

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter focuses on the data findings and discussion of the research. This chapter will be the main point of the research. This chapter consists of three main subheadings; the glance description of the research subject “EFOS English debate club”, the data findings that is explained by the usage of instrument, and the discussion of the research findings.

#### **A. The Glance of the Subject “EFOS Debate Club”**

EFOS, an abbreviation of English Federation of SMAN 1 Sidoarjo (SMANISDA) is chosen to be the system which trusted to meet the expectation of the school on students’ English skills betterment, especially speaking skill. Making the expectation comes true, SMA Negeri 1 Sidoarjo support all the needs of this extracurricular by funding operational expenses 4 million a year, funding the registration fee of debate competition, and providing facilities for the benefit of EFOS such as classroom, LCD, AC and Internet connection out of the school hours as well.

Addressing the enormous support by the school, EFOS has provided many achievements that give benefit to the school. This year, EFOS holds at least three championships in national competition. The last achievement that EFOS get was the champion of English Debate competition on Senior High School level that was held by STIKOM.

EFOS has main coach who has graduated from Universitas Negeri Surabaya (UNESA), Rizal Kuddah. He is one of the members of SCUD (Surabaya Community of Debate). The amount of the member of this club is 12 people. EFOS members gathered on Saturday and Sunday every week that could make them practice speaking English out of school hour. That was a brief description of the subject of the research.

## **B. Research Findings**

The researcher finds the data which accomplished by the usage of the instrument that will be explained as follows;

### **1. The Strategies of EFOS Debate Club to Improve English Speaking Skill**

#### **a. The strategies of EFOS**

Strategies of the club based on the observation are motivating students, lowering their anxiety and require them to take a risk. The strategies of coach to motivate them are invite the senior of EFOS who has graduated from SMA Negeri 1 Sidoarjo and get engaged into the favorite university (appendix 6) to be a debating partner, invite the guest coach (see appendix 6), show-up the achievements of efos to the member (see appendix 10).

The strategies of English debate club coach toward developing English-specific self-confidence and lowering anxiety specially in speaking skill betterment according to researcher's observation cover;

hold the unconscious conversation (see appendix 5), hold pronunciation exercise (see appendix 5) and public speaking skill activities (see appendix 5).

The strategies of English debate club coach to make them learning to take a risk are spontaneously questioning them related world issues (see appendix 5), engage the student to a certain debate competition (see appendix 10) and then giving the out-door activity regarding public speaking with a minimal preparations (see appendix 5).

#### **b. The Activities of EFOS**

They did an awareness-raising activity that aimed to help learners understand about the material. **Awareness** involves at least three processes: *attention, noticing, and understanding*.

*Attention*, learners need to be paying attention – interested, involved and curious- if they are going to notice the features of target language. The activities of the debate club regarding attention rehearsal based on the observation are, (Appendix 1)

- 1) Listening to the recording material entitled “The experience of Ali”
- 2) Live listening to the coach and guest speaker
- 3) Listen to the import quotation of the sequel of Harry Potter in the Prof. Snapes’ scene.
- 4) Listening to the BBC world news

*Noticing*, then, is the conscious registering of occurrence of some event or entity. The activities of the debate club encompass noticing rehearsal based on the listening activity (grab attention stage) according to the observations are, (Appendix 1)

- 1) Focusing to check the gist
- 2) Focusing to check the register and place
- 3) Focusing on new vocabularies (taking note in every new words, phrases or quotations)

*Understanding*, it means the recognition of a general rule or principle or pattern.<sup>1</sup> The activities of the debate club regarding the understanding rehearsal based on the observation are; (see appendix 4)

- 1) Coach checking students' understanding by asking the gist that occur in the listening materials.
- 2) Coach gave the chance for those who want to re-tell the story chronologically.
- 3) Coach pointed someone to re-tell the story chronologically.

Furthermore, ***the appropriation*** activities were implemented by using *drilling*, *milling activity*, *assisted performance*. The coach of the English club was drilling the students by pausing listening material in the right way in order to emphasis the new word (see appendix 5). The *Milling activity* hold in this club was "What would you do if you were".

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<sup>1</sup> Scott Thornbury....., 42

That activity benefits to increasing their critical thinking and speaking ability (see appendix 4). *Assisted performance* is 1-to-1 conversation between coach and student. The student is asking anything about the motion raised in debate competition (Appendix 6).

Toward the ***automaticity***, the speaking activity that the coach must do should be meet this following conditions; Productivity, Purposefulness, Interactivity, Challenge, Safety, Authenticity. The coach has his special training activity toward the automaticity. Here are they:

- 1) They have a speech in public places where so many people attend, such as a restaurant (Mc Donald) and the high way bank in front of the school of SMA Negeri 1 Sidoarjo (the Buduran flyover). (Appendix 5)
- 2) They have a debate simulation inside the class (Appendix 4).

### **c. The Achievements of EFOS members**

The achievements of the students who engaged in EFOS were excellent. It was proved by the data found in the interview section, observation and study of documents that would be explained as follows;

The interview section aimed to measure the speaking ability of the members in order to know their significant improvement by comparing their previous ability before engaged in EFOS to their present conditions. Based on this interview section, all of the three interviewees stated that they used to have bad speaking ability in English before engaging in

EFOS. But now, the researcher could stated that their speaking ability was excellent because they speak fluently, unconsciously speak in English to answer the researchers' questions, think fast, pronounced the words accurately and have a lot of vocabularies (see appendix 8).

The observation section stated that their English speaking skill are excellent because they could speak fluently in debate simulation with the good articulation, clear accent, speaking comprehension in seven minutes length without relying much on the note, and produced rich vocabularies although not in grammatical order. But, if all of the components of speaking were achieved, the researcher could conclude that the member of EFOS acquired excellent English speaking skill proficiency (see appendix 6).

Furthermore, the data found based on the study of document stated that they obtained a lot of achievements in every English debate competitions they participated in the range of regional, national until international competitions. It was general truth that English debate competition required above average level of English speaking skill. So, based on their achievements, the researcher could conclude that the EFOS members have excellent level of English speaking skill proficiency because it was proved by their achievements in debate competitions. Here is the list of the achievements they got in the last two years (certificates enclosed);

Table 4.1

The achievements of EFOS debate club

No.	Name of Event	Year	Achievement
1	ITS Open Debate – JATIM	2011	Octo Finalist
2	SMANISDA Open Debate (SMASH) – JATIM	2011	Octo Finalist
3	STIKOM English Debate – JATIM	2011	1 <sup>st</sup> Runner Up
4	High School Debate Competition UNAIR – JATIM	2011	The Champion
5	HI-LITE Debate Competition UNAIR – JATIM	2011	Octo Finalist
6	English Debating Contest UMSIDA – JATIM	2011	The Champion
7	English Debate (PEDC) Penabur Bandung – Nasional	2011	Semi Finalist
8	English Week (E-WEEK) UNESA – JATIM	2011	2 <sup>nd</sup> Runner Up
9	Debate Competition UPH – JATIM	2011	Quarter Finalist
10	Lomba Debate “Think Safety” POLRES – Sidoarjo	2012	1 <sup>st</sup> Runner Up
11	ALSA Debate Championship (ASDC) – JATIM	2012	Quarter Finalist
12	Debate Competition Widya Mandala – JATIM	2012	1 <sup>st</sup> Runner Up
13	High School Debate Competition UNAIR – JATIM	2012	1 <sup>st</sup> Runner Up
14	ITS Open Debate Competition – Nasional	2012	Octo Finalist
15	STIKOM English Debate Competition – JATIM	2012	The Champion
16	Asian School Debating Competition di Malaysia – ASIA	2012	Participant
17	National School Debating Championship – Nasional	2012	Octo Finalist

## 2. Advantage and Disadvantage of Member’s Participation in Debate Club

In the interview session, the researcher limit on the advantage and disadvantage of the member’s participation in debate club which covers their improvement of speaking/communication skills, research skills, analytical/critical skills, knowledge/education, and college carrier advantage. And then the disadvantage of their participation covers feeling of being overwhelmed, hurt their health, make them frustration, costly, and hurts their academics.

The result of the interview section to each member describes that the advantages of their participation in debate club are developing their academic performance and benefiting their future college carrier (see appendix 7). Furthermore, the disadvantage covers the feeling of overwhelming because they have a lot of task given by the school and the club activities that require them to focus on that (see appendix 8).

### **C. Discussion**

#### **1. The Strategies of EFOS Debate Club to Improve English Speaking Skill**

Strategy is the sistematic ways and procedure in learning activities to develop the improvement of students' learning.<sup>2</sup> There are some strategies for success in learning English as Douglas Brown stated on his book, those are self-motivating and setting goals, developing self-confidence and lowering anxiety, and learning to take a risk.<sup>3</sup> Those kinds of strategies was implemented in EFOS English Debate club and will be explained as follows;

##### **a. Self-motivating and setting goal,**

In order to be self motivated, the strategy of the coach was; invite the senior of EFOS who has graduated from SMA Negeri 1 Sidoarjo and get engaged into the favorite university (Appendix 6) to be a debating

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<sup>2</sup> Indah Merdekawati, skripsi: "Teacher's strategy in Teaching English speaking at Second Grade of SMPN 2 Pare-Kediri" (Surabaya: IAIN Sunan Ampel, 2011), 16.

<sup>3</sup> Brown. Douglas, "*Strategies for Success, (In Practical guide to Learning English)*" (Longman, 2001), 24.

partner. This strategy was giving motivation to the member who has a low-motivated self. So, this strategy was successfully attracts students involvement in joining EFOS.

Invite the guest coach (see Appendix 6), the beneficial of inviting guest coach was giving the knowledge of language for students that the own coach does not gave. The presence of guest coach also gives the benefit as the comparison of speaking style which makes students aware of another style of speaking and, further, could be a figure and motivate them to learn English more.

Show-up the achievements of EFOS to the member (See Appendix 10). EFOS itself contributes lots of trophy for school. The achievements attract students' excitement of being engaged in the community and then they will be highly motivated to get their own trophy.

According the finding data of the interview session, the motive of the member to join EFOS debate club was so vary. Then, the researcher comes to divide it into two main criterions, the internal and external motivation. The internal motivation that called self-motivation means that the students doing something because they want to do it or student have made their own choice to do it. They do not need the reward, and do not

need the punishment. They pleased to do it. Research has found that when people are self-motivated, they always successful.<sup>4</sup>

The student's internal motivation based on the interview session; *first*, they want to be engaged in youth International conferences that need the acquisition of English, all four skills. It is not impossible to get engage in the International forum mentioned above if they have acquired English skills, so that, they join EFOS with the expectation on improving English skill, mostly speaking skill; *second*, they love English, they love the culture, movies, song and all things related to English, so that they want to master English to have fun with it. *Third*, they want to be able to speak English fluently because they want to traveling abroad to meet people all over the world.

The next motivation was external motivation that defined as other influences push to do something, in this case, you often need a reward and afraid of punishments. People who are motivated by outside influences are usually not so successful, because their reason for learning does not comes from inside them.

Here was the external motive of EFOS member based on the interview session; *first*, they want to get a high score of English lesson, because to pass the examination requires high score; *second*, they want to

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<sup>4</sup> Brown. Douglas, "*Strategies for Success*.... 21.

enter a good university by mastering English, because if they entering a good university, their prestige will be grown up; *third*, they want to get a good job in the future, because many company around the world require English for good job positions.

Regarding that all motivation, the coach gives a tactical strategy (Appendix 10) to be a success students, they are;

- a) Think about your motives right now
- b) Make a list of internal reasons to learn English
- c) Set some specific goals for yourself to pursue in the next few weeks
- d) Look at your goals frequently and track your progress
- e) As you complete goals, set new ones

Further, The strategy was well implemented in every member of EFOS. As the result, they are encouraged to follow every activity that the coach gave.

**b. Developing self-confidence and lowering anxiety,**

Speaking in a foreign language, in this case is English, may occur the anxiety and lowering self-confidence for those who does not feel that their ability in English is sufficiently. The feeling bad of English skill ability that happened in English foreign language learner, it may because their English-specific self-confidence (feeling about own ability in

mastering English) is a little low.<sup>5</sup> Further, the *anxiety* occurs in the situation of most people feel foolish when they make mistakes in a foreign language.

The anxiety occurs when people afraid of making mistakes because of the consequences of being mocked by people. Those conditions will irritating the learner ego and make a frustration. As the result, the learner tend to be silent than speaking but making mistakes. Regarding those kinds of psychological aspect, the coach of the debate club manage and conduct his class as a comfortable as possible by build the atmosphere of fun but challenging. He has a motto, “practice speaking as much as possible although you make a lot of mistakes in your home is better than you make an error outside the home”.

The strategies of English debate club coach toward developing English-specific self-confidence and lowering anxiety specially in speaking skill betterment according to researcher’s observation covers conversation skill, pronunciation and public speaking are explained as follows;

#### 1) Conversation skill

Practicing dialogues has a long history in language teaching, since language is essentially dialogic in its use.

Strategies:

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<sup>5</sup> Brown. Douglas, “*Strategies for Success....* 26.

- a) Invite guest coach. The member asks the experienced speaker (guest coach) to have a conversation with them.
- b) Gossip away with your friend in English
- c) Participating in group discussion
- d) Playing conversation games such as “What would you do if you were”. This is coach-students interaction. (Appendix 4)

## 2) Pronunciation skill

Articulation refers to the accurate pronunciation of words. An effective debater articulates a speech, saying each word the way a dictionary said. A debater should have a good pronunciation because all the audiences are paying attention in time the debater deliver the speech

Strategies:

- a) Speak a loud. It helps the coach to correct the students’ mispronounce words.
- b) Ask for help. Members ask their coach to listen to their practice speeches for pronunciation errors.
- c) Ask dictionary. (Appendix 5) Practice pronouncing sounds and words clearly to avoid errors through English pronouncing dictionary. Whether, open *One Look Dictionary* websites for pronunciation on [www.onelook.com](http://www.onelook.com).
- d) Articulate unusual or difficult words and phrases.

- e) Articulate similar words and phrases.

### 3) Public Speaking

Public speaking is one of people's primary fears, sometimes ranked ahead of death.<sup>6</sup> Many people try to avoid speaking in public or experience significant anxiety before they do so. They may feel dizzy, have a dry mouth, sweaty palms, a racing pulse, or even begin to speech. In order to the settle the reactions, the coach always gives the strategies to handle it.

Strategies:

- a) Read a lot of books. The anxiety occurs when people do not know what to say because they do not know the knowledge of that.
- b) Have a breathing exercise

Inhale normally and comfortably. Speak each of the numbers in item "i" in a clear and confident voice, pronouncing each with a single breath. Repeat this exercise using the other three lists. Once you can handle it, combine "i" and "ii". Do the same thing with "iii" and "iv". (Appendix 5)

i. 1-2-3-4-5-6-7-8-9-10

ii. 11-12-13-14-15-16-17-18-19-20

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<sup>6</sup> Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004), 33.

iii. A-B-C-D-E-F-G-H-I-J-K

iv. L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

c) Have a speaking exercise

Say the following sentences on a single breath. Remember to speak clearly, with sufficient volume. (Usually some of these quotations is used in student's speeches). (Appendix 10)

a. It could probably shown by facts and figures that there is no distinctly American criminal class except Congress.

*Mark Twain*

b. The public will believe anything, so long as it is not founded on truth. *Edith Sitwell*

c. Even if you're one the right tract, you'll get run over if you just sit there. *Will Rogers*

Therefore, based on the discussion above, the researcher stated that the strategy to lowering the students' anxiety was well implemented in every member of EFOS. As the result, they are not afraid any more to speak English in a debate simulation, in a public place and debate competitions as well.

**c. Learning to take a risk,**

In this session, learning to take a risk can be defined as taking a challenge. Something said as a challenge if that condition forced to out from the comfort zone. The coach always has the strategies to make

students always take a challenge in his class. The strategies will be explained as follows;

- 1) Always sharpen student's critical thinking by asking spontaneously to the student regarding the recent issues in certain countries. (see appendix 5)
- 2) Giving the out-door activity regarding public speaking with a minimal preparations. (see appendix 5)
- 3) Engage the student to a certain debate competition, in order to have experience in a real debate atmosphere, feel the beat of debating and to be inured out of the comfort zone. (see appendix 10)

Those all strategies are well implemented to the students and also meet the expectation of the students of being brave and not afraid to face a challenge from their coach. The result of an interview session stated that the students enjoy the strategies that the coach uphold (see appendix 4).

## **2. The Effectiveness of the Strategies of EFOS**

### **a. Motivate Students**

Based on the observation result, the coach was motivating students by inviting the guest coach and senior and also showing up the achievements that the club obtained in the last two years in order to increase the students' motivation.

Inviting the guest coach is effective strategy because all of the three students which interviewed stated that by the attendance of another coach instead of their own coach gave them the motivation to learn more about debating and its new knowledge about that.

Inviting the senior is effective strategy because all of the three students stated that by the attendance of their senior would increase their motivation to be someone like them someday who attend the favorite University and have the capability to speak in English fluently.

Showing up the achievements is effective strategy because they are motivated to have their own trophy to be proud of and then their participation in debate competition has its benefit for adding point on the requirement for university enrollment.

So that, all of the strategies could increasing the students' motivation that was meet the extended purpose of the coach to motivate them. So, the researcher conclude that the strategies to motivate students that held by the coach of EFOS is effective based on the data above.

#### **b. Lowering Anxiety**

Based on the observation result, the strategies of debate coach to lower students' anxiety are through the unconscious conversation (see appendix 5), held pronunciation exercise (see appendix 5) and public speaking skill activities (see appendix 5).

Unconscious conversation is chosen to be one of the strategies to lower students' anxiety because this activity is conducted by the student and the coach, the coach ask the student, and the student answer the coach, all the conversation delivered in English that make student continued speak in English unconsciously. The three interviewees stated that 1-to-1 conversation made them not afraid to speak because the coach always ask them to tell their experience in the vacation or sometime the coach stimulate them to gossip away in English and some new vocabulary occurred here. So, the researcher concluded that the activity could meet the extend purpose of decrease the anxiety of students. It is effective activity based on the data above.

Held pronunciation exercise is one of the strategies held by the coach because it could make them learn about pronouncing the words and increase their confidence in speaking English and not afraid of mispronounce words anymore. The interviewees stated that if they say the word correctly, they would not afraid of speak anymore and then the ability to speak in English accurately will give them the confidence to be engaged in such a debate competitions. So, the researcher concluded that the activity could meet the extend purpose of decrease the anxiety of students. It is effective activity based on the data above

Public speaking activity is one of the strategies that the coach held because it is the main fear of most people. They may feel dizzy, have a

dry mouth, sweaty palms, a racing pulse, or even begin to speech. That is why the exercise is needed to make students familiar with the conditions and also make them accustomed to speak in front of people. The interviewees stated that the frequent exercise to speak in a public places make them feel like home, not afraid anymore. They said that practice makes perfect and it happens. So, the researcher make a conclusion that the public speaking activity could meet the extend purpose of decrease the anxiety of students. It is effective activity based on the data above

**c. Learning to Take a Risk**

Based on the observation result, the strategies to make them learning to take a risk in order to get the automaticity in speaking covers spontaneously questioning them related world issues (see appendix 5), engage the student to a certain debate competition (see appendix 10) and then giving the out-door activity regarding public speaking with minimal preparations (see appendix 5).

Spontaneously questioning them related world issues being one of the strategies of the coach to make student learn to take a risk of making mistakes. The interviewees stated that the activity was so surprising. They have no idea to speak and have limited knowledge about the world issues but this activity requires them to speak, so they speak whatever in their mind is whether it wrong or true, making mistake were embarrassed, but did not take a risk of making mistakes was much more embarrassing. So,

the researcher concluded that the strategy of the coach was successfully meet the extend purpose to make student learn to take a risk.

Out-door activity regarding public speaking with minimal preparations was proven to make student learning to take a risk. This activity quiet challenging, the public speaking usually need such preparation of material or self-preparation as well. But, this activity requires the students to take a risk of speak in front of people in public places without preparations. The three interviewees agreed that this is challenging activity that should be taken because they aware of its benefit regarding their speaking betterment. So, the researcher inferred that this activity is effective to make the students learn to take a risk.

Engage the student to a certain debate competition was the challenging activities. The purpose of the speaking training in extracurricular is leading them to compete in such debate competitions. The interviewees agreed that taking a challenge to have a debate in such competitions make them improved their speaking ability. So, the researcher inferred that the strategy of the coach to engage them in debate competitions could make the students to take a risk in deliver their speaking along with critical thinking. Furthermore, that activity is benefit for their speaking improvements.

Based on the discussion above, the researcher conclude that the strategies hold by the coach in EFOS debate club could benefit for the

students speaking skill betterment because all of the activities meet all the strategies' extend purpose. So, all the activity of each strategy is effective.

#### **D. The Advantages and Disadvantages of Engagement in Debate Club**

##### **1) The benefits to students' participation in debate.**

###### **a. Speaking/Communication Skills**

**Very benefiting**, all of three students who were interviewed stated that their participation in debate bring the benefit in speaking/communication skills. The benefit covers the ability to speak in front of the class in a good manner and no anxiety. This condition is benefiting their presence in every school lesson that requires presentation method and further it will be benefit their future carrier when they have an interview section to enroll the job.

One of the reasons delivered by the interviewee is "since debating means you're speaking in front of the audiences with much confidence and try to explain your argument as convincing as possible. So it makes me being used to public speaking with persuasive style which is really benefitting for my school lesson and also the future."

###### **b. Research skills**

**Very benefiting**, all of three students who was interviewed stated that their participation in debate brings the benefit in their research skills. The benefits cover the ability to research something new by relating the problem, the existence of law, and the cause and effect that lies on the motion. This condition is benefitting to their presence in every school lesson that requires research on academic writing.

One of the reasons delivered by the interviewee is” when you’re in the middle of mattering, you will ‘forced’ to read that so-many-debate-matters that related to the motion, which is means you will increase your ability in searching something and arrange it into a good argument.”

**c. Analytical/Critical skills**

**Very benefiting**, all of three students who is interviewed stated that their participation in debate brings the benefit in their critical skills. The benefit serves in the condition of needed a critical thinking when the analytical question occurs in partial subject, e.g. economic and social subject. That is benefitting to their presence in every school lesson that requires a critical thinking on some problem.

One of the reasons delivered by the interviewee is “As you know, debating is not only about how is your manner in delivering

your speech, but also on how good you are in analyzing the motion and both your and your opponent's arguments. So it does help my critical skills a lot."

#### **d. Knowledge/Education**

**Very benefiting.** All of three students who is interviewed stated that their participation in debate brings the benefit in their better knowledge because they are reading a lot of news regarding the worldwide issues.

One of the reason delivered by the interviewee is "My classmates usually dont know about the international issues that happened while I've knew it from my mattering session since the motion is always including the hot issues in the world. So, debate surely brings advantage in term of my education.

#### **e. College Carrier Advantage**

**Very benefiting.** All of three students agree with the benefit that they have because of their involvement in debate club regarding their college carrier. It is because all of the achievements that they had will give the extra point in their college carrier. One of the statements is "All the achievement of my involvement in Debate competition support my academic point as well for University enrollment. That's relieving."

## 2) Identify the disadvantages to members' participation in debate.

### 2. Being Overwhelming

**Yes.** All of three students agree that being overwhelming is the main problem they face. Since they are students of SMA N 1 Sidoarjo, they have lots of homework and feel that they should set a priority and go along with that. One of the statement is “I choose Debate club as my prior extracurricular because I see the benefit in me. I just join EFOS because if too many activities I took, I will be overwhelmed and my school subjects will be dilapidated, because in EFOS there are so many activities”.

### 3. Health/sleep/frustration:

**Not really.** All of the three students stated that the frustration is exist but in the day of the competition coming and the out-door activity comes, but overall is well and fun, they enjoy it. One of the reason covers that statement is “gotta admit that a week before the day of the competition is like my most toughful week in the month. But kinda enjoy it though.”

### 4. Financial costs:

**Not really.** All of the three students said that the financial cost is for the benefit of the club, so it was never mind to spend money for the betterment of themselves than to spend it in the amusement park. One of the reason undercover that statement is

“Surely it will cost a lot when the competition is on another city that quite far from mine, but it’s better to spend my money this way rather than waste it in some amusement park or whatsoever, I dont like that thingy.”

#### 5. **Hurts Academics**

**Not at all.** They all still can manage to put them self in the top three of their class, but the disadvantage lie on their presence at school. one of the reason is “I still manage to put myself in top three on my class so yeah, as long as you can divide your time wisely, it wont bother anything at all.

So, the researcher could conclude that the participation of the member in debate club increase their academic performance proven by the achievements that they got in every debate competitions as the data stated and the disadvantage of their participation was the feeling of being overwhelmed of the activity in the club and school itself.