of the argument.

Such activity helps to develop critical thinking. Rehearsal activity at debate practice. Understand about the meaning of the motion and made argument along with the reasons and the conclusion. For example, in debate rehearsal held on October 27, 2018 at PSB building. The motion "THBT Internet bring more harm than good". The debate practice was held on October 27, 2018 at PSB building. Prime minister of opening government's argument, Mahiya argued:

"We agree on the motion that Internet brings more harm than good for its user. Because from social side, it will make the user away from the people around, the user wastes time only for skiing in internet, and they will not go out. For example, in china there was a boy who played internet for two weeks nonstop without taking a bath and eating food. So, we strongly agree that internet brings more harm than good."

It can be seen from the argument above, she presented the reasons for her argument and made conclusion. So, Debate Rehearsal program helps to develop critical thinking.

Activity of Identifying reasons and conclusion can be found in others program of LiDS Educia. For example, in preparation meeting of Edelweiss program held on October 1, 2018 at Cangkir coffee cafe. The committee discussed about Workshop debate participant. They discussed to decide participant category. One of the committee, Arif argued:

“The Workshop Debate participant should be joined by all category participant. The participant can be from senior high school student, University student, and independent participant. Because, it will get many participant. LiDS Educia will get much income from it. So, I agree on all category participant.”

It can be seen from the argument above. Not only in debate, but also in Edelweiss program preparation. The member also presented argument along with reason and conclusion.

b. Understanding reasoning: assumptions, context, and a thinking map

Assumptions is something that someone belief and acceptable in his/her argument. But, it cannot be said, it called assumptions. Arguments, explanation, and so on are always presented in some context contains all sorts of assumptions, presumptions, background beliefs, facts relevant to interpreting what is meant, rules of conduct and so on. The context of an argument can influence its interpretation and evaluation, largely because of the assumptions, presumptions and other background information which context can supply. A particular speaker might have a particular point of view. Arguments can carry quite different weights in the contexts of different countries, where underlying assumptions, experiences and values are different. Arguments can deserve different interpretation and evaluations in different historical contexts. A thinking map is a list of questions that should be asked when weighing up an argument. The questions of the thinking map are divided into two sets. The first called **analysis** and the second called **evaluation**. To respond reasonably to an argument unless first understand it. So the analysis questions guide in understanding what is being said and argued. The evaluation question then in deciding whether should be persuaded by the argument or not. Finding that the process of evaluating an argument might lead to

spot assumptions or a need for clarification which did not be noticed at the initial analysis stage. For this reason, although it helps to be clear-headed to separate these tasks, jumping back and forth as going through the process. So far having only really given detailed attention to the first three these questions, but whole thinking map here to provide a context for what we are doing, that can see how what have done so far fits in with our general approach and where it is leading. (Fisher, 2011)

The process of understanding reasoning: assumptions, context, and a thinking map can be found in pre-workshop, workshop, and pre-strengthening activity. In recruitment program at pre-workshop, workshop, and pre-strengthening activity. The difference of those sections are the process of reasoning. At pre-workshop, activity of reasoning is only, with reasons and conclusion. New member candidate were asked to make statement with reasons and conclusion from some topics, and given more less 10 minutes to did it. Afterward, they presented their statement front of their friends, with 5 minutes.

Based on interview president of LiDS Educia on October 15, 2018 at Taman Hijau, Sarinah said:

“The activity of reasoning at pre-workshop purposed to introduce the member beginning of making argument. They learnt how to make statement with reasons and conclusion. In LiDS Educia, argument stands for four parts: *Assertion* (statement), *Reason*, *Elaboration*, *Link back* (conclusion).”

But, at workshop and pre-strengthening activity, reasoning is more complex, because the members presented their argument in debate practice.

Argument that is presented must be weight or strong with reasons and good conclusion. The member candidate arrange argument which have learned in delivering material previous.

The process of understanding reasoning thinking map can be found in debate rehearsal activity at Mind mapping. Mind mapping was a part important of debate rehearsal. Mind mapping was a graphical way to represent and concepts. For debater, mind mapping was very useful for brainstorming, problem solving, and gaining insight on complex subject when they debate. Debate motion was required debater for gain more deep about an information or news. The motion of debate was about “the general election”. They thought about the word that related to election. They found candidate, Indonesian election, quick count, parties, campaign, etc. From the words that they got. It would help them to build argument. The motion was “This house would stop black campaign on president election”. Based on the mind mapping they got about candidate campaign and built argument from that.

c. Clarifying and interpreting expressions and ideas

According to Fisher (2011:64) the process of reasoning often encounters a need for clarification. Terms may be used, or claims may be made, whose meaning is unclear, vague, imprecise or ambiguous. The process of clarifying and interpreting expressions and ideas can be found in debate rehearsal at debate practice and discussion.

In debate rehearsal held on November 3, 2018 at PSB building. The member of LiDS Educia held debate practice and discussion about debate. At debate

practice, the motion “THW give taxpayers the power to direct their portions of tax to a government institution of their choice”. The Prime minister of opening government team, Zakaria argued:

“ I agree on the motion that THW give taxpayers the power to direct their portions of tax to a government institution of their choice. Because, it will invite many the taxpayers pay their portions to government institution.....”

The Leader of Opposition, Mulianti rebutted the argument from the opening government team. She argued:

“..... The Prime Minister said if taxpayers have the power to direct their portions of tax to a government institution of their choice. It will invite many more the taxpayers pay their portions to government institution. This argument needs clarification. What is the relation between his assertions between reasons? He did not say that. It is ambiguous argument.....”

Afterward, the debate discussion. The adjudicator led the discussion. He said that “, the argument must be clear. There is no ambiguity. The assertion and the reason must be supported by examples and other explanations. If the teammate speakers presented argument which is unclear, you must clarify it”

It can be seen at debate practice and debate discussion of Debate Rehearsal program. They learnt how to interpreting the argument. They learn how to clarify the argument which is unclear and ambiguous at debate discussion.

d. Judging the dependability and credibility of sources

Judging credibility of sources has many way in trying to decide who to believe, the principles which apply will depend on the case, but relevant considerations will often include the following: The source’s reputation for reliability, whether there is corroboration of the claim from independent sources, whether the source has a vested interest (Fisher, 2011).

Almost all reasoning that encounter includes beliefs about the way the world is, was, or going to be that communicator wants us to accept as “fact.” These beliefs can be conclusions, reasons, or assumptions. It refer to such beliefs as *factual claim*. To evaluate reasoning, it is needed to remember that some factual claims can be counted on more than others. The quality of evidence depends on the kind of evidence it is. Thus, to evaluate evidence. (M. Neil Browne and Stuart M. Keeley, 2007)

In debate, an argument should present the proof or fact, usually the debater searched the information of fact in many media to complete the argument. The member always discussed about source of information, they chose the credible media that must be believed. They compared the information from many media, because one media to others sometimes provided different detail information. For example, data about number of victims that was caused by natural disaster, they give different data.

Based on observation to LiDS Educia activity in debate practice the debate practice was held on October 27, 2018 at PSB building. At case building, the researcher saw the members searched information on internet. They search on kompas, CNN, BBC, and others news sources information to complete their proof, because facts with support facts from news media is stronger than an argument without facts from reality and media that is credible. The debater look for the evidence to support his argument. The motion was about “THBT Internet bring more harm than good.” They looked for the factual claim related the motion. After got the fact. He discussed the factual claim that he got from internet with his

team mate. They had strong argument with factual claims, not based on personal experiences or testimonials. In debate practice, a debater as Deputy of Prime Minister, Habibah argued:

“..... Internet brings more harm than good because most internet content contain violence and pornography. According to CNN Indonesia, based on Cybercrime survey in 2014, 9% of internet user have gotten violence content. 90% of children browsed pornography content on the internet based on BPS in 2010. So, that’s why we strongly agree on this motion.....”

It can be seen the argument has evidence from credible source. As we know CNN has strict article checking process before publishing the news. Michael Grynbaum from *New York Times* said that CNN has “The Triad” process. They are three steps of internal checking. First, checking fact and anonym source by editor. Then, checking practice standard division. Last, checking law side by company lawyers (CNN.com)

e. Decision-making: options, consequences, values and risks

Decision-making: options, consequences, values and risks, In thinking of possible consequences we need to be as imaginative as possible, but we must then judge carefully how likely they are, and how valuable, to come to a rational decision (Fisher, 2011).

Based on interview with president of LiDS Educia. In debate practice at case building or making argument before debate, a debater should thinking carefully. Especially in choosing whether argument is strong or not, debater need to decide strength of argument by thinking objectives and from different points of view. Thinking, whether it is argument is easy to rebut by opposition or not. For example, a debater decide two arguments, usually using point of views, such us,

economics, socials, educations, etc. Debater thinks two sides, opposite's thinking and his own thinking. It helps them to rebut their argument by their own argument.

The researcher observed the activity of case building on October 27, 2018.

The researcher asked one of the members, Sani. To explain how to build an argument and how the process is. Sani said:

"... Before we start to make an argument. We always think on two sides. Our side and the opposition side. It will make it easy for us to consider whether the statement is strong, reasons, and conclusions or not. LiDS' motto is "Ego Sum Vobis Non Esme" which means "I'm you, you aren't me." Motto means we know what opposites think but opposites don't know what we think."

The members learn how to make a decision by debate, especially at case building. It helps to develop critical thinking skills of the members.

In debate rehearsal, the members learned to write an argument until presented it. They learn how to write an argument with *Assertion, Reason, Elaboration, and Link back* (A-R-E-L). One of the members, Mulianti wrote an argument:

(Assertion): "Homework makes students stressed". **(Reason):** "Because they do not have free time anymore to relax." **(Elaboration):** Curriculum 2013 takes 8-10 hours at school, it is totally enough for students to study, however, as human beings, they do need to relax and take a rest, I would like to make an analogy of this case: 'A cup is light, now imagine that you lift your cup it is light, isn't it? Now, you are still lifting it without lowering your hand for 5 minutes, for 10 minutes, for one hour, for ten hours what will happen with your hand? Injured, your muscle will be injured, it is the same with thought and mind. **(Link back):** So that, I believe that homework makes students stressed."

It can be seen from the argument. They learn how to make an argument and the process of making an argument is appropriate with the process of decision making. They make *assertion* become rational with *elaboration* and make sure with *link back*.

The process of making decision also can be found in edelweiss program. Especially at planning and preparing of Kalimantan debate, the third agenda of Edelweiss. The members held a meeting to plan the planning about concept the Edelweiss program. They argued about the level of Edelweiss, the options were between open debate and university student debate. Open debate was a debate tournament that the participant was general. University student debate was a debate tournament that the participant was university student. They considered the advantages, disadvantages, and also risk that they would get from both choices.

The chief Edelweiss Steering committee, Mulianti said:

“... first option, Open debate gave advantages for the member of LiDS Educia from many of number participant that would join, but it would not equal if the senior high school student competed with university student. Second options, University student debate had advantages from the equality between the participant levels, but the participant was a few.”

The member made decision to choose the first option that was open debate, because at 3 weeks before the day the participant that had registered only six teams. That was why they chose the open debate of Kalimantan open debate competition, before Kalimantan University Debate Competition.

2. The Benefits of Critical Thinking by Joining LiDS Educia

The researcher chose the questionnaire instrument to get the data about the benefits that members got by joining LiDS Educia. The researcher decided to choose the executive member to fill the questionnaire, because the executive had been joined in LiDS Educia for a year. They had been learned many thing and passed through many program in LiDS Educia, so they knew the improvement of themselves. The researcher gave questionnaire for 20 executives member of LiDS

Educia about the benefits of critical thinking that they got along with LiDS Educia.

Table 4.1 a Description of the Members' Response to The Benefits of Critical Thinking Variable

No	State ment Item	Respondents' response										N	Score	Category
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		f	%	F	%	f	%	F	%	F	%			
1	Item 1	7	35	3	15	6	30	3	15	1	5	20	72	Beneficial
2	Item 2	7	35	9	45	4	20	0	0	0	0	20	83	Very highly Beneficial
3	Item 3	7	35	10	50	3	15	0	0	0	0	20	84	Very highly Beneficial
4	Item 4	5	25	8	40	5	25	2	10	0	0	20	76	Beneficial
5	Item 5	6	30	10	50	4	20	0	0	0	0	20	82	Very highly Beneficial
6	Item 6	8	40	10	50	2	10	0	0	0	0	20	86	Very highly Beneficial
7	Item 7	5	25	5	25	10	50	0	0	0	0	20	75	Beneficial
8	Item 8	9	45	9	45	2	10	0	0	0	0	20	87	Very highly Beneficial
9	Item 9	7	35	13	65	0	0	0	0	0	0	20	87	Very highly Beneficial
10	Item 10	4	20	6	30	9	45	1	5	0	0	20	73	Beneficia
11	Item 11	7	35	11	55	2	10	0	0	0	0	20	85	Very highly Beneficial
12	Item 12	11	55	6	30	3	15	0	0	0	0	20	88	Very highly Beneficial
13	Item 13	11	55	9	45	0	0	0	0	0	0	20	91	Very highly

														Beneficial
14	Item 14	8	40	11	55	1	5	0	0	0	0	20	87	Very highly Beneficial
15	Item 15	7	35	8	40	5	25	0	0	0	0	20	82	Very highly Beneficial
the benefits of critical thinking variable score													1.241	
the benefits of critical thinking variable average													82,8	Very highly Beneficial

Note:

N = Number of respondent

Based on table above is be able to be described respondents' response on the items the benefits of critical thinking skills variable as following:

Respondents' response on statement (item 1) "I just learn critical thinking after joining LiDS Educia" most of the respondents state strongly Agree (35%), with score 72. This condition is included in beneficial category. This means according to members' assessment, LiDS Educia is the first place they learned critical thinking skills.

Respondents' response on statement (item 2) "In LiDS Educia, rehearsal activities are very useful to develop my critical thinking skills" most of the respondents state Agree (45%), with score 83. This condition is included in Very Highly Beneficial category. This means according to members' assessment, LiDS Educia's rehearsal activities are very useful to develop critical thinking skills.

Respondents' response on statement (item 3) "After joining LiDS Educia, It easier for me to think critically". Most of the respondents state Agree (50%), with score 84. This condition is included in Very Highly Beneficial category. This means according to members assessment, after joining LiDS Educia, It easier for members to think critically

Respondents' response on statement (item 4) "Learning critical thinking skills in LiDS Educia helps me win competition" most of the respondents state Agree (40%), with score 76. This condition is included in Beneficial category. This means according to members' assessment, learning critical thinking skills in LiDS Educia helps members win competition.

Respondents' response on statement (item 5) "After joining LiDS Educia, I am not easier to believe on an information before check the truth" most of the respondents state Agree (50%), with score 82. This condition is included in Very Highly Beneficial category. This means according to members' assessment, after joining LiDS Educia, members are not easier to believe on an information before check the truth.

Respondents' response on statement (item 6) "After joining LiDS, I am not easy to judge and generalize something that understand very well" most of the respondents state Agree (50%), with score 86. This condition is included in Very Highly Beneficial category. This means according to members' assessment, after joining LiDS, members are not easy to judge and generalize something that understand very well.

Respondents' response on statement (item 7) "After joining LiDS Educia, I am easier to decide what is right for me" most of the respondents state Neutral (50%), with score 70. This condition is included in Beneficial category. This means according to members' assessment, after joining LiDS Educia, members are easier to decide what is right for them.

Respondents' response on statement (item 8) "From LiDS Educia, I learn to see a problem from many viewpoints" most of the respondents state both Strongly Agree and Agree (45%), with score 87. This condition is included in Very Highly Beneficial category. This means according to members' assessment, From LiDS Educia, members learn to see a problem from many viewpoints.

Respondents' response on statement (item 9) "Debate rehearsal activities at LiDS Educia help me to develop my critical thinking" most of the respondents state Agree (65%), with score 87. This condition is included in Beneficial category. This means according to members' assessment, Debate rehearsal activities at LiDS Educia help members to develop their critical thinking.

Respondents' response on statement (item 10) "After joining LiDS Educia, I am easier to solve every problems that I face" most of the respondents state Neutral (45%), with score 73. This condition is included in Beneficial category. This means according to members' assessment, after joining LiDS Educia, they are easier to solve every problems that they face.

Respondents' response on statement (item 11) "Debating can develop my critical thinking" most of the respondents state Agree (55%), with score 85. This

condition is included in Very Highly Beneficial category. This means according to members' assessment, Debating can develop their critical thinking.

Respondents' response on statement (item 12) "Before debating, Arranging argument developed my critical thinking skills" most of the respondents state Agree (55%), with score 85. This condition is included in Very Highly Beneficial category. This means according to members' assessment, before debate, arranging argument developed their critical thinking skills.

Respondents' response on statement (item 13) "I believe that LiDS Educia is a right place to college student for developing critical thinking skills" most of the respondents state strongly Agree (55%), with score 91. This condition is included in Very Highly Beneficial category. This means according to members' assessment, they believe that LiDS Educia is a right place to student for developing critical thinking skills.

Respondents' response on statement (item 14) "I believe that the role LiDS Educia as *debate society* is big for developing critical thinking skills" most of the respondents state strongly agree (55%), with score 87. This condition is included in Very Highly Beneficial category. This means according to members' assessment, members believe that the role LiDS Educia as *debate society* is big for developing critical thinking skills.

Respondents' response on statement (item 15) "Improving achievement in academic or nonacademic, LiDS Educia is the right choice" most of the respondents state strongly agree (40%), with score 82. This condition is included in Very Highly Beneficial category. This means according to members'

assessment, improving achievement in academic or nonacademic, LiDS Educia is the right choice.

In general, the benefits of critical thinking variable is included in very good category with 82,8. This condition is supported by item no. 13 with 91 score in Very Highly Beneficial assessment category. Next, the lowest score is item no. 10 with 73 score in good assessment category.

To make sure the members got impact of developing critical thinking skills. On Januari, 14 2018, the researcher interviewed three members of LiDS Educia and asked the benefits that they got of critical thinking, they are AS, IN, and H.

The researcher asked them same questions such us 1) what are the programs of LiDS Educia to develop your critical thinking? 2) what is the most program of LiDS Educia to develop your critical thinking? 3) what are the benefits of critical thinking skills you got?

AS said, “all programs of LiDS Educia develop my critical, but mostly debate rehearsal. The benefits of critical thinking are thinking many view points before decide an argument. “

IN said, “the programs of LiDS Educia to develop my critical thinking are in debate rehearsal and member recruitment at pre-workshop, workshop, pre-strengthening, and strengthening activity. By critical thinking, I can more appreciate others’ people opinion, not easy to judge others’ people opinion good or bad. I look problem on the good and bad side.”

H said,” mostly debate rehearsal develop my critical thinking skills. LiDS Educia helps my thinking process to look something more than one point of view. In LiDS Educia, I often come to debate practice and join the debate competition, so it is developing my critical thinking.”

Based on interview above, the researcher conclude that the members got the benefits of critical thinking. The benefits of critical thinking give impact to their daily life, especially their college.

B. Discussion

In this session, the researcher presents a discussion based on the findings of the study in the previous session. Then, those findings are related to theories in some sources, this discussion deals with the research question mentioned in chapter I.

1. Management Program of LiDS Educia in Developing Critical Thinking Skills

LiDS Educia is a student organization that moved in linguistics and debating. An organization usually had many purposes to reach. In LiDS Educia, there was management organization to reach it. Management could not apart from an organization. The management is planning, organizing, actuating, controlling, and evaluating. The researcher chose the management program of LiDS Educia. There are many programs of LiDS Educia that might developed critical thinking.

Based on findings, the researcher got the data about management program of LiDS Educia. They are member recruitment, Executive orientation, Debate rehearsal program, Arabic language practice, English language practice, Educia Special Weeks (Edelweiss) program, Teaching Arabic and English program, Sharing session program. The process of developing critical thinking mostly can be found in Debate rehearsal and Members Recruitment program, but the others program are implementation of critical thinking by the members.

2. The Process of LiDS Educia in Developing Critical Thinking Skills

The researcher did observation and interview to get the data about the process of LiDS Educia in developing. The researcher interview the president the

LiDS Educia more detail about activity each program and the researcher also did the observation some activity.

Based on findings, According to Fisher (2011) identifying reasons and conclusions is identifying an argument to find the reasons and conclusion, and to understand what someone tells or the arguments have been presented. Some programs of LiDS Educia help to develop critical thinking through reason identification and conclusion. The process of critical thinking could be found in Member Recruitment program and Debate Rehearsal. Such activity helps to develop critical. At debate practice. Understand about the meaning of the motion and made argument along with the reasons and the conclusion. Identifying reasons and conclusion can be found in preparation meeting of Edelweiss program. The committee discuss to decide the agreement of Edelweiss program. They argued each other.

Fisher (2011) states that assumptions is something that someone belief and acceptable in his/her argument. But, it cannot be said, it called assumptions. The context of an argument can influence its interpretation and evaluation, largely because of the assumptions, presumptions and other background information which context can supply. A thinking map is a list of questions that should be asked when weighing up an argument. The questions of the thinking map are divided into two sets. The first called **analysis** and the second called **evaluation**. This process can be found in Member Recruitment and Debate Rehearsal. The process of understanding reasoning thinking map can be found in debate rehearsal activity at Mind mapping. The members learned how to make mind mapping.

According to Fisher (2011:64) the process of reasoning often encounters a need for clarification. Terms may be used, or claims may be made, whose meaning is unclear, vague, imprecise or ambiguous. The process of clarifying and interpreting expressions and ideas can be found in debate rehearsal at debate practice and discussion.

Fisher (2011) states that judging dependability and credibility of sources has many way in trying to decide who to believe, the principles which apply will depend on the case, but relevant considerations will often include the following: The source's reputation for reliability, whether there is corroboration of the claim from independent sources, whether the source has a vested interest. The process of judging dependability and credibility of sources can be found in debate, an argument should present the proof or fact, and usually the debater searched the information of fact in many media to complete the argument. The member always discussed about source of information, they chose the credible media that must be believed. They compared the information from many media, because one media to others sometimes provided different detail information. For example, data about number of victims that was caused by natural disaster, they give different data.

According to Fisher (2011) in thinking of possible consequences it is needed to be as imaginative as possible, it must be then judge carefully how likely they are, and how valuable, to come to a rational decision. Based on interview with president of LiDS Educia. In debate practice at case building or making argument before debate. The process of making decision also can be found in edelweiss program.

Based on discussion. The process in developing critical thinking critical thinking mostly can be found in Member Recruitment and Debate Rehearsal program. But, others program also include it such us Edelweiss program as a implementation of process to develop critical thinking skills of LiDS Educia members

3. The Benefits of Critical Thinking for LiDS Educia Members

The researcher chose the questionnaire instrument to get the data about the benefits that members got by joining LiDS Educia. The researcher decided to choose the executive member to fill the questionnaire, because the executive had been joined in LiDS Educia for a year. They had been learned many thing and passed through many program in LiDS Educia, so they knew the improvement of themselves. The researcher gave questionnaire for 20 executive member of LiDS Educia about the benefits of critical thinking that they got along with LiDS Educia. The questionnaire has 15 items of open ended questionnaire with 1 item of closed questionnaire that ask about their own experience.

In general, the benefits of critical thinking variable is included in very good category with 82, 8. This condition is supported by item no. 13 with 91 score in very good assessment category. Next, the lowest score is item no. 10 with 73 score in good assessment category.

Based on discussion above, the researcher concludes that LiDS Educia has big role to develop critical thinking for the member from its management program, the process of critical thinking in its program and activity, and the benefits that members got from LiDS Educia. The management program of LiDS

Educia mostly concluded the program to develop critical thinking such as, Member Recruitment program and Debate Rehearsal. Those program had many activity to develop critical thinking. Many benefits of critical thinking that member got from LiDS Educia such as look something from many viewpoints, not judge and generalize something before understand well, and solve problem that they faced in every situation.

Based on benefits of critical thinking that had member got, LiDS Educia was successful to develop critical thinking. it could be proved with many achievement that member of LiDS Educia got such as, the winner of Department, Faculty, and University Debate Competition at UIN Antasari from 2017 until 2018. Sarinah and Norhikmah as the representative of UIN Antasari Banjarmasin to PIONIR at UIN Ar-raniry Aceh 2017. Yazid Busthami and Khairunnisa Mahfuz as The third winner of Language Ambassador Contest 2017. Akbar as the Nanang Galuh 2015, etc. The benefits of critical thinking gave the real impact for the member that got many achievement. More special was mostly the member that got achievement from the English Education department student. LiDS Educia helped the English Education department to develop critical thinking its students. LiDS Educia also had big role for Faculty of Tarbiyah and Teacher Training and Antasari State Islamic University. For Faculty, member of LiDS Educia is from all department of Tarbiyah and Teacher Training Faculty. So, LiDS Educia helped Tarbiyah and Teacher Training Faculty in developing critical thinking. For University, LiDS Educia sent its delegation as representative for national or international competition.