

## CHAPTER V

### DISCUSSION

In this chapter, the researcher would like to discuss based on the result of the study from the previous chapter.

#### A. Discussion

The result of analysis showed that there was significant effect of using BPDS in teaching critical thinking on students of English education state islamic institute of Palangka Raya. The students who were taught used BPDS reached higher score than those who were taught without used BPDS.

Meanwhile, after the data was calculated using manual calculation of  $t_{test}$ . It was found the  $t_{observed}$  was higher than the  $t_{table}$  at 1% and 5% significance level  $2.030 < 3,434 > 2.742$  It meant  $H_a$  was accepted and  $H_o$  was rejected. . And the data calculated using SPSS 16.0 program, it was found the  $t_{observed}$  was higher than the  $t_{table}$  at 1% and 5% significance level  $2.030 < 3,409 > 2.742$ . It meant  $H_a$  was accepted and  $H_o$  was rejected. This finding indicated that the alternative hypothesis ( $H_a$ ) stating that there was any significant effect of Using BPDS at third semester students of English Education of State islamic institute of Palangkaraya was accepted. On the contrary, the Null hypothesis ( $H_o$ ) stating that there was no any significant effect of Using Using BPDS at third semester students of English Education of State islamic institute of Palangkaraya was rejected. Before the

researcher gave the treatment, the mean score of pre test experiment group was 9,41 and the pre test of control group was 8,41. After gave the treatment the post test score of experiment was 11,56 the post test score of control group was 9,97. It showed that there was improvement of students' critical thinking ability, and the mean score of experiment class was higher than control group. It proved that BPDS has signifant effect on students' critical thinking ability.

After the students have been taught by using BPDS, the critical thinking score were higher than before implementing BPDS as a learning method. It can be seen in the comparison of pre test and post test score of experimental group and control group. This finding indicated that BPDS was effective and supports the previous research done. And then the researcher Omelicheve and Avdeye axamined the relationship between BPDS and critical thinking among undergraduates. An anlysis of the evidence concluded that debates engaged students intellectual practice that also characterized critical thinking. Despite this the data linking debates and critical thinking is not conclusive since the students were not only exposed to debate activity but they are also exposed to other academic courses which could contribute to their maturity and critical thinking. From the theory above it can be concluded tha BPDS has effect in increasing students' critical thinking. When debating was running it meant the students must be able to collect the academic and scientific data to

support their argument in persuading the opposite team, audiences, judgements. In the other hand debate forced students to think critically.

There were some reasons why using BPDS gave significance effect for the students' critical thinking. First, BPDS was effective in terms of improving the students' critical thinking score. It can be seen from the improvement of the students' score average in the post-test. From the mean score of control and experiment were 11,56 and 9,97. It supports the previous study by syamdianita students of mulawarman university.

The next reason was BPDS can motivate students in teaching learning process. It was appropriate with the students' respond when learning process is going, they enthusiasm to deliver the arguments and persuade the opposite team, audiences, and judgements. It indicated that using BPDS was effective in enhance critical thinking and encouragement. It supports with the theory of the advantages of critical thinking. During the debate, the enthusiasm from the first meeting to the last meeting getting better. The first meeting, students' interested were lack, but the next meeting after they had known about the debate system and the benefit of it, their enthusiasm were getting better.

BPDS involves argumentation, reasoning, explanation, and questioning, all important critical thinking skills based on the reasearch finding of the researcher Moomala Othman, Husniah

Shamid, Muhammad Hariith Zulkefli, Rosnani, and faizah muhammad. In debating especially BPDS students had opportunity to do POI, rebuttle, delivering the arguments, giving conclusion, etc and this research's finding also support the previous research finding.

The last reason also supported by theory (John Dewey) define it as reflective thinking: active, persistent and careful consideration of a belief or supposed form of knowledge in the light of the ground which support it and the further conclusion. From the theory above it also can be meant that debate enhances students' critical thinking.

Problem of the researcher when conducting the study in implementation the method by using BPDS was the students which they have not known yet about BPDS. So, the researcher should introduce BPDS the first to them. Then, they are really enthusiasm with the method. The second was, it is hard for some students who were in unfluency level of speaking ability, it wasted their own time just for silent and doing nothing, the debate became passive. The third was uncondusive class, because when doing debate all of thing must be condusive, students as the audiencse less of attention to their friends, and got bussy with themselves.

Those are the result of pre-test compared with post-test for experimental group and control group of students at State islamic institute of Palangka Raya. Based on the theories and the researcher's result, BPDS gave significance effect for the students' critical thinking

scores of students at third semester (Speaking II) of English Education(TBI) at State Islamic Institute (IAIN) of Palangka Raya.