

**TEACHERS' PERCEPTION ON THE TOWARD THE  
CLASSROOM DEBATE ACTIVITIES**

**THESIS**

Submitted in Partial Fulfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL  
S U R A B A Y A**

By:

Mawadah Insyaa Sakinah  
D75216104

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA**

**2019**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Mawadah Insyaa Sakinah

NIM : D75216104

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah Dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan maka saya bersedia menerima sanksi atas perbuatan tersebut

Surabaya, 26 Januari 2021  
Yang membuat pernyataan,



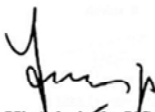
Mawadah Insyaa Sakinah  
D75216104

### ADVISOR APPROVAL SHEET

This thesis by Mawadah Insyaa Sakinah entitled "*Teachers' Perception Toward the Classroom Debate Activities*" has been approved by thesis advisor further approval by the Board Examiner.

Surabaya, January 26<sup>th</sup> 2021

Advisor I,



Dra. Hj. Arbaiyah YS, MA  
NIP. 196405031991032002

Advisor II



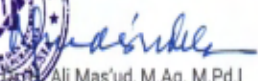
Rizka Safriyani M.Pd  
NIP. 198409142009122005

## EXAMINER APPROVAL SHEET

This thesis by Mawadah Insyaa Sakinah entitled "Teachers' Perception Toward the Classroom Debate Activities" has been examined on 11<sup>th</sup> January 2021 and approved by the board examiners.



Dean,

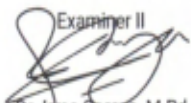
  
Ali Mas'ud, M.Ag. M.Pd.I  
NIP. 197007251996031004

Examiner I



Drs. Muhtarom, Med. Grad Dip Tesol  
NIP. 196512201992031005

Examiner II

  
Dr. Irma Soraya, M.Pd  
NIP. 196709301993032004

Examiner III

  
Dra. Hj. Arbaliyah YS, MA  
NIP. 196405031991032002

Examiner IV

  
Rizka Safriyani, M.Pd  
NIP. 198409142009122005



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300

E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

---

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : **Mawadah Insyaa Sakinah**  
NIM : **D75216104**  
Fakultas/Jurusan : **Tarbiyah dan keguruan/Pendidikan bahasa inggris**

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain

yang berjudul :

**Teachers' Perception On The Toward The Classroom Debate Activities**

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 22 April 2021

Mawadah Insyaa Sakinah

## ABSTRACT

Sakinah, Mawadahinsyaa.2020.*Teachers' Perception about Classroom Debate Activities*.A Thesis.English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dra. Hj. Arbai'yah YS., MA, Rizka Safriyani, M.Pd.

Key words: *Debate, Academic Debate, Teacher Perception*

Speaking is one of the activities between the speakers and the listeners to get the new information. The goal of speaking skill is the students can master all of the components of speaking such as grammar, vocabularies, pronunciation, and fluency. Besides, to reach the objectives of speaking skill, the teachers at State Islamic Senior High School used debate strategy in the teaching speaking. This research conducted to investigate teachers' perception dealing with advantages and challenges that faced by the teachers in classroom debate activities. The methodology of this research was qualitative research. The data gained by doing the interview with 5 English teachers at State Islamic Senior High School. This kind of the interview used open ended questions, so that the researcher can get the data deeper. To get the validity of data, the researcher used trustworthiness data and triangulation of data. There were two results of this research. First, the teachers faced some problems while implementing classroom debate activities such as they have difficulties to speak English, lack vocabularies, low motivation to learn, and felt worried while making mistakes. Second, debate had benefits to teach speaking. It can improve the students' speaking skill such as enlarge their vocabularies, build their confident, and improve their motivation. This research showed that all of the English teachers at State Islamic Senior High School agreed if classroom debate activities could help the students to improve their speaking skill.

## ABSTRAK

Sakinah, Mawadahinsyaa.2020.*Teachers' Perception about Classroom Debate Activities*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dra. Hj. Arbai'yah YS., MA, Rizka Safriyani, M.Pd.

Kata Kunci: *Debat, Debat Akademik, Pendapat Guru*

Speaking adalah salah satu aktivitas yang dilakukan antara pembicara dan pendengar untuk mendapatkan informasi. Tujuan dari kemampuan berbicara adalah siswa dapat menguasai semua komponen di dalam kemampuan berbicara seperti tata bahasa, kosa kata, pelafalan, dan kelancaran. Selain itu, untuk mencapai tujuan dalam kemampuan berbicara, guru bahasa Inggris di Madrasah Aliyah Negeri Sidoarjo (MAN Sidoarjo) menerapkan strategi debat dalam pengajaran kemampuan berbicara. Penelitian ini dilakukan untuk mengetahui pendapat guru terkait dengan manfaat dan masalah yang dihadapi guru ketika menerapkan strategi ini. Penelitian ini menggunakan studi kualitatif. Data dalam penelitian ini diperoleh dengan cara melakukan wawancara dengan 5 guru bahasa Inggris di Madrasah Aliyah Negeri Sidoarjo (MAN Sidoarjo). Jenis wawancara yang digunakan adalah pertanyaan terbuka. Narasumber dalam penelitian ini dipilih berdasarkan dengan kriteria yang telah ditentukan. Penelitian ini menggunakan triangulasi data untuk mendapatkan data yang valid. Terdapat dua hasil dalam penelitian ini. Pertama, guru menghadapi beberapa masalah ketika menerapkan strategi debat di dalam kelas seperti kesulitan dalam berbicara bahasa Inggris, kurangnya penguasaan kosa kata, rendahnya motivasi untuk belajar, dan merasa takut ketika membuat kesalahan. Kedua, strategi ini mempunyai manfaat untuk pengajaran kemampuan berbicara seperti meningkatkan kemampuan bahasa Inggris siswa terkait kosa kata, membangun rasa percaya diri, dan meningkatkan motivasi belajar mereka. Penelitian ini menunjukkan bahwa penerapan strategi debat dalam kelas dapat membantu siswa dalam meningkatkan kemampuan bahasa Inggris mereka.

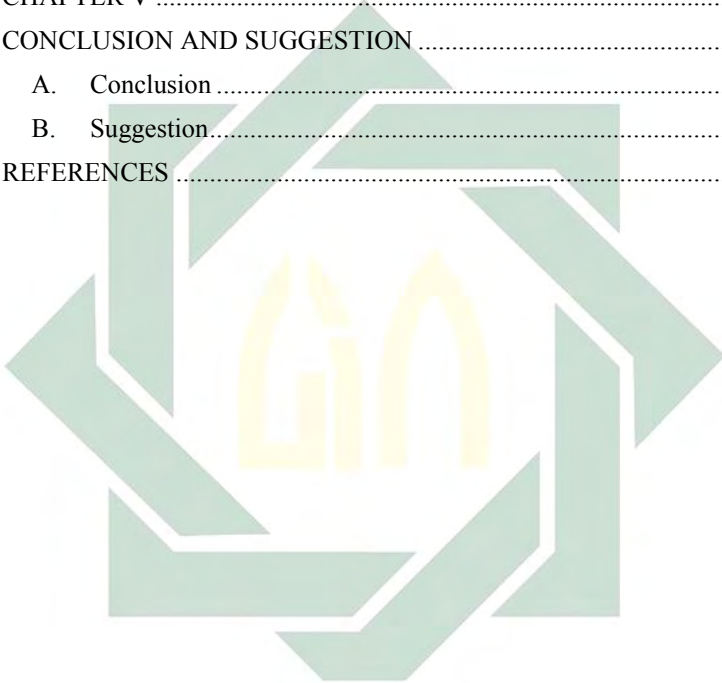
## TABLE OF CONTENT

ADVISOR APPROVAL SHEET .....	i
EXAMINER APPROVAL SHEET .....	ii
MOTTO .....	iii
DEDICATION SHEET.....	iv
PERNYATAAN KEASLIAN TULISAN.....	v
ABSTRACT.....	vii
ABSTRAK.....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENT .....	x
LIST OF TABLE .....	xiii
LIST OF PICTURE .....	xiv
LIST OF APPENDICES.....	xv
LIST OF ABREVIATION.....	xvi
CHAPTER I.....	1
INTRODUCTION .....	1
A. Background of the Study .....	1
C. Objectives of the Study .....	5
D. Significance of the Study .....	6
1. For future research.....	6
2. For teacher.....	6
3. For students.....	6
E. Scope and Limitation of the Study.....	6
F. Definition of Key Terms .....	7
1. Teacher's Perception.....	7
2. Debate.....	7



CHAPTER II.....	9
REVIEW OF RELATED LITERATURE .....	9
A. Literature Review.....	9
1. Speaking.....	9
2. Teaching Speaking.....	12
3. Speaking Activities.....	14
4. Speaking and Debate.....	15
5. Perception.....	16
6. Challenges in Classroom Debate.....	18
7. Debate.....	19
8. Components of Debate.....	20
9. Types of Debate.....	22
10. The Rules of Debate.....	24
11. The Advantages of Debate Activities.....	25
12. Debate in the Classroom.....	26
B. Review of Previous Studies .....	27
CHAPTER III .....	29
RESEARCH METHODOLOGY .....	29
A. Research Design.....	29
B. Subject and Setting of the Research.....	29
C. Data and Source Data.....	30
D. Data Collection Technique.....	30
E. Instrument .....	31
F. Trustworthiness Data .....	32
G. Data Analysis Technique .....	33
H. Research Stages .....	33

CHAPTER IV .....	35
FINDINGS AND DISCUSSIONS.....	35
A. Findings .....	35
B. Discussion.....	40
CHAPTER V .....	46
CONCLUSION AND SUGGESTION .....	46
A. Conclusion .....	46
B. Suggestion.....	47
REFERENCES .....	49



## LIST OF TABLE

Table		Page
4.1	Categorizing Aspects in Interview Result	35



## LIST OF PICTURE

Picture		Page
2.1	The Simple Venue of Classroom Debate	23



## **LIST OF APPENDICES**

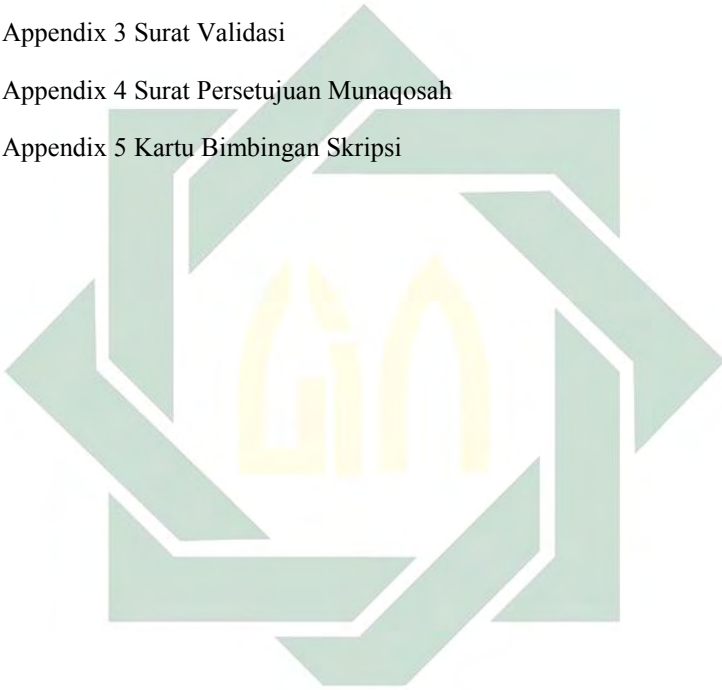
Appendix 1 Interview Guideline

Appendix 2 Interview Transcript

Appendix 3 Surat Validasi

Appendix 4 Surat Persetujuan Munaqosah

Appendix 5 Kartu Bimbingan Skripsi



## **LIST OF ABBREVIATION**



SHS	Senior High School
VHS	Vocational High School
MAN	Madrasah Aliyah Negeri
CG	Communication Games
DEPDIKNAS	Departemen Pendidikan Nasional
RI	Republik Indonesia
EFL	English Foreign Language
ELT	English Language Teaching
APS	Asian Parliamentary Style
BPS	British Parliamentary Style

## CHAPTER I INTRODUCTION

This chapter discuss about the introduction related to the topic. Here, there are some topics such as background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

### A. Background of the Study

Nowadays, learning process requires students become more active in communication. Communication is an activity which including in speaking English skill. Speaking is an activity to express the meaning of the words to get new information or knowledge<sup>1</sup>. Afterwards, speaking is ability to share feeling, perception, and fact to other people.<sup>2</sup> By speaking, the communication will be run well. Many people use speaking in their daily life. For example, students who use their speaking skills in learning process. It means that they use speaking to the communication in order to share their feeling, thought, and perception. However, as the foreign learner, they often use Indonesian rather than English in communication, because they think that English is difficult to learn. It happened when the teacher asked them some questions, but they only keep silent and do not have any response. They were hard to speak English correctly even in a simple for.<sup>3</sup> Whereas, the students should master the speaking skill in the learning process. Unfortunately, some students are not

---

<sup>1</sup> Brown, H.D.(2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed). New York: Longman. 267-277

<sup>2</sup> Gani, S.A, Fajrina, D. Hanifa, R. (2015). *Students' Learning Strategies for Developing Speaking Ability*. Studies in English Language and Education, 18-19

<sup>3</sup>Susaniyah.(2015).Thesis.*The Use of Active Debate Technique in Teaching and Learning Speaking*.Syech Nurjati State Islamic Institute Cirebon.Cirebon, p2

interesting with speaking.<sup>4</sup> There are some factors that influence their speaking ability. They are lack of topical knowledge, mother tongue use, and low participation.<sup>5</sup> Moreover, they felt worried while making mistakes and afraid of criticism. They are embarrassed of the other students' attention towards themselves and do not confident to speak.<sup>6</sup> Thus, the teacher should modify their teaching speaking in order to solve those problems.

The way the teacher teach has an impactfor improving students' English speaking skills<sup>7</sup>, because there are several components that should be mastered by the students in speaking skill. For instance vocabularies, grammar, pronunciation, and fluency.<sup>8</sup> Furthermore, the teaching strategy that the teacher used to the learning process is important too. To reach the objectives of the learning process, the teachers may use some different strategies.<sup>9</sup> Thereby, the learning process will be successful if the teachers can provide the effective strategies in order to achieve the students' English ability.<sup>10</sup> There are several strategies that can be used to

---

<sup>4</sup>Shiamaa, Abd El Fattah.(2006).Thesis.*The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skill of Secondary Stage Students*.Ain Shams University, 17-19

<sup>5</sup> Tuan, N. H., & Mai, T. N. (2015). *Factors Affecting Students' Speaking Performance at LE Thanh Hien High School*. Asian Journal of Educational Research, 8-23.

<sup>6</sup> Lai-Mei Leong, Seyedeh Masoumeh Ahmadi(2017) *An Analysis of Factors Influencing Learners' English Speaking Skill*.Universiti Sains Malaysia. International Journal of Research in English Education, 36-37

<sup>7</sup> Richard, Jack C & Rodger, Theodore S.(1999). *Approaches and Method in Language Teaching:Communicative Language Teaching*. Cambridge University Press, 71-72

<sup>8</sup> David P. Harris.(1969).*Testing English as a Second Language*.Georgetown University, p 81-82.

<sup>9</sup>Ravindra. D. Sarode.(2018).*Teaching Strategies,Style,and Qualities o a Teacher: A Review for Valuable Higher Education*.International Journal of Current Engineering and Scientific Research Method,57-58

<sup>10</sup> Cole, R.W. (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Students*, Revised and Expanded 2nd



teaching speaking, such as debate, role-play, creative tasks, and drilling.<sup>11</sup>

Debate is one of the teaching strategies that usually used by the teacher in teaching speaking. Debate means a discussion of an issue by giving the agreeing and disagreeing perceptions.<sup>12</sup> Debate in the classroom can facilitate the students' critical thinking. In addition, debate and critical thinking are related, due to debate activities provide opportunities for them to deepen their critical thinking about the issue, questioning the oppositions' arguments, and show their interpersonal skills<sup>13</sup>. On the other hand, some teachers also use debate in their teaching learning English, because it has many advantages to improve students speaking skill such as enlarge their vocabularies, make them to be confident in front of others, and build their critical thinking. This can be seen from the amount of the previous studies have been shown that debate strategy can improve students' English ability.

There are some previous studies stated that by using debate, the students become more confident to express their ideas and opinions. Based on the study from Pezhman and Moomala entitled "*Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability*" showed that debate can helps the students to boost their confidence as it improves their speaking skills in front of others<sup>14</sup>. Moreover, study from Millati Azka entitled "*Students' Perceptions On The Use Of*

---

ed.. Virginia: Association for Supervision and Curriculum Development (ASCD), 42-43

<sup>11</sup> Agung G.A. (2013). *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*: Indonesia University of Education, 1-8

<sup>12</sup> Pezhman Zare, Moomala Othman (2013). *Classroom debate as a systematic teaching and learning approach*. World Applied Science Journal, 28, 1506-1513.

<sup>13</sup> Scott, S. (2008). *Perceptions of Students' Learning Critical Thinking through Debate in a Technology Classroom: A Case Study*, 38-45

<sup>14</sup> Pazhmen Zere, Moomala Othaman.(2015). *Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability*. Asian Social Science. Vol.11.No 9,158-167

*Debate In Speaking Class: A Case Of Undergraduate Students At Universitas Muhammadiyah Surakarta In 2016/2017 Academic Year*” assert that by applying this strategy, the teacher can change the classroom atmosphere to be more active. Therefore, the students feel happy while joining the course.<sup>15</sup> On the other hand, debate can also improve their critical thinking. As study from Astri Wulandari entitled “*Students’ Perception On The Use Of Debate Activities In Improving Students’ Speaking Skills in SMAN 8 Yogyakarta*” clarify that debate can help the students to talk a lot in order to enhance their critical thinking about something surrounding. This means that by debating, they can explore their mind without thinking about the grammar<sup>16</sup>

Furthermore, it is not only give the positive effect for the students, but also for the teachers, because it can help them in the teaching and the learning process. Study from Pek Albert and Johanes entitled “*Teachers’ & Students’ Perceptions On The Implementation Of The English Debate Trainings In A Vocational High School In Surabaya*” stated that by using debate activities in the learning process, the students become more active in speaking English and become more critical thinking.<sup>17</sup>

In line with those previous studies above, this problem also occurred in State Islamic Senior High School Sidoarjo. There were two class levels in that school. They were regular and bilingual class. Based on the interview with five English teachers, they said the students in bilingual class have good speaking rather than

---

<sup>15</sup> Azka Millati. Thesis. (2017). *Students’ Perceptions On The Use Of Debate In Speaking Class: A Case Of Undergraduate Students At Universitas Muhammadiyah Surakarta In 2016/2017 Academic Year*. Universitas Muhammadiyah Surakarta. Surakarta. p12

<sup>16</sup> Wulandari Astri. Thesis. (2017). *Students’ Perception On The Use Of Debate Activities In Improving Students’ Sepaking Skills in SMAN 8 Yogyakarta*. Sanata Dharma University. Yogyakarta. 37-58

<sup>17</sup> Pek Albert Christianto Pinardi, Johanes L. Taloko. (2016). *Teachers’ & Students’ Perceptions On The Implementation Of The English Debate Trainings In A Vocational High School In Surabaya*. Widya Mandala Catholic University Surabaya. Surabaya 10-13

students in regular class. They were enthusiastic in speaking English. However, the students in regular class tend to be passive when the teacher asked them to speak. So, the teacher gave them activities about asking and giving opinion through the classroom debate activities in order to help them to practice their speaking. That strategy has been applied there. Unfortunately, the way the teachers implement this strategy was not easy, because they have different responses to the strategy. There were many challenges faced by the teachers when implementing this strategy such as they were lack vocabularies, do not know how to share their ideas orally, and feel afraid to speak English.

However, regardless of the challenges faced by the teachers, the strategy has a big impact on their speaking such as enlarge their vocabularies, build their critical thinking, and improve their confidence to speak in front of others. Therefore, the reason to choose this school, because there was no other researcher who conducted the same research in this school so that the researcher wanted to know the information dealing with the advantages and challenges faced by the teachers of classroom debate deeply. In addition, the different between this research and other previous studies above is those previous studies only focused on the students' perception, but there is a view perception from the teachers about classroom debate activities.

## **B. Research Questions**

There are two research questions below which related to the background of the study:

What are the teachers' perceptions of classroom debate activities in State Islamic Senior High School Sidoarjo

That main research question followed by two sub questions :

- a. What are the advantages of classroom debate activities in State Islamic Senior High School Sidoarjo?
- b. What are the challenges that faced by the teachers in classroom debate activities in State Islamic Senior High School Sidoarjo?

## **C. Objectives of the Study**

There are two research objectives of this research, as follow:

To explore the teachers' perception about classroom debate activities in State Islamic Senior High School related to :

- a. The advantages of classroom debate activities in State Islamic Senior High School Sidoarjo
- b. The challenges of classroom debate activities in State Islamic Senior High School Sidoarjo

#### **D. Significance of the Study**

There are three significant of the study. They are from the teacher, the students, and the researcher.

##### **1. For future research:**

This research may be used as references for other researcher who will conduct the same research with the same topic, although by the different focus. For the example the teachers' perception about classroom debate activities towards the students' speaking ability

##### **2. For teacher:**

This research is expected to give an overview dealing with the advantages of the teaching strategy and solve those problems through classroom debate activities.

##### **3. For students:**

This research is expected to give an overview for students about classroom debate activities can improve their English skills, improve their critical thinking and can help them to be more confident in speaking English.

#### **E. Scope and Limitation of the Study**

The scope of this research is the teachers' perception about classroom debate activities. Those perceptions divided into several aspects. They are the definition about classroom debate activities, benefits of classroom debate activities, perceptions and challenges that faced by the teachers about classroom debate activities. The limitation of this research is only focusing on the teachers' perception about classroom debate activities in State Islamic Senior High School Sidoarjo

## F. Definition of Key Terms

To make easier for the readers, the researcher provides two definitions of key terms. They are teachers' perception and debate. Below are the definitions of key terms which related to the topic:

### 1. Teacher's Perception:

Teacher perceptions are the thoughts, opinions, and experiences of the teacher for assessing the abilities of their students which come from their knowledge, experience, behavior and background.<sup>18</sup> In this research, teachers' perception is the background knowledge and experience of the teacher about classroom debate activities.

### 2. Debate:

Macchiette says that formal debate is one of the suitable strategy in the learning process, because it can involve the students in the variety of cognitive and linguistic ways.<sup>19</sup> Besides, Kannedy, states that class debate can motivate the students to defend their opinion about something which is contra with themselves.<sup>20</sup> In this research, classroom debate is one of the strategies that used by the teacher in the classroom in order to improve their critical thinking, improve their confidence, and improve their English skill.

---

<sup>18</sup> Nailil M.(2019).*Teachers' Perception on The Role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classroom in Surabaya*. Uin Sunan Ampel Surabaya. Surabaya.p9

<sup>19</sup> Roy, Macchiette.(2005).*Debating Issues: A Tool for Argumenting Critical Thinking Skills of Marketing Students*. Journal of Marketing, 264-279

<sup>20</sup> Kannedy, R. (2007). *In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills*. International Journal of Teaching and Learning in Higher Education , 183-190.

### 3. Academic Debate:

Academic debate is often used in educational institutions such as schools and universities. This is directed by the teacher or lecturer in the classroom directly<sup>21</sup>. Moreover, academic debate is used to encourage students to improve their speaking skills. Therefore, they can participate to convey opinions, thoughts, and ideas during learning actively. This research, the strategy is implemented by the teachers in twelfth grader. Moreover, this strategy used to solve those students problem in speaking skill. It has several advantages to help the students to improve their speaking skill such as enlarge their vocabularies, build their critical thinking, and enhance their motivation to learn.

---

<sup>21</sup>Putri Puspitasari. Thesis. (2016). *Modifying Debate as A Technique to Improve The Students' Speaking Skill at SMAN 2 Metro*. Lampung University. Bandar Lampung, 20-23

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the literature review related to the topic. Here, there are some topics are speaking, teaching speaking, speaking activities speaking and debate, perception, challenges of classroom debate, definition of debate, types of debate, the role of debate, the advantages of debate activities, and debate in the classroom.

#### A. Literature Review

##### 1. Speaking

Speaking is an activity in order to constructing the meaning that involve producing and receiving the information.<sup>22</sup> Moreover, speaking is the one of English skill which can help people to do the communication.<sup>23</sup> In addition, speaking is a communication between the speakers and the learners.<sup>24</sup> Many people use speaking to do the communication in their daily life. The communication carried out to convey, express, and receive the information from the speaker. There are some purposes in doing the communication. They are want to know the information from the listeners, express the ideas, feeling, or thought to other people, and selecting the language store of someone.<sup>25</sup>

So, by having a good speaking, the communication will be run well. There are some components of speaking that should be achieved by the students in the learning process. According to

---

<sup>22</sup> Khaira M, Sofyan A. Gani, Iskandar Abdul S.(2019).*Teacher's Strategies in Teaching Speaking for Cadets*: English Education Journal, 83-86

<sup>23</sup> Farisha Andi B.(2016).*The Implementation of Debate Technique to Improve Students Ability in Speaking*.Exposure Journal,156-157

<sup>24</sup> Somjai, M.S. and Jansem, A. (2015). *The Use of Debate Teachnique to DevelopSpeaking Ability of Grade Ten Students at Bodindecha (Sing Singhaseni School)*.International Journal of Technical Research and Applications,27-31

<sup>25</sup> Harmer,Jeremy.(2002).*The Practice of English Language Teaching*.Newyork.Longman inc



Harris, the following components of speaking are pronunciation, grammar, vocabulary, fluency, comprehension. Below is the explanation of the components of speaking:

a. Vocabulary

Vocabulary is list of words which related to the meaning. In addition, vocabulary can help someone to do an activity dealing with delivery the meaning of the word. So, the numbers of vocabularies determine someone to share their ideas, perception, and thought easily.

b. Grammar

Grammar is the number of words that are arranged into a correct sentence. Good sentences are necessary to do the communication in order to make the listeners understand about the meaning. So, the students should master the grammar in order to make the communication easily.

c. Pronunciation

Pronunciation is the way to convey the meaning orally. Sometimes, people find difficulties to pronounce things when they don't unfamiliar with the language.

d. Fluency

Fluency is related to someone's speaking ability. They will find difficulties in fluency if they rarely to speak. This means that the fluency depends on how often they do the speaking activities in front of other people

e. Comprehension

Comprehension is the students' ability to understand about something. The students' understanding can get from their experiences and knowledge. Moreover, every student has different comprehension. So, the teacher should pay attention with the ability of every student.

Besides, there are several types of speaking such as responsive, intensive, extensive, interactive, and imitative<sup>26</sup> Here are the explanation from those types of speaking:

---

<sup>26</sup>Harris, D.P.(1994). *Testing English as a Second Language*. New York . Mc.Grow hill.81-82



- a. Responsive  
Responsive is the types of speaking skill about the comprehension of conversation. However, it has limited level of the conversations comments, and request.
- b. Intensive  
This is the type of speaking that makes to demonstrate of students speaking ability dealing with grammar, phrasal, lexical, or phonological relationships for the example intonation, stress, rhythm, and juncture. The example of intensive speaking are reading aloud, complete the sentences, etc.
- c. Extensive  
Extensive is the type of speaking related to the monologue. Moreover, it relate with the grammar. Sometimes, the students have difficulties in speaking, because they should pay attention with the grammar. The examples of extensive are presentation, storytelling, speech, etc.
- d. Interactive  
There is the difference between responsive and interactive. It usually depends with the complexity and length of the interaction.
- e. Imitative  
Imitative is a type of speaking where the students imitate something that is said by the teacher. This can be used by the teacher to check the students' pronunciation about the words.

Based on the explanation above the researcher concludes that speaking is an activity that involves the speaker and the listener in order to exchange their feeling, perception, and information. Moreover, there are some components in speaking such as pronunciation, grammar, vocabulary, fluency, comprehension. Therefore, the teacher should have good speaking in order to make the students understand the meaning easily.

## 2. Teaching Speaking

Speaking is an oral skill that becomes meaningful for the students when they are doing communication<sup>27</sup>. Speaking skill is more complex difficult to learn. Sometimes the students have difficulties in speaking English, because they rarely practice their speaking in the classroom. So, they will find difficulties when the teachers ask them to speak. Therefore, the way the teacher teaches in the classroom is important. The objectives of teaching speaking are the students talk a lot, high motivation to learn English, they have confident to do the communication in front of others and become more activities in the learning process.<sup>28</sup> As the study from Bashir, he stated there are five stages in the teaching speaking such as pre-production stage, early production stage, and speech emergence, intermediate fluency stage, advanced fluency stage, as follows:

- a. Pre-Production Stage :  
This stage the students only keep silent and they only imitate all about the teacher says.
- b. Early Production Stage :  
In this stage, the students use the short language. They also keep saying by the little words, whereas the pronunciations are not totally correct.
- c. Speech Emergence Stage :  
The third stage, they can enlarge their vocabularies in order to start the conversation with their friends. Moreover, they also can make the simple sentence or phrase.
- d. Intermediate Fluency Stage:  
The next stage, the students can make the more complex sentence and conversation with their friends. On the other hand, they also can share their perception, ideas, and feeling dealing with the things that they ever learnt in the classroom.
- e. Advanced Fluency Stage :

---

<sup>27</sup>Devi Widyaningsih, Rr Hasti Robiasih.(2018).*Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta*.*Journal of English and Language Teaching*,47-48

<sup>28</sup>Jeremy Harmer.(2007).*How to Teach English 2<sup>nd</sup> Edition*.England: Pearson Education Limited.34-36

The last stage, the students have a good ability to do something. Then, sometimes they can do all the activities without any preparation well.<sup>29</sup>

The teacher can give the interesting activities in order to develop students' speaking skill. According to Harmer, there are several kinds of speaking activities that used by the teacher in the teaching English, as follows; (1) Information gap activities (2) Story Telling (3) Favorite Objects (4) Meeting and greeting (5) Describing things or person (6) Students presentation (7) Debate (8) Describing Pictures (9) Solving Problem (10) Discussion<sup>30</sup>. Those activities can help the students to practice their speaking skill. Thereby, the teachers should give and modify the speaking activities so that the students will enjoy during the learning process. Harmer stated that giving various tasks in speaking is a good way in teaching. The reason as described below:

a. Exercise

To measure the students speaking ability, the teacher can give a lot of speaking activities for them. The teacher can ask them to discuss with their friends and speak up whatever they want. It is intended to encourage the students to be more active in speaking.

b. Feedback

After the students doing the task, the teacher should give the feedback for them. Feedback can be used by students to improve what the teacher has directed to make it better.

c. Engagement

The learning process will be run well if the teacher can provide the interesting activities. From the explanation above, there are some speaking activities such as role play, discussion, debate, storytelling, etc. The students will have high motivation if the teacher set up the activity properly.

---

<sup>29</sup>Marriam Bashir.(2011).*Factor Effecting Students English Speaking Skill*.British.Journal of Art and Social Sciences.Lahore:University of Education Collage Road, p36

<sup>30</sup>Harmer, Jeremy.(2007).*The Practice Of English Language Teaching FourthEdition*. Harlow, 34-36

### 3. Speaking Activities

According to Harmer, there are some activities in speaking that can be used by the teachers in the teaching and learning process. The activities are acting form script, discussion, communicating games, role play, and debate.<sup>31</sup>

#### 1. Acting from script

This activity involves students to act according to the dialogue. The dialogue is obtained from books or other sources. However, sometimes the teacher asks the students to write their own dialogue to act out. After that, the teacher asks the students to act based on the dialogue that has been made. Moreover, they can also record their act.

#### 2. Discussion

This activity is usually given in a group. It can help the students to share their ideas easily, because by grouping the other students can pay attention what the speaker say. However, not all of the students can share their ideas in front of others. One of the reason is they are not confident with their speaking ability. So, the teachers should give the motivation for the students so that they can more confident in speaking English.

#### 3. Communicating Games

Sometimes, students feel bored when the teacher only gives and asks them to do the assignments. Thus, communicating games is one of solution to change the class atmosphere. The teacher can deliver material through games such as describing picture, arrange the sentence based in the picture, arrange the things to the right order, etc. So, the students can easier to communicate which involves describing, asking for feedback, simplifying, and predicting.

#### 4. Role Play

Role play is an activity that involves students' speaking ability. It requires students become more active in speaking. So, the students can practice their speaking fluency and accuracy.

#### 5. Debate

Debate is an activity related to giving an opinion about agreeing and disagreeing. In addition, debate also gives students the opportunity to use all of their language and words

---

<sup>31</sup>Ibid

what they think of. Therefore, debate aims to invite students to see a problem from a different side.

Based on those activities in speaking, those speaking activities above can help the students to improve their speaking skill. The learning objectives can be achieved if the teacher can provide the appropriate activities according to the students' ability

#### 4. Speaking and Debate

According to Depdiknas RI asserts there are several focus of teaching English in Senior High School based on the curriculum as follow: the students' competence about produce oral and written text related to four English skill such as listening, speaking, writing, and reading. Next is the students' competence about the kinds of the texts such as descriptive text, report text, news item, recount text, analytical exposition text, discussion, hortatory exposition. Moreover, the students' competence in linguistics such as grammar, vocabulary, spelling and written rules. Accordingly, The objective of English language teaching at senior high school in Indonesia are developing students' competence in writing and speaking in order to pursue the level of information literacy, raising their awareness about the important of English as the foreign language that should be learn by the students, and developing the students comprehension about the culture and language<sup>32</sup>

Speaking is one of the English skills that have pay attention for the teachers in teaching, because the objectives of teaching speaking are the students talk a lot, high motivation to learn English, they have confident to do the communication in front of others and become more activities in the learning process.<sup>33</sup> Speaking is verbal of language which is used by the students to communicate with other students in the classroom. They use speaking in order to practice their speaking ability during the

---

<sup>32</sup>Departemen Pendidikan Nasional Republik Indonesia.(2006).*Pedoman Kurikulum Tingkat Satuan Pendidikan untuk Sekolah Menengah Atas*. Depdiknas Republik Indoneisa.Jakarta

<sup>33</sup>Jeremy Harmer.(2007).*How to Teach English 2<sup>nd</sup> Edition*.England: Pearson Education Limited.34-36

learning process. They can build a good communication between the speakers and the listeners by practicing their speaking skill continuously. There are five types of speaking activities that usually use in teaching and learning process, for instance intensive, responsive, imitative, interactive, and extensive.<sup>34</sup> Furthermore, there are also some elements in speaking skill that should be mastered by the students such as vocabulary, grammar, fluency, pronunciation, and comprehension<sup>35</sup>

The teacher may use several teaching strategies to practice their speaking skill during the learning process. One of the strategies that can be used by the teacher is debate. Based on the previous studies declare that debate strategy can improve the students speaking skill. They explain that debate strategy and critical thinking are related, because they can build their critical thinking while doing debating with other students.<sup>36</sup> Moreover, through debate the students can share their ideas or arguments without having pay attention about the grammar.<sup>37</sup> Therefore, debate is the appropriate strategy to use in the teaching and the learning process.

## 5. Perception

Perception is interpreting, organizing, and selecting the sensory about something to give the meaning.<sup>38</sup> Then, perception is

---

<sup>34</sup>Brown. H.D.(2004). *Language Assessment: Principle and Classroom Practice*. California: Longman, p141

<sup>35</sup>Ibid, p149

<sup>36</sup>Pek Albert Christianto Pinardi, Johaness L. Taloko.(2016). *Teachers' & Students' Perceptions On The Implementation Of The English Debate Trainings In A Vocational High School In Surabaya*. Widya Mandala Catholic University Surabaya. Surabaya10-13

<sup>37</sup>Azka Millati.(2017).Thesis. *Students' Perceptions On The Use Of Debate In Speaking Class: A Case Of Undergraduate Students At Universitas Muhammadiyah Surakarta In 2016/2017 Academic Year*. Universitas Muhammadiyah Surakarta. Surakarta. p12

<sup>38</sup>Nailil M.(2019). *Teachers' Perception on The Role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classroom in Surabaya*. Uin Sunan Ampel Surabaya. Surabaya.p9

cognitive process for understanding the meaning surrounding.<sup>39</sup> There are some factors when people give their perception. According to Gibson, Ivancevich, Domely, and Konopaske mention that the factors of perception are stereotyping, selectivity, self-concepts, situations, needs, and emotion. There are some stages that occur when someone give will give their perception such as selection, organization, and interpretation. As follow:

- a. Selection :  
In daily life we always hear, feel, and see the various information around us. That information we can get from the television, newspaper, and any other sources. After getting the information, we can't give our assumption directly without doing the selection from that information, because not all of the information has the accurate data. We should select which has positive information and which has negative information. So, selection is important before we get the new information from different sources.
- b. Organization :  
The next stage is organization. After select the kind of information from different sources, we can organize the information based on the criterion. For example someone who asked about the characteristic of human being, we may describe it from the perspective of their height, weight, or physical appearance. So, organization provides the opportunity to us to share our knowledge about the things that happen around us.
- c. Interpretation :  
The last stage is interpretation. After selecting and organizing the information, we can make sense of the pattern by interpreting the meaning. Moreover, every people have different way to interpret something. For instance Arabian people never shake their hand when meet different gender, however this is different habit with the other country. Thus, form the cultural diversity we can know that every people will

---

<sup>39</sup> Kreitner,R.Kinicki.(2008).*Organizational Behaviour 8<sup>th</sup>ed*.New York.McGraw-Hill Irwin.22-29



give their various perspectives. So, we can easily to get the new information from different perspective.<sup>40</sup>

Therefore, from that explanation above every people have different experience to organizing, selecting, and interpreting the meaning about something. This can be seen when the teacher only explains the material without implementing strategy during the learning process. This means that not all of the students can understand the material directly, because each student has different needs. So, the teachers should pay attention with their needs of each student.

## 6. Challenges in Classroom Debate

There are several learning activities that can help the students to practice their speaking skill such as discussion, presentation, debating, etc. Debate it's not only used to a competition, but also the teacher can provide some learning activities dealing with debate strategy, such as when they have a discussion or asking and giving the opinion about the issue. Consequently, debate and speaking are related, which means that they often practice their speaking through debate, so they can easily to improve their speaking ability.

However, some students assume that speaking skill is difficult to learn. So, they have difficulties to practice their speaking through debate strategy. There are some problems that faced by the teachers in the learning process. As the study from Yonsino, he stated that sometimes the students mastering about the grammar and vocabularies, but they still have difficulties to speak.<sup>41</sup> Moreover, they tend to use their mother tongue because it is easier or sometimes they don't know how to speak in a foreign language.

---

<sup>40</sup> Gibson, J. L, Ivancevich, J. M., Donnelly, J. H & Konopaske, R.(2009).*Organization Behavior, Structure, Process*.New York: McGraw-Hill Irwin.p15

<sup>41</sup> Yonsino.(2005).*The Effect of Using Debate Technique Toward Students' Speaking Skill At The Eleven Grade Students of SMA Negeri 2 Kota Sungai Penuh Jambi*.STKIP Muhammadiyah Jambi



As the study from Febryanti, she classify some problems that faced by the teachers during teaching speaking through debate. First is the students don't want to speak because they feel worried to make mistake, feel shy to speak in front of the class, and maybe the class atmosphere are not interesting. Second, the students often use their mother tongue when they do communication with their friends. It has become their habit to use their mother tongue in order to make their friend understand with the meaning easily. Next is about the large classroom. The number of the class can make the teaching and the learning process not maximal, because sometimes the teacher can't handle the students who sit at the back. So, the students who sit at the back don't get the full attention from the teacher so that they difficult to understand the material that the teacher has given. Fourth, the materials are not related to the students' needs. Sometimes, the topic are not related to their daily life so that can make them confuse and difficult with the lesson. Afterwards, they have low motivation in the learning process. The activities in the classroom affect their feeling. If the activities are not interesting, the students will not enjoy with the lesson.<sup>42</sup> So, the teacher should be able to give the interesting activities through debate and change their mind if speaking is not difficult to learn.

## 7. Debate

Debate is discussions which involve two or more people give their perception where their perception are about agreeing and disagreeing. Somjai and Jansem argue that debate means force the students to think about the issue from the multiple sides and force them to share their perception from that issue<sup>43</sup>. Moreover, Krieger mentions that debate is a discussion that makes the students

---

<sup>42</sup>Febryanti.R.Emma.(2011).Teaching Speaking of English as a Foreign Language.Online Journal of Universitas Lambung Mangkurat.Banjarmasin, p7

<sup>43</sup> Somjai, Satit & Jansem, Anchalee.(2015). *The Use Of Debate Technique To Develop Speaking Ability Of Grade Ten Students At Bodindecha (Sing Singhaseni) School*.International Journal Of Technical Research And Applications. 27-31

improves their critical thinking about an issue.<sup>44</sup> In line with the study from Gene argued debate can give the experience for the students to share and defend their ideas based on their position in debating. Moreover, by debating they can get large information from any different perspectives about the topic or the issue.<sup>45</sup>

From the definition above, debate have several objectives. According to Al-Mahrooqi & Tabakow mentions that there are some objectives from debate, they are; increasing students' motivation to speak, encourage the students to speak English, make the students practice English without thinking about the grammar, and make the students learn English from their friends, classmates, and other.<sup>46</sup> Thereby, debate is a strategy which is used to deliver the perception of agreeing and disagreeing about the issue. Debating can force the students to speak in front of others and increase their critical thinking about the things. Moreover, there are several items in debate such as definition, motion, theme line, argument, rebuttal, and conclusion.

## 8. Components of Debate

### a. Venue

Venues are the seats for the students in the classroom. The seats can be arranged by two tables for two groups (positive team and negative teams). Afterwards, there are also the seats for the time keeper, teacher, adjudicators, chairperson, speech point, and audience. All of the members of debate must from

---

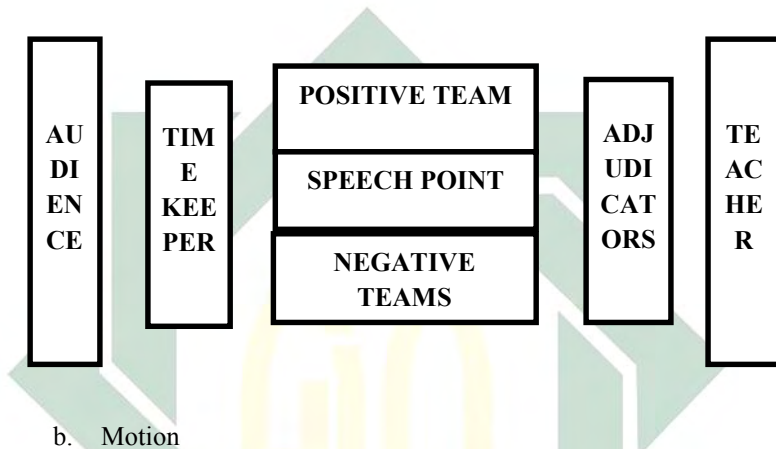
<sup>44</sup> Krieger, D.(2007).*Teaching Debate to ESL Students: A Six Class Unit*.Retrieved December 31,2019,from <http://iteslj.org/Techniques/Krieger-Debate.html>

<sup>45</sup> Gene.(2007).*Teaching Learning Strategy for Developing Competence in Communication and Critical Thinking*.Norfolk : School of Dental Hygiene, Old Dominion University

<sup>46</sup> Al-Mahrooqi, Rahma I. & Tabakow, Mary L.(2015).*Effectiveness of Debate in ESL/EFLContext Courses in the Arabian Gulf: A Comparison of Two Recent Student-Centered Studies in Oman and in Dubai, U.A.E. Second 21st Century Academic Forum Boston, Harvard USA* , Vol. 5,417-428

the students. Then, the teacher should give the job desk for each member. Below is the simple sketch of venue in classroom debate.

Figure 2.1. The Simple Venue of Classroom Debate



b. Motion

The second component is motion. Motion is the topic in debating. The teacher should give the topic before begin the debate. The motion of debating should contain agreed and disagreed with (debatable). It can be international or national issue, newest issue around us, or fun. Choose the related issue around their life is easier to enlarge their knowledge.

c. Speakers

After choosing the motion, the teams should discuss and prepare the materials that related to the motion. Then, during debating, they should work and analyze the motion together in order to give the best arguments. Each member of the teams has different job during debating such as rebuttal, rebuttal, give the response, and give the summary.

d. Chairperson

There is a chairperson in classroom debate. The roles of chairperson are introducing the members of the teams, give the sign of the time, and explain the motion and speaking time. Also, he or she make sure that the rule of debate are followed

e. Time Keeper

There is also the time keeper in debating. She or he who is being timekeeper should announce the range of time while debating. The time is maximum 5 minutes and minimum 3 minutes for speech. Every team has different length of speech. The timekeeper also has different sign to announce the time. For instance, he/she knock once after 30 seconds, double knock after 2 minutes, and triple knock means that the time is up. Moreover, the timekeeper should inform the adjudicators about the time that has been spent of each team such "the negative team spent 4 minutes and 5 seconds".

f. Adjudication

The next component of classroom debate is adjudication. The adjudication role is giving the brief conclusion in the end of classroom debate.

g. Audience

The last components are the audience. Here, the audience should enjoy with the debate. They can participate by giving applaud, laughing at the suitable time. The speakers have to convince the audience with their arguments.<sup>47</sup>

## 9. Types of Debate

There are many types of debates which are used in the classroom. In classroom debate activities, the students will share their assumptions about agreeing and disagreeing based on the topic. Debate could also potentially between two or more competing propositions or actions. Below are mentioned several types of debates:<sup>48</sup>

a. Parliamentary Debate

Parliamentary Debate is a debate usually uses in levels of government, in order to attack potential legislation.

b. A non-formal debate

---

<sup>47</sup>Debating Team.(2008).*A Brief Debating Introduction for Beginners*.Australia

<sup>48</sup> Putri Puspitasari.Thesis.(2016).*Modifying Debate as A Technique to Improve The Students' Speaking Skill at SMAN 2 Metro.Lampung University*.Bandar Lampung,20-23

A non-formal debate is a discussion of disagreeing that does not have a structure for how to present one's assumption can fall under the category of non-formal debate. From the example is when the students are doing argue with their friends about controversial issue in the classroom

c. Academic Debate

Academic debate usually used by the teacher in the classroom. The objective of academic debate is used to develop the English skills of the students. Sometimes, the teacher use form of debate from Lincoln Douglas. For Instance debate competitions between schools

Furthermore, debates also divided into two types. They are applied debate and academic debate. The explanation of those types of debate as follow:

1. Applied debate

There are four types in applied debate such as parliamentary debate, non-formal debate, special debate and judicial debate.

- a. Parliamentary debate: this kind of debate is usually used to in level of government.
- b. Non-formal debate: non-formal debate is one kind of the types of debate which not use a formal rule like parliamentary, judicial debate, etc. This can be found in television when someone who talk in a show or give the comment to others.
- c. Special debate: this is like a formal debate but it's little bit different with parliamentary and judicial debate. The example is about the debating candidates of democratic and republicans party's
- d. Judicial debate: judicial debate usually held in a quasi-judicial or courts. This is the formal debate which the rule has been determined by the government

2. Academic Debate

This type of debate is implemented in educational institution such as school and university. The objectives are to give the opportunities of the students to express their ideas in front of the class. Moreover, this can also help the students become more active to join the learning process. The rule is conducted

by dividing the class into two components which consist of speakers and motion.

### 10. The Rules of Debate

The teacher can use several procedures in order to achieve the learning objective through classroom debate activities. There are several procedures for implementing classroom debate according to the opinion of Paderson and Barkley. Below are some of the procedures put forward by Paderson:

- a. Divide the class into two terms
- b. Choosing the topic
- d. Give the opportunities for the students to take a note before doing debating.
- e. Explain the format debate

Below an example of format debate, as describe:

- a. Side 1 show the pro arguments, and each members giving explanation
- b. Side 2 show the contra argument, and each member giving the explanation
- c. Side 1 has a role as rebuttal
- d. Side 2 has a role rebuttal
- e. Side 1 has a role for second rebuttal
- f. Side 2 has a role for second rebuttal
- g. Side 1 make the conclusion
- h. Side 2 make the conclusion<sup>49</sup>

Meanwhile, Barkley stated that the procedures of debate as follow:

- a. Dividing the class into two group which consist of pro and contra groups
- b. Each group consist of three to four students
- c. Explain the rules of debate
- d. Introduce their group (1 menit)
- e. Share their argument and rebuttal (3minutes)
- f. Give a conclusion<sup>50</sup>

---

<sup>49</sup>Paul B. Paderson.(2002).*Experiences for Multicultural Learning*. American Psychological Association. Washington DC, p88-89

<sup>50</sup>Barkley,et al, p193

From those two different procedures above, the teachers can make their own procedure in their teaching in the classroom. Below are the procedures of classroom debate that can be used for the teacher, as follow:

- a. The teacher can prepare the material before implementing classroom debate
- b. The teacher can give the topic or theme for the students. The topic should related with their daily life
- c. Dividing the class into two group which consist of pro and contra group
- d. Ask of each group to share their ideas or perception consecutively
- e. Ask of each group to make a conclusion based on their opinion
- f. Give a feedback from their opinion

#### **11. The Advantages of Debate Activities**

Based on the explanation from several previous studies that have been presented above, debate is one of the suitable strategies that can be implemented in the learning process. Consequently, it has a few advantages. According to Kennedy, the advantages of debate as follow; (1) debate can help the students to connect them with public life, (2) defend informed choices about complicated, (3) debate can develop the students' speaking skill.<sup>51</sup> Ridwan stated that debate activities can make the students more interactive during the learning process.<sup>52</sup> Afterwards, Bellon defined that debate can improve the students' critical thinking, improve their communication skill, show the way to deliver and receive opinion, developing students communication skill, develop their questioning

---

<sup>51</sup> Kennedy, R. (2007). *In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills*. International Journal of Teaching and Learning in Higher Education, 43-46

<sup>52</sup> Ridwan. (2017). *Implementing Debate to Improve the Speaking Skill of The Eleventh Grade Students of SMK 17 Agustus 1945 Muncar Banyuwangi*. Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam , 230-233



skill<sup>53</sup>. In line with Zhang and Head assert that debate involved the students to make decisions, encourage their responsibility, and enhance their motivation in speaking English.

## 12. Debate in the Classroom

Debate is a formal discussion to share the different perception about the issue.<sup>54</sup> Besides, debate is expressing agreeing and disagreeing perception between two or more opposing parties.<sup>55</sup> Asian Parliamentary Style and British Parliamentary Style are common types of debate which is usually known. However, most of the teachers in the classroom use British Parliamentary. In British Parliamentary Style, the students divided into four teams which each team consist of two speakers. The teacher can teach the material about the newest issue around the world or their environment.

Through debate the students require to speak and give their perception based on the issue. The goal is to improve their critical thinking, improve their confidence to speak, and also improve their speaking abilities. Kennedy argues that debate activities in the classroom can engaged the student become more active in the classroom. In addition, become more active students in the classroom will get the information easily<sup>56</sup>. Furthermore, Doody and Condon state debate in the classroom can helps learner to

---

<sup>53</sup> Joe,B.(2000).*A Research based Justification for Debate Across the Curriculum*.Georgio State University.Vol 36,p4

<sup>54</sup> Indah,Werdinangsih.(2018).*The Use of Debate Method to Improve Students' Speaking Skill*.Journal of English Teaching Literature, and Applied Linguistic,15-17

<sup>55</sup> Douglas M. Carroll.(2014). *Using Debates to Enhance Students' Oral Business Communication Skills*. International Journal of Business and Social Science. Vol. 5, 1-8

<sup>56</sup> Kennedy, R. (2007). *In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills*. International Journal of Teaching and Learning in Higher Education, 19, 43-46



define the problem and identify and challenge the assumptions of the issue.<sup>57</sup>

## B. Review of Previous Studies

Some of previous studies have similar topic with this research "*Teachers' Perception About Classroom Debate Activities*". A study that has been conducted by Sophia Scott entitled "*Perceptions of Students' Learning Critical Thinking through Debate in a Technology Classroom: A Case Study*" her study investigate that debate as a tool in the learning process can improve the students' critical thinking through engaging in research, gathering information, and giving the arguments based on the issue.<sup>58</sup>

Besides, a study from Sri Tisna Yanti entitled "*Students' Perception On The Influence Of Joining English Debate Class Toward Students' Speaking Skill: A Case Study At Students Of English Education Program Who Join Ukm Argument Academic Year 2016*" the finding of her research explain that by joining debate club the students can speak English fluently, build their self-confidence, and improve their critical thinking.<sup>59</sup> Furthermore, a study from Yunda Lestari and Awalludin entitled "*Students' Perceptions toward Speaking Achievement and Critical Thinking on the Use of British Parliamentary Debating System*" investigate that by implementing British Parliamentary debate in the classroom make the great achievement progress of the students, stimulated

---

<sup>57</sup> Doody, O., & Condon, M. (2012). Increasing student involvement and learning through using debate as an assessment. *Nurse Education in Practice*, 12, 232-237.

<sup>58</sup> Sophia Scott.2008. *Perceptions of Students' Learning Critical Thinking through Debate in a Technology Classroom: A Case Study*.The Journal of Technology Studies, 38-45

2016 <sup>59</sup> Sri Tisna Yanti.(2016).Thesis.*Students' Perception On The Influence Of Joining English Debate Class Toward Students' Speaking Skill: A Case Study At Students Of English Education Program Who Join Ukm Argument Academic Year 2016*.Mataram University.Mataram,7-10

their critical thinking, and helped the students while giving the opinion.<sup>60</sup>

All of the studies above have similar topic with this research, however they are still have the differences. The similar were talked about the suitable of implementing debate in the classroom in order to improve the students' ability in speaking skill, build the students' critical thinking, and improve self-confidence of the students. There is the difference between this research and those previous studies. The difference of this research with the first previous study is all of those research focus on the students perception about the use of debate in the classroom, while this research is focus on the teachers' perception of classroom debate activities dealing with the advantages and the challenges that faced by them.

---

<sup>60</sup>Yunda Lestari and Awalludin.(2018) *Students' Perceptions toward Speaking Achievement and Critical Thinking on the Use of British Parliamentary Debating System*.ELS Journal on Interdisciplinary Studies on Humanities.Vol 1,443-447

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

There are some topic are presented in this chapter, (1) design of the research, (2) subject and setting of the research, (3) data and source of data, (4) data collection technique, (5) instrument, (6) trustworthiness data (7) research stages, and (8) data analysis technique.

#### **A. Research Design**

The study used descriptive qualitative research to describe and answer questions about the participants and context of study. Qualitative research is a research to study about things in the natural settings and interpret the phenomenon regarding the meanings people bring to them<sup>61</sup>.<sup>62</sup> Likewise, Creswell define that qualitative research is a methodology research to explore the problem which involve in individual or groups.<sup>63</sup> This research observed about the teachers' perception dealing with the advantages and the problem that faced by the English teachers in classroom debate activities at State Islamic Senior High School Sidoarjo , so that the data more deeply and without manipulation.

#### **B. Subject and Setting of the Research**

Subject in this study is needed to get the information. Depend on the types of questions asked; those subjects were selected by the criterion in order to give the key of the information for this research. On the other hand, this research used purposive sampling to choose the participants. Purposive sampling is a technique to choose the participant who can understand with the phenomenon of the study.

---

<sup>61</sup> Lincoln, Y. and Guba, E. (2000). Paradigmatic Controversies, Contradictions, and Emerging Confluences in Denzin, N and Lincoln, Y (ed.). Handbook of Qualitative Research. London: Sage Publication Inc.105-117

<sup>62</sup> Ibid

<sup>63</sup> Creswell, John W. (2010).Research Design Pendekatan Kualitatif Kuantitatif, dan Mixed,Yogyakarta : Pustaka Pelajar.204-207

Therefore, the subjects of this research were the English teacher's in State Islamic Senior High School Sidoarjo. There were around 5 English teachers as the participants who chosen purposively using criteria. This criterion was selected based on the teachers who ever implemented this strategy in teaching speaking. The researcher chose this criterion to know the teachers' perception dealing with advantages and the challenges while implementing classroom debate activities in the teaching speaking. Moreover, this research conducted the data in one senior high school. The school was State Islamic Senior High School Sidoarjo. State Islamic Senior High School Sidoarjo

### **C. Data and Source Data**

The data in this research obtained to answer those research questions such as the teachers' perception about the advantages of classroom debate activities and the problem faced by the teacher of classroom debate activities. Those data collected by doing interview with 5 English teachers in State Islamic Senior High School Sidoarjo.

### **D. Data Collection Technique**

Creswell mention there are several types of collection data procedure in qualitative research such as audio, visual, interview, and document analysis. This research used interview to get the data deeply. Creswell also classify the types of interview, such as one on one interview, group interview, by phone on interview, electronic interview.<sup>64</sup> Therefore, to answer the research questions about the teachers' perception dealing with the advantages and the challenges that faced by the teachers in classroom debate activities, this research gained the data by doing interview with English teacher. It might be around 5 English teachers. Each participant interviewed about 5-10 minutes.

This study only used to interview, because the researcher just wants to know the teachers perception about the advantages and challenges while implementing the classroom debate. Those

---

<sup>64</sup> John W. Creswell.(2014).Research Design.United States of America.Sage Publication.212-224

questions were given dealing with their experience and feeling in teaching speaking through classroom debate. So, the researcher can get comprehensive and accurate data from five English teachers, because each English teacher can deliver different experiences and feelings in applying this strategy. In line with the study from Titis, she only used interview to collect the data of her research. In her study, she asserts that only want to observe the feeling and interpretation of the participant dealing with those the context of her study.<sup>65</sup>

This interview is typically open ended questions. Study from Gal in Tumer showed that open ended question is extremely structured from those questions, because the questions are worded and asked to the different participants.<sup>66</sup> So, by using the open ended questions, the participant can give the information as much as they want and also allow the researcher to explore the information that they want to get. Then, record their perception and problem about classroom debate activities by using audio recorded.

## **E. Instrument**

Instrument is a tool that is used by the researcher to collect the data in order to make it more systematic and easy. This research used interview guideline while doing interview with English teachers. Interview used to collect the data by asking some questions related to those research questions. The participants are about 5 English teachers. Each interviewee has 5-10 minutes to do the interview. Afterwards, this research used the formal interview to get the data from the interviewee. The formal interview is used to conduct the data one by one with the participants who understand about the phenomenon in order to help the researcher to answer those research questions.

---

<sup>65</sup>Dewi, T. Kusuma.(2018).*Teacher Perspective on English Language Teaching Process in Relation to Gagne's Theory in an Intensive English Program in an Indonesian University.*The University of Adelaide, p25

<sup>66</sup>Daniel W. Tuner.(2010).*Qualitative Interview Design: A Practical Guide for Novice Investigators.*Florida: Nova Southeastern University, p756

Then, the voices of interviewee were recorded by using audio recording. The type of the interview is open ended questions. There are ten questions for each interviewee. It purposes to know their teachers' perception dealing with advantages and the problem that faced by the teachers in classroom debate activities. (*see the appendix 1*)

## **F. Trustworthiness Data**

Trustworthiness is used to get the validity of the data findings. The purpose of trustworthiness is to make sure the responsibility of the data in order to get the higher credibility. Here, the researcher applied four aspects to get validity of the data. They were credibility, transferability, dependability, and conformability. Those aspects are followed:

- a. **Credibility**  
Credibility gains the data toward the triangulation of the process. It purposes to make the data accurate. The types of triangulation of this research use the interview with five English teachers. The researcher also use the interview guideline to support the interview and gather some theories from experts such as journal and thesis
- b. **Transferability**  
The researcher use purposive sampling to choose the participants. The participant was chosen based on the criterion. So, it can make the readers understand the finding clearly
- c. **Dependability**  
The researcher organizes the research in the beginning to conclusion systematically. it is used to make sure the coherence of the data between the research questions. The researcher also discussed and consulted with the supervisors in order to gain the certainty and stability of the research.
- d. **Conformability**  
Conformability is used to check the relation between the data findings, recommendation, and interpretation. This can be used by giving the interview transcripts, field notes, memos, coding manual, feedback, suggestion or comments from the supervisor, etc. This research used to the interview transcript and feedback from the supervisor to check among the result of findings.

Furthermore, the researcher also gains the credibility and validity of the data with triangulation. In line with Setyadi, he asserts that triangulation is the techniques for measuring the data using two or more method in order to get the validity of data

- a. Data triangulation: this triangulation is used to collect the data from some sources such as document and participant. In document, the researcher got the data by doing the interview with the participants. Whereas, there are five English teachers as the participant of this research.
- b. Triangulation theory: the researcher used to some theories to support the data. The theories were collected from many sources of journals, thesis, and some books.
- c. Method triangulation: the researcher used to qualitative research to collect the data. To support the method, the researcher uses the interview with some participants.

### **G. Data Analysis Technique**

In analyzing the interview data, this study followed some step from Cohen, Manion and Morrison. The steps were: 1) the researcher was transcribed the interview recorded. 2) the researcher read the interview transcript repeatedly and carefully. 3) the researcher coded, categorized, and classified the interview transcripts the responses to the interview. 4) interpret the data. 5) Draw the conclusion<sup>67</sup>

### **H. Research Stages**

There are some stages in this research. They were preliminary research, planning, collecting the data, analyzing the data, and concluding the data. Below the following stages which were done by the researcher:

1. Preliminary research

The first stage, the researcher met the vice principal of State Islamic Senior High School Sidoarjo to ask permission to do

---

<sup>67</sup> Cohen, L., Manion, L., & Morrison, K. (2007). *Research method in education*. UK: Routledge.471-473



the interview with the English teachers of the school. The vice principal of the school asked to make a letter research permit from the faculty. However, the decision was determined by the head of the school foundation, because the highest decision in the school was not from the headmaster, but from the head of the school foundation. After that, the researcher waited for about one week to get the confirmation from the school.

## 2. Planning

After got the permission, the researcher discussed with the English teachers about the purpose of this research. There were five English teachers who contributed in this research. All of the English teachers teach in the twelve grade. Afterwards, the researcher decided the schedule of the interview. The interview schedule between one teacher and other teacher were different, because it adjusts with their work from office schedule. Thus, this interview conducted for about 4 days with 5 English teachers. The first day conducted on October, 6<sup>th</sup> 2020, the next day on October, 7<sup>th</sup> 2020, October, 8<sup>th</sup> 2020, and the last day on 12<sup>th</sup> 2020. Before doing the interview, the researcher made the instrument. The instrument in this research used to interview guideline (see appendix 1) and audio recording to support the interview

## 3. Collecting the data

After planning the instrument, the researcher conducted the data by doing the interview with 5 English teachers. Each interviewee has 5-10 minutes to do the interview. To support the interview, the researcher used to audio recorded. Those questions in the interview dealing with the teachers' perception about classroom debate activities.

## 4. Analyzing data

The next step was analyzing data. Afterwards, the researcher listen the audio recorded carefully and gave the code of interview transcript. After coding the data, the researcher found four aspects from the interview result. They were the knowledge, implementation, challenges, and advantages of classroom debate activities.

## 5. Concluding the data

The last stage, the researcher made the conclusion based on the result of the findings and discussion.



## CHAPTER IV FINDINGS AND DISCUSSIONS

### A. Findings

This chapter discuss about the teachers perception dealing with the advantages and the challenges that faced by teachers. The findings of this research obtained from the interview with the five English teachers in State Islamic Senior High School Sidoarjo. After coding the interview transcripts, the researcher categorized several aspects. They were knowledge, implementation, challenges, and advantages displayed on the table below.

**Table 4.1.1: Categorizing Aspects in Interview Result**

No.	Aspect	Explanation
1.	Definition	Strategy to improve their speaking ability
2.	Implementation	This strategy implemented in discussion text and asking and giving opinion.
3.	Challenges	They have difficulties to speak English.
4.	Advantages	The learning process become more interesting

From the table 4.1 showed that teachers' perception discussed about four aspects related to classroom debate activities. They are knowledge, implementation, challenges, and advantages. Below are the explanations from theresult of the interview:

#### **4.1 Teachers' Perception about the Advantages of Classroom Debate Activities**

Each participant has different perception about the meaning of classroom debate. However, all of participant agreed that debate

is one of the appropriate strategies to teach speaking skill. Almost the participants indicate that debate is the strategy that can help the students to improve their speaking ability. They can share their ideas based on the material that the teacher has given. The materials also related to their life so that they can easily to catch the point.

*“..... in my opinion, debate is a strategy to practice their speaking skill dealing with the theme or activities. So, we can focus to evaluate their speaking” (P1)*

Furthermore, by debating the students can express their ideas freely in front of their friends. So, the teacher can measure the students speaking ability easily. The teacher categorizing several aspects to take score toward this strategy such as their speaking fluency, vocabularies mastery, and their attitude when deliver the opinion to others.

*“Debate is used to know their speaking competency and ability. We can know their speaking ability through their fluency, vocabularies, and the way to deliver their opinion. Moreover, to know their courage in expressing the opinion” (P2)*

From the explanation above, the teachers explained that debate is one of the strategies used in teaching speaking skills. The implementation of classroom debate activities at State Islamic Senior High School was generally applied to twelfth grade, because the implementation of this strategy adjusts with the material in basic competence.

The following aspect is the implementation. This aspect discuss about the way the teachers implement classroom debate activities. Moreover, mention kinds of classroom debate activities that teachers have given to the students. There are some activities that can be implemented through classroom debate activities such as discussion text, hortatory text, analytical text, asking and giving opinion, and exposition text. However, almost the English teachers in State Islamic Senior High School Sidoarjo implemented classroom debate activities in a discussion text and asking and giving opinion.

They gave the material before they implemented this strategy. It purposes to make the students understand about the materials before doing debate. The material appropriate with the basic competence and their competency. Almost of the teachers gave the material toward asking and giving about the happening issue around their life, for the example about the corona issue or the learning process from home. Thus, the teacher asked the students to find a lot of information related to the topic. After getting many information, the teacher believes that students will find it easier to follow the learning process. The teacher used the same method while implementing the debate strategy. They divided the class into two to three groups consisting of pro, contra, and summary. Each group has a different role. However, they can express their opinion freely. Then, the teacher gives the opportunities for students to establish their speaking skills. Thus, the teacher can know the improvement of each student's speaking skill.

*".....beside discussion text, I also implement this strategy in material about asking and giving opinion. The rules of implement this strategy are prepare the materials, divide the class into two group which consist of pro and contra group. Then, every group should write their opinion based on the theme that the teacher has given. After that, they should respond their friend's opinion" (P3)*

Another participant said that:

*".... I always use debate in discussion text, hortatory exposition text, and analytical exposition text. The rule when I implement this debate is free. For example in discussion text, they can choose the topic freely like the hot issue that already happen" (P2).*

The classroom atmosphere was not interesting when the teacher only asked the students to do the assignment on the worksheet. At the time, the teacher only gave the assignment on their worksheet which only focuses on their writing skill. Therefore, it had an impact on their speaking skill. However, the English

teachers in State Islamic Senior High School Sidoarjo changed their learning strategy by implemented classroom debate activities.

Based on the result of the interview, some participants assert that debate has many advantages for improving students speaking skill for instance enlarge their vocabularies, build their self confidence, become more active, and have good motivation in the learning process. It can be seen from the students respond that were very enthusiastic, because they can express their ideas. This was the same with the perception from the P1, P2, P3, P4. They said :

*"..... By using debate the students can enrich their vocabulary, build their confident while speaking in front of the class. Besides, the students have good motivation in speaking"* (P2)

Also the other participant said that :

*"..... They make the students more confident to speak, practice how to receive and refuse other opinions, learn how to give opinion to other people well, and enlarge their vocabularies"* (P3)

Moreover, she stated that :

*"..... Of course, with debate students will have motivation to speak in English well, because they will more active to speak enjoy the learning process"* (P4)

Not only improving their speaking skill, but also it can change their response while joining the learning process. The teachers argued that debate help the students who passive in speaking become more active to speak. Besides, the students think that debating was like in a competition, so that they attempt to be win. Thus, the teachers believe that debate can motivate the students to a lot of speak in the learning process.

*"I think its better using debate strategy to improve their speaking ability. Because by using debate, the students can*

*believe with their self and find the way to win something with debate.” (P1)*

Other participant said :

*“By using debate, the students more confident to do the assignment. Because classroom debate can change their feeling” (P3)*

Based on the explanation above, the teacher mentioned that debate can enrich their vocabularies. Vocabulary is the important aspect in communication. The numbers of the vocabularies can influence their speaking. Thus, the students' who have lot vocabularies will get the information easily. Moreover, debate can make the students high motivation to learn. Students who have high motivation will give the good respond in the learning process. The good responses influence their confidence to share their ideas, feeling, and thought.

#### **4.2 Teachers' Perception about the Challenges of Classroom Debate Activities**

Those five English teachers found the challenges when implement this strategy. Some of the students have difficulties to speak English. Moreover, almost of the students had different competence in speaking English. There are two English classes level in State Islamic Senior High School Sidoarjo. They were regular and bilingual class. Students who joined in bilingual class were good enough in speaking skill rather than students who joined in regular class. The teachers found the challenges when they implemented this strategy in regular class, because they were passive in speaking. There are some factors that influence their speaking skill such as they felt shy to speak, they were lack vocabularies, and they didn't know how to express their opinion orally.

*“.... The students don't have good speaking ability. Moreover, they don't know how to express their opinion, because they feel shy to speak in front of the class” (P4)*

Moreover, other participant stated that :

*“There is problem during implement this strategy, because, not all of the students can speak English directly. So, I ask them to understand and learn the material before”(P5)*

This was different in bilingual class. Students who joined in this class have good enough in speaking skill. They didn't have difficulties in speaking English. So, the teachers implemented this strategy easily. However, there was a challenges that faced by the teachers when they implemented in this class. The teacher couldn't handle the class, because they were not as enthusiastic as the regular class. Students who joined in bilingual class were more enthusiastic because they considered the classroom debate as a competition. So they try to give the best opinion to others. Thus, it made the classroom conditions not conducive.

*“The difficulty is when face the student who are passive in speaking. Beside, handle the students who over speak”(P5)*

## **B. Discussion**

This sub chapter described about discussion from the findings above. The findings showed that the researcher found four aspects. Those aspects were obtained by categorizing from the interview result. They were definition, implementation, challenges, and advantages. The first aspect was about the knowledge. This aspect involves the definition of debate. Almost of the teachers argued debate is one of the strategy which can help the teachers to teach speaking skill. This is the suitable strategy for enhancing the students' speaking skill related to the grammar, pronunciation, fluency, vocabularies, etc.

The study from Bonwell and Eison defined that debate strategy give the chance for the students to speak and share their ideas freely in the classroom<sup>68</sup>. So, they can practice their speaking

---

<sup>68</sup>Bonwell, C. Eison, J.(1991).*In Class Debate:Fertile Ground for Active Learning and the Cultivation of Critical Thinking and Oral Communication Skill*. Journal of Teaching and Learning in Higher Education,p183-190

easily rather than do the assignment on worksheet. Furthermore, through debate the teachers can evaluate the students speaking ability. In line with the study from David declare there are several aspects that should be mastered by the students in speaking skill such as vocabularies, fluency, pronunciation, and grammar.

Further, aspect about the implementation of classroom debate in the teaching speaking. The way the teachers implement the strategy is important. As the study from Cole, his finding showed the teachers should be able to give the attractive activities in the learning process.<sup>69</sup> Therefore, they can provide the authentic materials so that the students can follow the learning process well. Based on the result of those findings above, the teachers implemented this strategy in discussion text, hortatory exposition text, and analytical exposition text. However, the most frequently used are discussion text and asking and giving opinion. The material was given depend on the students' competence, because there were two different English classes level in State Islamic Senior High School Sidoarjo. They were regular and bilingual class. So, the teachers can give the same material but with the different attention.

Before implemented the strategy, the teachers gave them about the material which related to their life. Then, they divided the class into two groups which consists of pro and contra group. Afterwards, they asked the students to convey their ideas freely. Through debate, the teachers believe that the students can emphasize their speaking skill easily, because debate force them to talk a lot. In line with the same statement from Dundes stated that debate can encourage the students who have passive in speaking become more active<sup>70</sup>. Moreover, Bonwell and Eison stated that by debating the students more effectively in discussion, analysing, and applying rather than passively absorbing information.<sup>71</sup> Thus, the

---

<sup>69</sup>Ibid

<sup>70</sup>Dundes.(2001).*Small Group Debates:Fostering Critical Thinking in Oral Presentations with Maximal Class Involvement*.Teaching Sociology, p237-243

<sup>71</sup>Bonwell and Eison.(1991).in Kannedy 2007.*Inclass Debate: ertile Ground for Active Learning and the Cultivation of Critical Thinking and*



teachers can measure students' speaking ability from several aspects such as the way they deliver their opinion, their attitude while debating, and the way their analyzing something.

Next was about the challenges in classroom debate activities that faced by the teachers. Based on the findings above, the teachers stated that most of the students in regular class have difficulties in speaking English. There are some reasons such as they feel afraid to speak, lack vocabularies, and they don't know how to share their ideas orally. This happened when the teacher gives the students a topic, then asked them to share their opinion based on the topic. Unfortunately, most of the students were silent, because they were unable to express their opinions orally. Then, they also have a lack of vocabularies mastery. Thus, they can't convey the opinion optimally. From this problem, the teacher provides the opportunity for students to find the difficult words through a dictionary or translation. Moreover, there was a participant said sometimes the students have good ability in writing skill, but their speaking skill was not good enough. So, they can only share their ideas in a form of written, but not in a form of oral. However, there was also a problem when implemented in bilingual class. The teachers couldn't handle the students who over speaks while debating. So that, it made the class atmosphere became not conducive. Therefore, the teachers have an important role to guide the students in speaking. It was the same with the study from Tri Wiyati Putri, her study showed that the students who rarely speak and practice their speaking will find the difficulty during the learning process.<sup>72</sup> Those problems can be finished by giving them more activities dealing with speaking activities. Besides, the teachers can give the time when implementing classroom debate. Its purpose to prevent the students who over speak

The last was about the advantages of classroom debate activities. Debate has an important rule to enhance the students' speaking ability. In debate, they require to speak a lot. It is

---

*Oral Communication Skill*. International Journal of Teaching and Learning in Higher Education, p183-190

<sup>72</sup>Putri, W.Tri.(2017). *Teaching and Learning Speaking Through Debate Technique of The Eleventh Grade in MA Al-Hikmah Bandar Lampung*. University Lampung. p114



agreement with the study from Dobson showed debate can help the students to speak and convey their feeling, thought, and view about an issue.<sup>73</sup> Beside, Doody stated Debate give the students opportunities to speak a lot in front of others, because they can directly change their thoughts with their classmate. During debating, the teacher's role only as the advisor.<sup>74</sup>

All of the participants agreed if classroom debate is one of the appropriate strategy to teach speaking skill. All of the participants argued that debate has many advantages in the learning process. According to Kannedy, the advantages of debate as follow; (1) debate can help the students to connect them with public life, (2) defend informed choices about complicated, (3) debate can enhance the students' speaking skill.<sup>75</sup>

Afterwards, from the findings above, they said if debate can build their confidence, critical thinking, enrich their vocabularies, and increase their motivation to learn. Some participants said that debate improved the students' vocabulary mastery. Vocabulary is necessary to use in communication. The amount of vocabulary can improve students' speaking ability. From the interview results, the researcher concluded that the more vocabulary they have, the more knowledge they will get the information easily.

In addition, the teachers assumed that by debating they can develop their critical thinking. Critical thinking is ability to criticize and analyze about something.<sup>76</sup> It happened when the teachers gave them the topic, then they should be able to find a lot of information related to the topic. Afterwards, the teachers asked them to share their ideas in front of others. From this situation, it can be seen that debate can help the students to build their critical thinking, because each students can develop their mind to get a lot of information

---

<sup>73</sup>Dobson, M.J.(1987).*Effective Techniques for English Conversation Groups*. Washington,D.C.United States Information Agency

<sup>74</sup>Doody and Condon.(2012).*Increasing Student Involvement and Learning through using Debate as an Assessment*.Nurse Education in Practice.p232-237

<sup>75</sup>Ibid

<sup>76</sup>Freeley J. Austin.(2009).*Argumentation and Debate: Critical Thinking for Reasoned Decision Making, Twelfth Edition*. Wadsworth Cengage Learning.Canada, p1

from the topic that the teacher has given. John Dewey assert there are five phase of critical thinking such as suggestion, the problem definition, hypothesis generation, reasoning something, and hypothesis testing<sup>77</sup>. Dewey added that if each individual to actively participate in their reflection, giving reasons, interpreting a conclusion and evaluate it. From those phase of the critical thinking, the researcher relate it to the classroom debate activities. In suggestion, the students can get many suggestions in debate motion, because there is much information exchanging in it. So, the students should be able to choose the best information according to the debate motion. In problem definition, the students should be able to use their language as well as in order to debate process will not be out of the topic. Next, in hypothesis generation the students should give their explanation and solution in order to support their argument. In reasoning, the students should give the logical reason for their arguments. This can be supported by giving an example and interpretation of the data. The last phase is about hypothesis testing. In this phase, the students can make an evaluation based on their reason and present it. Thus, the students can follow those phase of critical thinking according to Dewey in order to build their critical thinking in speaking. In line with bloom stated that critical thinking means getting the knowledge to explore their ideas concerning of six levels, as follow: knowledge, comprehension, application, analysis, synthesis, and evaluation<sup>78</sup>. So, from the six levels to be critical thinker that asserted by bloom, the teacher must know what the students should do in the debate process and activities in order to be categorized as the critical thinker.

Meanwhile, the teacher said that there is the different of students' response between implementing classroom debate and without using classroom debate. The students showed the positive response while the teacher implementing this strategy such as they become more active in speaking and high motivation to speak English. Otherwise, the students feel bored when the teachers only asked them to do the worksheet. In line with the study from Bellon

---

<sup>77</sup> John Dewey.(1993).*How we think: A restatement of the relation of reflective thinking to educative process*. Boston,MA

<sup>78</sup> Bloom.(1956).*Taxonomy of Educational Objective*. David McKay Company. New York

defined there are several advantages in debate strategy such as debate can improve the students' critical thinking, because debating force them to think about the topic that the teachers has given, debate can show the way to deliver and receive opinion, developing students communication skill, because by debating the students spend a lot of time to communicate with others in order to exchange ideas, develop their questioning skill.<sup>79</sup>

There was little bit different from the Kannedy and Bellon statement, because the teachers added if debate can motivate the students to speak English. They stated that debate can force them to speak rather than only gave an exercise on worksheet. Furthermore, the study from Zhang and Head assert that debate involved the students to make decisions, encourage their responsibility, and enhance their motivation in speaking English.<sup>80</sup> Thus, debate is a strategy to make the learning process more interesting. On the other hand, debate has many benefits to improve the students' speaking skill and build their motivation learning. In line with the study from Lidya Ratna Desita declare the implementation of debate strategy in teaching speaking gives a positive effect on the progress of the students' speaking skill. It can be seen when the teacher gave them the material without using the strategy, they look confused to speak and share their ideas. There were also some students who feel worried to share ideas even they already know the answer. However, after implementing this strategy continuously, the students showed high progress in their speaking such as they directly speak without worried to make mistakes. Moreover, they were also enthusiastic when joining the learning process and they can catch the material easily.<sup>81</sup>

---

<sup>79</sup>Bellon, Joe. (2000). *A Research based Justification for Debate Across the Curriculum*. Atlanta: Georgia State Univeristy

<sup>80</sup>Zhang, X. Head, K.. (2009). *Dealing with Learner Retience in the Speaking Class*. ELT Journal, p1-9

<sup>81</sup>Desita, R. Lidya. (2017). *Improving Students' Speakin Ability Through Debate Technique*. Tanjungpura University, p8

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This chapter present about the conclusion of this research. From the findings above, the researcher draw the conclusion according to the data that have been analyzed with the previous chapter. From those data about the teachers' perception of classroom debate activities dealing with advantages and challenges that faced by the teachers, below were the explanation:

##### **5.1 Teachers' Perception about the Advantages of Classroom Debate Activities**

There are some strategies that the teachers use to improve the students' speaking ability such as role play, drilling, debate, etc. From those findings, the researcher concluded that debate can helps the English teachers in State Islamic Senior High School in teaching speaking. The teachers gave the students some speaking activities through classroom debate for instance asking and giving opinion. The activity that the teacher has given were related to their daily life in order to make them understand and easily to get the information.

Thus, from the classroom debate strategy, the teachers argued that debate has beneficial in teaching speaking skill, because debate force them to talk a lot about the issue around them. This can be seen from their respond and improvement of their speaking. They were enthusiastic while joining the learning process towards classroom debate rather than doing the task on their worksheet, because they have more time to speak and share ideas in front of others. The teachers said that the students have difficulties if they only do task without practicing their speaking. Moreover, debate can also improve their speaking ability such as such as build their self-confidence, enlarge their vocabularies, encourage their critical thinking, and make their high motivation to speak.

##### **5.2 Teachers' Perception about the Challenges of Classroom Debate Activities**

Speaking is an activity to convey the meaning to do the communication with other people. Every student has different

ability in speaking skill. There are some elements in speaking skill that should be mastered by the students such as vocabularies, grammar, pronunciation, and fluency.<sup>82</sup> However, not all of the students at State Islamic Senior High School were interesting in speaking, because some of them have difficulties with their speaking. Based on the findings, the researcher concluded that there were two different class levels in State Islamic Senior High School. They were regular and bilingual class. The teachers faced several problems in both class.

Students in regular class were passive in speaking rather than students in bilingual class. Students in regular class have difficulties when they speak English in front of others, because they were lack vocabularies, felt shy, did not know how to express their ideas, and sometimes they can only express their ideas in a form of written rather than oral. So, the teachers have difficulties when implement this strategy in regular class, because almost of the students were not interesting in speaking. On the other hand, the teachers solve those problems to give the interesting activities through debate, such as discussion and giving opinion. It was different from bilingual class, because almost of the students have good ability in speaking. However, they become more active when the teachers implemented this strategy in speaking. So, the teachers couldn't handle the class, because the classroom condition was not conducive.

## **B. Suggestion**

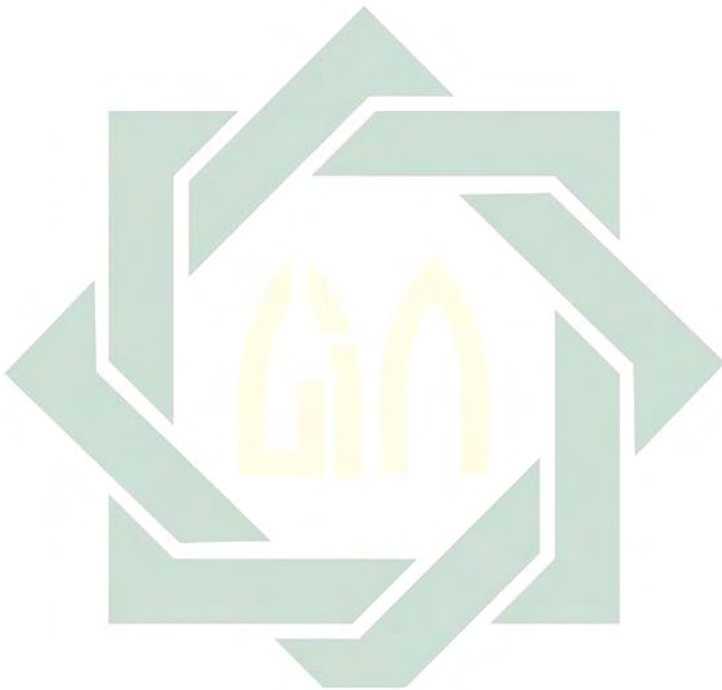
Based on the result of the findings and discussions, the researcher found that debate has many advantages for improving students speaking skill. Below are the suggested by the researcher:

1. For the teachers: debate is one of the appropriate strategies to teach speaking. By implementing classroom debate, the teacher can give the opportunities for the students to talk a lot. Moreover, the teachers should be able to provide the materials which related to the basic competence and the level of the students.

---

<sup>82</sup>Harris.D.P(1969).*Testing English as a Second Language*.Georgetown University, 81-82

2. For the students : the researcher suggest to the students to improve their speaking skill toward the debate strategy, because this strategy help them to achieve those aspect in speaking skill such as the fluency, accuracy, grammar, and vocabularies



## REFERENCES

- Al-Mahrooqi, R. I. (2015). Effectiveness of Debate in ESL/EFL Context Courses in the Arabian Gulf: A Comparison of Two Recent Student-Centered Studies in Oman and in Dubai. *Second 21st Century Academic Forum Boston*
- Anchalee Jansem, M. S. (2015). The use of Debate Technique to Develop Speaking Ability of Grade Ten Students at Bodindecha (Sing Singaseni) School . *International Journal of Technical Research and Application*
- Anjaniputra, A. G. (2013). Teacher's Strategies in Teaching Speaking to Students at Secondary Level. *Journal of English and Education*
- Astri Wulandari.(2017).Thesis. *Students' Perception On The Use Of Debate Activities In Improving Students' Sepaking Skills in SMAN 8 Yogyakarta*.Sanata Dharma University.Yogyakarta
- Awalludin, L.Y.(2018). *Students' Perceptions toward Speaking Achievement and Critical Thinking on the Use of British Parliamentary Debating System*.ELS Journal on Interdisciplinary Studies on Humanities.Vol 1
- Baso, F. A. (2016). The Implementation of Debate Technique to Improve Students Ability in Speaking. *Exposure Journal*
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Longman
- Cole, R.W. (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Students*, Revised and Expanded 2nd ed.. Virginia: Association for Supervision and Curriculum Development (ASCD)
- Creswell,John W.(2010).Research Design Pendekatan Kualitatif Kuantitatif, dan Mixed,Yogyakarta : Pustaka Pelajar



- Daniel, K. (2007). *Teaching Debate to ESL Students: A Six Class Unit*. Retrieved December 31, 2019, from <http://iteslj.org/Techniques/Krieger-Debate.html>
- David P. Harris.(1969) *Testing English as a Second Language*.Georgetown University
- Devi Widyaningsih, R. H. (2018). Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta. *Journal of English Language and Language Teaching*
- Dewi, T. Kusuma.(2018).*Teacher Perspective on English Language Teaching Process in Relation to Gagne's Theory in an Intensive English Program in an Indonesian University*.The University of Adelaide, p25
- Doody, O., & Condon, M. (2012). Increasing student involvement and learning through using debate as an assessment. *Nurse Education in Practice*, p12,
- Douglas, M. (2014). Using Debate to Enhance Students' Oral Bussiness Communication Skills. *International Joournal of Bussiness and Social Science* ,
- Gibson, J. L, Ivancevich, J. M., Donnelly, J. H & Konopaske, R.(2009).*Organization Behavior, Structure, Process*.New York: McGraw-Hill Irwin.
- Harmer, J. (2007). *How to Teach English 2nd Edition*. England: Pearson Education Limited
- Jack C. Richards, T. S. (2001). *Approaches and Method in Language Teaching 2nd Edition*. Cambridge Univeristy
- John W. Creswell.(2014).*Research Design*.United Stated of America.Sage Publication.
- Kannedy, R.(2007). In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication



skills. *International Journal of Teaching and Learning in Higher Education*

Khaira Maulidar, S. A.(2019). Teacher's Strategies in Teaching Speaking for Cadets. *English Education Journal*

Kreitner,R.Kinicki.(2008).*Organizational Behaviour 8<sup>th</sup>ed.*New York.McGraw-Hill Irwin

Lai-Mei Leong, S. M.(2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*

Lincoln, Y. and Guba, E.(2000). Paradigmatic Controversies, Contradictions, and Emerging Confluences in Denzin, N and Lincoln, Y (ed.). *Handbook of Qualitative Research*. London: Sage Publication Inc.

Macchiette, R. (2005). Debating the Issues: A Tool for Argumenting Critical Thinking Skills of Marketing Students. *Journal of Marketing Education*

Millati Azka.(2017).Thesis. *Students' Perceptions On The Use Of Debate In Speaking Class: A Case Of Undergraduate Students At Universitas Muhammadiyah Surakarta In 2016/2017 Academic Year*.Universitas Muhammadiyah Surakarta.Surakarta.

Mukkaromah N.(2019).*Teachers' Perception on The Role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classroom in Surabaya*.Uin Sunan Ampel Surabaya. Surabaya

Nuvitasari, intan, Rizka, dan Rakhmawati.(2017).*Students' self-efficacy in public speaking program at SMKN 1 Lamongan*.International Conference on English Language Teaching (ICONELT 2017), vol:434, 244-250

Pek Albert Christianto Pinardi,Johanes L. Taloko.(2016).*Teachers' & Students' Perceptions On The Implementation Of The English*

*Debate Trainings In A Vocational High School In Surabaya.*  
Widya Mandala Catholic University Surabaya.Surabaya

Pezhman Zare, M. O.(2013). Classroom Debate as a Systematic Teaching and Learning Approach. *World Applied Science Journal*

Pezhman Zare, M. O.(2015). Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability. *Asian Social Science*

Puspitasari Putri.(2016).Thesis.Modifying Debate as A Technique to Improve The Students' Speaking Skill at SMAN 2 Metro.Lampung University.Bandar Lampung,

Richard, J.C.(1999). *Approaches and Method in Language Teaching:Communicative Language Teaching*. Cambridge University Press

Ridwan. (2017). Implementing Debate to Improve the Speaking Skill of The Eleventh Grade Students of SMK 17 Agustus 1945 Muncar Banyuwangi. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*

Safriyani, rizka, Ayuningtyas M. Laras, Hamidatul M. Nur, Erika F. Wichda.(2020).*Critical Thinking in English Academic Essay: Indonesian Teacher's Voices*. International Conference on English Language Teaching (ICONELT 2019), vol:434

Safriyani, rizka, Mahsunah, Ahsanatul, Alifa, dan Fifi.(2020).Students' Perception About Warming Up in English Learning Process to Improve Students' Skills: The Case of Eighth-Grade Students at Mts Nurul Islam Pongangan Gresik. International Conference on English Language Teaching (ICONELT 2019), vol:434

Sarode, R. D. (2018). Teaching Strategies, Style, and Qualities of a Teacher: A Review for Valuable Higher Education. *International Journal of Current Engineering and Scientific Research Method*

- Shiamaa, Abd El Fattah.(2006)T.Thesis.*The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skill of Secondary Stage Students*.Ain Shams University
- Scott. (2008). Perceptions of Students' Learning Critical Thinking through Debate in a Technology Classroom: A Case Study. *The Journal of Technology Studies*
- Sofyan A. Gani, D. F. (2015). Students' Learning Strategies for Developing Speaking. *Studies in English Language and Education*
- Tuan, N. H., & Mai, T. N. (2015). *Factors Affecting Students' Speaking Performance at LE Thanh Hien High School*. Asian Journal of Educational Research.
- Gene.W.(2007).*Teaching Learning Strategy for Developing Competence in Communication and Critical Thinking*.Norfolk : School of Dental Hygiene, Old Dominion University
- Warnidah, N. (2015). Implemnetation Debating Technique in Teaching Speaking. *Journal of Linguistic and Language Teaching*
- Werdiningsih, I. (2018). The Use of Debate Method to Improve Students' Speaking Skill. *Journal of English Teaching Literature, and Applied Linguistic*.
- Yanti Sri Tisna.Thesis.(2016). *Students' Perception On The Influence Of Joining English Debate Class Toward Students' Speaking Skill: A Case Study At Students Of English Education Program Who Join Ukm Argument Academic Year 2016*.Mataram University.Mataram
- Yonsino.(2005).*The Effect of Using Debate Technique Toward Students' Speaking Skill At The Eleven Grade Students of SMA Negeri 2 Kota Sungai Penuh Jambi*.STKIP Muhammadiyah Jambi