

**EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY
IN LEARNING SPEAKING**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM**

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**EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY
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A Thesis

Presented to State Islamic University of Mataram to fulfill the requirement for the
attainment of the degree of sarjana in English Language Education



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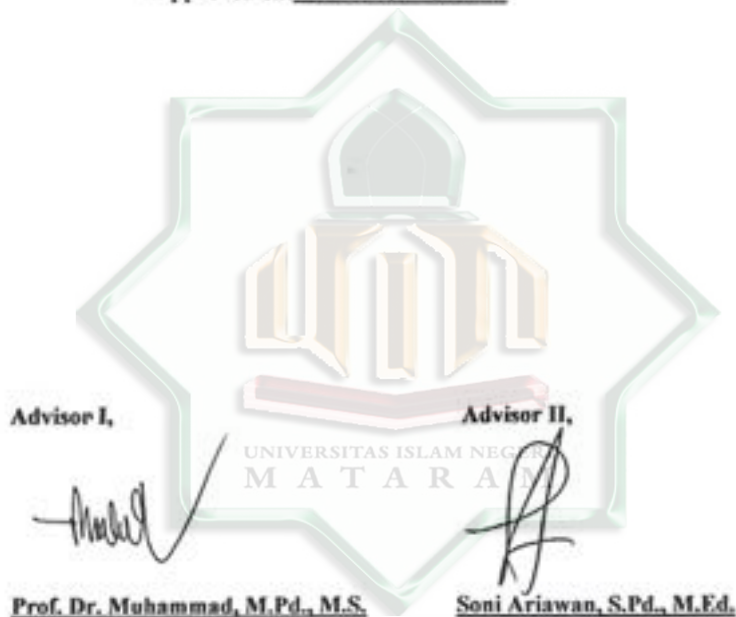
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ADVISORS' APPROVAL

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The thesis by Yunisa Putri, NIM 190107036 entitled "EFL Students' Perception on The Use of Debate as A Strategy in Learning Speaking" has fulfilled the requirement and has been approved by the advisors to be examined.

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EFL Students' Perception on The Use of Debate as A strategy in Learning Speaking

Assalamu'alaikum, Wr. Wb.

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Wassalamu'alaikum, Wr.Wb. 

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STATEMENT OF THE THESIS AUTHENTICITY

STATEMENT OF THE THESIS AUTHENTICITY

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I hereby sincerely state that the thesis entitled "EFL Students' Perception on The Use of Debate as A Strategy in Learning Speaking" " is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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I stated,



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THESIS RATIFICATION

THESIS RATIFICATION

Thesis by: Yumisa Putri, NIM: 190107036 entitled "EFL Students' Perception on The Use of Debate as A Strategy in learning Speaking" has been defended in front of examiners of the Study Program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 5 Juni 2023

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MOTTOS

“Don’t raise your voice but, improved your argument”

(anonymous)



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DEDICATION

“This Thesis is dedicated to my beloved mother and my father, my little brother. All of my big family. All of my lecturers and my classmate. Last but not least my Almamater, UIN Mataram”



Perpustakaan UIN Mataram

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Mataram, 6 Juni 2023
Writer
Yunisa Putri

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EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING

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ABSTRACT

The present study intended to investigate students' perception on the use of debate as a strategy in learning speaking. 166 EFL students from English Department of UIN Mataram were involved in this research. By employing a mixed research design, combining qualitative and quantitative methods, this study seeks to provide a comprehensive understanding of students' perspectives, attitudes, and experiences related to the use of debate as an instructional approach in the EFL students' classroom. 10 informants as the purposive sampling based on the questionnaire and their experience with English debate activities in their speaking classes. The findings demonstrated that students viewed English debate as a successful strategy for enhancing their speaking skills since it allowed them to practice and strengthen their critical thinking, fluency, and accuracy. After participating in discussion events, participants reported feeling more secure and driven to talk in English. Some students, however, expressed concern about their insufficient vocabulary and grammar expertise, which hampered their performance throughout the debates. Overall, the study reveals that English debate can be a helpful and entertaining technique for improving the speaking abilities of EFL learners, but it should be supplemented with adequate training and coaching to address students' linguistic shortcomings.

Keywords: Perception, Debate, Learning Strategy, Speaking

EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING

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ABSTRACT

Penelitian ini bertujuan untuk menyelidiki persepsi siswa terhadap penggunaan debat sebagai strategi dalam pembelajaran berbicara. Partisipan penelitian terdiri dari 166 mahasiswa EFL (English as a Foreign Language) dari Jurusan Bahasa Inggris UIN Mataram. Dengan menggunakan desain penelitian campuran yang menggabungkan metode kualitatif dan kuantitatif, penelitian ini bertujuan untuk memberikan pemahaman yang komprehensif tentang perspektif, sikap, dan pengalaman siswa terkait penggunaan debat sebagai pendekatan instruksional di kelas EFL. Sepuluh informan dipilih secara purposive sampling berdasarkan kuesioner dan pengalaman mereka dengan kegiatan debat bahasa Inggris dalam kelas berbicara. Hasil penelitian menunjukkan bahwa siswa menganggap debat bahasa Inggris efektif dalam meningkatkan keterampilan berbicara mereka karena memungkinkan mereka untuk berlatih dan mengembangkan pemikiran kritis, kelancaran, dan keakuratan. Setelah terlibat dalam diskusi debat, peserta melaporkan merasa lebih percaya diri dan termotivasi untuk berbicara dalam bahasa Inggris. Namun, beberapa siswa mengungkapkan kekhawatiran terkait keterbatasan kosakata dan keahlian tata bahasa, yang dapat menghambat penampilan mereka selama debat. Secara keseluruhan, penelitian ini mengungkapkan bahwa debat bahasa Inggris dapat menjadi teknik yang bermanfaat dan menarik untuk meningkatkan kemampuan berbicara pada pembelajar EFL, namun perlu didukung oleh pelatihan dan pembinaan yang memadai guna mengatasi kekurangan linguistik siswa.

Kata kunci: Persepsi, Debat, Strategi Pembelajaran, Berbicara

تصور طلاب اللغة الإنجليزية كلغة أجنبية في استخدام المناظرة كاستراتيجية لتعلم التحدث

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ABSTRACT

تهدف الدراسة الحالية إلى التحقيق في تصور الطلاب لاستخدام المناظرة كاستراتيجية في تعلم التحدث. 166 طالبًا من في هذا البحث. من خلال استخدام تصميم بحثي مختلط UIN Mataram الشريك قسم اللغة الإنجليزية في EFL طلاب يجمع بين الأساليب الكمية والنوعية ، تسعى هذه الدراسة إلى توفير فهم شامل لوجهات نظر الطلاب ومواقفهم وخبراتهم المتعلقة باستخدام المناظرة كنهج تعليمي في الفصل الدراسي لطلاب اللغة الإنجليزية كلغة أجنبية. 10 مخبرين كأخذ عينات هادفة على أساس استبيان وتجربتهم مع أنشطة المناظرة باللغة الإنجليزية في فصول التحدث الخاصة بهم. أظهرت النتائج أن الطلاب ينظرون إلى مناظرة اللغة الإنجليزية على أنها استراتيجية ناجحة لتعزيز مهارات التحدث لديهم لأنها سمحت لهم بممارسة وتقوية تفكيرهم النقدي وطلاقة ودقة. بعد المشاركة في أحداث المناقشة ، أفاد المشاركون بأنهم شعروا بمزيد من الأمان ودوافع للتحدث باللغة الإنجليزية. ومع ذلك ، أعرب بعض الطلاب عن قلقهم بشأن عدم كفاية مفرداتهم وخبراتهم في القواعد ، مما أعاق أداءهم خلال المناظرات. بشكل عام ، كشفت الدراسة أن النقاش في اللغة الإنجليزية يمكن أن يكون أسلوبًا مفيدًا وممتعًا لتحسين قدرات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية ، ولكن يجب استكمالها بالتدريب الكافي والتدريب لمعالجة أوجه القصور اللغوية لدى الطلاب.

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الكلمات الدالة: التصور ، المناظرة ، استراتيجية التعلم ، التحدث

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CHAPTER I

INTRODUCTION

A. Background of Study

English as a Foreign Language (EFL) education has undergone significant changes in recent years, with a shift towards more communicative and learner-centered approaches. In the context of EFL speaking instruction, traditional methods often focus on repetitive drills and rote memorization, which fail to promote authentic and meaningful communication. As a result, many EFL learners struggle to develop the necessary speaking skills to effectively communicate in English. English as a Foreign Language (EFL) learners face numerous challenges when developing their speaking skills. Fluency, accuracy, and critical thinking abilities are essential components of effective oral communication. In recent years, debate has emerged as a potential instructional strategy to enhance EFL students' speaking proficiency and promote critical thinking skills. By engaging in structured argumentation and persuasive discourse, students not only practice expressing their ideas but also develop the ability to analyze, evaluate, and defend their positions. However, despite the growing interest in debate as a language learning tool, there is limited research investigating EFL students' perceptions of its effectiveness and impact on their speaking abilities.

To address this challenge, educators have explored various pedagogical strategies to enhance speaking proficiency among EFL students. One such strategy that has gained recognition is the use of debate as an instructional tool. Debate, with its emphasis on argumentation, critical thinking, and persuasive speaking, offers a dynamic and engaging approach that can help develop not only speaking skills but also higher-order cognitive abilities.

Debate as a pedagogical tool provides several advantages for EFL learners. Firstly, it fosters active participation and engagement, as students are motivated to express their opinions, defend their arguments, and challenge opposing viewpoints. Secondly, debate encourages critical thinking by requiring students to analyze and evaluate information, construct logical arguments, and support their claims with evidence. Furthermore, debate promotes effective communication and language use, as students must articulate their ideas clearly, listen attentively to their opponents, and respond effectively in real-time.

According to Freely and Steinberg, the debate has improved 4 skills in English skill namely, speaking skill, listening skill, writing skill, and reading skill.¹ The debate can improve EFL students speaking skills because in the debate the student tried to deliver their arguments clearly and structured. The word selection and how the debaters delivered their arguments in the greatest speech in front of the adjudicators were important. The preparation, presentation, class involvement,

¹ Austin J. Freely and David L. Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th ed. (Boston, MA: Wadsworth/Cengage Learning, 2009).

defense, and peer interaction that take place during a well-run debate can give the student plenty of opportunities to practice their language skill. Debaters faster understand their opponents' arguments by listening intently and carefully recording them on a flow sheet. In the debate, the debater needs to listen carefully to the opposite team to get the point and do some rebuttals that's why the debate can improve their listening skill significantly. Also in the debate, the debaters are going to prepare their argument by reading some articles and data related to the motion and then writing it into a structured argument that, indicates the debater improved their writing and reading skill.

As the demands of students and the teaching-learning environment changed over time, so did learning methodologies. One of the numerous active learning techniques used to energize pupils is debate, especially intellectual debate.² Learning methods or learning strategies greatly determine the quality of academic and social life. Over time the learning method experienced a revolution. Learning patterns or learning strategies that change are of course caused by the times as well. The method that is in great demand is based on research conducted by Meldia and Melani entitled "Students' Perception In Using Debate Technique To Develop Students' Speaking Skills" that, the use of debate as a learning strategy has an impact on the English skill of EFL students.³ There were many language learning strategies in English to improve their speaking skill. Some EFL (English foreign learners) participated in debate competitions, they said the debate is one of the learning strategies to enhance our speaking skills, build active critical thinking and especially for EFL students who were learning for specific purposes. The debate has an important role to develop student speaking skills. As a learning strategy, the debate also builds students' critical thinking, enhances communication, and develops students to be confidence.⁴ There have been several intriguing advancements in the study of debate strategies. Numerous research studies have already shown that the debate method enhances students' communication abilities.

Understanding EFL students' perceptions of debate as a strategy in learning speaking skills is essential for several reasons. Firstly, exploring students' attitudes towards debate can provide insights into their motivation, engagement, and enjoyment of the learning process. Positive perceptions and experiences can contribute to increased participation and effort, leading to improved speaking proficiency. Secondly, understanding the factors that influence students' attitudes towards debate, such as cultural background, individual preferences, and perceived benefits, can help tailor instructional approaches to better meet their needs and interests. Finally, investigating the effectiveness of debate in improving EFL

² Sadaf Mumtaz and Rabia Latif, "Learning Through Debate During Problem-Based Learning: An Active Learning Strategy," *Advances in Physiology Education* 41, no. 3 (September 1, 2017): 390–394.

³ Putri Meldia and Melyann Melani, "Students' Perception in Using Debate Technique to Develop Students' Speaking Skills," *Journal of English Language Pedagogy* 7, no. 2 (2022): 14.

⁴ Daniel Rodger and Adèle Stewart-Lord, "Students' Perceptions of Debating As A Learning Strategy: A Qualitative Study," *Nurse Education in Practice* 42 (January 2020): 102681.

students' speaking skills and critical thinking abilities can inform instructional practices and curriculum design, ultimately enhancing language teaching and learning outcomes.

Given the potential benefits and the limited research available on EFL students' perceptions of debate, this study aims to fill the gap by employing a mixed research design. By combining qualitative and quantitative methods, this research seeks to provide a comprehensive understanding of EFL students' perspectives, attitudes, and experiences related to the use of debate as a strategy in learning speaking skills. The findings of this study will contribute to the existing literature on effective language teaching strategies and provide insights for educators and curriculum developers seeking to enhance EFL speaking instruction.

Based on the explanation above this research is aimed to investigate the EFL students about their perceptions of debate as a learning strategy for them, what are the challenges of debate they are facing, and why is it effective to enhance their speaking skills. However, the researcher has participated in several debate competitions also and she wants to know how the other EFL students' perception. The purpose of this study is purely to investigate EFL perceptions of debate as a learning strategy to enhance their speaking skill.

B. Statements of Problem

Based on the background of the study above, the research questions of this study are:

1. What are the EFL students' perception on the use of debate as a strategy in learning speaking?
2. What are the challenges of EFL students in the use of debate as a strategy in learning speaking?

C. Objective Significance of Research

1. Objective

The objectives of this research are to explore students' perception of debate as a strategy in learning to speak and to investigate students' challenges with the use of debate as a strategy in learning.

2. Significance

This study's relevance is anticipated to be valuable for the academic and professional fields, including research, school mentorship, college supervisors, students, and other researchers.

a. Theoretical significance

This research expected will be able to contribute to the implementation of the theory of the use of social media, and it can be a reference for those who want to investigate similar studies.

b. Practical Significance

1. For student

For the students of the English Study Program, the findings of this study can help with the understanding perception of EFL students who have joined the debate competition. Furthermore, it can motivate EFL students to enhance their learning strategy and achieve successful learning.

2. For teacher and lecture

For the teacher, the finding of this study can help provide knowledge about perception and support the technique of learning strategy, especially for EFL students in the English Education Study.

3. For researcher

For the researcher, this field of study hopefully contained beneficial information for other research about students' perceptions and learning strategies supporting. This study explores the EFL students' perception of the debate as a learning strategy to achieve their success in learning. The findings of this investigation will offer useful facts and details concerning the understanding of how EFL learners perceive the world and offer learning strategies. They can also serve as a guide for comparable future studies.

D. Scope and Setting Research

1) Scope

The researcher has concentrated her research on EFL students' who participated in the debate competition and classroom, in the English Language Study Program to avoid misunderstandings and focused on EFL students' perceptions of the debate as a strategy for learning to speak.

2) Setting

The study will be carried out by university students, namely the English foreign language learner, where EFL students who have signed up for the debate tournament and classroom are taking part.

E. Review of Previous Research

The first review is the research entitled "Developing Speaking Skill Through Debating: Undergraduate EFL Students' Perception" conducted by Syamdianita and Amadea Cathriona Maharia.⁵ The purpose of this study is to explore EFL students' perception of developing speaking skills through debate. The research design of this study is a mixed method and the subject of this research is 63 students from two classes who experienced debate classrooms. The research instruments used a

⁵ Syamdianita and Amadea Cathriona Maharia, "Developing Speaking Skill Through Debating: Undergraduate EFL Students' Perception," in *Proceedings of the 2nd Educational Sciences International Conference (ESIC 2019)*, vol. 432 (Presented at the 2nd Educational Sciences International Conference (ESIC 2019), Samarinda, Indonesia: Atlantis Press, 2020), 22–26, accessed February 25, 2023, <https://www.atlantispress.com/article/125938863>.

questionnaire and interview to collect the data. The study's initial finding revealed that due to the advantages they had attained, pupils had a favorable opinion of the usage of debate in speaking classes. People could become more confident while expressing their ideas by practicing the aspects and components of effective speaking. The study's second finding demonstrated that students' perceptions of debate could aid them in honing their speaking abilities, particularly the elements of speaking (vocabulary, pronunciation, grammar, fluency, and comprehension). Yet, several grammatical problems were still discovered throughout the interview sessions.

Based on the previous research above there were similarities with the current research that explores students' perception of the use of debate as a learning strategy especially for developing speaking skills. Both of these researchers used the interview to gain data collection. The differences between both the study are the present research used qualitative description and the previous research used mixed methodology qualitative and quantitative design.

The second review of previous research is the study conducted by Putri Meldia and Melyann Melani entitled "Student Perception In Using Debate Technique to Develop Student Speaking Skill".⁶ The purpose of this study was to gain a better understanding of how students felt about using classroom debate to develop their speaking abilities. The setting of this research was made up of all four classes of fifth-semester students at IAIN Bukittinggi in West Sumatera. Since the population had more than 100 subjects and the same opportunity as a sample for this study, the researcher employed random sampling. This previous research used a descriptive quantitative approach by distributing a questionnaire and twenty-five percent of the pupils in each class was selected as samples by the researcher. 30 respondents made up the entire sample for this study for technique data collection. The result of the previous study is the debate technique give them improvement in their speaking skill and indicated debate as a language learning interactive strategy.

Based on the explanation above the review of the previous research has similarities with current research that, used the questionnaire to collect the data. The research was used to investigate students' perception of the use of the debate as a strategy in learning, both of the research used questionnaires to collect the data that, indicate the same data collection technique. The difference of previous research used a quantitative design while the current research used a qualitative study as the design. Furthermore, the current research used interviews and documentation in-depth.

The third review of the previous research by Selamat Husni Hasibuan entitled "Improving English Education Department Students' Speaking Skills Through Debate Technique".⁷ The purpose of the previous research was to explain the debate technique practiced in teaching and to analyze students' improvements in speaking

⁶ Meldia and Melani, "Students' Perception in Using Debate Technique to Develop Students' Speaking Skills." *Journal of English Language Pedagogy* 7, no. 2 (2022): 14.

⁷ Selamat Husni Hasibuan, "Improving English Education Department Students' Speaking Skills Through Debate Technique," *Language and Literature* (2020): 6–13.

skills through the debate technique. This study was conducted in the English Education Department of FKIP UMSU and the participants of this study were 41 students from B class in the V semester in the academic year 2018-2019. The previous research used the Classroom Action Research (CAR) method and was done with two cycles. The researcher used a test and questionnaire to collect the data. The result of the previous study is the debate technique improved students speaking skills and was proven by the average of students scoring 65 in the first cycle and 80,3 next that indicate the debate improved the students speaking skills.

Based on the explanation above, there were several similarities between both previous studies and current research that both of them tried to investigate EFL students' improvement in speaking skills through the debate technique. The current research conducted a questionnaire to collect the data as also the previous research. The difference between both research, the current research used a qualitative descriptive approach to collect the data by questionnaire to explore students' perceptions of debate while the previous research used CAR as the design of the study. The current research used the qualitative method in the EFL students who have joined the debate competition and classroom debate.

The fourth previous research was entitled "Students Perception toward Using Classroom Debate to Develop Critical Thinking and Oral Communication" conducted by Pezhman Zare and Moomala Othman.⁸ This study aims to be to learn what students thought about using classroom discussion to develop their oral and critical thinking skills. The design of the previous study is a qualitative approach and this previous research used 16 undergraduate students sign up randomly into a group and took part in debate throughout one semester. This research conducted mixed methods (qualitative and quantitative) there were a survey questionnaire, reflective paper, and interview provided answers to collect the data. The result of the previous research shows that students thought that discussing in class was a creative, engaging, productive, and useful method of teaching and learning. Also, the respondents felt that engaging in classroom discussions helped them get over their anxiety about speaking in front of others, increase their courage to speak out and voice their viewpoints, develop their speaking skills, and sharpen their critical thinking abilities.

Based on the explanation above there were similarities with the current research. Both of the research tried to explore students' perceptions of the debate. In contrast, the purpose of both of the research was the same that's to investigate students' perception of the debate. On the other hand, the difference between both of these study, the previous research used mixed methods in the research while the current research used a qualitative descriptive method that indicates a clear method and context of the research.

⁸ Pezhman Zare and Moomala Othman, "Classroom Debate As A Systematic Teaching/Learning Approach," *World Applied Sciences Journal* 11, no. 28 (2013): 9.

The fifth previous research is a research by Mardziah Syamsudin, et. al entitled “Enhancing English Learner Willingness to Communicate Through Debate and Philosophy Inquiry Discussion”.⁹In the previous study, two groups of English as a Second Language (ESL) learners were randomly selected, and the effects of two instructional approaches, debate and philosophy inquiry (PI), on improving willingness to communicate (WTC), were examined. There were sixteen people in each group and 32 total students are sign up. To examine the gathered data, the researchers employed paired samples t-tests and independent samples t-tests. The results of the data analysis utilizing the paired samples t-test indicated that both instructional approaches significantly affect students' WTC. Yet, when compared to the Philosophy Inquiry classroom discussion group, the learners' WTC increased higher in the debate group. The findings suggest that improving ESL students' WTC through debate is more beneficial than doing so through philosophical inquiry in the classroom.

Based on the previous research above there are similarities with current research, the use of debate as a learning strategy for students. The difference between the previous research with the current research is the quantitative approach meanwhile the present research used qualitative study used to collect the data. Furthermore, the current research used questionnaires, interviews, and documentation to collect the data. In addition, the previous research used the pre-test and post-test to gain the effect of the debate as a learning strategy teaching for undergraduate ESL students meanwhile the current research focuses on the perception of EFL students on the use of debate as a strategy in learning.

Several studies have examined the use of debate as a learning strategy in various educational contexts, highlighting its potential benefits for enhancing speaking skills and critical thinking abilities. However, despite the existing body of research, several gaps remain unaddressed. Specifically, limited attention has been given to exploring EFL students' perceptions of debate as a learning strategy and identifying the challenges they face when engaging in debates. This current study aims to fill these gaps by investigating EFL students' perceptions of the debate technique, thus providing a comprehensive understanding of their attitudes and experiences. By examining the students' perspectives, this research seeks to offer valuable insights into the effectiveness of debate as a pedagogical approach in the EFL context and shed light on the challenges that students encounter during debate activities. Through addressing these gaps in previous studies, this research aims to contribute to the existing literature on effective language teaching strategies and inform educators and curriculum developers about the potential benefits and challenges associated with the use of debate as a strategy for EFL speaking instruction.

⁹ Mardziah Shamsudin et al., “Enhancing English Learners’ Willingness to Communicate through Debate and Philosophy Inquiry Discussion,” *English Language Teaching* 10, no. 8 (July 20, 2017): 145.

F. Theoretical Framework

1) Debate

a. Definition of debate

According to the greek philosophers Protagoras of Abdera and Aristotle in the previous research by Mumtaz and Latif entitled “Learning through debate during problem-based learning: an active learning strategy”, debate shows the advantages are enhanced speaking skills, building critical thinking, and encouraging teamwork. Debate is one of the learning strategies used to improve pupils' language skills, especially speaking skills.¹⁰

The debater before going to the debate does the preparation which is to find out the material related to the motion and then try to build the background and arguments of the motion. In addition, the debate forces them to argue and stay with their statements.

According to Snider and Schinurer in the previous research by Susana, arrue et. Al entitled ” The use of structured debate as a teaching strategy among undergraduate nursing students: A systematic review” that, the debate in the educational field forces pupils to approach a subject systematically and motivates them to be accountable for their learning.¹¹ Debate preparation and participation necessitate good teamwork directed toward a common objective. An equitably arranged communication session concerning some issue of interest, with opposing proponents alternating before a decision-making body" has been referred to as a debate.

According to Fluharty GW and Ross H in the previous research by Michelle entitled “Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking”, a debate is a traditional method of teaching and learning that assumes a predetermined viewpoint, either in favor of or against, on a certain issue, assertion, argument, or problem-solving strategy.¹²

According to Roy and Macchiette in the previous research by E. Alén et al. entitled “ University Students Perception of The Use of Academic Debate As a Teaching Methodology”, based on the methodical presentation of opposing viewpoints regarding a particular issue, a debate is regarded as a type of oral controversy.¹³

¹⁰ Mumtaz and Latif, “Learning through Debate during Problem-Based Learning.” *Advances in Physiology Education* 41, no. 3 (September 1, 2017): 390–394.

¹¹ Marta Arrue, Saloa Unanue, and David Merida, “Guided University Debate: Effect of A New Teaching-Learning Strategy for Undergraduate Nursing Students,” *Nurse Education Today* 59 (December 2017): 26–32.

¹² Michele Darby, “Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking,” *Journal of Dental Hygiene* 81, no. 4 (2007): 10.

¹³ Elisa Alén, Trinidad Domínguez, and Pablo de Carlos, “University Students' Perceptions of The Use of Academic Debates As A Teaching Methodology,” *Journal of Hospitality, Leisure, Sport & Tourism Education* 16 (June 2015): 15–21.

Based on the explanations above the debate can be defined as debating assists learners in improving their communication abilities since they discover they must convey their expert viewpoints. Since participants in a debate must express themselves clearly and concisely while defending their points of view, this activity needs advanced oral communication skills. Although these duties aren't mechanical, they can help you debate more effectively and swiftly. Participants in a discussion must also assume their opponents' thoughts.

b. Debate Technique

There are established guidelines that are applied to this debate. To determine the winner of the argument might be judged. In a democratic country, debates are frequently used to explore and address issues. A debate is a procedure that entails a formal discussion about a particular issue frequently involving a moderator and an audience. Discussion of conflicting viewpoints is common in the debate.

The technique of the debate is one supports the resolution and one side disagrees. The debate is used to compare and contrast two sides of the above to make a decision. In the debate, Mustafa states that there were pro and contra teams. Each of them tried to argue their arguments related to motion. Debaters, create several qualities, organize and collect an idea, analyze and identify, and generate a logical connection between two sides pros and cons. The debate allowed the pupils faster adapt to the new situation and persuasive speech is using. The debaters should be respectable and polite to their rivals and the quality of their arguments. Adopting correct or incorrect perspectives, debaters should never forget that a solid argument requires careful consideration. A debate is a sincere endeavor to present the audience with two opposing viewpoints on issues raised on the plan.

c. Types of Debate

According to International Debate Education Association in the previous research by Nadin and Ijaz entitled “Beyond Binaries: A Three-Sided Pedagogical Model for Classroom Debate” the creation of a debate with three sides, in which one team “attempts to create a middle ground,” to allow for a “greater interplay” of ideas. To our knowledge, the three-sided debate model has not been formally evaluated in a classroom setting and three groups typically take part in formal debates.¹⁴

The judge, who assesses the quality of the evidence and discussion as well as the effectiveness of the debate, is one of the groups that support the resolution and is also known as the positive team. The opposing team is the group that is opposed to the resolution. A teacher, a small group of students, or the entire class may conduct the evaluation. Positive and opposing teams

¹⁴ Nadine Ijaz and Anjali Sergeant, “Beyond Binaries: A Three-Sided Pedagogical Model for Classroom Debate,” *International Journal of Teaching and Learning in Higher Education* 33, no. 2 (2022): 15.

typically include three members each. The rules of discussion are set, and a specific resolution is developed.

According to Fluharty GW and Ross H in the previous research by Michelle entitled “Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking”, the debate can be defined by some parliamentarians namely, Asian and British.

There are various types of debates that differ in format, purpose, and rules. Some common types of debates include:

- 1) Policy Debate: Also known as cross-examination debate, policy debate focuses on examining and proposing changes to public policies or laws. Participants typically engage in in-depth research, present evidence-based arguments, and engage in cross-examination of opposing teams.
- 2) Lincoln-Douglas Debate: Named after the famous debates between Abraham Lincoln and Stephen Douglas, this type of debate emphasizes philosophical and ethical arguments. It typically involves one affirmative debater and one negative debater discussing a value-based topic, such as justice, freedom, or morality.
- 3) Parliamentary Debate: Modeled after the debating style used in parliamentary settings, parliamentary debate involves teams of two or three debaters who argue for or against a motion. Debaters have limited preparation time and must provide logical arguments, counterarguments, and rebuttals in a structured and persuasive manner.
- 4) Public Forum Debate: Public forum debate is designed to simulate discussions on current events and public policy issues. It aims to engage both debaters and the audience in a clear and accessible manner. Debaters present their arguments and evidence, and they engage in crossfire, where they question each other's arguments.
- 5) Academic Debate: Academic debates are commonly conducted in educational institutions and focus on exploring a topic from different perspectives. Participants engage in research, present well-structured arguments, and use evidence to support their positions. Academic debates often prioritize critical thinking, logical reasoning, and effective communication.
- 6) World Schools Debate: World Schools Debate, also known as British Parliamentary Debate, is a format used in international competitions. It involves teams of three debaters who engage in both prepared and impromptu debates. Debaters must adapt quickly to various topics and argue from different positions, testing their versatility and critical thinking skills.

These are examples of the many types of debates that exist. Each type has its own rules, structures, and objectives, but all share the common goal of

promoting critical thinking, persuasive communication, and the exploration of multiple perspectives on a given topic.

d. Rules of Debate

According to Scannapieco in the previous research by Elisa et. al entitled “University Students' Perceptions of The Use of Academic Debates As A Teaching Methodology”, there are two debate teams: a positive team and a negative team, with three speakers on each side.¹⁵ The argument starts with the first positive speaker, then the first contrarian. The second and third speakers on each team keep this pattern going. Time allotments for each speaker are fixed.

A warning bell sounds to give them a brief opportunity to summarize and finish their remarks, and then a closing bell marks the conclusion. Each speaker has a distinct responsibility that needs to be met throughout a speech. The opening phrase for every debater must be "Madame or Chairman, Ladies, and Gentlemen." When finished, the speaker is not obligated to express "thank you," although they are free to do so.

e. Participants of Debate

The participant in the debate is the affirmative and opposition teams, judges, and audiences. The affirmative of the house's first speaker states defining motion, which is an introduction, definition, and interpretation. The second speaker by affirmative of the house's states summarizes, discusses, justifies, and provides evidence for the first speaker's objections. The third speaker from the affirmative of the house includes a synopsis, a counterargument, and information supporting your position in your introduction.

f. The Benefit of Debate

A debate has engage the student in discussion as a communicative and participatory strategy. The pupils can profit greatly from the argument. Here are the benefits of debate for students. The debate can improve students speaking skills, Speaking means using language in everyday conversation, using words, recognizing how to use a language, expressing oneself in words, and creating speech. Speaking is one of the language skills that need to be mastered by the student to build communicative competence. Speech involves decision-making. The pupils must decide how to merge in expressing themselves and constructing social relationships through speech. The debate established pupils' communication skills. Debaters waste intermittently practicing and assembling hundreds of public speeches.

The debate also Increases student critical thinking because in the debate students are forced to investigate a mistake critically. The debate can build

¹⁵ Alén, Domínguez, and de Carlos, “University Students' Perceptions of the Use of Academic Debates as a Teaching Methodology.” *Advances in Physiology Education* 41, no. 3 (September 1, 2017): 390–394.

students' confidence, struggling frequently in the face of loss, setbacks, and questioning developed. They regularly make decisions about complex issues outside of their areas of interest, therefore they are capable of doing so. In addition to helping students engage meaningfully with academic material, debate can help students who are feeling socially isolated re-engage with society.

2) Learning Speaking Using The Debate Technique

a. Definition of Speaking

According to Rebecca Huges, speaking means using language in everyday conversation, using words, recognizing how to use a language, expressing oneself in words, and creating speech one of the linguistic skills that are taught in many universities is speaking.¹⁶ Some pupils are still hesitant to use English to speak and express themselves. Some professors failed to motivate and push their students to speak English, and it is evident now that even after students have learned the language for a while, they are still hesitant to do so.

Speaking skills need to be mastered by the student to build communicative competence. Speech involves decision-making. The pupils must decide how to merge in expressing themselves and constructing social relationships through speech. The debate established pupils' communication skills. Debaters waste intermittently practicing and assembling hundreds of public speeches.

b. Aspect of Speaking

According to Brown, six components of speaking are pronunciation to assess how well-educated native speakers accept different pronunciations, grammar to evaluate if or how grammar is equivalent to that of a native speaker with education, determines how well-educated native speakers will accept speech, including vocabulary, idioms, colloquialisms, and relevant cultural allusions, demonstrates whether the listener can comprehend what is being said at the same degree as educated native speakers, how well-accepted by educated native speakers a speaker's level of language fluency is a determining factor, and demonstrates whether the student has the same level of speaking proficiency as a native speaker with education.¹⁷

c. EFL Students' Problem with Speaking

According to Richard, there are several issues that students faced when participating in speaking activities. The problems include:

1. Grammar

The ability to use grammar correctly is a skill that pupils should develop. Because of this, grammar is seen as a crucial component of

¹⁶ Rebecca Hughes and Beatrice Szczepek Reed, *Teaching and Researching Speaking*, Third edition., Applied linguistics in action (New York ; London: Routledge, Taylor & Francis Group, 2017).

¹⁷ Afi Normawati, "EFL Learners' Difficulties in Speaking English" 1, no. 1 (2023).

speaking. However, the kids' command of grammar is lacking. Grammar mistakes are usually discovered in talks with other people. Since the pupils use improper structure when conversing, they frequently are unaware of their flaws and structural errors. As a result of this problem, communication ultimately fails to express meaning clearly.

Due to gaps in the grammar of their first and second languages, students still use incorrect grammar when speaking, even though they are given the topic and have time to prepare the conversation before performing. Additionally, they think that they do not manage their grammar properly.

2. Pronunciation

Speaking is vital since pronunciation refers to the way a language, a particular word, or a sound is said. In actuality, the kids frequently struggle with pronunciation, which has an impact on how well they speak, as they occasionally pronounce words incorrectly. Inhibition is another factor contributing to the pupils' pronunciation issues, which results in inaccurate information delivery when they talk.

3. Vocabulary

Whether learning a first, second, or foreign language, mastering vocabulary is essential to language learning. Vocabulary is crucial for learning a language since when we talk about a language's vocabulary, we primarily but not only talk about its terms. Lack of word meaning mastery may contribute to students' difficulties in communicating from the perspective of vocabulary mastery. Learning the meaning of words in a foreign language can be particularly difficult for EFL students. Speaking fluency issues might be brought on by a poor command of vocabulary meaning.¹⁸

d. Speaking Technique in Debate

In this regard, the researcher also made an effort to highlight the instructional strategies used by the majority of professors when teaching English. Students are not engaged in classroom activities as a result of the teacher-centered nature of the teaching and learning process, which has an impact on the effectiveness of students' language production, particularly speaking.

Some instructors simply show up for class and assign tasks to the students without more explanation or deeper comprehension of the material. Students' ability to talk actively will undoubtedly be made easier with the use of debate strategies. Because employing a debating strategy would undoubtedly inspire pupils to share their ideas and thoughts in more original and courageous ways. Because they are encouraged to talk by expressing all of their ideas and views, the student who participates in the debate can

¹⁸ Ibid.

express themselves by comprehending many types of insights. Therefore, the ability of students to speak through debate will bring about the most change because it will enable them to do more than just express their ideas. Furthermore, enable them to examine problems and offer thorough answers.

The procedure of the debate in the classroom is the teacher divided the student into two groups. The first group is positive and the other side is negative. Each team defends the types of debate, two teams for the Asian Parliamentary (AP) and four teams for the British Parliamentary (BP). Amount the debate techniques used in debate competitions are BP, AP, Mace Debate, and many others.

These debate words provide clear guidelines for how to conduct debate activities in the classroom, where students must first become familiar with them. In contrast, if pupils are unable to identify the arguments, rebuttals, and others, they may experience difficulties during the discussion. From the aforementioned definitions, it can be inferred that arguments are not only claims but also include clarifications or elaborations, which are then backed up by instances, facts, or statistical data.

To properly conduct the debate activity in the classroom, teachers should explain these words to the students before the debate. There are a few discussion parliamentary systems that are frequently utilized at the varsity level in Indonesia, although they tend to be the British Parliamentary Debate System, which is known as the NUDC and WUDC (World University Debating Championship). Four teams are competing, each with two members, under this debating system. Additionally, each participant has a time limit of seven minutes and twenty seconds for their speech. The remaining students will serve as adjudicators while some students specialize in debate.

3) Perception

Perception and attitude are related. When someone interprets "the impulses out to be something meaningful to him or her based on earlier circumstances," that person is termed to be perceiving. Simply said, perception is how people respond to their prior experiences. Student perception is needed by the educator or mentor to achieve success in learning. On the other hand, the perceived need to know how was something experienced and affecting social life.

To illustrate how the perceived pupils, for example, the researcher joined the debate competition and analyze her behavior, attitude, expectation, motivation, and experiences during implemented the debate technique as a learning strategy to improve her speaking skill was very nice. Students' motivation, expectations, and prior experiences are just a few of the elements that can affect how they see something. In other words, a student's attitude, motivation, and behavior will depend on whether they have a good or negative view. According to the previous research by Marco, et. al entitled "Student Perception of Competencies and Skills

for Social Entrepreneurship in Complex Environments: An Approach with Mexican University Students”, Categories elements that influence perception into two categories: internal elements including ideas, sentiment, readiness, sexuality, demands, and motivation, are those that are brought on by the students directly, and extrinsic elements such as academic background, career, environment, culture, and conviction, that are independent of the students.¹⁹

The process of perception is that our body's sensory abilities are increased by input from the object. Both inside and outside of the person are sources of the stimulus. The major nerve system in our brain receives the signal after that. The brain then processes the signal such that the person is aware of the object identified by the sensory apparatus. Emphasized the need for people to focus on the object while they are perceiving something. It happens because a human may experience multiple impulses from their environment, not all of which are registered by the person. As a result, how a stimulus is perceived varies from person to person.

Factors affecting perception are clear stimuli that have the potential to affect perception. Physiology makes up the next group. Psychology is concerned with experiences, motivation, and cognitive processes, whereas physiology is focused on our bodies' sensory organs. The final is the environment. Perception is influenced by the stimuli context, particularly if the object is a human. In this situation, various people from various social backgrounds acquire various perceptions.

A positive or negative perception of the pupils used to know how the effectiveness of debate as a learning strategy. When the student perception is great, indicated the debate was successful as a learning strategy and gives benefits to students, furthermore, the mentor can guide the debate as a learning strategy in the classroom. When the student's perception is worst about the debate, the mentorship might substitute for language learning. This study conducts how the effects of the debate as a learning strategy toward student perception, what they are perceiving, and what are the challenges.

4) English Learning Strategy

There were many learning strategies to master language skills. According to Williams & Burden in the previous research by Chien Kuoli entitled “An Overview of Language Learning strategy”, students can employ a variety of resources to complete or solve a learning task when they are engaged in it. This is known as the process of learning strategy.²⁰

¹⁹ Marco Cruz-Sandoval, José Carlos Vázquez-Parra, and Patricia Esther Alonso-Galicia, “Student Perception of Competencies and Skills for Social Entrepreneurship in Complex Environments: An Approach with Mexican University Students,” *Social Sciences* 11, no. 7 (July 19, 2022): 314.

²⁰ Chien Kuo Lee, “An Overview of Language Learning Strategies,” *Academia accelerating the world's research* 7 (2010): 22.

Since the 1970s, there has been a noticeable surge and research into a language-learning strategy, since these groups play a variety of essential roles in language acquisition. In the field of learning a second or foreign language, many academics concentrate on how learners process new information and what sorts of tactics they employ to comprehend, acquire, or recall the information. Despite exposure to identical teaching strategies and learning environments, some students are more effective than others at learning a second or foreign language.

In the strictest sense, learning is a necessary process for people, civilizations, and the success of educational institutions. Formal education gives access to the cultural heritage built up throughout humanity's history and permits the advancement of this heritage via the creation of new knowledge. It also enables the development of cognitive and social skills. With the current developments and the discussion surrounding lifelong learning, formal adult education has gained ground and interest in the mechanics underlying this audience's learning process. Nowadays, it is commonly known that people learn in a variety of ways, have preferences for various stimuli, and make learning easier.

As a result, whereas some people like written texts, readings, debates, and written output, others prefer visual materials like pictures, films, drawings, and schemes, as well as real-world tasks with a clear objective.

According to Felder and Silverman in the previous research by Lucimar and Anna entitled “An Integrative Debate On The Learning Styles and The Learning Process” there are 4 learning identifies learning strategies based on how students acquire and process knowledge namely activist, reflector, theorist, and pragmatic.²¹ Activist learning occurs most effectively in situations involving actual action when trying new things, making mistakes, and getting things right are valued. Group discussion exercises, puzzles, problem-solving, and brainstorming are learning stimuli that are beneficial for activists. Reflectors have a preference for learning through a combination of questionnaires and thought. Before making a choice, they take into account a wide range of options and repercussions. Reflectors appreciate activities that don't have deadlines and offer them time to research, reflect, and examine what transpired. Theorist learning from explanatory models, theories, statistical data, analysis, and synthesis is more comfortable for learners. These students must comprehend the reasoning behind the behaviors. The learning activities best suited for these students include discussions, reading, case studies, and stimuli that give them time to reflect, seek out theoretical justifications, create models, and base problem-solving. Furthermore, pragmatic Learners put their analytical skills to use in problem-solving and innovation.

Based on the explanation above, the debate involved all of the strategies from the preparation of the debate until the closing, the debaters finding out the

²¹ Lucimar Almeida Dantas and Ana Cunha, “An Integrative Debate on Learning Styles and The Learning Process,” *Social Sciences & Humanities Open* 2, no. 1 (2020): 100017.

material related to the motion, arranging the argument for the motion, elaborating, and rebuttal. In addition, the purpose of the debate technique as a learning strategy focuses to enhance speaking skills. Furthermore, the benefits of the debate as a learning strategy have been mentioned in the previous part of this session.

Language learning strategy determined the success of learning, how the pupils arranged their way to learn, and considered to be productive to achieve their goal of learning. The learning strategy for all students has different. To master, some language learners need more practice to increase their speaking, vocabulary, reading, and listening skills. The researcher focused on the debate as a learning strategy for EFL students' students who have joined the debate competition. In another word, the debate includes all of the aspects of how to master the languages especially English debate to master English language skills. This study was used to explore their perception of the English debate as a learning method for EFL students.

G. Research Method

1. Types and approach of research

This study will employ a mixed research design, utilizing both qualitative and quantitative approaches. The qualitative phase will involve semi-structured interviews with a sample of EFL students to gain an in-depth understanding of their perceptions, experiences, and attitudes towards using debate as a strategy for learning speaking. The interviews will be audio-recorded, transcribed, and analyzed thematically to identify common themes and patterns.

The quantitative phase will involve administering a survey questionnaire to a larger sample of EFL students. The survey will include Likert-scale items and open-ended questions to gather quantitative data on students' perceptions of debate's effectiveness in improving their speaking skills. Statistical analysis will be conducted to examine the relationship between variables and identify significant trends.

The mixed research design will allow for a comprehensive understanding of EFL students' perception of debate as a strategy in learning speaking skills. The findings will shed light on the effectiveness of debate in improving oral proficiency, enhancing critical thinking abilities, and fostering a positive learning environment. Moreover, this research will identify the factors influencing students' attitudes towards using debate as a learning strategy, such as confidence, motivation, and cultural background.

a. Approach

The primary method used in this research is mix method (qualitative and quantitative study). Research in the field of mixed methods employs three main types of designs: sequential explanatory, sequential exploratory, and concurrent triangulation. In sequential explanatory designs, data collection

occurs in two stages, with a primary focus on qualitative methods. Conversely, in sequential exploratory designs, qualitative data collection and analysis are conducted first, followed by quantitative data collection and analysis, with a greater emphasis on qualitative methods. Concurrent triangulation designs involve the simultaneous collection of quantitative and qualitative data, followed by the integration of both types of data during analysis to gain a comprehensive understanding of the phenomenon of interest. According to Creswell J, to have a complete grasp of the action that we wish to research, a case study is described as a study that genuinely studies a program, an event, an activity, a process, or one or more persons.²²

EFL students who have joined the debate competition and implemented the debate as a learning strategy based on their experiences, the researcher need their perception of how was the debate going on furthermore, how the debate can improve their English language skill, especially speaking skills.

b. Types of Research

The case study is used to answer the problems or issues such as in this research. The sort of research used in this study is a case study. There are two types of research, research with a single case of study for one case of study and multiple cases of study when the cases are more than one. In addition, this study used a single case study. As an example, this research applied a single case study for instance the researcher analyze student perception of the debate as a learning strategy for speaking.

Furthermore, this study utilizes a sequential exploratory design, involving the collection and analysis of qualitative data followed by the collection and analysis of quantitative data. The qualitative data analysis is primarily based on the methodology proposed by Miles and Huberman. Following the recommendations of McMillan and Creswell, the first stage of the research comprises qualitative data collection and analysis, which informs the subsequent collection and analysis of quantitative data. The integration of qualitative and quantitative data occurs when the researcher connects the findings of qualitative data analysis with the process of quantitative data collection.

In this study, quantitative data is used to complement and explain the qualitative data obtained through in-depth interviews with participants. The qualitative method provides an overview of EFL students' perceptions and difficulties regarding the use of debate as a strategy in learning speaking skills. It allows for a deeper and more comprehensive understanding, which is achieved through interviews conducted with a sample of 10 students. On the other hand, the quantitative method is employed to assess students'

²² John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Qualitative studies Research*, 2nd ed. (Los Angeles: SAGE Publications, 2011).

perceptions and difficulties in using the debate technique to improve their English speaking skills. The instrument used for this purpose is a questionnaire.

2. The Presence of Research

In this study, the researcher participates in the action by communicating with the informants about the study program for varsity-level EFL students. By combining both quantitative and qualitative methods, the researchers aimed to ensure a comprehensive and holistic understanding of the phenomenon under investigation. The utilization of Google Forms for questionnaire distribution facilitated the systematic collection of quantitative data, while the subsequent interviews enabled a deeper exploration of students' perceptions and challenges. This methodological approach enabled the researchers to triangulate data from multiple sources, contributing to a more nuanced understanding of the research topic.

3. Source of Data

The primary source for the research is collected from varied previous research that related to the data needed in this research and the researcher has joined the debate tournament. The EFL students served as the primary source of information for the researcher, and such as, they provided the majority of the data for this study. The data of this approach was taken by the EFL students' who joined the debate competition or classroom.

According to Huberman, the method used to choose the subjects for the sample is known as a sampling methodology and can be identified by name. Sampling can be used to form inferences about a population or to extrapolate from existing theory.²³ In essence, the example strategy chosen will determine this. Sampling techniques are typically categorized as probability, random, non-probability, or non-random sampling. This study conducts purposive sampling.

Purposive sampling strategies come in a variety of forms and can be used to select the sample in research. Purposive sampling was employed as a sample approach in this investigation. In the interview, the researcher took 10 students as the informants selected by the researcher from the result of the questionnaire. To obtain precise and simple data for analysis, the researcher then recorded the students' voices. Interviews and questionnaires were used to get this information.

4. The Procedure of Data Collection

The researcher used a questionnaire, interview, and documentation to collect the data.

²³ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd edition. (Thousand Oaks, California: SAGE Publications, Inc, 2014).

a. Questionnaire

According to Bill Gillham, one of the tools used in population surveys, which is a key research methodology, is questionnaires. A comparative and representative image of a specific group is typically the goal of surveys. Social scientists refer to the group or list they are sampling from as the "population," and they also refer to this list as a "sampling frame."²⁴

According to Petra Lietz Australian Council for educational research, some people view answering survey questions as a complex cognitive process that involves processes that respondents frequently repeat to absorb the data that is given to them by the survey questions and response alternatives.²⁵ Others emphasize the complicated communication process between researchers and respondents, as well as their presumptions, expectations, and perceptions, as the interaction between questions and replies.

Responding to survey questions includes numerous, frequently repeated steps of sophisticated information processing, according to cognitive research into survey methodology. Understanding the query is the first step in the process, which next involves retrieving pertinent material from memory. The procedure also includes estimations and judgments about the respondent's willingness and incentive to be truthful. In the end, the respondent's internally generated response is compared to the questionnaire's response categories.

There are 28 statements to collect the data about EFL students' perception of the debate as a strategy in learning speaking and the challenges, there are 15 statements for EFL students' perceptions while 13 others are about the challenges of the students on the use of the debate as a learning strategy in speaking. The questions were adapted by Syamdianita and Amedea on the previous research entitled "Developing Speaking Skill Through Debating: Undergraduate EFL Students' Perceptions".²⁶

The researcher makes an online draft question via google form and shares it with a WhatsApp group of EFL students' students who have experienced the debate learning strategy for speaking. In the questionnaire, the respondents need to answer each question with the average of the point from each questionnaire 5=totally agree, 4=agree, 3=neutral, 2=disagree, and 1=totally disagree.

The questionnaire can be seen in appendix 1 next. On the other hand, to know the EFL students' perceptions, the researcher also used the formula

²⁴ Bill Gillham, *Developing A Questionnaire*, 2nd ed., Real world research (New York: Continuum, 2007).

²⁵ Petra Lietz, "Research Into Questionnaire Design: A Summary of The Literature," *International Journal of Market Research* 52, no. 2 (March 2010): 249–272.

²⁶ Syamdianita and Maharia, "Developing Speaking Skill Through Debating." in *Proceedings of the 2nd Educational Sciences International Conference (ESIC 2019)* (Presented at the 2nd Educational Sciences International Conference (ESIC 2019), Samarinda, Indonesia: Atlantis Press, 2020), accessed February 25, 2023, <https://www.atlantis-press.com/article/125938863>.

below to know the percentages of EFL's perception of the debate as a learning strategy:

$$P = \frac{S}{N} \times 100\%$$

Explanation

P = Percentage of students' preference

S = Number of a sample of the student's on each statement

N = Total of student's sample

b. Interview

In the interview, the researcher took 10 students as the informants selected by the researcher. The researcher used a semi-structured interview in which the researcher asked more open-ended questions rather than strictly adhering to a formalized list of questions to explore the results of questionnaires through various questions addressed to respondents to obtain valid and complete data about EFL students' perception of the use of debate as a strategy in learning to speak.

According to James A Holstein, answers are given by respondents through a combination of structured and unstructured interviews. Although the interviewer has a rough idea of what they want to ask, the questions do not necessarily need to be asked in the same order or with the same wording.²⁷ Semi-structured interviews frequently have an open-ended format that promotes flexibility and a sense of order while adhering to a specified theme framework.

However, it can be difficult to spot patterns if the questions were significantly different for each participant, which would reduce the generalizability and validity of the findings. Direct question-and-answer sessions were used to conduct interviews with participants who had a direct hand in creating the research object. The level of scout activities based on patriotism was assessed using the interview method used in this study.

According to Salmon, semi-structured interviews, which fall under the category of in-depth interviews and are more flexible in their application than structured interviews, are the form of an interview that the researcher utilizes.²⁸ This kind of interview asks the interviewee for thoughts or opinions to uncover issues more directly. When conducting interviews, researchers must pay close attention and take notes on what the informant says. The interview can be seen in appendix 2 next. The researcher conducted 3 of the EFL students who joined the debate competition as the instrument of interview for students' perception of the debate as a learning strategy.

c. Documentation

²⁷ Jaber F. Gubrium and James A. Holstein, eds., *Handbook of Interview Research: Context and Method* (Thousand Oaks, Calif: Sage Publications, 2002).

²⁸ Janet Salmons, *Qualitative Online Interviews: Strategies, Design, and Skills*, Second Edition. (Los Angeles: SAGE, 2014).

According to Julmi in the previous research by Toloei et al entitled “A qualification of Qualitative Method”, a document that includes pertinent details concerning research questions is referred to as documentation, the documentation's main goal is to gather information on the study's historical backdrop and context. documentation in the shape of letters, journals, reports, photos, and other writings. ²⁹In contrast to other ways, this method is reportedly a bit less challenging because, even in the event of an error, the data source remains intact and unaltered. When using the documentation technique, inanimate objects rather than living things are what is seen. Data from non-human sources, such as documents and records, are gathered in this study using the documentation technique.

Any document or statement created by, for, or on behalf of people or groups to establish the reality of an event qualifies as the recording in question. While the recording, which is not specifically made for a particular purpose, is used to refer to the document or not. According to the findings of the researchers' questionnaires and interviews, it will be more trustworthy if it is supported by evidence that comes from the scene of the questionnaire. In light of this, it can be said that the researcher employs the documentation method as data support and collects precise information about how EFL students perceive the argument as a teaching tactic.

5. The Technique of Data Analysis

According to Miles and Huberman, qualitative research tasks are carried out interactively and continue indefinitely to the point when the data is exhausted. According to Miles and Huberman, the steps of data processing are as follows:

a. Data Condensation

According to Miles and Huberman, the term "data condensation" refers to the selection, concentration, simplification, abstraction, and transformation of the data included in the corpus of written-up field notes, interview transcripts, papers, and other empirical materials. The researcher took certain actions to simplify the data while maintaining its meaning on students' perceptions of English education. The researcher then eliminated irrelevant data that did not contain the response to the initial research questions. Last but not least, the researcher chooses the crucial information required in the study on the utilization of argument as a speaking learning approach. Based on the subject and object under investigation, the information gathered through interviews, questionnaires, and documentation will be categorized. The perception of discussion as a teaching tool is shared by all EFL students. selecting, concentrating, altering, abstracting, and condensing the data in the comprehensive corpus of documented field notes,

²⁹ Abbas Toloie-Eshlaghy et al., “A Classification of Qualitative Research Methods,” *Research Journal of International Studies*, no. 20 (2011): 19.

transcripts of interviews, and documents are referred to the data condensation and other empirical elements.

b. Data Display

According to Miles and Huberman, data display is a collection of information that has been categorized, separated, and structured according to the collection of information that leads to a conclusion. data display available, information that has been categorized and gathered through data collecting is a conclusion. The researcher takes a few actions, outlining all the information gleaned through a questionnaire, an interview, and documentation. It is a method for gathering data for the study and assisting the researcher in completing it. The researcher then presents the findings from interviews and questionnaires of students' perspectives of debate as a speaking learning approach. Furthermore, this approach conducted questionnaires, interviews, and documentation to collect the data for EFL students' perception of the debate as a learning strategy and what are the challenges of the debate technique.

c. Draw and Verifying Conclusion

The third category of analysis activities involves making and confirming predictions. From the beginning of data collection, the qualitative analyst assesses the meaning of the data by noting trends, explanations, causal flows, and hypotheses. These findings are held lightly by the competent researcher while maintaining skepticism and openness. However, they are first ambiguous before becoming increasingly explicit and grounded. The last session of collecting the data is the conclusion or verification. The researcher mentioned the result of this study that describes EFL students who have joined the debate competition's perceptions of the debate as a strategy for speaking.

Based on the references of the previous study, the researcher compared the current result of the research with the previous research about students' perception of the debate for nursing while current research for EFL students.³⁰

6. Trustworthiness

The validity of the data is tested to determine whether the conducted research is truly scientific and to validate the data gathered. Furthermore, the quality standards or trustworthiness in qualitative research include credibility (rather than internal validity), transferability (rather than external validity/general

³⁰ Johnny Saldana Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*, ed. Helen Salmon, 3rd ed. (London ECIY ISP: Sage Publications, Inc., 2014).

ability), dependability (rather than reliability), and confirmability (in preference to objectivity).³¹

Additionally, the triangulation technique was employed by the researcher to confirm the validity of this study. Triangulation is comparable to the modus Operandi approach employed by detectives, mechanics, and primary care physicians, claim Miles, Huberman, and Saldana. Triangulation is a method to apply or use to verify the accuracy of data. This study used theoretical triangulation to strengthen the validity of the data. The authenticity of the data was then verified by the researcher using the triangulation method. Utilizing three or more hypotheses simultaneously to analyze and interpret data is known as theory triangulation.

Through this form of triangulation, many theories or hypotheses might help the researcher confirm or deny the results. The employment of various approaches for gathering data on the same event is known as method or technique triangulation. This kind of triangulation, which is widely employed in qualitative research, can involve field notes, questionnaires, and interviews.

Techniques of questionnaire, interview, and documentation make up triangulation. The informant and respondent were students who participated in the debate tournament. The researcher collected information about student perceptions and what challenges students have with the debate as a learning approach using a questionnaire. The researcher was then directed by an interview to discover more about how EFL students perceived the argument and the difficulties they encountered while using the technique as a learning strategy. Last but not least, the researcher documented this investigation with various images.

H. Organization of Discussion

In order to compile the thesis, the researcher makes it easier by arranging the systematic organization as follows:

1. The initial section consists of a title page, a statement of authenticity page, an acknowledge page, the approval page for the examiner team, the memorandum of supervisory service, a motto of the researcher, a dedication sheet, an introduction, a table of contents, list of tables, list of pictures, list of attachments, and abstract.
2. The content section consists of:
 - a. Chapter I Introduction
 - b. Chapter II Data Display and Findings
 - c. Chapter III Discussion
 - d. Chapter IV Closing consists of the conclusion and suggestions

³¹ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif dan R&D", (Bandung: Alfabeta, 2011), p. 269-277.

3. The final section consists of the bibliography and appendixes



Perpustakaan UIN Mataram

CHAPTER II

DATA DISPLAY AND FINDINGS

1. Data Display and Findings of Questionnaires

In this chapter, statistics are presented and research findings are discussed in light of the issues raised in the first chapter of the study, students' impressions of the use of debate as a speaking-learning strategy, and the difficulties associated with the debate technique. The researcher used interviews and questionnaires to provide the data.

There were 166 responses in the survey, and most of them were female. Also, the data showed the respondents from various semesters. Semester 2 with 24%, semester 4 with 36.5%, semester 6 with 23%, and 8 with 23.2%.³² Students' demography can be seen in the table below:

Table 1. Respondent Demography

Item	Frequency	Percentage
Gender		
Male	33	17.4%
Female	133	79.6%
Total	166	100.0%
Semester		
2	38	24%
4	57	36.5%
6	35	23%
8	36	23.2%
10		
Total	166	100.0%
Age		
18-20	93	55.3%
20-25	73	43.7%
25-30		
Total	166	100.0%

a. Students' perception on the use of debate as a strategy for learning speaking

There are many ways to enhance EFL students speaking abilities. The researcher surveys the EFL students' perception of the use of debate as a strategy in learning speaking and the result from the questionnaire show that most of them had experienced the debate for 2 semesters, which can be seen by the demography above.

³² Soni Ariawan, "Perception and Expectation of EFL Students on Ideal Online Learning: A Survey Study in an Indonesian Islamic Higher Education," *International Journal of English and Applied Linguistics (IJEAL)* 1, no. 3 (December 17, 2021): 250–257.

In this part, there are two sessions on the questionnaire the first aspect is what students think about debate including speaking skill development, debate advantages and what are the challenges of the use of debate as a strategy in learning to speak.

The first question of the questionnaire referred to the debate as a strategy for learning to speak. The following statements are recognized that the debate as a good strategy for them especially for preparing how to speak fluently. The data from the questionnaire showed that 43% of students agree and 32% stated that strongly agreed with this. Based on the percentage of the data it can conclude that debate is a good way to explore research issues as a preparation for an outline of speaking class or public.

The second question on the questionnaire intended to know how the debate affects their learning behavior using the debate technique. The data have shown that 37% of students stated agreed and 27% strongly disagreed. Meanwhile, 7% of them stated disagree and 4% expressed strong disagreement.

The third statement intended to utilize what the debate can improve their confidence to deliver their argument toward the debate technique and do the debate allows them to stay with their argument the percentages of data show that 40% of students stated strongly agreed and 39% expressed agreement, meanwhile 5% for disagreed and 4% stated strongly disagreed.

The fourth question from the questionnaire stated that debate is a good motivation to learn English and most of the students stated agree with that. The percentages of data show that 33% for agreement and 29% expressed strong disagreement.

Based on those percentages of data from the questionnaire above it can conclude that debate is a good way to learn English, especially for speaking. Most of the students stated strongly agree with the following question that indicates the debate can give them the motivation to learn.

Table 2. Students' perception of debate technique

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
1.	Debate is a good way to explore and research issue	32%	43%	16%	7%	3%	100%
		53	72	26	11	5	166
2.	Debate is a good way to increase body language influences a person's perception and decision making	27%	37%	27%	7%	4%	100%
		45	61	45	11	6	166
3.	Debate is a good way to increase confidence to answer questions in front of a group of people	40%	39%	13%	5%	4%	100%
		66	65	22	8	7	166

4.	Debate is a good motivation to learn English	29%	33%	23%	9%	3%	100%
		48	55	38	15	5	166

b. EFL students speaking enhancement through the Debate technique

The fifth question of session one on the questionnaire talks about how to debate giving them chance to speak and then become fluent in speaking. Most of the students stated strongly agree and agree with 35% and 34%. Meanwhile, 7% of students disagreed and 5% strongly disagreed. Based on the result of the questionnaire debate enhanced students' fluency to speak.

The following question from the first session on the questionnaire also talks about speaking enhancement. There are three aspects of speaking skills according to Afi normawati in the previous research, speaking difficulties of EFL students are grammar, pronunciation, and vocabulary.³³ The sixth question aims to know, do debate enhance student pronunciation and most of the students agreed 36% and strongly agreed 29%. Meanwhile, 9% of students disagreed and the other 5% strongly disagreed. Is means that debate can improve EFL students' pronunciation.

The seventh question aims to know if the debate improved students' accents and most of the students agreed with 37% and strongly agree 23%. Furthermore, 7% disagreed and 4% strongly disagreed. Based on the result of the third question indicated the debate enhanced students' accents in English.

The eighth question intended to know, do debate enhanced student vocabulary 40% of students agreed and 34% of students strongly agreed. Moreover, 6% of students stated disagreed and 4% of students stated strongly disagreed. Most students agree even more strongly agree that indicating debate can improve students' vocabulary.

The ninth question aims to know, do debate enhanced students' grammar. The result was 40% of them agreed and 17% stated strongly agreed. Furthermore, other stated 8% expressed disagreement and 3% stated strongly disagree. The result of the five-question proved that debate enhanced students' grammar.

The tenth question from the questionnaire is intended for students' critical listening to different views point through the debate technique. The percentages of data show that 37% of students stated agree and 31% expressed strongly disagree. Meanwhile, 9% stated disagreed, and 4% strongly disagree. The next percentages of number 11 of the question show that 42% of students expressed agreement and 31% stated strongly disagree.

Based on the following question indicate that debate can improve the student's critical thinking and critical listening. The students can think intensively when they are good at a listening skills.

Based on the question above concluded that debate enhanced students speaking skills. Most of the students stated agree and strongly agree with the following question

³³ Normawati, "EFL Learners' Difficulties in Speaking English." 1, no.1, 2023.

that aims to know how the debate improved their speaking fluently. Furthermore, the result of the following question above indicates that debate is effectively used to learn to speak effectively. The debate can improve the students speaking skills even their critical listening.

Table 3. Students speaking enhancement toward debate technique

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
5.	Debate improved my fluency in speaking English.	35%	34%	19%	7%	5%	100%
		58	57	31	12	9	166
6.	Debate improved my pronunciation of English	29%	36%	22%	9%	5%	100%
		48	59	37	15	8	166
7.	Debate improved my accent in English	23%	37%	30%	7%	4%	100%
		39	61	49	11	7	166
8.	Debate increase my vocabulary in English	34%	40%	16%	6%	4%	100%
		57	67	26	10	7	166
9.	Debate increases my grammar in English	17%	40%	33%	8%	3%	100%
		29	66	54	13	5	166
10.	Debate helped to enhance critical listening	31%	37%	19%	9%	4%	100%
		51	62	32	15	6	166
11.	Debate helped to understand the importance of listening to the different viewpoints	31%	42%	22%	7%	3%	100%
		52	69	36	11	5	166

c. EFL students' critical thinking enhancement through the debate technique

In this part, the following question of the questionnaire stated that debate improved the student's critical thinking through the debate technique. The percentage of data shows that 44% of students stated strongly agreed and 32% expressed agreement. Meanwhile, 4% of them stated disagreed and 5% strongly disagreed. Based on the statement above indicate the debate technique can be improved EFL students' critical thinking.

The next statement aims to know, how the students critically think to arrange an outline before they deliver their argument. The data shows that 41% agreed and 30% strongly disagreed. Meanwhile, 7% of them expressed disagreement and 2% stated strongly disagree. This means that the debate helped the students to create a good outline before speaking critically.

Table 4. Students' critical thinking enhancement toward the debate

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
12.	Debate helped to enhance critical thinking	44%	32%	16%	4%	5%	100%
		73	53	26	6	8	166
13	Debate helped to comprehend an outline before speaking	30%	41%	21%	7%	2%	100%
		49	68	35	11	3	166
14.	Debate helped to arrange the logical and structured argument	35%	36%	22%	5%	2%	100%
		58	59	37	8	4	166

d. Students' challenges toward the debate technique

Debate is a complex way to learn English skills. There were various types of debate techniques used to master debaters to be great ones. Firstly, debaters must fluently deliver their argument, critically and understandable. Several students during the debate have their challenges in part of the debate. The challenges to the use of debate as a strategy in learning can be seen in the following statement below.

1) Students' challenges in structuring the argument

The first statement from the second session of the questionnaire aims to analyze how students made and structured their arguments. The percentages of data show that 39% of students expressed disagreement and 9% stated strongly disagreed. Meanwhile, 9% stated agreed and 4% of them stated strongly agreed. It concluded that most students can make and structure their arguments based on the motion. In the next question, 42% of participants stated that disagreed and 7% stated strongly disagreed. Meanwhile, 11% stated agreement, and 3% strongly agreed. it can be intended for the students can explaining the nature of the motion in debate. The next statement also aims to investigate students' ability to elaborate their arguments. The percentage of data shows that 41% of students expressed disagreement and 10% stated strongly disagreed. Meanwhile, 13% stated agreed and 4% strongly agreed. based on that result

it can be concluded that the most of students can be elaborating their argument regarding the motion.

The 6-number questionnaire aims to analyze the students' difficulties in giving some rebuttals to their enemy in debate. The percentages of data show that 36% of them stated agreement and 4% with the strong agreement. Meanwhile 16% of them stated disagreement and 8% strongly disagreed. It can conclude that some of the students were difficult when they tried to give some rebuttals to the opposite of the house in the debate. The 7 statements also stated that some of them were difficult to understand the argument of the opposite of the team and the percentages of data show that 16% agreed and 7% stated strongly disagreed. Meanwhile, 31% of them agreed and 5% stated strongly agreed. based on the result above, it can be concluded that several students can not give some rebuttals critically because they got difficulties understanding their enemy in the debate.

Table 6. Students' challenges in structuring the argument in the debate

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	I find it difficult in making the structured argument	9%	39%	33%	15%	4%	100%
		15	65	55	25	6	166
2.	I find it difficult in explaining the nature of the motion in the debate	7%	42%	37%	11%	3%	100%
		12	70	61	18	5	166
3.	I find it difficult in developing the background of the motion on the debate	5%	40%	40%	12%	2%	100%
		12	70	61	18	5	166
4.	I find it difficult in elaborating my argument on the debate	10%	41%	33%	13%	4%	100%
		17	68	54	21	6	166
5.	I find it difficult in finding some references related to the motion on the debate	8%	33%	35%	19%	5%	100%
		13	54	58	32	9	166
6.	I find it difficult in giving some rebuttals	8%	4%	35%	16%	36%	100%
		14	27	58	60	7	166

7.	I find it difficult in understanding the argument of an opposite team	7%	16%	41%	31%	5%	100%
		11	26	68	52	9	166

2) Students' psychology in the debate learning method

The sixth statement aims to measure students' motivation during the debate classroom or competition. The data showed that 29% stated disagreed with them joining the debate and 16% stated strongly disagree. Meanwhile, 10% of them agreed and 8% stated strongly agreed. It is common for individuals to have varying levels of motivation when it comes to joining debate competitions or participating in debate activities within the classroom. Several factors may contribute to a decreased motivation to engage in debates. For instance, a lack of interest in the topic being debated, a fear of public speaking or performance anxiety, a perceived lack of skills or confidence in debating, or a preference for other learning methods may all contribute to diminished motivation. Additionally, a negative past experience or a perception that debate does not align with personal goals or interests can also impact motivation levels. It is important for educators to address these concerns and provide support, guidance, and a supportive learning environment to encourage students' motivation to participate in debate activities. By highlighting the benefits of debate, offering opportunities for skill development, and creating a sense of relevance and engagement, educators can help students overcome their initial hesitations and develop a renewed motivation to join debate competitions or engage in classroom debates.

In the seventh statement, 29% of students stated that they loosed emotional control during the debate and 13% strongly disagreed. Meanwhile, 21% stated agreed and 7% stated strongly disagreed. Experiencing a loss of emotional control during a debate is a common challenge that many individuals face. The high-pressure nature of debates, the passion for one's own viewpoint, and the intensity of opposing arguments can evoke strong emotional reactions. It is essential to address this issue as emotional control is crucial for effective communication and persuasive arguments. Strategies such as deep breathing exercises, taking a moment to gather thoughts before responding, and focusing on logical reasoning rather than personal emotions can help regain control. Developing self-awareness and recognizing triggers that lead to emotional responses is also important. Additionally, practicing active listening and maintaining a respectful and professional demeanor can contribute to better emotional management during debates. Engaging in mock debates and seeking feedback from peers or mentors can provide opportunities for practice and improvement in maintaining emotional composure. Remember that debate is an intellectual exercise, and keeping emotions in check enhances the overall effectiveness of one's arguments.

The eighth statement shows 37% of students agreed and 33% strongly disagreed when the debate classroom or debate competition felt stressed. Meanwhile, 4% of them stated agreed and strongly agreed. Feeling stressed as a debate competition or classroom debate approaches is a common reaction among individuals. The pressure to perform well, the

fear of making mistakes, and the anticipation of engaging in a competitive or challenging environment can contribute to stress. However, it is important to recognize that some level of stress can be normal and even beneficial, as it can enhance focus and motivation. To manage this stress effectively, it is helpful to develop a preparation routine that includes thorough research, practicing speeches and arguments, and engaging in mock debates. Setting realistic goals and expectations can also alleviate some of the pressure. Implementing stress management techniques, such as deep breathing exercises, mindfulness, and positive self-talk, can help calm nerves and promote a sense of confidence. Additionally, seeking support from peers, mentors, or teachers who can provide guidance and encouragement can be beneficial. Remember to maintain a balanced perspective and embrace the opportunity for growth and learning that debate competitions and classroom debates offer.

Table 9. Students' challenges on the use of debate

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
6.	I have less motivation to join the debate competition/classroom	16%	29%	38%	10%	8%	100%
		21	48	64	21	12	166
7.	I lose my emotional control of the debate	13%	29%	39%	13%	7%	100%
		21	48	64	21	12	166
8.	I feel stressed when the debate competition or classroom is coming	33%	37%	17%	4%	4%	100%
		54	62	28	6	6	166

2. Data Display and Findings of Interviews

The researcher conducted interviews with students to acquire their opinions about learning to speak using the debate technique to obtain more detailed data from the questionnaire. The researcher relies on the findings from the interviews to support and persuade the students' questionnaire responses. Ten students who participated in the debate as a method of learning speaking were given the 8-question test.

a. Students' perception of the use of debate as a strategy for learning to speak

The result from the first question in the interview, most of the students stated the debate has been supported and they feel challenged to argue. Most EFL students answer that debate is supported by their lecturers because of some reasons. The next question tried to investigate students feeling after the debate classroom as a learning strategy, especially for speaking class, they stated various answers. The next question aims to

investigate students' perceptions specifically through the debate technique in the classroom and debate competition. Here is their statement:

Respondent 1:

“Debate supported by the lecturer in my classroom as a strategy for learning to speak because the debate can give our knowledge and debate improved my speaking skill, especially in pronunciation”³⁴

Respondent 2:

”Debate is supporting with my lecturer in the class and the lecturer is fun to play debate with us and I feel confident to speak and make my speaking skill improved”

35

Respondent 3:

“The lecturer supported the debate in my class and I am so excited to join that how debate, I think it's to learn about speaking, to learn about debate same meaning you learn to speak”³⁶

Based on their following statement, the lecturer and students drew the advantages and showed that the debate improved their English skills, especially in speaking. Research has shown that EFL students' perceptions of debate can vary based on various factors such as language proficiency, cultural background, and individual learning preferences. Some students view debate as a valuable opportunity to actively engage in oral communication, practice English in a meaningful context, and develop critical thinking and argumentation skills. They perceive debate as a dynamic and interactive learning method that enhances vocabulary acquisition, fluency, and pronunciation. However, other students may hold apprehensions due to language barriers, fear of public speaking, or cultural norms that discourage open disagreement. They may view debate as intimidating or challenging, hindering their willingness to actively participate and express their opinions in a foreign language. Understanding these perceptions is crucial for educators in designing effective pedagogical approaches, providing necessary support, and creating a supportive learning environment that encourages EFL students to perceive debate as a valuable strategy for improving their speaking skills. Further research is needed to delve deeper into these perceptions and explore strategies to address potential challenges, promoting positive attitudes towards debate as a powerful tool for EFL speaking development.

b. Students speaking enhancement through debate technique

Debate can be a valuable way to learn and improve speaking skills. Engaging in debates allows individuals to express their thoughts and opinions, construct persuasive arguments, and develop effective communication techniques Based on

³⁴ Respondent 1, Interview, Mataram, Maret 3th 2023.

³⁵ Respondent 2, Interview, Mataram, Maret 3th 2023.

³⁶ Respondent 3, Interview, Mataram, Maret 3th 2023.

the interview, the researcher asked 10 students how the debate improved their speaking skills, there are 3 students stated that the debate improved their vocabulary, grammar, and pronunciation.

Respondent 2:

“When I deliver my argument, it improved my vocabulary, pronunciation, and grammar because debate covers it all”³⁷

Respondent 4:

" debate give me a chance to speak and then improved my grammar, my pronunciation, and vocabulary”³⁸

Respondent 5:

“When I search the issue of the motion I found a lot of vocabulary then improved my grammar and give me a chance to practice a lot”.³⁹

1. Vocabulary

Based on the interview, 10 of the students state that debate improved their vocabulary, especially their academic vocabulary which related to the motion.

Respondent 5:

“When I search the issue of the motion I found a lot of vocabulary by scrolling the motion”⁴⁰

Respondent 4:

" debate give me a chance to speak and then improved my vocabulary, from that I can get many new vocabularies very much because I need to speak”⁴¹

Respondent 2:

“When I deliver my argument, it improved my vocabulary, I remember easier the vocabulary I said”.⁴²

2. Pronunciation

Based on the interview, 10 of the informants 4 students stated that their pronunciation improved for communication.

Respondent 1:

“I felt my pronunciation improved by the debate because I speak too much”⁴³

Respondent 7:

³⁷ Respondent 2, Interview, Mataram, Maret 3th 2023.

³⁸ Respondent 4, Interview, Mataram, Maret 3th 2023.

³⁹ Respondent 5, Interview, Mataram, Maret 3th 2023.

⁴⁰ Respondent 5, Interview, Mataram, Maret 3th 2023.

⁴¹ Respondent 4, Interview, Mataram, Maret 3th 2023.

⁴² Respondent 2, Interview, Mataram, Maret 3th 2023.

⁴³ Respondent 1, Interview, Mataram, Maret 3th 2023.

“Debate improved my pronunciation, especially for communication in public”⁴⁴

Respondent 8:

“Debate improved my pronunciation because I have to speak up according to the motion”⁴⁵

Respondent 4:

“debate give me a chance to speak and improved my pronunciation”⁴⁶

3. Grammar

Based on the result of the interview the average of students stated that debate can improve their grammar. Here is their statement:

Respondent 2:

“When I deliver my argument, it improved my vocabulary, pronunciation, and grammar because debate covers it all”⁴⁷

Respondent 4:

" debate give me a chance to speak and then improved my grammar, my pronunciation, and vocabulary”⁴⁸

c. Communication development through the debate

Debate plays a pivotal role in fostering communication development among individuals. Engaging in debates encourages participants to articulate their thoughts, present arguments coherently, and actively listen to opposing viewpoints. Through this process, individuals learn to organize their ideas effectively, structure their speech, and respond persuasively. Debaters also enhance their ability to think critically, analyze information, and engage in thoughtful dialogue. The dynamic nature of debates prompts participants to think on their feet, refine their communication skills, and adapt their arguments based on feedback and counterarguments. As a result, debate serves as a powerful platform for honing communication abilities, promoting logical reasoning, and fostering a deeper understanding of complex issues. Based on the interview the researcher find that debate also improved their communication in public and get better conversation through the debate technique. There are 2 students 10 of them answered that made their communication in public get better than before.

Respondent 3:

“When I made a good argument that’s mean I made good communication in public too because in the debate I speak a lot”⁴⁹

Respondent 7:

⁴⁴ Respondent 7, Interview, Mataram, Maret 3th 2023.

⁴⁵ Respondent 8, Interview, Mataram, Maret 3th 2023.

⁴⁶ Respondent 4, Interview, Mataram, Maret 3th 2023.

⁴⁷ Respondent 2, Interview, Mataram, Maret 3th 2023.

⁴⁸ Respondent 4, Interview, Mataram, Maret 3th 2023.

⁴⁹ Respondent 3, Interview, Mataram, Maret 3th 2023.

“debate improved my pronunciation, especially my public communication and I love my accent in English”⁵⁰

Based on the result of the following question of the interview, it can be concluded that debate can improve students speaking aspects those are grammar, pronunciation, vocabulary furthermore, their communication in public.

d. Students' speaking confidence enhanced toward debate technique

Participating in debate techniques can greatly enhance students' speaking confidence. Through engaging in debates, students are exposed to a structured and competitive environment that encourages them to express their thoughts and ideas with clarity and conviction. The preparation and practice involved in debate enable students to develop strong speaking skills, including effective delivery, persuasive language, and the ability to think on their feet. As students research and gather evidence to support their arguments, they become more knowledgeable and well-informed, which in turn boosts their confidence in presenting their case. Additionally, the experience of defending their positions against opposing viewpoints during a debate helps students develop resilience and adaptability in their speaking abilities. Overall, the process of participating in debates empowers students to confidently communicate their perspectives, engage in intellectual discourse, and ultimately become more effective and persuasive speakers. The result from interviews showed that most of the students stated that their confidence in the classroom, taking a turn in speaking, conversation, and the public place has improved. Here is their statement:

Respondent 2:

“I feel that my confidence in speaking skills improved because I speak in front of people that I forced myself”⁵¹

Respondent 3:

“I got my mental to be confident when delivering my speech in debate”⁵²

e. Students' critical thinking enhancement toward debate technique

Engaging in debate techniques offers an excellent opportunity for students to enhance their critical thinking skills. During debates, students are required to analyze complex issues, evaluate different perspectives, and construct logical arguments supported by evidence. Through research and preparation, students develop the ability to gather and assess information from various sources, distinguishing between reliable evidence and biased opinions. In order to anticipate counterarguments, students must think critically,

⁵⁰ Respondent 7, Interview, Mataram, Maret 3th 2023.

⁵¹ Respondent 2, Interview, Mataram, Maret 3th 2023.

⁵² Respondent 3, Interview, Mataram, Maret 3th 2023.

identifying potential weaknesses in their own arguments and addressing them proactively. The result from the interview most of the students stated that their critical thinking has been improved through the debate technique. Debates not only give them a chance to speak and practice a lot, furthermore, but they also need to arrange the argument first before speaking. Ten of the students as the informants answered debates and enhanced their critical thinking.

Respondent 9:

“debate can improve my critical thinking then make me speak fluently because I compared myself with me now”⁵³

Respondent 10:

“ I Fluently speak and improve my critical thinking because the debate forced me to think too much”⁵⁴

According to the interview findings, students' speaking skills, including vocabulary, pronunciation, and grammar, can be greatly improved by using the debate approach as a learning strategy. Nevertheless, learning debating techniques helps them develop good listening, critical thinking, and confidence.

f. Students challenges on the use of debate as a strategy for learning to speak

The result from the interview showed that there were several challenges experienced by the students, especially as a strategy for speaking. Ten of the students gave various answers, here are their statements on the challenges of using the debate.

The finding of the interview showed that most of the students got challenges in structuring the argument. The argument is the most important in a debate, good quality and strong evidence and data from the argument are the power in debate to be the winner. Some of the students stated the most challenge in the debate was structuring the argument because it can affect other parts such as difficulties becoming the first speaker, giving some rebuttals, and lack of vocabulary. those challenges affect their speaking skill throughout the debate. Here are their statements:

1. Students' difficulties become the first speaker

The researcher sought information from the interviews on challenges students had when utilizing the debate technique as an approach to learning English, especially for speaking skills. As a result of the interview, 10 of students 4 students stated that they had difficulties becoming the first speaker in the debate because of the limitation of time to outline speech and sometimes got confused about what was going on in the debate. They said:

Respondent 4:

⁵³ Respondent 9, Interview, Mataram, Maret 3th 2023.

⁵⁴ Respondent 10, Interview, Mataram, Maret 3th 2023.

“become the first speaker, because I am lacking vocabulary related to motion if we prepare motion”⁵⁵

Respondent 5:

“I think to become the first speaker, choosing a word and academic vocabulary....”⁵⁶

Respondent 7:

“as the first speaker, because we have a limit time to prepare and arrange the argument”⁵⁷

Respondent 9:

“become the first speaker is the hard part of debate because I must think fast for my argument that sometimes I got difficulties with it”⁵⁸

2. Students' lack of vocabulary

The result from the interview showed that some of the students had difficulties in delivering their argument because of choosing a suitable vocabulary. 6 of 10 informants stated they were difficult to choose a suitable word for the argument. Here is their statement:

Respondent 5:

“I am so hard choosing words or academic vocabulary for my argument”⁵⁹

Respondent 10:

“When I delivered the argument and structure argument lacked the vocabulary to speak and choose the academic word”⁶⁰

Based on the result of the interview, students' difficulties with the debate technique for speaking skills were becoming the first speaker, giving some rebuttals, and lack of vocabulary.

3. Students' difficulties in giving some rebuttals

Furthermore, the students stated they had an obstacle in giving some rebuttals and summaries because of their lack of vocabulary and difficulty to choose an academic word. The 10 of students, there were 8 students stated above. The students stated:

Respondent 2:

“When I give some rebuttals and conclusion because I confused to hear my enemy ”⁶¹

Respondent 4:

“When I deliver my argument and give some rebuttals”⁶²

⁵⁵ Respondent 4, Interview, Mataram, Maret 3th 2023.

⁵⁶ Respondent 5, Interview, Mataram, Maret 3th 2023.

⁵⁷ Respondent 7, Interview, Mataram, Maret 3th 2023.

⁵⁸ Respondent 9, Interview, Mataram, Maret 3th 2023.

⁵⁹ Respondent 5, Interview, Mataram, Maret 3th 2023.

⁶⁰ Respondent 10, Interview, Mataram, Maret 3th 2023.

⁶¹ Respondent 2, Interview, Mataram, Maret 3th 2023.

⁶² Respondent 4, Interview, Mataram, Maret 3th 2023.

Respondent 6:

“I found it difficult when understanding the enemy and giving some rebuttals, I can not understand my enemy sometimes because they speak faster and unclear arguments”⁶³



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⁶³ Respondent 6, Interview, Mataram, Maret 3th 2023.

CHAPTER III

DISCUSSION

A. EFL students' perception on the use of debate as a strategy for learning speaking

EFL (English as a Foreign Language) students' perceptions of using debate as a strategy for learning speaking skills can vary. Some students may view debate as an exciting and engaging way to practice their English communication skills. They appreciate the opportunity to express their opinions, engage in intellectual discourse, and develop critical thinking abilities in a structured setting. Debate allows them to apply their language knowledge actively, expand their vocabulary, and improve their fluency and pronunciation. However, other EFL students may find debate intimidating or overwhelming due to the pressure of speaking in a foreign language, the need to think quickly, or the challenge of constructing coherent arguments. They may feel anxious about making grammatical errors or struggle to understand and respond to their opponents effectively. Educators can address these concerns by creating a supportive and inclusive learning environment, providing ample practice opportunities, and scaffolding the debate process to gradually build students' confidence and skills. By addressing students' perceptions and needs, debate can serve as an effective and engaging strategy for EFL learners to enhance their speaking proficiency.

The research in this section aimed to investigate EFL students' perceptions of debate as a strategy for learning to speak. The questionnaire and interview results revealed varied students' perspectives on the debating technique. English debate is an excellent instrument for improving one's English speaking abilities. Participating in debates can help people enhance their language skills, critical thinking abilities, and public speaking abilities. It is in line with the previous research conducted by Zare et al, which proved that the debate can enhance students' ability in language skills, nevertheless, in speaking skills.⁶⁴ The research found that debate enhanced their speaking aspect abilities student's perception toward the debate such as pronunciation, grammar, vocabulary, and confidence. It is in line also with the previous research conducted by Syamdianita and Amadea Chatriona Maharia.⁶⁵ The research found that debate can improve students' speaking ability and critical thinking. The finding of those previous research above in line with the current research that proved by the utterance of the participant of the research below:

⁶⁴ Pezhman Zare and Moomala Othman, "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability," *Asian Social Science* 11, no. 9 (April 2, 2015): p158.

⁶⁵ Syamdianita and Maharia, "Developing Speaking Skill Through Debating." Undergraduate EFL Students' Perception," in *Proceedings of the 2nd Educational Sciences International Conference (ESIC 2019)*, vol. 432 (Presented at the 2nd Educational Sciences International Conference (ESIC 2019), Samarinda, Indonesia: Atlantis Press, 2020), 22–26, accessed February 25, 2023, <https://www.atlantispress.com/article/125938863>

Respondent 4:

" debate give me a chance to speak and then improved my grammar, my pronunciation, and vocabulary"⁶⁶

English debate allows students to improve their speaking skills by engaging in critical thinking and reasoning. Participants must prepare and deliver their arguments systematically and clearly, which increases their ability to organize their thoughts and effectively explain their ideas. Furthermore, debating requires students to listen attentively to opposing viewpoints, evaluate their merits, and respond with well-reasoned rebuttals. By actively participating in debates, students develop the essential skills of critical thinking, including analytical reasoning, sound judgment, and the ability to consider multiple perspectives. These skills extend beyond the realm of debate and prove valuable in various academic and real-world scenarios, equipping students to make informed decisions and navigate complex issues effectively. The act of researching and preparing for a debate also assists students in broadening their knowledge and awareness of various issues. It is in line with the result of previous research conducted by Jodoi et al that debate improved students' critical thinking.⁶⁷ The finding of the previous research above in line with the current research that proved by the utterance of the participant of the research below:

Respondent 10:

" I Fluently speak and improve my critical thinking because the debate forced me to think too much"⁶⁸

Engaging in English debates not only enhances speaking skills but also improves listening and understanding abilities. During debates, participants actively listen to their opponents' arguments, analyzing their points, evidence, and reasoning. This process requires focused attention, critical thinking, and the ability to comprehend and interpret spoken information in real-time. By attentively listening to different perspectives, debaters develop the capacity to grasp complex ideas, identify key points, and evaluate the strengths and weaknesses of arguments. This active listening fosters a deeper understanding of the topic at hand and enables debaters to construct more informed and well-rounded responses. Therefore, English debates serve as a powerful tool for enhancing not only speaking skills but also listening comprehension and overall communication proficiency.

English debate improves listening and understanding abilities as well as speaking skills. Participants must actively listen to opposing views and reply appropriately, which aids in the development of their capacity to comprehend and process complex material. Furthermore, debate allows students to exercise their language skills in a real-world setting, which can boost their confidence and fluency. It is in line with the

⁶⁶ Respondent 4, Interview, Mataram, Maret 3th 2023.

⁶⁷ Kota Jodoi, "The Correlations Between Parliamentary Debate Participation, Communication Competence, Communication Apprehension, Argumentativeness, and Willingness to Communicate in a Japanese Context," *Argumentation* 37, no. 1 (March 2023): 91–118.

⁶⁸ Respondent 10, Interview, Mataram, Maret 3th 2023.

previous research conducted by Bernáth and András.⁶⁹ The finding of the previous research above in line with the current research that proved by the utterance of the participant of the research below:

Respondent 2:

“I feel that my confidence in speaking skills improved because I speak in front of people that I forced myself”⁷⁰

Furthermore, the results of the questionnaire and interview displayed in the English debate inspire students to think critically and creatively. Participants are forced to study and evaluate several perspectives on a specific topic, which aids in the development of critical thinking skills and the capacity to evaluate arguments objectively. Arguing also teaches students to be innovative in their problem-solving and reasoning approaches, which they can apply to other aspects of their lives. It is in line with the previous research conducted by Hasibuan.⁷¹

B. EFL students’ challenges on the use of debate as a strategy in learning speaking

While debate can be an effective strategy for learning to speak, students may face certain challenges along the way. Firstly, some students may struggle with stage fright or anxiety when speaking in front of an audience, which can hinder their confidence and delivery. Additionally, structuring arguments and organizing thoughts coherently within a limited time frame can be challenging for students who are still developing their communication skills. Moreover, engaging in debate requires active listening and the ability to think critically on the spot, which can be overwhelming for some students who are not accustomed to such rapid and dynamic exchanges. Lastly, striking a balance between asserting one's own viewpoint while being open to opposing perspectives can be a challenge, as it requires students to navigate between confidence and adaptability. Recognizing these challenges, educators can provide support, practice opportunities, and feedback to help students overcome these obstacles and grow as effective speakers through the use of debate as a learning strategy.

The researcher discovered EFL students' difficulties with using discussion as a strategy for learning to communicate. The results of the questionnaire and interview revealed a variety of responses from the pupils. The majority of them stated that the debate was supported by their lecture as a strategy for learning to speak. Furthermore, there were other difficulties they encountered with the debating technique.

The first challenge in the debate based on the questionnaire and interview is structuring the argument. The students’ got difficulties structuring the argument because several reasons, the first one was because of a lack of vocabulary related to the motion, the limited time for preparing the motion, get so hard to build the

⁶⁹ András Bernáth, “The Debate on Labelling: A Debating Skills Exercise in English for Special Education Classes” (2018).

⁷⁰ Respondent 2, Interview, Mataram, Maret 3th 2023.

⁷¹ Hasibuan, “Improving English Education Department Students’ Speaking Skills Through Debate Technique.” *Language and Literature* (2020): 6–13.

background, and elaborating on the motion because the limited knowledge related to the motion. It is in line with the previous research conducted by Wahyuni et al.⁷² The finding of the previous research above in line with the current research that proved by the utterance of the participant of the research below:

Respondent 10:

“When I delivered the argument and structure argument lacked the vocabulary to speak and choose the academic word”⁷³

When it comes to providing rebuttals in a debate, students may confront several difficulties. Here are some common problems they may face: Recognizing the opponent's argument Students must first comprehend their opponent's stance to successfully rebut an argument. This can be difficult if the opponent's argument is complicated or confusing. Recognizing important points. After understanding the opponent's argument, students must determine the essential points that must be addressed. This can be challenging if the opponent's argument is lengthy or includes numerous arguments.

Obtaining evidence to support the rebuttal, students must be able to provide evidence to support their rebuttal. Obtaining relevant and reliable evidence can be difficult, especially if the subject is unfamiliar.

Once the evidence has been acquired, students must structure their replies logically and appealingly. This can be challenging if they are new to discussing or have limited knowledge of the subject.

Time limitation, In debates, rebuttal time is sometimes limited, putting pressure on students to convey their points swiftly and efficiently. This can be especially difficult for students who struggle with public speaking or who do not speak English fluently. Coping with pressure, discussions can be high-pressure events, especially when students compete against one another. Excessive stress might make it difficult for pupils to think clearly and successfully explain their ideas. It is in line with the previous research conducted by Mohamed AbdAlla AbdAlgene Mohammed, and Somia Ali Mohamed Idris.⁷⁴ The finding of the previous research above in line with the current research that proved by the utterance of the participant of the research below:

Respondent 6:

“I found it difficult when understanding the enemy and giving some rebuttals, I can not understand my enemy sometimes because they speak faster and unclear arguments”⁷⁵

Becoming the first speaker in the debate was challenging, the topic is introduced and background information is provided by the first speaker. This necessitates a full

⁷² S Wahyuni et al., “Challenges and Solutions to Develop Critical Thinking with the British Parliamentary Debate System in EFL Classrooms” 14, no. 3 (2020): 137–156.

⁷³ Respondent 10, Interview, Mataram, Maret 3th 2023.

⁷⁴ Mohamed AbdAlla AbdAlgene Mohammed, Somia Ali Mohamed Idris, “Challenges of Pronunciation to EFL Learners in Spoken English” 6, no. 5 (December 31, 2020): 193–205.

⁷⁵ Respondent 6, Interview, Mataram, Maret 3th 2023.

comprehension of the subject, which might be difficult if it is complex or new. The first speaker sets the tone for the rest of the debate by stating the important points that will be debated. Effective time management skills are required, as the speaker must provide enough detail to introduce the topic while still allowing time for the other speakers to convey their arguments. The first speaker's arguments must be organized logically and persuasively. The finding of the previous research above in line with the current research that proved by the utterance of the participant of the research below:

Respondent 9:

“become the first speaker is the hard part of debate because I must think fast for my argument that sometimes I got difficulties with it”⁷⁶

This can be difficult, especially if the subject is complex or there are several arguments to be made. The first speaker is in charge of producing evidence to back up their claims. This necessitates research abilities, especially the capacity to locate relevant and credible sources.



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⁷⁶ Respondent 9, Interview, Mataram, Maret 3th 2023.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, it can be inferred that students' perceptions on the use of debate as a strategy for learning to speak showed responses, indicating that debate improved students' speaking skills. It can be concluded:

The EFL students' showed a positive perception on the use of debate as a strategy in learning speaking. English debate can be a useful approach for improving students pronunciation, grammar, and vocabulary in speaking abilities. It allows students to improve their English language abilities, such as critical thinking, communication, and discussion. Debating encourages students to actively participate, listen, and answer their peers, which helps them improve their fluency and pronunciation. Moreover, English debate is an effective learning approach that can help students develop their speaking skill. Furthermore, there were several challenges intended on the use of debate as a strategy in learning speaking. The most challenge was in structuring the argument to speak. Furthermore, several challenges that need to be addressed include the students have difficulties giving some rebuttals, becoming the first speaker, and lack of vocabulary related to the motion. Despite these challenges, debates can still be a valuable strategy for learning speaking skill by providing a supportive and inclusive learning environment.

B. Suggestion

After concluding and comprehending the material obtained through the finding and discussion, the writer would like to provide the following recommendations. Here are some ideas for using English discussion as a tactic for learning to talk in English:

Choose themes that are intriguing and relevant to the interests, experiences, and cultural backgrounds of the learners. This will assist them in connecting with the topic and participating more fully in the conversation. Provide explicit instructions and recommendations on how to prepare, conduct, and assess the debate before it begins. This will assist learners in understanding the activity's objective and expectations.

Allocate learners to various roles and tasks, such as debaters, moderators, timekeepers, and judges. This will assist students in developing a variety of skills such as critical thinking, communication, and leadership. Invite all students to actively participate in the debate by expressing their thoughts, asking questions, and reacting to their peers. This will allow students to improve their speaking and listening skills while also increasing their confidence.

Give learners critical feedback on their performance, focusing on both their strengths and places for improvement. This will assist students in reflecting on their learning and identifying methods to improve their speaking abilities. Encourage

students to debate regularly, both within and outside of the classroom. This will assist them in gradually improving their fluency, vocabulary, and pronunciation. Additionally, for the final proposal, leverage technology and resources such as online debate forums, movies, and articles to enrich learners' learning experiences and create opportunities for them to practice their abilities in a variety of scenarios.



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APPENDIXES

Appendix 1 List of Quistionnaire Question

Category	No	Items	Respons				
			1	2	3	4	5
EFL students' students' perceptions of the debate as a strategy for learning to speak	1	Debate improved my fluently in speaking English.					
	2	Debate improved my pronunciation in English					
	3	Debate improved my accent in English					
	4	Debate increase my vocabulary in English					
	5	Debate increases my grammar in English					
	6	Debate helped to enhance critical thinking					
	7	Debate helped to comprehend an outline before speak					
	8	Debate helped to enhance critical listening					
	9	Debate helped to arrange the logical and structured argument					
	10	Debate helped to understand the importance of listening to the different viewpoints					
	11	Debate is a good way to explore and research issue					
	12	Debate is a good way to increase body language influences a person's perception and decision making					

	13	Debate is a good way to increase confidence to answer questions in front of a group of people					
	14	Debate is a good motivation to learn English					

Category	No	Items	Respons				
			1	2	3	4	5
EFL students' students challenge the debate as a learning strategy	1	I find it difficult in making the structured argument					
	2	I find it difficult in explaining the nature of the motion in the debate					
	3	I find it difficult in developing the background of the motion on the debate					
	4	I find it difficult in elaborating my argument on the debate					
	5	I find it difficult in giving some rebuttals					
	6	I find it difficult in finding some references related to the motion on the debate					
	7	I find it difficult in understanding the argument of an opposite team					
	8	I find it difficult in supporting the lecture					
	9	I find it difficult in support from the university					
	10	I find it difficult to find the proper team in debate					
	11	I have less motivation to join the debate competition/classroom					
	12	I lose my emotional control of the debate					

	13	I feel stressed when the debate competition is coming					
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Appendix 2 Result of questionnaire

<i>Students' perception of debate technique</i>		Alternative Answer					Total
		SA	A	N	DA	SDA	
1.	Debate is a good way to explore and research issue	32%	43%	16%	7%	3%	100%
		53	72	26	11	5	166
2.	Debate is a good way to increase body language influences a person's perception and decision making	27%	37%	27%	7%	4%	100%
		45	61	45	11	6	166
3.	Debate is a good way to increase confidence to answer questions in front of a group of people	40%	39%	13%	5%	4%	100%
		66	65	22	8	7	166
4.	Debate is a good motivation to learn English	29%	33%	23%	9%	3%	100%
		48	55	38	15	5	166

<i>Students speaking enhancement toward debate technique</i>		Alternative Answer					Total
		SA	A	N	DA	SDA	
5.	Debate improved my fluency in speaking English.	35%	34%	19%	7%	5%	100%
		58	57	31	12	9	166
6.	Debate improved my pronunciation of English	29%	36%	22%	9%	5%	100%
		48	59	37	15	8	166
7.	Debate improved my accent in English	23%	37%	30%	7%	4%	100%
		39	61	49	11	7	166
8.	Debate increase my vocabulary in English	34%	40%	16%	6%	4%	100%
		57	67	26	10	7	166

9.	Debate increases my grammar in English	17%	40%	33%	8%	3%	100%
		29	66	54	13	5	166
10.	Debate helped to enhance critical listening	31%	37%	19%	9%	4%	100%
		51	62	32	15	6	166
11.	Debate helped to understand the importance of listening to the different viewpoints	31%	42%	22%	7%	3%	100%
		52	69	36	11	5	166

<i>Students' critical thinking enhancement toward the debate</i>		Alternative Answer					Total
		SA	A	N	DA	SDA	
12.	Debate helped to enhance critical thinking	44%	32%	16%	4%	5%	100%
		73	53	26	6	8	166
13	Debate helped to comprehend an outline before speaking	30%	41%	21%	7%	2%	100%
		49	68	35	11	3	166
14.	Debate helped to arrange the logical and structured argument	35%	36%	22%	5%	2%	100%
		58	59	37	8	4	166

<i>Students' challenges in structuring the argument in the debate</i>		Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	I find it difficult in making the structured argument	9%	39%	33%	15%	4%	100%
		15	65	55	25	6	166
2.	I find it difficult in explaining the nature of the motion in the debate	7%	42%	37%	11%	3%	100%
		12	70	61	18	5	166
3.		5%	40%	40%	12%	2%	100%

	I find it difficult in developing the background of the motion on the debate	12	70	61	18	5	166
4.	I find it difficult in elaborating my argument on the debate	10%	41%	33%	13%	4%	100%
		17	68	54	21	6	166
5.	I find it difficult in finding some references related to the motion on the debate	8%	33%	35%	19%	5%	100%
		13	54	58	32	9	166
6.	I find it difficult in giving some rebuttals	8%	4%	35%	16%	36%	100%
		14	27	58	60	7	166
7.	I find it difficult in understanding the argument of an opposite team	7%	16%	41%	31%	5%	100%
		11	26	68	52	9	166

<i>Students' challenges on the use of debate</i>		Alternative Answer					Total
		SDA	DA	N	A	SA	
6.	I have less motivation to join the debate competition/classroom	16%	29%	38%	10%	8%	100%
		21	48	64	21	12	166
7.	I lose my emotional control of the debate	13%	29%	39%	13%	7%	100%
		21	48	64	21	12	166
8.	I feel stressed when the debate competition or classroom is coming	33%	37%	17%	4%	4%	100%
		54	62	28	6	6	166

Appendix 3

Interview guide

1. Did your teacher support the debate as a speaking learning strategy in the classroom?
2. How do you feel after joining the debate competition/classroom?
3. What is your perception of the debate as a strategy in learning speaking class?
4. How does the debate increase your speaking skill?
5. What kind of speaking aspect that the debate improved your speaking skill?
6. In what way does debate increase your speaking skill?
7. What are the challenges of the use of debate as a speaking learning strategy?
8. Which part of the debate is most difficult as a strategy for learning to speak?



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Appendix 4 Result of Interview

Respondent 1

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	Debate supported by the lecturer in my classroom as a strategy for learning to speak because the debate can give our knowledge and debate improved my speaking skill, especially in pronunciation. Honestly, my teacher taught me not a specific on debate, but they but he taught me about how to deliver my argument in class.
2	How do you feel after joining the debate competition/classroom?	I think I feel more like improve my pronunciation skill improve my speaking skill. And it does affect my my intellect quality, I guess.
3	What is your perception of the debate as a strategy in learning speaking class?	I think that's a good idea. I do support that. I do squat debate as a learning strategy on class
4	How does the debate increase your speaking skill?	I felt my pronunciation improved by the debate because I speak too much Because when I joined the debate competition, I was forced to speak. So when I was forced to speak, that means I will increase my pronunciation. That's my pronunciation
5	What kind of speaking aspect that the debate improved your speaking skill?	Like the pronunciation, So for me when I don't know the word, I have to say the word what I don't know the word in English and its force me to pronounce the word clearly till I can say it
6	In what way does debate increase your speaking skill?	Because I believe practice makes perfect and if you want to practice your pronunciation you have to speak and debate meets me speaks a lot. I felt my pronunciation improved by the debate because I speak too much
7	What are the challenges of the use of debate as a speaking learning strategy?	I think the challenge is for me is the academic vocabulary because I still lack on it.
8	Which part of the debate is most difficult as a strategy for learning to speak?	Deliver the argument because when you speak you have to have a lot of vocabulary on your head and I I think I still lack of it again trust question what part of the debate is most

		difficult as a strategy for delivering argument and the reason because when you deliver your argument you have to you have to combine your speaking skill, pronunciation skill and grammar skill.
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Respondent 2

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	Debate is supporting with my lecturer in the class and the lecturer is fun to play debate with us and I feel confident to speak and make my speaking skill improved
2	How do you feel after joining the debate competition/classroom?	I feel that my confidence in speaking skills improved because I speak in front of people that I forced myself
3	What is your perception of the debate as a strategy in learning speaking class?	I think debate is important for us, for speaking, because in debate we can, we can see how our our skill our our potential
4	How does the debate increase your speaking skill?	When I deliver my argument, it improved my vocabulary, pronunciation, and grammar because debate covers it all
5	What kind of speaking aspect that the debate improved your speaking skill?	I think grammar, vocabularies and pronunciation. But most is vocabularies
6	In what way does debate increase your speaking skill?	When I deliver my argument, it improved my vocabulary, I remember easier the vocabulary I said
7	What are the challenges of the use of debate as a speaking learning strategy?	Make the argument rebuttal and make the conclusion
8	Which part of the debate is most difficult as a strategy for learning to speak?	When I give some rebuttals and conclusion because I confused to hear my enemy

Respondent 3

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	The lecturer supported the debate in my class and I am so excited to join that
2	How do you feel after joining the debate competition/classroom?	I got my mental to be confident when delivering my speech in debate
3	What is your perception of the debate as a strategy in learning speaking class?	That's how debate, I think it's to learn about speaking, to learn about debate same meaning you learn to speak
4	How does the debate increase your speaking skill?	When I made a good argument that's mean I made good communication in public too because in the debate I speak a lot
5	What kind of speaking aspect that the debate improved your speaking skill?	Debate give me a chance to have a good communication in argument form and I must say it by a great speech
6	In what way does debate increase your speaking skill?	My speaking skills because when you make a good argument and you delivering it to people, and people will say yes and that will make my speaking is good. Oh I have good skills to speak. Yeah, for confidence too
7	What are the challenges of the use of debate as a speaking learning strategy?	I get difficult in structuring the argument and give some rebuttals
8	Which part of the debate is most difficult as a strategy for learning to speak?	Give some rubuttals I think yes.

Respondent 4

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	yes my lecturer supports the debate, because it is important for learning speaking

2	How do you feel after joining the debate competition/classroom?	I feel challenging with debate, because the debate make me and you know its so challenged to keep going
3	What is your perception of the debate as a strategy in learning speaking class?	I think debate is a good way to learn to speak.
4	How does the debate increase your speaking skill?	debate give me a chance to speak and then improved my grammar, my pronunciation, and vocabulary
5	What kind of speaking aspect that the debate improved your speaking skill?	debate give me a chance to speak and then improved my vocabulary, from that I can get many new vocabularies very much because I need to speak
6	In what way does debate increase your speaking skill?	debate give me a chance to speak and improved my pronunciation
7	What are the challenges of the use of debate as a speaking learning strategy?	When I deliver my argument and give some rebuttals
8	Which part of the debate is most difficult as a strategy for learning to speak?	become the first speaker, because I am lacking vocabulary related to motion if we prepare motion

Respondent 5

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	You know, debate is very supported by my lecturer and yeah I love to join the debate
2	How do you feel after joining the debate competition/classroom?	I felt, debate improved my speaking skill and also my listening skill
3	What is your perception of the debate as a strategy in learning speaking class?	Debate is a high quality to learn speaking in english because it force me to speak a lot
4	How does the debate increase your speaking skill?	Debate makes me practice a lot

5	What kind of speaking aspect that the debate improved your speaking skill?	debate give me a chance to speak and then improved my grammar, my pronunciation, and vocabulary
6	In what way does debate increase your speaking skill?	delivered the argument it made me practicing to speak on the stage and that makes me confident. When I search the issue of the motion I found a lot of vocabulary then improved my grammar and give me a chance to practice a lot
7	What are the challenges of the use of debate as a speaking learning strategy?	I am so hard choosing words or academic vocabulary for my argument
8	Which part of the debate is most difficult as a strategy for learning to speak?	I think to become the first speaker, choosing a word and academic vocabulary

Respondent 6

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	The classroom Yes, I honestly and the classroom we are talking about how the way we build on our argument how the way we understand about the about the what is the motion is how do we meaning it become the nature of the real meaning of the motion itself. And then the class itself only focusing about how to build a strong argument
2	How do you feel after joining the debate competition/classroom?	experience okay. My experience with genuine debate is what I feel when I in the debate the and when on the stage when I am delivering an argument, honestly that it's like I feel the thrill on stage that it's really make me more or what is it more hyper eagerness to deliver what is my mind point or my idea of the topic itself? How the way that I have eagerness to help some persuasive to the audience, they will join me with my own argument with the motion, so that I really love the feel when I'm on the stage when I'm doing the bait because it's like, you know what, it's like something that satisfy yourself like some beauty, yes, because when at the competition we can influence someone With how the way we think it's like you so how smart you are with your own word like wow. Okay, good.

3	What is your perception of the debate as a strategy in learning speaking class?	Honestly, just like I said before, when we are in the debate accommodation or when and the debate at the debate learning there, we should speak honestly, willy nilly we should speak so it's gonna really help us to how can say that it's really help
4	How does the debate increase your speaking skill?	Debate forced me to talk too much, speak a lot and it helps me to speak
5	What kind of speaking aspect that the debate improved your speaking skill?	Debate improved my fluently in speaking english
6	In what way does debate increase your speaking skill?	Because in debate we have to speak, yeah that's it debate force me to speak
7	What are the challenges of the use of debate as a speaking learning strategy?	I found it difficult when understanding the enemy and giving some rebuttals, I can not understand my enemy sometimes because they speak faster and unclear arguments
8	Which part of the debate is most difficult as a strategy for learning to speak?	I think become the first speaker bacuse we don't have much time for preparing to speak

Respondent 7

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	Of course, yes My reason is why the lecture is support us exactly for me to join our supporting in debate competition is the first. I think the lecture ask us to support us to join debate competition is when when the student can or try to be brave to public speaking on
2	How do you feel after joining the debate competition/classroom?	OK, the 1st is I'm so any I get. OK, I'm so sad because at the 1st when I join in competition, debate competition I don't prepare and I don't expectation why I am joined to debate competition because because it's not, I mean
3	What is your perception of the debate as a strategy in learning speaking class?	It's best way because in when the student can know or learn about strategy and debate computation, it's directly to improve their skill exactly public speaking, not about public speaking. They they can motivate their self to

		be confident, to be confident, to speak, how to speak by well
4	How does the debate increase your speaking skill?	Skill by debate in have a debate competition I think it's very increase my speaking skill and my grammatical skill because it force me to talk too much
5	What kind of speaking aspect that the debate improved your speaking skill?	debate improved my pronunciation, especially my public communication and I love my accent in English
6	In what way does debate increase your speaking skill?	Debate improved my pronunciation, especially for communication in public
7	What are the challenges of the use of debate as a speaking learning strategy?	I think when I deliver my argument. Because you need to arranged the acadademic word realted to the motion sometimes you don't know.
8	Which part of the debate is most difficult as a strategy for learning to speak?	as the first speaker, because we have a limit time to prepare and arrange the argument

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M A T A R A M

Respondent 8

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	I think, all of my lectures and my my teacher support debate to improve the speaking skill. Debate class, huh? Yeah, absolutely. Because during Center High school, uh, the, you know, What We can say the crucial program so that it is debate. Debate, class. OK. And when I was college.
2	How do you feel after joining the debate competition/classroom?	By comparing myself and now, I feel my speaking is good, Reason is, I think, to make you know the critical thinking it can help the student to speak
3	What is your perception of the debate as a strategy in learning speaking class?	It is a good laerning strategy for speaking bacause we have to speak a lot but I think it was nice idea

4	How does the debate increase your speaking skill?	Debate give me a chance to speak and don't care about grammar sometimes
5	What kind of speaking aspect that the debate improved your speaking skill?	Debate improved my pronunciation because I have to speak up according to the motion
6	In what way does debate increase your speaking skill?	Grammar. I think when we talk about the grammar in debate is everybody me send that grammar sell a big pronunciation not to someone speaking aspect, you get to get a blank picker and grammar
7	What are the challenges of the use of debate as a speaking learning strategy?	Yeah, yeah. In delivering the argument and make good argument
8	Which part of the debate is most difficult as a strategy for learning to speak?	I think the crucial thing in debate that is give the rebuttal. OK. Speaking. So speaking, Listening, Yeah, The challenges, right, I think the most challenging in the debate. That is how to you know just construct the structure of you know, giving the.

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M A T A R A M

Respondent 9

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	My teacher, yeah, his or she supported the debate in my class, Because when we do the debate. It can how to say it's OK Indonesian mangasa our skill yeah. And then it's more it make us more confident than before more confident and it can make us to critical have critical thinking with that motion and we can look how the person perspective with. With same I mean with same case or same problem. We can see many many opinion from many other perspective.
2	How do you feel after joining the debate competition/classroom?	debate can improve my critical thinking then make me speak fluently because I compared myself with me now

3	What is your perception of the debate as a strategy in learning speaking class?	Actually I am not clever, but now because the debate I compare myself that now I am clever than before
4	How does the debate increase your speaking skill?	Me, I love better speaking than writing. Of course debate force me to speech. It is a good way to choose. I think it's one of a good way the reason. Because, like I said before, we can exchange our opinion with our friend or we called enemy Yeah, yeah. Or sharing maybe We don't know about this. They can say to us or give us some, yeah, I mean talk
5	What kind of speaking aspect that the debate improved your speaking skill?	It's about thing 75 percent, 65%, yeah, it's almost what. It's me ask to think faster. So it's mean that you have practice a lot and be able to speak. Yeah, I mean, in every classroom I I have to like Maharish can myself so. You force. Yourself, Yeah, if we feel like. Nervous, I just forced to
6	In what way does debate increase your speaking skill?	When we leave our argument and then when someone told us that something we don't know that can make us think more. So just maybe when you prepare your argument, give some rebuttals or so on. Ah. I think give some rebuttal.
7	What are the challenges of the use of debate as a speaking learning strategy?	I guess, when I am trying to give the rebuttals to the opposite team
8	Which part of the debate is most difficult as a strategy for learning to speak?	become the first speaker is the hard part of debate because I must think fast for my argument that sometimes I got difficulties with it

Respondent 10

No	Question	Answer
1	Did your teacher support the debate as a speaking learning strategy in the classroom?	I think about my lecture is very support about debit as the improved our speaking skill and I think about that is good for student because by the by debit we able to make our right to be a critical thinking too

2	How do you feel after joining the debate competition/classroom?	OK, I feel after doing the debate classroom is I think about the first one is in debate classroom we first of all, I Fluently speak and improve my critical thinking because the debate forced me to think too much
3	What is your perception of the debate as a strategy in learning speaking class?	so that's the like I said just now, I think about debate is the one of the strategy for learning pro in English skill and that is our thinking to be a critical and I feel about this is good for people for a student who are able who are want to be a critical thinking who are ever one able to be your speaking skill to be in close and I think think about there is the changes from my skill from my skill speaking before and after.
4	How does the debate increase your speaking skill?	Give the benefit impact for a lot of the BP impact for students who want to be a speaker who want to be improved your English skill, especially for speaking
5	What kind of speaking aspect that the debate improved your speaking skill?	Debate improved the Knowledge and also improve my academic vocabulary
6	In what way does debate increase your speaking skill?	In debate where I first of all I joined the debate or learning debate I think about I have to. Well, I see I have to looking for the material, looking for the vocabulary that I did that I didn't know before it. So I think about for strategy, for debate, learning is give.
7	What are the challenges of the use of debate as a speaking learning strategy?	become a first speaker, I think.
8	Which part of the debate is most difficult as a strategy for learning to speak?	When I delivered the argument and structure argument lacked the vocabulary to speak and choose the academic word

Appendix 5

Documentation













KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Pendidikan No. 35 Telp. (0370) 621298-625337 (Fax 625337) Mataram
Jln. Gajah Mada No. Telp (0370) 620783-620784 (Fax 62784) Jempang- Mataram

KARTU KONSULTASI

Nama Mahasiswa : Yunisa Putri
NIM : 190107036
Pembimbing I : Prof. Dr. Muhammad, M.Pd., M.S
Pembimbing II : Soni Ariawan, S. Pd., M. Ed.
Judul Skripsi : EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS
A STRATEGY IN LEARNING SPEAKING

No.	Tanggal	Materi Konsultasi	Paraf
	01-05-2023	Prabati Grammar, reading, note dll	✓
	05-05-2023	Buat Abstrak 3 blus	✓
	05-05-2023	Prabati Analisis dan	✓
	08-05-2023	Prabati Pustaka & Kerangka	✓
	12-05-2023	Prabati Kerangka & Daftar Pustaka	✓

Mataram, / / 2023
Dosen Pembimbing I

Prof. Dr. Muhammad, M.Pd., M.S
NIP.196801051994031003



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Pendidikan No. 35 Telp. (0370) 621298-625337 (Fax 625337) Mataram
Jln. Gajah Mada No. Telp (0370) 620783-620784 (Fax 62784) Jempong- Mataram

KARTU KONSULTASI

Nama Mahasiswa : Yunisa Putri
NIM : 190107036
Pembimbing I : Prof. Dr. Muhammad, MPd., MS
Pembimbing II : Soni Ariawan, S. Pd., M. Ed.
Judul Skripsi : **EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS
A STRATEGY IN LEARNING SPEAKING**

No.	Tanggal	Materi Konsultasi	Verifikasi
	22 - 02 - 2023	Revisi display	[Signature]
	29 - 02 - 2023	Analisis ke internal Jenis	[Signature]
	01 - 03 - 2023	Revisi	[Signature]
	08 - 03 - 2023	Add more support references	[Signature]
	09 - 05 - 2023	Final Review	[Signature]
	12 - 05 - 2023	AZC	[Signature]

Mataram, / / 2023
Dosen Pembimbing II

Soni Ariawan, S.Pd., M.Ed.
NIP.19900101201031011

**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Gajah Mada No. 100 Jempong Baru Mataram Telp. (0370) 620783, Fax. (0370) 620784

Nomor : 256/Un.12/FTK/PP.00.9/02/2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Mataram, 28 Februari 2023

Kepada:

Yth. Kepala Bakesbangpol Kota Mataram

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	: Yunisa Putri
NIM	: 190107036
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Tujuan	: Penelitian
Lokasi Penelitian	: TADRIS BAHASA INGGRIS UIN MATARAM
Judul Skripsi	: EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING.

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,



Dr. Saparudin, M.Ag
NIP.197810152007011022



PEMERINTAH KOTA MATARAM
BADAN PENELITIAN DAN PENGEMBANGAN (BALITBANG)
KOTA MATARAM
GEDUNG SELATAN LANTAI 3 KANTOR WALIKOTA
JL. PEJANGGIK NO. 16 MATARAM 83121

SURAT IZIN PENELITIAN

Nomor : 07/224/Balitbang-KT/III/2023

TENTANG

KEGIATAN PENELITIAN DI KOTA MATARAM

- Dasar :
- Peraturan Daerah Nomor 15 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Mataram;
 - Peraturan Walikota Mataram Nomor 59 Tahun 2016 Tentang Kedudukan, Susunan Organisasi Tugas Fungsi Serta Tata Kerja Badan Penelitian dan Pengembangan Kota Mataram;
 - Surat Permobonan Ijin Survei dan Penelitian dari Universitas Islam Negeri Mataram Fakultas Tarbiyah Dan Keguruan Nomor : Tanggal 28 Februari 2023.
 - Rekomendasi Penelitian dari Kepala Bakesbangpol Kota Mataram Nomor : 070/233/Bks-Pol/HI/2023 Tanggal 10 Maret 2023.

MENGIJINKAN

- Kepada
- Nama : **Yunisa Putri**
- Fakultas : **Tarbiyah Dan Keguruan**
- Judul Penelitian : **"EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING"**
- Lokasi :
- **UNIVERSITAS ISLAM NEGERI MATARAM**
- **FAKULTAS TARBİYAH DAN KEGURUAN**
- **JURUSAN TADRIS BAHASA INGGRIS**
- **MATARAM**
- **NTB**
- Untuk : **Melaksanakan Izin Survei dan Penelitian dari Tanggal 13 Maret 2023 s/d 15 April 2023.**

Setelah Survei dan Penelitian Selesai diwajibkan untuk mengunggah Hasil Penelitian tersebut melalui sistem informasi <https://puri-indah.mataramkota.go.id>.

Demikian surat izin ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Mataram, 10 Maret 2023
**KEPALA BADAN PENELITIAN DAN
PENGEMBANGAN KOTA MATARAM**



Dr. MANSUR, S.H., M.H.
Pembina Tk.I (IV/b)
NIP. 19701231 200210 1 035

Tembusan disampaikan kepada Yth :

- Walikota Mataram di Mataram;
- ;
- Yang Bersangkutan;



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



PEMERINTAH KOTA MATARAM
BADAN KESATUAN BANGSA DAN POLITIK
(BAKESBANGPOL)

Alamat : Jl. Kaktus No. 10 Teip. (0370) 7503044 Mataram
Email : bakesbangpol.mataramkota@gmail.com

REKOMENDASI PENELITIAN
Nomor : 070/233/Bks-Pol/III/2023

1. Dasar :

- Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
- Surat Permohonan Ijin Survei dan Penelitian dari Universitas Islam Negeri Mataram Fakultas Tarbiyah Dan Keguruan Nomor: Tanggal 2023-02-28.
Perihal : Rekomendasi Penelitian.

2. Menimbang :

Setelah mempelajari dan meneliti dari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka kami dapat memberikan Rekomendasi Penelitian Kepada :

Nama : Yunisa Putri
Alamat : Beleke, Kec. Gerung, Kab. Lombok Barat, NTB
Bidang/Judul : EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING
Lokasi : UNIVERSITAS ISLAM NEGERI MATARAM, FAKULTAS TARBİYAH DAN KEGURUAN, JURUSAN TADRIS BAHASA INGGRIS, MATARAM, NTB
Jumlah Peserta : 1 Orang
Lamanya : 13 Maret 2023 S/d 15 April 2023.
Status Penelitian : Baru

3. Hal-hal yang harus di taati oleh peneliti :

- Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian; ERI
- Peneliti harus mentaati ketentuan perundang-undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI;
- Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan kegiatan Penelitian tersebut belum selesai maka peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
- Melaporkan hasil kegiatan penelitian kepada Walikota Mataram, melalui Kepala Bakesbangpol Kota Mataram setiap 6 (enam) bulan sekali.
Demikian Surat Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 10 Maret 2023
Kepala Bakesbangpol
Kota Mataram,



ZARKASYI, SE., MM
Pembina TK I (IV/b)
NIP. 19761231 200003 1 013

Tembusan Yth:

- Walikota Mataram di Mataram sebagai laporan;
- Kepala Balibang Kota Mataram di Mataram;
- Dekan Fakultas Tarbiyah Dan Keguruan Di UIN Mataram
- Kepala Prodi Jurusan Tadris Bahasa Inggris Di UIN Mataram



Dokumen ini diandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS

Jln. Gajah Mada No. 100, Jempang Baru Mataram Telp. 0370-620783 Fax. 0370-620784

SURAT KETERANGAN PENELITIAN

Nomor : 69/Un.12/FTK/TBI/05/2023

Yang bertanda tangan di bawah ini:

Nama : Dr. Ika Rama Suhandra, M.Pd
NIP : 197808222007011001
Jabatan : Ketua Prodi TBI

Dengan ini menyatakan bahwa :

Nama : Yunisa Putri
NIM : 190107036
Fakultas : Tarbiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : "EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING SPEAKING"

Memang benar Mahasiswa tersebut telah melaksanakan penelitian dari tanggal 13 Maret 2023 s/d 15 April 2023 di Prodi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Keguruan (FTK) UIN Mataram.

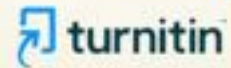
Demikian Surat Keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 23 Mei 2023
Ketua Prodi

Perpustakaan UIN Mataram



Dr. Ika Rama Suhandra, M.Pd
NIP. 197808222007011001



UPT PERPUSTAKAAN UIN MATARAM Plagiarism Checker Certificate

No.1169/Un.12/Perpus/sertifikat/PC/05/2023

Sertifikat Ini Diberikan Kepada :

YUNISA PUTRI

190107036

FTK/TBI

Dengan Judul SKRIPSI

EFL STUDENTS' PERCEPTION ON THE USE OF DEBATE AS A STRATEGY IN LEARNING
SPEAKING

SKRIPSI tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 4 %

Submission Date : 17/05/2023



UPT Perpustakaan
UIN Mataram

Handwritten signature
M Hum
197808282006042001



UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No.708/Un.12/Perpus/sertifikat/BP/05/2023

Sertifikat Ini Diberikan Kepada :

YUNISA PUTRI

190107036

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.

Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.



UPT Perpustakaan
UIN Mataram

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197808282006042001